

# Case Study: UTS Advanced MBA Program

How MBA students fast-tracked to deep working relationships



The UTS MBA aims to enable early career professionals to either prepare for more senior roles within their current field, or to switch to new fields of business management. This includes general management, functional and specialist skills development.

## Challenge

Students work together during their Advanced MBA program to solve a real business problem for an organisation, supported by industry experts and mentors. As part of the assignment, participants are required to provide feedback to each other on their individual contribution as well as their collaboration and teamwork. For many students providing direct feedback to people they have only recently met can be challenging. It takes time to build the deep level of connection and trust needed for open discussion to emerge. In addition, there are often perspectives differences around the balance of workload and approaches to problem solving.

## Solution

We needed to help the students build a greater understanding around their own and their fellow students' motivations and personal work styles to facilitate inclusion and tolerance and to provide a common language for discussing and resolving tensions. Our self-enquiry process facilitated a fast-track in understanding and provided the input for a deeper level of conversation needed to build trust in a short timeframe. By having the students take it in turns to facilitate scheduled group discussions they also built vital skills for their future careers.

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## Impact

After a 6-month developmental cycle with the MindNavigator system, UTS Advanced MBA Program achieved transformational results:

## Testimonials

*We really felt that we learnt something new that could be applied in our personal and professional lives. I think the insight that practising agility can increase influence by acknowledging and appreciating (rather than instinctively undervaluing) a colleague's opposing preference when it comes to approach to change or adaptation style etc is particularly useful! We're getting more and more out of these sessions as we work together on the project and with the client.*

- Participant

*it really facilitated a completely different level and tone of conversation to our usual catch ups (even our social ones). Some of the content around the limiting beliefs and self-preservation mechanisms we all carry with us resonated for a lot of the team and we heard some honest, vulnerable and highly relatable stories about each other's journeys with some of these inner dialogues.*

- Participant

*We've heard a range of opportunities to support each other in coming weeks. Some of these include providing feedback and nudges to each other on things like delivering blunt feedback, being assertive in our personal lives and being better at prioritising key drivers instead of saying yes to it all.*

- Participant

*As a very diverse group we had a hard time connecting with one another however the MindNavigator exercises opened us up to one another.*

- Participant

## RESULTS

100%

All the students used what they learnt through their MindNavigator journey to help complete their projects in the Design and Delivery studios.

>70%

The majority of students experienced greater self-awareness and self—understanding; and more flexible/adaptive mindset (perspective expansion)

100%

reported that MindNavigator supported their ability to connect and interact with other students