UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Inquiring into Perspective Transformation in University Education

by

Assumpta M.O'Kane C Occ Psych. MSc.

A Portfolio of Exploration submitted in fulfilment of the requirements of the examination for the:

DBA(Business Economics) Degree of the National University of Ireland - University College Cork

School of Economics

Head of School: Professor Connell Fanning

Research Supervisors: Dr Eleanor Doyle and Professor Connell Fanning

May 2013

DECLARATION

The Portfolio submitted is my own work and has not been submitted for another degree, either at University College Cork or elsewhere.

ACKNOWLEDGEMENTS

Keynes once said that 'words ought to be a little wild as they are an assault upon the unthinking'. My journey through the Doctorate of Business Administration (DBA) has inspired me to think and to express myself at a deeper level of thought and to assault my own mindless assumptions accumulated up to mid-life. I feel deeply grateful and privileged to have had this once in a life time opportunity. The benefits of the DBA programme have slowly accumulated over three plus years into fresher and more alert patterns of thought. Often as I observe myself I am often surprised and delighted by my own new levels of insight and objectivity.

I am indebted to so many people for their support, patience, guidance and help on my journey.

My first priority is to my husband Fergal, my daughter Elaine, and my sons Mark, David and Christopher whose selflessness and interest have allowed me the time and space to indulge my reading and writing. I am so grateful for your openness and curiosity about my work and your relentless belief in my ability to complete what at times seemed a truly mammoth task.

I would also like to applaud my Mother as a major anchor in my life, the person who has always unfailingly believed in what I can become. I also would like to thank my brothers and the many dear friends who have all made different contributions to my life over the years in general.

My inspiring Professor and Supervisor – Professor Connell Fanning whose gift for stretching minds and creating new worlds for others to explore is a rare talent. His personal interest made my journey challenging and his support meant that I never felt alone in figuring out new ideas and possibilities. I consider myself very fortunate to have had the benefit of his counsel.

Dr. Ella Kavanagh, is a dedicated academic force and a true believer in education as the basis for progressing in life. She turned her entire career and way of working on its head for the BA renewal discussed in this document. I thank Dr. Kavanagh for her openness, courage and tenacity in achieving transformation for the most traditional of all university programmes, the BA. Without her leadership, the programme would remain untested and unvalidated.

I would also like to acknowledge the UCC BA Transformational team who over three years changed the scope and practice of the university experience for students. The endless hours of discussion and contribution, especially in the design and early implementation stages of the work were outstanding.

Dr Eleanor Doyle, my second Supervisor has been a steadfast and unfailing influence on the development of my thoughts into the flow of my writing. Her time and dedication to

reviewing my work and her endless re-reads has been invaluable to me. I would like to thank her for her clear thinking and objectivity throughout this experience.

Finally I would like to thank my External Examiners - Professor Carol Costley (Middlesex University) and Dr. Eoin O'Leary (UCC), whose insightful questions and challenges were a genuine test of the work that has gone into the expansion of my meaning making and the renewal of the BA (Economics) in UCC.

In loving memory of the late Denis O'Kane and Michael McCarthy.

Abstract

My Portfolio of Exploration tackles the difficult question as to whether adult mental development can be accelerated and if so how. Rooted in constructive-developmental ideas, adult mental development is explained as an evolutionary unfolding of human capability. Going beyond this I look at the possibility of advancing development as transformational growth in adulthood in the belief that a broader perspective leads to increased effectiveness in professional life.

Initially I explored my own meaning making, to make sense of my experiences, knowledge, relationships and my own motivations. This exploration has provided me with a 'developmental bridge' between my current way of knowing and a new more enlightened way. I have come to view my way of making meaning in the world as an evolving and progressive sequence of emotional and cognitive development.

Through the formation of new stretching experiences, increased self-awareness and reflection my previous perspective has been overtaken by a more complex form of being aware of myself, others and the world. I refer to this process of growth as trans*form*ation.

As part of my own transformational work I have conducted an inquiry into transformational growth and learning in the early academic life of university undergraduates. The result shows how accelerated adult mental development can be achieved in an academic environment ably preparing students for the workplace. This new model of education is part of a truly unique and exciting model signalling ground-breaking change for the undergraduate experience.

The overhaul of a traditional BA degree in Economics into a world-class transformational programme is discussed through-out my Portfolio. Central to my broadening awareness is the challenge and nurturing required to awaken the student's 'internal authority'. This involves stimulating students to take ownership for their own thinking, steering them away from the passivity and complacency of thinking through the minds of others. In doing so, the ultimate aim of renewing the BA is to narrow the developmental 'mismatch' which exists for many college students between them and the world of work, by encouraging and inviting them to take on the challenge of thinking independently.

Mindfulness, awareness, and personal authority are treated with reverence throughout the exploration as I consider them core parts of the students engaging with development. Engagement is construed as an active and open-minded process of awareness involving planning and reviewing one's

own goals and performance, engaging in constructive feedback, reflection and new action.

I conclude with a view that the journey of adult mental development is relentless and that undergraduate education represents a crucial beginning. The value and relevance of transformational education rooted in developmental principles provides a significant opportunity in advancing development and perspectives at the start of adult life.

TABLE OF CONTENTS

TABLE OF FIGURES

Part I   Introduction

I   Context for Growing My Meaning Making

In the last 20 years, it has become generally accepted that mental development continues throughout adult life. Kegan (1982 and 1994) and Kegan and Lahey (2009) are life-long researchers of mind-set and mental complexity in adulthood. From their research they conclude that adults evolve "whole patterns of increasingly complex and agile ways of apprehending the world" (Kegan, 1982, p.69). They elaborate on this process psychologically as the "development of knowing (each evolutionary truce strikes a subject-object balance and becomes a way of knowing the world) but at the same time we must experience this activity. This experience, as we will see, may well be the source of our emotions themselves" (Kegan, 1982, p.44) They explain how this happens while indicating it does not happen at the same pace for different people and indeed that not all individuals reach highly complex ways of making sense of their worlds.

In this Portfolio I explore my own patterns of mental development and show their impact on the complexity of my thinking and behaviour in professional life. In seeking to understand my adult mental development I have examined my meaning making system i.e. the way in which I make meaning of the world, looking at the many beliefs, values and assumptions I have accumulated mindlessly over time.

Up to this, my journey of adult mental development consisted of numerous evolutionary developmental advances. However these advances took place as part of my life experiences and I have not always paid a lot of attention to the underlying values, beliefs and assumptions, which formed the foundations for my thinking. Mindlessness is neglect of the self at its most intimate as without a mind we lose what it is that defines and makes us human. With increased awareness and clarity of thought I can now recognise that my values, beliefs and assumptions are important to who I am. This echoes the idea "the mind, whatever else it is, is a constant of everyone's experience, and in more and other ways than we know, the creator of the reality that we live in, that we live by, and for, and despite, and that often enough, we die from" (Robinson, 2010, p.1). J.M. Keynes (1936, preface xxiii) also talks about the importance of having clarity of mind when he says "the difficulty lies not in the new ideas but in escaping from the old ones that ramify for those brought up, as most of us have been into every corner of our minds".

In getting to know my own mind, I have surfaced many theories which have underpinned my values, beliefs and assumptions, sustaining and guiding my working life to date. For example in identifying my belief about human development, I recognised that I thought differently about those people who

create their own lives, and contribute to the workplace and society as opposed to those who do not. Becoming aware of this belief, and its potential bias, has given me increased insight to my own behaviour in certain situations.

I started out my development journey in earnest as part of my Doctoral studies in 2009. Prior to starting this journey I worked for three large multinational corporations in Human Resources (HR) and Organisational Development (OD) over a 20 year career in Ireland and the UK culminating as HR Director with an Irish based multinational pharmaceutical company. In 2010 I established my own consultancy practice to provide HR and OD services to a range of private and public individuals/companies. In my work, I combine my psychology-based education with over 20 years of work experience. What is most crucial for me to be successful in my new business is the clarity of my thinking as an expert in people development. The nature of my work is not straightforward, and it does not generally have a right or a wrong answer. Therefore, to be effective, my role has little room for my hidden biases or unexplored assumptions, as they potentially blinker my way of seeing things. My clients expect me to be objective and to provide them with 'a different set of eyes'. For me, this means bringing to the table a capability to suspend judgement and observe afresh, keeping an open and curious perspective, being positive and solution-oriented, providing evidence and reasoned opinions, as well as accurately highlighting risk and areas of exposure.

Part of what I was leaving behind from my corporate experience was a 'feeling' that I had become stuck in my professional life. The challenge of HR felt tired and repetitive or was it that the lens I used to view the world lacked a fresh and creative perspective? I questioned myself as to whether I was looking at things with open and unbiased eyes, or whether I had become too insular and grown used to working my way through organisational life focusing on fixing issues and responding to political agendas but not creating or innovating new direction or new ways of looking at things. I had become so convinced of my own 'authority' that my views had become adversarial in certain areas, and I did not realise that broader paradigms would be more effective.

Furthermore I was influenced by the people I reported to. They were people whose perspective was tied up in the views of significant others, and who struggled to mediate and resolve conflicting viewpoints, if they went against the status quo. They also struggled internally to figure out their own priorities and got quite stuck during times of controversy. I found this style very restricting, and found myself conforming in many situations in order to move things along. Whilst I was very comfortable owning my own work, making my own decisions and mediating between different ideas and perspectives, my bosses however were frustrated if my opinion was different from theirs, and they felt if I was thinking the 'right way' in organisational terms it would be their way. I was not able to transcend or get beyond this impasse on my own.

I therefore embarked on my development in the doctoral programme, searching to understand the way in which my mind had worked, as well as seeking to expand it, as a springboard to the next phase of my career. I realised that I had to mentally and psychologically prepare myself for this examination of myself. I wanted to ready myself to challenge my biases and blind spots in order to be truthful and objective about myself. The biggest challenge I faced was learning to be truly objective about myself and not to see the past through rose tinted glasses. Ultimately my objective was to become aware of both my strengths and blind spots and have the courage to address them through my developmental goals.

As the programme progressed the idea I started out with, namely to examine and understand my mind better, became an examination of what the doctoral programme called my meaning making system. A meaning making system is a term describing how the mind interprets and organises the world.

Through my own reflections and detailed analysis of my career to date (explained in more detail in Essay I), I surfaced the strengths which have allowed me to be professionally successful. These include an open-ness to new ideas, positive towards change, creativity to find solutions, a focus on results and implementation, ability to influence and persuade others as well as a deep seated interest to engage with others in respectful relationships. However, on the other hand, as I looked at my career of 20 plus years, I was not satisfied that I was getting as much as I could from myself. I felt I was not stretching myself. Perhaps this was part of the multi-national corporate landscape I was so much a part of, but I felt I had begun to rely on old and proven ways of doing things. I felt that my thinking was trapped behind an established way of doing things, and that seeking out new ways of looking at things had become secondary in my thinking. I was more concerned with consistency and fairness in my decision making, which, while important, took precedence to innovation and openness. Holmes (1974) explains this as the dialectic of limit and possibility. I felt that my thinking had become too much about 'limit' and not enough about 'possibility'. To change my mind-set and redress the tension between 'limit and possibility' meant that I would take on a different kind of adult developmental journey, one with a better balance between self-preservation and self-transformation. It is important to understand that this was not about taking on another project or activity. It was much deeper than this and involved changing the structure and form of my thinking. I constructed my developmental goals (which are set out in the next section) as a way of transforming my own meaning making system.

From the beginning I was confident that I could grow and develop my way of looking at the world beyond where I was. I set my goal at the outset of my studies to emerge as a more effective thinker, operating in a bigger mental space

with greater capability for complexity and creativity. I took three distinct steps to achieve this.

My first step was to become aware of my own meaning making system, highlighting the strengths and gaps in my previous thinking. Part I of the Portfolio captures this picture. In Part II /year 2 of the programme I set out to grow and expand my professional perspective through dialogue with others, and by becoming more selective of the beliefs, values and assumptions that matter to me. The emergence of my more informed meaning making is set out in II. As my meaning making flourished, I moved into the third challenge of the programme, namely to use my expanded meaning making in a work based experiment. This experiment became known as the BA Renewal 2009-2012, and is explained in Part III.

II   Overview of the Portfolio

Each of the three essays has its own focus, Awareness in Essay One, Expansion in Essay two and Implementation in Essay Three, each reflecting my development over the three phases of the programme. Since I have taken up my pen to write, scarcely a week has gone by when I do not feel myself learning and unfolding within myself in response to different situations. The development experience of the DBA has opened up my meaning making and in doing so I promise myself a wiser way of looking at the world.

Essay One sets out a base-line for my meaning making system up to 2009 when I began my doctoral studies. I reflect on my career to surface the values, beliefs and assumptions which I used to make sense of and respond to the world. I also identify a set of future-oriented goals to grow my meaning making system during the second two years of the DBA programme.

Essay Two goes beyond the awareness I reached in Essay One and provides me with an opportunity to show how I made progress with my developmental goals. My overall goal is to broaden out my perspective by engaging with significant others to listen to and consider their ideas as a tool kit or apparatus for my own thinking. I want to move away from using others' ideas as definitive, and instead use them to open up my mind to think in a broader playing field, by considering different perspectives and carefully selecting and prioritising effective theories. In doing so I am broadening my mind to see issues in an evolving and dynamic context, looking for what is absent as well as present, challenging my own (often) poorly-made assumptions, the avoidance of premature or biased judgements about others viewpoints and more carefully examining the relevance of the values and beliefs I hold.

Essay Three goes one step further in advancing my developmental goals and using my expanded way of thinking. By applying my broadened meaning making system into a real and live issue, I show how my thinking and behaviour has developed, leading to greater effectiveness and a new standard in my work. As mentioned earlier, the issue I worked on is the transformation of the BA (Economics) programme in UCC.

In the conclusion, I highlight the issues which I suggest are of interest to others who want to integrate adult mental development into other transformational situations e.g. university programmes, or organisational/business life.

My Developmental Goals

In addition to unfolding the BA Renewal project, the doctoral programme also required me to identify and focus on developing my own meaning making through the following developmental goals:

1   To Develop my Capability for Dialectical Thinking

As my developmental experiences progress through the Portfolio I refer to a form of thinking known as dialectical. I pursued dialectical thinking early on in my developmental journey as a way of helping me to broaden out my perspective. My meaning making system had become too concerned with reaching conclusions quickly and efficiently but not necessarily effectively. I believed that there was a right and a wrong in most situations and I focused on finding out which it was.

In pursuit of outcomes, I failed to adequately explore different sides of an argument, consider new ideas, seek out what was absent and not apparent, explore the risks and consider the knock-on to others.

Looking back now from a more 'aware' standpoint, I see that my view of the world was often dualistic and somewhat adversarial as I was saw things as being either one way or another. This was effective in getting things done but it also had the effect of narrowing the perspective through which I saw the world.

When I started to inquire into my meaning making, I realised the extent that this dualistic outlook had on my thinking. While I was working in an unpredictable and ever-changing corporate landscape e.g. within a timeframe of 2 years a business with 500 staff was acquired and then closed down, under my HR leadership. However, I cannot hide from the fact that I was not equipped to deal with and influence this lack of coherent business direction and I got impatient with it. I allowed myself to be influenced by what I considered to be the incompetence of others. I failed to be aware of and understand my own reaction at the time.

During my doctoral research I came across the idea of dialectical thinking (Basseches, M.A. 2005). Through dialectical thinking, I learnt about being curious and open, more interested in what is not present as much as what is, looking at inter-relationships in a dynamic context, being less concerned with getting answers and more interested in deepening understanding. I began to see that in the past I had worked in a way that often closed out diversity and innovation by relying on proven frameworks and vested interests without challenging their assumptions. Nor did I proactively look for contradictions, invisible risks or explore what was missing. In the corporate world a lot of work was carried out in teams where on the surface openness and sharing was good. However when complexity or conflict arose I did not dig deeply enough within myself or use open dialogue to truly innovate and think without limits.

My new focus on open and dialectical thinking is to help me develop my mind-set to have greater clarity and a broader perspective.

2   To Develop my Capability to Use Theory as a Tool of Thought

The second developmental theme observable in my Portfolio is my use of theory as a tool of thought for making judgements and decisions. Using theory as a tool of thought represents a significant change from how I formed my own new ideas in the past. Only recently I realised that the 'theories' of others are intended to challenge my thinking, and not to be taken as closed and definitive. In the past I tended to include or discard others' perspectives depending on whether they conformed to my already ingrained way of thinking. I was less inclined to stand back and use them to think with 'an apparatus of thought', i.e. to examine and challenge my own beliefs, values and assumptions.

Through the programme I have worked on this new level of meaning making. By giving myself permission to stand back, I allow myself time to read new ideas, explore and reflect on them. When reading and exploring other perspectives, I now understand the importance of not making my own assumptions about the writer until I know what question the author is asking and answering.

In my professional work I encourage my clients to use their issues and challenges to solve their own dilemmas. To do so, I suspend judgement and listen, test out ideas and assumptions, and facilitate people to think, reflect, and act on things for themselves.

I am now learning to do the same by myself for myself. I am broadening my perspective by seeking out opportunities for dialogue, feedback and for new experiences which explore new ideas. Approaching these situations with an open mind, increases my awareness of my own thinking and allows me to question my effectiveness in any given situation.

3   To Create Opportunities for Open Dialogue

My third goal focuses on creating opportunities for dialogue in the company of relevant and inspiring others. This can be progressed in a number of ways e.g. dialogue, group/team activities and reading. This involves a further change of mind-set for me. As I move to explore issues in search of a richer and deeper perspective, I am slowing down and am less concerned in finding answers. I am also becoming less concerned with whether I am right or not and what others think of me and more interested in whether I am aware, clear and transparent in the process of dialogue.

In the past my need to 'have the right answers and to be in control', and then worrying about what others will think of me whether I am/am not right, surfaced for me as part of some developmental work I did with Professor Bob Kegan (2009, Harvard University). Through questioning my Immunity to Change i.e. aspects of my mind-set that resist change and hold me back, I have become

more aware of the emotional triggers that make me feel uncomfortable in certain situations. In moving to a broader perspective I have paid more attention to these triggers and observed how my need to be right/in control has affected my thinking and behaviours in the past. This awareness helps me to identify the triggers in new situations and to manage them more effectively.

III   BA Renewal 2009-2012

A key part of achieving my goals was the identification of a project to enable me to transform my meaning making. Without a substantial project which raised complex questions my meaning making would not grow. Having worked in multinational and international consulting houses for 20 years, I was very interested to challenge myself in a new environment and remove familiar scaffolding.

In finding a project to work on I was fortunate that circumstances came together for me and the School of Economics in UCC. The Head of School in Economics asked me to take on a role of External Programme Advisor with the BA Economics. The purpose of the role was to bring an external perspective to the programme team, working with them to reflect the contemporary needs of employers positioning students to transition readily to professional life post-university. Given my experience in graduate recruitment in the financial and pharmaceutical sectors as well as my role in leadership development strategy and programme design, I felt well placed to carry out this brief.

However, before long the Head of School went way beyond this initial mandate, and in doing so inadvertently gave me the opportunity to use my role as External Advisor as part of my own transformation.

At a fundamental level the Head of School questioned the value and usefulness of the existing undergraduate BA degree in Economics in its current state for both employers and students. 2009 saw a deepening of a world-wide recession with high unemployment for graduates. Competing in a limited job market - both in Ireland and abroad - he believed would require a novel and fresh approach by graduates to ensure that employers want them. He also saw undergraduate studies as a good time for students to develop themselves so that they learn to combine on-going developmental work with the achievement of academic excellence, and take this into their working lives.

The Head of School was passionate and emphatic about finding a new direction for the BA programme. His main argument against traditional university degrees is that they facilitate a transactional approach to education, what Freire (2000, p.27) calls "the banking method" of education where students passively listen and accept facts but do not participate in their own learning or personally engage in their own development.   There is no doubt that students work hard and assimilate much of the information they are given. However this process, he stressed mitigates against students taking personal responsibility for their own learning. This model of learning does not reflect the requirements of the modern working world and is doing the students a disservice.

The reality in the world of work is that for the most part individuals have to take responsibility for their own thinking, learning and behaviour. This is the recipe

for success in most workplaces. The opportunity for the new BA is to pre-empt this requirement of the workplace by creating a learning culture (which transcends the idea of information download as the basis for third level education) constructed on a platform of student ownership for their own learning and development, in a way that convinces employers and parents alike of the value of the undergraduate experience.

Against this backdrop, The Head of School challenged the traditional approach to undergraduate education. He asked the BA Programme Director with me as the External Programme Advisor to action a mandate for BA programme reform. His vision was as exciting as much as it was daunting. It was exciting to be asked to participate in a change mandate of this nature and complexity. I could see the possibility for a radical overhaul ensuring that graduates would not only be well educated in the sense of being versed in their chosen discipline but also that they have become professional contributors who are capable of analysis and evaluation, planning, innovation, communications, presenting and developing good relationships. This will prepare students for the workplace and to be in a realistic position to compete for opportunities.

However, I could not shy away from the fact that this programme had successfully existed for hundreds of years and transforming it meaningfully to meet the needs of modern students was no small task. I could see that that the prevailing culture of lecture-led education would have to change and be replaced with a culture of greater student ownership and participation. This transformation I also realised would involve a radical change of expectations amongst students, parents and teaching staff.

I also pondered the aims and underlying pedagogy of a radically reformed programme. I explored the notion of Pedagogy and discovered a long history of educational tradition behind the word. Pedagogy associates itself with education and separates itself from schooling in the sense of drilling learning into people. Education seeks to work with people and not on them. It is about drawing learning out and allowing time for discovery.

I discovered that Plato had written about *Pedadogues* and Teachers in ancient Greek society, where 'men who by age and experience are qualified to serve as both leaders and custodians of children – covering every aspect of a child's upbringing from morals to spelling to conduct' Longenecker (1983.53). This custom went well beyond Greek society into roman times and rich Jews also placed their children in the care of trusted slaves.

Immanuel Kant (1724-1804) explored the idea of education as 'the nurture of the child as it grows – its culture. The latter firstly consists of discipline that is merely the correcting of faults. Secondly culture is positive consisting of instruction and guidance. Guidance means directing the pupil into putting into

practice what he has been taught. Hence there was a big difference between a private teacher who merely instructs, and a tutor or governor who guides and directs his pupil. The one trains for school only the other for life' Kant (1900, p.23-4).

My priority was to find the kind of pedagogy for the BA which would focus on the flourishing and the significance of the person. Three elements are used which come from the Greek tradition of *pedagogie*. Firstly there is a lot of emphasis on skills & knowledge, helping and caring and most importantly bringing learning to life. Building on Robin Alexander's (2000, p.11) pedagogy with emphasis on what we need to know, the skills we need to command credibility, and the commitments we need to make in order to make many different kinds of decisions.

I questioned the underlying belief system needed for a transformational learning pedagogy of this nature and whether the School of Economics could truly support such a radical culture change.

At the same time, I recognised the opportunity to unravel the past, recognise what was working and still relevant about the BA, while ultimately creating something new and more adapted for the modern times graduates live in. In my enthusiasm however, I was also very aware of the meaning making transformation needed from the School of Economics to meet the challenges and complexities of the BA Transformation, and the demand for change this would bring to the teaching team.

Key Questions for the Inquiry

✓ From the outset, it was agreed by the BA Economics Team that the inquiry would be conducted in a positive and open mind-set, focusing on strengths and opportunities. As a methodology for change and positive thinking, the Programme Director completed an Appreciative Inquiry (AI) (Cooperider, 2005) conversation on an individual basis with each member of her team, with the objective of engaging and inspiring their ideas and reflections. Each member of the BA teaching team was asked to take the time to discover what was working well in the existing BA Economics, and how to extend these strengths and advantages to achieve new benefits for the BA programme.

✓ For example, the open and collaborative relationships between students and lecturers is viewed as a strength of the existing BA programme. In order to further capitalise on this strength, it was suggested that the student/ lecturer relationships would change in order that students take more personal responsibility for acquiring and using knowledge and information as the basis to develop their minds i.e. learning to think in a scholarly way, and in doing so advance their command of Economics as well as their underlying capability to use information to think with. Ultimately the question which arose from the AI

was: **How to change the student/lecturer relationship in order to develop the student's capability to take more personal responsibility for their own work as developing Economists?**

✓ The AI acknowledged students' strength in focusing on the assimilation of data and information but went on to challenge whether students adequately advance their understanding and perspectives on the material they are studying. The AI suggested that if students learn to think through the opinions, data and theories of others that they can form their own reasoned views on the key issues of the programme. This is very different from the idea that many students hold knowledge as absolute and static and not to be challenged. In order to move away from this transactional kind of learning, a supportive, challenging and exploratory learning environment is needed, where non-judgemental dialogue and reflection is encouraged, allowing students to question and be curious so that they can construct their own opinions. The question which arose from the AI was: **How to create an engaging environment where students are encouraged to have dialogue based on openness, listening and trust, designed to ensure students form their own opinions?**

✓ A third strength noted by the AI was the high level of observable external confidence within current student cohorts. The opportunity to capitalise on students' confidence by inviting them to participate through dialogue in the programme was identified. Using Daniel Goleman's (1995) work on Emotional Intelligence, there is a strong belief that students can further develop their 'social savvy' needed to get on with people in the workplace, to communicate one's opinion, to negotiate, to persuade and influence, and to collaborate – all the qualities necessary to get on in the world. Whilst for most students many of these qualities are learned in family and community, the AI believed that University can also play a significant role in encouraging students to develop a level of Emotional Intelligence as part of their scholarly goals and pursuits. A final question which emerged was: **How to create an engaged and interactive environment where students are required to work in teams, to achieve individual and common goals, to communicate, get across their ideas in presentations, and to be persuasive with others?**

Leading out of these AI ideas, I also began to ask my own questions about the Inquiry as follows:

Do I think that adult mental development has a role to play in addressing the ideas and questions which emerged from the Appreciative Inquiry?

Do I believe adult mental development will help Irish graduates compete in the world of work?

Do I think it is possible to meaningfully integrate two separate lines of thought i.e. scholarly education and transformational development opportunities into a combined teaching pedagogy?

What do I believe will be the outcomes and benefits of transformational education?

Will I recommend transformational education to others?

Combining my own questions and those of the team's led us on a journey to discover a new era for undergraduate education, one which will help students successfully compete and perform in the world's global economy as entrepreneurs, or as committed and talented contributors in large and small companies alike.

Importantly these complex questions will also help me to challenge and develop my meaning making. I also hope to be able to progress my own goals and to operate more effectively.

Key Ideas for the Inquiry

Throughout the Portfolio I explore a number of key ideas which have helped me to grow my own understanding of transformation.

By engaging in my own exploration, reflection, and dialogue I have never had a day when I have not been excited about this work, and the relentless challenges to my mind-set. I stray away into my everyday life all the time and yet within short periods want to become reabsorbed in what feels like peeling away years of unchallenged thought patterns.

Some of the more central ideas that I explored are:

The Self

A key question that dominated my thinking throughout the inquiry was "how to truly engage with students, as young vibrant people preparing for the workplace"?

I inquire into how to connect with students at their place of learning, i.e. that mental place which goes beyond the acquisition of knowledge and skills and into a deeper mental zone where students think and make sense of the world.

Undoubtedly, making sense of the world is helped by having a good set of knowledge and skills. However the higher cognitive abilities of analysis, reason, intuition and innovation define our contribution and performance. The question therefore posed by this inquiry is how to awaken the student's sense of self so that they want to go beyond the acquisition of knowledge into a mind-set of curiosity and exploration for higher cognitive performance.

In answering this question, my key idea is the place of learning comes from within the person, referred to as the *Self*. The *Self* is in effect the whole person engaging in a process of learning and discovery where questions, inquiries, and results abound, and even more than this the student is prepared to ask 'what is my opinion/view on this?' 'how does this implicate me?'. In contrast where the self is not engaged in learning, there is little curiosity or interest, as the person is transacting information and is not part of the learning process. Awakening the self with an inner authority does not happen overnight and comes from working steadily through diverse and challenging experiences as well as committing oneself to feedback, reflection, dialogue and trying out new learning within the academic environment.

Developmental Culture

I further realised that if students are to feel confident operating from the *Self*, they require an atmosphere of support and encouragement. Sociologists have long told us that the world we inhabit and the people we surround ourselves with has a dramatic and lasting effect on who we become. Arendt (1958) talks about the quality of the company we keep as a key influencer on the *Self* "our decisions about right and wrong will depend upon our choice of company of those with whom we wish to spend our lives with, this company is chosen by thinking in examples of persons dead or alive, real or fictitious, and in examples of incidents past or present".

The creation of a developmental culture involves bringing students and their lecturers together in mutually respectful and partnering relationships, which focuses on trying out new experiences, reflecting and learning from them.

I believe that a qualitative relationship such as this must start out by educating the students so that they can actively own, and take responsibility for their own education. The role of the university is to lead the person in the creation of their own new and more insightful perspective, which in turn allows them to grow and prosper developmentally. Lecturers can guide and direct this type of education, but they cannot own it. It belongs to the student as the learner.

I am putting forward another key quality of transformational education as one that can only take place through *thought arising out of personal experience*. I believe that only by experiencing something for oneself, can one meaningfully construct it, interpret it and then reflect on it. Arendt (1958) makes the point that thought can only be substantive if it is based on real life experiences, and constantly evaluated and updated on this basis. Therefore, combining, the ideas of (i) developing the *Self,* with (ii) access to high quality learning *experiences* into a pedagogy which seeks the growth of the student's perspective/lens is central to my work on student transformation. These ideas will be explored further as we progress into the Portfolio.

Transferring Transformative Education

A third issue looks at whether graduates can become more competitive in the graduate market as a result of transformative experiences.

My exploration links the organisation's need for graduates who are strong in communications, analysis and evaluation, and innovation to the development of these capabilities in the BA Transformational programme.

I believe that graduate who are self-aware about their own capabilities will be well placed to enter the work force with confidence. They are more likely to interview well, to engage with others, to ask questions, and to be curious. They will be able to show their experiences which allow them to show their perspective on issues and explain how their thinking is evolving.

Combining the ideas of Self, Development Culture and Transference into transformational education facilitates students develop a broader perspective of the world. The development of a broader perspective involves a range of capabilities for the student to become aware of, to develop and to practice in the programme.

IV   Summary

In summary, my Portfolio focuses on the development of my meaning making through the three phases of Reflection, Transition and Exploration. These essays will now follow.

Underpinning the three essays is the parallel journey of my expanded meaning making, of which my most significant insights are summarised below:

- Improved self-awareness and as a consequence growing my perspective of the world are the most significant outcome for me – in particular awareness of my thinking and how I make meaning. Specifically I am more:

  - in tune to my own narrow and often singular way of looking at issues;

  - aware of biases and blind-spots and how they have blinded me in the past;

  - discerning about how to investigate and inquire into complex issues;

  - able to consciously choose the beliefs, values and assumptions which underpin my thinking; and

  - aware of things that "get to me" and know how to deal with them.

I have been able to use the challenges of the BA programme to grow my meaning making and get beyond my developmental stage of three years ago. In addressing the challenges of transforming the traditional BA encouraged me to move away from my solution-oriented approach of the past to a broader and a more innovative approach. My meaning making has expanded as a result of dialoguing on different perspectives, challenging my own assumptions, evaluating other perspectives, ultimately leading to a new teaching pedagogy and programme design for the BA programme.

I have shown that for me the actualisation of my mental growth is possible through the combination of developmental and real life complex problems. I made a deliberate choice to grow my perspective. I was grounded in an awareness of the need for change, and committed to the process of transforming myself.

My development journey has constantly reminded me of the difficulties in letting go of old parts of myself e.g. old ways of thinking and knowing, although they may no longer serve me well. However sticking with the change has been a hugely important part of the journey. "When the forms of an old culture are dying, the new culture is created by a few people who are not prepared to be insecure". Rudolf Bahro (2000, p.4). Neither have I liked part of the journey but Bahro reminds me that if I am to change, I will have to get used to feelings of insecurity and give up seeking solid ground to stand on all of the time. How else can real change happen for me? Indeed Bahro has actually raised the possibility that insecurity may actually help me change and grow.

Essay I   Professional Development Review

I   Introduction

As part of my commitment to grow my *Self* and to address the challenge of my role in the BA transformation, I have reflected on my past meaning making. The purpose of this Professional Development Review (here after referred to as the Review) and the reflective work which preceded it is to become more aware of the way in which I construct meaning. In doing so my aim is to enrich my understanding of myself and increase my underlying capability for dealing with complexity and diversity.

In writing the Review I have been:

- an observer of myself living my business life;

- a person searching for self-understanding to understand myself as I make myself; and

- a researcher of myself using my own professional career as the material for research.

The culmination of my review sets out my meaning making over the course of my 20 year professional career as an organisational specialist. Hard as they have been to find - Management expert, Peter Drucker (1985, p.26) sustained my search with his conviction that we all have theories. In his view "every practice rests on a theory even if practitioners themselves are unaware of it".

I started in 2009 to reflect on 20 years of organisational practice. When my career started, my evolution of consciousness was in the early stages of development. I absorbed information from others and the world, and made sense of it through my own lens. Sometimes I challenged and other times I copied what I heard and saw. I took action and tried things out, and intuitively learnt from my successes and mistakes. However life had not yet exposed me to a broader and more in-depth range of challenges that would foster a fuller, more aware and complex level of consciousness. To my own personal regret from where I now stand, neither did I engage in my own critical reflection examining my experiences for meaningful insights. I tended to react to my experiences at an instinctive level. Perhaps (and perhaps not) if I had sought out a Mentor in my earlier years it could have been a helpful dialogue through which to grow a more insightful perspective, as opposed to allowing my perspective to evolve.

Kegan's (1994) view of mental complexity in adulthood aligns with what has been my life experience. He identifies three stages of adult meaning systems each of which constructs understanding in profoundly different ways. He argues that one's interpretation of the world will depend on which lens is used at any one time. My review clearly shows the powerful and yet hidden effect of seeing through different lens at different career points.

Evolving Complexity is also a feature of my review. Mezirow (2000, p.19) talks about development as the evolving "and more dependable frame of reference that is more inclusive, differentiating, permeable, critically reflective of assumptions, emotionally capable of change, and integrative of experience". In preparation for the review, I kept a diary over 12 months, and also drew on data from performance reviews, 360 degree feedbacks and job application processes to gather career experiences and to glean insight about my perspectives from these stories. This information has been helpful in allowing me to look back at events, and observe the evolution of my meaning making.

Once I had gathered my stories, and began to write the review, the following guidelines were helpful as I learnt to regard myself as a theory user with different levels of consciousness, and different subject/object challenges:

- understanding that theories are fundamental to my meaning making and that they represent my underlying capability for understanding and dealing with complexity;

- asking myself what theories I have used to interpret my experiences;

- challenging how embedded I have been in my theories;

- becoming aware of how I organise my experiences, so that I will not live in a haphazard reality. Kegan (1994, p.34) describes this as making what was subject into object, so that we can "have it", rather than "being had by it".

For example, I have always thought of myself as a 'responsible person'. However in the process of this review I began to see that I configured "responsibility" differently at different points in my life. In my early career "taking responsibility" meant being visibly seen to get the right answer and deliver results. However, as I advanced in organisational life, taking responsibility also meant ensuring that others took responsibility for what was theirs (something I could not see when I was younger). Kegan (1994, p.128) describes "a bigger epistemological foundation, a qualitatively different order of consciousness that constructs anew how the self or the other works" such as in this case what "responsibility" means. As I uncovered the trajectory of my own growth, I felt I was then constructing a more objective reality. To do so, I had first to learn to stand back from myself in order to see myself. I developed this ability through a first person process of reflection observable in Essay 1. As part of my journey towards awareness I will be able to more effectively select my future theories.

I have structured the remainder of this Essay into four sections. Section Two, *A Starting Point for my Professional Development*, I explain how my perspective on life has broadened and deepened as a result of challenging life experiences from my early career up to mid-career. I show how I have changed the form of how I think. In my early career, my strength was to take on the expectations of others, and translate them into good performance. I was aligned and loyal to the perspectives of others - the "group", and could see their perspective. I often subordinated the view of the group, over that of my own. Over a range of developmental experiences, I have grown so that I can separate

myself from the theories of other people, and still have effective relationships without compromising my own views, or feeling disloyal to others.   In Section Three, *What is a Meaning Making System,* I reflect on the formation of meaning making systems and differentiate between growth and leaning. I explain that learning is the acquisition of a new skill, whereas growth, from a developmental perspective requires a new form/way of knowing. This is known as transformation.

In Section Four, *Surfacing my life long theories and habits of mind,* represents how I thought during different career stages and time periods. Through reflection, I can see how I construct the world and categories it into a number of key themes.

Finally in Section Five, *Future Point for my Professional Development*, my developmental goals are set out as the basis for further work in reading for change (Essay Two), and changes in my professional practice (Essay Three).

II   My Professional Development - Starting Point in 2009

In the introduction I explained how I found myself in a place in my professional life in 2009, where I felt I was not contributing to my potential. For some reason my thinking felt "stuck". I wanted to be more innovative and forward looking but was struggling to do so. In my role as HR Leader, I was continually fire fighting and dealing with reactionary situations. I wanted to make a more meaningful strategic contribution as part of a forward looking mandate.

Before elaborating on where I wanted to get to, I will briefly set out my professional journey until 2009. I graduated as an Occupational Psychologist from Queens's University, Belfast and began my career in 1989 in Human Resources in the selection and recruitment of trainee chartered accountants with a large London based accountancy practice. After 2 years I moved into mainstream HR with the same organisation and expanded my role into general recruitment, compensation, development, learning, and performance. In 1993 I moved into HR Consultancy work with an international consultancy house where I expanded my view of organisations and the role of Human Resources. During this time I also had the opportunity to travel and worked on secondment in Istanbul, Turkey and Dar es Salaam, Tanzania. Upon my return to Ireland in 1996, I continued to work for the same HR consultancy house in Dublin before returning to HR management in late 1998 with a Cork based multinational pharmaceutical company. Over a decade I progressed from the role of HR Manager to Director/Head of HR. In 2009, I decided to establish my own HR consultancy practice.

At the time I also came to realise, how, up to almost mid-life, I made sense of my world through unconscious 'Habits of Mind', accumulated throughout my life experience. I had a 'way of knowing' that had evolved and sustained me – but I was not necessarily aware of the origins or impact of this 'way of knowing'. However, I now wanted to become aware of how my mind works and to understand what I had accumulated from everybody else. Following the advice of Mezirow (2000, p.4) I wanted to formulate more dependable beliefs about my experience, assess their context, seeking informed agreement on their meaning and justification and making decisions on the resulting insights.

Getting to this point in 2009 was part of an evolutionary journey. I had experienced watersheds at other times in my life e.g. getting into college, getting through college, getting my first job, competing for promotions, adapting to living in new cultures and societies, dealing with work and professional challenges, and building up relationships etc. I had responded to these life events by looking at the world in a way that allowed me to:

- Empathise (Figuring out what others wanted)
- Problem Solve (Figure out what was needed)
- Influence (Aligning agendas between Employees/Company)

- Act (Moving quickly to action); and
- Perform (Ensuring success).

However I now felt that there was something missing from this mind-set. It was no longer the complete recipe for me. So I went in search of a new story. In the words of Margaret Weathley (2005, p.27).

"In the new story, we discover a world where life gives birth to itself using two powerful forces: the need to be free to create one's self and the need to reach out for relationships with others. These forces never disappear from life. Even if we deny we cannot extinguish them. They are always active, even in the most repressive human organisations. Life can never stop asserting its need to create itself, and life never stops searching for connections".

Prior to 2009, I was a seasoned HR/Organisational practitioner working with large corporations for 20 years both in Ireland, Great Britain, East Africa and Turkey. During that time I had consistently worked within the guidelines of each organisation and through planning, creative collaboration and influence brought forward sustainable solutions and direction for my customers. I had learned to generate my own thinking and to critique ideas and contributions from others both strategically and operationally. I had adapted to working with diverse and challenging organisational cultures.

However over time, I became aware that I did not know when my thinking was truly my own and where it was a product of the organisations, whose company I choose to keep. What were my real points of view, how do I understand my own beliefs and assumptions? The pace of business life was phenomenal and did not allow time or place much value on reflective thought or open dialogue. Neither did I take time to do so. I was essentially captured in the tactical and political landscape of organisational life where I operated for many years from my early 20's, up to my mid/late 30's.

In 2009, I began to be open about my thinking and challenged myself to think at a deeper level 'without a bannister' (Arendt, 1958) with reasoned argument and opinion. I no longer agreed for the sake of doing so or joined in with the consensus, when my instincts told me otherwise. Being busy or never having time were no longer an excuse not to have thought about things properly and therefore being able to voice a more informed viewpoint – as opposed to a view off the top of my head. I was hungry to think in a more innovative and in-depth way using theories and reasoned argument, I also saw the value of effective discourse and reflection as part of my own thinking, in a way that Arendt describes as "the manifestation of the wind of thought is not knowledge; it is the ability to tell right from wrong, beautiful from ugly."

My disquiet paralleled dramatic changes in the external pharmaceutical world, where I then worked. This had serious implications for organisational direction and strategy. My thinking on many of organisational issues no longer seemed "enough". It wasn't that I didn't have answers - it was more that my answers were not addressing the new

realities of competitiveness, cost reduction and survival. Old ways of doing things had gaps. I seemed to be one of the only ones who could see this. I felt like I was making a jigsaw without the picture on the cover of the box to guide me, and whoever had the cover was not sharing it.

In my organisation across Ireland and the USA, I initiated conversations with other colleagues in an attempt to explore and talk about the new complexities. I also talked about my own feeling that the way we had worked in the past was outdated and that new thinking for survival was needed. In many cases I was met with blank stares from colleagues who genuinely did not know what I was talking about, nor were they ready to start unravelling many years of constructed reality, based on their own accumulated habits of mind.

In other cases I was met with open and engaged colleagues who, like me were aware that the corporate agenda was changing rapidly, was in a confused and haphazard state and likewise felt ill equipped to respond to it.

With hindsight I now know that it was not only the external environment that had changed. What I was experiencing were the first steps towards mind-full thinking.

This was a different experience to how I had evolved in the past, which had in the main been largely automatic and instinctive. After my formal education, (MSc from Queens University at 22yrs), I joined corporate life and learnt mainly through experience and feedback. Over time I became professionally competent and was valued and respected by others. Feedback and reassurance of my contribution mattered to me.

However by the time I got to 2009, learning by doing, and being recognised by others was no longer enough to address the challenges I faced both as a professional person, as a parent and a member of society. In fact, I realised that I had outgrown my own professional competence. What I now required of myself was far greater than just being a clever and reliable professional.

My involvement in the DBA programme triggered the question as to why I had not continued to evolve as easily as I had done in the earlier stages of my development. Yes, some things were different. I had known disorienting events in my recent life and professionally from 2006 onwards I was working for the pharmaceutical industry and within that a giant organisation - both of who were in crisis. In 2008, this Company like many of its competitors were faced with a requirement to dramatically reduce its cost base to deal with the commercial realities of high-revenue drugs coming off patent together with an absence of innovative drugs coming down the pipeline.

All of this contributed to how challenged I felt. However, I intuitively knew that there was more to it.

Surfacing My Meaning Making

Through surfacing my theories, I found out a lot more about myself.

As a HR Professional, I prioritised Recruitment and Development as critical aspects of my role. Recruitment is for me a really significant activity as the calibre of person selected has a long term impact on any organisation. In addition to recruitment I rated people development as my next significant contribution.

Supporting my work in these areas, were my core values of Human Uniqueness and Social Connectedness, which I will discuss later in this essay.

Looking back on my own transformative experiences, I constantly stretched my perspective and have learnt many things - e.g. early on in my 20's, I began to learn about individual choice through graduate recruitment from top rated UK universities – I was hiring graduates who expected to make their own choices. In contrast my mind was much narrower, as I believed that hiring companies made choices about me and that it was up to me to make a good impression on them. In contrast many of the UK graduates believed that it up to the hiring companies to compete for them. This was eye – opening for me. In my mid 20's I saw very fundamentally different cultural perspectives when working with a Danish Aid Agency in East Africa and I was very challenged to create a corporate culture which made sense in an African society. The complexity of this experience in a third world environment made me feel very uncomfortable about many of my core values. In my mid 30's I learnt about the power of resolving IR conflict, when there is equality and trust in the relationship, not with-standing how fragile the trust might be. Later in my 30's I learnt the importance of telling people the truth and not protecting them when a business was in difficulty and their futures at risk. In this situation I had set out to protect people, being influenced by my own personal need for protection in such a situation. However, I learnt that in uncertainty most people do not want protection – they want control of their lives back.

As my experience of the world grew, my theories broadened out to cope with increased complexity. I began to see things that I could not previously see. In the earlier stages of my career, the form of my mind – its breadth and complexity was primarily focused on results and been the one who made things happen. This primarily involved bringing different agendas together and getting people to act off the same page. It was important to me to be seen to do a 'good job', by managing the relationship between the employee and the company. In the Empowered Manager, (Block, 1986: p39) writes about this" if we are focused on seeking others approval… then we run the risk of sacrificing our integrity…for the sake of finding the most popular path". For me, with increased experience I evolved to develop my own more informed perspective by using my assumptions, beliefs and values to think with as well as becoming more capable of taking different perspectives into account, rather than allowing other perspectives to threaten my own way of seeing things.

In the future I hope to expand my meaning making further by being able to take account of and yet go beyond my own and other individual perspectives. I want to be open to looking at others perspectives to find new ideas, in an inclusive way avoiding adversarial judgements of others. I also want to be able to evaluate other perspectives more effectively so as to identify what is relevant.

In summary, I consider that my career has been successful. I have made a contribution to a number of different organisations and to their people. In terms of my thinking, I consider that I was a reactive and responsive thinker. I was quick to see the needs of others, of situations and through the medium of influence and compromise find paths forward which satisfied both the person and the organisation. I was generally decisive and clear in my judgements, and was always aware of the importance of fairness and openness in what I expected of others. However, as I developed further in my career, I found that I was beginning to see gaps in my own way of working and I felt that I had more to give. I began to critique my own thinking and observed that it was often dualistic and judgemental in tone. In addition I felt that after years of facilitation and collaboration, I had lost some of my earlier creativity and innovative spirit. I was not happy to stay in this mental place and was determined to expand my way of thinking in order to innovate and contribute to the new and unforeseen challenges facing my organisation.

To renew my thinking, I climbed onto my own 'balcony' in order to stand back from myself and inquire into the values, principles and assumptions I was using. To transform my mind-set required something different from the acquisition of new information and skills. I had to broaden the very lens through which I was looking.

Before I get ahead of myself in relation to my own meaning making, I will explain in more general terms what I mean by a meaning/making system - its structure, how it operates and how to transform it.

III   What is a Meaning Making System (MMS)?

I have been trained in a field of inquiry known as occupational psychology and it is through this perspective that I have practiced as a Human Resource and Organisational Specialist. I have used psychological theories and practices as a framework to comprehend human nature, all the while using my meaning making as the filter/lens as the fundamental way of organising experience.

I understand my meaning making to be my underlying fundamental capability - it is the ingrained perspective I bring to dealing with complexity. I cannot fill my MMS up with knowledge and skills. Neither can I use my personality characteristics to expand my perspective. It is only through increased awareness and broadening of my theories (what is known as a developmental shift) that I can expand my capability to see in a way Mezirow (2000, p.19) describes as:

"…a more dependable frame of reference, produces interpretations and opinions that are more likely to be justified (through discursive assessment) or true (through empirical assessment) than those predicted on a less dependable frame of reference. A more dependable frame of reference is one that is more inclusive, differentiating, permeable (open to others viewpoints), critically reflective of assumptions, emotionally capable of change, and integrative of experience."

Most of my MMS has evolved and will continue to do so through the normal practice of living life. With my commitment I believe that it is possible for me to stretch my capability, my elastic band by dealing with new and unforeseen circumstances. I can develop my MMS through "explorations which increase awareness/consciousness and bring insight, bring greater understanding of our meaning making systems and of ourselves". (Fanning, Doyle, Maguire, 2012)

Figure 1 below, adapted from the work of Otto Laske (2008) shows the *Self*, in balance, as a combination of:

- Competencies (skills and knowledge)

- Capacities (personality)

- Capabilities (meaning making and the lens through which I organise meaning in the world.

Competence and Capacity operate as a function of Capability (meaning making).

Figure 1   The Well Balanced *Self*

Competencies

Skills, Knowledge & Behaviours

Capacities - Personality Disposition/Attitudes/Motivation

Capabilities – Meaning Making Perspective, cognitive, emotional, interpersonal and intrapersonal. Evolving levels of Consciousness using Theory /Habits of Mind
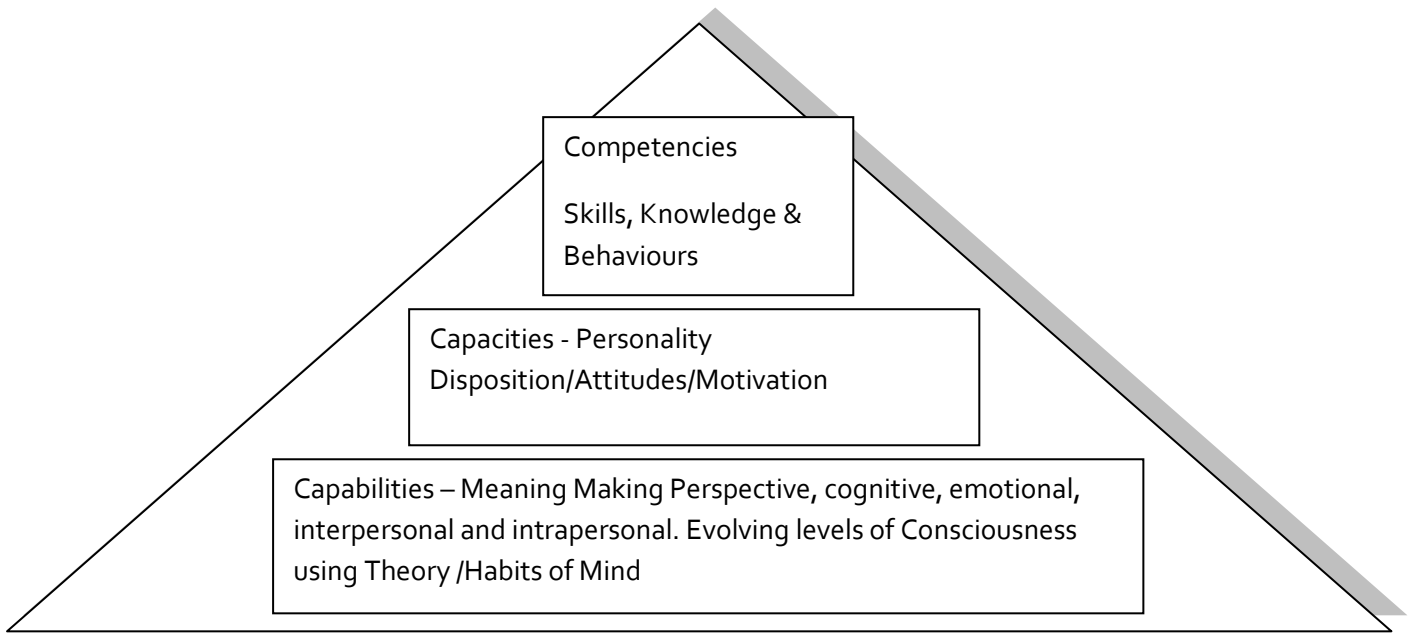
Adapted from Laske (2008)

Many famous scholars have also written about the importance of meaning making as a key influencer on who we are. Alfred Adler (1938, p.24) in the last years of his life writing about Individual Psychology, highlights the root of our conceptions, as deeply hidden assumptions in our way of seeing the world:

"Everyone subordinates all experiences and problems to his own conception. This conception is usually a tacit assumption and is as such unknown to the person. Yet he lives and dies for the inference he draws from such a conception. It is amusing, and sad at the same time, to see how even scientists – especially philosophers, sociologists and psychologists are caught in this net."

Adler referred to the basic notions that guide us through life as our style of life, or as more commonly referred to our 'lifestyle'. He characterises lifestyle as "unity in each individual - in his thinking, feeling, acting, in his so-called conscious and unconscious in every expression of his personality. This unity is referred to as the style of life of the individual" (Ansbacher & Ansbacher, 1967: p175).

Each lifestyle is unique, and Adler wanted to underscore his belief in the uniqueness of each person and the goals that they strive for. Adler (1954, p.29) believed "we cannot think, feel or act without the perception of some goal." Individuals choose to act or not to act because it serves a purpose. Behaviour is purposeful, and human beings are driven (more so than by heredity, experience or environment) towards goals as perceived as important to them. Meaning making is similar to the idea of 'lifestyle' as the unifying way in which priorities what is important and goals are figured out.

Transforming Meaning Making

The question of how to transform our meaning making system remains a key one. In addressing this question, I considered Robert Kegan's work (1982) on the dynamic of Forming and Reforming as being at the core of developmental epistemology. The educational line of thought is Transformational Learning and the Psychological line of thought is Constructive Developmentalism. Constructive Developmental Psychology (e.g. Kegan 1982, 1994, Piaget 1954, Kohlberg, 1984) attend to the natural evolution of all forms of our meaning making construction. Transformational learning refers to the deliberate efforts and designs that support changes in the learner's form of knowing.

My existing Habits of Mind, which I relied on in the past as forms of action or knowing, helped me to figure things out. In addition what I sometimes saw as "new/novel" solutions were in fact a repetition of old theories, packaged in a brighter, and more current way. This is what is known as Forming. Transformation however involves Reforming. Mezirow (2000, p.8) explains the process as:

"one where we transform our taken for granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, more discriminating, open, emotionally capable of change, and reflective so that they can produce beliefs and opinions that will prove more true or justified to guide action".

He emphasises that transformative learning involves:

"participation in constructive discourse to use the experience of others, to assess reasons justifying my own and others assumptions, and making an action decision based on the resulting insight".

Mezirow is suggesting that we must become aware of how we come to our knowledge. It is through awareness that we move from Forming to Reforming. So much of what we know and operate with has been unintentionally assimilated from our culture or personal perspectives from our primary caregivers. Philosophical, Economic, Psychological, Sociological and a variety of other theories on how the world works are unintentionally absorbed into the assumptions we hold and we use them to make meaning. Through discourse with others (reading, debate, challenge) and dialogue with ourselves (reflection), we can I believe become aware of the assumptions which lead to our perspectives, interpret these assumptions and recreate new assumptions which are truly our own.

Mezirow (2000: p8) continues:

"Transformation Theory's focus is on how we learn to negotiate and act on our own purposes, values, feelings and meanings, rather than those we have uncritically assimilated from others – to gain greater control over our lives as socially responsible, clear thinking decision makers"

Fundamentally transformation of consciousness is about transforming the form of existing habits of thought which we usually unconsciously accumulate over time. Mezirow (2000: p3,7) refers to these as "Habits of Mind" and focuses his work on transformation to become:

- aware of the habits of mind (beliefs, assumptions and values), and the context they have emerged from (biographical, historical and cultural);
- open, inclusive, discriminating to new information;
- emotionally capable of change;
- reflective to create new habits of mind – (beliefs, assumptions and values)
- open to continuously creating new categories; and
- open to operating with at least more than one perspective.

This kind of transformative learning, has far reaching implications for societies, organisations and businesses. Peter Drucker, Robert Kegan, and Jack Mezirow, emphasise the importance of being aware of how we come to our knowledge, and of the values that lead us to our perspectives, as something necessary to meet the needs and demands of the current world complexities.

Kegan (2009, p.12, 25) writes:

"..We are experiencing a mismatch between the world's complexity and our own at this moment. There are only two logical ways to address this problem – either reduce the world's complexity or increase our own.

Today organisations need not only an unprecedentedly higher level of knowledge and skill among all those who participate and a higher level of independence, self- reliance, trust and initiative. In effect we are calling upon workers to understand themselves and their world at a qualitatively higher level of mental complexity."

Section IV   Surfacing Life Long theories and Habits of Mind

Against this background of meaning making, I will now continue to show my past meaning making using three themes, Human Uniqueness; Human Connectedness; and Leadership Effectiveness.

It is important to remember that I have been influenced by societal systems, family, organisations as well as countless individuals over the years. I cannot escape this as a part of my existing perspective. However part of my transforming meaning making is to separate myself from the systems and relationships I am part of and objectively look at them. My focus is on my professional role.

Theory 1   Human Uniqueness

For many years as a HR Leader, I have stood in front of my customers, i.e. the in-house managers, staff, and directors arguing that best in class performance depends upon the engagement and commitment of them as individuals. Given the importance I have placed on the individual it has been important to pay close attention to the selection, training, development, involvement and recognition of each person. This philosophy of 'the individual' has underpinned my career in organisational change and human resources.

I built my career on this approach from my early days of recruitment and human resources management in London's financial and professional services sector, international HR consulting in Africa and Turkey, in consultancy practice in Dublin and with an international pharmaceutical company based in Cork.

As I reflect on my career, I realise that I had a respect for others, based on an intrinsic belief that everyone has some value to bring. I got to know about people, their interests, talents and drivers.

This theory worked very effectively for me. Having a basic interest and respect for people helped me to have an equal voice in dialogue with Department Heads about Recruitment, Development, Recognition, Engagement and Performance strategies and practices. Knowing the business and speaking its language earned me credibility, and people were open to my ideas and contributions. More importantly once others saw that I had a genuine belief in the value of people trust developed.

My ability to work well with others and use influence and persuasion in building trust was effective. Instinctively I knew to start where the person is and build up dialogue. As a result I was seen as someone who was not rigid about corporate rules, but was flexible and genuine in supporting people to find their potential. However it took time to earn people's trust and also for me to be fully confident that my approach was working. In my early career years, whilst I got on with people, I did not understand the importance of building relationships, a very different thing. Instead my focus was on designing and implementing excellence in functional HR/organisational practices.

Investing time to build trust in relationships was something I did as part of my work, unlike today when my priority is to build open relationships so as to progress.

Over time I learnt to trust my own intuition with people and began to see that fear and anxiety was at the root of much organisational resistance. This was especially the case with negative Industrial Relations.

The route to building trust and connecting with people in organisational terms was, for me to search for their uniqueness and to build on it both for them and for the business. Under my leadership, HR was known for its concern for people as much as being guardian of the company mandate and encouraging people to align their talents into the mandate.

Engagement does not happen on its own in big companies and I spearheaded engagement initiatives to prioritise the use of individual strengths, and create a culture of extraordinary contribution. I believed in an engagement culture to bring people to the fore in organisations who otherwise would be invisible and ordinary. Some examples are below.

- A front line Processing Operator who retrained for engineering maintenance;

- A Laboratory Technician who progressed to an Organic chemist;

- A Production Supervisor who diversified into safety engineering;

- An Accountant who diversified into production leadership,

- A Maintenance Engineer who branched out into automated plant technologies,

- Front line Supervisors setting and implementing performance standards with their teams,

- The integration of Lean and 6 Sigma methodologies by front line operatives, and

- A Safety Leader who created a safety culture enabling the operative staff to own their own safety targets.

Working in partnership with the leaders/managers and staff across the organisation, all HR policies were designed to reinforce the message that the individual mattered.

There were clear and measurable outcomes from my theory of uniqueness e.g. the numbers of people who developed themselves through further education, uptake on secondments, involvement in special projects, internal promotions, who otherwise would have remained static in their careers. I firmly believe that within an environment of trust, where people feel they are valued, they will step outside their comfort zones and contribute.

So why did I put such a big emphasis on the Individual? My thinking was undoubtedly influenced by the ideas and concepts explored during my psychological training. I am also aware that my own values prioritise the individual, and believe people are the route to business success. Individuals make up businesses and not the other way around. Both of my parents ran their own businesses so I had seen early on in life the commitment to hard work and the staff loyalty required for business success.

One of the greatest threats however, to individual development in big organisations are the political agendas, and power struggles which can narrow the organisational appetite to support individual development. In particular organisational change and upheaval e.g. caused by mergers, take overs and acquisitions can send developmental culture into retreat as survival becomes the focus of the day. Equally organisations which are overly bureaucratic allow people to hide behind shadows. Without a direction for growth spelt out by the leadership, people settle for mediocrity and remain in their comfort zones. A static culture gives rise to unrest and is not a productive for extraordinary contribution /innovation.

As part of this review, I have become aware of my assumptions as they relate to "idea of uniqueness". E.g. how did I deal with managers who did not support the development and engagement of their people? These managers knew that engagement with people would impact their working styles as leaders, and some therefore resisted engagement. They would have to come away from their desks, become actively involved with their people through dialogue, and actively give people time to be creative and strategic in progressing the business. For many it was safer and easier to do nothing and uphold the mediocre middle ground of the status quo.

My flaw in the past has often been not to deal with instances of 'day to day resistance', firmly and decisively enough, especially as I learned over time that these small incidents of resistance often mask the source of a greater resistance. It was later in my career when I put more emphasis on the darker side of HR e.g. those who are disaffected and the damage they do to others by deliberately undermining positive people, by simply doing nothing, or by standing on the side-lines providing mindless distracting commentary.

Examining my theory of uniqueness from this perspective, I see that whilst I generally put an enormous emphasis on the development of talent, recognition of contribution, and delivery of results, it took until later in my career to focus on the HR issues which have an impact on a healthy empowered organisational culture e.g. trade union relationships, conflict resolution, poor performance, and resistance to change.

I now see that I did not take adequate action on these issues and that this stemmed from my meaning making. Possibly I was fearful, anxious, emotionally captive to my need to be 'right', and did not want to get things wrong.

At the time I could (my lack of capability) not see my blind-spot. I did not even realise I had one. Bob Kegan (1994) describes this as "it having me" – I was subject to my own development need. My level of consciousness meant that I focused my efforts on where I could shine and excel, and mentally screened out other less relevant areas. This also meant that I was subject to my singular narrow perspective, and did not practice broader multi-perspective thinking.

An experience in late 2006/2007 helped me to begin to deal with this blindspot and as a result to see life through a broader lens. As the new HR Leader, it was not an option for me not to deal with unrest. Ironically once I engaged with areas of conflict and negativity, my theory of Human Uniqueness helped me and altered my experience of these areas. I learnt to construct my experience of resistance and conflict differently. E.g. A recent company take over left a plant of 200 employees outside of the parent company structure because they would not accept the employment terms and conditions of the acquiring company. Several attempts to resolve the situation had been made and almost a year of negotiations were unsuccessful. I got involved, as the new HR Leader for this plant. Within weeks the matters that had been delaying the finalisation of the take over were resolved. The negative international exposure was gone. What had I done that was different from others?

With hindsight my theory of Human Uniqueness helped me to engage with the resistance. I spent days talking to people getting to know their concerns and fears. There was a lot of listening and very little telling. Trust and respect built up. This superseded the need for formal trade union processes, which in the end were only required as formalities. Concerns were resolved as issues were clarified in small groups and individually. Discussions were held during shift rotas – in the middle of the night as well as in early mornings. The staff began to believe in management again, to see that they had a future.

Unlike in the past where I avoided conflict I now recognised that through the experience of dealing with conflict, and my ability to reflect on that experience I could alter my experience of it.

When forced to take on difficult experiences outside my comfort zone, and loosening up on my need to control the outcome I could expand my construction of the world. Prior to this, I was embedded in a narrower perspective which was:

- biased towards finding the right answer a "right and wrong, black and white",

- wedded to particular perspectives; and

- not emergent from the situation.

Now, I began to open up my perspective and listen in a new way. I suspended judgement, explored new ideas, and gave expression to reservation and dissent. David Bohm, On Dialogue (1996, p. xiv) talks about:

"what is occurring is in fact a paradox, not a problem. As a paradox has no discernible solution, a new approach is required, namely sustained attention to the paradox itself, rather than a determined attempt to eradicate the problem".

I am also reminded of Edith Penrose in her Theory of the Firm (1959) who clearly saw the connection between the individual person and their resource to a business.

"A firm is basically a set of resources - people and material assets. Consequently if we assume that businessmen believe that there is more to know about the resources they are working with than they know at any given time, and that more knowledge would be likely to improve the efficiency and profitability of their firm, then unknown and unused productive services immediately become of considerable importance, not only because the belief that they exist acts as an incentive to acquire new knowledge but also because they shape the scope and direction of that knowledge" (Penrose,1959: p77).

However if the business person does not go looking and seek out what he does not know, in the mind set of an explorer and not of the problem solver – he will not find out about his people and will limit the potential of both man and business.

The Question of Choice and Uniqueness

The idea that people are truly important for their uniqueness to a business requires a qualification. I believe in the idea of personal choice. If a person wants to develop, they must make choices that support their development. To me making choices implies taking responsibility for own action or inaction. Even not to make a choice is to make a choice. The role of the organisation is to create the environment where people can come forward to engage and contribute.

Constructing Choice

Adler (1907), Kegan (1994) and many others in the social science world believe that we are much more than the product of heredity and environment – we are more than reactive organisms. They argue that we actively construct our experiences and do not react passively to what is presented to us. Frankl (1983) discusses the idea that life will always challenge us, however the meaning we derive from life is up to us. Life deals us cards – we choose how we interpret and play them.

To illustrate this I will share a project I worked on in Africa in the mid 1990's. I had an enlightened experience during a staff workshop. Danida, a Danish aid agency had acquired a national agricultural Bank in Tanzania. On their behalf, I facilitated a staff workshop designed to explore the Bank's Purpose, Objectives and Values. After a long, hard day an articulate senior female executive raised her hand. She asked "how can you expect to impose a culture of honesty and integrity within this Bank when the society we are part of is does not have these same values? She talked about the African way of life and its culture stressing that theft was not viewed as a bad thing given that it was often necessary for survival.

She explained "if you are rich and I am poor, I can justifiably take your money as you can replace your loss but I cannot". Stealing then, she argued was based on different assumptions depending on whether you were a Danida or a local employee. She asked whether this difference had been considered by Danida in their take- over of the Tanzanian Bank? At the time I saw that she had a really valid point but I had little understanding as to how to deal with it.

This experience highlighted for me that Freedom to Choose is not the same as Freedom of Choice. People rarely have unlimited choices and have to work within limitations. This can be a source of frustration for people. Much of my professional work is helping others to see the choices they have. I do believe that we are all free to choose our attitudes and that is often what really defines us. (Frankl l983 discusses this topic excellently)

The importance of awareness when people are making choices, as well as the ability to consider the implications of their choices is very significant in my experience. Awareness is a key element often missing from people's thinking. However when awareness is present a more mature perspective shines through. Take for example some recruitment questions and the possible answers to the following questions depending on one's awareness level:

Why do you want this job?

What do you want to work for this company?

What is your own development plan?

What have you done to develop someone else in the last 12 months?

What ideas have you generated and discarded in the last 12 months and why?

What ideas have you implemented successfully in the last 12 months and why?

Critical however, if people get their choices wrong are the implications. Does blame kick in or is there an open-ness to learning from mistakes? Taking responsibility for choice happens more easily if people feel they will not be blamed, and instead can grow from the mistake. The importance of an organisational environment which encourages learning is a key element in individual choice.

Evolving

My theory of uniqueness also recognises that the person is always *in the process of becoming* (Allport, 1955: p4). Allport believed that past influences had a real reality, but that as conditions change we have the potential capacity to change with them. Adler (1964a: p24) claimed that the "life of a human soul is not a being but a becoming". In the transformational sense, choices can be different from what they would have been twelve months earlier. It can often be significant if people can realise that they are responding in the present to conditions that existed only in the

past. In this way they stop denying the natural rhythm of becoming and allow for growth and development to evolve. As we have evolved as social creatures and have a significant need to 'belong' it is important to recognise the impact of 'belonging' on us whilst continuing to evolve and grow as independent thinkers.

Summary

Getting to the root of someone's uniqueness involves an understanding of their beliefs, assumptions and values. For example, a significant leadership appointment should involve unearthing a person's values, beliefs and assumptions. Festinger (1957) established that if a discrepancy exists between what we believe and what is – cognitive dissonance occurs, that we nearly always stick to our beliefs.

Adler (1964: p6) further emphasises that we construct our reality using certain theories to look at and understand the world. "In a word I am convinced that a person's behaviour springs from his idea. As a matter of fact, it has the same effect on one whether a poisonous snake is actually approaching my foot or whether I merely believe it is a poisonous snake" stressing the point that we do not see the world, we apprehend it through the senses.

My meaning making has I believe, valued the uniqueness of people and in my work I have built uniqueness into the development planning of organisations. It is my belief that businesses who recognise development patterns and seek to accelerate them will perform better, stay ahead of their competitors and be of greater value to the customers they serve.

Theory 2   Social Connectedness

My second theory is about Social Connectedness and is connected to my belief about developing the uniqueness of people. My beliefs and values about connectedness accumulated from my late 20's onwards, triggered by different experiences e.g. integration of diversity into organisational life, building meaningful relationships with trade unions, and exploring isolation and disaffection in certain parts of large organisations.

Diversity

One of my greatest career achievements was in 2005, when I led the design and launch of Process Teams within a functionally diverse and technically complicated manufacturing plant. The outcome was the bringing together of all key stakeholders at the same time each day to work as a team to achieve common goals. This was viewed as phenomenal progress for this organisation. Prior to this, there were delays and non-compliances in tackling communications breakdowns, relationship difficulties, inefficiencies, duplicated processes etc. By building up a "process team organisation" through engagement, process teams surpassed corporate standards for turnaround product times, and the resolution of deviations in the production processes.

From this experience, I learnt that Social Connectedness is underpinned by the idea that most people want to take on personal responsibility and be better than ordinary. It is similar to Peter Drucker's knowledge worker being prepared to ask "what am I going to focus on?" "what results can be expected for which I will be held accountable?" "by what dead line?" Implicit in these questions is the personal responsibility necessary to deliver results and performance.

The power of open systems which connect people to manage themselves can work very well for business, e.g. Cross functions individuals forming into one team (engineering, manufacturing, safety, testing, chemistry etc.) able to introduce operational efficiency, and process transformations with vast savings.

However on the other side of this argument, Isaacs (1999: p 224) signals the limitation of open systems, saying "an open system can be a poor climate for ideas - it is afraid to explore options not based on facts, or that lack rigorous thought". "The open system is openly tolerant, to all points of view. At the extreme, this is incoherent, since it leads such systems to be tolerant of people who are intolerant and who would destroy it".

In addressing Isaacs point, I will talk about the role of knowledge and information in relation to social connectedness.

One of the primary assumptions made in the Theory of the Growth of the Firm, by Edith Penrose (1959: p1) is that "history matters and that growth is essentially an evolutionary process based on the cumulative growth of collective knowledge, in the context of a purposive firm". I too have seen the value of experience and time in organisations allowing people scope to learn and develop through varied and diverse challenges.

Brian Loasby (1991) further elaborates on Penrosian Learning Culture as a basis for the modern knowledge based economy arguing that the administrative structure of the Firm provides a structure of theory and policy within which individual growth can take place as an evolutionary process at the same time as managers learn to operate efficiently together within a particular environment.

I believe that knowledge is a fundamental building block for open systems of engagement and connectedness. In this way, organisations raise awareness and incentivise people to leave their comfort zones and challenge the status quo. People are more likely to grow in organisations where information/knowledge flows freely and is openly debated, where few barriers exist, where dialogue facilitates social interaction and communication of experience, and where people are held to be responsible.

On the contrary organisations using knowledge as a way of retaining power and where there is control over responsibilities cannot grow in social connectedness.

John Dewey (1915, p.115) argues the benefits of social connectedness "one cannot share in intercourse with others without learning – without getting a broader point of view and perceiving things of which one would otherwise be ignorant. And there is perhaps no better definition of culture, than that it is the capacity for constantly expanding the range and accuracy of one's perception of meaning."

My theory of Social Connectedness in the workplace addresses a fundamental need for people to belong, to dialogue and to contribute. I maintain that without dialogue and discourse genuine engagement and connectedness cannot happen. John Dewey (1915, p. 22) again "an intelligent home differs from an unintelligent one chiefly in that the habits of life and intercourse which prevail are chosen, or at least coloured by the thought of their bearing on the development of children".

I suggest replacing the words 'home and children' with 'organisation and worker' for organisations to understand the importance of habits of discourse for growth.

Leadership

Leadership is very important in facilitating social connectedness. Leaders create connection through dialogue, what Bill Isaacs's (1999: p19) explains as "a conversation in which people think together in a relationship. Thinking together implies that you no longer take your own position as final. You relax your grip on certainty and listen to possibilities that simply result from being in a relationship with others – possibilities that might not otherwise occurred".

Leadership which prioritises participation is crucial for social connectedness. New realities are constructed all the time through listening to each other, having open conversations and suspending judgements. An enlightened CEO knows that new common direction emerges from dialogue – the challenge and the opportunity for organisations is to ensure that their mission, values, beliefs and standards are part of collective dialogue, and not allow individual meaning making systems to dominate the dialogue.

In summary, I believe that people build organisations, through their own uniqueness, and that it is through organisational connectedness that human uniqueness and talents align to meet business need. Leaders create environments where people are asked what are they good at and how are they going to contribute to the business? In an engaged and connected organisation, people will hold themselves and each other accountable for their contribution, as part of a socially integrated and openly connected organisation.

Theory 3   Developing My*Self*

My final theory relates to *MySelf*. Formal education, work, family, society and personal experiences have been my main teachers in life. My on-going process of reflection has deepened myself awareness further and brought it to a new level. I can

see and relate to the influence of my hidden thinking on how my career has unfolded to date.

In the following section, I have selected some examples from my career in the last decade to illustrate the kinds of developmental shifts I have made.

The first one was in 2000, when my outlook was influenced by others. Around this time my working life became more complex as I was part of a large acquisition in the pharmaceutical industry. This involved the integration of a massive manufacturing operation including five Cork and two Dublin sites, across three different business models. As the organisational landscape was changing rapidly, I reached out to others whom I believed had the wisdom to deal with these unchartered times. Up to this I was slow to ask for help fearing others would see it as weakness. However, I began to see that my reliance on past experience was failing me. New thinking was needed, which went beyond the "status quo".

One of the complexities I had was the confusion and power games that existed across several different management teams, from the respective legacy companies. It would take several months for the new governance structure at senior level in Ireland to be completed, as it required considerable input from the USA. In the meantime with over 2000 staff in Ireland, there were many HR policy areas that could not wait, e.g. Recruitment and Selection, Talent Planning and Industrial Relations. These were both important and emotive topics at a time when the managers and leaders were themselves vulnerable. Loss and grieving were significant in the legacy companies at the time, but opportunity and optimism for the future was emerging.

In responding to the challenges in the early days of the merger, as the appointed facilitator of change I separated out day to day operational issues from the strategic requirements. Representatives from all legacy companies were asked to participate in a Change programme. Rather than starting with local and sensitive issues, which were loaded with vested interest, I started with questions about the future e.g. What kind of culture do we want to create? What is our leadership philosophy? What are our strengths? How do we operate as a leadership team with the US – do we take the lead or wait to be told what to do?

I facilitated another group who began to work on talent planning issues e.g. "how will we recognise and develop someone's leadership potential 5 years or more in advance of them being ready for a leadership role"? "What profile is required when we propose people for the global talent list?" "What are the implications of developing someone who does not deliver on their potential, and omit others who develop later?" "How important is recruitment?

As the integration work progressed, my plan to connect people using dialogue began to work. However the impetus to resolve the operational issues was also significant. Within months ideologies from different legacy companies were expressed and listened to without allowing human factors of defensiveness, fear and anxiety

dominate. Policies and practices emerged from this practice which existed in the company for the following decade.

In my own ability to lead and facilitate this change process I shifted forward in my perspective, learning how to think in possibilities and to use my ability to influence people to consider new and different ways of doing things. My level of experience, political understanding of organisations, and my ability to connect with other people's agenda helped me. I had a more integrated framework, and could hold the bigger picture more easily in my head, and play with it without making decisions. I also began to feel less pressured by others and created space to reflect and not react.

The complexity of my professional life entered a new level from 2002 onwards – about 12 years into my working life. I moved from addressing single issues related to individuals and projects, to seeing a bigger organisation perspective. I did not lose my focus on the individual, but seemed better able to operate at both a micro and macro level. My lens had expanded and I was capable of looking at and questioning issues from different perspectives - rather than jumping into what was presented to me. This expanding capability to address issues through a broader lens helped me with difficult and often highly emotional IR issues. I stayed outside of the issues, and formed my own perspective, managing both my cognitive and emotional reactions.

A further IR challenge faced me in 2006/7 as part of another take over scenario, in the pharmaceutical world. 200 permanent staff felt that they were entitled to the jobs of 200 contract staff as they perceived the jobs of the contract staff to be more secure than their own. It was completely unprecedented in organisational terms, and there were no apparent answers. Tactically, I looked at the issues one by one, sought input from others on and off the site, and critically remained calm. Crucial to my developing capability was the internalisation of conflict in the debate and ability to reflect on them. Sometimes it remained a struggle not to react to the many political games that were played in the negotiation arena. I also had to manage the pressure from the New York office to resolve these issues quickly with no business impact. Kegan (1982: p101) describes this as: "the psychologic internalizes conflicts between shared spaces that were formally externalized". In other words I could hold both sides of an issue simultaneously, in contrast to my earlier career when I struggled with high levels of ambiguity.

A further challenge in 2008 was to downsize a site from 400 to 200 staff. Working with multiple stakeholders with different perspectives. my ability to handle pressure internally, to reflect, to plan in detail, to keep detailed notes, seek out patterns and all the time figure a way forward were the hallmarks of my approach. I remained compassionate and yet stood back from individual agendas in the interests of the overall downsizing. Kegan (1994, p.185) describes this growth as "…a new whole is an ideology, an internal identity, a self authorship that can coordinate, integrate, act upon or invent values, beliefs, convictions, generalisations, ideals abstractions,

interpersonal loyalties and intrapersonal states. It is no longer authored by them it authors them and thereby achieves a personal authority".

On reflection, I feel that the challenging part of my work at this time were not in fact the pursuit of resolutions for difficult IR, organisational mergers or downsizing issues. The approaches taken were always approved in conjunction with corporate HR. The challenge to my meaning making involved how I managed other people's anxieties and fears during change and turmoil, and also how I helped large groups of people minimise complexity and confusion in the face of uncertainty.

I mentioned earlier that transforming my mind-set to a more aware and complex way of seeing things, would not involve the acquisition of more information and skills. Growth of my mind-set meant firstly becoming aware of and managing my blind-spots (which I have identified as dualistic and judgemental thinking, and sometimes a poorer consideration of issues that I would have wanted). I set about addressing these limitations and broadening my meaning making through awareness, participation in stretching experiences, critical reflection and seeking insight. I began this work in 2009 and soon experienced the value of my growing abilities to entertain new perspectives, to build dialogues without having 'an' answer in mind, to openly seek out and challenge situations where views and opinions were different from mine and ultimately to try out new ways of doing things. These were all key building blocks in helping me to design the three developmental goals discussed in the next section.

Section V   My Future Professional Development

My participation in the DBA programme gave me a fresh opportunity to prioritise my own development. In addition to highlighting my theories, I have also had the opportunity to stand back and reflect on my own professional effectiveness.

I had a great experience with Professor Bob Kegan from Harvard University and his associate Barbara Rappaport (Minds at Work) when I completed an Immunity to Change Map (Kegan & Lahey 2009). Kegan was provocative and challenging in asking me to consider the vested interest I have in not changing myself.

He referred to a Competing Commitment, something that is part of a person's makeup and which has provided them with good protection in the past.   Psychologically it is very possible to rely on one's Competing Commitment – as it is reliable. Despite protests to the contrary that people want to achieve new goals, they are often, according to Kegan, held back from doing so because of reliance on their competing commitment given how it has helped them in the past.

Kegan's idea in surfacing the Competing Commitment (CC) and its associated Big Assumption (BA) is so that:

- you can look at what holds you back;
- become fully aware of them;
- make them object to you; and
- use this insight to improve personal effectiveness.

Through my reflective work I identified my competing commitment as "Being the one who wants to get things right". When I am not the one with the right answer, I become anxious. My big assumption is that if I do not get things right, I have let others down in some way and that matters to be – it makes me feel bad, inferior, and at a deeper level I feel vulnerable.

After I got over the shock of identifying my big assumptions ~~about myself~~, I took a step back and observed myself. I gathered data on myself in a number of ways – recording my own experiences and my reflections, getting feedback from others, so that I could observe my competing commitment in practice.

As I paid attention to my big assumption I realised that, I was under the influence of "my need to be right" and that it did influence my ability to be truly objective and to learn in an open way. Once I realised what I was doing I was able to make choices about what it meant for my effectiveness.

Through this insight, my meaning making has opened up and I feel that I am less of a hostage to myself and my need to be the one who "gets things right". This allows me to bring a fresher perspective to issues as I am less tied to a certain type of outcome.

My meaning making has opened up because of my increased awareness in the following ways:

- I am more aware of my silent and emotional trigger "to be right";

- I am no longer content to express important opinions and make decisions without being aware of my assumptions; and

- I seek out the underlying systemic connections in my thinking in contrast to engaging with stories at face value.

Fundamentally my expansion of meaning making is based on the transformation of the subject/object relationship in these three areas. Over time, I am becoming less embedded in my past theories and practices. I am more aware and observant when my competing commitment and big assumption trigger me, when my assumptions are not clear leading to superficial and mindless thinking.

Increasing my awareness in this way has become part of how I think. It does not necessarily involve more time or paralysis of decision making on my part. It is more that my level of awareness is different. In terms of my continuing development, the reflection has helped me identify three transformational goals as follows:

1   I will develop my capability for dialectical thinking

2   I will develop my capability to use theory as a tool of thought

3   I will create opportunities for open dialogue.

The overriding theme of these goals is the development of my *Self*. I want to continue developing through transformations (changing my form) with increased capability for effective performance. I have considered these goals carefully as part of my current order of consciousness.

Dr Otto Laske assessed my order of consciousness, using Kegan's stages of Adult Mental development in a subject/object interview (December 2009) as Order Four. Following a detailed interview and discussion, he concluded that he found no evidence of Order three and little movement towards Order five.

I have interpreted order four as meaning that I have created and regulated my own values, beliefs and assumptions. I am comfortable in my own shoes and my way of looking at the world. I am comfortable with my own boundaries and as a leader have a clear voice about what I want to achieve and why. I am however limited by and subject to my own authority, and less likely to look for what is missing, absent, or contradictory outside of my own thinking. For development and growth I want to break away from these limitations. I realise that my way is only one way. I want to develop my limitations, by building a more inquiring, mindful and reflective way of interacting with my world.

Kegan (2008) explains:

"when people who have long had self-authoring consciousness come to their limits they recognise the partiality of even their own internal system, even though like any good system, it does have the capacity to handle all the data or make systematic rational sense of our experience. In the western world we call that objectivity. However just because you can handle everything, put it all together in some coherent system, obviously does not make it a truthful apprehension or truly objective. And this realisation is what promotes the transformation from the fourth to the fifth order of consciousness, from the self-authoring to what is known as the self-transforming self. So you start to build a way of constructing the world which is more friendly to contradiction, to oppositeness, and able for multiple systems of thinking. You begin to see that the life project is not about continuing to defend the formation of the self but about the ability to have the self literally be transformative. This means that the self is more about movement through different forms of consciousness than about defending and identifying with any one form."

(Extract from interview with Robert Kegan and Elizabeth Debold, 2008).

Developmentally I am now committed to forming a broader and more inclusive mind-set. Learning to dialogue openly with others and creating multiple perspectives will test me. I will need to go beyond my own authority and actively use dialectical thinking to explore theory as apparatus of thought through increased awareness and intelligent discourse.

Essay 2 begins to set out this journey.

Essay II   Reading For Change

I   Introduction

The purpose of this essay is to make progress in my developmental goals through reading and dialogue with significant others. Specifically, I am interested in ideas for the renewal of the BA, and at the same time to bring more complexity into my own thinking. I am confident that this essay will help me to see new perspectives, some of which call my own current perspectives into question. Being curious about new systems of thinking will help challenge my own understanding of the world, to see connections between issues and also to understand how difference can broaden my insights.

Section I, *The Introduction* explains my reading with significant others as a way to open up my own mental space allowing time to reflect on my existing frame of reference, and through the consideration of multiple perspectives arrive at a broader and more multi-perspective way of looking and of seeing. Section II, *The Case for Developing Meaning Making in early Adulthood* sets out the reasons why I advocate adult mental development as a conscious activity with young people during their undergraduate education. Section III *Exploration of Key Ideas* introduces the impact and significance of development in relation to the key ideas of Self, Internal Authority, and the Developmental Environment.

Prior to my DBA studies, I would have taken a fast and practical approach to resolving the limitations of the current BA, and most likely would have put a Competency Framework in place based on the behaviours required by employers, ensuring that students had ample time and opportunity to acquire and practice these behaviours. Most likely competency training would have been included as a separate additional module, outside of the core course content. In some ways a competency model would have been a fine answer and acceptable to many BA stakeholders. On the other hand I saw that it would have belittled the chance for transformation and missed a wonderful opportunity to do something truly visionary with undergraduate education.

To get away from this kind of reactionary thinking, I pursued a different approach. I slowed down my thinking to get away from what I already know and do what Daniel Kahneman (2011 p.13) describes as "conscious and reasoned thinking using my beliefs and choices to decide what to think about and what to do". Slower thought is needed as Kahneman (2011 p.13) explains "when things get too difficult for the prevailing impulsive, intuitive and perceptive mind, which is in itself very effective, but often requires more detailed and specific processing arising from more conscious and reasoned thought".

Slowing down my thinking will stimulate a greater level of personal awareness about my values and beliefs and other silent assumptions shaping and influencing my thinking.

Chris Argyris's 'Ladder of Inference' (Figure 2 below) is helpful in illustrating the complex activity of adult mental activity. He shows a person in constant activity with their environment selecting data, and assimilating it into existing habits of mind. Human preference, he explains is to assimilate new information into what is already known and only when there is no alternative do we accommodate new knowledge by re-coordinating it and creating new ways of looking at things. Through this learning process, what I refer to in the Portfolio as transformational movement, habits of mind are expanded and new beliefs, values and assumptions created. This is usually an unconscious process, and yet one that has to be brought to consciousness in order to grow awareness and complexity of thought.

Figure 2   The Ladder of Inference
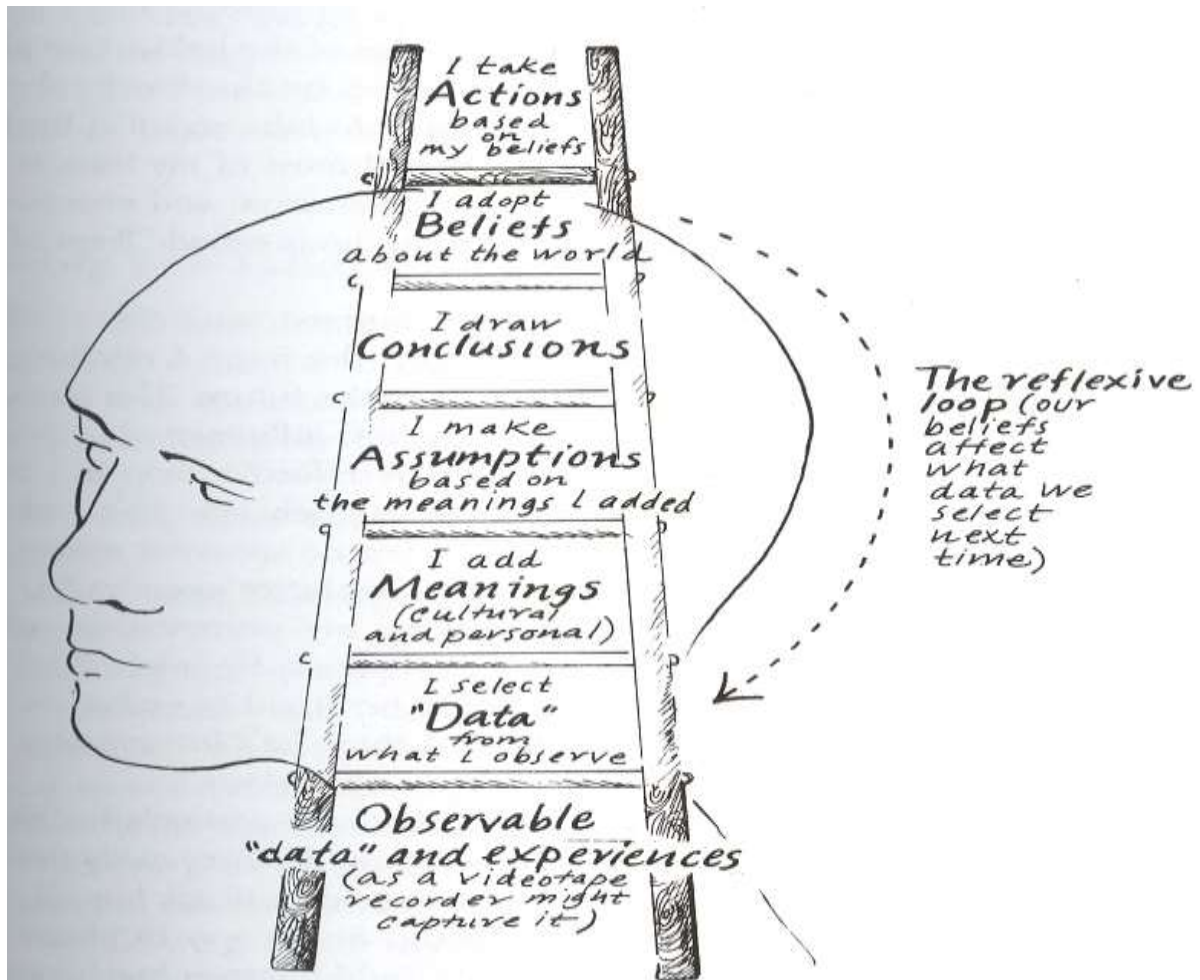
Adapted from Chris Argyris (1980)

Argyris believes (Like Freud and Jung) that people hold maps in their head about how to plan, implement and review their actions. He also believes that few people are

aware that the maps they use to take action are not the theories they explicitly espouse. Also even fewer people are aware of the maps and the theories they do use.

For me, Essay II is an opportunity to think through and become more aware of the theories and the maps useful in achieving a potential transformation of the BA. I will start by exploring early adult development as a precursor to the issues involved in engaging in third level education.

II   The case for Developing Meaning Making in Early Adulthood

It is not easy for most students to formulate a direction in life for themselves at an early developmental stage. They need help, as they lack life experience and accumulated insights to guide them. The second level education system in Ireland knows much criticism and is viewed by some as an unhelpful starting point for students. For example the President of Dublin College University, commented "stamina is more important than intellect. The current system discourages independent thought and critical thinking. A paradigm shift is needed from lifelong employment to lifetime employability". (McCraith, August, 2011). The Chief Executive of the Higher Education Authority (HEA) in 2010 also remarked "there are too many spoon-fed Leaving Certificate students used to rote learning in schools who come to College without the necessary skills". I interpret the root of the issue is a deep seated concern that "spoon feeding" leads to students putting away active learning in second level arriving in university to be motivated and coaxed back to a place of curiosity and open-mindedness.

This approach to learning is less about what Dweck (2006) calls the 'growth mind set' where students are curious, can try things out, make mistakes and learn from them, be open to developmental feedback, and have opinions of their own that they can stand over. Kegan (1994) argues that modern society leaves a gap in preparing young people for the curriculum of life coming into and leaving university. We do not manage the transition well. Transformational education guided by developmental principles can help to address this complex issue.

The case to do so comes from the fact that we live in a post-modern era which involves a paradigm shift from what has worked in the past. The days of paternal organisations with predictable bureaucracies protecting people and rewarding effort but not results are gone. Recent global crisis since 2008 has brought debt to unprecedented levels and future indications are for a different type of economy – with a slower pace of economic growth. The new demands of our time require new solutions, and current challenges cannot be addressed through past solutions. "What is needed is a new level of consciousness, a qualitative change in the complexity of our mind-set" Kegan (1994, p. 5-6).

The transactional approach to learning has not facilitated students 'authority in the Kegan sense of independent thought, awareness and responsibility for Self. This is in spite of the fact that early adulthood is an opportune time to ensure that meaning-making has exposure to effective images and language which maximise the potential for mental growth. Once images and language have been set down in early stages of development, it is much harder to challenge and dislodge them in later life. The lack of internal authority in many young adults possibly comes from the way society views adolescent meaning-making.

The students 'authority', in the sense of the average 21 year old undergraduate should be considered in the context of where most young adults are in life at this time. Many still live at home or have just moved out, and most will have part time jobs. This period of their life is generally characterised by an open and exploratory approach as students redefine themselves as young adults post-secondary school. Generally this period of life is conceptualised as a transition during which individuals pass from one state to another – childhood to maturity. Understandably, issues and problems arise during the transition, and there are different schools of thought about the nature of these pressures.

According to the psychoanalytical tradition the pressures to adulthood are internal. Psychoanalysts point to the psychic balance which has been achieved towards the end of childhood becomes upset causing emotional upheaval leading to a greatly increased vulnerability of the personality (Freud, 1937). It is also believed that the internal pressures of adolescence are physiological and emotional. The main challenge is for the young person to disengage themselves from the family as they search for independence, as well as learning to cope with new instincts and anxieties. Once beyond adolescence their maturity is fixed, mature adulthood is about holding back the impacts of dysfunction in childhood. However by confining themselves to this lens, Freud's and his followers missed out on the possibility of what man is, and can be in the future. In this view of the world, there is little room for development and learning across the life cycle.

A different view is that the transition to adulthood is not internal but arises from external pressures with parents, peers, teachers and society. These views are more aligned to Sociologists e.g. Bandura (1972) believes that an individual absorbs the values, beliefs and standards current in their society. Some of these standards and values refer to the expectations of behaviour that society has for the role of son, daughter, citizen, parent, girlfriend, student etc. Sociologists in general believe that everyone in a society learns the expectations associated with various roles through the agents of socialisation e.g. schools, home, media, and technology. They also make apparent that in adolescence both socialisation and role change are huge sources of learning for the young person but that they can also be potentially problematic for them.

Elder (1968) talks about new role demands, where expectations on the young person gradually increase. One of the particular stresses for young people is their ability to cope with role discontinuity – there is a lack of order in the transition from one role to another. Benedict (1938) drew attention to the fact that primitive societies often provided more continuity in training for responsibilities, sexual maturity etc. than western society. In contemporary society, I question the level of support we give today's young people in transitioning to adulthood. Kegan (1994) points out the inexperience and level of expectation not only among college leavers of the work situation, but beyond into parenthood and leadership positions means that people are not keeping pace with the demands being placed on them.

Implicit in these ideas is the view that the young person will have to deal with the expectations significant others have of them in their immediate environment. This can be stressful for them, and I question whether we give them the tools to cope adequately with their transitions. Coleman (2010) argues that the development of role behaviour in a young person will be determined to a large extent by the interaction with their significant others, and their perception of the expectations of those significant others.

Many sociologists believe that more bridges are needed to help young adults in the assumption of adult roles. Brofenbrenner (1974) specifically discusses the alienation of young people from society through role overload.

Constructive Developmental Psychology provides a third approach which in my opinion usefully places the young person at the centre of their own transition to adulthood as they construct new realities and form their own values, beliefs and assumptions. Constructive developmental theories (e.g. Basseches 2005; Fisher and Torbert1991, Kegan1982, 1994, Kohlberg 1984; Perry, 1968) argues that behaviour is not random nor irrational and that it can only become meaningful when reviewed through the person's construction of reality. They are concerned with the particular meaning making the person creates through living his/her life (rather than believing that the world is full of objectives truths waiting to be discovered). The Piagetian revolution of 1960 showed that children learn most effectively by constructing their own reality – in interaction with their own environment – NOT by being taught, copying others or through social models. In addition, constructive-developmental theorists believe that the construction of reality changes over time to become more complex and multi-faceted highlighting the ever present potential for development.

Constructive developmental theories focus on development in relation to how people take perspectives on issues of authority, responsibility, ability to tolerate ambiguity and complexity. E.g. As undergraduates develop, they will be more able to understand other perspectives, as well as to become more aware of their own responsibilities and views. A student may retain a certain belief he has in relation to incentives as positive drivers of economic growth, (content) but through his/her development *the form* of what economic incentive means is likely to be reviewed and revisited.

Third-level education can offer opportunities for real-life construction and learning in a safe environment. I believe that university can be a 'holding' place guiding young people during their transition to maturity, introducing them to "good problems" as the basis for development in a supportive environment. The crucial part of "good problems" is, I believe the opportunity to develop internal authority, in the sense of students challenging issues to develop their own reasoned opinions, with an increased awareness of their own values, assumptions and beliefs.

Whilst Essay Three deals specifically with the development of meaning making in young adults, my broader view is that people can become more effective in all stages

of their lives through improved meaning making. An awakened and alert meaning making heightens a person's awareness, e.g. being aware of one's actions, being able to reflect on them and develop insight, places the person as an active (as opposed to passive) participant in all aspects of their lives.

To grow meaning making, and increase awareness Kegan values badly structured problems. Kegan and Lahey (2001) refer to "good problems". They suggest that not only do you solve good problems, but that they also "solve you". They explain that when you move too quickly to solve problems you may well be missing an opportunity to dig deeper and figure out the issues that hold you back. These opportunities give us a chance to look at ourselves as we change, to consider how we see others as we and they change, and to consider the world as we advance through life.

Kahn (2009) picks up on the idea of "good problems" in his book on project teams as he points out the tragedy of lost opportunities "when you do not start your work or your team's work on time you rob yourself of the opportunities to learn more about yourself and your team".

Hoare (2006, p.112) also talks about the importance of having problems to solve which bring about "a change in how one interprets and reconstructs oneself and others in the world". Such changes require a move towards greater complexity, in a steady aggregated way. Hoare's view that one changes and reconstructs oneself and one's view of the world is similar to that of Mezirow (2009). Like Kegan and Piaget, they put significance emphasis on the interaction with the environment for new learning to occur, as well as on the idea that learning can lead to development.

However this type of learning as development must meet two specific criteria:

- the acquisition of knowledge as a skill/competency

- the restructuring of ones perspective in a way that allows the formation of a new view even if that view is an alteration of an existing view. Endler, Boutler & Osser, (1976, p.1) "development means growth and change, those transformations that are primarily "orderly, sequential and lawful"

Acknowledging the complexity and importance of meaning making to adult mental activity, has prompted me to inquire into the theoretical origins and current interpretation of adult mental development. This debate follows in the next section in which I begin to consider opportunities for improving meaning making as part of a university programme.

III   Exploration of Key Areas in the Inquiry

In helping to further investigate the nature of meaning making I will explore the following ideas.

- Development of Self: Is the on-going development of Self, a precursor to achieving transformation in third-level academic education?

- Internal Authority: Can a developing Self help foster internal authority, a critical capability required for entry to and contribution to the world of work?

- Environmental Influences on Development: Is there a certain type of learning environment that best supports adult meaning making?

A   Development of Self

Is the on-going development of Self, a precursor to achieving transformation in third-level academic education?

University education has traditionally been focused on course content with research-based information and knowledge. Nothing should change this strategic agenda. My work aims to complement this agenda by focusing on self-development in an academic environment as part of the students' growing mental capabilities.

Self-development on the part of the student requires growth in a number of capabilities e.g. opening up their minds, challenging often poorly made assumptions, constructing arguments, forming reasoned opinions, speaking with others publicly, separating personal from learning issues, and being comfortable in dialogue. These capabilities represent significant self-developmental steps for most third level students and go way beyond the acquisition of information. When a person is involved in their own Self- development it signals their progression to look at the world in an increasingly complex way. The progression involves students taking personal responsibility for their assumptions, opinions and actions, often a big step for students and an uncomfortable space to be in. This is because the Self is directly implicated and will actually feel itself shifting/growing. This type of growth is triggered by questions such as "so what would I do in this situation" "what do I believe is the opportunity in that scenario" "what are my values in relation to XX? "what do I identify and acknowledge as the risks?" etc. Answers to these questions will draw on the Self to demonstrate the academic rigour of reasoned judgement, as well as their capability for clear thinking

Susanne Cook-Greuter (1999 p.1,) describes adult transformation in the Self in the following way:

"During the early epochs of a person's life, transformations from one way of knowing to another way of knowing are experienced by the vast majority of people, but the changes are neither deliberate nor conscious at the time. During the college years and

later in adulthood, a small minority of people continue to develop qualitatively more complex and qualitatively different ways of knowing themselves and the world. At this point the changes are increasingly more voluntary, deliberate, and conscious generated in part by the explicit asking of these very questions (what is man? Who are we really? How to we engage with the rest of the world? How do we come to know what we know and what we don't know?) and the conscious observation of how one responds to them".

The footsteps of Piaget (1952, 1965) blazed a trail for many pioneers in the field of Self Development. Piaget described human development as a progressive sequence developing into a more integrated, complex, and coherent system of meaning making over time. Piaget's contribution that each stage contains a different way of knowing (epistemology) reality/or world view, and that the journey between stages is unidirectional and hierarchical, which are in themselves transformational as each stage represents a transformation of the previous way of interpreting reality.

Children's thoughts, he argued, develop sequentially from sensory motor, through concrete and onto formal reasoning. Piaget calls the highest form of cognitive thinking 'formal operations', reached by early adulthood and necessary as a model of mature thought for what is considered constructive mental functioning in the western world. Indeed the industrial revolution and the current global technology revolution are testament to this way of thinking. Formal operations liberate people from their environment and gives them control over their experience. The ability to think abstractly allows the person to ponder and to play with ideas in a way that goes beyond concrete thought.

However, the limitation of formal operations in the Piagetian model was to dethatch it from feelings, as another equally important way of dealing with experience. Cook-Greuter (1999 p.19) argues against this idea "by only granting reality to rational waking consciousness, it demotes whole realms of human experience to a lesser state".

Since Piaget many pioneers have contributed to the field of self-development, some of the most noted being James Mark Baldwin (1905), John Dewey (1915, 1933), Don Beck (1996), Anna Freud (1937), Clare Graves (1974), Erik Ericson (1950, 1959), Jane Loevinger (1985, 1998), Robert Kegan (1982, 1994, 2001, 2009), Suzanne Cook-Greuter (1999) and Bill Torbert (2004). Like Piaget, they believe that each stage of development had a different world view, characterised by different needs, problems and dilemmas. However, they moved beyond Piaget by attributing a more holistic and higher level of mental function to the Self.

Therefore development in which an increased level of complexity takes place involves the Self at a high level of cognitive, emotive, and inter and intra personal function.

For example, Beck (1996) in *Spiral Dynamics,* developed an application of developmental principles to resolve socio-cultural problems in South African as part of the conversations which ended apartheid. Beck also believed that there are many and different world views and values – some more complex than others, and that many of the problems at one stage of development can only be solved through evolution to a higher stage of development. Torbert (2004) also took a broad view of self-development by applying developmental principles to transformational leadership. He believes that leadership can be learnt in an environment of action, provided we are able to separate our own identity from the different roles we play in business. An awakened reflective self, he argues is central to separating oneself in this way.

Cook-Greuter (1999) describes the growth of meaning-making **as increasingly more voluntary, deliberate and conscious**. This is generated in part by asking questions about one's own identity, one's effectiveness in life, one's beliefs and values as well as the continuous observation of oneself. Equally she emphasises a growth environment in which new ideas and thoughts can occur and be reflected upon as vital for development and growth.

In these circumstances it seems that self-development can be accelerated throughout adulthood. Development is a naturally evolving movement, but it does also appear to thrive if prompted, supported and encouraged allowing people to reach higher levels of complexity. The aspects of Self-development which are important in third level education include engaging with others to listen and have dialogue, being open to different perspectives and shifting paradigms, challenging ones-own assumptions and those of others, as well as crucially asking the right questions of self and others.

However, given the highly interactive nature ~~this type~~ of self-development raises the question as to how the developing Self can thrive in environments of passive transactional learning? I suggest that something is lost when the dynamic of self-development as a cognitive, emotional, interpersonal and intrapersonal activity is ignored. Furthermore, I suggest that it may help explain some of student passivity and disengagement often complained about in third-level colleges (Trowler, 2010).

To further explain self-development I will now explore Kegan's (1982, 1994) theory of development which provides a deeper lens to understand development in adulthood. He explains levels of consciousness and their impact on the developing Self, regardless of age or stage in life. Below I specifically focus on Kegan's orders of consciousness two, three and four because of their relevance for young adults.

A Characterisation of Adult Mental Development

The contribution of constructive developmental theorists (in a way that no other branch of psychology does), whilst building on Piaget's idea of 'thinking' as a way of knowing or organising experience, explains a dialectical continuum of human development which is both cognitive and affective (feelings based).

Kegan (1992, 1994) building on Piaget, describes stages as 'Orders of Consciousness' extending from childhood and adolescence into adulthood. Orders of consciousness are the increased ability to take what one was subject to (what could not be seen) and make it object, something that can be observed, be conscious of and reflect upon at the next higher stage. It is the growing capability of the Self that enables the person to make object what they were previously subject to.

This capability of the Self to organise experience in an increasingly complex way is at the heart of human development. Consider this idea alongside students who passively engage in their own learning, waiting to be told what to learn and what to prepare for examination. This approach fails to honour the complete unfolding of human development and I think that the educational system can, as a result, miss the opportunity to optimise development.

Kegan (1994: p29) is clear about his view of man's development. The "mind", "mental", or "knowing" has a "way of knowing" – which the person selects, interprets, decides and construes their experience. This way of knowing is dynamic and emergent. This work of the mind is not about cognition alone, if what we mean by cognition is thinking divorced from feelings, our relating to others and relating to parts of ourselves. Kegan (1994, p.29) is empathetic "it is about the organising principle we bring to our thinking and feelings, and our relating to others and our relating to parts of ourselves".

Kegan (1982: p11) further emphasises that "there is no feeling, no experience, no thought, no perception, independent of a meaning-making context". I would go so far as to say that the real uniqueness of Kegan's contribution is his emphasis on the activity of 'making meaning' as the fundamental or core part of being human. Throughout this exploration I refer to the meaning maker as the 'Self' where meaning is established and organised from the time one is a small child to the end of life. This development process is distinct from life tasks or life phases.

Kegan offers a framework setting out 'orders of consciousness' in which a person's development, independent of age, is twinned to the process of making increasingly complex meaning in an increasingly complex world. This approach is distinctly in contrast to the idea held by some developmental psychologists (e.g. Erikson, 1968) that development takes place at certain ages at distinct life stages e.g. adolescence, early, middle and late adulthood.

Kegan's particular way of knowing the world covers 5 stages, with three of them occurring most commonly in adulthood. For an in-depth discussion on each of the orders, I refer the reader to Kegan (1982). The three meaning making systems which will now be discussed are developmentally qualitatively different from each other and are not age dependent.

For most people, they take many years to traverse through them. It is important to understand that the uniqueness of each order is its depiction of how a person

understands the world. Grasping this concept is the essence of constructive/developmental psychology. Kirkegaard (1959) reminds us in his journals that to understand another person it is important to *know the way he understands the world* – and not what he understands. "One must first take pains to find him where he is and begin there". Later in the portfolio I take a closer look at how the educational system can work most effectively with students who are in the main, in the third order of consciousness. Self-direction in the third order is something that will require careful bridge-building in order for students to grow towards their own self-direction.

The three most common orders of consciousness are Instrumental way of Knowing (Meaning System 2); Socialised Way of Knowing (Meaning System 3); and Self Authored Way of Knowing (Meaning System 4).

Instrumental Way of Knowing

This order is characterised by a primary focus on one's own vantage point, interests and preferences. The Self is dominant in its pursuit of one's own needs and self interests in the world. Activities are governed by rules, consequences, dualistic thinking and narrow judgements. Interactions with others are based on a 'what's in this for me' mentality. They decide right or wrong on the basis of what benefits or problems may result from their behaviour. They tend to describe others in terms of physical or material characteristics and rely on rules to figure out how to approach things. Sense of Self is achieved through thinking in categories, with factual and concrete information. Persistent needs or interests translate into efforts to become competent at those things in which they are interested. They do deals with others to get what they want. They worry about consequence or punishment but do not experience real guilt. However during order two children "learn to live in a world of roles and rules where egocentric behaviour is less and less tolerated" (Kegan, 1982: p163).

Abstract thinking or generalisations are not possible in order two. This is in stark contrast to the socialised way of knowing where the sense of self comes from an abstract sense of identity – "I am a confident person", which is developed through the expectations and feedback of others. In order three, there is a big move away from the externally driven world of order 2, to an interior, internal world governed by 'others'. In order 2, people are aware of others and their needs but have no sense of being responsible to others' needs. Criticism in order 2 is only meaningful if there is a direct consequence. However with order 3, criticism in itself is experienced as destructive to the Self. From the age of 12-20, a gradual transformation takes place from order two to order three. Teens begin to co-ordinate their needs and those of others (i.e. make needs object) so as to create interpersonal relationships (Kegan,1982).

Socialised Way of Knowing

The key aspect of the socialised mind is the presence of 'another' real or imagined in order for the self to feel whole. Kegan (1994) calls this a trans-categorical form of knowing as the student can take another's point of view. The person is capable of having relationships, being loyal and devoted to groups which are outside of themselves. They do not however have the capacity to reflect on those relationships, i.e. to be object about them. Also referred to as Order Three, the socialised mind knows the durability of categories and can be object about concrete points of view to subject them to a way of knowing that considers the possible and makes abstractions – "what if" hypothesis or propositional type questions? Again, for Kegan (1994) this epistemology allows the order three perspective to subordinate durable categories to the interaction between them, and allows for thinking that is abstract. However the mind is still subject to these abstractions, because while it can create the cross-categorical connections, it cannot look at them and see them enough to make generalisations, hypothesis or inferences in relation to the self.

In other words, order three cannot consult itself about the many views it hears – as the internal authority has not yet developed sufficiently. This limit is often easier to spot in a young adult whose life experience and knowledge base is still emerging, so the order three lens is more obvious. However, as people become older, listening for clues to know where the adult is making meaning from becomes more skilful as the person has so much more to talk about in terms of "content" (knowledge, experiences) distracting away from the meaning making structures.

The movement from order three to four is underpinned by the principles of cross and trans- categorical knowing. These principles are transformative, qualitative and incorporative to the Self. Through successive transformational movements, it is possible to be liberated from what one is embedded in. This is how Kegan conceptualises growth of complexity in the mind, and what I have called internal authority. Moving between the orders takes many years and many movements, (Kegan identifies 4 sub-stages and suggests a further 200 smaller movements.)

Bearing in mind the characteristics of order three, for third-level students and their lecturers, leading out of order three requires a focus on:

Relationship with Self: Movement from having a relationship with others to having a relationship with oneself such that one can self - regulate, self - formulate one's own identity, and autonomy.

Interpersonal: Creates and regulates relationships and is conscious of multiple roles in the relationship.

Cognition: Movement beyond the recognition of categorical connections *to the creation of* abstraction at a more complex level (working with hypothesis, generalisations, propositions, creating own values, beliefs. Consciousness develops

and deepens and become more generalised, more abstract and more universal. This in turn allows for reasoning to develop in a progressive way, what Cook-Greuter (1999) describes as a rational ability to take perspective, reflect on it and take action. She emphasises (1999: p23) that "the greater the differentiation, the greater distance from the objects of attention one has, or the greater one's perspective on experience."

Self Authored Way of Knowing

A self-authored mind owns and authors its own meaning making, a requirement, which is considered an imperative for the world of sustainable and growing businesses. The development of meaning making is at the heart of the BA transformational programme. In Loevinger's (1998, p.33) concise and insightful words our developmental purpose has far reaching potential "the more developed a person is the more realms of experience become available for symbolic representation and cognitive manipulation, that is the broader the range of experience that can be integrated and made sense of. Thus fewer and fewer aspects of experience remain hidden, denied and split off from consciousness".

A significant qualitative shift takes place in moving to order four, and it can takes years for this form of understanding to develop. A lot of time can be spent in between forms of understanding, relying sometimes on one form, sometimes on the next. This can be confusing and people can feel torn as they are not sure whether to rely on their existing theories or on what their emerging self is beginning to believe.

An order four perspective takes the presence of 'other' but is not dominated by 'other'. This perspective can develop a capability to separate internalised points of view from their original source in others. It can make the self a place in itself where views can be generated and maintained. It has an authority, a sense of self, of independence and ownership. The perspective of order four is that it has its own governing body to make sense of all the trans-categorical abstractions that previously the self could not see. In other words, order four can see the trans-connections, and can author a view on the different systems and their interactions. The ability not just to see the parts but to see how the parts relate to the whole "describes the capability for systems thinking" (Kegan 1994: p184).

On an interpersonal basis if the shift to self-authored happens, people stop making others responsible for their feelings and experience. Lahey et al, (1988) and Kegan (1994) say "an order four person stops being her relationships and starts having them".

Intra-personally, a person can regulate their own feelings and thoughts, can reflect on them and then can reconstruct the roles, values and beliefs that maintain the self.

Growth of the self-authored mind reflects a deeper structure through which one constructs meaning through the underlying principle of creating and regulating the

self as a stand-alone complex system, which is deep rooted in continual revival of the subject/object relationship.

The limit of order four is itself - it has nothing to check itself with. Laske (2008: p39) refers to the self in order four "as a cage" which eventually needs to be broken. He describes capability at any stage "not as a set of skills but a range of perspectives an individual can hold emotionally and cognitively". Movement to order five is only achieved by 5% of the population. Kegan (1982) describes order five as a mind which can bring together multiple perspectives without privileging any, manages biases, moves beyond abstraction to a dynamic relativity, with an emphasis on unity, holism, dialectical and universal integration. The notion that formal analysis can respond to most issues and problems through fixed realities is transcended – by something akin to dialectical analyses. Basseches, 2005 emphasises the fundamental processes of change as a movement occurring through interactive and constitutive relationships out of which change occurs.

In describing order four my intention is to show development at an advanced stage and to create an awareness of how people at this stage make meaning. While there may be exceptions, in the case of most undergraduate students I do expect they will be working their way through order three. However, I see an opportunity to accelerate student mental development in the direction of Order 4 through transformative academic work. This acceleration will encourage students to:

- reflect and have a relationship with themselves, by using their internal authority to create and regulate their own perspectives;

- interpersonally, accept who each other are and separate themselves from others while being empathetic and respecting others; and

- cognitively, capable of going beyond categorical connections, to seeing between and within knowledge , and generating their own reasoned views.

This acceleration represents a significant challenge for the university system in order to fully tap into the dynamic of the evolving Self as the basis for developing students' independent authority going beyond the outdated notion of transactional education. I am arguing for the benefits of adult mental development as an integrated part of university third-level education. An academic environment to help students progress developmentally through self- assessment, peer feedback, construction of own reason based views, decision making etc. offers a huge contribution to supporting:

- Character development (affective) as a progressive move from being impulsive and fearful of punishment by others if caught (early developmental stages), to an ability to generate and regulate one's own beliefs, values and behaviours (a higher development stage).

- Cognitive capability (cognitive) from a starting point of conceptual simplicity, to a broader more differentiated way of seeing things which is more tolerant of ambiguity, able to consider multiple view points, as well as seeing greater levels of complexity.

- Interpersonal development moving from a selfish preoccupied perspective to a more respectful, tolerant and interdependent approach at higher developmental stages; and

- Intrapersonal development moving from an inability to look at oneself, to slowly overtime and through experience, to reflect on ones' own thinking and behaviour in the world.

I have outlined in this section, self-development as an evolving dynamic which unfolds throughout adulthood, and can be accelerated in certain environments. I will now explore the growth of an Internal Authority, as an integral part of self-development.

B   Internal Authority

Development takes place as a unique movement. Something has to change within the person for development to happen. However altering a way of knowing is not an easy thing to achieve as it involves separation from the self. Piaget, (1954) was the first person to capture this uniqueness in human development. Piagetian theory is foundational to an understanding of constructive-developmental psychology as his ideas remain the starting place for much of what has happened in the field since then. His theory sets out some key concepts relating to cognitive development, moral and social reasoning in children. Fundamentally he conceptualised intelligence as developmental, and his interest was specifically in cognitive growth.

My argument is that the Internal Authority is at the centre of an evolving Self. Over time, the Self can develop which allows the Self to separate from itself, through a unique movement known as forming/reforming, assimilation/accommodation (Piaget), or subject/object separation (Kegan). This movement allows the person to break out of existing opinions, values and assumptions and into new broadened way of looking at the world.

Part of the movement involved in subject/object separation is the capacity *for Reflective Abstraction.* Reflection allows for the output from one line of thought to become the input for the subsequent line of thought. This deceptively simple idea not only conceptualises the relations between different lines of thought in a hierarchy of increasingly powerful intellectual capabilities but also reveals the generative process of *emergence* behind the construction of new thought structures. Piaget held that the development of knowledge takes the form of '*an uninterrupted sequence of reflective abstraction'* and is thus a *developmental sequence'* (Piaget, 1952). He argued strongly that reflective abstractions are central in the cognitive process that generates the structures of intelligence.

The Self grows in its Internal Authority with strong connections to two movements - assimilation and accommodation. Assimilation involves unreflective states of knowing that are simply taken to be real – mental imaging, perceiving, and imitating. Accommodating new aspects of knowing involves reflection and abstraction from what is already known to enable the emergence of new knowledge.

In this way, adult mental development, becomes a succession of transformations - a dialectic of limit from what we know (assimilation) and possibility from what we are creating (accommodation) both providing a better relationship to the world (Holmes, 1974).

The possibility for this accelerated transformational movement lies, I believe, in the workings of one's internal authority and its ability to relate to something outside of itself. The capability for internal authority, helps recognise and respond to "what I can relate to - what is 'me' and what is 'not me'.

My idea for the BA (Economics) transformation is to set out and encourage the development of internal authority with students. This is not an uncomplicated transition. Cook-Greuter (1999) is helpful in drawing our attention to the influencers of internal authority, including what she calls three principle drivers which:

- organise the world by different levels of making meaning;

- increasingly differentiate (individualism) and also achieve greater integration (unity on issues); and

- use and express ourselves through language.

    Cook-Greuter specifically explores the drive towards internal authority on a continuum of both **autonomy for the self** (differentiation of self from others, independence of own thoughts, as well as mastery of skills) with **homonomy with others** (integration, participation and belonging to others greater than self). She argues that we strive to stay in equilibrium with these two drivers so that we can be independent and master our own destiny while at the same time integrate into and belong to a group/society.

    The reality of our time is that it is not always enough to live by the cohesive standards and arrangements advocated by the group one is part of. Fostering autonomy in adult mental development is in my view crucial as a way of thinking that can foster effective entrepreneurship, business, and management for the future. Later in the Portfolio, I show that the BA (Economics) is well placed to help students begin to develop their internal authority, as part of their engagement and participation with the programme.

    Returning to the literature highlights the role of language in the development of an internal authority. Research suggests that there are no cultures known today without a language (Pinker, 1994). Natural language and symbol use are innate prerequisites to

human social life and survival (Chomsky, 1965, Pinker, 1994). Language is a basis for development and evolves in a stimulating speech-oriented environment into a capacity for refined symbolic representations, higher orders of abstraction, and other forms of mental flexibility.

Language plays a significant role in how we survive and grow into adults buying into a culturally accepted orientation of what is real in life. An initial orientation of the world is necessary for our survival, followed by acceptance by the "group". Once initial views are formed, from a very early stage in life, with its associated beliefs and values, they become deeply entrenched into our meaning making, and without realising it become how we view the world. Without awareness, we carry this history of experiences around with us and rival views are screened out selectively when they do not fit our orientation. We will often lay down our lives for these conceptions, without fully understanding why and how we have come to believe in them as our reality.

It is through language, argues Cook-Greuter (1999, p.10) "that we create such conceptual maps of reality". By the time children go to school, they can deal with ordinary experiences – by using their already formed maps to respond to the ever changing sensory information, presented to them using the predictable categories and properties they have accumulated, via the concepts, grammar, and vocabulary of their culture (assimilation). Growth takes place through accommodation which requires different mental images and language, which are open, exploratory, challenging, focuses on changing paradigms, asking and answering new questions. Education plays a significant role in stimulating new mental images and creating opportunities for transformative language.

As development opportunities arise through experience, dialogue, feedback, reflection, forming own views and opinions, the chance to stimulate internal authority also arises. With the help of broadened language and images, the internal authority grows by understanding not only symptoms but the fundamental reasons for symptoms by exploring the system from which these symptoms arise together with the underlying assumptions upon which they are made. Transformational questions are used in the programme to create these developmental opportunities. I will now consider the type of environment which supports the growth of the Internal Authority using the idea of transformative language to challenge outmoded thinking and express a new kind of broader thinking.
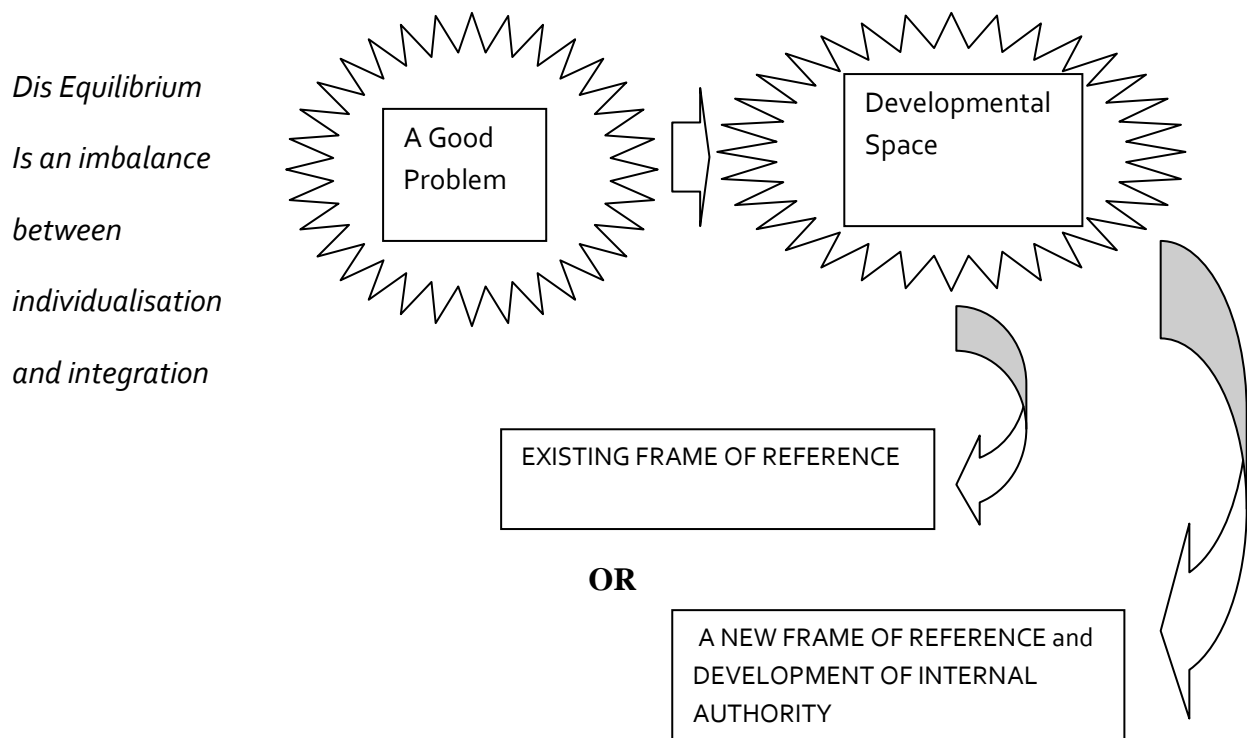
C   The Role of Environment in Transformation

Equilibrium was introduced by Piaget to explain the constant need people have to be in a comfortable relationship with their environment. People are generally uncomfortable when they are out of balance with their environment and are driven to re-establish equilibrium as quickly as possible. The achievement of equilibrium is a key part of how people learn, where a remaking of how we know can take place.

In the formation and reformation of knowledge lies an opportunity for transformational learning. This gap is the chance to transform "our way of knowing" at whatever starting point one is at, such that it progresses our ability for multi-dimensional, multi-perspective and inferential thought.

In Figure 3 below I propose a transformational process. It shows how new information provides the opportunity to transcend older ways of knowing. For most people the restoration of equilibrium (the balance between assimilation and accommodation) is a strong driver in the human behavioural pattern. However, the opportunity for transformation lies in delaying the restoration of equilibrium, to allow for new learning and the emergence of internal authority. Sometimes the nature of the problem will force this delay (life trauma and challenges), while at other times the restoration of equilibrium can be delayed. In both situations transformational learning has a chance.

Figure 3   The Transformation Process towards Internal Authority

Dis Equilibrium

Is an imbalance

between

individualisation

and integration

A Good Problem

Developmental Space

EXISTING FRAME OF REFERENCE

OR

A NEW FRAME OF REFERENCE and DEVELOPMENT OF INTERNAL AUTHORITY

A Good problem cannot be solved within current frame of reference. It is not a skills/knowledge gap.

It is a gap in perspective.

Developmental Space provides a mental and a physical place in which perspective can grow. It is a:

- place for inquiry and open reflection, which accommodates something new into meaning making through co-ordination of what is already known or by creating something new;

- real experience which cannot take place alone by increasing knowledge or acquiring a new skill;

- commitment to one's own development with an openness to support different perspectives, and to practice critical reflection; and

- chance to deal with complexity through repeated transformations, when eventually a developmental shift can emerge.

Using Developmental Space as a basis for Transformation

Using developmental space for growth involves the Self making a differentiation between subject and object, followed by a re-integration of that object into meaning making resulting in greater cognitive, social and emotional complexity. Transformation occurs as something e.g. theory, a personality trait, or an assumption - moves from subject to object. Early research suggests that people are more predisposed to change when they have had to deal with their own disturbing life events. "The disturbing events in the participant's lives…create a fertile ground for perspective transformation" (Pierce, 1986; p 296).

I suggest that the certain transformational experiences, if carefully designed and introduced to the students can trigger their entry into development space where reflection and subject/object separation activity is regularly taking place. At a more systemic level the design of transformational university programmes, which focus on the nature and quality of developmental space has the potential for robust and sustainable student development.

Many scholars have taken Kegan's conception of human development ~~in stages,~~ and asked whether a person's level of capability will influence their ability to transform their level of meaning making complexity.

It seems that most agree a developmental order matters in determining the level of complexity that can be dealt with, which will in turn impact the value they can extrapolate from time spent in 'development space'. E.g. Chandler & Kram (2001) argue that an individual's developmental stage is an important antecedent to the nature of mentoring and developmental networks in which they can participate in the workplace. Igneizi (2000) asserts that meaning making (the process of how individuals make sense of knowledge, experience, relationships and the self) must be considered in designing college curricula supportive of learning and development. Ncsall (1998) gained a better understanding of how transformation was achieved by applying Kegan's (1982) developmental frame to an adult literacy population. Loevinger (1976) addresses complexity specifically, saying that the potential for growth in meaning-making comes about after exposure to an environment which is more complex than the person is. On the contrary side of the argument, other

researchers argue that there are few opportunities in the modern world where people have to restructure their world view.

This may suggest why the majority of populations do not go beyond socialised Order 3 (60-70% of the population). When compared with the requirements of modern business, Kegan suggests that only a minority of the adult population (between 10% and 40%) currently operate at level four, the minimum level required, in his opinion, for coping with the demands of modern workplace (for a full elaboration about the emergence of adult development as a particularly powerful factor in explaining professional competence see Kegan1994 and Rooke & Torbert, 1998). Cook-Greuter (1999) and Rooke (2003, p.2) support this view "for the field of management, sufficient managers must have post-conventional meaning–making capacities.

Kegan(1994, p.187) refers to longitudinal research carried out by himself, Lisa Lahey, Emily Souvaine, Nancy Popp, Stephanie Beukema over a period of nine years to see whether and how people's thought structures change. They conclude that at any time one-half to two thirds of the adult population appear not to have reached order four. On a similar vein, Maslow (1970) proposed that self-actualization can only be attained at mid-life. However Cook-Greuter's (1999) research showed that while most people develop the capabilities required for self – authored meaning making around mid-life, there was a significant number of young people reaching post-autonomous stage/self actualization. She found from a large mixed profile sample that 5% of the post autonomous individuals were younger than 25 (all of them female teenagers); 18% between between 26-35, 45% between 36-46 and about 18% between 46-55, with 0% between 56-65, and 5% older than 66 years. These figures suggest that mid-life represents the best opportunity to reach self-authored meaning making, however it is not impossible before mid life and that it will not automatically happen after 50 years.

Kegan (2008) was well aware of this research data as he continued to ask the questions "what order of consciousness will allow human beings to respond positively to the demands of a pluralist post-modern society? He puzzled as to why so many people make meaning of the world through the socialised mind-set, a consciousness which for Kegan placed them 'in over their heads' in meeting the demands of contemporary culture.

King (2001) argues that experiencing challenging events do not in themselves encourage development. She found that people who had experienced serious life trauma did not automatically 'open their eyes' to learn in response to the event. She found that people make a choice to allow their worldview to be challenged by the event and to consciously struggle with the event. King also observed that the ability to accommodate (to co-ordinate aspects of existing knowledge, or to create new categories) was positively correlated with developmental growth. King's proposal was that people are generally motivated by a desire to experience positive states of well-being, by restructuring a negative event into one which contributes to their

growth. Building on King's argument I suggest that making choices in favour of positive growth matters in achieving an acceleration of development.

Loevinger et al (1985) and Alexander et al (1994) noted that students at liberal arts colleges start and finish college at a higher stage of development, than students at engineering schools. Cook-Greuter (1999) observed in her sample of 'post autonomous' individuals that graduate students were over-represented. She also questioned whether this was more a result of the advanced levels within their demanding environment and whether this level of development might regress once they had left the supportive environment of graduate school? These examples highlight how the choices people make about their environment can in turn impact their stage of development.

However, other scholars e.g. Basseches (2005) and Laske (2008), place their emphasis not on choice or environment but on Piaget's case for cognitive development as the basis for overall adult mental development. They argue that cognitive development in the sense of transformational thinking ultimately determines how emotions are felt and values are interpreted, responded to and acted upon. Laske (2008 p.35) argues that it is only on the surface that socio-emotional development shapes how human encounters are responded to and that it is a more fundamental cognitive capability for transformational thinking that determines our response to both thinking and emotional aspects of life. Laske (2010) in a letter to his students, argues that socio-emotional development is not necessary for cognitive development to take place. However, he believes that there is a direct influence from cognition on socio-emotional development, simply because meaning cannot be made without concepts.

In exploring the three ideas of Self, Internal Authority and Environment, a picture is emerging which sets the foundation for developmental growth. Kegan (1982) has illustrated the Self as 'meaning maker' - a core part of being human, with an integrated sense of both cognitive and emotional functioning. This Self can learn to:

• cope with feelings of discomfort and uncertainty when in disequilibrium (Piaget, 1952);

• stand back and look at themselves as separate from the activity they are involved in i.e. Separation of Self (Kegan, 1982) and Increased differentiation of Self (Cook-Greuter, 1999);

• make choices which they are more aware and conscious of (Cook-Greuter, 1999);

• engage and participate in developmental activities which foster movement allowing for subject/object separation (Kegan,1982).

As the Self develops greater levels of awareness and consciousness, the voice of 'Internal Authority' becomes stronger allowing the Self to "separate from itself" (Kegan, 1982). With repeated conscious separations, the Self grows in confidence and

can become more open to enter into Developmental Space, a mental space where the restoration of disequilibrium (Piaget, 1952) is delayed while new learning/accommodation emerge. The Self can use its Internal Authority (or Voice) to examine its 'current way of knowing'. Cook-Greuter (1999) draws our attention to the importance of Language, Mental Imagery, Questioning and Reflection as helpful tools which support the Self to develop its own Internal Authority.

The 'Environment' is also discussed, as a physical or mental place where the Self takes action to develop. Without action and reflection on action it is essential to understand that development cannot take place.

A certain type of Environment it seems can help facilitate the Self to "remake" its "way of knowing". Finding 'good problems' to work on, being courageous enough to embrace these problems, as well as finding the best balance between the amount of challenge and support needed are characteristics of a developmental environment. Perry (1933: p10) understood that a developmental environment involves 'remaking the way in which students know the world' by carefully building a 'consciousness bridge' to support, nurture and challenge how students know. He also tells us that in traversing the bridge students will firstly need to be secure in their starting point and then with their helper carefully construct the journey as they start to cross over and through practice, reflection and repetition develop a new frame of reference (refer to Figure 3 in this essay for a fuller explanation).

The final section of this Essay before my reflection discusses the 'workplace' as a potential environment for developmental movement to take place.

The Work Place

As much as university does, the workplace also provides a unique opportunity for development space. Peter Drucker (1967), the founding father of the discipline of management refers to "the effective knowledge worker" as the minimum entry requirement for any organisation or business. The knowledge worker, Druker explains (1967, 1985, 1996, 2002, 2006) is someone who cannot be supervised closely or in detail. He can only be helped. But he must direct himself towards performance and contribution, that is, towards effectiveness.

He names five habits of the effective executive:

- knowing where their **time** goes and managing this time;

- placing their **efforts wisely,** rather than just working. Asking all the time 'what is my role' "how do I contribute?" "what do I know about this?" "what do I not know" "what do I think" "what is my decision?"

- building on their own **strengths,** the strengths of their boss, their peers, subordinates, and of the situation they are in. There is no point in building on weaknesses;

- **prioritising** so as to achieve outstanding results in a few major areas where superior performance is possible; and

- making a few, key effective **decisions** – in the right order, based on dissenting opinions, and not consensus on the facts.

These characteristics point towards people who can think through their own internal authority. The world of work requires that people create a belief and value set for themselves while at the same time being completely respectful of others for their contribution and capabilities. It ensures that people can stand back from themselves and discover their own strengths and blind-spots in relation to their decision making and judgements. Failure to do so limits the extent to which they and their organisations can transform and grow.

Kegan (1994, p. 302) describes six characteristics which the self-authored person brings to the workplace:

- Inventor and owner of own work

- Self-initiating and self-correcting of own work

- Guided by own vision

- Takes responsibility for what is happening both internally for themselves and external in the area they work in

- Sees themselves as master of own role and responsibility

- Conceives of the organisation they work in as a whole and see how parts of the whole work together.

Cook-Greuter (1999) defines her Conscientious stage as the target stage for western culture where graduates are rationally competent, independent minded and interested in the process of growing. They are interested in goals, reasons, causes, consequences and the effective use of time. They want to answer the question why things are as they are. They learn to understand themselves backwards and forwards in time and can talk easily about their past although their orientation is more towards the future.

Basseches (1980) emphasises thinking which is open to the emergence of patterns, to ideas of change, contradiction, connections and inter-relationships across open systems to help with all aspects of advanced meaning making necessary for inspiring future visions.

In meeting the needs of the workplace, I propose that the role of education at undergraduate level is to guide students to understand that they are on a life-long developmental trajectory to broaden their perspective. Programmes at undergraduate level, can, I suggest, be appropriately designed to create the approach, ideas and language needed for the early stages of self-authored thinking. In addition it is

possible that such programmes provide the potential for a life long trajectory of adult growth and development leading to more advance and complex meaning making.

One might argue that university has one big disadvantage in not being the 'real world', presenting real-time world issues. On the other hand, university can be an incubator for learning, similar to a flight simulator, where the learning opportunities are real but without real world consequences. The shift required by both students and lecturers is to conceive of university as preparation for the realities of life, learning to survive, compete and grow, and not solely as a place to acquire information.

IV   Emergence of Developmental Principles

The key learnings which have emerged from my examination of transformational education in the context of the BA (Economics) are outlined. I used ideas from theorists like Piaget, Kegan, Cook-Greuter and Meitzberg to think with rather than to decide whether I agreed with them or not. This movement represents a shift in my view of the world. Using theory to think with is a different mental process from evaluating and judging theory. I listened to the views of others, sought feedback on my own views and figured out connections. In addition, using theory to think with has implications for helping me to create new directions. A deeper and richer perspective has emerged from this type of thinking, such as I shown in investigating 'Internal Authority', as the focus of adult mental development.

What started out as a simple idea to examine the reconstruction of the BA has opened up a whole new way of thinking about the overall role of adult mental development in university education. Specifically, having explored the potential for developing internal authority, I am confident that undergraduate education can go a long way beyond providing information and knowledge to students. By increasing self-awareness and developing internal authority the BA (Economics) provides a fundamental requirement for success in modern life and business.

Building on the need for a developmental platform in transformational university programmes, I have identified a set of Developmental Principles arising from my own reflections and suggest that these should be used as guidance in university transformational programmes.

Developmental Principles

The Development Principles (DP) emerged from the three ideas discussed in this essay, namely Self Development, Internal Authority and Developmental Environment. In setting out the Developmental Principles my objective is to provide a bridge for adult mental development to assist transformational development. The principles will act as a guide for practitioners of transformational interventions (e.g. Directors of academic programmes or Directors/Managers of organisational learning and development).

1   Self Development in Adults is Based on the Idea that *Man's Potential is Not Fixed* and Can Develop

Growth in adults takes place in a trajectory of sequential stages. Growth can be accelerated in certain situations – but the insight required for an internal voice cannot be taught. It emerges as development takes place through increased differentiation and integration of the self in relation to one's world lens at any point in time. Any particular way of knowing the world will both open up and limit the possibilities that characterise a person's thinking and feeling at any particular point in their development.

The potential for growth arises through differentiation of oneself (to step out of) from a situation so as to look at it from a distance, and then to integrate what has been learnt. This is the emergence of insight and constitutes the essence of adult development. The ability to internalise the new learning (have insight) and made it our own leads to increased self- knowledge and awareness.

However, there are vulnerabilities associated with opening oneself up to expanded meaning making as individuals work to manage the disequilibrium with their environment. First instincts are always towards assimilation and a resistance towards accommodation until developmental change is absolutely necessary. It is often out of necessity that new ways of constructing situations are found. In other words we assimilate what we CAN and accommodate if we MUST.

The Transformational BA (Economics) is excited by the idea that students have real potential to accelerate their own development. The programme is focused on students developing their own internal authority and growing their capacity for new insights. However, the fine line between choosing assimilation or accommodation as a path for growth has implications for the BA (Economics), as I recognise that developmental growth is unlikely to happen without deliberate challenge to and disruption of the students "mental space".

Against this background, ensuring that the programme creates an environment where students come out of their comfort zones and are 'forced' to look at things differently is critical to the design of the new programme.

2   Development needs *Disequilibrium*

Human beings want to balance (to be in equilibrium) their need to differentiate themselves and yet to integrate themselves with their environment. Upsetting the equilibrium between the person and their environment causes them discomfort, and yet it is in this discomfort that the potential for transformation exists.

Disruption of the students 'mental space' has implications for the BA (Economics) academic environment. Students' will integrate themselves into the university environment and become part of it. However, when presented with developmental challenges/questions, on the BA Transformation (Economics) they have to do the exact opposite and separate themselves from their environment in order to examine and inquire into it.

To assist students cope with disequilibrium, the programme will alert and explain to students the nature of development and how they can anticipate a disruption of their comfort zones. Providing tools and support to help students deal with and acknowledge their feelings of disequilibrium whilst at the same time encouraging the students to concentrate on achieving their own sense of internal authority will be important.

Of course there is individual choice involved in self-development and transformational work. Not everyone wants to engage in transformational work and some people prefer not to develop their self-awareness and increase their effectiveness. The programme will also prepare for this.

3   Development of *Internal Authority*

Transformation takes place in developmental terms when there is a change to an existing habit of mind, resulting in a new insight. This transformation involves different aspects of cognitive, affective, interpersonal and intrapersonal arising from real life-disorienting experiences.

The constructive developmental tradition holds that transformation is not about cognition alone, although cognition is a necessary but not a sufficient precursor for development. Transformation addresses the overall person and involves the way we think, feel, relate to others and relate to ourselves.

In the BA Transformational (Economics) the objective is to foster development of the student's internal authority which cuts across the areas of thought, emotion, relating to both others and to one-self. Therefore the students learning environment will not only be characterised by disequilibrium (disturbing how students currently 'know' their world), but also **by developmental challenges which require that the students put themselves at the centre of the programme in acquiring, developing and defending their own opinions, decisions, judgements all of which are reasoned and evidenced based.**

Through the disequilibrium and the developmental challenges, sequential subject/object separation takes place and the students develop a broader and more complex world view.

This is a clear move away from transactional learning which emphasises learning through the minds of others without the requirement to form a view which is 'self-authored'.

4   Providing *Support* for Development

In addition to disequilibrium, developmental challenges, the amount of support available to students also plays an important role in facilitating the acceleration of development and transformation.

Lack of self-awareness, poor ability to reflect and competency gaps can leave a person feeling overwhelmed, slow to adapt and overly reliant on existing habits of mind and prevailing comfort zones. Too much challenge without appropriate support levels can be detrimental to a person's wellbeing. Appropriate and timely support is needed to cope with the expectations and deliverables of a transformational programme.

Language is a key part of what is required to form and express insights – and is critical in transformation. The inseparable nature of language and thought are critical foundations for developmental movement. Language can be especially difficult when needed to express poorly thought-out ideas, difficult or poorly understood emotions. I cannot overstress the role of language in creating reality, and of having on-going dialogue to help in the practice of forming and expressing ideas.

Therefore whilst the BA Transformational(Economics) will create an environment which meets the following criteria (below) there is also a strong need to ensure that students are supported through these developmental challenges with feedback, guidance and encouragement.

The BA Transformational Environment:

1. Creates real life or as close to real life experiences;

2. Provides opportunities for reflection;

3. Emphasises the formation of individual opinions and judgement;

4. Gives time to and values participation in team dialogue and project deliverables; and

5. Supports and guides students through their developmental activities.

Next Steps

As I move into Essay Three the above Developmental Principles are further developed as part of my experimentation with these new ideas. I report on the implications for practice as part of my new theory on adult mental development to inform the redesign of the BA Transformational (Economics). In addition, it is my intention that the Developmental Principles will become guidelines for other practitioners wanting to create transformational opportunities in both academic and real work-place scenarios.

Essay III Transforming Undergraduate Education

An Experiment to Grow My meaning Making

I   Introduction

This essay is the third element in exploring and growing my meaning making.

Since commencing my journey of adult mental development my objective has been to grow my meaning making system through learning. This has involved challenging myself to become more aware of how I have developed over time using various assumptions, beliefs and values. In responding to a phenomenal opportunity to transform the BA Economics, UCC, I have seized on this opportunity as a 'good problem' to see things anew and to see new things.

Before essay three, I invested time in examining and setting out my existing frame of reference, rooted out areas of stagnation, rigidity and mindlessness cumulated over years of professional life. Equally I opened up a challenging environment in which I have progressed my developmental goals by becoming more aware of the hidden influences e.g. blind spots and biases which have held mindlessness in place and impacted my perceptions and capability for unbiased thinking in the past.

Specifically, my developmental goals have been in three areas, namely dialectical thinking; using theory as a tool of thought; and engagement in open dialogue in order to grow my capability to:

1. Suspend judgement based on narrow information sets at narrow points in time in order to see the broader context of interactions between people, process and change dynamic as well as coping more effectively with my own blind-spots;

2. Be open to seek change, and see a bigger picture where everything is connected;

3. Seek explanations for differences in people, structures and past/present and be less accepting, actively seeking contradiction and looking for what is absent; and

4. Engage in reflective judgement and move away from my own subjective needs and desires.

In the BA Transformation project, I practiced this expanded type of meaning making in the way I went about exploring and developing the new programme. My development in each of these four capabilities is captured through-out this essay. Upfront I draw attention to the particular importance of consciously using theory as an apparatus of thought and of coping with my own blind-spots as part of my own journey of growth.

Drawing on my understanding of R.G. Collingwood (1939), I learnt to approach a topic with clearer thinking. I firstly began to think about what I wanted to achieve, as

opposed to just trying to find an answer "the first step in our approach to learning is recognition of the need to think rather than a yearning to be supplied with the answer" (Collingwood, 1939, p.3). He goes on to say that "thinking is done through the use of abstractions, model and theory. Theories can be used as descriptors or as apparatus of thought. The latter rather than the former is where the real value in the creation of knowledge can occur. E.g. I have thought through the 'theory of Self' when thinking about my question 'can adult mental development be accelerated during the adult life cycle?'

In other words, when selecting models or theories for use, the first thing that must be decided upon is 'what question am I seeking an answer to'.

As I figured out my Portfolio question, I also found myself dealing with my personal blind-spots which had the potential to colour my ability to set a really testing and challenging question. I realised how much anxiety, and need for control I hold in my existing frame of reference, and began to feel and see its impact on my meaning making. Ironically, some of this anxiety and control had sustained me in the past. However I became aware that these blind spots can distort the outcomes of my work. E.g. insisting on certain ways of doing things and ignoring dissent often had no more rationale than allowing me to stay in control of the outcome, ensuring that I looked after people rather than letting them stand on their own feet was a way of ensuring their loyalty and curbing my own anxieties about leadership; working the hardest and for the longest hours was a way of being recognised and valued, which in turn met my need to be perfect etc.

Through essay 3, I realise what a big task it is to become aware of, challenge and transform self-limiting values, beliefs and assumptions. At the same time it is critical to do so in order to go beyond my current level of meaning making.

My role in the BA redesign was very different from how I worked in my previous roles. My role was part of a review of the BA Economics which was launched by the School of Economics in 2008, with an agreed mandate for renewal from the Departmental Advisory group. The BA Teaching team were invited to participate in the review under the leadership of Dr Ella Kavanagh as Programme Director. I was asked to join this team as External Advisor to the new programme providing advice and direction to support the project. Under Dr. Kavanagh's leadership 13 members of staff formed the team and engaged in an extensive review of the programme during 2009, which culminated in an agreed set of proposals in 2010. Staff members were Daniel Blackshields, Robert Butler, Noirin McCarthy, Edel Walsh, Aileen Murphy, Seamus Coffey, Frank Crowley, Justin Doran, John Eakins, Sinead Foley, Ann Kirby, Bernadette Power and Breffney McCarthy. This team met on a weekly basis during 2008/2009/2010 during the Review, Design and Implementation stages of Programme Renewal.

The Project was made up of five stages:

(i)   Appreciative Inquiry to identify and strengths and opportunities of the existing BA;

(ii)   External Consultations and Data Collection with Key Stakeholders and Competitors;

(iii)   Agreement on a Mandate for Reform with the Advisory group;

(iv)   The Design stage which focused on preparation of detailed design proposals; and

(v)   The Implementation stage which commenced in September 2010, and also included the academic years 2011 and 2012.

In this context, my brief was to advise and influence the academic teaching team. I had no direct authority with the group nor had I any formal lecturing time with the students. I relied completely on my own vision, my interactions for feedback and discussion with the teaching team, as well as the ad- hoc opportunities I had to engage directly with the students. For me, this involved creating my own 'developmental space' with the:

 -Teaching team where I made progress through influence and persuasion based on genuine listening and respect;

 -Students, I entered their learning space twice a year (in each of the years 2010/11; 2011/12; 2012/13) humbled to listen to their transformative experiences and full of curiosity about the effectiveness of the programme and address any questions they have for them;

 -Programme Director in an advisory capacity;

 -The School's Strategic Group, (a panel of external advisors drawn from the business and academic world) about the planning and delivery of transformative learning.

In all of these ways, The BA programme has been a really useful way to progress my adult mental development through deepening my perspective. Without any formal context with the School prior to the BA project, I realised that my ability to relate each of these parties in a credible and influential way was critical for progress with the transformational agenda.

How the team worked together

Initially considerable time was spent understanding the view of key stakeholders e.g. Parents, Career guidance, Students, Graduates, Employers, and Academic colleagues, before agreeing on the vision, and re-design of the programme. The data was gathered from eight sources and has been collated and summarised in Appendix A entitled 2009 BA Review (Final Report).

Ultimately the re-designed BA (Economics) was launched in September 2010 with an overarching goal to provide a transformative programme where students using Economics as a tool of thought have developed the capability to critically reflect and

problem solve. This meant that students will not only have demonstrated their understanding of technical and theoretical Economic concepts and models, but that they will also crucially have expanded their perspective of the complexity of issues facing them in their worlds.

In June 2013, the new BA (Economics) was confirmed as an independently validated and accredited programme by UCC.

The New Programme

In Appendix D – The Programme modules for the BA Economics (through Transformational Learning) are set out. They show clearly how at programme and module level students will use Economics as a way of thinking. In each module, from a range of prescribed and non-prescribed material students will identify their own economic questions and answers and importantly demonstrate their ideas with supporting evidence and rationale.

The crucial growth areas in this unique approach to education concerns the development of a Confident Self, with an independent voice which can:

- Understand that Economics is a lens to view the world (and that there are other equally valid lens used by other people);

- Be able to separate his/her own views in the interests of forming critically reasoned views;

- Understand that knowledge is uncertain and can be ambiguous;

- Understand that knowledge is contextual to individual circumstances, since it is filtered through a person's perceptions, assumptions, values and beliefs;

- Realise the importance of questioning and debating knowledge as part of forming well thought-out views; and

- Give reasons and evidence which support critically reasoned views.

Focus of Essay Three

Beyond the development of my meaning making along the lines set out above, the purpose of my Portfolio work has been to create a transformational environment where students are encouraged to develop an 'Internal Authority' and to learn how to do this through the study of Economics. A sense of Self will emerge as part of this learning process as students become aware of how they are currently making meaning and decide to change it. E.g. what opinions, views and understanding are they currently aware of; how did they arrive at them? to what extent have they created these opinions or have mindlessly absorbed them through the opinions of others? In learning to question and challenge their thinking and to form their own reasoned opinions provides students of transformational learning with the opportunity for

developing an independent point of view. This capability for internal authority forms part of their overall accelerated adult mental development.

The remaining sections of this essay are as follows: **Section II** sets out an overview of the BA (Economics) as it emerges from a background of traditional transactional education into its new form as BA Economics through Transformational Learning. **Section III** discusses my experience of certain key constructs including: (i) development space; (ii) disruption of mental equilibrium; (iii) developmental environment; and (iv) internal authority. **Section IV** extrapolates and summarises developments in my meaning-making.

Section II   Background to the BA Economics through Transformational Learning

The transformational degree programme is primarily for students aged between 18-23 years (although it is also suitable for mature students). It is a foundational three year degree from which many students will pursue further qualifications while others will enter the workforce directly. The new transformational programme requires that students both understand and commit to a transformational way of working as a means of growing their meaning making i.e. 'the mental schema they use to figure out the world'.   This is a radically different approach from the familiar and traditional transactional approach which emphasises the acquisition of information.

I have created my own innovative vision for the new BA. I can see the opportunity for students to learn in a transformative way which will accelerate their mental development. Economics is the basis for this transformation in that students must become aware of and understand the difference between using the theories of others (in disguise for their own opinions), and the shift which is required of them to develop their own perspectives for greater effectiveness in the programme and beyond in their professional lives as graduates.

The programme provides an *education in Economics* in its fullest sense, meaning (the word comes from the latin educat, 'led-out'; from the verb educare 'to lead out') to lead the student out of their current way of seeing the world and themselves, and into a more enlightened way of viewing the world.

In content terms, while the nature of the Economics theories, concepts, and models remain the same as the 'traditional' BA, reading from diverse academic sources is encouraged to consider different perspectives including research journals, media articles, and academic papers. There is required reading but students are also encouraged to undertake their own self-discovery in search of their own interests. They are encouraged to answer economic questions by selecting appropriate theories, making linkages across topics, examining the impact and significance of different arguments evaluating the opinions of others and formulating their own economic arguments.

In the early stages of the redesign, I saw the benefits of my engagement with the team in open dialogue and honest exchange of views. Following on from the appreciate inquiry (explained in the introduction which emphasised all aspects of the current BA that were working well) the team embraced their roles not only as lecturers but as mentors and facilitators with the students. In addition, they abandoned previously used text books in favour of identifying a set of key economic questions which combined both academic and transformational learning and developmental outcomes. Their commitment to change in order to bring the students to a new place and level of learning was I felt, a genuine indication of the value of taking time to build a new perspective within the team.

Tina Blythe's Teaching for Understanding Guide (1998) was used to introduce a series of questions which ultimately students answer, over the course of the programme. The questions are transformative in the sense of requiring that the **students develop their own, new (to them) perspective, and be able to show that they have reflected on that perspective (subject/object separation).** To do so, with the guidance of their Mentor, the students will apply themselves to the following process of learning:

- set developmental goals which they have opportunity to act on through real-life experiences in the programme;

- observe themselves and reflect on their progress with the goals;

- take specific actions e.g. dialogue with others; present information, communicate with different audiences in different ways, read for different perspectives, be innovative and creative; and

- form their own well-reasoned opinions and perspectives, and demonstrate them through clear standards of performances.

  By being less passive and less accepting of old ways of doing things, in exchange for opening my mind to new ways of educating the students, transformational questions were expanded on as a genuine vehicle for students to go beyond their current perspective and create a new broader perspective, or 'internal authority' as follows.

- Use the theories of others in a conscious and explicit way to examine questions and judge the usefulness of theories for different questions. Out of this work, the intention is that students will **develop their own unique arguments and perspectives** as significant developmental steps toward a broader view of the world;

- Students may well start out their transformational journey with their own theories of the world e.g. 'unemployment is caused by people not wanting to work' Transformational work will help to challenge this view by using appropriate economic questions to **expand and deepen thinking** on employment; and

- the transformational journey also challenges students to reflect at a deeper level on their own implicit and mindless use of theories about the world and themselves, encouraging them to be more **aware of their own thinking as distinct from others**.

I am confident that graduates can emerge from the programme able to compete on the global stage, open to and interested in evaluating other perspectives, asking questions from other perspectives, while at the same time developing their own judgement using reasoned evidence based arguments.

A crucial step in my meaning making was to seek the views of others and really listen to them, which meant suspending my own views. Data was drawn from eight sources (refer to Appendix A) including the views of parents, current and past students of the

programme, government policy makers, benchmark Irish and UK universities, employers, career guidance teachers, and other BA stakeholders e.g. post-graduate programme directors. The research highlighted that all stakeholders were in favour of change for the programme. Employers, graduates of the programme as well as parents see the need for Economics to increase its preparation of graduates entering the workplace with not only a convincing command of the subject and professional skill set, but crucially with an analytical and innovative mind for transitioning to the workplace. Communications, Teamwork, analysis, critical reasoning and creativity are stressed as requirements.

External sources provided useful insights about where to focus developmental opportunities. Feedback from graduates indicated that the BA prior to 2008 had excellent programme content and compared well with other Economics programmes in benchmark Irish and UK universities. Graduates indicated that they continued to value Economics as an academic subject and as a way of looking at the world.

Graduate of the programme indicated that content alone was not enough to sustain them in meeting the challenges of the workplace, pointing to gaps in their own graduate profiles e.g. the ability to make presentations, to organise and plan at multi-levels, to communicate and negotiate effectively, to be competent with IT and to have a high level of personal confidence in projecting themselves with employers. Many graduates reported that it took them a few years to 'figure out what was required from them in the workplace and where they could contribute'. One graduate commented that "I wish I had known coming out of college what has taken me until my second job to figure out".

Employers indicated that unless there was a specific requirement for Economics, they were unlikely to focus on programme content, and instead rated the importance of a number of skills very highly: the ability to communicate in writing and speech effectively, to question things, to be open to change, to work well with others in teams, to demonstrate initiative and be a self-starter, to resolve problems effectively with analytical, innovative and IT abilities.

Overall the single most repetitive feedback from the research sources indicated that the BA Economics would benefit from a fresh approach which promotes self-confidence for students to enter the workplace with a greater awareness of themselves, and how they can contribute.

The remainder of the essay sets out my response to the need for change in the BA. I have emerged with a new theory of transformation in undergraduate education captured as 'developmental principles' which are the basis on which the new BA has been designed and implemented as a programme of transformation.

Section III Transformation of the BA (Economics)

This section explores the implications of the development principles on the transformation of the BA (Economics), alongside the progressive of my meaning making.

Beyond the Portfolio, I expect the development principles to evolve as more is learnt about adult mental development in adulthood and for me as I continue to grow my perspective. Human awareness and human mindfulness, for example, are on the cusp of being more properly understood. However, how quickly we can get beyond this cusp to enrich people's understanding of their own development and the potential for increasing their effectiveness remains to be seen.

Not with standing this qualification, the transformational nature of the BA is for me, a confident microcosm of transformational work in the vast area of human development. Specifically the following developmental principles which arose from essay two, inform and guide the pedagogy - the method and practice of teaching of the Transformational BA, (Economics), which will now be discussed.

I have identified four developmental principles as a guide for the BA pedagogy (i.e. the methods and practices of teaching the transformational BA) which are:

Development Principles

1   Acceleration: Adult Mental Development involves an open and positive belief in the real possibility of accelerating man's potential (Man's potential is not fixed);

2   Disequilibrium: Adult Mental Development involves a conscious disruption to existing ways of knowing and the conscious pursuit of new knowledge;

3   Environment of Challenge and Support: Adult Mental Development requires opportunities for challenging experiences as part of a trusting, and supportive environment; and

4   Internal Authority: Adult Mental Development involves the capability to take an independent perspective (using Economics as a lens and analysis and innovation as tools of thought) to examine themselves, others and the world.

_____

Each Principle will now be discussed in more detail. In addition I will show how my meaning making has developed as part of the process of identifying and expanding on each of the principles.

Principle 1:   Acceleration

Adult Mental Development involves an open and positive belief in the real possibility of accelerating man's potential (Man's potential is not fixed).

My perspective has deepened by becoming more open to seek change and experience the unfolding of potential as part of a bigger picture by:

- Believing in the acceleration of human potential in a formal learning environment; and

- Influencing the academic teaching team to combine their educational perspective with the adult mental development perspective for more effective student learning and growth.

Building on these transformations, this section also shows how important it was for me to develop a vision for change, identify goals and programme designs to help create the new BA.

I created a vision to accelerate adult mental development in undergraduate education, to equip students for the workplace and for their life long development. Having made explicit the above assumptions in my vision, I was aware that it would continue to evolve as I developed further. In acknowledging the continued evolution of ideas, I began to move away from a fixed to a growth mind-set (Dweck, 1978). In the past when I created a vision, it would have been an end point that I would defend. Now an increased openness and understanding of change means that I can accept my vision as the beginning of an evolving journey.

My vision for the new BA (Economics) is that with direction, support and personal commitment, young people can accelerate their development by forming their own reasoned opinion; differentiating themselves from the opinions of others; and openly examining the views and ideas of others, without being wedded to them.

Against this backdrop I consulted extensively with the BA (Economics) Teaching team over a 12 month period listening carefully to their experiences of being on the front line with students. We ultimately generated a renewed programme, with a clear **purpose, goals and objectives.**

Goal: to provide a challenging and supportive environment where the student, using economic theories, models, histories and case studies and a range of professional skills develops self-awareness and a capability for inquiring, systematic and creative thought.

The **Objectives** of the transformational BA is to facilitate the development of an 'internal authority' so that students can:

- advance their **intellectual development** through the use of economic content, concepts, theories, analysis and the formulation of arguments;

- **professionally develop** a skill base, which includes data collection, numeracy, presentation, IT, verbal and written communications, personal organisation, time management and team working;

- develop **self-awareness** in relation to self, others and of situations they find themselves in, leading to greater self-belief, an open mind-set and career insights.

My contribution in this team of talented and far-sighted educators was to introduce a different perspective - that of constructive developmental psychology as a part of any future pedagogy that would emerge. As a result of this, Kegan's (1982) argument that human functioning arises from a combination of cognition and emotion has become central to the focus of the programme as a means of fostering student development in all areas of intellectual, professional and personal development.

Figure 4 below, represents a fundamental shift in my understanding of development, and a consequential growth in my meaning making. I have expanded my previously narrow view of intellectual and personal development as discrete and separate lines of human development into a larger mental framework where overall development is integrated and overlapping – connected to and a part of each other. The idea of the rope represents development as over-lapping coils (cognition, emotion) merging into a rope (the person's overall adult mental development).

Figure 4   Integrated Development

Figure 4 indicates how Intellectual, Professional and Personal Development are intertwined in Transformational Education. All three strands of human development together create the momentum for transformation. The picture shows how the three strands coil together effectively to create a rope. So too it is with transformation, all three aspects of development come together so that developmental movement can take place.

Building on the idea of integrated development, I was very excited about using this approach as the basis for implementing a new style of transformational education for young people, which could open and develop their thinking. I also believe that this will enable a new level of contribution in the workplace which integrates business/commerciality; people and relationships with the service or product.

I was however aware of the danger of being overly wedded to my vision, and getting caught up in my own viewpoint. I reminded myself of how important it was to test my vision by getting feedback from relevant others and to observe the new programme through an open mind as the BA transformation progressed. Through dialogue, I re-

examined my vision focusing specifically on its limitations. Through an open mind I saw that development is not a linear progression and that many factors can impact the successful achievement of accelerated development, including the student's:

- ability to identify a problematic belief, value, assumption, idea or feeling that in some way inhibits them. Their need to resolve this problem/limitation has to be real as otherwise the impetus for change is limited. In the event that students failed or struggled to see a gap in themselves as part of the programme, I observed that their ability and interest to engage in transformation was reduced; and
- persistence and personal commitment to the hard work involved in transforming themselves.

So although my vision for transformation was very convincing and real to me, my experiences with students showed that it took time for them to grasp the idea of transformation and that in practice transformation is easier for those who have identified aspects of themselves that they want to grow.

In addition, feedback sessions showed that many students were confused initially as to what it meant to think for themselves through the study of economics and found the identification of development goals difficult. On-going feedback was sought from the students throughout the programme as it was important to encourage student participation in finding solutions to issues and to connect with the students' experience of the programme. I realised early on that for me or the teaching team to 'fix' problems in a 'paternalistic' or 'hierarchical' way was contrary to the ethos of transformation where the opportunity for transformation arises through the 'lived experience'. Developmentally, my level of consciousness expanded so that I loosened my need for control, and trusted more in the process of engagement with the students to make progress.

There were many other benefits for both the programme and my meaning making when I remained open and alert to the evolving experience as opposed to holding fixed and closed views. E.g. I realised within months of launching the first year of the programme (2010) that the acceleration of adult mental development may not be for everyone. Active developmental work disturbs the comfort zone, as by its nature students must have opportunities for subject/object separation. Whilst this can be exciting for some students for others it can be difficult. Again in dialogue with the team, it became clear that students should be asked to consciously buy into the development programme as a basis for their education – what it involves for them and its implications on them. Steps were taken to address this by putting an induction week in place allowing students to directly experience a shortened version of the transformation experience before committing to the programme. A copy of the 2012 Induction Programme is included in Appendix D.

I concur with Kegan (1994 p.293) that it is reasonable to expect that most students will be somewhere along the level three continuum – however this does not exclude the possibility that there are students in stage 2 and others at stage 4. I think this is quite likely. However regardless of their current meaning making, I am open to the possibility that Development and Transformation (as opposed to transactional learning) may not be for everybody. Some people may not want to engage in their own professional/personal development through a transformational type programme

which puts a different onus and responsibility on the learner. It is a very personal journey and the learner should understand what is involved and be open to it before committing to a transformational process. The challenge for this programme is to make sure that people actually understand the nature of developmental and transformational work and what it will mean for their participation.

Subject/Object separation involves students seizing on and responding to new challenges, e.g. "what does this mean to me" what will I do in this situation" 'what is my opinion on…'. All of these questions involve a reasoned opinion and judgement and are not the same as being asked to analyse the advantages and disadvantages of Adam Smith in relation to modern economies etc. In the latter, as I listened carefully, I saw there was no subject /object separation taking place as the student is not implicated in answering the question.

Out of this came the opportunity to answer transformational questions which implicates the student to form an opinion, and to reflect on it.

Building on these issues, Figure 5 below highlights the developmental pillars of scholarly, professional and self-development while also drawing in the other aspects of the teaching pedagogy including:

- culture which both challenges and supports the students to experience new perspectives of the world;
- culture which priorities student engagement in new experiences and encourages reflection time;
- educators who see their roles as Mentors, and Facilitators of student learning; and
- integrated Transformational Teaching Model which priorities the demonstration of learning.

Figure 5 An Integrated Approach to Adult Mental Development
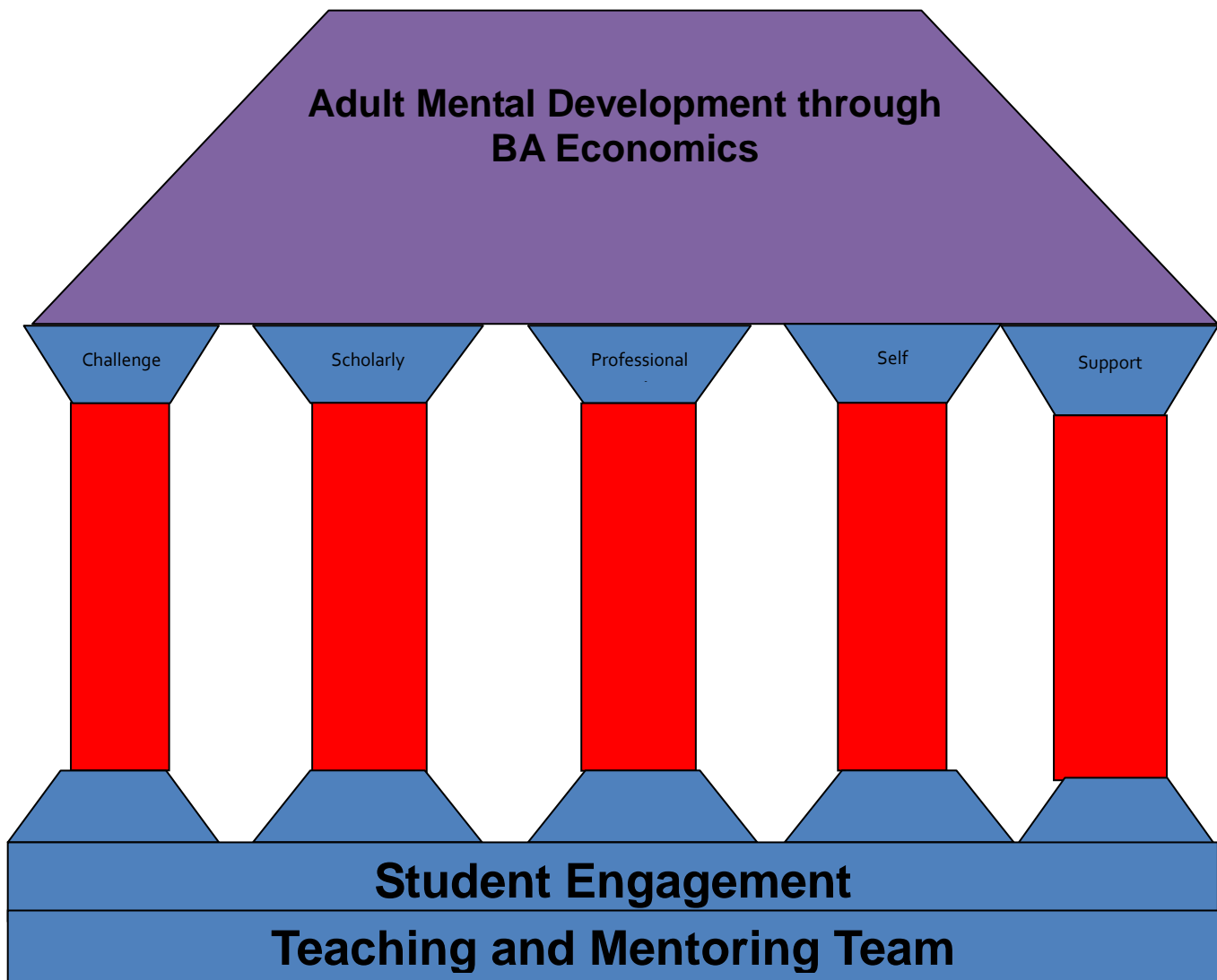
My meaning making continued to grow, as the programme progressed and as I considered the issues which emerged, as part of continued engagement with the students and the teaching team. As a result, the programme became more confident in its interpretation of transformation into a three staged process model facilitating students to:

- demonstrate their current scholarly understanding of certain economic transformative questions thus providing the 'data' or 'content' to develop consciousness;
- open up one's mind to explore, analyse and evaluate new perspectives; and
- reflect on the new perspectives they are putting forward, clearly identifying new assumptions, beliefs and values, leading to a bigger perspective.

Teaching for Understanding supports this approach by basing student participation on a series of Introductory, Guided and Culminating Performances of Understanding. In the case of Economics, the Introductory Performances provide a starting point for the student by establishing their current thinking on particular questions. Through structured guided performances, students open up to new ways of thinking and

develop other perspectives on issues e.g. why was there an economic meltdown in 2008? Are the Banks to blame for the recession? Is the Euro doomed to fail? In the culminating performance students are required to present their new (to them) perspective and to be explicit about the assumptions, beliefs and values they are using.

Unlike known or routine problem-solving for which past ways of thinking, relating and operating are sufficient for achieving good outcomes (reading the course notes, finding out the exam questions and adapting rote learnt material in the exam) they lack evidence of understanding, making connections, linking ideas/theories, questioning rationale, generation of themes, challenge, fresh debate etc.

Students of transformational learning will accommodate (in the sense of Piaget) a new perspective by entering into a special place of learning known as 'Developmental Space' which encourages students in search of new knowledge to try things out in a safe and supported environment. The Programme Director - Dr. Ella Kavanagh regularly emphasises to the students that the programme is about trying things out, making mistakes, strengthening capabilities and skills, 'to see what you are really capable of'.

In developmental space, students are given guidance as to how to grow their perspective which provides a structure for the students to:

- understand theories and concepts relating to economics, communications, teamwork;
- use appropriate theories and concepts (multiple perspectives) to think about certain transformational questions;
- formulate economic arguments based on own perspective and expanded view of the world, including data evidence;
- evaluate economic arguments put forward by others, highlighting their underlying assumptions; and
- formulate a new economic perspective through researching a particular transformational question.

Using these guidelines, students learn to accommodate new thinking, in the Piagetian sense of constructing a new reality. I recognise from my own developmental journey that there are difficult choices to be made in choosing new assumptions, values, beliefs, and leaving old ones behind. Even more than this, I saw the importance of bringing home to the students the value of using these guidelines as a way of increasing their own effectiveness.

In the process of new learning, students are encouraged to figure out their own developmental priorities and to work on them as part of their course work.

Please see below a sample of comments gathered from a group of third year students during in-class discussion, reflecting on their 2nd year experiences, (which I facilitated with them in 2011). Some examples include:
- "I do not read widely enough, so do not have enough data to think about other perspectives",
- "I form one-sided judgements prematurely, without evaluating other perspectives as I am impulsive and like to go with my gut feel",

- "I stay away from using numerical data, so often do not have a full perspective sense of the issues involved",
- I do not feel confident to form my own economic perspective;
- "I not engage in team work as I do not like dealing with conflict when it arises in teams", or
- "I shy away from speaking in public and making presentations as I am embarrassed I will get it wrong and let myself and the team down".

In summary this section has shown it is possible to integrate adult mental development into undergraduate transformative education in a way that aims to accelerate development. The discussion on 'the acceleration of adult mental development' is essentially the idea that man continues to develop in adulthood and that under certain circumstances (which includes being self-aware and making conscious choices) it is possible to accelerate the rate of development. The renewal of the BA programme has emerged from this belief, whose pedagogy combines a unique blend of educational and developmental thinking.

My expanding meaning making has been instrumental in achieving this new direction, as I am more open and listening with a greater level of curiosity to different perspectives, building on the relevant parts in a fluid and open way to create a new vision. I have become more open to the idea of living with evolving ideas and not seeking as much certainty/closure as I have in the past. As my perspective continues to grow, I am keenly aware that during transformation, the self needs challenge and support. In addition, I can also understand the complexity of awakening the student's internal authority given how steeped students are generally in their own social groupings.

In the next section I outline how my meaning making continued to develop as I figured out how to create conditions where the students can achieve transformation, of the kind where students are at the centre of the programme working through independent thoughts and multiple perspectives.

Principle 2   Disequilibrium

Disequilibrium: Adult Mental Development involves a conscious disruption to existing ways of knowing and the conscious pursuit of new knowledge;

My perspective has deepened by becoming more capable of suspending judgement; seeing the broader context of interaction between people, process and change, and coping more effectively with my own anxieties. I have come to understand the:

- importance of disrupting the comfort zone as critical to creating a new reality; and

- role of critical reflection and open dialogue in the restoration of equilibrium and securing a new perspective.

Building on these transformations, this section also shows how important it was for me to develop an awareness of the open mindedness needed to enter into developmental space as a place of transition and new learning.

Development Space

The creation of "Development Space" has been really important to the new BA. Providing an environment where challenge and support is provided by developmentally oriented educators, allows the *Self* space to develop. Developmental space' begins when the equilibrium between subject and object is broken, and new thinking is required.

Students' experienced discomfort as new problems could not be resolved through existing lens. I was aware that the programme's response to this discomfort would determine the potential for transformation in the programme. In reality stretching the student means disrupting their existing way of knowing and to do something different (consider others perspectives, see the need to find what is missing, push themselves emotionally to get over a fear/anxiety, take on something they previously feared etc.).

In responding to developmental questions, the experience has been that some students did not enter the development space at all, or entered and left as quickly as possible, for example, students whose learning goal was to learn Excel spread sheets or an equivalent technical skill. However there were others who stayed in developmental space for longer e.g. they explored new perspectives, new communication styles and team working approaches, and worked on better critical reasoning all of which implicated students to change.

Transformational opportunities were designed to require students to construct new realities using action and reflection. Students were encouraged to go beyond their comfort zone, to explore normative assumptions of change, and contradiction, personal values and beliefs which have silently underpinned their judgements and expectations. Ultimately, the focus is on guiding students to make object what they are subject to, in line with Kegan's teachings as the essence of developmental movement. To facilitate development, encouragement in the programme has taken many forms focused on helping students feel safe to explore outside their normal comfort zones e.g.

- Teaching for Understanding (Gardner) used in the Programme Modules;
- Dialogue (Isaacs) used in the Transformational Dialogues;
- Critical Reasoning and Reflection (Mezirow) throughout Programme Modules;
- Self Assessment used in Transformational Dialogue;
- Teamwork (Kahn); used throughout Programme Modules;
- Competency Framework e.g.

Communications/Presentations/Analysis/Problem Solving/Innovation are all used in different aspects of the Programme Modules.

In the absence of extensive life experience, leadership from the educator to create meaningful and stimulating experiences has been a crucial part of these transformative experiences. Most importantly for the educators has been the creation

of a secure environment where students feel safe in being challenged and tolerating dis-equilibrium whilst working through transformative dilemmas.

As the programme progressed, the creation of developmental space was more and more widely acknowledged as a vital first step in achieving transformation. I have already indicated that this aspect of the programme took time to be properly understood by the students. Similarly the teaching team needed time to think about and reflect on how they were going to make the transition as facilitators of a transformational education.

A development programme was designed and taught by two external consultants, one of whom was me to support their transition to transformative learning. The programme focused on the theory and practice of adult mental development and involved three workshops running over a period of three months. The programme emphasised the personal development of each individual member of the team allowing time for their personal reflection and developmental goal setting. The programme also allowed time in between sessions for experiences and reflections which were shared and discussed by the team.

For me at the same time, I was becoming more integrated and connected, and was able to work supportively through the issues which arose with the teaching team. Having the awareness to ensure that I could see the issues was a big shift for me, and it felt liberating. Developmentally, I realised when I was not part of the problem I could see it more clearly. For example,

- Acknowledging and supporting the teaching team to adapt to the idea of developmental space despite the resistance sometimes seen from students in 'getting outside their comfort zone'.
- Helping the teaching team to understand how human beings try to resolve disequilibrium as quickly as possible rather than embrace opportunities for learning;

An openness existed between me and the teaching team which allowed for issues relating to attendance, pre-class room preparation, class room participation to be raised and discussed with their students. For example, an issue of deadline clashes was addressed by the class once they were encouraged to see the issue as an 'opportunity' for growth.

Creating New Realities

For the students, as issues of entering and exiting 'developmental space' and learning to cope with 'disequilibrium' were better understood, the focus moved onto how the students construct new realities as a way of figuring things out for themselves, in response to the demands of the programme.

William Kahn (2009) maintains that a new reality can happen if, and only if, people can reflect on what they have done and through repeated action and reflection, develop insight.

As new realities were constructed, through the challenges of the programme, I expected that students would both think and feel their way through to a new meaning making. Brown (p. 732, 2006) supports this idea saying that we rarely learn and change through a clear unambiguous process of analyse-think-change. He sees learning as a less well defined process of see-feel-review-change-review.

It is this broader learning sequence that the BA has implemented to achieve transformational learning. However, development of this kind is in reality messy and requires moments of insight to be able to see what one wasn't previously aware of and to cope with it. For example, a student who is working on their communication abilities will experience success and failure at an emotional as well as a cognitive level - emotionally being nervous and not engaging well speaking to an audience; and cognitively having poorly thought out/evaluated ideas.

My capability to suspend judgement about the students ensured that I was patient and tolerant about the varying levels of progress reported by the teaching team in relation to different students. In the overall context of the programme I saw that we had three years to facilitate developmental progress with the students, and the important thing was to ensure that students continued to engaged with their transformational learning, and that insights and leaps of complexity would follow in their own time.

Critical Reflection

Without reflection, it is clear that there is no conscious learning or growth - just lots of unconsidered experience. In my experience this is the most difficult part of transformational work as people, let alone young adults in general, do not feel comfortable looking back at themselves, and observing their behaviour and its effectiveness. Kirkegaard (1999, p.85) reminds us of how difficult self- reflection is "the majority of men are subjective towards themselves and objective towards all others - but the real task is to be objective towards oneself and subjective towards all others".

Responding to the challenge of engaging students in reflection has been a challenge for the transformation process. In the process of figuring it out for the programme, I saw the opportunity to look at what has made reflection difficult to practice for many people.

In dialoguing with others, I found Mezirow (2009 p.7) useful as he too talks about triggers/disorienting events which provoke critical reflection. It is this inter-dependent relationship between experience and critical reflection that potentially leads to the resolution of the disequilibrium and the creation of a new perspective. I saw the potential to integrate reflection seamlessly into the learning process and make reflection part of the learning event, rather than at the end of the event. It means that students cannot answer the transformational developmental questions, without having reflected as part of the process. E.g. A third year Economics student is asked to: 'explain, in your opinion, providing evidence, how incentive structures work in developed economies'. They will, as part of the exercise uncover (reflect on) their own theories, assumptions, values and beliefs about

incentives and debate them alongside the theories of others before arriving at their own reasoned conclusions. The increased awareness for the student of their own and others theories will mean they can answer the question in a more substantive way and create a broader perspective for themselves.

Dialogue

Assuming the student is aware and conscious of their search for new answers, in addition to reflection, dialogue can grow meaning making as follows:

* identify, and formulate the right questions (Collingwood 1939),
* seek out and invite challenge to one's thinking through the company one keeps (Ahrendt 1958),
* go beyond one's existing mental framework, accommodating new information into expanded assumptions, values and beliefs (Mezirow 2009),
* critically review others views and form own opinions (Kegan, 1994); and
* engage people physically in open discourse and debate (Isaacs,1999).

The extent of the change involved in achieving transformation in the BA is probably best captured in this discussion on dialogue. It has been a significant 'ask' for students to engage in dialogue with their peers/lecturers/mentors/other economists. However, helping the students to see that dialogue supports their transformation just like oil lubricates the car engine has been a big priority as it helps students work through their dis-equilibrium with:

* exchange of views (knowledge),
* an awareness of different values, beliefs and assumptions
* an awareness of different skills and skill levels
* exploration of differences between past and present
* allows for exploration, curiosity and discovery, while at the same time facilitating
* good communication and a deeper understanding of other economic theories in relation to one's own opinions.

Transformatively the value of using dialogue is especially helpful because of its ability to help students identify changes in their perspective/lens, promoting real growth and insight. Dialogue also opens up consciousness about the mind to think about diversity, contradiction and absence, as well as strengthening the capability to question, be curious, and to challenge assumptions. Arising from my insight into the value of listening to significant others even and especially when they contradict with my own, encourage me to focus on dialogue between the students and others (peers, lecturers, writers, mentors) as an important basis for promoting transformation.

"Dialogue becomes the place through which critical reflection is acted on, experience is reflected on, assumptions and beliefs are questioned, performance is critiqued, and habits of mind are ultimately transformed" (Mezirow 2009: p9).

The capability of the teaching team to embrace dialogue is noteworthy. Class room debate, presentations, feedback, field trips and project work are the basis for what Isaacs (1999: p 9) describes as a living experience within and between people. Openness to engage with oneself and with others without knowing the end point, as well as critical reasoning capabilities are also significant aspects of dialogue.

The potential for good dialogue in a transformative programme is tremendous, but cannot be taken for granted. The challenge remains in every new academic year to create an environment for dialogue, to up-skill for dialogue and to engage the students into a class dynamic that enables trust as a precursor to good dialogue. Educators require on-going support and guidance in this aspect of their work. For me also, whilst I have greatly improved in my suspension of judgement and in my openness to dialogue, I am very aware that my motivation to continue my development is important if I am to flourish.

Principle 3   Environment of Challenge and Support:

Environment: Adult Mental Development requires opportunities for challenging experiences as part of a trusting, and supportive environment;

My perspective has changed so that I engage in reflection and reflective judgement with less of my own subjective needs and desires. This means that I am:

> more able to see through a balanced lens and to operate at different levels of complexity. For example I see the need for both challenge and support in advancing development; I see an opportunity for change in the university sector and yet recognise the process of engagement required to ensure key stakeholders own the change.

Building on this broadened perspective this section also shows how important it was for me to create a structure in the programme which supports development through one-on-one student meetings outside of the group classroom scenario. A discussion on Transformative Dialogues will follow below.

A Holding Environment

The BA is essentially a 'holding environment' where it is possible to balance students' needs for challenge and support (Kegan 1982, 1994, Daloz 1986). An optimal balance of challenge and support involves bringing students to the limits of their understanding, so that they are forced to go beyond their existing frame of reference. Development space as a construct of this programme is a unique and safe place for students, where experiences can be had and felt, where dialogue can be challenging and exploratory, and where reflection requires students to go beyond scratching the surface of their comprehension.

At the same time as taking the students need for transformational opportunities on board, I was also cautious in my advice to the academic team not to overwhelm students by presenting information in such a way that it is inaccessible to how they make sense of their experiences.

As part of my own development I started to think about opposites/omissions and realised that the programme in its early design had focused on achieving successful transformation, with less emphasis on what happens if students are challenged beyond their capacity to understand or perform. I realised that if the programme 'loses them' they will most likely feel demotivated and devalued and I became fearful that they would take flight rather than enter 'developmental space'.

For me this would be a disaster and would defeat the objective of encouraging students and building their confidence as a programme outcome. However, working with their educators I was also cautious not to over-support the students allowing them to become bored and disheartened by lack of challenge. I believed that finding the correct balance between challenge and support is a significant area for the programme to get right.

Transformative Dialogues

Responding to the need for a supportive well-balanced holding environment, I opened up the idea of a Transformative Dialogue (TD) with the teaching team. The TD has now become central to the programme in providing individual support to each student in their overall transformation. In the TD students focus on their evolving self-awareness using the programmes's competencies to examine how they are developing a self-authored perspective, using Economics at scholarly, professional and personal levels.

Preparation for the TD is based on the student's learning goals, actual performances on the course, and the programme's competencies (Appendix B) as well as answering the following questions (elaborated in Appendix C) before meeting their Mentor:

- What have I done well in recent assignments? Why? Give examples.
- What have I not done well in recent assignments? Why? Give examples.
- What capabilities am I more confident about now? Give examples.
- Have I got feedback from others within/outside the programme – what have I done about the feedback?

Over the life of the programme these questions increase in meaning for the students as they learn to integrate real experiences with a higher level of experience and reflection, a critical balance in preparing them for the workplace. Reflection on action is required to prepare for the TD, in a way that implicates the student directly. They have to report on their behaviour i.e. what they actually thought and did, and what they now consider looking back about their behaviour. They are asked to consider what they did well, thus drawing their awareness to own areas of strength, what they are not happy with and would do differently next time.

The key to the TD is that both mentor and student are fully present in the conversation and focused on an exploration of the behaviours/activities. The TD is not about awarding praise or criticism to the student – the full suspension of judgement on the part of the mentor is critical.

Three transformational dialogues take place each academic year to support the student's developmental path at the beginning, middle and end of the academic year. The outcome of the dialogues is a presentation by the student of selected learning activities from their portfolio showing the development of their meaning making system with new, amended, or expanded perspectives.

The programme is still in its early stages but anecdotally we know the students who have thrived in transformative dialogues, are those who have engaged by:

- setting their own learning goals at the outset,
- working hard to achieve their transformation learning goals;
- listening and engaging with their mentor
- creating new experiences and taking action in the programme and
- having an open mind and committing to deeper learning through reflection, and evidence based feedback.

In relation to my meaning making, I started out seeing the dialogues as supportive and allowing students to form close relationships with their mentors over the course of the programme. In developmental terms, this was one way of looking at them. However, for some students the TD's were frightening and 'out of comfort zone' and it took a lot of persuasion and influence to get them to participate. Persistence on the part of the Mentors was needed to get the TD's off the ground and even then resistance continued.

I learnt the importance of deliberately considering the other perspective that some students would be intimated by the prospect of meeting their lecturers one-on-one for a learning review discussing strengths and weaknesses in their performances. The adjustment required from most students to do this is considerable as many do not grasp the idea of partnering with their lecturers. I am aware of the students concerns but still hold that it is worth figuring this out as part of the students own longer term development.

In terms of my meaning making, I have become much more open to the evolution of the TD's and am continually interested in ideas to make them work more effectively. It is of less concern to me what/how we conduct the dialogues once we are engaging students in the essence of their transformational journeys which involves real experience and reflection.

Educators' Role

A crucial group of stakeholders in the programme are the educators who lead the transformational opportunities. They do not see their roles as teachers/instructors imparting knowledge, or deciding on what is best for the student and transferring it to them. On the contrary, as educators and mentors, they awaken students to take ownership for their own learning. They support them to make decisions about their learning goals and encourage them to self-evaluate through reflective judgement and to take on other learning responsibilities.

Ethically from the outset the teaching team were aware that they could not promise the students unrealistic expectations or create expectations which are not realistic. The

team ensures that the BA Economics programme combines and strengthens the interplay between the programme's developmental pedagogy, evidence base and ethics. Giving students an honest and accurate explanation upfront about what transformational work can achieve, avoids unrealistic expectations or attempts to mislead the students.

In addition to the ethical issues, the team are very open about the challenges that they themselves face in adapting their own interactions with the students so as to progress from:

- a directive to a supportive and encouraging environment;
- a handholding to a scaffolding process;
- an instruction based environment to dialogue and discourse
- dethatched and hands-off lecturing to being in partnership with students.

They realised the change required in their own behaviours to truly live up to transformational ideals. It is important to bear in mind that for the lecturers the BA is but one of many degree programmes that they teach on. The BA is the only one operating to a transformative pedagogy in UCC.

Before the project went live in 2009, I identified to the Strategic Advisory Group, the importance of supporting the educators in their new roles, recognising the well known and popular phrase 'culture will eat strategy any day for lunch'. I truly believe that lack of a sustainable transformative culture will threaten the achievement of transformation as a developmental strategy. The reality is that transformational learning is as much a state of mind as anything and that success in the field is not possible without a fully engaged team.

Building up a transformative learning culture cannot be taken for granted and needs continual work to allow new mind-sets, practices and behaviours to flourish. Beyond the intensity of the first year when we were meeting on a weekly basis, I have continued to work closely with the Director, the teaching team to clarify the lecturer/mentor role; design and implement a three part development programme for the BA teaching team; as well as regular review and consultation meetings.

Principle 4   Development of an Internal Authority

Internal Authority: Adult Mental Development involves the capability to take an independent perspective (using Economics as a lens and analysis and innovation as tools of thought) to examine themselves, others and the world.

My perspective has grown such that I am less accepting of knowledge/opinions and I actively seek contradictions and for what is absent from an argument. I am also less wedded to one fixed opinion. I am more conscious of conventional thinking and the limitations of its options. I have come to understand:

- the value of not accepting the obvious and moving in a deliberate and considered way towards something new; and

- that there is not just one way to achieve the goals of the programme and that a successful evolution of initiatives will nurture the development of an internal authority.

Building on these transformations, this section shows how important it was for me to allow time and space for the teaching team and the students to adapt to transformational learning experiences allowing for transformation to take place.

In terms of complexity, the possibility to develop an Internal Authority in an undergraduate student (average age 20) was the most complex judgement call I had to make in the project. There is no doubt that the world of work requires independent and creative thinkers, and yet in developmental terms many people do not develop into this mental space until their 40's, if at all. Up to this time, the majority of the western population are of a socialised mind-set (Kegan, 1992) whereby their perspective of the world comes from 'another' i.e. they take on the views, assumptions and values of 'another' rather than consciously creating and regulating their own.

How realistic is it to set up a transformative learning programme which clearly requires students to accelerate their development way beyond what is happening in the general population?

Despite the concerns, I took the view that it is possible to guide and support students towards the self-authored mind-set, showing them how to think for themselves through a certain perspective i.e. Economics. For some students who are very entrenched in the socialised mind-set, they will need more support in their developmental space to step outside their comfort zone and grow as independent minded thinkers. For others the acceleration may well be faster. Either way this explains the supports we have put in place as necessary to guide the student's transformation.

So while the movement from socialised to self-authored thinking is certainly a stretch for the average undergraduate student, introducing it through the support of this university programme will not, I believe overwhelm the students. In the bigger frame of an holistic life independent thinking will provide an essential basis for the world of work and adult life.

Having made my judgement call, my attention focused on the range, quality and diversity of transformational experiences to assist students in developing their capability for independent perspectives.

I was equally aware that development and transformation is very new in undergraduate education and as a topic it would take time for students to absorb and understand the consequences for themselves. Contrary to my pre-BA project thinking, I recognised how important it was to allow the teaching team and the student's time to 'experience' development, and reflect on that experience. The transformational dialogues discussed in the last section provide the means and the occasions for reflection to take place.

Personal Experience and Dilemmas

In order to stimulate and support students through their disequilibrium the programme recognises the potential for the student to create new perspectives more easily when personal dilemmas from the students own environments are used as a basis for learning. Students coming to transformational programmes with varied life experience which they make available for discourse will add to the richness of the group profile. Educators have a challenging role to surface diversity which opens up the range of life experience available for discourse. For students without environmental dilemmas, which may well be the case for many students coming straight from secondary school, they must be helped to create life transformational dilemmas and work on them in the classroom.

Mezirow (2009) considers *individual experience* as the primary medium of transformative learning, consisting of what the learner brings as prior experience, as well as what they experience with in the classroom itself.

Anecdotally educators have told me that they can quickly single out students who are used to thinking about themselves, used to being challenged, and used to finding answers that were not immediately apparent. Cragg, Plotnikoff, Hugo and Casey (2001: p6) show how nurses in a graduate programme coming from different life experiences are more likely to internalise (make object) the new points of view in the programme. Mezirow also argues that educators should know the life experiences of the students in their classroom. Lange (2004: p129) sees these experiences as pedagogical entry points that offer opportunities for linking personal dilemmas with potentially transformative experiences.

The BA external research indicated that it is important for students to substantiate their job applications and interview statements with convincing evidence. Personal experiences fit into this requirement. In these students are required to show employers that they can reflect on past performance as a basis for improved future performance. Therefore, it is not enough for students to say I am good at this/that; I have been here/there; I achieved this/that; they must show what they have learned and how they have developed through these personal experiences - whether they are the experiences students bring to the classroom or the ones which can be created in the classroom.

My focus on 'action-based inquiry' as the foundation for transformation has led to offering students a broad range of transformative opportunities to create as much momentum and provide as much support as possible for expanding their perspective. Some of the opportunities include:

Team Working to Grow Meaning Making: A statement from the Programme Director (2010) explains "The first stage is to raise their consciousness of how they work in a team by reflecting on the performance of the team, its process, and the roles adapted by the students. Through guided performances, the students get the opportunity to work with others, be open to others' views and contributions and also to learn from each other. They will become aware of the impact of transferring cognitive diversity, creativity and socialising".

The programme has used William A. Kahn's (2009) "the student's guide to successful teams' as a useful model and guide for teamwork.

Growth of Meaning Making Through Competency Framework: When completing a performance for a module, a student will develop in terms of the skills, knowledge and assumptions for meaning making of that particular module.

Through the introductory and guided performances, students are asked to use the scholarly and professional competencies to question and explore their underlying theories (beliefs, values and assumptions).

From a development perspective, this growing awareness expands the meaning making of the student, so that they look beyond one perspective or one set of skills (e.g. the ability to write about their view of governance in capitalist markets and its impact on the 2008 international crisis, (early in year 3) and to integrate and use this perspective with other perspectives and different skills across modules, ultimately addressing more complex questions e.g. "to debate their view of the role of government in open market economies"(later in year three).

Performances Targeted at Different Audiences to Grow Meaning Making:
Students are asked to write for different audiences – a non-academic audience, a business executive etc. writing a blog, writing a newspaper article, an academic article etc. Developmentally, through this consciousness, students develop awareness of the differences between groups and the importance of presenting and targeting arguments at different audiences. Fundamentally the purpose is to extend the student's meaning making beyond one perspective to engage with multiple perspectives. This performance is particularly important for the development of expressive language as well as clear thought forms which support the development of an internal authority.

Having appropriate language to express concepts, ideas and rationales is a fundamental basis for transformation. The importance of language for thought was built into the early evolution of the transformational programme. Throughout the programme students are asked to move away from traditional text books and commit to responding to questions, engage in dialogue in order to broaden their exposure to new ideas and language. In the programme students are not only required to apply themselves to scholarly matters, they are also asked to use different lens to apply to other professional and personal dilemmas e.g. how to deal with issues of co-operation within teams, how to effectively communicate in presentations, how to think in terms of solutions etc. These scenarios also require access to a repository of appropriate language needed for reasoned opinion.

Certain lines of thought forms, for example, inflation, employment, incentives, taxation are also built into the programme as the basis for both analytical and dialectical thought. The programme offers students the opportunity to regularly practice these thought forms, by exploring issues from different perspectives and also going beyond the perspectives of others by dialectically setting out the challenges, gaps, linkages, as part of their own thinking and communications to others.

Expert Problem Solving and Innovation to Grow Meaning Making: The programme seeks to develop problem solving, explained by the Programme Director

(2009) as follows. "Through an Introductory Performance, students are made conscious of their current problem-solving competencies. A series of guided performances facilitate the student's developing their consciousness with the prerequisites of an expert problem solver. They are brought through the trajectory of becoming an "Onlooker" at a problem, dethatched enough to carry out a formal analysis (what's the question/what are the key points/what evidence is available), inquire into multiple other perspectives which complement and contradict, consider underlying assumptions, beliefs and values (own and others) towards becoming an expert problem solver.

All the time the programme focuses on moving students from a narrow perspective on a problem to incorporating 'other' – other views, other data, the context, to forming their own new view of a much broader complex and interconnected position.

Outcomes of an Internal Authority

Arising from these opportunities, I asked the team to consider the outcomes they anticipate in the coming years for the programme. Even now in such early stages, the team is committed to pursuing a number of developmental outcomes for the students:
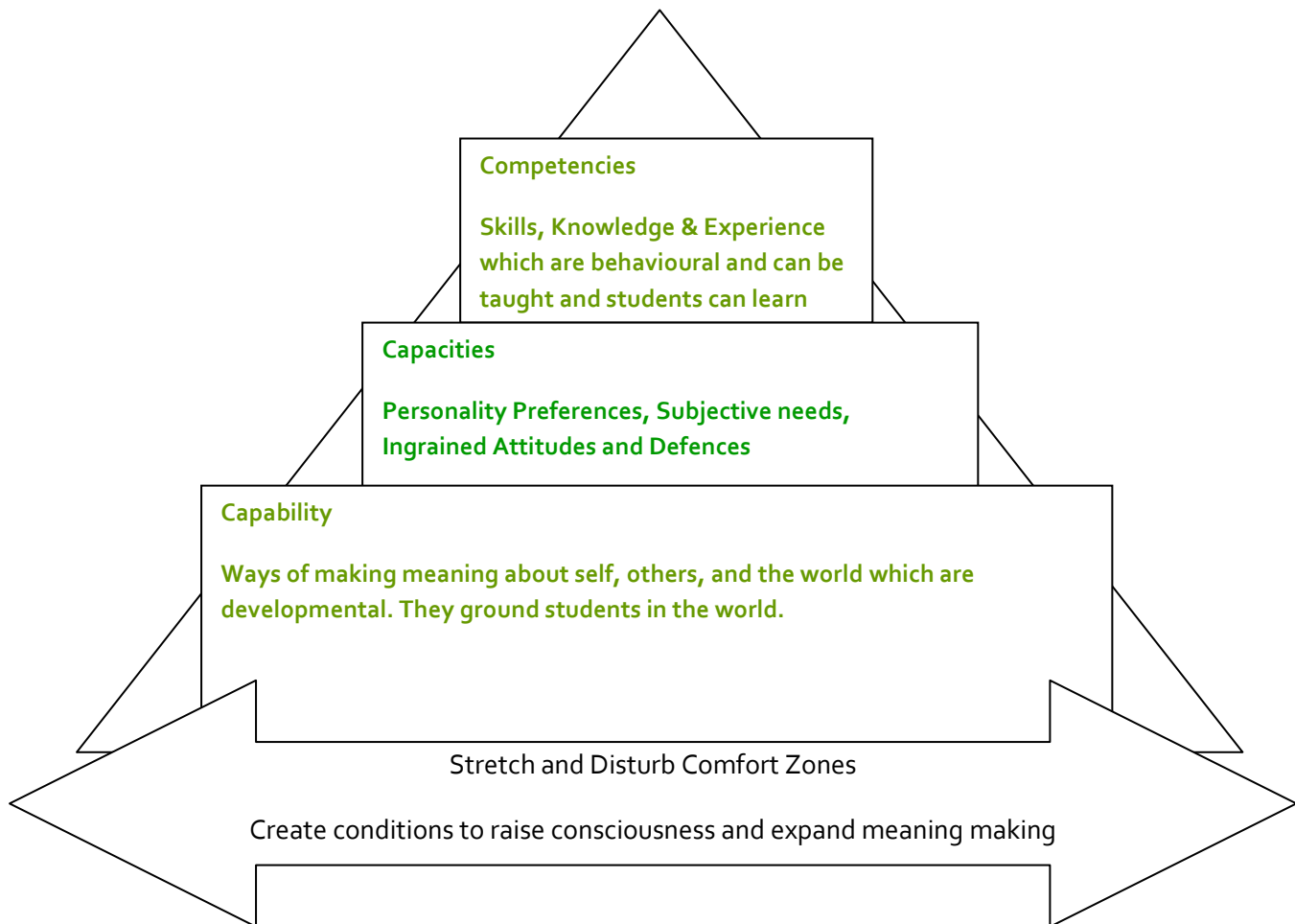
- understanding and applying knowledge, i.e. using economic theories and models as concepts to explore and to question their beliefs;

- aware of own strengths and how to contribute to a working environment leading to more informed career/postgraduate choices;

- self-managing own time and resources, use initiative, communications managing data (using IT), presenting in writing and orally, as well as working in teams;

- adopting an open mind-set by working with others to hear, be open, to take on board other perspectives and views, and then to engage in dialogue with others, presenting one's own evidence based arguments;

- open to influence by beginning to be influenced by that second or multiple perspective in his/her thoughts/feelings and can articulate/document this influence clearly as outside of him/herself;

- asking for help from class members and teaching team as needed;.

- engaging in the dialogue process to identify own learning goals based on self-knowledge, Implement plans to progress own learning goals and monitor own progress, Engage with mentor and the transformative process;

- open to action as students begin to act in recognition of others' needs and expectations as well as their own, they will show that they have understood the important of influence, communications, and diversity of argument;

- cognitively thinking independently, using others theories as apparatus of thought, inquiring into, exploring and systematically evaluating issues through formal analysis and dialectical thinking which reaches conclusions;

- identifying and understanding own (and other members of class) arguments and judgements that show how they have been embedded in their own perspective and how they have emerged beyond it; and

- evaluating own arguments and those of others by internalising other people's perspective and being able to critique, understand context and show empathy with them (Lahey et al, 1988) before setting out a larger expanded picture.

Below Figure 6 illustrates the developmental transformation taking place in the BA programme.

Expanding meaning making, (at the base of the triangle) is an enlarged world perspective which grows and develops, through the construction of new realities, using new beliefs, values and assumptions.

Figure 6   Developmental View of the Transformational BA Economics

Competencies

Skills, Knowledge & Experience which are behavioural and can be taught and students can learn

Capacities

Personality Preferences, Subjective needs, Ingrained Attitudes and Defences

Capability

Ways of making meaning about self, others, and the world which are developmental. They ground students in the world.

Stretch and Disturb Comfort Zones

Create conditions to raise consciousness and expand meaning making

Adapted from Otto Laske (2008, p. 77)

Figure 6 is important in that it draws together the key ideas behind the new BA Programme. At the base of the triangle is the idea of deliberately stretching 'how we make meaning of the world' in order to disrupt the comfort zone and raise consciousness of mindless thought patterns, which have accumulated overtime. Once thought patterns are disturbed the potential

arises to learn something new, to see in a new deeper way. This is known as growth of 'meaning –making' – the capability to create reality in an expanded way.

Working further up the triangle are Personality, (Preferences, Needs, Attitude and Defences), and at the very top sits Competencies (skills and knowledge) which translate into everyday visible behaviours. Both Personality and Competencies interact with the activity of meaning making and impact the quality of and complexity of meaning-making perspectives.

Fundamentally the uniqueness of the BA is that it works at the level of meaning making encouraging openness and courage from the students to grow in how they create their own perspective.

Section IV   Highlights from the Transformational Experience

In essay one developmentally I set out my commitment to form a broader, more aware and inclusive mind-set. Learning to dialogue openly with others and create multiple perspectives were part of this. I realised my need to go beyond my own authority and actively use dialectical thinking to explore theory as apparatus of thought through increased awareness and intelligent discourse.

I believe that over the DBA that my meaning making has expanded to see a bigger world picture. I will highlight some of my key learning below.

Creating a Vision for the Programme

My ability to create a ground breaking vision for the programme arose from two main developments in my meaning making. Firstly my openness to new and innovative ideas, allowing them to connect into diverse agendas e.g. connecting development and transformational learning into main stream university education. More importantly is my growing ability to see the continued evolution of this vision.

Handling Dis-equilibrium in the Programme

I have been able to stand back from the challenges encountered in the programme and look at them objectively. By suspending judgement and working through the difficulties with the team rather than reacting to them I have found patience and perseverance allowing the team to bring students along as they learn to create new mental realities, engage in reflection and participate in dialogue.

I have also been very aware of my own emotional needs to 'be right' and to 'be in control' and figured out how to manage these trigger emotions and not allow them to distort my interactions with others. I have become deeply aware of the importance of relationships as the only way to progress lasting change.

Increased objectivity in my meaning making has also increased my awareness of the need for reasoning based on real evidence. For example, in each year of the programme I meet the students inviting and encouraging dialogue so that I can learn more about their transformational experience they are having and address any issues.

My awareness of a broader perspective in a constantly changing landscape is another part of my meaning making which has expanded. I am tuned into the idea that there are several ways to approach things and instead of becoming focused on one particular way, I seek out different ways. E.g. On the issue of engaging students in reflection I asked myself "what has been missing from the way in which we looked at reflection in the past" and "how can we find a new way for students interact with reflection? This led to a very different way of ensuring that reflection became part of the transformation process.

Providing a Culture of Support in the Programme

Initially I put a lot of emphasis on developing a challenging programme, aimed at disrupting comfort zones and allowing the students to develop new and interesting

ways of looking at the world (new mental schema). After some time I realised that this was one point of view, and realised the need for an equally strong emphasis on supporting the students in achieving transformation.

Coming up with the idea of Transformative Dialogues (TD), I saw tremendous potential to tap into the students learning process, and support them. However I very quickly reminded myself that this was my point of view and that I still had a lot of work to position the TD's positively for the students in a way that they could see the benefits. In doing so, I learnt to leave myself mentally open to continuing dialogue about the support structures and how best to optimise them.

In the early days of the programme, the teaching team experienced very different levels of engagement in contribution and participation in classroom activities; in classroom dialogues, as well as attendance at the transformative dialogues. My relationship with the teaching team allowed for honest debate and sharing of these challenges.

In transformational terms, the continued focus on engagement issues was significant for me. I firstly realised that these 'problems' provided an opportunity to deal with aspects of my own development. I realised that the mental schema I had used in the past to deal with similar issues was insufficient and took a new approach. In devising a new schema (making object what was subject) I was able to take ownership of the issues by engaging with students to understand their perspective and to find solutions. Instead of getting frustrated about the issues, dialogue with the students ensued and relationships were built in order to get to the root of the engagement issues and resolve them. One of the initiatives which came from these conversations was the establishment of an Induction for all transformational students. Below is an excerpt from the Programme Director at the start of Induction week:

"from the beginning of your education you have been schooled to believe certain things in your lives. This programme will ask you to challenge these beliefs, and get right to their core. This will bother you – it will disturb your feelings. You will need time to figure it out, and even then a lot of it will be confusing – but that is okay. This is a learning opportunity to see things differently NOT as something to get over. This is the nature of development and learning! There is discomfort in the disorienting experience we want you to try out. Through reflection time and dialogue, we will support and guide you to become someone who is more confident, more prepared for the workplace and better able to identify issues and change things using Economics as a lens."

Developmentally I feel a growing confidence in exploring others perspectives and sharing my own separate views with them. As a result, developmentally my emerging views are more reasoned and open to further progression.

Development of an "Internal Authority"

I have formulated a view of undergraduate education, as a way to develop students to think for themselves, i.e. an "independent self-authored" way of looking at themselves, others and the world. For my part, this initiative has required me to create a new reality, test its validity, and make alterations as new insights evolves.

The programme is now in its third year, and I am learning more about transformation all the time from the students and the educators.

This is a significant step in growing my meaning making. Firstly, I had to be able to see the potential for transformation and truly believe in it, knowing both its likely benefits and limitations.

More importantly, my ability to stand over the new BA (as a route to developing 'self-authored thinking') comes from my own emerging consciousness to engage with myself in the following way:

- be aware that I am constructing something new and not just relying on past solutions;
- be open to others views and ideas, (bearing in mind their developmental lens);
- challenge others' ideas through dialogue (especially questioning) (teasing out their thought structures)
- co-ordinate different perspectives into a new direction, and
- work with a mental schema of interconnected organisation, relationship and task.

In other words, through awareness and reflection, I have fundamentally shifted my meaning making to become more open, more differentiated, and more inclusive of new/untested ideas. I have developed a complexity in exploring issues from a range of perspectives, recognising the significance of change and contradiction. Previously I was often dismissive of what I did not understand or had a preconceived/biased view of. Now I am more likely to define my question clearly and focus on it with an inquiring perspective asking myself what is missing, and giving myself time to think about my underlying assumptions as I generate a path for a way forward.

Highlights of the Programme

A number of questions were asked at the outset of the Portfolio (set out below).
- What is the **vision** for undergraduate students emerging from university education?
- Can **developmental psychology assist** in meeting the needs of undergraduate education?
- What **conditions** support development which is transformational in nature within undergraduate education?
- What are the **outcomes and benefits** of transformational developmental growth for programme participants?

The first three questions have been explored in some depth through-out the portfolio. However question four remains beyond the scope of this work. I would like in the future for this question to be addressed in consultation with the teaching team as the next step in the development of the programme.
Initial plans are afoot in 2013/14 to take measures of student developmental progression as part of their research portfolios in both the 2nd and 3rd year of the programme.

Current Indicators of success can be taken from a number of sources listed below.
- the 23 average number of students who selected the programme each year since 2010;

- a 0% drop-out rate from the programme;
- the developmental outcomes are embedded in the academic work completed by the students (although I am not at liberty to include these marks in this document as they are private to the students);
- the outcomes of the Transformational Dialogues (which are private to the students and are not included in this document)
- Staff Module Feedback Reports feedback forms are routinely collated as part of normal university procedures from the students (These are private to the Lecturers and the Head of School)
- External Examiners Reports
- Testimonials from students which are used for a variety of marketing purposes.

The world we live in is complex and often difficult to understand. It is for a large part created and sustained by a socialised epistemology where people think through the views of others without ever forming their own independent minds. Kegan (1994) and others working in the field of adult mental development, have through their exploration of human development shown that adults have greater potential than the socialised order of consciousness. However the road to continuing adult development is difficult as it involves challenging and disrupting the *Self,* which many people shy away from.

I have argued that by accelerating development with young people brings life-long transformation into their awareness and is therefore more likely to endure. Just as people look after their physical health, having the knowhow to look after one's mental development – rather than just let it happen can empower people at every life stage in a new way. For those who embrace development, there is so much to this internally driven "way of knowing" e.g.

- understanding adult development as a trajectory with stages of development;

- grasping the idea of subject /object separation as one forms and reforms one's own reality;

- the integration of several aspects of thought into a deeper perspective which encompasses: the practice of reflective judgement, the role of experience, the importance of dialogue, the value of developing clear thinking(theory as apparatus of thought; formal analysis and dialectical thought) and learning to manage one's vulnerabilities and anxieties.

Overall I believe that the work completed to date has shown a number of significant advances from what I knew at the outset. By disrupting my comfort zones, the progress speaks for itself:

- adult mental development has become integrated and a core part of an undergraduate scholarly programme aligning the ideas, principles of development into a transformational teaching pedagogy;

- student's are playing a central role in their education taking responsibility for their transformational development e.g.

Setting and monitoring learning goals;
- ✓ Challenging own and others' assumptions, values and beliefs;
- ✓ Checking in on assumed assumptions;
- ✓ Challenging their beliefs;
- ✓ Asking what is important to them?
- ✓ Reflecting on what they did well?
- ✓ Asking what could they have done differently/better?

- the creation of a learning and development environment where learning activities and the demonstration of performances, reflection, dialogue, and open mind-set are integrated, valued and practiced. Trust and engagement between the students and the teaching team has been significant in the creation of this truly developmental culture; and

- the considerable effort and contribution made by the Director of the programme, Dr Ella Kavanagh with her teaching team, notably Mr Daniel Blackshields to understand and embrace the concepts of development.

The last word goes to my own expectations from the DBA and my goal to improve the quality of my meaning making. In the Introduction, I explained that what my clients want is my objectivity and to provide them with 'a different set of eyes'. The task for me has been and will continue to be about suspending judgement, keenly observing my surroundings, keeping an open and curious perspective, being positive and solution-oriented, providing evidence and reasoned opinions, as well as accurately highlighting risk and areas of exposure.

I feel I have made progress in these areas and will continue to do so as part of a longer term developmental trajectory.

Part V   Portfolio Conclusion

I   Guidelines for Peer Practitioners

At the outset of this exploration I opened up a debate on university undergraduate education by examining the possibility of redesigning the traditional BA Economics in UCC and putting the student at the centre of their learning experience. In Essay Three I shared my perspective on the transformed programme highlighting the new pedagogy as a tremendous achievement and the on-going challenges involved in creating a transformational opportunity for third level students. I believe that the new BA sets a new standard for universities to support students to enter the workplace with well-developed capabilities for clear thought and effective behaviour with high levels of self- awareness and self- management.

In this conclusion, I address peer practitioners who are interested in creating a similar learning experience for students to expand their minds, and make themselves more competitive in the workplace. These practitioners may also wish to explore the idea of using constructive developmental psychology in transformative education, where the goal of the learning experience is for students to transform their thinking, their behaviour to increase their effectiveness.

I am also addressing peer practitioners in the world of organisations as many of the key learning and insights I have discovered can be explored for organisational learning environments.

I am interested in those who have a genuine commitment to facilitating the development of others, and who understand that without developmental opportunities and encouragement, potential may never be reached. However I am focusing on practitioners of development who know the time, commitment and resources involved in transformation and are not frustrated by this. In summary, my peer practitioners are those:

- directors, advisors or teachers on academic programmes whose aim is to develop others to think for themselves and to improve their capabilities for effectiveness on entering the workplace and as a template for life-long development;

- who understand the idea of capability, as different from that of competence/competencies;

- who understand capability as a fundamental lens/perspective, encompassing both cognition and emotion through which to observe and organise meaning in the world;

- who have a vision for capability outcomes;

- planners and strategists at university level who want to improve the relevance, value and transferability of the university educational experience into the world of work; and

- directors of learning in commercial companies and other organisations who ensure that their people deliver customer excellence through an open, curious and developing mind-set.

All peer practitioners share a common interest in believing that enhanced performance and contribution is helped when people commit to their on-going development through a combination of challenge and support.

Before continuing with my learning review and the arising implications for practice, I remind all of us interested in this field that adult mental development is a relatively new scholarly area. Carol Hoare (2006, p.3) talks about adult development **as growing a discipline at the borders of thought** highlighting that it was 1978 when adult development was first used as a subject heading. Hoare explains the late scholarly interest in adult development arises from different influences. Firstly Freud who maintained that development ended in adolescence and pessimistically framed adult development as a negative and potentially dark place by stipulating what adults should *not* do or be. Another influence has been the sharp increase in life expectancy which has risen sharply from 47 at the beginning of the 20th century to age 80 for women and 72 for men currently in modern developed countries (BBC Health News, 13 March, 2013). Also until recently adulthood was seen as a linear process marked by aging and life events and qualitative changes in adulthood such as personal growth and development, realisation of potential were largely understudied subjects.

Bearing in mind the newness of the area, I will now explain the implications for the practice of transformational education from my reflections, and offer additional insights beyond my current practice.

I will address the following issues:

1. A new pedagogy for world class university education
2. Growing capability as the outcome of transformative education
3. Developing the independent mind
4. The role of developmental questions
5. Conditions which support transformational learning
6. Culture which supports transformational learning
7. Entry to a transformative learning programme.

II   Pedagogy for Learning and Development

1   A New Pedagogy for World Class University Education

The new programme has been built up on three key perspectives of Development, Transformation and Transference. Ultimately the purpose of transformational education is to grow perspective and open up the mind to consider and act on new things.

Development Perspective is firmly embedded in a Constructive Developmental framework where development occurs in our meaning making systems and levels of consciousness over time, moving to increasingly higher, and more integrated levels of functioning.

I have shown how to integrate four developmental principles (Acceleration; Dis-equilibrium; Environment and Internal Authority) into a transformational pedagogy, which focuses on growing a perspective of the world, myself and others so that students will:

• develop their own unique arguments and perspectives as significant developmental steps toward a broader view of the world;

• challenge their views by using appropriate economic questions to expand and deepen thinking on employment; and

• reflect at a deeper level on their own implicit and mindless use of theories encouraging them to be more aware of their own thinking as distinct from the thinking of others.

The Accelerating Development through Experience Perspective is firmly embedded in Transformative Learning theory e.g. having disruptive learning experiences which challenge existing habits of mind and broadens out the meaning making system sufficiently for new learning to occur. A well-developed lens will be alert to new experiences and aware of how it is making meaning of experience - it is less likely to be overwhelmed by experiences, as it knows that "Experience is not what happens to you – it's what you do with what happens to you" Aldous Huxley (1972). William Perry (1978) explained that the most fundamental thing we do with what we perceive is to organise it. Most people prefer to make sense within existing thought categories. However the precise aim of transformational learning is to disrupt those categories - sufficiently - so that the form actually changes and mental growth can take place. **Things that are subject are by definition experienced as unquestioned, simply part of the self…we don't have things that are subject, things that are subject have us Berger & Fitzgerald (2002).**

Kegan 2000, talks about informational learning, referring to *extending already established cognitive capacities into new terrain (p.48).* This type of learning will change what you know. In contrast a transformational learning experience which *can*

occur from a sudden powerful experience, will change the way in which you see yourself and your world (Clark, 1993). Kegan describes this trans-form-itive experience as *"putting form itself, at risk of change".* He also says that it is not just about changing the form but also increasing the capacity of the form.

The close link between action and perspective transformation is a key finding from my experimental work. Taylor (2008 p.10) goes as far as to say "without experiences to test and explore new perspectives, it is unlikely that learners will fully transform".

In the first perspective, the changing of the human form is the core of development and the essence of the second perspective is the acceleration of development through transformative learning experiences.

Transferring Learning into Organisations. The third perspective is about transferring new capabilities into organisational life.

Economic and management writers e.g. Peter Drucker (2001) and Edith Penrose (1959) maintain that it is the continued development and recreation in any business that ultimately sustains its viability. CEOs and leaders of the future, or employees of big and small organisations, who have experienced the benefits of a transformative education will bring these habits of mind into their working life and use them to transform business practice.

In organisational life where adult mental development is genuinely understood as the emergence of capability strategic developmental planning will drive the growth and expansion of meaning making both at individual, team and organisational level. Developmental goals are linked to the company's goals, and also stem from the specific challenges and opportunities unique to individuals. Developmental thinking when integrated into other strategic organisational priorities e.g. performance management, recruitment, talent and recognition practices are more likely to have committed people who perform ahead of the competition. They are used to operating in a vibrant culture of challenge, learning and seeking support which takes them out of their comfort zones, to build new perspectives.

For others practitioners, I suggest that the merits of this approach is that each perspective is closely interrelated into a teaching pedagogy for the BA which in turn focuses on the development of the student's evolving meaning making as a basis for life-long development. The strength of the pedagogy is that it highlights the resolution of challenging experiences through the study of Economics, using the tools of reflection, feedback, and dialogue to facilitate student's development of meaning making. The approach also works on the basis that, arising from these experiences and the reflections which follow the experiences it is possible to develop and ultimately to transfer newly formed 'habits of mind' into postgraduate and working life thereafter.

This approach is in sharp contrast to a model of education which focuses exclusively on the acquisition of competencies confining itself to knowledge and skills. This educational pedagogy is to me like building a house in the middle of the desert without foundation, context or connection to infrastructure. I find that this informational based approach does not serve the long-term development of the student. In my experience, this informational model also explains why some graduates competing for jobs fail to articulate what their education has achieved for them when trying to enter the workplace.

2   Growing Capability of Perspective

Growing Capability is the principal outcome of the approach we have taken to transformative education. The outcome of the above teaching pedagogy is designed to grow human capability to take a broader, more innovative perspective in life. It is important to understand that human capability differs from person to person, just as people have different interests and talents. However capability in the BA operates at a deeper level beyond the acquisition of skills and knowledge - it requires that the person grows their perspective to think about, consider perspectives, make judgements, handle diversity/contradiction and conflicts, reflect and take new action as part of a growing expanding and more complex perspective.

In the process of addressing economics based, developmental questions, over a period of 2/3 years under-graduate students of this programme can expect to develop the following capabilities:

OPENNESS OF MIND ALLOWS FOR MULTI- PERSPECTIVES: Knowing about different perspectives; Considering different perspectives; Recognising perspectives as different from own; Formulating own evidence based perspectives.

CONSTRUCTING NEW WAYS OF SEEING THINGS THROUGH DIALOGUE: In dialogue with others, students will develop the capability for dialogue which involves sharing own ideas, exploring others/ideas & perspectives; asking questions, listening and clarifying, suspending judgement and formulating new ideas/perspectives

INFLUENCE AND PERSUASION OF OTHERS THROUGH COMMUNICATIONS: In communicating to multiple audiences, using appropriate mediums, the students will develop a capability for influence, persuasion, building relationships and getting buy-in.

ORGANISATION AND PLANNING: The students will develop the capability for self-management, prioritisation and delivery.

3   Developing an Independent Mind-Set

Our experience of the new BA showed that the potential to develop enhanced capabilities came from students who are open to the idea of forming their own views

in a mindful way, had a level of self-awareness and were motivated to develop themselves further. I conceptualised this as the 'Internal Authority' and argue that it plays a significant role in the higher levels of adult mental development. The purpose of the BA developmental project work is to create opportunities and an environment where students were nurtured to develop and to use their 'internal voices' - i.e. acquiring, creating, and defending their own judgements and decisions through the medium of academic pursuit.

Disappointingly Kegan (1994) tells us only a small percentage of the population actually develop a robust internal authority which can create, regulate and monitor their own thinking. Notwithstanding this, peer practitioners will note that the transformational BA focuses on the development of internal authority at an early stage in life by:

- increasing awareness of adult mental development amongst the students,

- creating a culture where development and learning can flourish into transformation;

- providing students with an understanding of how to grow their meaning making; and

- encouraging students to step outside their comfort zone and participate in a highly structured and learning programme.

In doing so, transformational learning is seen not as a knowledge base 'out there' to be discovered as absolute, rigid and definitive, but in a way that allows the students to understand that knowledge is truly created 'from within ourselves' in a gradual and often invisible way. Dolaz (1999, p.59) observes "transformations rarely, if ever, come about abruptly. Rather they slip into place piece by piece until they become suddenly visible, often to others first and later to ourselves".

We organise, interpret and reinterpret our worlds in light of current and new experiences, in a way. It is through these experiences that the person broadens their perspective, what Mezirow (2009) calls "perspective transformative" and their meaning making opens up to become ultimately "more inclusive, discriminating, permeable, and integrated".

The emphasis on the development of an internal authority has been consistent throughout my exploratory process. Whilst the voice may not be strong initially, the critical message is that with sustained effort to research different perspectives and to create one's own views and opinions, internal authority can grow and mature in depth and consideration.

4   The Role of Developmental Questions

As an integral part of developmental opportunities, developmental questions have the potential to bring about changes in thinking about oneself and the world. The importance of finding developmental opportunities with developmental questions which disrupt the comfort zone of established assumptions, beliefs and values, is to send the students in search of altered thinking which address the questions. My experience is that the pursuit of answers to developmental questions best takes place within a context of high challenge and support.

In the programme, students are asked to demonstrate over the course of the academic year performances which give them an opportunity to express their reasoned perspectives on central economic based developmental questions. Project work, presentations, academic papers, debates, field trips, group work, interviews and formal examinations are the main fora in which students are asked to address these questions.

Key learning for other practitioners to note relates to the nature of transformational experiences which allow students to experience the direct impact of feeling stretched, but not overwhelmed. The requirement to find one's *own* voice in these opportunities is part of the experience of transformation – nobody can do this for them.

The importance therefore of having a rich and diverse list of transformational opportunities embedded into the programme and the requirement to constantly refresh them, I have found to involve:

- rich and varied methodologies for recreating real life learning opportunities in and beyond the classroom;

- using alliances with local companies to generate case studies and critical reflections at a company and industry level; and

- harnessing the students own contacts to establish on-going dialogue with local groups/business/organisations.

5   Conditions that Support Transformational Learning

Paying attention to the particular factors that foster the connection between learning and development are important in successfully achieving transformational movement. These are three fold: pre-development work; socio-cultural context, and reflective practice (including feedback).

Pre-development work: Development involves choice and commitment, as the effort involved in transformation is different from what is required in the traditional classroom. For many students who engage in transformation the effort and commitment is not fully understood. For facilitators the concept of support and challenge combined to achieve transformation is often not understood. Therefore full

briefings should inform likely participants so that they can make realistic choices about whether they are truly committed to transformational work.

Socio-cultural: A key factor in developmental work is the ability to relate to, and use the individual and collective experiences of the students as part of the transformational learning experience. Students learn not in a world of splendid isolation, but in a world which is ultimately related to where they live and how they make meaning of their experiences (Jarvis, 1987, p. 11). Paying attention to the social expectations of students as part of the social and economic world they live in is very much part of the transformational experience in the BA Economics. E.g. students currently living in Ireland during recession and high emigration, participating in a world of high-speed technology, access to the 24/7 information on the internet, witnessing the emergence of the east and contraction of the west, experiencing local and national economic and social circumstances all provide wonderful topics for exploration in a transformative sense.

Reflection: Reflection has been fundamental to student learning, and without it the programme would be no more than a series of random and senseless experiences. Ensuring that the students commit to the process of reflection has however been a challenge. Helping students to see that they are reflecting on their own performances, which not intended to raise any deeply personal issues. What is at stake in reflection is the students ability to look at him/herself and see how they are contributing to their own thinking as part of the activities they are engaged on in the programme.

The BA asks the students to reflect on themselves in three ways:

- firstly, how they are moving from one experience to another with a deeper and richer understanding of the relationships with and connections to other economic experiences and ideas;
- how systematic, rigorous and disciplined is their way of thinking about perspective, diversity, contradictions, absences, in relation to the developmental questions;
- to what extent are they learning through dialogue with others; and
- to what extent are they learning about their own strengths and weaknesses?

Merriam's position (2001) builds on these ideas by arguing that the capability for critical reflection is rooted in cognitive development and experience. It seems that mature cognitive development is foundational to engaging in critical reflection, and in rational dialogue necessary for transformational learning. E.g. the classroom dialogue experience values 'real life' experiences in:

- local and international industries
- case studies from world economic affairs,
- reading from diverse sources,
- different exposures to the world of art, literature, academic etc.

Taylor, Marienau,& Fiddler (2000) identified that development as an outcome of deep learning has five key indicators: (i) knowing as a dialogical process; (ii) a dialogical relationship to oneself; (iii) being a continuous learner; (iv)self-agency and self-authorship; (v) connection with others. This finding is consistent with Baxter Magdola (2001) in her study of post graduates.

Learning designed to facilitate development provides a basis for students to question, to discern the complexities in a situation, use imagination in considering new possibilities, reflect on their own performance and learn from experience, be fair and objective in considering others opinions and values as well as having the courage to change their opinions. This level of development is firmly grounded in the beliefs and assumptions underpinning the transformative programme. There is an echo here to the work of King and Kitchener (1981, 1994) on Reflective Judgement. Their model focuses on how people construct meaning and make judgements in a sequence of developmental stages that are not linked to age. Dewey (1933, 1938) noted that reflective thinking starts when the person acknowledges that they have a problem which cannot be resolved by logic alone. Dewey also noted that a person in these circumstances begins reflective judgement if they have approached the scenario without preconceived ideas and with the openness to improving their understanding of the issues (as opposed to an insistence on absolute certainty). For a full explanation on the stages of reflective judgement, please see P.M. King & Kitchener, 1994).

However, reflection to form new habits of mind requires the crucial role of supportive relationships and environments (Mezirow, 2000: p25). Students in my experience definitely benefit from an environment where there is enough trust in place for rational discourse to take place to test out new ideas, critically self-reflect and build up new understandings. Challenging discourse in the programme occurs in a whole variety of ways: one-one relationships, small work groups, and formal educational settings i.e. traditional classroom and non-traditional web-facilitated learning.

As a compliment to group work, Taylor, Marienau and Fiddler (2000) argue that relationship to self can be a powerful tool for reflection as it encourages speaking to the self in much the same way as people dialogue with one another. Rather than seeing one's experiences exclusively 'from the inside out' one is also able to see themselves from the 'outside in' which is helpful in forming objective and independent opinions.

Dialoguing with oneself as an independent observer, is stressed on the programme as a life-long capability which develops and deepens with maturity and which is valuable in being able to explore life's experiences through a framework of analysis, and learning to see one's experiences within a context for further exploration. It is a fundamental part of achieving subject/object separation, which is the very pulse of a dynamic and evolving meaning making system.

Being interested in the idea that students have a dialogical relationship with themselves, I have introduced various self-assessment and self-reflective tools into the BA programme. In practice these tools, while very useful have taken time to fully integrate into the reflective practice of the students. The programme has found that reflection happens most convincingly when it is required in a structured and mandated way as part of the developmental activities. However when left to the discretion of the student such self-reflective tools are less likely to be used proactively and many struggle in the practice of looking at and objectifying their own experiences.

Practice has alerted us to pay attention to the on-going enhancements required for more effective reflection in the programme. An important step I believe is to ensure that all critical tools and activities are set out in a structured way with clear expectations, accompanied with lots of support and practice opportunities as the self- reflective practices are fully integrated into the programme.

6   A Culture that supports Transformational Learning

Daloz (2006) talks about 'inviting the whole person into the classroom'. Eisen (2001) highlights a number of qualities which positively affect the transformational experience, including non-hierarchical status, non-evaluative feedback, voluntary participation, partner selection, authenticity and establishment of mutual goals. Similarly my experience of the new BA programme is that a number of qualities are important to create a high quality transformational learning environment:

- high levels of student engagement and responsibility;
- a genuine culture of self-directed learning; and
- an open, encouraging and facilitative teaching style.

Therefore, not only is fundamental change required in the nature of the new BA programme but also in the culture, attitude and environment surrounding the programme. Transformation needs support and the people at the helm i.e. the teaching team, need support also.

I have learnt the importance of ensuring that students coming to the programme have clear expectations of transformational learning and an understanding of the personal investment involved in a transformational programme. Without proper explanation of transformation, it is difficult for students to commit to working in a new way, involving a lot of pre-class preparation, active engagement in class dialogue, teams and project work as well as reflection and continuous improvement. In particular this can be difficult for those students who are not clear about transformation and the differences with traditional transactional learning programmes.

A central part of the engagement is for the students to connect with the programme facilitators, allowing them to discuss their transformational learnings in an open and

honest way. For example in the BA programme, there are key conditions which help shape what the programme's level of engagement between students and their mentors:

On the part of the Student:

- A partner relationship between Student and Mentor
- Prepared to engage with the Mentor and take feedback
- An interest in broadening ones perspective
- A passion for one's own learning and development;
- An openness to disrupt one's own comfort zone. Not being disheartened by making mistakes.

On the part of the Mentor:

- An openness to working on an equal basis with the student and creating an environment of "equality";
- Taking on a coaching role which clearly puts the student in charge of themselves; and
- An open exploratory mind-set with the students which seeks out possibilities e.g. avoiding pre-mature judgements without full exploration of hypothesis, generating alternative points of view, gathering evidence, being open to diversity, inclusive and differentiated.

The task of creating an engagement culture has fallen to the BA Economics Programme Director and her team. It is not an understatement to say that they have charted new territories for transformative education, given their personal commitment to the redesign of the BA programme. Peer practitioners should note that without this level of commitment and vision, the transformation would have been invisible.

It is important to acknowledge the personal transformation which the teaching team underwent to broaden out their roles as both facilitators of transformation, and mentors of the students. I am clear that the success of the programme hinges on the commitment, determination and prioritisation of transformational as a new way of working. This commitment cannot be underestimated as a crucial part of the success of the programme to date. This expansion of roles has been taken on by the teaching team as part of their many other research and teaching commitments. As already mentioned all members of the team teach across other programmes both within and outside of the School of Economics, UCC. Their continued professional development is crucial to the ethos of development and for the continued success of the programme.

7   Up Front Diagnostic

Time is required to facilitate development, so the importance of a two to three year time horizon to achieve an acceleration in development is important. Development will be measured through the formation of self-authored, and self-aware habits of

mind, used as a lens to understand, interpret, explore and make recommendations in relation to Economics.

The habits of mind specifically relate to the evolving capabilities of the mind as problem identification and analysis, judgement and evaluation, innovation and creativity, focus on results, communications, planning and organisation, teamwork, interpersonal perspectives, self-awareness, personal drive, influence and persuasion, openness to change and self- management of pressure and stress. Students were guided to work with these capabilities as a basis for their development in their modular performances e.g. in relation to judgement and evaluation, how many different perspective(s) did you explore on the issue? What is your understanding of relationships and evolving change from the perspectives? What linkages, contradictions and common themes did you identify in the data? How did you form your opinion, and what evidence did you use?

It is probable that in the future a clearer picture of the student's meaning making in relation to these capabilities will be established at the outset of the programme. Through an interview process they would receive feedback on their current meaning making capabilities.   Following on from this the student could generate their own learning goals based on the key learning outcomes identified for the Programme and its constituent modules, which they would progress throughout the programme.

Currently the students slowly build up a picture of elements of their meaning making as they progress through the programme's transformational experiences, feedback, transformational dialogues and self-reflection. Providing the student with a front-loaded perspective may have value in increasing the student's focus on their transformational learning from the outset.

Section III Final Thoughts

From my explorations, I feel confident I have developed my own perspective about the nature of development in adulthood, and particularly in relation to its acceleration. Kegan (1994) observes that while insight cannot be taught, we can create the environment within which insights flourish. I have experienced transformational learning as part of a pervasive culture which values growth and learning over achievement, and where deficiencies are seen as opportunities for more learning.

Transformational work also has the potential to broaden out into patterns of life-long learning and on-going transformation. For example, the new BA programme provides for transference of a broader perspective from undergraduate into organisational life.

On the other hand, transformational work in undergraduate education is not without risk and the need for honest engagement in an open learning culture is vital for success. In addition certain success factors have helped the BA Economics flourish through the creation of a new pedagogy. The new pedagogy encompasses developmental challenges for the Self; the creation of an appropriate cultural environment as well as ultimately preparing graduates to meet the needs of the workplace as entrepreneurs and employees and as post-graduate students.

This flourishing is in every way due to the capability of the BA Economics leadership and teaching teams, whose commitment to the adult mental development of students has been steadfast.

Ryan (2004) highlighted the shift required for teachers of transformative learning, and does not shy away from what is involved in this transition. "A lack of ambivalence was traditionally the hallmark of a good teacher, who provided information, along with structures in which learners could process new information. A pedagogy of uncertainty is about learning to embrace knowledge that challenges our identities. As a part of this process, tutors have to manage their own not-knowing, along with the group's not-knowing. Moreover there is no end point as it is an on-going journey".

Notwithstanding the transition involved for lecturers, when all is said and done, the core objective of transformational development at undergraduate level is to guide students into a world that grows more chaotic and unpredictable. Success for me will involve the students emerging from their transformation education equipped with a broader world perspective about economics and about themselves, able to reason with questions such as:

- How do I be aware of, know, and challenge my assumptions, values and beliefs in an ever changing world as I develop and grow through experience?

- How do I create my own well informed perspective on a topic?

- How do I use Economics as a lens through which to understand my own perspectives on the world?

- What do I know about myself in the areas of scholarly, professional and personal capabilities?

- How do I optimise my strengths and manage my weaknesses?

- What is my career and developmental plan post university?

References

Adler, A. 1907. Study of Organ Inferiority and its physical compensation: A contribution to clinical medicine. (S.E.Jelliffe, Trans.) New York: Moffat-Yard.

Adler, A. 1938. Social Interest. London. Faber & Faber.

Adler, A. 1954. Understanding Human Nature (W. B. Wolf, Trans.) New York: Fawcett Premier. (Original work printed in 1927)

Adler, A. 1964. The Individual Psychology of Alfred Adler. Ansbacher and R.R. Ansbacher (Eds.) New York. Harper Torchbooks.

Alexander, R. 2000. Culture and Pedagogy. International comparisions in primary education. Oxford: Blackwell.

Alexander et al, 1994. *Transcendence and Mature Thought in Adulthood: The further reaches of adult development* (pp 39-70) Lanham, MD: Rowman & Littlefield.

Allport, G.W. 1955. Becoming. New Haven, CT. Yale University Press.

Ansbacher, H.L. and Ansbacher, R.R. (Eds.) 1967. The Individual Psychology of Alfred Adler: A systematic presentations in selections from his writings. New York. Harper Torchbooks, Harper & Row.

Arendt, H. 2003. Responsibility and Judgement, Jerome Kohn, editor, Schocken Books, NY

Arendt, H. 1958. *The Human Condition*. (this edition in 1998) Chicago; The University of Chicago Press.

Argyris, C.1980. *Inner Contradictions of Rigorous Research*. New York. Academic Press.

Bahro, R. 2000. Extract from booklet prepared for Global Summit 'Web of Hope' - Wheatley, M. 2005/2007 *Finding our Way*. San Francisco; Berrett-Koehler Publishers, Inc.

Baldwin, J.M. (1905) *The Story of the Mind.* New York, D. Appleton and Company.

Bandura, A. 1972. *The stormy decade: Fact or Fiction? In D. Rogers (ed.) Issues in Adolesence Psychology.* (2nd edn), New York. Appleton – Century Crofts.

Basseches, M.A. 2005. The Development of Dialectical Thinking as an Approach to Integration. *Integral Leadership Review*, 1, 2005 47-63.

Baxter, M.B 2001. *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling. VA. Stylus.

Beck, D.E. & Cowan, C. (1996) *Spiral Dynamics. Mastering Values, Leadership and Change.* UK. Blockwell Publishing Limited.

Benedict, R. 1938. Continuities and Discontinuities in Cultural Conditioning. *Psychiatry*, 1,161-7.

Block, P. 1986. *The Empowered Manager – Positive Political Skills at Work*. Jossey-Bass Management.

Blythe, T 1998.The Teaching for Understanding Guide. San Francisco, CA. Jossey-Bass.

Bohm. D. 1996. *On Dialogue.* New York. Routledge Classics.

Brofenbrenner, U. 1974. The Origins of Alienation. *Scientific America,* 231, 53-61.

Brown, K. 2006. Leadership and Social Justice and equity: Evaluating a transformative framework and andragogy. *Educational Administative Quarterly*, 42(5) 700 -745.

Cragg, C.E. et al, 2001. Perspective Transformation in RN to BSN distance education. Journal of Nursing Education, 40(7), 317-322.

Chandler, D.E. & Kram, K.E. 2005. Applying an Adult Development Perspective to Development Network. Career Development International, vol 10, no 6/7 pp 548-566. Emerald Group Publishing Limited.

Chomsky, N. 1965. *Aspects of the Theory of Syntax*. Cambridge, MA. MIT Press.

Cook-Greuter, S. 1999. Postautonomous Ego Development: A Study of its Nature and Measurement. Integral Publishers. Dissertation Series.

Cooperrider, D.L. and Whitney, D. 2005. *Appreciative Inquiry, A Positive Revolution in Change.* San Francisco. Berrett-Koehler Publishers, Inc.

Coleman, J.C.2010. *The Nature of Adolesence*. 4th Edition. London and New York. Routledge Taylor & Francis Group.

Collingwood, R.G. 1939. An Autobiography. N.Y Oxford University Press.

Cowan, C. Beck, D. 1996. *Spiral Dynamics: Mastering Values, Leadership and Change.* United Kingdom. Wiley-Blackwell.

Daloz, L.A, 1986. *Effective Teaching and Mentoring: Realising the transformative power of adult learning experiences*. San Francisco. Jossey-Bass.

Dolaz, L.A. 1999. *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

Debold, E. 2008. *Epistemology, Forth Order Consciousness and the subject-object relationship.* Extract from interview with Robert Kegan.

Deweck, C. 2006. *Mindset: The New Psychology of Success*. New York. Ballantine Books.

Dewey, J.1915. *Democracy and Education – An Introduction to the Philosophy of Education*. New York. Mac Millian Company.

Dewey, J.1933. How we Think. Buffalo. New York Prometheus.

Drucker, P. 1967, 1985, 1996, 2002, 2006. *The Effective Executive – the Definitive Guide to Getting the Right Things Done.* New York. Harper Collins Publishers.

Drucker, P. 1985. Innovation and Entrepreseurship. New York, NY, Harper Collins.

Elder, G.H. 1968. *Adolescent Socialization and Development*. In E. Borgatta and W. Lambert (eds). Handbook of Personality Theory and Research, Chicago: Rand McNally.

Eisen, M.J. 2001. Peer-based professional development viewed through the lens of transformative learning. *Holistic Nursing Practice*. 16, 30-42

Endler et al, 1976. *Theories of Development*. (2nd ed.pp.1-34) new York:Holt, Rinehart & Winston.

Erikson, E.H. 1950. *Childhood and Society.* New York. Norton & Co.

Erikson, E.H. 1959. *Identity and the Life Cycle*. New York. Norton & Co.

Fanning, C. Doyle, E. Maguire M (2012) Literature on DBA Business Economics Programme, UCC.

Festinger, L. 1957. *A theory of cognitive dissonance*. Palo Alto. CA. Stanford University.

Fisher, D. and Torbert, W. 1991. Transforming Managerial Practice: Beyond the Achiever Stage. (pp 143-147)

Frankl V. 1983. *Man's Search for Meaning*. London. Rider Publishing..

Freire, P. 2000. Pedagogy of the Oppressed. Revised 20th Century edition. New York. Continuum.

Freud, A. 1937. *The Ego and the Mechanics of Defenses.* London, Hogarth Press.

Goleman, D. 1995. *Emotional Intelligence*. Great Britain. Bloomsbury Publishing plc.

Goleman, D. Boyatzis, R. and McKee, A. 2002. *The New Leaders, Transforming the Art of Leadership into the Science of Results.* Great Britain. Little Brown.

Graves, C.W. 1974. Human Nature prepares for a momentous leap. The Futurist, April 1974.

Hoare, C. 2006. *Handbook of Adult Development and Learning*. Oxford New York. Oxford University Press.

Igneizi, M. 2000. *Meaning-Making in the Learning and Teaching Process – New Directions for Teaching and Learning.* Jossey-Bass Publishers.

Inhelder, B. & Piaget, J. 1958. *The Growth of Logical Thinking from Childhood to Adolescence.* New York. Basic Books.

Isaacs, W. 1999. *Dialogue and the Art of Thinking Together*. New York. Doubleday.

Jarvis, P. 1987. *Adult Learning in the Social Context*. London: Goon, Helm.

Johnson, J.E. and Hooper, F.E, 1982. Piagetian Structuralism and Learning: Two decades of educational application. *Contemporary Educational Psychology,* 7, 217-237.

Kahn, W.A. 2009. The Student's Guide to Successful Project Teams. New York. NY. Psychology Press - Taylor & Francis group.

Kahneman, D. 2011. *Thinking Fast and Slow*. London, England. Penguin Books.

Kant, I. 1900. Kant on education. Translated by A. Churton. Boston: D.C. Heath. [http://files.libertyfund.org/files/356/0235_BK.pdf. Accessed October, 10, 2012].

Kegan, R. 1982. *The Evolving Self; Problem and Process in Human Development.* Cambridge, Massacheutes. Harvard University Press.

Kegan, R. 1994. *In Over Our Heads: The Mental Demands of Modern Life*. Cambridge, Massachussets; Harvard University Press.

Kegan, R. Laskow-Lahey, L. 1984. *Adult Leadership and Adult Development*. In B. Kellerman (Ed.) Leadership (pp. 199-230). Englewood Cliffs, NJ: Prentice-Hall.

Kegan, R. Laskow-Lahey, L. 2001. *How the Way we Talk can Change the Way we Work.* San Francisco. CA, Jossey-Bass.

Kegan, R. Laskow-Lahey, L. 2009. *Immunity to Change: How to overcome it and unlock the potential in yourself and your organisation*. Boston, Massachusetts, Harvard Business School Publishing.

Keynes, J.M. 1936. Volume VII *The General Theory of Employment, Interest and Money*, Macmillan Cambridge University Press, (this edition 1973). Preface (xxiii).

Kierkegaard, S. 1959. *The Journals of Kierkegaard translated*. New York. Harper.

Kierkegaard, S. 1999, *W.H Auden, editor. The Living Thoughts of Kierkegaard*, New York. Review of Books, NY.

Kohlberg, L. 1984. *Essays on moral development, V2. The psychology of moral development.* San Francisco. Harper & Row.

King. P.M and Kitchener, K.S. 1994. *Developing reflective judgement: understanding and promoting intellectual growth and critical growth in adolesence and adults*. San Francisco: Jossey-Bass.

King, P.K. 2001. Examining activities that Promote Perspective Transformation Among Adult Learners in Higher Education. Unpublished doctoral dissertation. Philadelphia: Widner University, 1997.

Lahey, L et al, 1988. *A guide to the subject-object interview: its administration and interpretation.* Harvard Graduate of Education, Cambridge: Laboratory of Human Development.

Lange, E. 2004. Transformative and restorative learning: A vital dialectic for sustainable societies. *Adult Educational Quarterly.* 54, 122-139.

Laske, O. 2008. *Measuring Hidden Dimensions of Human Systems: Foundations of Requisite Organisations*. Medford. MA. IDM Press.

Laske, O. 2011. *Measuring Hidden Dimensions, The Art and Science of fully Engaging Adults.* Medford, MA. IDM Press.

Levinson, D. 1978. *The Season's of a Man's Life.* NY: Knopf.

Loasby, B.J. 1991. *Equilibrium and Evolution*. Manchester. Manchester University Press.

Loevinger, J. 1976. *Ego Development: Conceptions and Theories*. San Francisco. Jossey-Bass.

Loevinger et al, 1985b. Ego Development in College. *Journal of Personality and Social Psychology,* 48, 947-962.

Loevinger, J. 1998, p.33 History of SCT for Ego Development. In J. Loevinger (Ed). Technical Foundations for measuring ego development. The Washington University Sentence Completion Test (pp1-10). Mahwah, NJ: Lawrence Erlbaum.

Maslow, A.1943. A Theory of Human Motivation. *Psychological Review.* Vol. 50 # 4, pp. 370-396.

Merriam, S.D. 2001. Andragogy and self directed learning: Pillars of adult learning theory. *New directions for adults and continuing education*. 89, 3-13.

Mezirow, J. 2000 *Learning as Transformation – Critical Perspectives on a Theory in Progress.* San Francisco, Josset-Bass.

Mezirow, J. 2009. *Transformative Learning in Practice*, San Francisco, CA. Jossey-Bass.

Penrose, E. 1959. *The Theory of the Growth of the Firm*. Oxford. England. Oxford University Press.

Perry, W.G. 1978. *Sharing in the costs of Growth. In C.A. Parker (ed.) Encouraging Development in College Students* (267-273). Minneapolis, MN: University of Minnesota Press.

Piaget, J. 1952. *The Origins of Intelligence in Children*. New York. Basic Books.

Piaget, J.1954. *The construction of Reality in the Child*. New York. Basic Books.

Pierre, G. 1986. Management education for an emergent paradigm. Unpublished doctoral dissertation, Teachers College, Columbia University.

Pinker, S.1994. *The Language Instinct: How the Mind creates Language*. New York:Harper Collins.

Portnow, Popp, Broderick, Drago-Severson, Nscall's Research Findings: Transformational Learnings in Adulthood. *Focus on Basics,* Volume, 2, Issue D. Dec. 1998.

Robinson, M.2010. *Absence of Mind*. New Haven & London. Yale University Press

Rooke, D. 2003. Organisation Transformation requires the presence of Leaders who are Strategists and Magicians. Retrieved July, 18, 2003 from Boston College.

Rooke, D. Torbert, W.R. 1998. Organisational Transformation as a function of the CEO's developmental stage. *Organisational Development Journal*, 16, 11-28.

Ryan, A. McCormack, D. 2004. Facilitating Transformative learning. Dept of Adult and Community Education. NUI Maynooth.

Sweeney, T.J. 2009. *Adlerian Counselling and Psychotherapy*. New York, Routledge, Taylor and Francis Group.

Taylor et al 2000. *Developing Adult Learners: Strategies for teachers and trainers.* San Francisco: Jossey-Bass.

Taylor, E.W. 2008. Transfomative Learning Theory. In S.B Merriam (ed) An update of Adult Learning *(pp5-15). New Directions for Adult and Continuing Education, no.119.* San Francisco: Jossey Bass.

Torbert B. 2004. *Action Inquiry: The secret of Timely and Transforming Leadership*. San Francisco, Berrett-Koehler Publishers, Inc.

Trowler, V. 2010. The Higher Education Authority. Department of Educational Research. Lancaster Univeristy.

Wheatley, M.J. 2005. *Finding Our Way – Leadership for an Uncertain Time*. San Francisco, Berrett-Koehler.

APPENDICES

APPENDIX A

The 2009 report from the BA Review, which set the foundation for the introduction of transformation and development into a university teaching pedagogy.

APPENDIX B

Manual for BA Economics students of Transformation, containing information on the Programme's Transformational Dialogues and Competency framework.

APPENDIX C

The approved programme modules for the UCC BA (Hons) Economics (through Transformational Learning) in 2013.

APPENDIX D

2012 Induction Programme for BA2 (Honours) Economics (through Transformational Learning).

APPENDIX E

VIVA Discussion with Professor Carol Costley and Dr. Eoin O'Leary, July, 2013.

APPENDIX A

Final Report - BA Renewal

BA Economics – University College Cork

MARCH 2009

_____

The current review of the BA Programme by the BA Teaching team, led by Dr Ella Kavanagh, supported and guided by Assumpta O'Kane as External Advisor, commenced in earnest in September 2008. A meeting with the Departmental Advisory Group in November 2008 confirmed the mandate for the review.

The review then launched its second stage in the months November 2008 – January 2009 by gathering external data on the perceptions and views of the current BA Economics. This data was gathered from 8 different sources.

The proposals outlined in this document are based on a combination of the external data collated by the team as well as the many team discussions which have taken place between October 2008 and January 2009.

The creation of a Developmental BA Economics is the outcome of the review.

This involves the establishment of a new degree with a dedicated programme of study for all students which will focus on three key pillars of student development – Intellectual, Professional and Personal.

Each of the three pillars are built on the foundations of:

- Performance of Understanding:(Performance Goals, Interactive Learning, Feedback and Continuous Assessment)

- Personal Development Process for Students:(Learning Goals, Coaching, Feedback and Assessment)

- Journey of Overall Adult Development: (Nurturing and growing the socialised mind-set, creating new learning and development opportunities for the student).

This document sets out a number of proposals which will form the basis of the BA Renewal, acknowledging that further discussion is required before we reach conclusions. For now, the

new programme has been called "Developmental BA Economics" to differentiate itself from a more traditional BA which is currently offered.

 The proposals are set out under the seven mandate headings.

1.   **Programme with Clear Purpose and Objectives**

1.1   Background Information

The feedback from many sources (other Programme Directors, Career Guidance Teachers, Parents and Employers) requested more clarity about the purpose of the BA (Economics) programme. Many employers do not see a BA (Economics) as a business degree, instead preferring to recruit graduates with specific business, finance and accounting degrees. Those that did employ BA graduates were not aware of the subjects that these graduates had taken in their degree.

Parents focussed on the importance of Economics within the BA for employment. Current students also highlighted the importance of their degree for a professional career and to get a better job.

Employers, past graduates and current students were asked to rate particular skills needed for the workplace. The skills were grouped into 5 areas: Communication Skills; Personal Development Skills; Interpersonal Skills; Work Management Skills and IT/Numeracy Skills.

Employers rated the following skills very highly: Written Communication, Oral Communication, Openness to Change, Team Work, Leadership, Problem Solving, Analytical Ability, Basic IT skills, Numeracy. Past graduates rated these skills as highly important. But they also included the need to be able to managing Multiple Tasks, develop Confidence, Negotiation skills and Managing Information. Students considered most skills to be relevant, with the exception of Advanced IT skills and Numeracy.

Current Students and Benchmark Universities were surveyed to assess the relevance and appropriateness of the content of the current programme. The feedback from current students was that the content of the current programme is relevant and provides preparation for work and postgraduate study. In our review of benchmark universities, both Irish and international, the UCC Economics programme compared favourably in terms of content with similar modules (quantitative and applied) offered. Importantly the BA (Economics) in UCC provides innovative modules that are not provided elsewhere such as Data Analysis modules, Survey Methods and a module on Critical Reasoning and Argument.

The BA (Economics) programme is a 3 year programme, unlike the BSc Finance and BComm which are 4 years. Therefore a student can obtain a BA (Economics) degree combined with a specialist Masters/PG Diploma in 4 years. This was reinforced by the Graduate Survey where 73% of respondents had completed or were currently in postgraduate education.

Our feedback also identified the importance of communicating the objective of the programme clearly to stakeholders – parents, current students, career guidance teachers and employers.

1.2   Proposals

The objective of the Developmental BA (Economics) degree is to provide an education in theoretical and applied Economics for the workplace. The workplace is viewed in the

broadest sense to include: postgraduate programmes, industry, government departments, banking, teaching and other professions.

The objective of the programme is to facilitate the intellectual development of the student through content, concepts, theories, analytical ability and the formulation of arguments.

The objective of the programme is to facilitate the professional development of the student by developing their skill base. This will include: data collection, numeracy, presentation, IT, verbal and written communication skills, personal organisation and time management and team working. These technical skills are rated highly important by employers and are an important part of the assessment of graduates for employment.

The objective of the programme is to facilitate the student's personal development and to build student confidence, self-awareness and career planning. The case for investing in personal development will be set out in Section 4.

The objective of the programme is to develop a general training in Economics.

The objective of the Programme will be clearly communicated to relevant stakeholders.

2.   Integrated and Coherent Programme

2.1   Background Information

The current BA (Economics) programme is 3 years with principles level modules offered in first year, intermediate level and quantitative modules offered in second year and applied theory and empirical modules offered in third year. Although there is some integration across modules in any one year and across years, this is largely implicit rather than explicit. The only prerequisites in the programme are for Quantitative Modules.

The BA Review team recognise the importance of developing an integrated programme across the three years. Students need to develop their intellectual and professional skills. One way of doing this is through developing linkages across the current modules e.g. teaching numeracy skills within a macroeconomic course.

An examination of the current programme showed that students could select out of particular parts of the programme – particularly data collection, data analysis, empirical research methods and numeracy/quantitative modules. As shown earlier in Section 1, this is inconsistent with the needs of employers.

Current Students were asked to identify the reasons for why they select out of quantitative modules. Of the current students, 37% said that they try to avoid modules that have a quantitative element. The reasons are that they perceive them as too difficult or feel that they have insufficient maths training coming into college to deal with these modules (they only have pass maths in the Leaving Cert).

2.2   Proposals

The Developmental BA (Economics) programme will be integrated over the 3 years. The content, skills etc. will be cumulative and increase in complexity over the 3 years providing a core body of knowledge and skills.

Each of the quantitative skills (data collection methodologies, data analysis, IT skills, numeracy) will be integrated into how the programme is taught and the assessment criteria across the three years.

The programme will alter student perception and build confidence in numeracy and show clearly the relevance of numeracy in Economics.

The Professional Skills and the Personal Development will be integrated into how the programme is taught and into the assessment criteria for each module and into the Personal Development process for students.

The programme will be taught in a highly interactive, participatory way between students and lecturer.

It will be a dedicated programme of study to ensure that all students have achieved a certain minimum training in content, technical skills, personal development.

The format across the three years is suggested as follows:

First Year

In first year, the focus is on the acquisition of Core Concepts and the assessment of this learning through a variety of Learning Interventions. In this year the Lecturer will take a LEAD role with the students to: give guidance and instruction, provide information and raise awareness.

Second and Third Year

The 2nd and 3rd year will be a fully integrated programme of study increasing in:

(i)   Complexity

(ii)   Variety of Intervention Methods

(iii)   Variety of Assessments, matching work skills

2nd and 3rd year will work on inter – relationships and causal links across the programme. This creates the opportunity to introduce Generative Topics for analysis and discussion, increasing in complexity and variety over the 2 years.

Learning Interventions will build on the directive interventions used in year 1 and also extend to a broader range of Facilitation styles as Students and lecturer have the opportunity to work together on a 1:1 and in smaller classes. Lecturers will use a broader range of facilitation styles to engage the students in more interactive learning.

Content will be cumulative and layered up as the 3 years progress. This is distinct from standalone modules which can be introduced at any time over the 3 years.

A variety of tools will be available to the lecturers to design their modules in an interactive way which promotes and aid this learning – teamwork, interviews, co-peer work, presentations, projects, site visits by/to employers, discussion papers, class discussions, learning logs, field work, benchmarking, research etc.

To integrate effectively, in the new Developmental BA (Economics), will require a close working teaching team, in place for a number of years, with responsibility for delivering the programme. Later in this report we describe in more detail the support required for the BA team to implement the new programme.

2.3   Proposal for Discussion

Of the students surveyed, 47% stated that the BA degree in UCC was their first choice. The decisions to take Economics was made primarily once students came to college with 42% of respondents deciding to take Economics after having started the BA in College. This may suggest the continued attractiveness of Economics within the BA Degree. Parents also focussed on the attractiveness of a BA Degree – good general degree, variety of subjects available, suitable for unsure students, good basic degree to build on etc.

The following options are possible:

(i)   Current BA Structure:

a.   Single Hons – 50 credits. There will be competition for places with students competing for x places on the Single Hons Programme.

b.   Joint/Major Hons – 30/40 credits.

(ii)   New Differentiated Degree with a separate CAO entry code.

(iii)   New Joint Hons Degree with English (to get around timetable constraints), Politics etc. with a separate entry code.

3   Excellence in Economic Content

3.1   Background Information

Current and Past Students have commented very favourably on the quality and relevance of the degree content.

We have completed a review of the Economics modules and the structure of the programmes offered in other Universities. On the basis of this review, we have concluded that the UCC BA (Economics) compares very favourably. The only differences that emerge between the UCC programme and UK Universities is (i) the inclusion of an Economic History course in UK universities and (ii) compulsory data analysis and quant modules in first and subsequent

years. As noted earlier the BA programme also has a competitive advantage in particular areas – surveys, data analysis and critical reasoning.

3.2   Proposal

The content of the current programme is in accordance with other Economics programmes and does not require major change for the Developmental BA (Economics).

4   **Student Personal and Professional Development in the new BA Development Programme**

The key Issues in this section are set out below:

•   Set out a Personal Development Process – with a clear Philosophy and set of objectives

•   Define the role of the Student and the Lecturer (Coach and Facilitator) for the new programme.

•   Outline the organisation and resources to support the new programme

•   Centre Student Engagement in the programme.

•   Define the role of Student Work experience.

It is worth noting that the issues of a supportive learning environment, organisation structure, and role clarity are introduced as part of the PDP issue because of the clear correlations between each of these areas.

4.1   Why is Student Personal and Professional Development Important?

On a positive note, at the outset of this section, this study has found that "there is great optimism that the new Developmental BA Economics will help students deal with the new world of economic realities – this is a great opportunity for student engagement and in addition gives the programme a competitive advantage. For the Lecturers there is the potential of bringing new meaning and purpose to the role of Student development."

The single most repetitive piece of feedback from all the research sources this study has looked at is that the BA Economics will benefit from a fresh approach to building student confidence, self awareness and the development of skills, compatible with the workplace. The workplace has been defined in section 1 in the broadest sense as post graduate education, professional training, public and private sector employment.

Information from employers, and past students has identified the need for students who are self aware and can self market themselves. A recent report from Employers in the "British Psychologist December 2008" explains "This means going beyond degree classifications and skills profile - which are important for the initial screening – but as employers we are keen for students to draw upon a range of their personal experience to promote their individual

selling points." This raises the question as to how the broader skills of self marketing and personal impact can be built into the fabric of the undergraduate programme.

Secondly our study has found that it will be important for students to substantiate their application and interview statements with convincing evidence. Students are also required to show how they can reflect on past performance to enhance their future performance. Therefore it is not enough for students to say I am good at this/that – they will need to show evidence and what that demonstrates.

Thirdly we found that employers are seeking self starting graduates with a strong set of IT, numerate and convincing set of communication (oral and written) skills. They are also expected to speak clearly and confidently about economics and current affairs. They should know how and where to get information and take the initiative to do so.

4.2   Personal Development Planning (PDP) Proposal

In response to the clear need for a system underpinning Student Development - A Personal Development Planning System can be the vehicle for improving student learning and ensuring that students are engaged and participating in their own learnings. Jackson 2001 states "the belief that recording and reflection as a process not only assists the individual to plan better but also leads to deeper learning".

There is substantial evidence from other professions and industries that PDP as a process of observation, recording, reflection, feedback and action greatly improves performance. Employers, Career Guidance Teachers, parents, lecturers and policy makers have stressed that development monitoring is an expected part of working life, as it reflects autonomy and drive.

Each of these groups strongly argue for 3rd level education to provide a compelling case to students as to why they are required to own their Personal Development and to understand why the university and the workplace wants them to own it.

Therefore the BA Economics propose to develop a robust and meaningful PDP which enables students to:

•   Become more effective, independent, and confident self-directed learners (who can see the links between the what and the how of their studies.

•   Understand how they are learning and how their learning relates to a wider context.

•   Improve their general skills for personal organisation, study, time management and career management.

Strategically and operationally a PDP system will require some key elements which are discussed in more detail below. Critically important is that the programme will allocate a number of credits to PDP activity and will assess the students' achievement of their learning goals at the end of the academic year.

4.3   PDP and Implications for the BA Team

Student Engagement

It will be critically important for the BA Economics team to embrace PDP as a way forward and commit to developing a system which they will own and fully implement with the students. At the heart of the PDP system lies a requirement for the whole department to think about what effective learning for students might mean in the broader climate of enhancement of the student learning experience. Our research to date indicates that there are considerable benefits to be derived from PDP but that it not a system which can be adapted by flicking a light switch. It involves a change in culture:

-        From a telling to a supporting and encouraging environment;

-        From a handholding process to a process which develops confidence and benefits student development;

-        Explicitly move from a traditional BA to a developmental BA education; and

-        PDP must be led from the top by the lecturers – it will not happen of its own accord.

Ultimately the student who will benefit is the one who buys into setting learning goals, works to achieve targets, has an open mind and commits to deeper learning through reflection, feedback and challenge.

4.4   Designing the PDP process

In the previous sections of this document, we have discussed the reasons why a PDP process is important to the BA, and then we broadened the discussion to focus on the importance of investing in the overall environment, structure and roles of the BA Team who will lead this BA transformation. We will now look at the mechanics of how to build a Personal Development Process as part of this new programme.

The mechanics of a PDP process in the BA Economics will be designed to include Academic, Career and Personal Aspirations:

•   Process of Self Assessment for student

•   Setting learning goals and objectives

•   Process of Feedback from Lecturer (from core module assessment activities)

•   Coaching for the student from the Lecturer to support learning

•   Process of Reflection by the student

•   The system – paperwork , IT, student numbers ratio, meeting frequency. Etc.

•   Links to a wider University system if appropriate

- Final Assessment of learning goals

- Engagement of the student

- Leadership and development for the Lecturers' role

- A full module, skills listing and assessment activities listing for all modules
(Reference University of Ulster)

4.5   Outside Work Experience

A key part of student professional development is outside work experience – the proposal means that students can include any outside work into their learning objectives so long as they demonstrate reflective learning and personal development from their experience. Work can be in paid employment, charity, community or in sports.   The key requirement is that the experience is planned into their learning goals, and then regularly reviewed and discussed between student and lecturer.

Ultimately, in the same way as reflections from academic activities in the classroom and learnings will be assessed in the Learning Log so too can reflections from external experiences go forward for assessment (assuming they meet the requirements of the Learning Log). External experiences, reflected on with depth and insight by the student and supported with coaching have the potential to greatly enhance learning and development.

4.6   Employers

The new programme will also agree how Employers can be brought into the programme to support specific/focused activities. Opportunities for learning in Employer Projects can be reviewed and developed in the PDP.

4.7   PDP in Practice

The following is an example of the outcome of the PDP process for a BA Economist student. This is for illustrative purposes only. We will need to establish a small group who will design a bespoke PDP process for the department and will make their proposals to the wider BA Team.

Example

A student has 3 PDP meetings in the year with their Coach – one each term.

Meeting 1 - agreed learning goals at the beginning of the year – covering four areas: academic progress, skills development, work experience and personal goals. Explain what is required in the Learning Log. Explain Reflection. Talk about the test the student's understanding and commitment to PDP. Explain credits available and on what criteria they will be awarded.

Meeting 2 – review of progress against goals; having concrete examples of achievements/failures/learnings and reflections in each of the goal areas by the student.

Feedback from Coach and relevant others based on compulsory module learning activities. Coach listens, asks questions and prompts for self learning. Some direction and advice will be appropriate. Goals are restated if necessary. Review the student's learning log.

Meeting 3 – closure of the process for that year. Review and assessment of learning from the goals. Stand back to look at the overall development of the student. Award final marks /credits.

 4.8   Proposals

•   Put a Student Personal Development Process in place stressing the key elements of Reflective learning, Learning Log, Coaching as well as a user friendly System

•   Clarify and Agree roles to implement the new PDP

•   Communicate with and engage Students in the PDP

•   Include External work Experience in the PDP, and identify learning opportunities with Employers

5   The development of the BA team to lead the Developmental BA Economics

5.1   It is very important to address the development of the BA team in taking on new and broader roles with the students. The resources required to run the programme require planning as does the development of the organisation structure and the roles required for the new developmental programme. Some of these areas include:

•   What is the optimal team structure for the BA Team?

A team structure will be put in place for the leaders/lecturers of the BA. They will work as an overall team, led by the Programme Director and meeting quarterly to agree and review progress of the overall objectives for the new programme.

Separate teams will form as subsets of the main group by aligning themselves to the structure of the programme – (e.g. modules). Each team will take overall responsibility for the implementation of specific modules across the 3 year programme. Their brief will be to take strategic and operational responsibility for the engagement of the students in the three key areas of the BA: intellectual, professional, and personal development. Each team will set their own module goals and objectives and work as a team to achieve them.

•   What is the role and responsibilities of the lecturer in the new degree programme?

A piece of work is required to map out the role and areas of responsibilities for the new Lecturer. The role will embrace elements of researching/teaching and imparting information; facilitation; giving feedback, coaching, motivating, and assessment. Specifically the role clarity will include the area of student engagement and responsibilities on the programme.

•   What personal and practical support is available for the new programme team?

A person who will champion the success of the Developmental BA in Economics within the university and directly with students will have a lot to offer the BA team. Change from the Traditional BA to a new developmental BA will need from the BA Team - at a personal level their commitment, determination, and passion to make this work. A Champion will greatly inspire and assist this transition.

In addition other forms of support will greatly assist the success of the new programme, including:

- clear and decisive leadership and support from the department's senior staff,

- personal development and ongoing support for the BA lecturers;

- ongoing feedback from lecturers and students during the transition; and

- opportunities for learnings and modifications for the new programme

5.2   Invest in the BA team

Giving lecturers the tools to encourage student development will be a critical success factor. "Culture will eat strategy any day for lunch". Values/Attitudes/Behaviours must change for real change. Clarity within the role of the lecturer is critical as we have already stated. Equally important is a development programme for those who will carry out the role.

The development programme will include an opportunity for the lecturer to build on their own personal development to date and ideally be coached through this process. Secondly the lecturers will require exposure to best practice in the area of class room interactive learning and a practical tool kit of learning techniques.

5.3   Proposal for Discussion

Put in place a team organisation to lead the new BA programme, clarify all key roles and finalise development plans for both the team and each individual.

6   Performance of Understanding

6.1   The earlier sections of this report discuss how integration and coherence will be achieved across the Developmental BA. The research has shown us that future students will require an ability to demonstrate what they have learnt and also to show that they have engaged with their learning at university.

Yet we are also aware that, in general, there is currently a gap in student levels of engagement. The Developmental BA provides a welcome opportunity to change this. Moving from a traditional degree model to one which positions Student Engagement at the centre opens up possibilities for students to develop across the three areas of Content/knowledge; professionally and personally.

6.2   The content of the BA will be developed and taught in an interactive way asking students to:

- Demonstrate their understanding of content/knowledge

- Demonstrate new understanding

- Demonstrate their skills.

6.3   Each course module will require the following key principles:

- Performance Goals for each module;

- Learning activities to allow for understanding and to create new learning;

- Opportunities for Feedback on Performance.

- On going assessment.

The Class room learning system and the supporting Tutorial system will contain a combination of lecture, presentation, debate, project work, written assignments and team activity. All course requirements will come from the classroom and will be supported by a tutorial system.

Specifically assignments will be considered for BA students – e.g. is a lengthy thesis as useful as a series of short sharp essays?

Proposal

6.4   BA Modules will all contain performance goals, a range of learning activities, opportunity for student feedback and continuous assessment. All Class room and Tutorial Activity will accommodate involved participatory learning.

The challenge of managing large numbers in classroom, tutorial and in the Personal Development Process is a consideration which will have to be managed to optimise small group and 1 – 1 opportunities.

7   Journey of Adult Mental and Emotional Development

7.1   Robert Kegan opens up the belief that adult development takes place over a normal lifetime and is typically characterised differently depending on the stage.   Our attached diagrams elaborate on Kegan's approach and its application of the Socialised Mindset for undergraduate students.

7.2   The BA will be largely built on the principles that students between the ages of 18-22 are mainly influenced by a Social Mindset – they use external values, external reference points to make judgement, decisions and to form opinions. Therefore they require:

•   clarity of expectation from themselves, the course, and their leaders,

•   a motivated sense of knowing where they belong

- clear direction – without ambiguity

- an understanding of consequence for their actions – good and bad,

- an understanding of what they can do to determine their own success and avoid failure.

In general Students at this stage respond best when they know what is required from them, what they need from others to achieve. Communications – and restating the obvious is very important for good relations. The course design also acknowledges that students are very influenced by the group they are part of and will consider how best to take advantage of this dynamic in planning interactive activities.

7.3   The Developmental BA offers students the opportunity to challenge and stretch themselves in new learning situations. Feedback, support and assessment will assist the student form their own opinions and views having to look into themselves as a resource to do so. This activity will slowly aid the formation of a more "self authoring" mind – where a person develops their own robust, internal set of values and reference points for viewing the world.

Proposal

7.4   Ensure that all learning activities and the Personal Development Process include key principles of the Socialised Mind-Set as well as the potential for moving students towards a Self Authorised way of viewing the world.

8   Competitive Advantages of the BA

There are a range of key competitive advantages which the new BA offers its students as follows:

- A Developmental BA educating and developing the overall student at Intellectual, Professional and Personal levels

- Competitive knowledge and skill sets - Providing students tools to articulate and apply the Concepts they have acquired – otherwise concepts remain unproven and just concepts.

- Readiness for Graduate Employment - The skills sets used in the programme have all been validated with a range of Graduate Employment Assessment Centres.

- Continuous assessment and feedback throughout the degree

- Strong Tradition of Content

- Opportunity for Student Personal development to grow and mature over 3 years

- Safe learning environment for students to demonstrate Understanding

- Commitment to Student Engagement

- Committed and talented BA Teaching team

- Choice of entry routes to the programme

APPENDIX B

Manual for BA Economics Students of Transformation, containing information on the Programme's Transformational Dialogues and Competency framework.

Student Manual

BA (Hons) Economics (through Transformative Learning)

UCC

Student Development

Scholarly   Professional   Personal

Most of us, even those of us with modest endowments will have to learn to manage ourselves. We will have to learn to develop ourselves. We will have to place ourselves where we can make the greatest contribution. And we will have to stay mentally alert and engaged during a 50 year working life.

> *Peter Drucker*
>
> *Management and Leadership Expert and Author*

Building on Your Strengths & Managing Your Blindspots

You have more to gain by developing your gifts and leveraging your natural gifts than by trying to repair your weaknesses.

> *Laura Morgan Rogers*
>
> *Assistant Professor of Organisation Behaviour at Harvard Business School*

The BA Single Honours programme offers you an opportunity to participate in a carefully designed programme which requires that you become aware of and transform the way in which you: think (scholarly), behave (professional) and see the world (personal).

The end result will be that you will develop a set of transferable capabilities and skills which you can use as the basis for finding employment, getting accepted onto further post graduate programmes and more generally taking forward as part of your lifelong learning.

It is crucial in today's world that you are aware of and can communicate with confidence your own skills and capabilities, supported with real life examples, to potential employers. The objective of the Transformational Dialogues is to develop your self-awareness, which means you:

- become aware of your strengths and build on them; and

- engage in reflection as to how you are developing your capabilities and skills.

As part of the process to open up and expand your way of seeing economics issues in the world, there are certain Scholarly, Professional and Personal Capabilities that the programme specifically focuses your development in:

Scholarly Capabilities:

1. ***Problem Identification & Analysis***

• To understand a range of economic theories and concepts

• To demonstrate your understanding of a range of economic theories and concepts in new and relevant situations and in new ways showing that you can see other connections, applications and linkages (separate from what has been taught in class)

• To use the economic way of thinking to address particular issues and questions, to put aside your own inherited beliefs, views and values and instead take a broader view of the world from different economic perspectives. Ultimately by third year latest, resulting from your larger lens, you will be able to generate your own well-reasoned and evidence based views.

2. Judgement and Evaluation

• To select appropriate theories, models and concepts to think about a particular problem

• To analyse the features of a particular theory and model and to explore its relevance for thinking about particular problems and issues

• To formulate a reasoned economic argument, with supporting data and evidence

• To evaluate economic arguments put forward by others in an objective independent way and not from your own personal perspective.

3. Innovation and Creativity

• To generate your own questions to research and to conduct an investigation into that question.

Professional Capabilities:

1. Focus on Results

• To complete work to a good standard within the required time frame

2. Communication (Written and Oral)

• To communicate ideas with clarity, with structure and with brevity

• To use information persuasively, with clear delivery of ideas, both verbally and written

3. Planning and Organising

• To actively plan and to manage one's time effectively

• To prioritise and juggle one's competing commitments

4. Team Work

• To contribute effectively to the team

• To support team members

• To listen to other's perspectives

5. Interpersonal Skills

• To listen to other's viewpoints and to see things from their perspectives

Personal Capabilities:

1. Self-Awareness

• To be aware of your own strengths, opportunities for development and being able to put a plan in place which you can implement and monitor to progress both.

2. Personal Drive and Commitment

• To have your own personal drive and commitment to improve your performance and to reach your goals

• To respond well to feedback and take action to improve your capabilities

3. Influence and Persuasion

• The extent to which you take charge of a situation and influence others and events

4. Pressure and Stress

• To actively manage your own stress and pressure through e.g. sport, leisure, relaxation, part time work and other activities

• To know when to ask for help

• To manage conflict within team situations

5. Openness to Change

• To be open to new ideas

• To seek diverse views and opinions through your own research and exploration

Transformational Dialogues

To help you to develop these capabilities, we have introduced "Transformational Dialogues" into the programme. "Transformational Dialogues" provide an opportunity for you to get support, to develop your capabilities. Each of you will have a Facilitator, a member of the teaching team, who will support you over the two year programme.

There will be three Personal Development meetings each year:

Meeting 1: The purpose of Meeting 1 is to identify and agree how you want to develop yourself awareness in the coming year through your participation in the programme.

Meetings 2 and 3: The purpose of Meetings 2 and 3 is to provide support, reflect on your progress and agree next steps to continue the development of yourself awareness.

The detail of these meetings is discussed below.

At the end of each meeting, there will be an opportunity for both you and the facilitator to provide feedback to each other on how the session went.

Importantly for you, you will be interviewed at the end of both 2nd and 3rd year by Human Resource and Business Managers to provide you with the opportunity to discuss with examples your personal development in the context of the BA Economics programme.

Assessment:

You will receive feedback from the Interview panel on your interview performance which will assist you with your on-going Personal Development.

Rules For Engagement

1. Your Involvement and Preparation:

This is an opportunity for you to focus on your own personal development and to begin to prepare, while at college, for your work life post graduation. To get the most out of this experience for yourself, it is IMPORTANT that you:

- Attend and participate fully in the Transformational Dialogue discussions with your Facilitator.

- Be prepared for your meetings with your Facilitator. Both of you are putting aside time so make good use of the time.

- Enjoy the meetings and the opportunity that they give you.

- Keep your records together. We are suggesting that you purchase a folder to keep all your documentation together.

2.   The Relationship between You and the Facilitator:

- The dialogues will be held in an atmosphere of mutual respect and trust.

- The dialogues will be confidential.

- During the meeting, the Facilitator may take notes to enable them to conduct a meaningful dialogue with you and to record specific issues that might arise. This data is confidential and will be stored appropriately and will not be available outside your facilitator. Once you have obtained your BA degree, this material will be destroyed.

 Transformational Dialogue 1

Purpose of Transformational Dialogue 1:

The purpose of this meeting is to identify and agree the capabilities which you want to develop for the coming year through your participation in the programme.

This will be done using the following steps:

BEFORE THE TRANSFORMATIONAL DIALOGUE

Step 1: To develop your awareness of your own capabilities and what motivates you.

Use Worksheet 1 to help think about yourself awareness, by identifying from the list of Scholarly, Professional and Personal Capabilities your own areas of Competence and Motivation.

The Competence Row: Place a tick next to your top five strengths or potential strengths. These strengths should be based on your own view of yourself, as well as feedback given to you by others – in previous years of the course, in previous places of education, in summer/holiday/weekend work, family & friends.

The Motivation Row: Mark the top five course capabilities that you truly enjoy using. What motivates you may/may not be different from what you consider yourself to be good at. To help you in this effort, consider completing the following sentences:

The aspect of my study that I most enjoy are... or I thrive on....

You should be able to say why these are the ones that you enjoy doing e.g. I can express myself well in writing, as I am good at thinking out my points and getting them across in a clear, concise way.

Step 2: Creating a plan for Personal Development

To begin to create a plan for your own Personal Development, you are asked to:

•   Think about and select a goal that will stretch you personally. It may be a possible career goal, an objective you have for your summer break, or simply a change you want to make in your behaviours which will increase your capacity to do well in the programme.

•   Think about what success would actually look like if you successfully achieved this goal. Identify the scholarly, professional and personal capabilities that you need to use to progress this goal.

•   In the context of the goal and the capabilities required, think about how you can use opportunities that you have in the programme's units and modules to develop these capabilities.

•   Identify these on Worksheet 1, by completing the Opportunity Column.

•   Fill in Worksheet 2 (Plan for Personal Development)

These worksheets should be forwarded to your facilitator before the Transformational Dialogue.

AT THE TRANSFORMATIONAL DIALOGUE

Step 3: Creating your Personal Development Plan

Step 3 is to begin to develop your Personal Development Plan, by using the Personal Goal and the associated capabilities you identified in step 2. Please complete Worksheet 3 as follows:

Question 1: State your goal and the associated capabilities you want to develop. Also set out what success will look like if you succeed in your goal. Link your goal as much as possible to your work in learning activities in the BA Programme.

Question 2: Identify specific opportunities from the Programme Modules to enable you to develop these capabilities. State how you will specifically use the learning activities identified to achieve your Goals. You will need to be as explicit and clear as possible. Focus on 1 or 2 small changes to begin your development.

Question 4: State when and where you will carry out the learning activities and Identify any specific help and support you need and from whom.

Transformational Dialogue 2

Purpose of Transformational Dialogue 2 is to:

1   Review and Reflect on the Goals you want to develop in the BA2 programme (from Worksheet 3)

2   Reflect on the specific learning activities that you identified in the Programme Modules to enable you to develop your capabilities (from Worksheet 3)

BEFORE THE TRANSFORMATIONAL DIALOGUE – SELF ASSESSMENT

Reflect on the progress you have made towards achieving your Goal since meeting 1.

Insert into Columns 4 and 5 of Worksheet 3. Specifically, please show:

- what you have achieved – no matter how small.

- any behaviours/reasons why you have been successful.

- any behaviours/reasons why you have not used the opportunities that you identified and intended to use.

- future opportunities/modifications from the Units and Modules to enable you to develop your capabilities. Insert this on Column 2 of Worksheet 3.

Finally In Column 3 of Worksheet 3, revise the learning activities you will use to continue work on your goals. Also Identify any specific help and support you need and from whom in Column 3.

These worksheets should be forwarded to your Facilitator before the Transformational Dialogue.

DURING THE MEETING - DIALOGUE WITH YOUR FACILITATOR

1   In a two way conversation, discuss with your Facilitator yourself assessment of the progress you have made.

It is important that you are open to:

-        exploring the reasons why things have worked and have not worked since Transformative Dialogue 1,

-        sharing your experiences, hopes and concerns, and

-        being coached to explore your experience, and to identify how to improve in the future. For most students, this will mean going outside your comfort zone and exploring new areas of your development.

2   Update Worksheet 3 with your Facilitator, in the light of your discussions.

Transformational Dialogue 3

Purpose of Transformational Dialogue 3 is to:

1   Review the specific learning activities that you identified to develop your capabilities during Transformational Dialogue 2. (from Worksheet 3)

2   Reflect on the learning activities which have enabled you to develop your capabilities (from Worksheet 3).

BEFORE THE MEETING – SELF ASSESSMENT

1   Reflect on whether you have made progress towards achieving your Personal Development Goals since Transformational Dialogue 2. Insert into Columns 4 and 5 of worksheet 3. Specifically:

-Set out what you have achieved – no matter how small.

-Identify any behaviours/reasons why you have been successful.

-Identify any behaviours/ reasons why you have not used the opportunities that you identified and intended to use.

Finally Identify further opportunities/modifications for BA3 which will enable you to develop your capabilities further. Note any learning and insights you have gained about yourself during BA2 which you will take forward into BA3. Note these on Worksheet 3.

These worksheets should be forwarded to your facilitator before the Transformative Dialogue.

DURING THE MEETING - DIALOGUE WITH YOUR FACILITATOR

1   Discuss with your Facilitator yourself assessment of the progress you have made. Be open to exploring the reasons why things have worked and have not worked, share your hopes and concerns, and be open to being coached to explore your learning and how to get the best from yourself. This will mean going outside your comfort zone and exploring new areas of your development.

2   Pay particular attention to how you feel you have progressed overall as a person, throughout BA2 and begin to plan for how you want to take your learning forward in BA3. At the same time consider how you will use the summer break to continue to develop your capabilities through on-going experiences and reflective practice.

Worksheet 1:

Capabilities – Competence, Motivation and Opportunity

Name....

Date.....

Facilitator.....

Instruction:

The Competence Column: Place a tick next to your top five strengths or potential strengths. These strengths should be based on your own understanding of yourself as well as the feedback given to you by others – in previous years of the course, in previous places of education, in summer/holiday/weekend work, family & friends.

The Motivation Column: Mark the top five course capabilities that you truly enjoy using. To help you in this effort, consider completing the following sentences: The aspect of my study that I most enjoy are... or I thrive on.... You should be able to say why these are the ones that you enjoy doing.

	Competence	Motivation	Opportunity
Problem Identification and Analysis			
Judgement and Evaluation			
Innovation and Creativity			
Focus on Results			
Oral and Written Communication			
Planning and Organisation			
Team Work			
Interpersonal Skills			
Self Awareness			
Personal Drive and Commitment			
Influence and Persuasion			
Pressure and Stress			
Openness to Change			

Worksheet 2: Plan for Personal Development

Name....

Date.....

Facilitator.....

Instruction: Please fill out the following

Q1   What is your goal (personal, career, work experience etc.)?

Q2   Describe what Success would actually look like if you successfully achieved it

Q3   List the Course Capabilities which are most likely to help you achieve your Career Goal

Worksheet 3: Individual Development Plan for Transformational Dialogue

Name....

Date.....

Facilitator.....

Instruction: State your Personal Development Goal, and the associated skills and capabilities that will support you achieving your Goal. Identify the opportunities provided in the Units and Modules that will help you to progress towards your Goal and how you intend to use these opportunities.

1. What is your Personal Development Goal and Capabilities

2. What you will do in the Units and Modules that will help you to progress your Personal Development Goal

3. What is your Implementation Plan?

   When will you do it?

   Who needs to help you?

   Where will you do it?

4. Record of progress:

   How I am changing? (How did I get on?)

   Reflect on any obstacles/behaviours that you faced in making progress towards achieving your goal

APPENDIX C

The approved programme modules for the UCC BA (Hons) Economics (through Transformational Learning) in 2013.

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014
EC1107 Reading Economists (Pending Version)
Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC1108, EC1109, EC1111, EC1112, EC1113, EC1114, EC1115
24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Reflective Practice, Project Work).
Teaching Methods:
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Module Objective: To foster participants's development through an exploration of the writings of Economists. Participants will explore the writings of economists to answer the following questions: What questions do they address? How do they use the economic way of thinking? How do they use data as evidence? What argument are they making? Why do economists arrive at different conclusions? Why and what do economists debate? Why have economists got different perspectives?
Module Content:
On successful completion of this module, students should be able to:
· Identify questions as part of their reading experience
· Demonstrate the relevance of context on the writer and his/her work
· Outline how the writer uses the economic way of thinking to formulate their arguments
· Identify and explain the evidence that they use to support their argument
· Identify and comprehend the different perspectives on the same issue
· Discuss the reasons behind these different perspectives
· Demonstrate how their reading has affected their views and perspectives.
Total Marks 100: Continuous Assessment 100 marks (1 x project (3,000 words) 60 marks, Reflective Journal 40 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:
Page 2

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be
repeated (as prescribed by the Department).

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 3 of 58

2013/2014

EC1108 Communicating Economic Reasoning (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
EC1108, EC1109, EC1111, EC1112, EC111
EC1108, EC1109, EC1111, EC1112, EC1113, EC1114, EC1115
Co-requisite(s):
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Module Objective: To foster participant's development through critical reasoning skills and written communication skills
Through a series of interactive workshops and performances participants address the following questions: How is an argument constructed? How do we critique and evaluate the arguments of others and in the popular press? How do we communicate and present our arguments and analysis to a business/academic audience and the general public? Participants use economic theories and concepts and data analysis to formulate their own and critique others' arguments.
Module Content:
On successful completion of this module, students should be able to:
· Identify and uncover their own perspective on different issues.
· Identify opposing arguments on current issues in Economics.
· Analyse these arguments using the skills of argumentation and language analysis
· Prepare judgements on the merits of economic arguments in the news and media
· Evaluate their own perspective on particular issues
· Present their own argument on a particular issue and debate with other participants
· Communicate judgements on the merits of economic arguments
· Communicate their arguments to different audiences.
Total Marks 100: Continuous Assessment 100 marks (1 x multi-media project, 50 marks, 1 x Newspaper article 30 marks, 1 x 1000 report 20 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 4 of 58
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be
repeated (as prescribed by the Department).

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC1109 Transition to Professional Life I (Pending Version)

Credit Weighting: 10
Teaching Period(s): Teaching Periods 1 and 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC1107, EC1108, EC1111, EC1112, EC1113, EC1114, EC1115
Teaching Methods: 48hr(s) Seminars (Workshops, Coaching); 200hr(s) Directed Study (Project Work, Reflective Practice).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To grow the perspective and mindset of participants through the development of (i) workplace competencies and (ii) self-awareness and reflection
Module Objective:
Through a series of interactive workshops and performances, participants develop themselves professionally as (i) Leaders and Team players (ii) Presenters and Communicators (iii) Time, Organisational and Performance Managers. Performances across the programme are used as learning experiences. Participants learn to develop their self-awareness, reflect on their performances and actively achieve progress in their personal transformation. Developmental coaching is provided to all participants by a Professional Coach Trainer. Participants complete the ECDL.
Module Content:
On successful completion of this module, students should be able to:
· Demonstrate and awareness of their own developing mindset and appraise their own scholarly and professional capabilities
· Identify and comment on their own strengths with examples from their learning experiences
· Identify and comment on their own blindspots with examples from their learning experiences
· Analyse how their own values and beliefs affect their mindsets
· Communicate effectively
· Appraise their own role within a team and be able to evaluate the overall benefits of team work
· Demonstrate their ability to manage their performances and priorities
· Demonstrate and communicate how their own self-awareness and reflection has developed through the presentation of a portfolio of self reflections and interview
· Use Computer Technology.
Total Marks 200: Continuous Assessment 200 marks (1 x Personal Reflective Journal 60 marks, 1 x Interactive Blog 30 marks, 1 x 3,000 word team project 40 marks, 2 x presentations 20 marks each, 1 x interview 20 marks, 1 x ECDL 10 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Learning Outcome:

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:

Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be

repeated (as prescribed by the Department).

Page 7

Programme: *BA (HONOURS) TRANSFORMATIONAL ECONOMICS*

2013/2014

EC1111 Economic Data Collection (Pending Version)

Credit Weighting: 5

Teaching Period(s): Teaching Period 1.

No. of Students: Min 20, Max 50.

Pre-requisite(s): None

Co-requisite(s): EC1107, EC1108. EC1109, EC1112, EC1113, EC1114, EC1115

Teaching Methods: 24 x 1hr(s) Seminars (Workshops, Practicals); 100hr(s) Directed Study (Directed Reading, Project Work).

Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.

Lecturer(s): Staff, Department of Economics.

Module Objective: To explore economic data collection

Participants will explore the following types of questions: How are key measures of the economy, business, household and government collected? How does data fit in to the research process? What are the different types of economic data used for research, business decision-making, and public policy? What does the data measure? What methods are used to collect data? Participants will receive an introduction to Excel.

Module Content:

On successful completion of this module, students should be able to:

· Recognise the issues involved in collecting primary and secondary data

· Describe the different ways in which data is classified

· Describe how different economic data are collected and what they measure

· Identify sources of economic data

· Identify patterns in the data

· Suggest economic questions arising from the data

· Use Excel to store and present economic data.

Total Marks 100: End of Year Written Examination 60 marks; Continuous Assessment 40 marks (1 x Excel Project).

Assessment:

Compulsory Elements: End of Year Written Examination; Continuous Assessment.

Penalties (for late submission of Course/Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark

achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:

40%.

End of Year Written Examination Profile:

1 x 1½ hr(s) paper(s).

Learning Outcome:

Page 8

Programme: *BA (HONOURS) TRANSFORMATIONAL ECONOMICS*

Requirements for Supplemental Examination:

1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed

element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

Page 9

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC1112 Economic Data As Evidence (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC1107, EC1108, EC1109, EC1111. EC1113, EC1114, EC1115
Teaching Methods: 24 x 1hr(s) Seminars (Workshops, Practicals); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Module Objective: To evaluate how economic data is used as evidence in economic arguments and in decision making.
Participants will explore the following types of questions: How can data be presented and described? How can data be used as evidence? What data should we use to answer different questions? How do economists evaluate the usefulness and quality of the main sources and types of economic data used for economic analysis? Participants will use Excel.
Module Content:
On successful completion of this module, students should be able to:
· Describe economic phenomena using descriptive statistics
· Demonstrate how data is used to support economic arguments
· Present the data effectively and for different audiences
· Investigate the data behind economic analysis
· Identify relationships in the data
· Critically evaluate the usefulness of data used for economic analysis
· Use Excel for data calculation, manipulation and presentation.
Assessment: Total Marks 100: Continuous Assessment 100 marks (2 x project 1,000 words, 50 marks each).
Compulsory Elements: Continuous Assessment, End of Semester Written Examination.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s).
Learning Outcome:
Page 10

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (as prescribed by the Department).
Page 11

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC1113 The World of Economics - Co-operation in the Economic System (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 6, Max 600.
Pre-requisite(s): None
Co-requisite(s): None
Teaching Methods: 24 x 1hr(s) Lectures; 10 x 1hr(s) Tutorials; 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To introduce the Economic way of thinking through the application of key ideas and theories in public policy. To explain how co-operation by consumers, firms and government affect the allocation of resources and the distribution of income and goods.
Module Objective:
Participants will learn to use the economic method of thinking by examining the following questions: What is the economic system? How does the market operate as a discovery process? What framework can we use to understand the determination of prices and quantities in a market? How do consumers and firms make decisions? What is the impact of government policies on decision making by consumers and firms? How do we as Economists understand human behaviour? How do we analyse strategic interaction?
Module Content:
On successful completion of this module, students should be able to:
· Describe economic relationships and identify what affects them
· Apply the skills of economic thinking to analyse contemporary issues
· Evaluate debate and think about critical issues in a rigourous way, using economic concepts
· Critically evaluate and assess economic arguments presented in public media.
Total Marks 100: End of Year Written Examination 60 marks; Continuous Assessment 40 marks (1 x Project 2,000 words, 40 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:
Page 12
DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 12 of 58
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).
Page 13
DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 13 of 58
2013/2014

EC1114 The World of Economics - Public Policy in the Economic System (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 6, Max 600.
Pre-requisite(s): None
Co-requisite(s): None
Teaching Methods: 24 x 1hr(s) Lectures; 10 x 1hr(s) Tutorials; 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To introduce the Economic method of thinking and analysis through the application of key ideas and theories in public policy. To explain how the interaction of decisions by consumers, firms and government affect the allocation of resources and the distribution of income and goods within the economic system. To develop the understanding of and practice the skills required to use a coherent economic accounting framework in decision making, by households, business and the public sector.
Module Objective:
Participants will learn to examine the economic role and impact of public policies in relation to the following types of question: Why is macroeconomic stability sought after? How can macroeconomic stability be achieved? How are fiscal, monetary and business related policies implemented in the European and global economy context? How can the aforementioned policies affect economic development and income/prosperity distribution?
Module Content:
On successful completion of this module, students should be able to:
· Describe economic relationships and identify what affects them
· Evaluate, debate and think about critical issues in a rigourous way, using economic concepts
· Distinguish between fiscal and monetary policy and evaluate the effect of specific measures on economic activity
· Critically evaluate and assess economic arguments presented in public media, using economic concepts
· Apply the skills of economic thinking to analyse contemporary issues
· Describe and distinguish between the main economic accounts and indicators
· Analyse the main economic indicators
· Present the components of the main economic accounts and indicators graphically.
Total Marks 100: End of Year Written Examination 60 marks; Continuous Assessment 40 marks (1 x Project (2,000 words) 40 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Learning Outcome:
Page 14
DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s).
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (as prescribed by the Department).
Page 15

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC1115 The World of Economics: Coordination and Individual Decision Making

(Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 6, Max 600.
Pre-requisite(s): None
Co-requisite(s): None
Teaching Methods: 24 x 1hr(s) Lectures; 10 x 1hr(s) Tutorials; 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To introduce students to key concepts of the market economy. To explain what motivates individuals, how they make decisions and how they try to maximise their happiness levels.To examine the role of the entrepreneur in market economies and to understand how the activities of consumers and the entrepreneurs are coordinated by prices in the market economy. To understand the efficiency outcomes of allocated resources in society by using markets.
Module Objective:
Participants will learn to use the Economic way of thinking through an examination of the following types of questions: Why do individuals have to make decisions? What is meant by opportunity cost? Why are decisions made at the margin? What is meant by diminishing marginal utility? What is meant by subjective value? How rational are individuals? What is the role of incentives in the market economy? What is coordination? How can people voluntarily - without anyone telling them what to do - make their actions fit together in an efficient and orderly way?
Module Content:
On successful completion of this module, students should be able to:
· Identify what motivates consumes and how consumers make decisions
· Explain how the market economy works as a discovery process in the search for an efficient allocation of resources
· Explain how the market economy satisfies the wants and needs of consumers
· Describe economic relationships between economic agents and identify what motivates them
· Identify and explain key concepts underlying the market economy.
Total Marks 100: End of Year Written Examination 60 marks; Continuous Assessment 40 marks (1 x Project 2,000 words).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Learning Outcome:
Page 16

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC2006 Transition to Professional Life II (Pending Version)

Credit Weighting: 10

Teaching Period(s): Teaching Periods 1 and 2.

No. of Students: Min 20, Max 50.

Pre-requisite(s): None

Co-requisite(s): EC2009, EC2010, EC2011, EC2012, EC2013, EC2014, EC2015, EC2016, EC2017, EC2018

24hr(s) Workshops (Coaching); 224hr(s) Directed Study (Community/Workplace participation, Selfdirected study, reflective practice).

Teaching Methods:

Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.

Lecturer(s): Staff, Department of Economics.

To grow the perspective and mindset of participants through the development and practice of (i) workplace competencies (ii) and reflection.

Module Objective:

Through a series of interactive workshops and performances, participants build on their performances to develop themselves professionally as (i) Leaders in their personal development (ii) Active Citizens. Participants choose either: (i) Participation in a Work Experience/Community Involvement/UCC Community Engagement as approved by the School of Economics and subject to ethical clearance or (ii) the development of an international mindset through cultural and economic understanding of specific countries. Performances across the programme are used as learning experiences. Participants continue to develop their self-awareness, reflect on their performances and actively pursue progress in their personal transformation. Selecting learning goals, developmental coaching and career planning are provided by a Professional Coach Trainer.

Module Content:

On successful completion of this module, students should be able to:

· Demonstrate an awareness of their own developing mindset, and appraise their own scholarly and professional capabilities

· Identify and comment on their own strengths with examples from their learning experiences

· Identify and comment on their own blindspots with examples from their learning experiences

· Analyse how their own values and beliefs affect their mindsets

· Reflect on and demonstrate their learning and development from experiences in this module

· Demonstrate and communicate how their own self-awareness and reflection has developed through the presentation of a portfolio of self-reflections.

Total Marks 200: Continuous Assessment 200 marks (1 x Project (4,000 words) 80 marks, 1 x Presentation 40 marks, 1 x Personal Reflective Journal 60 marks, interview 20 marks).

Assessment:

Compulsory Elements: Continuous Assessment.

Learning Outcome:

Page 18

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Penalties (for late submission of Course/Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark

achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:

40%.

End of Year Written Examination Profile:

No End of Year Written Examination.

Requirements for Supplemental Examination:

Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).
Page 19

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM
Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 19 of 58

2013/2014

EC2009 The Changing Economy: Recessions and Booms (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2010, EC2011, EC2012, EC2013, EC2014, EC2015, EC2016, EC2017, EC2018
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Participants will be able to think through issues and questions about the business cycle using theory and economic data.
Module Objective:
Participants will explore the workings and the causes of change in the economy through a series of questions, such as: What data can we use to describe how a country's economic performance changes through time? Are there economic and financial indicators which inform us about the future state of the economy? How do economic theories help us to think about the causes of business fluctuations? How can the behaviour of the banking system affect economic activity and employment? Why do economists differ in their explanations of the causes of booms and recessions?
Module Content:
On successful completion of this module, students should be able to:
· Demonstrate their understanding of key macroeconomic models for understanding the causes of booms and recessions
· Use these models to think through important questions about the Irish and international economy
· Distinguish between the writings of economists on the the causes of booms and recessions
· Research and use data for economic analysis and to answer questions
· Describe and evaluate a country's economic performance using macroeconomic data
· Interpret macroeconomic issues in the media and use such coverage as information for analysis
· Make causal statements and present ideas with clarity and structure
· Work in a team.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x team report 2000 word minimum, 40 marks, 1 x blog, 10 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Learning Outcome:
Page 20

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM
Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 20 of 58
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) (End of Semester Exam) to be taken in Winter.
Requirements for Supplemental Examination:

1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 21

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC2010 The Changing Economy: Money and Monetary Policy (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2011, EC2012, EC2013, EC2014, EC2015, EC2016, EC2017, EC2018
24 x 1hr(s) Seminars (Workshops, Coaching; Directed Study; Reflective Practice); 100hr(s) Directed Study (Directed Reading, Project Work).
Teaching Methods:
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Participants will be able to think through issues and questions about the role of money and credit in the economy and monetary institutions.
Module Objective:
Participants will explore questions such as: What are the characteristics of money? Why does the Government provide money? How is money created? How has membership of Monetary Union affected economic performance? What is the relationship between monetary institutions and government? What monetary instruments are used by Central Bankers? Can monetary policy be used as a tool to stabilise the economy?
Module Content:
On successful completion of this module, students should be able to:
· Demonstrate their understanding of key macroeconomic models
· Use these models to think through important questions about the role and effectiveness of banking and monetary policy
· Research and use data for economic analysis and to answer questions
· Specify alternative proposals for dealing with economic problems and evaluate policies
· Interpret macroeconomic issues in the media and use such coverage as information for analysis
· Present ideas with clarity and structure
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x 1,500 word report, 30 marks, 1 x presentation, 20 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Page 22

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) (End of Semester Examination).
Requirements for Supplemental Examination:

1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 23

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014
EC2011 The Changing Economy: Government Spending and Tax (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2010, EC2012, EC2013, EC2014, EC2015, EC2016, EC2017, EC2018
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Introduce participants to the concepts of government spending and taxation. Explain the historical conditions which contributed to the emergence of both as key concepts in macroeconomics and indicators of government stability. Analyse government spending and taxation and national and public expenditure accounts. Introduce participants to fiscal policy and how fiscal policy is coordinated and executed.
Module Objective:
Participants will explore government spending and tax through the following questions: What are the cannons of taxation? What is fiscal policy and how is it used by government? What can the government accounts tell us about the state of the economy? How do various schools of thought differ regarding government intervention in the economy?
How does government expenditure and taxation affect wider aspects of the economy such as consumption, investment, inflation and interest rates?
Module Content:
On successful completion of this module, students should be able to:
· Demonstrate their understanding of key macroeconomic models
· Use the models to think through important questions about the Irish and international economy
· Research and use data to answer the questions
· Evaluate the usefulness of macroeconomic data sources for economic analysis
· Specify macroeconomic problems, alternative proposals for resolution and debate options
· Interpret macroeconomic issues in the media and use such coverage as information for analysis
· Present ideas with clarity and structure.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x 2,000 word project, 50 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Learning Outcome:
Page 24

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) (End of Semester Examination).

Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 25

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014
EC2012 Economic Modelling of Decision Makers (Pending Version)
Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2013, EC2014, EC2015, EC2016, EC2017, EC2018
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Module Objective: To explore the basic mathematical techniques used by individuals, policy makers to aid decision making.
Participants will explore the following types of questions: What are economic models? How do we use economic models to analyse economic decision making? How is this applied to analyse economic decision making, for an individual, firm or government.
Module Content:
On successful completion of this module, students should be able to:
· Construct a simple economic model using mathematical techniques
· Describe how decisions made at the margin can be represented in mathematical form
· Calculate and explain elasticities and multipliers
· Solve economic problems using mathematical techniques such as utility maximisation and cost minimisation
· Communicate the results arising out of an application of a technique studied in this module to nonexperts.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x 1,000 word quantitative project, 50 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Learning Outcome:
Page 26

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 27

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC2013 Empirical Research Methods (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2012, EC2014, EC2015, EC2016, EC2017, EC2018
Teaching Methods: 24 x 1hr(s) Seminars (Workshops, Practicals); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Module Objective: To explore the basic statistical techniques used to formulate and test research questions. Participants will explore the following types of questions: How is sample data used to test research questions? What techniques can be used to visualise the nature and extent of economic relationships? What techniques can be used to estimate the nature and extent of economic relationships? How are forecasts for economics variables generated?
Module Content:
On successful completion of this module, students should be able to:
· Specify and conduct statistical hypotheses designed to test a research question
· Analyse and report on the relationship between economic variable using correlation and regression techniques
· Apply forecasting techniques to a specifc variable
· Communicate the results arising out of an application of a technique studied in this module to nonexperts.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x 1,000 word quantitative project, 50 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s).
Learning Outcome:
Page 28

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 29

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC2014 Reasoning and Problem Solving in Economics (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None

Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2012, EC2013, EC2015, EC2016, EC2017, EC2018
24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Reflective Practice, Project Work).
Teaching Methods:
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To foster participant's development through economic reasoning, problem solving and case study analysis.
Module Objective:
The nature, components and processes of reasoning skills for problem solving and research are explored. The following questions are addressed: What knowledge, skills are needed to embark on the process of understanding problem solving skills? How can mental models of Economics help to understand social phenomena? How can participants formulate appropriate questions amenable to economic analysis? How can participants write case studies and analyse using case studies? Learners will engage in problem solving with economics exercises of their own choice.
Module Content:
On successful completion of this module, students should be able to:
· Recognise and formulate appropriate questions amenable to economic analysis
· Identify and interpret evidence relating to questions
· Justify their answer to questions
· Think critically and creatively
· Analyse economic arguments using the skills of argumentation and language analysis
· Propose solutions to complex problems of the learner's choice
· Present a reflective journal entry on the learner's problem-solving proficiency.
Total Marks 100: Continuous Assessment 100 marks (1 x briefing memorandum, 40 marks, 1 x newspaper article, 30 marks, 1 x reflective journal, 30 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:
Page 30

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be
repeated (As prescribed by the Programme Director).
Page 31

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
2013/2014
EC2015 Research in Economics (Pending Version)
Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None

Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2012, EC2013, EC2014, EC2016, EC2017, EC2018
16 x 1hr(s) Seminars (Workshops, Library Seminars on Search Methods, End Note Training); 104hr(s)
Directed Study (Guided and Independent Research, Reflective Practice).
Teaching Methods:
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
The aim of this module is to equip students with the knowledge and skills necessary to critically evaluate
research in economics and prepare for their own research project.
Module Objective:
The nature, components and processes of economic research are explored. The following questions are
addressed: How do we identify and formulate research questions? How do we locate and discuss recent
literature in the research area? Where can one find secondary data sources for original research projects?
What sources and processes can be used in economic research? What techniques are available when
conducting economic research? Learners will engage in identifying an Economics research question of
their own choice.
Module Content:
On successful completion of this module, students should be able to:
· Analyse economic research using the skills of argumentation and language analysis
· Formulate original research question(s)
· Appreciate ethical issues and make ethical judgments in economic research
· Identify and propose methodologies to be used for economic research
· Construct a rationale for specific research questions
· Present a reflective journal entry on the learner's own research journey
· Search efficiently and maintain a database of reference material using on-line search engines and Endnote.
Total Marks 100: Continuous Assessment 100 marks (1 x Research Proposal 2,500 words, 50 marks, 1 x
suggested reading list, 20 marks, 1 x reflective journal, 30 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted
from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted
from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:
Page 32

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM
Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 32 of 58
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous
Assessment must be
repeated (As prescribed by the Programme Director).
Page 33

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM
Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 33 of 58
2013/2014

EC2016 Economic Journey Through life Decisions: Economic Information and

Uncertainty (Pending Version)
Credit Weighting: 5
Teaching Period(s): Teaching Period 1.

No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2012, EC2013, EC2014, EC2015, EC2017, EC2018
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Participants will be enabled to develop models of human action to investigate the role of information and uncertainty in individual and firm decision making.
Module Objective:
Participants will learn how to think about individual choice and decision making through an examination of each of the following questions: What is the impact of information asymmetries on individual decision making? What are the incentives of individuals and firms to maintain or eliminate information asymmetries? What is the impact of risk and uncertainty on the decision making of individuals and groups in market and non-market settings? What is rational behaviour in the presence of uncertainty?
Module Content:
On successful completion of this module, students should be able to:
· Think about the role of incentives in decision making and in explaining behaviour
· Assess the role of prices in the coordination of resource allocation in modern economies
· Analyse the role of information in determining market outcomes
· Explain the difference between risk averting and risk loving behaviour
· Use concepts such as consumer surplus and expected value
· Formulate policies and strategies for addressing complex economic problems of organisation in selected case studies
· Communicate policies and strategies for addressing complex economic problems or organisation in a scientific manner.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x project 2,500 words, 50 marks,).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Learning Outcome:
Page 34

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 35

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014
EC2017 Economic Journey Through life Decisions: Firms in a World of Uncertainty
(Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2012, EC2013, EC2014, EC2015, EC2016, EC2018
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Participants will be enabled to develop mental models of human action to investigate firms in world of uncertainty.
Module Objective:
Participants will learn how to think about firm decision making through an examination of each of the following questions: Why do firms exist? What are the objectives of firms? How does a firm decide what to produce? Why are some firms big and some firms small? In what way do firms grow?
Module Content:
On successful completion of this module, students should be able to:
· Think about the role of incentives in decision making and in explaining behaviour
· Recognise key concepts and their causal links to explore the evolution of the organisation of production
· Use data to address complex economic problems
· Formulate policies and strategies for addressing complex economic problems of organisation in selected case studies
· Communicate and present policies and strategies for addressing complex economic problems of organisation in a scientific manner
· Work in a team.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x report, 1,500 words, 30 marks, 1x team presentation, 20 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:
Page 36

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 37

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
2013/2014
EC2018 Economics Journey Through Life's Decisions: Behavioural Economics
(Pending Version)
Credit Weighting: 5

Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC2006, EC2009, EC2010, EC2011, EC2012, EC2013, EC2014, EC2015, EC2016, EC2017
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To introduce the strengths and weaknesses of the neoclassical models of decision making and understand how they depart from empirical evidence. To examine how the discipline of psychology when combined with economics may help our understanding of how individuals make decisions.
Module Objective:
Participants will learn to use the Economic Way of Thinking through an examination of the following type of questions: How has behavioural economics fundamentally changed the way Economists conceptualise the world? Why is it dangerous to see patterns in data? How do experts make split-second decisions? Why are we prone to reckless behaviour? When do we need a nudge to make a 'good' decision? Why are large groups of people often smarter than experts? How can we avoid groupthink? How do we use 'rule of thumb' when making decisions? What affect has choice architecture on our decisions? Can choice architecture help individuals make better decisions?
Module Content:
On successful completion of this module, students should be able to:
· Introduce students to the principles of behavioural economics
· Understand the strengths and weaknesses of neoclassical models of decision making
· Critically evaluate how individuals depart from the assumption of homo-economicus
· Examine the how choice architecture influences individual decisions
· Identify areas that behavioural economics can help policy making.
Total Marks 100: End of Year Written Examination 60 marks; Continuous Assessment 40 marks (1 x project work, 2000 words, 40 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Learning Outcome:
Page 38

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 38 of 58
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (As prescribed by the Programme Director).
Page 39

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 39 of 58
2013/2014
EC3134 Transition for Professional Life III (Pending Version)
Credit Weighting: 10
Teaching Period(s): Teaching Periods 1 and 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None

Co-requisite(s): EC3134, EC3136, EC3137, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144
24 x 1hr(s) Other (workshops, coaching); 224hr(s) Directed Study (Reflective Practice, Guided & Independent Research).
Teaching Methods:
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
To grow the perspective and mindset of participants through the development and practice of (i) workplace competencies (ii) and reflection.
Module Objective:
Through a series of interactive workshops and performances participants develop themselves professionally as leaders in their own personal development and career planning. Participants research specific issues for and/or specific problems in the work environment of the business/public sector/voluntary sector and apply their problem solving and creative skills and present their findings. Participants learn to develop their self-awareness, reflect on their performances and actively pursue progress in their personal transformation. Learning goals, developmental coaching, career planning and CV preparation are provided by a Professional Coach Trainer.
Module Content:
On successful completion of this module, students should be able to:
· Demonstrate an awareness of their own developing mindset, and appraise their own scholarly and professional capabilities
· Identify and comment on their own strengths with examples from their learning experiences
· Identify and comment on their own blindspots with examples from their learning experiences
· Analyse how their own values and beliefs affect their mindsets
· Demonstrate Interview Preparation and Career Planning
· Demonstrate and communicate how their own self-awareness and reflection has developed through the presentation of a portfolio of self-reflections and interview
· Consult with and question a practitioner and identify particular problems and issues
· Think critically and creatively, using their problem solving skills.
Total Marks 200: Continuous Assessment 200 marks (1 x Personal Reflective Journal, 40 marks, 1 x Interview, 40 marks, 1 x CV document, 20 marks, 1 x interview preparation document, 20 marks, 1 x mock interview, 20 marks, 1 x project (3,000 words) 60 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Learning Outcome:
Page 40

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 40 of 58
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be
repeated (as prescribed by the Department).
Page 41

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 41 of 58

2013/2014
EC3136 Firms and Innovation (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC3134, EC3137, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100 Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
This module will enable students to investigate the importance of innovation for economic growth and the role of firms in the innovation process.
Module Objective:
Participants will learn to use the Economic way of thinking through an examination of the following questions: How important is innovation for economic growth? What are the current ideas about innovation? What is the difference between creativity, invention and innovation? How important are entrepreneurs for innovation? What process do firms undertake to innovate? What are the most important factors that enhance or inhibit the ability of firms to innovate? Is interaction with external agents important for innovation? How important is innovation for firm performance?
Module Content:
On successful completion of this module, students should be able to:
· Explain the importance of innovation for economic growth
· Critically assess the role of firms in the innovation process
· Describe the role of the firm in key models of innovation in the theoretical and empirical literature
· Identify the factors that are most important for enhancing or inhibiting the ability of firms to innovate.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x project 2,500 words, 50 marks).
Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s) to be taken in Winter.
Learning Outcome:
Page 42

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (as prescribed by the Department).
Page 43

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC3137 The Economics of Creativity (Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC3134, EC3136, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Study, Project Work).

Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
This module will enable participants to investigate the complex, multidimensional nature of creativity using the conceptual lens of motivation, incentives and institutions.
Module Objective:
Participants will be able to identify, reflect upon, apply and develop their proficiencies in performing like an economist investigating the theme of creativity through questions such as: What are the personal and institutional antecedents of creativity performance in the arts and commerce? How do economists identify personal and professional evidence of the cognitive drivers of creative performance? How can a creative mentality by fostered in individuals, teams and organisations?
Module Content:
On successful completion of this module, students should be able to:
· Identify personal and professional evidence of the cognitive drivers of creativity
· Analyse the mental models enabling and restricting creative performance
· Present arguments for the economic antecedents of creative performance
· Critically assess arguments such as: the links between economy and culture
· Consider the role for government in fostering creativity
· Prepare judgments on the economic arguments for the factors governing creative performance.
Total Marks 100: Continuous Assessment 100 marks (1 x conference participation, 70 marks, 1 x Poster Presentation, 20 marks, 1 x In-class exam, 10 marks).
Assessment:
Compulsory Elements: Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
Learning Outcome:
Page 44

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM
Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 44 of 58
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be
repeated (as prescribed by the Department).
Page 45

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM
Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 45 of 58
2013/2014
EC3138 The Role of Place for Innovation (Pending Version)
Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC3134, EC3136, EC3137, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Module Objective: Students will examine the impact of 'place' and geography for innovation in countries. Participants will learn to use the Economic way of thinking through an examination of the following type of

questions: Does 'place' matter for innovation? Why do some 'places' exhibit more innovation potential? Do creative spaces encourage innovation? How do creative spillovers occur? How important is the heterogeneity of regions for creating heterogeneity in innovation potential? What is the role of local and national agencies in supporting innovation? Why should Government agencies intervene in the process of innovation? What are the current 'ideas' of policy intervention?

Module Content:
On successful completion of this module, students should be able to:
· Identify how differences in places create differences in innovation potential in regions.
· Use key theories to analyse the different influence of place
· Critically assess the role of institutions in creating an environment that encourages innovation
· Identify methods that government agencies can use to enhance innovation by firms in regions.
Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x policy report 2,500 words, 50 marks).

Assessment:
Compulsory Elements: End of Year Written Examination; Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
1 x 1½ hr(s) paper(s).
Learning Outcome:
Page 46

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 46 of 58
Requirements for Supplemental Examination:
1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed
element(s) of Continuous Assessment must be repeated (as prescribed by the Department).
Page 47

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Modules for New Programme Page 47 of 58
2013/2014
EC3139 The Wealth and Poverty of Nations: International Cooperation (Pending
Version)
Credit Weighting: 5
Teaching Period(s): Teaching Period 1.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC3134, EC3136, EC3137, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Students will be able to think through issues and questions on International Cooperation using theory and economic data.
Module Objective:
Students will explore the reasons for and benefits of international cooperation through exploring questions such as: Why is there trade? Why do countries want to remove trade barriers? Students will incorporate professional skills to address these questions.
Module Content:

On successful completion of this module, students should be able to:

· Demonstrate their understanding of relevant economic theories and models

· Use theoretical and empirical reasoning to think through important questions about Irish and global economic development

· Use concepts such as strategic interaction to analyse economic cooperation

· Research and use data to answer economic questions

· Present ideas with clarity and coherence

· Work in a team.

Total Marks 100: Continuous Assessment 100 marks (1 x Project (2,500 words), 50 marks, 1 x Team Presentation, 20 marks, 1 x In-Class Exams, 30 marks).

Assessment:

Compulsory Elements: Continuous Assessment.

Penalties (for late submission of Course/Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:

40%.

Learning Outcome:

Page 48

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Modules for New Programme Page 48 of 58

End of Year Written Examination Profile:

No End of Year Written Examination.

Requirements for Supplemental Examination:

Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be

repeated (as prescribed by the Department).

Page 49

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Modules for New Programme Page 49 of 58

2013/2014

EC3140 The Wealth and Poverty of Nations: Economic Growth and Development

(Pending Version)

Credit Weighting: 5

Teaching Period(s): Teaching Period 1.

No. of Students: Min 20, Max 50.

Pre-requisite(s): None

Co-requisite(s): EC3134, EC3136, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144

Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).

Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.

Lecturer(s): Staff, Department of Economics.

Participants will be able to think through and formulate arguments on the determinants of the wealth and poverty of nations.

Module Objective:

Through a series of guided performances and reading, participants will explore the causes of how prosperity is generated through questions such as: What determines the wealth and poverty of nations? Can Official Development Aid stimulate development? How do economists analyse institutions and why does a country's institutions matter? How can we analyse the drivers of a country's competitiveness?

Module Content:

On successful completion of this module, students should be able to:

· Demonstrate their understanding of relevant economic theories and models

· Demonstrate an awareness of the complexity of the forces at work in the long run performance of economies

· Demonstrate an understanding of the usefulness of key growth theories for explaining the growth performance of countries

· Use theory and evidence to think through important questions about Irish and global economic development and poverty and to identify and debate targeted solutions

· Discuss and evaluate the contributions of different economists to our understanding of the determination of prosperity and poverty across nations

· Research and use data to answer economic questions

· Present ideas with clarity and coherence

· Work in a team.

Total Marks 100: Continuous Assessment 100 marks (1 x team report (minimum 2,500 words), 50 marks, 1 x team presentation, 20 marks, 1 x In-Class Exams, 30 marks).

Assessment:
Compulsory Elements: Continuous Assessment.
Learning Outcome:
Page 50

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark

achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:
40%.

End of Year Written Examination Profile:
No End of Year Written Examination.

Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

Page 51

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS
2013/2014
EC3141 The Wealth and Poverty of Nations: Financial Institutions and Markets
(Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC3134, EC3136, EC3138, EC3139, EC3140, EC3142, EC3143, EC3144
Teaching Methods: 24 x 1hr(s) Seminars (Workshops); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Participants will be able to understand the operation of banks and financial markets and the implication for countries' economic performance

Module Objective:
Through a series of guided performances and reading, participants will explore the following questions: Why did banks develop? What functions do they provide in an economy? How do they manage risk? How does micro-finance work? How do financial markets (capital, money and equity) contribute to economic growth, development and the business cycle? What causes these markets to fail? What innovations have

been developed by financial institutions to channel funds from lenders to borrowers? Why and how are these markets and institutions regulated? Is regulation hampering economic growth?

Module Content:

On successful completion of this module, students should be able to:

· Explain why banks initially developed

· Evaluate the relevance of these explanations for current banking activities

· Use appropriate measures to assess bank performance

· Differentiate between banking risks and explain how banks attempt to manage such risks

· Explain the concept of market efficiency and its implications for financial markets

· Debate, using empirical and theoretical evidence, whether banks and financial markets should be regulated

· Analyse the role that finance plays in the economic growth performance and development of specific countries

· Research and use data to answer economic questions.

Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x 2,000 word report, 40 marks, 1 x blog, 10 marks).

Assessment:

Compulsory Elements: End of Year Written Examination; Continuous Assessment.

Learning Outcome:

Page 52

Penalties (for late submission of Course/Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark

achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:

40%.

End of Year Written Examination Profile:

1 x 1½ hr(s) paper(s) to be taken in Winter.

Requirements for Supplemental Examination:

1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed

element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

Page 53

2013/2014

EC3142 Methods for Economic Investigation: Survey Design and Implementation

(Pending Version)

Credit Weighting: 5

Teaching Period(s): Teaching Period 1.

No. of Students: Min 20, Max 50.

Pre-requisite(s): None

Co-requisite(s): EC3134, EC3136, EC3137, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144

Teaching Methods: 24 x 1hr(s) Seminars (Workshops, Practicals); 100hr(s) Directed Study (Directed Reading, Project Work).

Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.

Lecturer(s): Staff, Department of Economics.

Develop the student's range of research skills through survey design and implementation. Participants will collect and analyse primary data through designing and implementing a survey results.

Module Objective:

Examples of questions explored in the module include: What are the advantages and disadvantages of questionnaires as a data collection method? How do we select the most appropriate questions for a variety of research scenarios? How is a research survey created and implemented? How does question design influence the reliability and validity of the questionnaire? Participants should be able to apply the knowledge, skills and understanding of survey methods to their own projects.

Module Content:
On successful completion of this module, students should be able to:
· Formulate a research design
· Collect and interpret both quantitative and qualitative data
· Create and implement a research survey to test a research question
· Demonstrate an understanding of coding data
· Summarise and interpret the characteristics of the data collected using a number of descriptive and graphical techniques
· Demonstrate their understanding and interpretation of their own and other author's empirical research results
· Communicate the research results arising out of an application of a technique studied in this module to an expert and non-expert audience.
Total Marks 100: Continuous Assessment 100 marks (1 x project 2,500 words, 50 marks, 1 x In-Class Exam 30 marks, 1 x pilot survey (1000 words) 20 marks).

Assessment:
Compulsory Elements: Continuous Assessment.
Penalties (for late submission of Course/Project Work etc.):
Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.
Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark
achieved. Work submitted 15 days late or more shall be assigned a mark of zero.
Learning Outcome:
Page 54

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Pass Standard and any Special Requirements for Passing Module:
40%.
End of Year Written Examination Profile:
No End of Year Written Examination.
Requirements for Supplemental Examination:
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Programme Director).
Page 55

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

2013/2014

EC3143 Research Methods for Economic Investigation: Empirical Econometrics
(Pending Version)

Credit Weighting: 5
Teaching Period(s): Teaching Period 2.
No. of Students: Min 20, Max 50.
Pre-requisite(s): None
Co-requisite(s): EC3134, EC3136, EC3137, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143, EC3144
Teaching Methods: 24 x 1hr(s) Seminars (Workshops, Practicals); 100hr(s) Directed Study (Directed Reading, Project Work).
Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.
Lecturer(s): Staff, Department of Economics.
Develop the participant's range of research skills by introducing more advanced techniques for conducting

empirical research using the theories learnt in the thematic modules.

Module Objective:

Participants will apply more advanced methods and techniques to primary and secondary data in order to test a hypothesis and communicate the results. Examples of questions explored in the module include: How can data be analysed and interpreted using econometrics? How can scientific hypotheses be formulated using theories and tested using empirical econometric techniques for both Cross Sectional and Time Series Data? Participants will choose empirical research questions for investigation with statistical and econometric packages.

Module Content:

On successful completion of this module, students should be able to:

· Summarise and interpret the characteristics of the data collected using survey and econometric techniques

· Demonstrate their understanding and interpretation of their own and other author's empirical research results

· Develop an econometric model to analyse a research question

· Estimate an econometric model, interpret and evaluate results

· Display proficiency in the use of statistical software programs in the application of a technique studied in this module

· Communicate the research results arising out of an application of a technique studied in this module to an expert and non-expert audience.

Total Marks 100: End of Year Written Examination 50 marks; Continuous Assessment 50 marks (1 x project 1500 words).

Assessment:

Compulsory Elements: End of Year Written Examination; Continuous Assessment.

Learning Outcome:

Page 56

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Modules for New Programme Page 56 of 58

Penalties (for late submission of Course/Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark

achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:

40%.

End of Year Written Examination Profile:

1 x 1½ hr(s) paper(s).

Requirements for Supplemental Examination:

1 x 1½ hr(s) paper(s) to be taken in Autumn. Marks in passed element(s) of Continuous Assessment are carried forward, Failed

element(s) of Continuous Assessment must be repeated (as prescribed by the Programme Director).

Page 57

DMIS - University College Cork Report run on: February 8, 2013 2:33 PM

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Modules for New Programme Page 57 of 58

2013/2014

EC3144 Honours Dissertation (Pending Version)

Credit Weighting: 10

Teaching Period(s): Teaching Periods 1 and 2.

No. of Students: Min 20, Max 50.

Pre-requisite(s): None

Co-requisite(s): EC3134, EC3136, EC3138, EC3139, EC3140, EC3141, EC3142, EC3143

Teaching Methods: 12 x 1hr(s) Workshops; 236hr(s) Directed Study (Guided and Independent Research).

Module Co-ordinator: Dr Ella Kavanagh, Department of Economics.

Lecturer(s): Staff, Department of Economics.

Students are to be enabled to develop the skills, attitudes and experience necessary to engage in

competent research.

Module Objective:

Research Questions are chosen in the following research areas: Business, Finance, Health and China in consultation with a research advisor. Theories, concepts, empirical research methods and skills are used to answer these research questions.

Module Content:

On successful completion of this module, students should be able to:

· Design, prepare and present a research dissertation

· Identify and critically evaluate the literature relating to a research question

· Identify, collect and assess the relevant data for answering a research question

· Identify appropriate methods and techniques for answering the research question

· Use economic theories and concepts to answer a research question in Economics

· Use appropriate methods and techniques for answering a research question in Economics

· Communicate the research to an academic audience and to a non-expert audience.

Total Marks 200: Continuous Assessment 200 marks (1 x 3000 word Preliminary Research Review, 70 marks; 1 x newspaper article, 30 marks, 1 x 6,000 word dissertation to be submitted on a date specified by the Department, 80 marks, 1 x end of year presentation, 20 marks).

Assessment:

Compulsory Elements: Continuous Assessment.

Penalties (for late submission of Course/Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved.

Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark

achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module:

40%.

Learning Outcome:

Page 58

Programme: BA (HONOURS) TRANSFORMATIONAL ECONOMICS

Modules for New Programme Page 58 of 58

End of Year Written Examination Profile:

No End of Year Written Examination.

Requirements for Supplemental Examination:

Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be

repeated (as prescribed by the Programme Director

APPENDIX D

2012 Induction Programme for BA2 (Honours) Economics (through Transformational Learning).

BA 2 Single (Hons)

Economics

Induction Programme

"Teachers in Higher Education need to stimulate active, not passive learning, and to encourage students to be critical, creative thinkers with the capacity to go on learning afterwards. They need to create a process of active learning by posing problems, challenging student answers and encouraging students to apply the information and concepts in assigned reading in a new situation" (National Strategy for Higher Education 2030)

BA Teaching Team:

Dr. Aileen Murphy, Mr. Frank Crowley, Dr. Robert Butler, Dr. Ella Kavanagh, Dr. Bernadette Power, Mr. Seamus Coffey, Dr. John Eakins, Mr. Daniel Blackshields, Mr. Justin Doran, Ms. Noirin McCarthy, Dr. Ann Kirby

External Programme Advisor:

Ms. Assumpta O'Kane, Chartered Occupational Psychologist. MSc.

Programme Director: Dr. Ella Kavanagh

Programme Administrator: Joan Corcoran

Introduction:

Welcome to the Single Hons programme in Economics.

This innovative programme has been designed in conjunction with employers and the BA Teaching team to bring together what is needed for graduates in the workplace today. The whole focus in the programme is on you learning how to think for yourself and use information – and not just to learn in a passive and compliant way. Using Economic theories, ideas, and data analysis, we want to develop open and curious mindsets which question, debate, challenge and can generate new and different opinions.

We want to engage you in a transformative learning experience where you will grow and develop, scholarly, professionally and personally during the remaining two years of your programme.

To facilitate this, the programme will be delivered in a new way.

Programme Delivery:

A **learning facilitator** will guide you through the course material. The course material will be introduced through questions. Using this approach learning becomes a process of discovery in answer to questions where you are learning to identify questions to ask and research and to use appropriate tools of analysis and data to address these questions.

The **learning facilitator** will guide you through **three** phases of learning. Each phase will involve you doing something – a performance to illustrate your understanding. "These performances of understanding require students to go beyond the information given to them to create something new by reshaping, expanding, extrapolating from, applying and building on what they already know. The best performances of understanding help students both to develop and demonstrate their understanding" (Gould, 1998 in *The Teaching for Understanding Guide*). There are three types of performance:

Introductory Performance

Guided Performance

Culminating Performance.

In the **Introductory Performance** you the student are invited to "mess about" with an issue. We use these performances to determine where you are at, what you already know about the topic and what you are interested in.

Through the **Guided Performances** you will be supported by the learning facilitator. Again it will involve you doing something. These performances will help to develop your understanding. These could take the following forms: directed reading on a topic which has to be discussed in class; benchmarking your work against others; reflecting on your work with the help of your facilitator; introducing different perspectives; mini-lectures by your facilitator to develop your knowledge. The essential feature here is the involvement of your learning facilitator.

The **Culminating Performance,** the final one, is more complex than the preceding ones. It will involve you developing on your previous guided performances to demonstrate your understanding in new ways. Therefore the guided performances are an essential tool for completing the culminating performances. These performances will create new and challenging opportunities for learning and will be designed to test across a range of competencies.

As the fundamental aim of these performances is for you to develop your scholarly and professional competencies, it is vital that the sessions are interactive. This is a major change from the lectures in first year. During this week and throughout the year, you will be learning the importance of participating, getting involved, heading up teams and being prepared – all necessary attributes in the world of work. We hope that the sessions will allow everyone to participate in a novel and hopefully fun way.

An essential part of development and transformative learning is learning how to reflect on and learn from your performances. You will be assigned a coach and mentor to support you in this process.

Aims of the Induction Programme:

The aim of the Induction programme is to introduce you to this new way of learning and to give you practice at participating in **Introductory, Guided and Culminating Performances** so that by the end of the week, you should be familiar with the way that the programme will be delivered.

We will not be introducing you to new concepts or ideas in the Induction Week – instead you will be using the concepts that you learned in EC1104 or elsewhere. However we will be asking you to be creative in lots of different ways – in terms of the questions that you ask, the issues that you investigate, the solutions that you put forward and how you present your work to the group.

The Induction Week will also begin the process of creative inquiry and reflection. To get you started on this we will be asking you to reflect on your performances during the Induction Week and getting you to think about what you expect from and what you want to achieve in the coming year.

This week will give you the opportunity to get to know each other as a group and to begin to work in teams. BA students are in general quite diverse and find it difficult to meet other members of their class due to the large class size and the variety of modules on offer. Building a relationship with your class is essential because you will be working closely with each other over the next two years. You will also get the chance to get to know us.

By the end of the week, you should have a good insight into the structure of the programme, how it will be delivered, the kinds of performances that we will be asking you to do and importantly whether this is for you.

BA 2 Single (Hons)

Economics

Induction Programme - Timetable

Week 1: Sept. 16st – Friday Sept. 20th

Monday	Tuesday	Wednesday	Thursday
12-1 **Introductory Lecture for BA2 Students** *Kane G19* *Ella Kavanagh* *Programme Director* *Single Hons* *John Considine* *Programme Director* *Joint/Major Hons*			**9.30-11.00** **Introductory Performance** (***Team Building***) *WGB226* *Meeting Room* *Noirin McCarthy* *Ella Kavanagh*
		1-2 or 2-4 **Introduction** *Cavanagh Building* *LGO8* *Assumpta O'Kane* *Ella Kavanagh*	**2-4** **Introductory Performance** *WGB226* *Meeting Room* *Ann Kirby* *Bernadette Power*

Week 2: Sept. 23rd – Friday Sept. 27th

Monday	Tuesday	Wednesday	Thursday
			9.15-11.00 **Culminating Performances** *WGB226* *Meeting Room* *Aileen Murphy* *Justin Doran*
Guided Performance **1-3** *Pharmacy CPB_LG08* *Or* **12-2** *Boole 6* *Frank Crowley* *Seamus Coffey*	**Guided Performance** **1-3** *ALG19* *Or* **3-5** *Kane G20* *John Eakins* *Robert Butler*		**2-4** **Creative Inquiry and Reflection** *WGB226* *Meeting Room* *Daniel Blackshields* *Assumpta O'Kane* *Ella Kavanagh*

Introductory Performance

Theme: **"Your Country, Your Call"**

In February 2010 the then President of Ireland, Mary Mc Aleese launched a competition looking for ideas to boost the economy, create jobs and exploit the country's' potential.

It is now your turn

We are asking you to be creative and to put forward ideas, suggestions, policies etc. that you think will boost the Irish economy (in the context of the global economy) and return us to the position of "Europe's Shining Light".

You are on a journey to becoming an Economist. The only tools that you have are the ones that you got in EC1104: The World of Economics.

The purpose of the exercise is to get you to "mess around" and be creative.

You will be put in teams to give you the opportunity to work together and get to know each other.

You will have 15 minutes to do this.

As it is a performance, we are asking you to present your ideas to the class at the end of this session. You can choose whatever form of presentation you wish.

With your permission, we will videotape each of the group performances as these will form the basis for the sessions next week.

Guided Performance

Theme: How Economists approach this question.

The guided performances will involve you:

Reflecting on and learning from your Introductory Performance

Reviewing and evaluating your suggestion(s) using the tools in EC1104

Benchmarking your performance against other proposals

Learning to use evidence to support your suggestion(s)

Communicating your suggestion (ideas) to different audiences

Reflecting on Team Working

The Guided Performance will be spread over two sessions.

Culminating Performance

Theme: **"Your Country, Your Call"**

In February 2010 the then President of Ireland, Mary Mc Aleese looking for ideas to boost the economy, create jobs and exploit the country's' potential.

It is now your turn.

We are asking you, to be creative and to put forward ideas, suggestions, policies etc. that you think will boost the economy and return us to the position of "Europe's Shining Light".

In this culminating performance, you are asked to re-address the same question. But this time we want you to use what you have learned through the guided performances. We want you to:

- Think about it as an Economist
- Use the tools that you got in first year in EC1104
- Provide evidence (data etc.) to support your argument
- Target a particular audience
- Use different forms of Communication and Presentation appropriate to your audience

You will be in the original teams.

At Thursday's session, we are asking you to present your suggestions and ideas to the class. You can choose whatever form of presentation and whatever audience you wish (again being as creative as you wish):

- Poster & pens (Call to Joan Corcoran to collect)
- Powerpoint or other presentation packages
- Video
- Charts, Photographs, Diagrams, writing etc.

With your permission, we will videotape each of the group performances.

Culminating Performance

We would ask you to review your Culminating Performance under the following headings on a scale of 1 to 5 (*5 being very good, 1 being really needs improvement we think*)

Using Economic Tools:

                1   2   3   4   5

Provide Evidence:

                1   2   3   4   5

Target your Audience:

                1   2   3   4   5

Communication and Presentation:

                1   2   3   4   5

Innovation:

                1   2   3   4   5

APPENDIX E

VIVA Discussion with Professor Carol Costley and Dr. Eoin O'Leary, July, 2013.

Over View of my DBA Inquiry

What was my question? I wanted to inquire into the idea of AMD and whether it can happen, as well as the more difficult question as to whether it can be accelerated?

This was an important question for me because:

- It matters at the level of mankind, as to whether we can (through choice and awareness) accelerate our own development or remain in a fixed static place after a certain age? The nature of the ever increasing complexity in the world requires a new way of being.
- It matters to the world of work and employers who are seeking independent thinkers who take responsibility and accountability for creating and regulating their own perspective (as opposed to that of others). It matters to me that graduates are being prepared to deal (good habits are formed) with the new world they are hoping to enter and progress through for the next 40 years.
- I had a vision for graduates, built up over my years of a HR practitioner, as confident and well informed young people in the graduate recruitment space. To be able to answer questions in the first person e.g. what is your experience of teamwork… what do you think of communications… and to use their education as well as their part time jobs to generate insights.

I realised I needed to change how I thought and to create a new paradigm to achieve this vision.

- What was my answer? Through my own Journey of AMD and the BA Transformational journey, it is possible to accelerate AMD. Key aspects of this acceleration are Environment and Readiness to change. External validation of accelerated AMD came in the recent weeks through the validation of the new BA as a transformational learning programme by UCC.

How did I answer this question? I embarked on a twin track approach to inquire into my own AMD, and use the opportunity of the BA Project to transform my own meaning making. While I was a contributor to the BA Reform, critically I was observing myself to see how effectively I was making progress with my planned acceleration.

Once I recognised the current features (both strengths and opportunities) of my meaning making, I identified 3 Learning Goals as the vehicle to progress my development – Dialectical Thinking, Apparatus of thought and Dialogue.

In my role as external advisor to the BA Reform, I saw the chance to progress these goals in a radical project and as part of a completely new environment for me. (Education/university)

The outcomes to both 'good problems' provides a template for other similar dilemmas in other workplace and societal situations.

What is Adult Mental Development?

For me, it is the ability to be conscious and aware of how one is constructing reality.

AMD is rooted in the theories of Jean Piaget, originally and into current day research of Kegan, Loevinger, Cook-Greuter, Torbert, Kohlberg etc. Man makes meaning of his own experience through his ability to differentiate, integrate ideas, use language and then mentally classify what he has learnt into new or extended cognitive schema. Built up over time, man relies on assimilation to construct meaning, whereas for new learning to occur he learns to accommodate – to suspend judgement and to challenge what he knows - seeing it in a different and a broader way. The SELF makes a choice to learn anew and to buy into the idea of disequilibrium while it does. Learning to separate oneself from what one cannot see (subject to) and then to re-integrate it (make it object) is a significant and yet achievable activity for man.

Conclusions:

At the level of the University/school, a new validated transformational programme has been validated (2013) using constructive developmental psychology to influence its underlying pedagogy. The programme is explained as part of 4 Developmental Principles (Acceleration, Disequilibrium, Support and Self Authored Mind-set)

At the level of my meaning making – I have made progress with my learning goals and can set out 4 significant developments in my meaning making which support this. I can parallel my development with specific work completed in the new BA.

Conclusions to my Meaning Making Journey, DBA, July 2013

My Learning Goals	Targeted Behaviours	Developmental Principles (used in designing the BA Prog)	Illustration	
1. Develop my Capability for Dialectical Thinking	• Create Change and let it unfold	Acceleration of SELF	Creating a Vision for the BA Separating myself from that vision and allowing it to unfold Accepting that the Vision of development will not suit everyone	
	• Become less accepting of others points of view and actively seek out contradiction risk and absent ideas	Self Authored mind-set	Found ways of addressing the challenge of putting the self-authored mind-set at the centre of the programme: Consciousness raising; Competency Model and Learning Goals; Communications to Multiple Audiences, e.g. (Bankers/Journalists/economists) using economic thought lines and developing analytical and dialectical approaches; Expert Problem Solvers and Innovators – a movement from a narrow to a broader integrated view	
2. Enhance my Capacity for Open and Evolving Dialogue	Suspending Judgement, Observing Relationships, through Active Listening across People Process and Change in Motion	Disequilibrium	Facilitating the introduction and the form of disequilibrium Suspending judgement Facilitating dialogue with others Listening with care and asking the right questions Recognising the emotional, inter/intra personal of disequilibrium	
3. To improve my capability to use theory as a tool of thought	Through awareness and reflection, consider my own perspective as separate from others perspectives	Environment of Support and Challenge	Achieving the right balance in the challenge and support environment in the BA programme Achieving balance of support with the lecturing team as they deal with other university changes. Define the support needs of the students, with inbuilt	

			responsibility (vs. sympathy) Awareness of vulnerability in s/o separation for both students and lecturers	
4. Develop my Dialectical Ability	Become less accepting of others points of view and actively seek out contradiction, risk and absent ideas	Self Authored mindset	Found ways of addressing the challenge of putting the Self Authored Mindset at the centre of the programme: - Consciousness raising; - Competency Model and Learning Goals - Communications to Multiple Audiences, using economic thought lines and developing analytical and dialectical approaches; - Expert Problem Solvers and Innovator – movement from a narrow to a broader integrated view	