

SOLSTICE & CLT Conference 2016

Raising the bar with a joined up approach.....

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The beginning

- ▶ From a critical self-reflection on the delivery of management models in both Organisational Behaviour (OB) and the associated discipline of Human Resource Management (HRM), we perceived a need to amend teaching practice in order to
 - ▶ Improve student experience
 - ▶ Develop an independent approach to learning
- ▶ However, we both felt that could only happen in a supported constructivist environment
- ▶ Piaget (1962), Castle (1997) and DeVries and Zan (1994), Richardson (2011) and Zan (1994) all consider that knowledge comes from within the student

Contextualization

- ▶ Why was change needed?
- ▶ Human Resource Management and Organisational Behaviour historically have been viewed as discrete disciplines
- ▶ HR as prescriptive because of the practical elements whereas OB has been seen as more critical

- ▶ What did we do?
- ▶ Having both worked in the disciplines for a number of years, over the summer of 2013 we decided to draw on our own experiences of industry outside academia and develop an approach which could be considered both inventive and engaging.

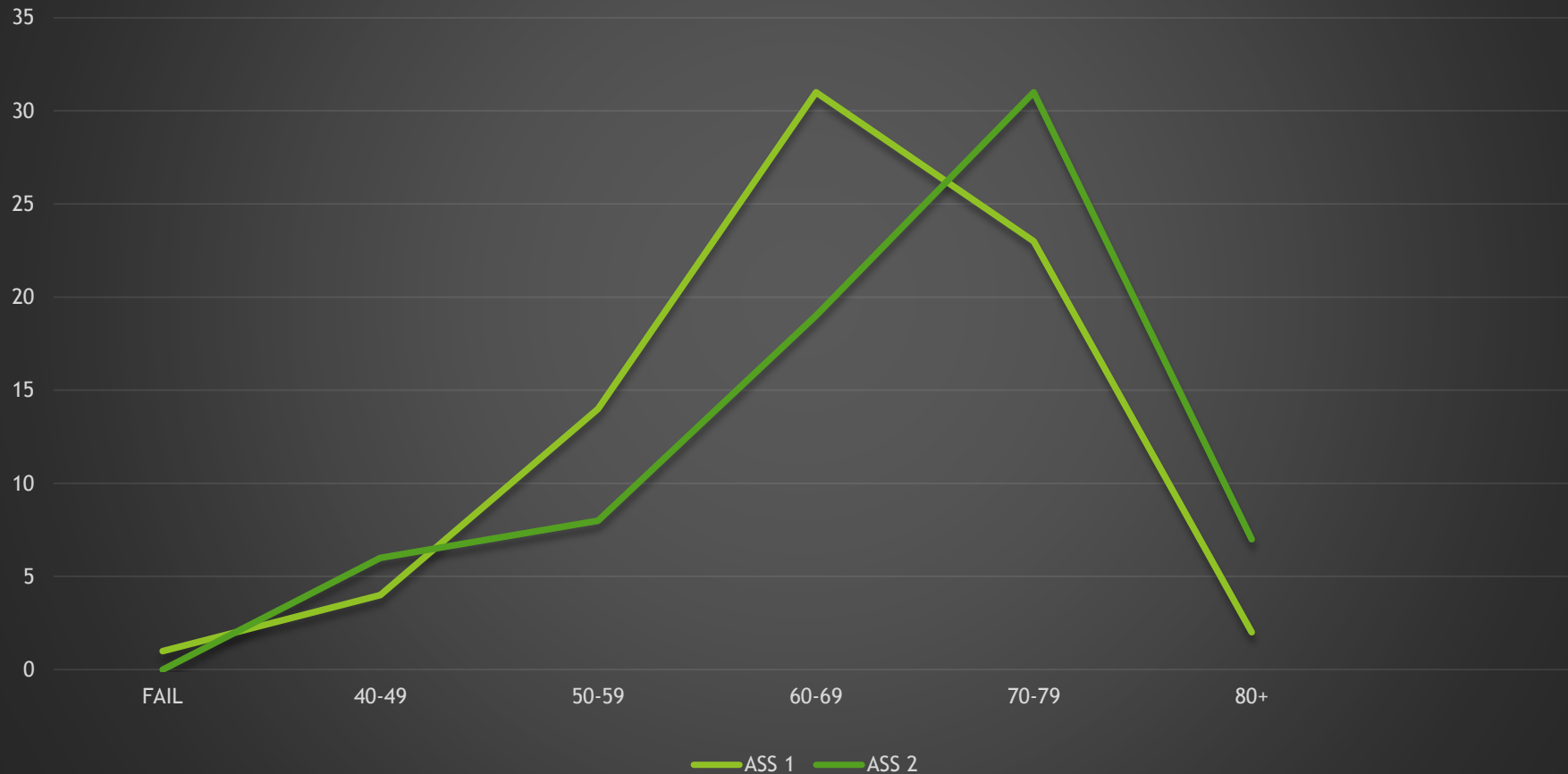
Contextualization

- ▶ There was an emphatic use of a combined case study.
- ▶ “*Forest View College*” was introduced with various levels of problems to be considered
- ▶ The blending of disciplines emerges, as traditional HRM is focused on delivering policies based on fairness and equality for all,
- ▶ Organisational Behaviour is more critical in appreciating that language itself is inherently fraught, filled with ambiguity and illusion, taking for example the problematic use of metaphor in business the problem of HR language policy documents together

Style of working

- ▶ There was still a lecture on a weekly basis
- ▶ For the first 4 weeks there were seminars based around the case study problems which were linked to the first assignment
- ▶ From week 4 onwards the sessions moved to supporting students with small group/individualised tutorial sessions as opposed to traditional seminar as support for lectures
- ▶ Students are invited to provide drafts of essays well in advance of hand in dates.
- ▶ Experience has shown particularly in relation to HRM, that students tend to focus on description rather than critical analysis.

BUS2024: COMPARISON OF MARKS FOR ASSIGNMENTS 1 AND 2 SHOWING A CLEAR PROGRESSION TOWARDS HIGHER ACHIEVEMENT



Results from BUS2024, Managing People

BUS2024 MANAGING PEOPLE. MID SEMESTER MODULE EVALUATION

KEY.

T1. Staff are good at explaining things

T2. Staff have made the subject interesting

T3. Staff are enthusiastic about what they are teaching

T4. The module is intellectually stimulating

A1. The criteria used in marking have been clear in advance

A2. Assessment arrangements and marking have been fair

A3. Feedback on my work has been prompt

A4. I have received detailed comments on my work

A5. Feedback on my work has helped me clarify things I did not understand

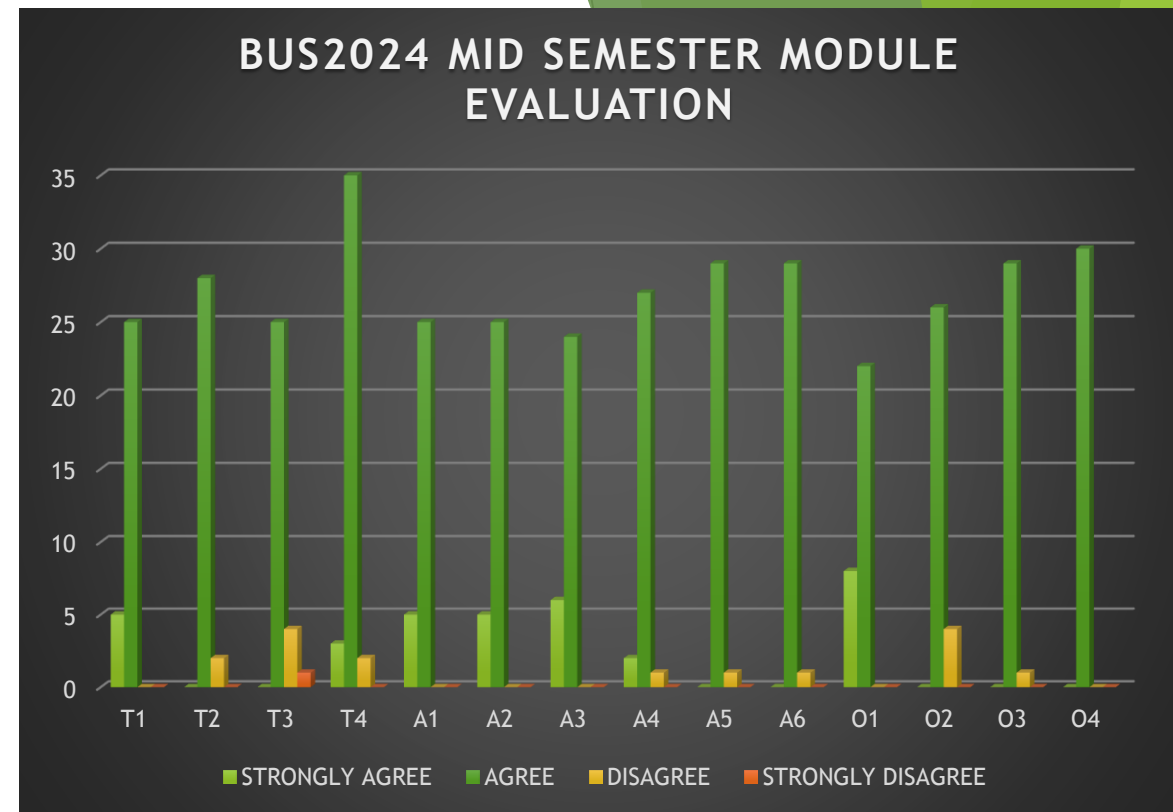
A6. I have received sufficient advice and support with my studies

O1. I have been able to contact staff when I needed to

O2. The timetable works effectively as far as my activities are concerned

O3. Any changes in the module or teaching have been communicated effectively

O4. The module is well organised and is running smoothly



Findings from the modified approach

- ▶ We have found students have increased both their levels of attainment and satisfaction in relation to previous approaches
- ▶ By adopting critical stances in relation to analysis of issues in management provides students with a much clearer understanding of the types of issues they will be confronted with after graduation and entry into 'real world' organisational situations

Lessons going forward

- ▶ We believe the combined case study approach has worked well and improved both student mid semester evaluations and degree classifications in the school
- ▶ From here the intention is to expand the same case study to include other modules and other disciplines
- ▶ Although we cannot use the case study per se, the supported group and individual tutorial approach has also been used in Research Methods at level five