



Innovative teaching Methods in Management Education

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Abstract

Creativity has gained more attention from students and academicians in recent years and is no longer seen as something only associated with talented and highly gifted people, but as something everyone has and can be improved and developed. Creative methods of teaching managerial skills include methodologies like managerial games, psychometric questionnaires and role-playing as part of the curriculum. These methods aim to improve students' creative thinking and problem-solving skills, and to encourage students to actively participate in the learning process. This article presents effective management teaching methods that can help students achieve their goals. This article explores innovative ways for business educators to go beyond traditional teaching methods and take bold steps to make business education more dynamic and engaging for students.

Introduction

Education in the truest substance of the term is a process of self-discovery. It is the knack of self-sculpture. It educates the individual not so much in particular skills or in certain branch of knowledge, but in the blossoming of his/ her dormant intellectual, artistic and humanist capabilities. The evidence of education is whether it instils an urge for acquiring ability, not merely a set of information. The position of the teacher has been altered since the development of learner centered approaches. Modern teaching involves more than classroom teaching, 'chalk and talk' method and testing. Teacher's responsibility is to generate an atmosphere in which learning takes place. The following are the some of the innovative teaching methods to teach the student in the management arena.

Review of literature

In order to have good managers who understand how to develop good management practices, it is necessary to consider the structure of management education. Higher education has evolved over the years. As part of this development, teaching methods and student learning methods were

explored. Research has shown that student learning styles vary and that teaching in a traditional lesson format is not always effective for student learning (Wright, Middleton, Greenfield, Williams, & Brazil, 2016). Of course, not all students learn in the same way. For the information to be absorbed, different learning strategies must be incorporated into the lesson. The flipped classroom approach is a student-centered teaching method (Gillboy, Heinerichs & Pazzaglia, 2015). This method allows the student to be at the centre of his training (Aslan & Reigeluth, 2015). In other words, the student is responsible for learning and the teacher facilitates learning (Aslan & Sinem, 2016). Strategies for applying the flipped classroom approach to management education can take many forms. (Wright et al, 2016). The moments examined give an idea of the actual use of concepts that can provide students with management skills to correctly integrate the concepts learned in class into their professional activities. Educators who create learning moments simulate classroom behaviour using role plays. Role plays and other teaching aids are used strategically in management training.

There are many methods of management training. Common denominator in all these methods is the way the teachers are trained. Training decisions are made by education administrators and the studying methods are more multifaceted than ever. (McIver, Fitzsimmons & Flanagan 2016) Student-oriented approaches offer teachers a new battery of teaching methods. (Burns, Pierson & Reddy, 2014) Besides the various teaching methods used, modelling, business games and career management techniques may be included. (McIver, Fitzsimmons & Flanagan 2016)

Innovative teaching methods

Case study

Students can study practical business situations through case studies from various companies. The case studies give a well-defined outline of the strategies of doing business, which is necessary when the student arrives in the practical arena of work environment. Case studies lead teachers to discuss case-specific discussions and encourage student's deliberating skills. If the student is taught the Harvard Business School steps of case analysis, it creates the student's analytical and problem-solving skills besides developing his causative diagnostic skills.

Research-based projects

Research-based learning activities in all projects give students the opportunity to work on problems they face in the real world of business. Effective teachers complete a business-relevant project outside the classroom, helping students understand the relationship between classroom activities and the practical environment (Mohammad, 2015). This type of method can develop students' ability to set and achieve personal goals.

Inculcating the spirit of Achievement

It is very important to teach the management students the art of goal setting and the spirit of achievement. For this purpose, the author has combined marathon and treasure hunt, named it as 'Walkathon'. The students were formed in to groups and given treasure hunt clues and asked to

find out within the prescribed time limit. This gave them a sense of achievement besides the skills of setting timely goals.

Skills Inventory

Skills inventories can be advantageously used for mapping managerial competencies. Besides, the author has used various inventories in measuring the effectiveness of leadership skills amongst managers. Resolving conflicts and negotiation skills are extremely significant in management. Methods such as skill inventories can be employed to give students the opportunity to identify their conflict management styles. This gives educators the ability to assess students' abilities, as well as provide instruction and feedback in a safe classroom environment.

Business Games

Business games may be used extensively for driving home a practical point. For example, in team building relationship between team members is very essential. To develop this only telling them in a class room may not create the needed inner feeling of give and take attitude. Without giving, taking is not possible. For developing this emotion, the author has very effectively used 'Broken Squares' game. Likewise, for inculcating achievement motivation, the 'ring-toss' game can be employed.

Flipped Classroom Approach

Because of the high standards on which it is based, higher education needs to enhance student learning and performance. One way to do this is to add innovative methods to improve student learning. The flipped classroom approach is an innovative technique that has found positive expression in the management education literature. The flipped classroom approach has several descriptions, but the general definition is that the flipped classroom takes teacher-led instruction and replaces it with students taking responsibility for their own learning. Flipped Classroom teachers enable learning and can and guide students individually when needed. The flipped classroom approach places responsibility on the student, which in turn forces them not only to uphold certain standards in their education, but to become a prodigy at the subject. (O'Flaherty and Phillips, 2015). The effectiveness of the flipped classroom approach is evident in the literature and the peculiarity of this approach is that it can be successfully used in different conditions and in different areas of education. Flipped Classroom Research has proven itself in teaching management subjects. The salient skills of an effective manager include the ability to solve problems, be a good listener, be well-informed, knowledgeable, logical, and methodical (Leonard, White, and Graves, 2009). The concepts and theories prevalent in management education teach students how to succeed in management through critical thinking and active learning. The flipped class technique reflects the same concept (Kim et al., 2014). Researchers found that this approach replaced traditional classroom instruction with active student learning, leading to balanced critical thinking and improved information retention (Sajid et al., 2016). Emphasis on using flipped classroom and role play with specific management concepts such as conflict resolution, teamwork and communication skills can lead to better results.

Film Footages

Teaching practical management concepts cannot be fulfilled by lecture method alone. Conceptual presentation cannot do full justice. For example, punishment also works in managing people successfully. This if we tell this in a classroom through 'chalk and talk' method, it will only be amount to preaching. Linking it to practice is difficult by this method. The author has successfully used a video footage to bring home this practical point of view. I have used a footage from the Hindi film Lage Raho Munnabhai to bring in effective internalisation of this practical side of the management concept. For bringing home the concept of punctuality a clipping from Chakde India may be used.

Presentation Skills

All managers must have good communication and presentation skills to be effective. Although presentations are common for many disciplines of education and students of management and pay more attention to communication and presentation skills. A flipped classroom approach allows teachers to assign different topics to students for presentation, allowing each student to effectively manage how information is communicated.

Industrial Visits

Teaching practical concepts in the class room may not be possible. This can be easily accomplished by organising industrial visits. For example, automated painting of cars, milk run delivery method wherein the delivery method is used for mixed loads from different suppliers, an industrial visit to Kirloskar Toyota Industry in Bangalore can serve the purpose and the learning is complete.

MOOCs

The Massive Open Online Course (MOOC) learning format is based on the Open University philosophy and technology curriculum of traditional online courses. Canadian educators Stephen Downes and George Siemens, both of the University of Manitoba, are credited with introducing the first precursor to modern MOOCs with their 2008 open online course titled Connectivism and Connective Knowledge/2008 (CCK08) (Marks 2013; Marquez and McGiles, 2013). The course was delivered free of charge and included a wide range of digital forums including social media.

Simulations

With the help of business simulation learning activities, management students can quickly learn critical skills that directly impact business success and decision-making. They enable participants to manage and make decisions for the entire organization and understand the entire business system, including the levers and drivers of business performance. Participants will learn best practices and systemic factors of the business environment and will be able to reuse these new skills and make better business decisions. Here is a list and overview of how business simulations can develop the skills needed to make better business decisions and improve business performance.

Blended learning: This method merges both traditional classrooms and a digital learning mode. Sometimes online lectures on webinars/ videoconferences are given by senior business specialists, renowned scientists or researchers elsewhere. Infusion of technology cannot be ignored in business education considering the growth of areas like AI, IOT and ML.

Approach Z to A: This approach first discusses the application part of a particular concept, then connects the theory to it. This improves understanding of a particular concept among students and the period of retention is also higher.

Brainstorming: Group discussions or brainstorming are conducted by providing a group of students with a specific business problem and asking them to find a possible solution. This makes it possible to create teamwork, to exchange ideas and creativity between the students.

Conclusion

Innovative, more student centered methods might include group activates, active learning or collaborative learning, problem solving manoeuvres, innovation based learning, empirical and heuristic learning through non-traditional evaluation methods such as group assessment techniques which will facilitate the learning of the student, especially in abstract area like management. Whatever will be the teaching methodologies, they should reach the aspirations of the student after completing his degree in management and the expectations of the corporate and business world must be borne in mind by the faculty members when they are educating students in management disciplines.

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