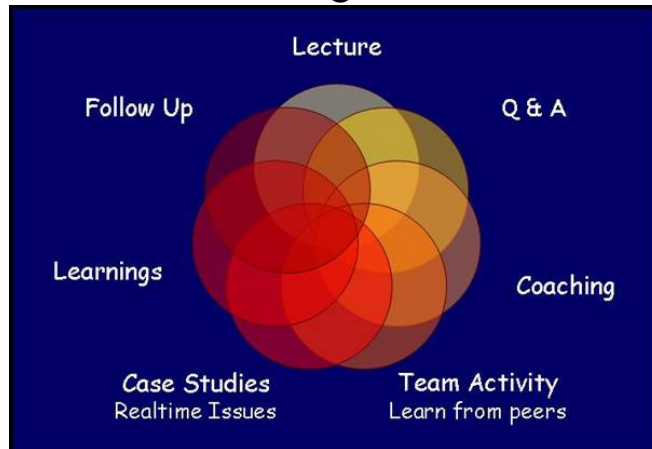


My Teaching Framework & Philosophy

Create and stir other people to create
Robert Frost

Teaching Framework



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My basic philosophy in teaching: Teach the way I like to be taught

I often imagine what would inspire me to listen, learn and internalize, and I think of those teachers that made the biggest impact on me. Combining the two and adding my passion for teaching builds the foundation for my teaching philosophy. At the end of a successful career spanning 25 years in influential roles in corporate America, I made the decision to spend my time sharing my knowledge and practical experience to educate and inspire others and serve as a catalyst for their transformation. I embrace teaching as an opportunity to inspire and empower.

It is my intention to inspire creative leadership, which I perceive as the capacity to think and act beyond the boundaries that limit our effectiveness. Organizations and leaders face some tough challenges in the global economy, and it is critical to help people unlock hidden potential through creative leadership. In my sessions, phrases like, "I can only do this. My job is not that. I have tried it before. I cannot speak without visual aids," are subject to self-examination and challenge. My intent is not to intimidate or impress my audience with my knowledge and experience or the power that a teacher can wield in the life of a student. I am a facilitator for their learning. I maintain originality in my teaching and regularly strive to improve my teaching by seeking student feedback, talking with peers and experimenting with new methods. I keep the sessions lively with current topics.

Integral to teaching is learning outcomes. How do I judge myself? Student evaluations are critical to any teacher. Yes, it is rewarding to get the high ratings on teaching skills, class interest, or atmosphere. Increased enrollment for my classes is a big bonus. My client approval is demonstrated by repeat business and recommendations. However, the most vital comment: *Mala, I am no longer shying away from negotiations, because the techniques you taught worked for me*, and the most vital statistic in the evaluation:

- Student level of understanding of the application of the principles taught in the class. If they can succinctly answer the questions, *So What?* And *What Next?* I have succeeded. I have walked out of many classes, wondering: Great information, superior knowledge, great teacher, classy handouts, but when and how will I ever use this? I want my students to walk out claiming that the class made a difference in their project, work, job, career and/or professional life.



My teaching philosophy can be wrapped in the following SEVEN PRINCIPLES.

Self-Discovery

Help participants discover their knowledge of the topic, and their own strengths and areas for improvement. I start out by posing to the class a set of questions appropriate for each topic that helps unravel the student's interest level, knowledge and experience of topic, myths surrounding topic, strengths and weaknesses. It is a revealing moment for the student. This also helps the student focus on areas where learning needs to happen.

Self-Improvement

Most people will improve if they can see the benefit. My classes provide the motivation for participants to build the skills, knowledge and experience to improve their own performance. Learning happens in a relaxed atmosphere. Students feel free to approach me with questions, clarifications and challenges that may impede their growth.

Inspiration & Transformation

I create an atmosphere for participants to feel good about their desire to learn and change. My classes help students sharpen critical thinking skills in order to enable them to transgress limitations. People who never thought negotiation was possible in their realm of activity have walked out encouraged to call a meeting with clients to begin discussions.

Transformative learning is most likely to occur when students become personally engaged with the material and perceive it to be directly relevant to their own lives. Understanding the diversity of learning styles and student experiences is key to enhancing this engagement. The process by which I work to stimulate student engagement is unique to each individual and classroom. While students must ultimately take responsibility for their own learning, a teacher can often inspire their desire to learn.

Practice makes perfect. No teaching is complete unless the student uses the learning in "real-time." I guide participants to internalize the learning. There are three steps to my approach:

1. I give actual examples to illustrate the learning and its impact on my professional growth
2. Demonstrate what this learning can mean to the class
3. Show how to apply this learning in their current jobs, future work or professional life?

Consultative

Be a partner. I believe it is crucial for teachers to cultivate learning partnerships with students. I don't believe in "delivering" a lecture on what I know. It is about what the class needs and how I can match what I have in my portfolio of knowledge and experience to meet their needs and exceed their expectations. Engaging the class in a discussion, learning about their business issues and relating my teaching to the issues is very important for me. Students learn a great deal from each other - providing this setting, within the framework of the topic, makes the class lively.

I bring together my diverse experience and knowledge to play in all my classes. For instance, I teach some financial concepts in my marketing class - I believe in a holistic approach to learning. Providing access to my expertise is a priority. I actively encourage dialogue with students during office hours.

Just-in-Time

Adopt a hands-on approach using participant's current business situation to learn. This approach goes hand-in-hand with consultative teaching. If students do not have business situations, I provide some scenarios. These are based on my regular reading and research of the business world, and my background in multiple industries and disciplines play a lead role in these situations.



Learning can be Fun

Make sure participants enjoy while learning. A little humor goes a long way to soften the blow of sitting in class for hours. My classes are considered lively and interactive. I have a track record of eliciting 100% participation even in virtual classes.

Respect

Everyone is intelligent and everyone is capable of making a meaningful contribution to the class. There are no right or wrong questions or answers. I create an atmosphere that is conducive for everyone's active participation and learning.

Finally, my passion for teaching and interest in the professional growth of my students contribute to my teaching philosophy.

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