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# Plan Before You Play: An Activity For Teaching Process

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# Plan Before You Play: LEGO® Exercise

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- Experiential learning is not a new phenomenon (most of the current literature has evolved from what was published in the 1980s by Kolb, 1984 and others)
- Jarvis (1995) suggests much of what has been written about experiential learning “is actually about learning from primary experience”
- Borzak (1981) describes experiential learning as a “direct encounter with the phenomena being studied rather than merely thinking about the encounter”

- active and collaborative opportunities allow students to work together to learn content which in turn helps the student to:
  - engage more effectively with course materials (Bruffee, 1999)
  - be motivated to participate in their learning (Azriel, Erthal, and Starr, 2005; Massey, Brown, and Johnston, 2005).
- These, combined with the opportunity to explore, discuss, debate and criticize with their peers (Boud, Cohen, and Sampson, 2001) promotes a deeper understanding of key concepts
- And...Bloom (1953) promotes such opportunities to develop higher order intellectual skills



- Identify the “Managerial Process”
- Reinforce the importance of planning
- Help students to:
  - recognize when they should seek out more information
  - to be creative
  - experience group dynamics
- A less structured approach and a combination of techniques
  - can result in better student engagement and future subject matter interest, even if the related concepts have not been covered (Hamer, 2000, Mehrota, 2007 and Snider, Balakrishnan and de Silveira, 2010)

Our company has tasked your team to build a consumer product (can be a scale model) that will contribute to our financial success and must meet the following criteria:

- Height
- Stability
- Aesthetics
- Durability
- Practicality

➤ Time allotted is 35 minutes

If you need to ask a question of the supervisor (me) – please have one team member go to the supervisor and ask the question quietly.

- Interpret what is expected
- Choose a plan of action before acting
- Know what resources are available
- Understanding deadlines
- Be aware of complications that may affect the outcomes (why the blocks were no longer supported).
- What does our company produce?
- Who is our target market?
- What are the details of specifications (e.g., height, stability)
- Group changes

- Engagement
- Apply proper framework (stages of process)
- Decision-making
- Communication
- Roles and rules within the team (e.g., leadership)
- Negotiating
- Creativity

Survey Questions	LO	Pre	Post
Which of the following best describes the managerial process in the correct order?	Order and outcome	80.5	94.2
What is a desired outcome of using the managerial process?	Order and outcome	42.7	55.6
Part of the managerial process requires that you have a plan. Why is having a plan important?	Plan and resources	45.5	39.5
Which statement is true regarding resources?	Resources	93.6	92.6
Do you think the LEGO® exercise will help you recall the managerial process and how to use it?			81.1

- Alternative method to teach a process
- Process to engage the students
- Provides a common experience from which further learning and lessons can be drawn (this is where we made a mistake and why)
- Introduces and reinforces a common framework
- Challenges the students to be creative
- Allows exploration of group dynamics

## Plan Before You Play: An Activity For Teaching The Managerial Process

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