



University of Glasgow

Adam Smith Business School

Establishing professional practice: Developing graduate attributes through active feedback in experiential settings

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Backgrounds

- Previous careers in industry
- Second career 'pracademics'
 - Marketing
 - Consultancy
 - Manufacturing
 - Engineering



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Areas of Focus

- Experiential learning
 - working with clients
 - developing key skills
 - retention of student agency
 - problem based learning
 - active feedback

Presentation Overview

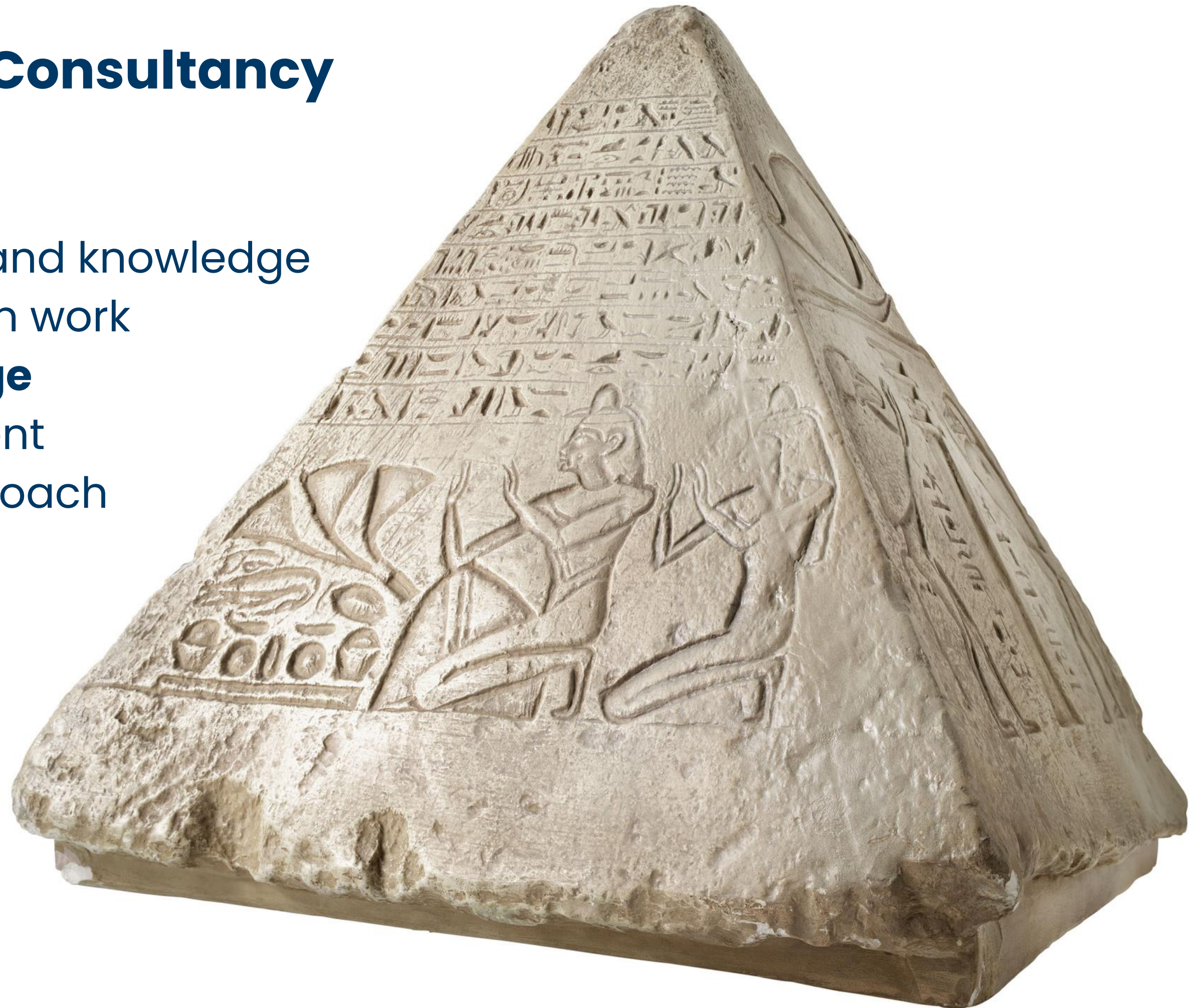
- **Course Outline**
- **What we did**
 - Active Feedback?
 - Theory to practice
- **Findings and Results**
 - Students
 - External (Clients and Colleague)
 - Teachers



OVERVIEW

Course Design – MBA Consultancy

- **Capstone course**
 - Previous experience and knowledge
 - Previous experience in work
- **Application of knowledge**
 - Minimal taught content
 - Student defined approach
 - Experiential setting
- **Student Agency**
- **Roles**
 - Teachers
 - Students
 - External partners



Reason for Course Design

"Businesses often complain that university graduates require more soft skills and professional experience when they enter the workplace" (Mitchell, Skinner & White, 2010).

"Students and professional accreditation bodies ask for more experiential and problem-based learning to be embedded in the curriculum to enhance relevance and employability" (Green and Farazmand, 2012).



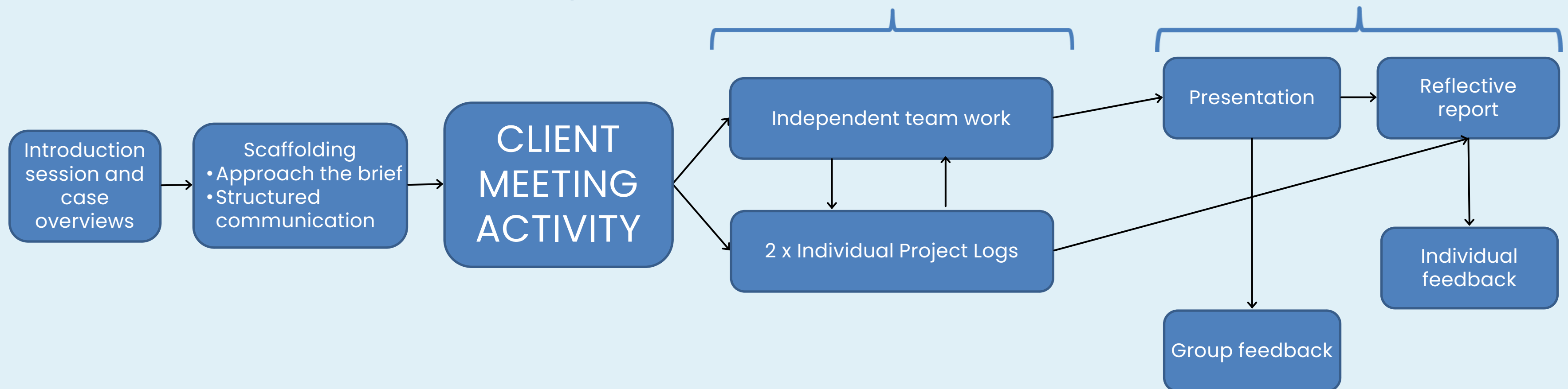
Course Design - MBA Consultancy

ILO: Enhanced capacity to apply academic knowledge to the solution of practical strategic challenges faced by an organisation.

ILO: Increased ability to work creatively and develop innovative solutions within constraints set by an external client.

ILO: Improved ability to work constructively in teams under time pressure and solve potential conflicts within the team.

ILO: Have experience with presenting and justifying your own solutions to external businesses partners



Why?

- Students not adequately prepared for client interaction
 - Impact on whole course
 - less than optimal outcomes
 - poor reflection on teachers and students
 - lack of true knowledge exchange
 - not developing enough professional skills
 - staff workload and roles



Resource Comparison

- Feedback research – Focus on dialogue
- Misses power of resources to generate feedback
- Dissimilar item comparison
 - Abstract to concrete
 - Theory to practice
 - Maintains creativity
- Significantly improves learner agency in feedback without increasing teaching workload



Resource-Feedback Comparisons

- Puts feedback agency squarely in students' hands
- Students make feedback judgements rather than receive judgements of others
- Different comparators result in different kinds of feedback
- No limit to feedback students can generate on own



AGENCY

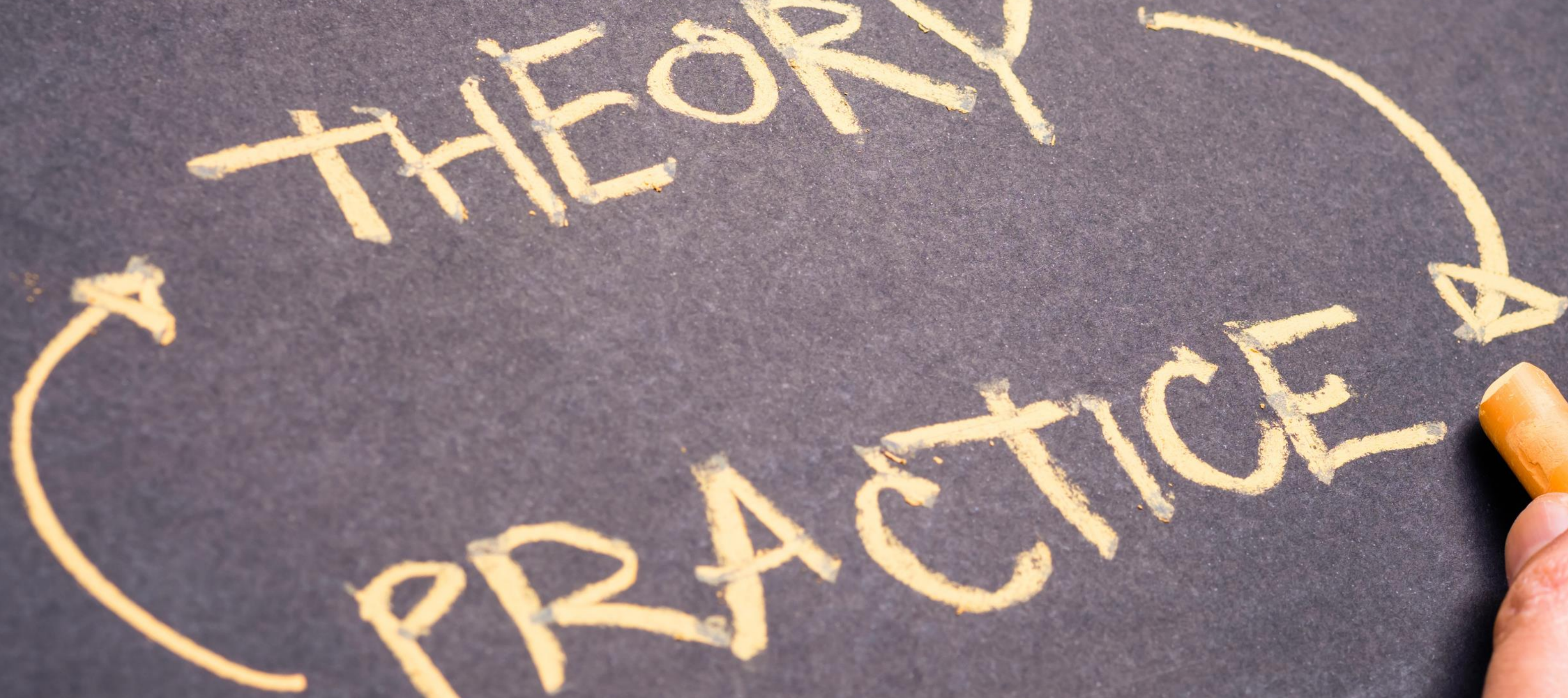
Why is EXPLICITNESS important?

- Increases the power of inner feedback
- Self-regulation
 - students see own feedback capability
 - makes own agency visible
 - raises metacognitive awareness
 - promotes transfer of learning to new contexts
- Teacher workload management
 - Teachers have better diagnostic information about students' learning, about what comments they need or what comparisons to stage next.

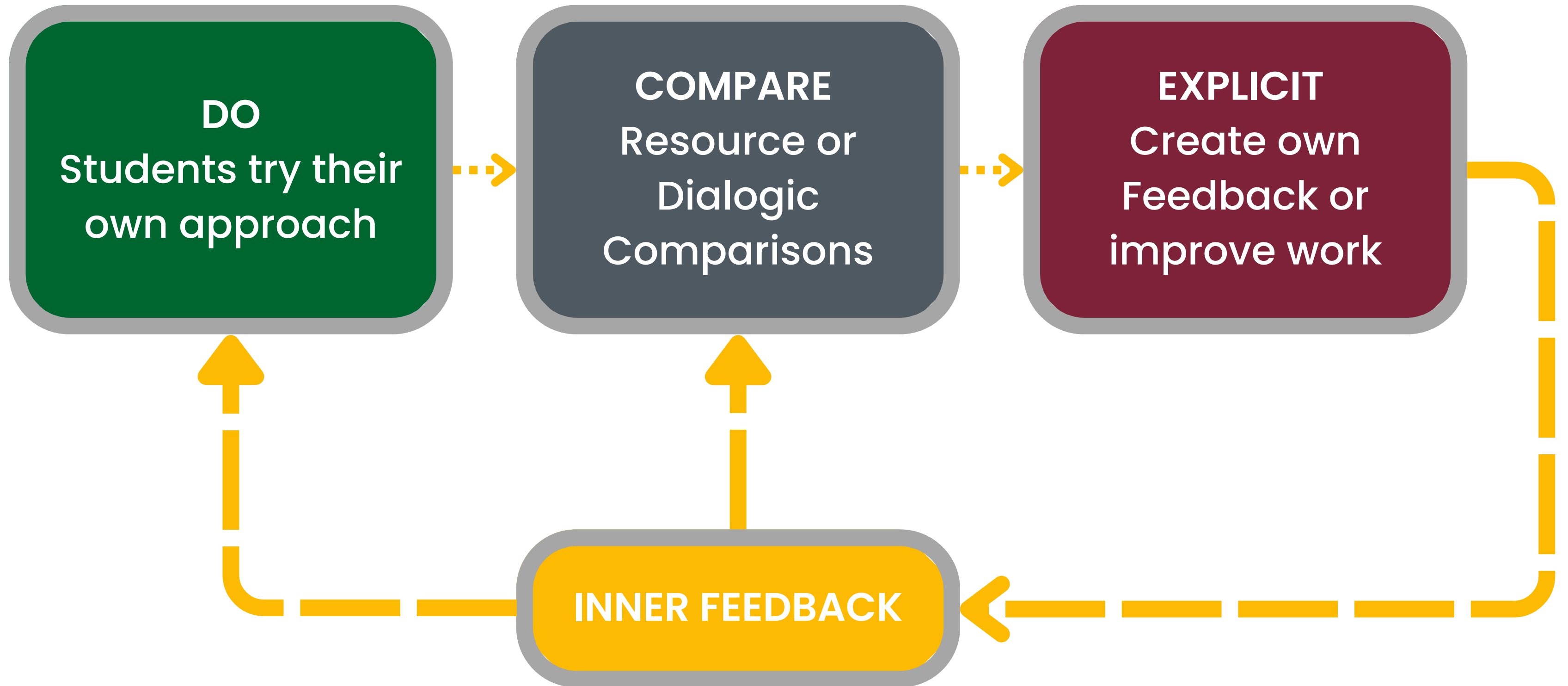


THEORY

PRACTICE



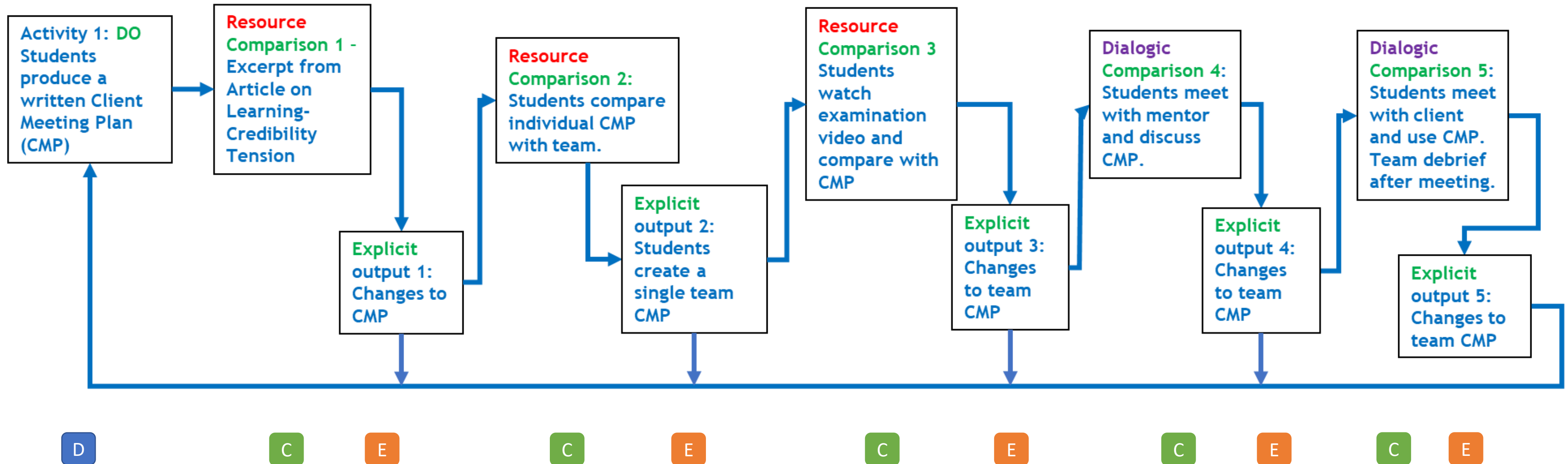
Planning and sequencing feedback comparisons



Core Activity Design

Class activities

Post-class activities

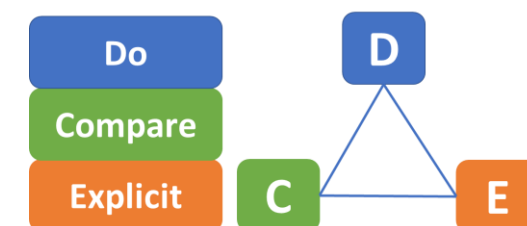


Resources Comparisons (Class Activities)

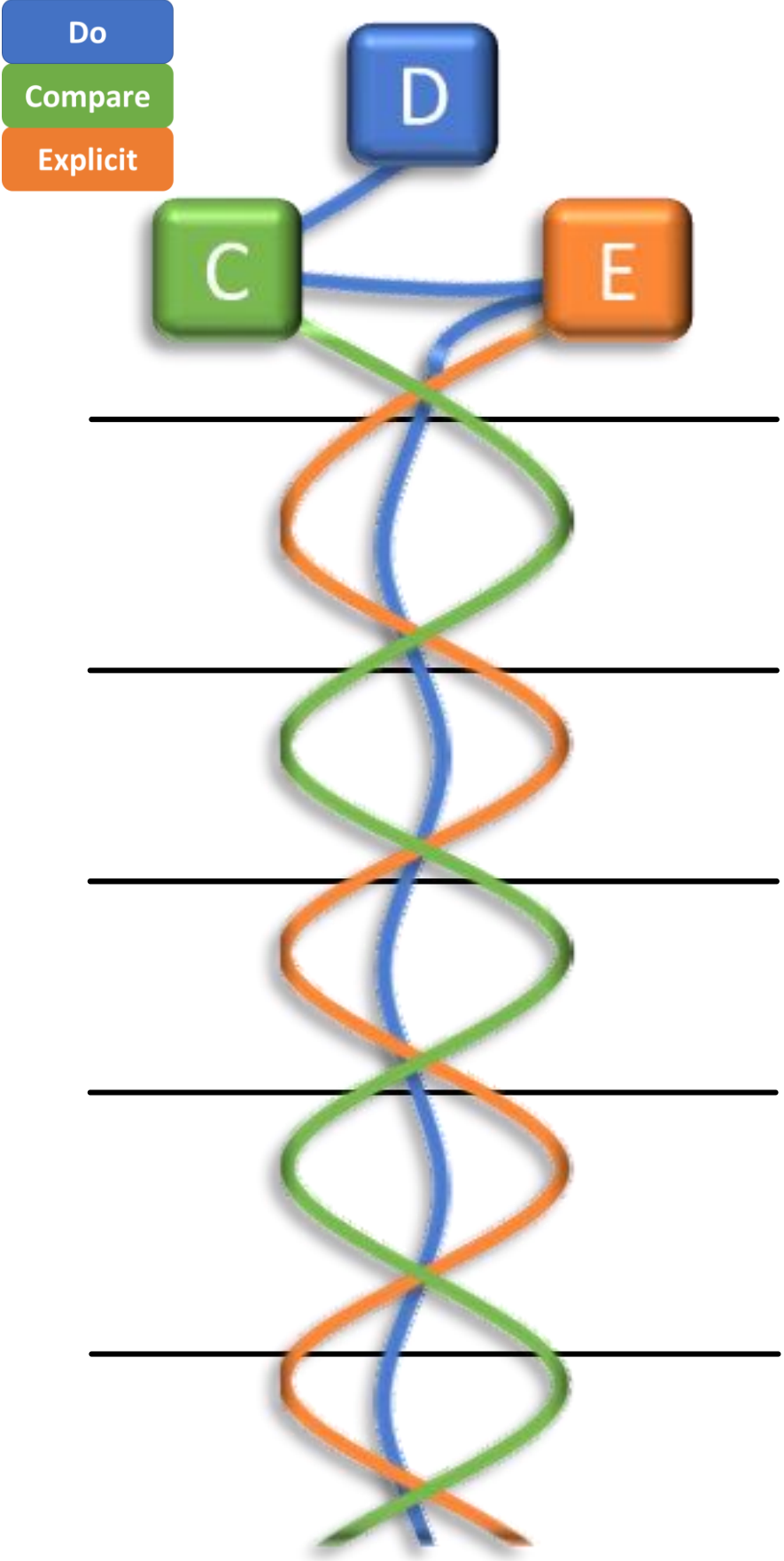
- Article on Learning Credibility Tension – Bourgoin & Harvey 2018
- Team compare the resources they have each created (CMP)
- Video: Objective Structured Clinical Examination (OSCE) – Chest Pains

Dialogic Comparisons (Post-Class Activities)

- Supervisor Meeting
- Client Meeting



Class Activity Worksheet



Cycle One: Produce (DO) a client meeting plan: How will you open, what sorts of questions will you ask, how will you close with the client, how will you clarify expectations and deliverables? The final output can be anything as long as it captures the key elements.
Compare the plan with the excerpt of the article.
(Explicit): After reading the article, what did you learn about how consultants generate resonance with the client and how could you use this to improve your plan?

Cycle Two: Compare your individual plans with your team. Create a team meeting plan. Discuss with class
(Explicit): Thinking about your team mates' plans, what elements might you include in your own plan?

Cycle Three: Watch the medical examination video and **Compare** it to your plan.
(Explicit) How does the doctor demonstrate empathy with the patient whilst gathering information? How could this be used to enhance your plan?

Cycle Four: Discuss team meeting plan with supervisor (**Compare**)
(Explicit): How does the doctor demonstrate empathy with the patient whilst gathering information? How could this be used to enhance your plan?

Cycle Five: Meet the client (**Compare**)
(Explicit): How well did your meeting plan work with the client in the meeting? What would you change for future meetings?

Final Explicit record: (Reflection) What did you learn about the client meeting and engagement process? What could you do differently in the future? How did the comparison process help you in this regard??
(Learning Log – 500 words)

What?

- Whole course approach
- Extending single activity cycles (D-C-E) through course
- Encouraging and preserving student agency
- Increase impact of experiences in course
- Focus on multiple non-similar and far resources
- Final explicit output becomes a resource



INSTRUCTIONS
ARE
IMPORTANT



RESULTS



- Student Experience
- Client (External) Experience
- Teacher Experience



Student Experience

Key Themes

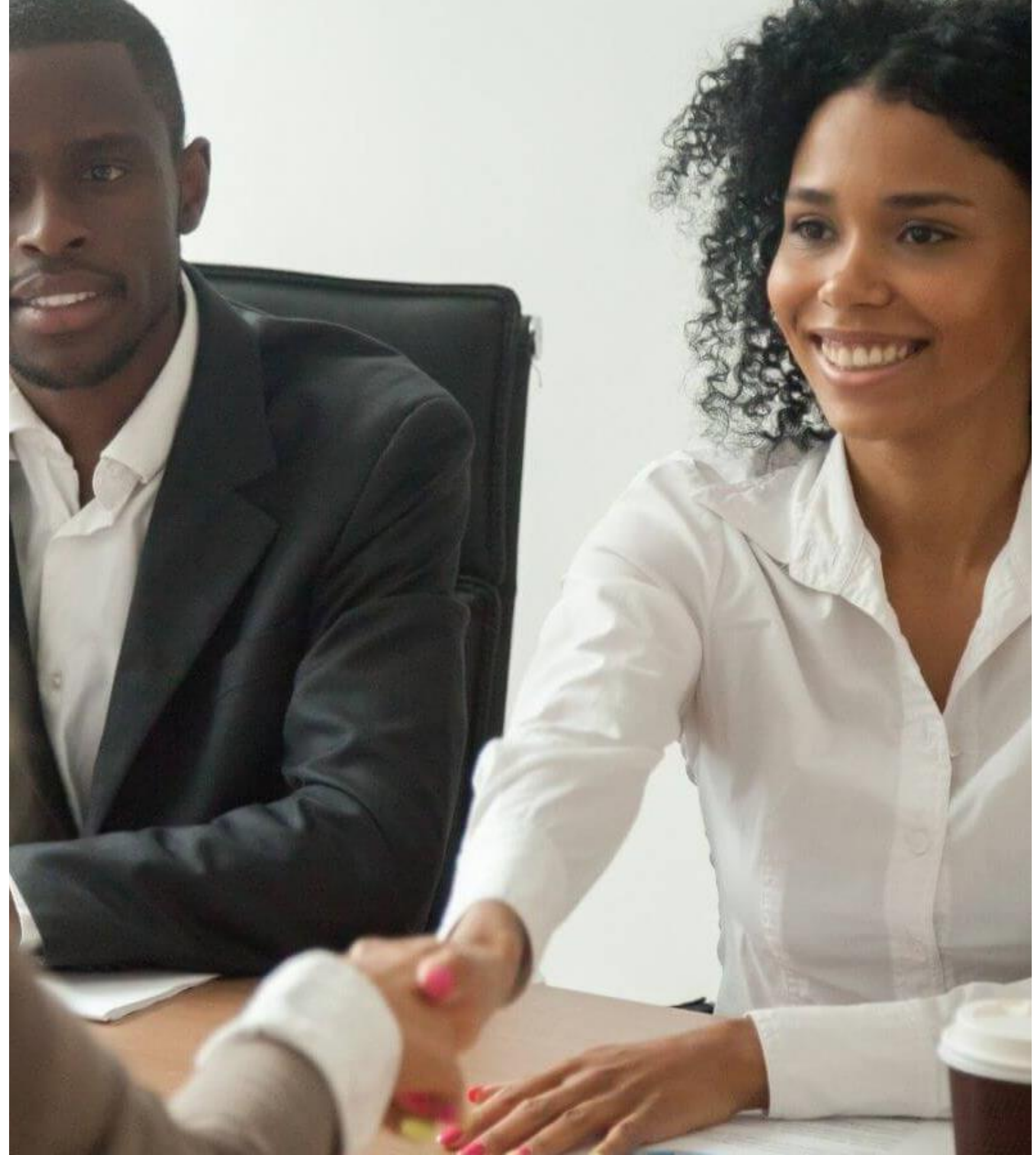
- Understanding the Client perspective
 - Relationship Management
 - Preparation
- “Ask hard questions. Be respectful but don’t be afraid to challenge your client. Pay attention to cues and use them to form your questions and information.”
 - “This exercise taught me how to approach a client and kick-off a professional meeting. Taught me important things to keep in mind.”
 - “The importance of planning a meeting ahead, setting up the objectives and the sought information to be gathered. Also, how to demonstrate knowledge by asking questions, rather than explaining or naming our experience.”



Client Experience

Key Themes

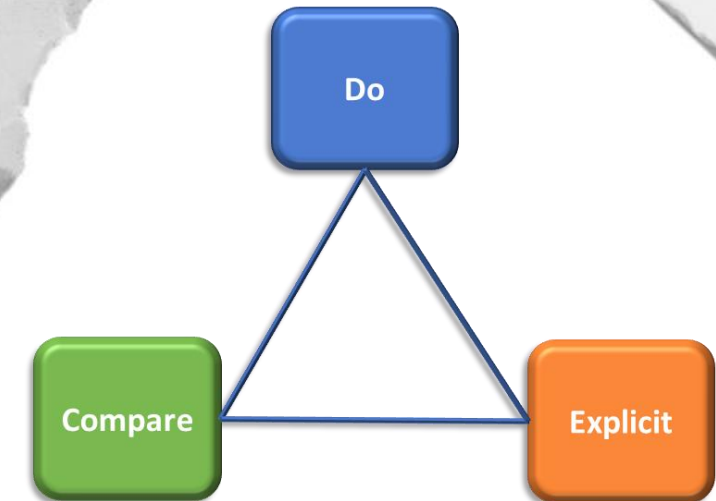
- Professionalism
 - Depth of Understanding
 - Preparation
- “from the outset the level of professionalism they showed was exceptional”
 - “The meeting overall was great, we really connected with the team, and I felt that they had a fantastic understanding of what we wanted to achieve with the opportunity and done a great job of managing our expectations.”
 - “I was blown away by the calibre of their work and I still can't believe how comprehensive and well thought out everything was.”



Results – Teacher/ Learning Experience

Key Themes

- Enhances students' agency
- Encourages creativity
- Lifelong professional practice – graduate attributes
- Inclusivity
- Self-Regulatory ability
- Authentic feedback processes – comparison is not cheating
- Confidence and own self-efficacy
- Developing capacity to develop own feedback.
- No increase in feedback time as work is completed in preparation for class



Results – Teacher/ Learning Experience

Quotations from a Class Observation (Learning Development Professional)

The observation took place during the class activities which are all **Resource Comparisons**

- “This was a very active and engaging class. All groups were very engaged in group discussions while comparing their meeting plans and going through the class tasks.”
- “Overall, this was an exceptionally planned, pedagogically underpinned, and well managed class.”
- “The class is distinctive in at least three ways:
 1. it boosts students’ creativity and peer-to-peer interaction in achieving the ILOs;
 2. it is well designed and scaffolded to achieve the class aims, and
 3. it is well embedded in the rest of the course and the final assignment.”
- “Since every client is different and there is no one good way of preparing for the meetings, this class did a great job in preparing students not only in terms of the content and format of the meeting, but equally important in contributing to building their confidence and reducing any anxiety or insecurities regarding the task.”

Questions?





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Results – Client, Reputational

Overall NPS* = 9.2, second-highest ever achieved in ASBS

Client	Feedback	NPS
1	The entire engagement throughout was really positive. The support provided by the Business Development Managers and the detail provided on our role was very strong. The students were also very positive and worked well with us throughout the duration of the project	9
2	Sadly we had to accommodate the students remotely given the our polices which lessened the experience however, I thought that the output had depth and represented a good rounded study.	8
3	Students very very motivated & engaged with the project. Staff were really accomodating of our business demands	10
4	Very professional , friendly and supportive – this applies for both the students and the staff. Communication excellent and very open and trusted collaborations. Really good to see the Business School leverage from external organisations and incorporate real life practical business issues that students can use as their industry projects. The work helps not just the students but also the organisations involved.	10
5	Very professional. Students were also well-researched and prompt.	9

*NPS–Net Promoter Score