

IN-CLASS SIMULATION

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COURSE:

TOTAL COMPENSATION AND REWARDS

(CORG 562)

SUMMARY

This in-class activity simulates a common work situation: asking for a raise or responding to an employee's request for a raise. Students work in teams to prepare for both roles in the simulation, as they don't know in advance which role they will assume. In a post-activity debrief, the class reflects on the instructor's feedback and makes connections between the activity and course content.

GOALS

- Prepare students for scenarios they may encounter in work environments
- Deepen students' understanding of theoretical concepts through immersive activities
- Diversify learning experience by providing students with an interactive, real-world activity

"I tell students: 'Sit down and think about your job. What are the things you do on a daily basis that make you a good practitioner? How do people around you feel when you do that? Take that action and apply it in class.'"

- Pierre Forest

STEPS

- 1 The instructor prepares the simulation scenario. Students either play the role of an employee who wants a raise or the manager who receives the request for a raise.
- 2 Drawing on course material and their professional experience, students work in teams to prepare for the simulation. Teams don't know which role the instructor will assign them, so they must prepare for both roles.
- 3 The instructor assigns roles to the teams. Each team designates one person to execute the role-play in front of the class. Students have 3 minutes each.
- 4 The instructor debriefs the simulations with the entire class, commenting on what went well and what could be improved upon in each simulation. The instructor also provides information on best practices.
- 5 The simulation repeats several times throughout the semester so that students have multiple low-stakes practice opportunities.

ASSESSMENT

Simulations count toward class participation, which is worth 10% of students' final grade. Students are assessed on each simulation activity based on how well they integrate course material, both in the content of their simulation and their behaviour.

READY TO TRY IT OUT?

HERE'S SOME ADVICE ...

- Reflect on the skills that make you a good practitioner in your discipline. Consider how you might help students foster these skills.
- Strive to give detailed, constructive, and encouraging feedback.
- Repeat simulations for a variety of common situations. Simulations can vary in length.
- Contextualize simulation content before students start working in their teams. Be sensitive to students' different cultural backgrounds.

BENEFITS

- Students acquire communication and interpersonal skills that are transferable to their professional contexts.
- Students develop managerial interaction skills.
- Students engage in constructive debriefing sessions where they learn from their peers.

CHALLENGES

Giving meaningful feedback immediately after the simulation can be challenging for instructors. Instructors can take notes during the activity so that feedback can reference specific moments in the simulation. Relating feedback to current trends in the field highlights the relevance of the simulations beyond the classroom.

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