

Modelling Know-How to Inform Course (Re) Design and Delivery

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Epistemological Access – Supporting the Learning of a Wider Student Body

- We took our lead from this and our proposal today, because:
 - We were challenged with the re-design of our course
 - We feel we are doing some things which are possibly of interest to others
 - We like the look of the outcomes so far but there have been challenges
- So what was our starting point?

BABM re-Design, our Shared Starting Point:

- We work in the business school, so there has to be a mission!
- The mission of the **BA Business Management (in-Company)** course (**BABM**) is:

‘to develop outstanding business and management graduates whose employability and performance in the work-place is enhanced through a distinctive learning in the work-place experience’

- So what did this, does this mean for what we do and how?

Our Mission, Epistemology and Us

- We believe our mission sets us a real and interesting challenge...
- ‘On the ground’, how do we support students who are rarely here?
 - So some comment and insight to follow on this
- And in ‘big picture’ terms, we are moving from:
 - *‘how do you know what you know’*
 - ***To ‘how do you do what you do’ and ‘how you know why you do it’***
- This is where it gets interesting for us in our work...
 - Before this, what about yours?

Pragmatism, 'Know(ing) How', and Supporting Growth – Course Aims

- Recruit high performing participants to a **relevant** and distinctive business management degree
- Work in partnership and collaboration to provide a learning environment in which participants develop **informed and critically reflective practice** relevant to management and managing
- Enhance potential, employability and impact(s) through **learning in, through and for practice** and work
- Recognise, reconcile and evaluate theory and practice and give focus to the **development of know-how** related to management and managing in organisational, academic and individual contexts
- Support participants in developing a strong sense of self, their identity, capability, competence(s) and behaviour(s) and **their connectedness in individual, organisational and broader social and global** contexts
- Encourage and enable participants to **continually appraise and reflect on their 'skill set' and practice(s)** and to pro-actively self- manage their contributions, lifelong learning, employability and careers
- Develop the participant's self-confidence, reliance and esteem to enable them to **take responsibility for their own learning and development** when leading themselves, others and careers

Pragmatism, Know(ing) How and Modelling

- Over to John

But what is a model?

- We took the idea from our teaching of strategy.....
- *A model represents and helps us to comprehend **how** something works*
- *In our teaching it is about how a business creates and delivers value*
- In the course it is about how participants develop their **practice**

But what is a “business model”?

- It is a model, an image, a representation, of *how the business works*



Some Comment on Know How..

- Organisations have routines and protocols
- Such things are both practices and “bundles of know-how”
- A *given* know-how brings embedded “know-why” and specifies “what” is to be done

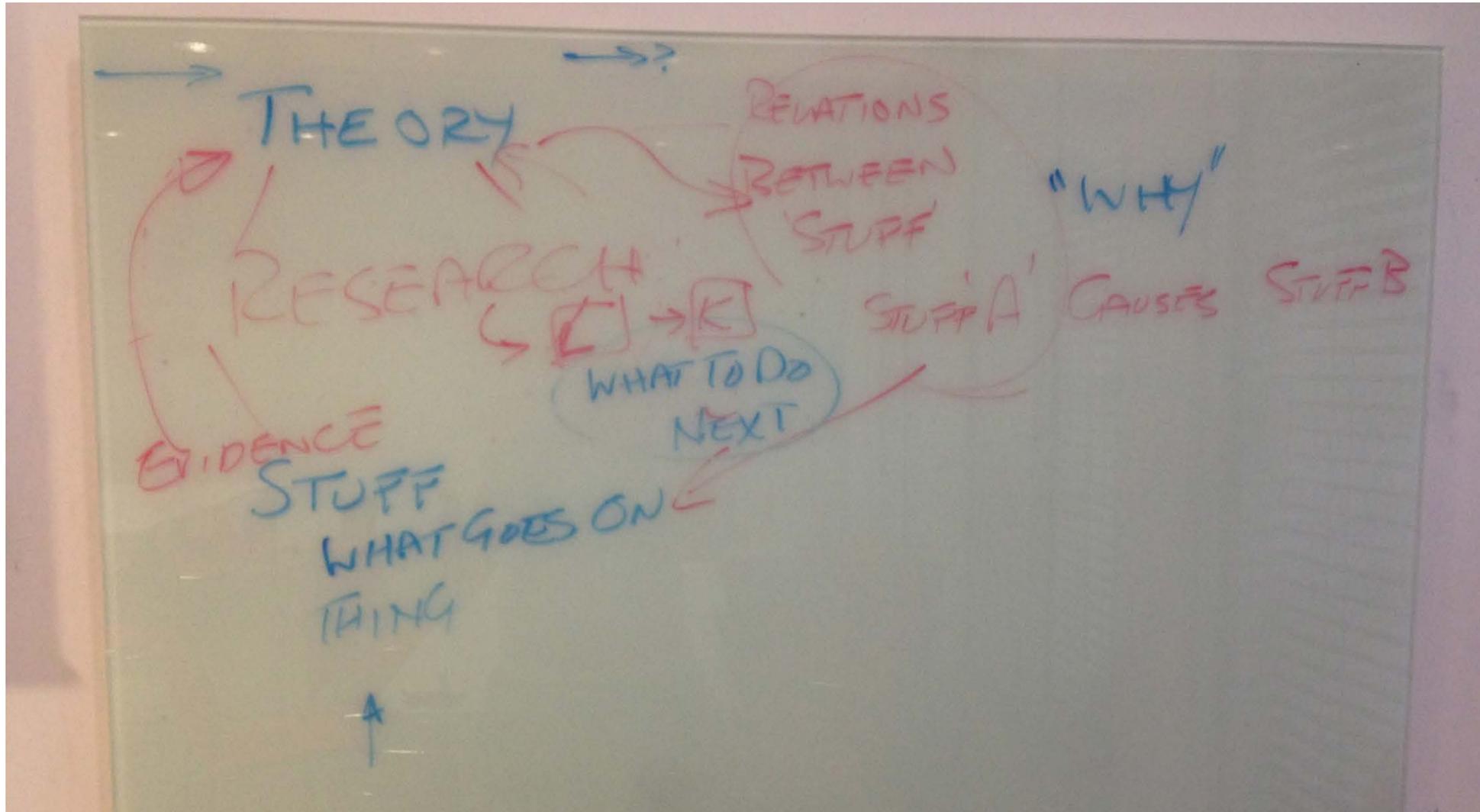
The organisation routine:

Know how to do stuff

There is an implicit “know why” – there is some theory about why things are done this way and this is frequently not explicit or challenged

There is an explicit “know what” – protocols and routines are written as what is to be done when, or are assimilated as sequences of activity

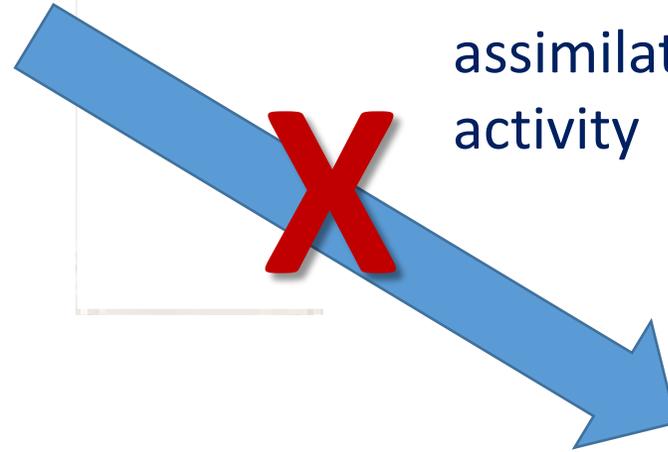
Our story: much scribbling on the whiteboard....



NBS Learning Goal	NBS Generic Programme Learning Outcomes
Graduates of the School will be able to:	Graduates of the Programme will be able to:
Demonstrate knowledge and understanding of the primary theories and concepts relevant to their field of study	Demonstrate a critical understanding of theory and practice within the field of X (KU).
Apply theory to practice and relate practice to theory	Apply XXX theory to practice within organisations (K/U).
Demonstrate aptitude for critical thought and creativity	Assimilate and critically evaluate key themes and concepts within the literature relevant to the field/discipline (KU). Demonstrate cognitive skills of critical thinking, analysis and synthesis (SQA).
Effectively utilise relevant information and communication skills	Critically evaluate arguments, assumptions, concepts and data (that may be incomplete), to make judgements and decisions and frame appropriate questions to achieve solutions to business problems. Exhibit information literacy, including searching, retrieving and critically evaluating information from a range of appropriate sources(SQA).
Critically evaluate ethical and sustainability-based issues within their field of study	Demonstrate an awareness of ethical and sustainability issues within X (KU).
Evidence the capacity to act as a global citizen	Demonstrate an awareness of wider social and management issues and cultural diversity within a global context (KU)..
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Beware of the 'short-cut'..

There is an explicit "know what" – protocols and routines are written as what is to be done when, or are assimilated as sequences of activity



Jon S....

- Some comment on:
 - Moving from skills to understanding behaviours (the doing)
 - And in supporting how to reflect
 - From supporting learning at distance to developing digital literacy

The need for graduates to have the capacity to self-manage and coach their own personal growth and development in the context of 21st century business which operates in an increasingly complex and unbounded digital world

Changing minds, changing behaviours?



**You are free to choose,
but you are not free from
the consequences of your choice!**

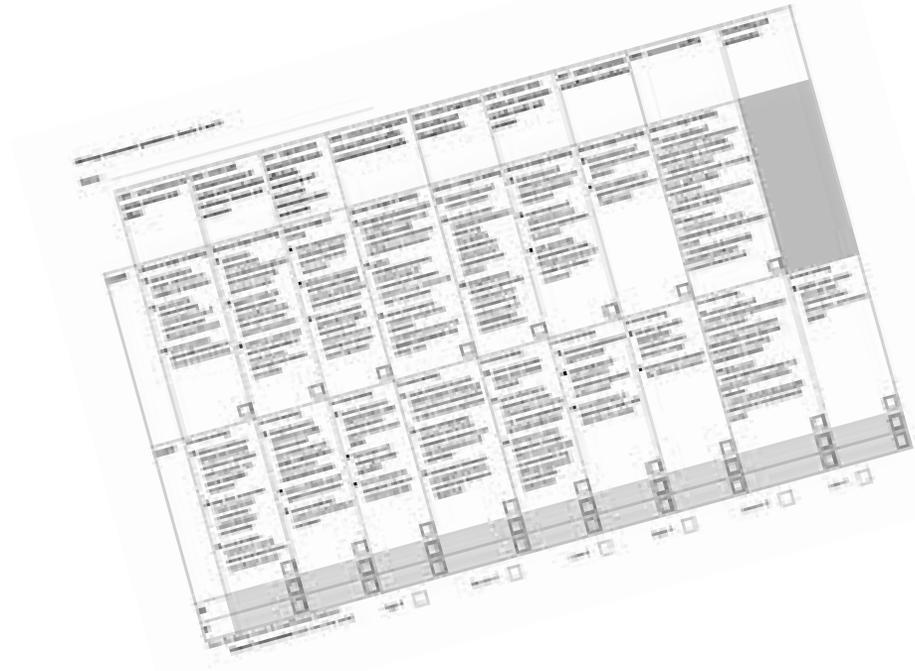
Changing minds, changing behaviours?



Changing minds, changing behaviours?

- The poor old marking grid!!
 - Deadline?
 - Feedback – self
 - Feedback - others

“What my grade is and what I did wrong”



Success Habit, Scivier, 2015

Changing minds, changing behaviours?

- Level 2 Distance learning ATAP, in a **complex and unbounded digital world** requires...
- Digital capabilities...
 - Critical Consumption
 - Communication
 - Curation
 - Collaboration
 - Critical Content Creation
- Leading to learners moving from social, informal users to formal, productive users in the workplace



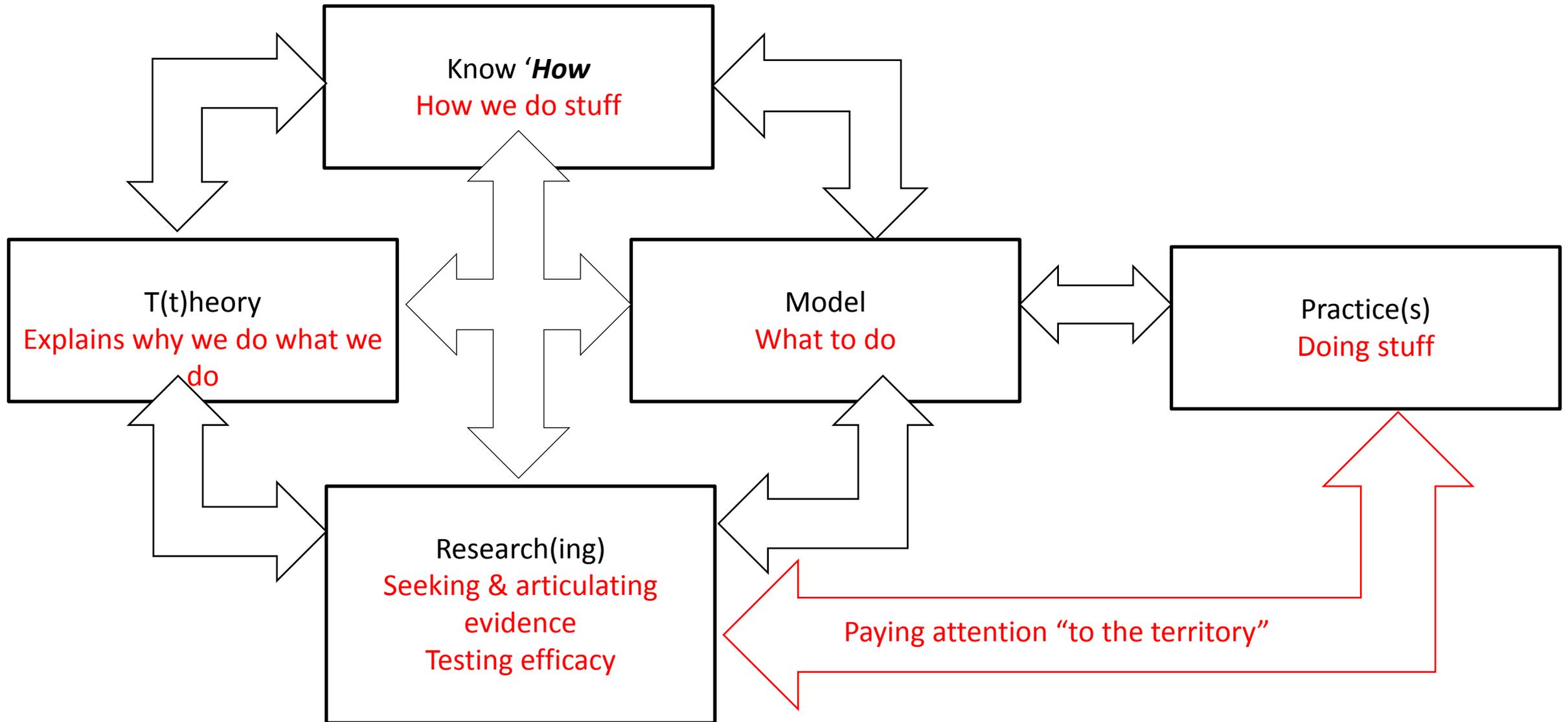
Andy B....

- Some comment on:
 - From consumer to participant to co-producer
 - Its not maths but I want to see your working out!
 - Some comment on sense of outcome(s) at this point

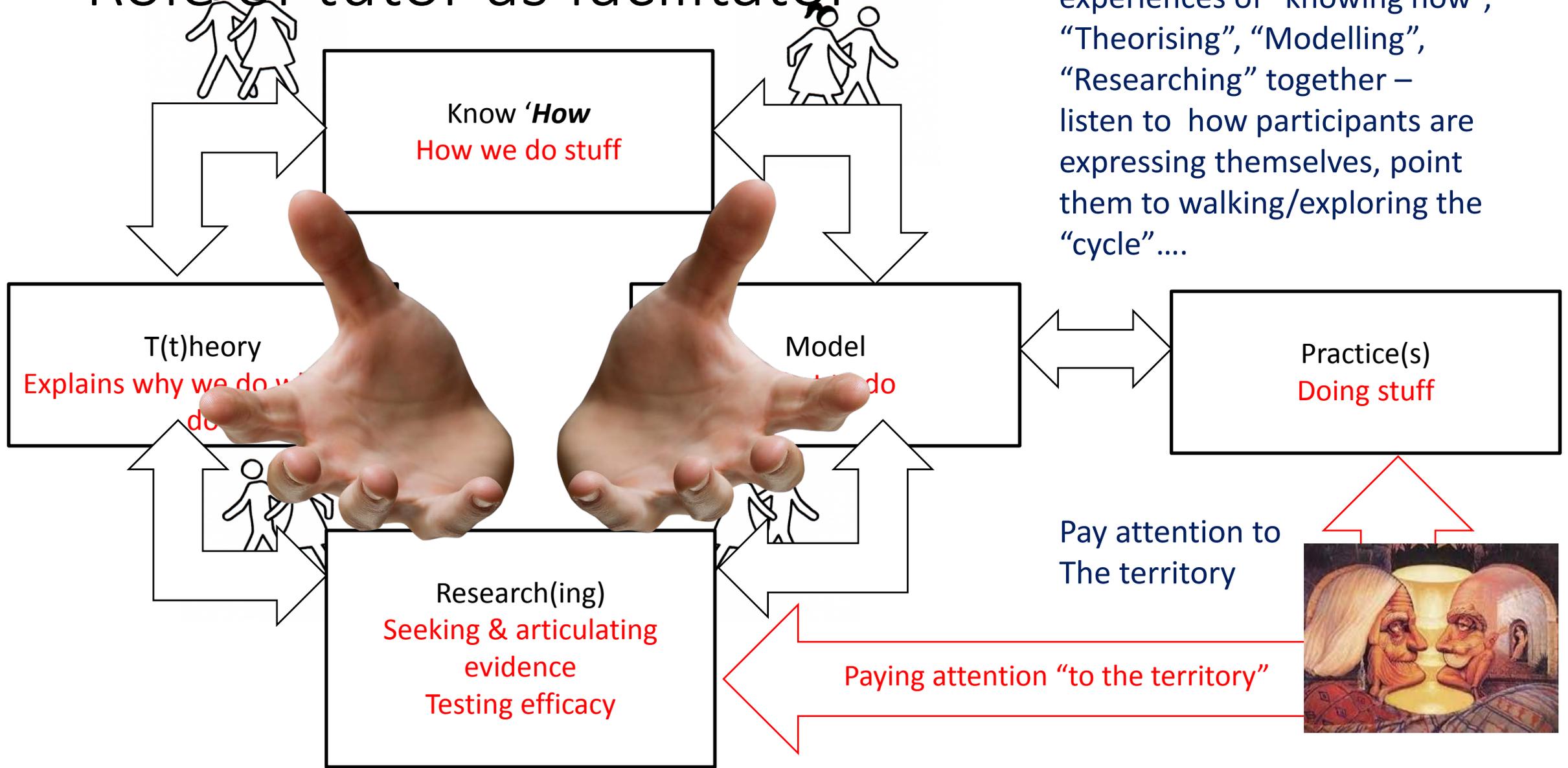
John F – An Example...

- Connecting the model through and in practice?

Reconnecting:



Role of tutor as facilitator



Hold the connections and experiences of “knowing how”, “Theorising”, “Modelling”, “Researching” together – listen to how participants are expressing themselves, point them to walking/exploring the “cycle”

Pay attention to The territory



John's story: using the modelling in module design and delivery

- What questions need to be answered by the students (co-producers)? *This really helps with design of “process” in the module and with design of assessment*
- How do we best “set-up” these questions?
- What resources are needed by the co-producers to develop answers? Material that will “up-set” existing thinking...
- How do we encourage “co-production” and not passive consumption? How do we encourage participants to co-produce their “knowledge” and “set-down” what they know, not ask for the (academic) answers

The organising question – a level 1 module

The core questions	Organising questions (set-up and up-set)	Anticipated outcomes (set down)	Anticipated assessment
	<p>what is relationship between business and value.</p> <p>..... strategic perspective.</p>	<p>academic and professional style</p>	<ul style="list-style-type: none"> ▪ Group based presentation (Formative) ▪ Coursework (patchwork/portfolio with narrative) ▪

An illustration: RB1.1 “Business Models and Strategy” A level 2 Module

- At level 1 there was a “marketing and environments module”

- **At level 2 we address related, but different questions:**

- **How is value created?**
- **How is value delivered?**
- **How is value distributed?**
- **How is the value system maintained?**
- **How do other business functions and processes connect to these?**

The core questions	Organising questions (set-up and up-set)
What is a business? What does it do? Who/what is involved?	How do we understand ‘value’? <ul style="list-style-type: none"> ▪ How is the word used and by whom? ▪ What does it, and they, refer to? ▪ What is the relationship between ‘value’, ‘market value’ and ‘price’?
	What is the marketing orientation? <ul style="list-style-type: none"> ▪ Are there other ‘business’ orientations? ▪ What are the arguments for a marketing orientation? ▪ What is relationship between business and value?
	How is the marketing orientation ‘operationalised’? <ul style="list-style-type: none"> ▪ What are the practices, techniques and organisational processes (E.g. where do the various Ps, marketing planning etc ‘fit’)?
	What is ‘the business environment’? <ul style="list-style-type: none"> ▪ From a marketing perspective? ▪ From an operations perspective? ▪ From a stakeholder perspective? ▪ From a ‘strategic’ perspective?
	How do the above inform us about ‘sustainability’?
	What are the skills and competences needed to be effective in this module and beyond?

An illustration: RB1.1 “Business Models and Strategy”

Learning outcomes

Knowledge and understanding. After studying this module you should be able to:

- a) Articulate understanding of business models and modelling in context of theory and practice
- b) Locate and describe approaches to creating, securing and sustaining value in organisations
- c) Formulate and propose plans and reasoned actions to address identified strategic issues

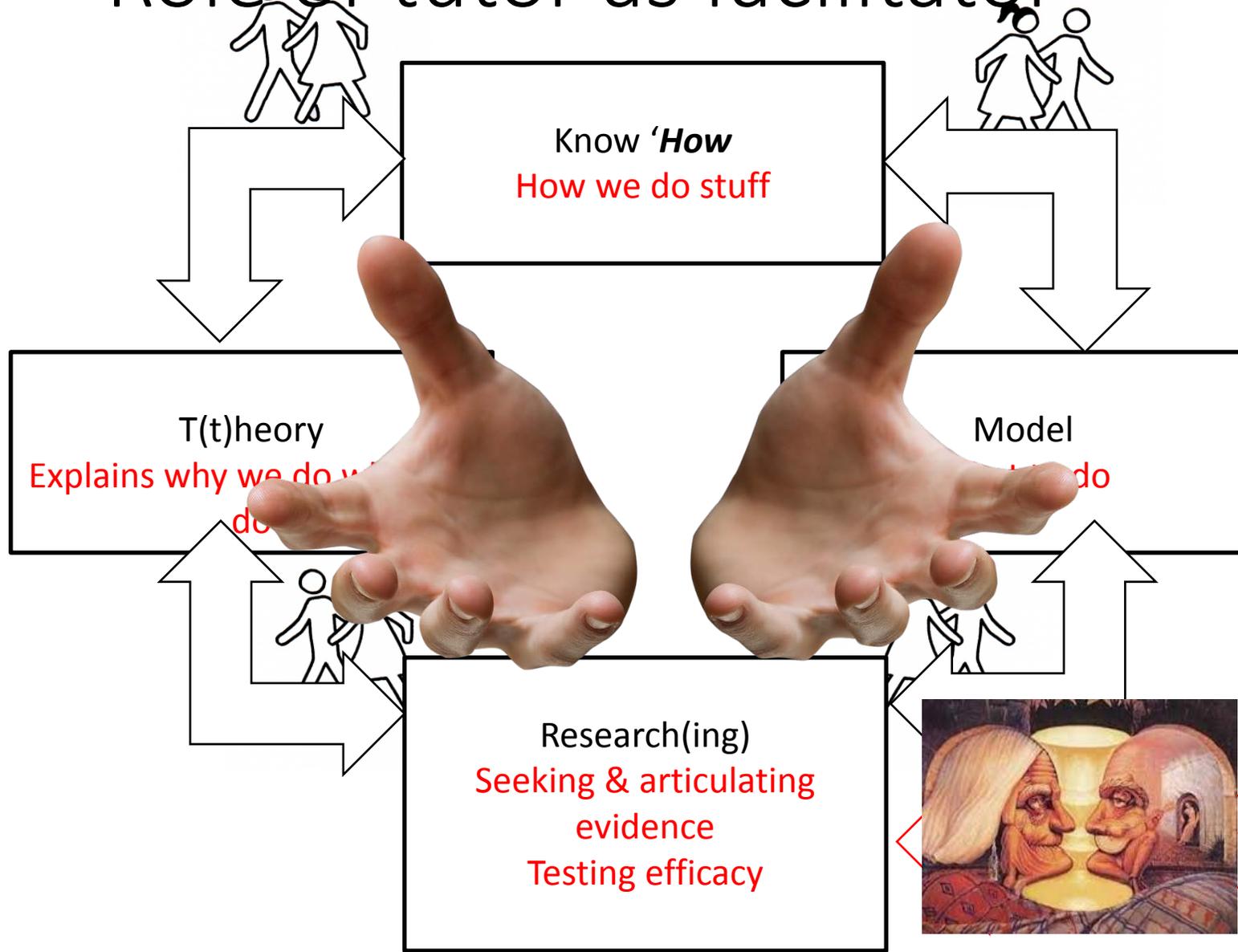
Skills, qualities and attributes. After studying this module you should be able to:

- a) Reflect on business modelling and the use of models in theory and practice settings
- b) Express the impacts of learning systems and/or stakeholders on practice and research
- c) Search for, select and use information, data and evidence to support ideas and conclusions
- d) Evidence argumentation, commercial awareness and deployment of skill(s)
- e) Plan, organise and present work in an appropriate academic and professional style

An illustration: RB1.1 “Business Models and Strategy” A level 2 Module

- **Set up – things to be answered:**
 - **How is value created?**
 - **How is value delivered?**
 - **How is value distributed?**
 - **How is the value system maintained?**
 - **How do other business functions and processes connect to these?**
- **Experiences and resources required.....**
- **Experiences of modelling businesses/organisations and tracking value creation and delivery**
- **Describing how enterprises are connected to the environment and exchange value**
- **Explaining and practicing the use of tools and techniques to derive such models and use them as managers**

Role of tutor as facilitator

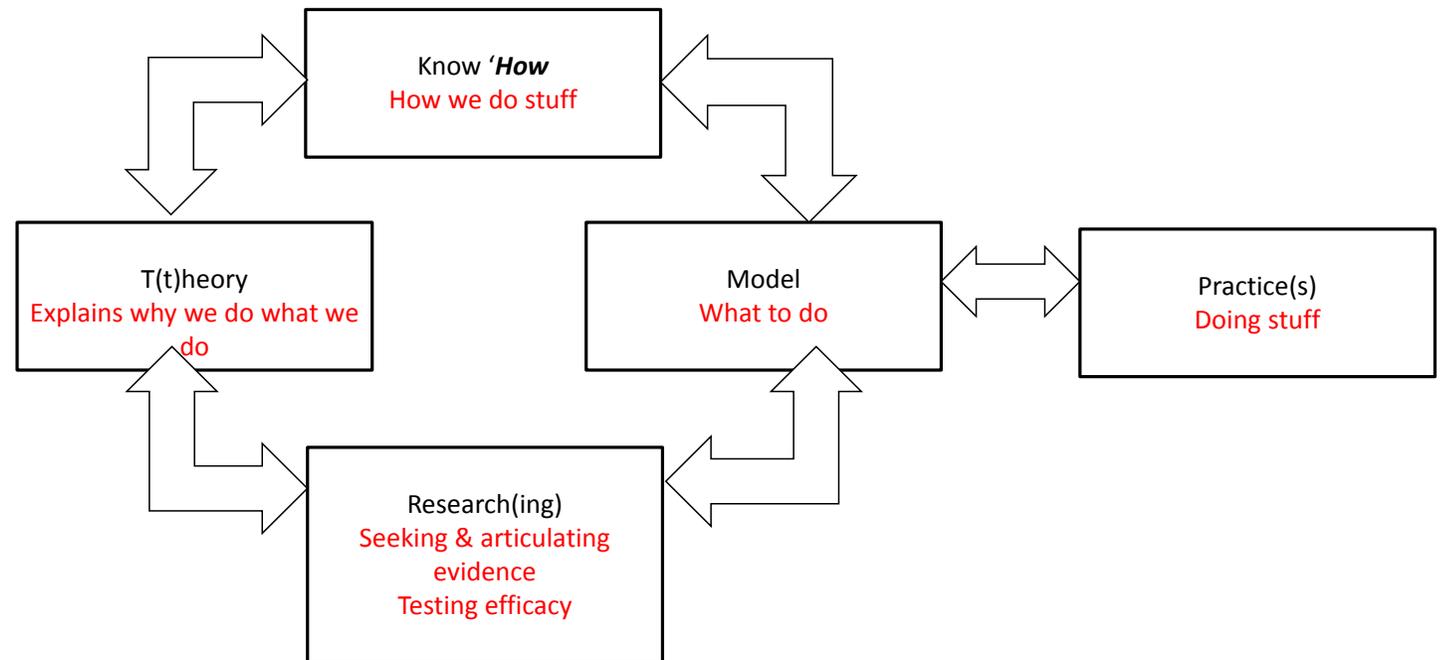


Why is it you have done things that way – what idea or theory are you using?
And what is the evidence that persuades you it is useful?
How does that inform your modelling and the things you look out for?
What else is available as evidence?
How might that be used to find helpful theory?
How would that impact on your know how?
What does that mean for your model?
How will you proceed?

...tion "to the territory"

An illustration: RB4....

- Oh why oh why oh why...
the Wye Valley John?
- *We went to St Briavels Castle in the Wye valley – it is King John's Hunting Lodge*
- Strategy is a social process – it is reasoning and arguing and carrying people with you
- It is about tracking what is going on



Andy is here...

- To share his insights with you

Back to Richard

- Course design frameworks and processes
- Search for conformance (and standardisation)?

NBS outcomes – tensions emerge?

NBS Learning Goal	Aligned?
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Demonstrate the capacity to make an impact in organisations	

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NBS Learning Goal	NBS Generic Programme Learning Outcomes
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Understanding	Demonstrate a critical understanding of theory and practice within the field of X (KU).
Practice	Apply XXX theory to practice within organisations (K/U).
Thought	Assimilate and critically evaluate key themes and concepts within the literature relevant to the field/discipline (KU). Demonstrate cognitive skills of critical thinking, analysis and synthesis (SQA).
and	Critically evaluate arguments, assumptions, concepts and data (that may be incomplete), to make judgements and decisions and frame appropriate questions to achieve solutions to business problems. Exhibit information literacy, including searching, retrieving and critically evaluating information from a range of appropriate sources(SQA).
Ability-	Demonstrate an awareness of ethical and sustainability issues within X (KU).
Global	Demonstrate an awareness of wider social and management issues and cultural diversity within a global context (KU)..
Commercial	Display commercial awareness , adaptability and understanding of contemporary practice(SQA). Demonstrate a range of professional and transferable skills including , effective communication skills, an understanding of leadership and team working (SQA).
Independent	Demonstrate ability for self-managed learning and continuing professional development (SQA).

We were concerned about the way each of these “pink” outcomes were operationalised in the assessment process, with dominant weight on the academic elements of knowledge content, critical thought and conceptual synthesis..... All of which are content driven.....

Some challenges

- Standard set up is not pragmatism and know how
- Transitioning from student to participant to co-creator
- The sense of a 'Course' and a 'Course Team'
- Design, module and assessment drift