

Introduction to Business and Organisational Psychology Webinar Transcript:

Rebecca Watson, Marketing Manager, Heriot-Watt Online (RW)

Dr Cakil Agnew, Programme Director for MSc Business and Organisational Psychology (Online), Department of Psychology, Heriot-Watt University (CA)

Greg Fantham, Assistant Professor, Department of Psychology, Heriot-Watt University (GF)

Dr Lucy Bolton, Programme Director for MSc Business Psychology Programmes, Department of Psychology, Heriot-Watt University Dubai (LB)

00:00 – 00:37

RW: Hi everyone. I'd like to thank you for joining our webinar today, which we'll be providing an introduction to Business and Organisational Psychology. I'm very happy to be joined by Dr Cakil Agnew, the programme director for our new Online master's in business and Organisational Psychology and Associate Professor of Psychology at Herriot-Watt University Dubai, and also Greg Fantham, Assistant Professor at Heriot-Watt University, Dubai. And so I would just now like to hand over to Dr Cakil Agnew.

00:37 – 1:38

CA: Hello everyone. Thank you for being here today and I'm very excited to be here and tell you more about our online master's in business and Organisational Psychology. I'm an Associate Professor in Psychology and the Director of this programme. Although Greg and Lucy are here today, I want to let you know that there's actually an army of a team behind this programme.

Greg will shortly tell you more about the course and actually we'll show you some examples from the course. But before that, I want you to know that this programme is designed with a specific focus on our audience online students. It's not just a matter of taking an on-campus programme and putting it online. But it's really designed for online students around the world.

1:38 – 2:56

CA: First of all, it's very flexible. I'm proud to say that it's very engaging and where I believe that most of the students will want to go back often to look at what was there. And it is also designed in a way that it offers you a platform to build your own community around the world with likeminded people.

It's very highly interactive too in a way that we design activities, tasks, where you'll be applying constantly all the concepts, theories you learn in up-to-date industry case studies. And students will have this online discussion forums with other students around the world and which again will add to the community you're building during this programme. Another exciting part of this programme is that we designed recorded videos all around the world. So, while you're diving into the world of psychological workplace, you'll actually travel the world around the developers lectures while you're applying all these concepts to this case studies.

2:56 – 3:27

CA: I believe Greg's short talk today will give you examples and a lot better idea about the programme, how it was designed and what you should be expecting to do. I'm very excited to see

that talk to, but please let us know if you have any questions after his talk. So, me, Greg and Lucy will be more than happy to answer the questions. Thank you. Greg, stage is yours.

3:27 – 5:13

GF: OK. Just to just to check, everyone can see the slide, is that correct? Can see that there? Yeah. OK, I can see. Good. So, moving on then, let's get started then. According to the Association of Business Psychology, what is Business and Organisational Psychology? Well, Business Psychology, I'm going to read it because it's the definition. Business psychology is the study and practice of improving working life. It combines an understanding of the science of human behaviour with experience of the world of work to attain effective and sustainable performance for both individuals and organisations. Because what we call working life has changed somewhat over the years and it's hard sometimes to work out where working life ends and the rest of life begins. And so, we often, when we're looking at this, we'll be looking at how working life and the rest of your life sort of blend in with each other. Particularly the case when you're studying something like this online and part time. Also, the science bit, the science of human behaviour, that's really important because, and we'll be talking about a little bit later on, one of the real justifications I suppose for doing business psychology as opposed to his business studies is that it looks under the hood of those glossy theories and ideas that you may have come across in management courses and elsewhere. Have a look underneath the hood and find out, or the bonnet, and find out what works and what doesn't work, what's been going on, what's going on. So that's where we are.

And also, just to clarify some confusion that sometimes occurs in the United States, for example, it is called I/O, or Industrial and Organisational Psychology, in the UK it's called Occupational Psychology, and in the area we must now called mainland Europe, it tends to be called Work Psychology.

5:13 – 6:45

So that's the question now is, why is it needed? How does it fit into the modern workplace? Well, it looks like this person has had a pretty rough day at work, but in fact what's happened is this body was found on the border of Austria and Italy only a few years ago, and it turned out he'd been mummified by various climatic and geographical and geological changes so that in fact it's 5000 years old. It's called Ötzi after the place it was found.

And so, it was it dates from about 3000 BC. It probably looked something like this in his day based on the artefacts that were found near the body. Now, what's interesting from our point of view is that the amount of change that happened if you take a timeline from then until pretty much near to now, is very slight. Those tools that they found, the archaeologists found, near the body and in the area, were tools which we can understand, and which were an extension of that person's life. They were something that was almost like, an extension of their body, extension of themselves. We understand what those things are now, even though it's 5000 years ago. Bow and arrow or bucket and knife, all those things were, and even when he was around 3000/5000 years ago, these were just extensions of his body and his thinking. We learned to live with those things, they're part of our lives now.

6:45 – 8:32

GF: Now what's happened is the pace has changed. It has been so dramatic, so enormous, that we're kind of losing touch with the instinctive relationship we might have with our tools and the organisations that go with them. And in many ways, here's our modern person.

In many ways this was clothed as more kind of a Nexus of all kinds of networks and Connections around this person. The techno systems, that's meant to be an Apple Watch by the way, or

smartwatch, a techno systems in which we operate, in which we try to work. The cultures that we live in are changing all the time and the subcultures and all kinds of other cultures around that we sometimes have to find out about generational cultures which can come as a bit of a surprise in the workplace as much as anything else. And the types of leadership that tend to go with that are going to have to change and change a lot, have to vary to suit the situations. And because of the diversity that we have, that's not just the diversity of cultures across national organisations and companies that we talk about, but also the increasing diversity of the people working even within a country or within an organisation domestically recognising their diversity and as more people, as more different types of people are encompassed in the organisations, then the issue of diversity becomes that much greater. Back in the day that guy who was who was found dead from 5000 years ago, you know someone from your village, and you know everyone there, and you knew how the tools worked. Nowadays the organisation, the society, are far more complex, and we need help to associate to get used to those things.

8:32 – 9:20

GF: So, the spoiler alert here, a lot of the time, given this situation, we often don't know what's going on around us. We're in an organisation, stuff is happening which we don't really see, we don't really know how to notice it and one of the things that this course is meant to help you do is to acknowledge and recognise and notice stuff that's going on around us. Spoiler alert here is that this is something we trying to get across at the beginning of the organisational culture course, the idea that we don't know a lot of the time what's actually happening, and we need some help to be able to identify what's going on. This is me and it's also Cakil, who are, and some fish.

9:20 – 11:13

Video of CA and GF in an aquarium plays.

GF: Organisational culture is hard to pin down. That's why there are hundreds of definitions in the list, and why it's so interesting. But how do we get to the heart of it at the start without on the one hand, drowning it in definitions, or on the other hand, simplifying it down to nothing?

Maybe think of culture as something we float around in, like the water for these fish. It sustains us, but we don't notice it unless we're taken out of it, or it goes bad, or an outsider drops in and smells the damp.

CA: Some say culture emanates from hidden depths, maybe a kind of collective unconscious, but this is still an open question. But for sure, organisational culture is about shared, unspoken assumptions, the routines and reputations that allow us to navigate on autopilot, the currents of our organisational life. A healthy organisational culture helps us to cope and maybe even flourish.

GF: When it goes bad, it's really bad, and it feels like betrayal. An organisational culture can go toxic or become dysfunctional without anybody really noticing until it's too late. What's going on around here? Well, how did we get into this state? And then realigning or rebooting or resetting something you barely notice was there in the first place can be very challenging, which is why it's very useful to get to know about and to understand the aquarium of organisational culture.

Video of CA and GF in an aquarium ends.

11:13 – 13:50

GF: Well, I wonder if any of that seems familiar, any of those situations that I've described there may seem familiar to you. So, what you might ask, can I do with a qualification in Business and

Organisational Psychology? We're going to come back a bit later on and look a little more detail on what the course involves, but let's see why, why we should start doing it in the first place.

So yeah, what kind of skills will you get? There's a wide range of skills which are valuable to employers and it's important to point out that, again, this this idea of the of the advantage you have from doing psychological research-based approach, so logical theories and research methods being used in the workplace. So, what you're doing is you're looking under the hood of the glossy appearance of the theory and things that you might use in the business course, you're looking inside and finding out what works and why doesn't it work and that's one of the main features of a Psychology master's as opposed to any other kind. It's a critical approach to the material that we're looking at.

So that leads us to the possibility of designing and conducting and analysing research and research studies. And by that when we say doing research studies, implementing interventions, that doesn't mean you are doing something to get a Nobel Prize. You're not meant to be doing something which is going to be put into a journal necessarily, a journal article in academic world, but it could just be finding out what's going on. Ways to find out what's happening around us, has what we said we been done? Has it worked? Are women actually getting offered the jobs? Just go and ask, let's find out what's going on. That's the kind of thing which we're talking about. We're talking about genuinely applying practical research in your workplace. It doesn't have to be high, high-flown stuff, although you will be doing some of that as well.

So, using data analysis and relevant software tools is something that you'll be quite comfortable with by the time you finish the course. And knowing about leadership and team structures is pretty important because we live with those most of the time and particularly worth looking at but we're looking at later on and in the course is they're misunderstandings we have about leadership. There are myths and romances about leadership which need to be torn down and there needs to be a wider understanding of leadership we should be looking at.

And so, areas like selection, training, performance and management, talent management, these are all bread-and-butter stuff really within when we're applying psychology within the human relations.

13:50 – 15:23

GF: Okay, so, what can we get and how relevant are they to the wider world? There's loads of areas where the skills you're getting in Business Psychology can be applied and transferred to all kinds of different areas. There's training, because you learn how people can understand things, all to do with retention. How can people, how can people have things explained? How can you find out whether you're training has worked? Management and leadership. We talked about leadership. Management and leadership are very much closely intertwined these days. And advertising and marketing, there's a lot of social psychology, for example, comes from originally psychological research into how marketing works. So that's a very close relationship. Coaching is something which has become a massive area of growth all over the place where you can help people develop themselves without having to intervene, without having to tell them what to do and that that's the skill which we will be looking at when you're doing the coaching course, for example. Data analytics, we talked about the importance of that. The area of ergonomics and human factors. How do you, how do people manage to interact with the systems, for example, the technology with which you have to operate. And this is a lot to do with the safety of organisations and not just, you know, small you know, whether you fall over or what you can do with whether you have disasters, and these are all connected. And of course, in relation to human resources, that's again that's a standard area within which the skills of Business Psychology are highly transferable.

15:23 – 17:05

GF: And in fact, over half of our graduating students go into relevant areas to work, for example business, psychology, HR, consultancy, coaching and training.

So, something, just almost a random sample of just things that people often ask about. Consultancy is something which is obviously you're going to, you can be involved in all kinds of different ways. People are going to want to know how to do stuff and you know how to do it so you can help and hopefully you can notice stuff other people don't notice and you have your material knowledge at your fingertips, and also, very importantly, you have the knowledge and the skills to find out probably what they need to find out.

Coaching, we've mentioned. Analytics again is areas that that is always in demand and then diversity and training. The whole area of diversity, what do we mean by diversity and how do we manage it? All those issues are something which are growing enormously and something which we address in the whole course within the Business Psychology.

These are all the things that you could be doing and I'm not going to read through all those, but just take a quick scan through those and you can see a whole load of stuff which you may not have thought was necessarily Business Psychology, but it is. So again, you can we can come back to these with questions as a later stage, but you had a bit of time while I'm mumbling on there to have a little browse through those and get the idea.

17:05 – 20:04

GF: So how and why was the programme developed? The story of that is really the story of moving from being used to the idea of teaching and presenting this material on campus, but then appreciating what's involved in transferring it to online. And that this journey of discovering really how to make this transfer to the online environment has been fascinating and one which has involved a lot of learning on all our parts.

I think the main thing to be aware of is that online learning isn't a poor person's version of the on-campus learning. What we've discovered is that those opportunities made available by the online environment that isn't really available necessarily on campus. So, there's things you can get out of this that you wouldn't necessarily get if you're a full-time student working out on campus. I mean there's, look at this, so on the left-hand side there you can see that people would, if you, if you're on campus, you have that nice bit of space that's all your own – my space, and no one's going to get into it. You can go to the library, and you can do your own thing. You have this control area that belongs to you. And when you have lectures, the timeline of your life is nicely segmented. You've got your own section of the day's time, which is yours. That's mine, and it belongs to me.

So, you're in that lecture, and unless you got your phone on or something, not a good idea, you are going to be focusing on what's there and that's something which you can't necessarily do when you're working online, when you're doing other things, you're part time, you've got other things to do, that space over there that normally would have been yours is having constant invasions of one sort or another. Incursions from, it could be fellow workers, it could be from the need to change nappies - not for the workers but of small children - and other kinds of incursions are going on as you're working, working in the home or as your time is being broken down and so this space tends to be somewhat broken up, kind of somewhat fragmented. Similarly, your time could well be fragmented, bits are being taken out of it, interruptions all over the place of one sort or another. To

the extent that it doesn't really feel like it's your time anymore, it becomes a bit impoverished and also you may have to do a bit of extra late at night or at another time and try and catch up on that.

So, what we're doing with this course is trying to find ways of turning this into a kind of advantage. And one in terms of the space, well, your space is the virtual environment and there's all kinds of different ways in which we are creating or attempting to create an environment which is within itself relatively enclosed and controlled. Your community is going to be across borders, all over the place and you're going to be talking to people asynchronously as well. So, you won't necessarily be having a face-to-face synchronous conversation, but nevertheless that virtual environment is one which is adapted to your needs.

20:04 – 22:36

GF: Similarly in terms of time, the thing that we often encounter is there's - and I've been involved in this myself - I have been there doing some part time courses online, how do you do something for a while, then you have an interruption, something else happens again and you get to start all over again to come back to it? So, one of the things that we've tried to emphasise is creating momentum. So, when we establish momentum, the idea at beginning of the course, or another idea, then it should be something which can be carried over. You can pick it up again after the other one. So, establish something that you've gained. Your interest gets you involved and hooks things which you can come back to. Idea presented concisely and simply so that you can reference back to it easily, without having to start all over again. And career-aligned courses, so that what you do, what your assignments do are actually ones which relate to what you're doing in your work, and that the assignments you do and the assessments you do are ones which you can use as a portfolio. You can use them again. They're not going to be things you just throw away when you finish a course.

So, looking at this for example, let's take the idea of momentum. So, you have this, this task employs psychological principles of innovative team collaboration to designing a stimulating virtual work environment. Now I'm not going to just say right, here's some principles, go away and do it. What we try to do is to give you something to get teeth into, give an example to work with. And so, for example here we have, we've got one, here we've got, they might have thought here was, let's have each worker has got their own bubble and with all the resources they need. And these bubbles are travelling forward across an ever changing but always beautiful landscape. And that when people need to talk to each other and team up then these bubbles will coalesce. Now these are just some thoughts thrown out, but this hopefully would get you thinking about what kind of stuff you could do, what kind of design you might have here for applying the principles that we've established. So, once you've got something in your head, it's difficult to throw it out. Once you've got the idea of a narrative going then, you should then be able to work with it and come back to it as you need. That's what we mean by setting up some momentum.

22:36 – 23:10

GF: Also, a hook, setting up ideas, making them clear and concise so that you don't have to relearn them every time you come back to them. Something you can refer to. It's a hook, and here's a brilliant one that Lucy came up with, which was to present quite a complex idea, but presented in such a way that you'll always remember what it is. This isn't Lucy though; this is Lucy here. But you'll here her voice in this example.

23:10 – 24:37

Video of LB discussing change begins.

LB: Stage one: ending, losing, letting go. When faced with change, this stage is often marked with resistance and emotional upheaval. When skydiving, you are about to leap from a very high place. There can be feelings of fear, uncertainty and disorientation. Once you have jumped, there can be a sense of loss, loss of control, orientation, and of course gravity. People have to accept that something is ending before they can begin to accept the new idea.

Stage two: The neutral zone. In this stage, people affected by the change are often confused and certain and impatient. After jumping, you start to stabilise yourself. Yet there are still feelings of anxiety and often scepticism about the change. Will you make it down to the ground okay? Although an uncomfortable time where you may still feel lost, there can also be feelings of creativity and renewal.

Finally, Stage 3: The New Beginning. Your parachute has gone up and you start to feel more calm. This last stage is a time of clarity and acceptance. There can be feelings of high energy and openness. People have begun to embrace the change initiative.

Video of LB discussing change ends.

24:37 – 24:51

GF: And there's one of several examples of how we can use media in order to establish an idea which is sort of nicely set in your mind so that you haven't got to spend too much time acquiring it. You can set about applying it and questioning it.

24:51 – 26:05

GF: And so, this is sort of the career alignment of the courses designed to help you do stuff that you need to use and apply elsewhere. So, for example building your own models of culture. They don't have to be smart ones like the printed one here, but also any hand drawn ones would be handy. And how you do that will obviously be finding out during the course, but you don't have to depend on all the models that are provided for you. Once you understand the models and what went into them, you can build them yourself for your own purposes.

Devising practical performance tests using experimental methods, devise and deliver the leadership activity and that's one of the assessments in leadership. The leadership in unexpected situations could be set up, will be set up for you. Even designing and evaluating an airship control system and setting up a working environment, a virtual working environment such as we just saw there, and also having to contribute to an incident response team simulation. These are all examples of the many, many courses, many, many activities similar to those that you'll be engaging in when you do the course.

26:05 – 26:47

GF: And then that will give you a portfolio of achievements. For example, you'll be constructing a practical diversity policy, building a safety culture, reporting to CEO on how to address cultural alignment, writing reports. Practical evaluation of interactive system and delivering, evaluating leadership workshops, and developing coaching skills. All of these are things which, with the assessments, you'll do material for this, but this then is something which you'll then use later on. You don't just throw it away when you finish the course and help you with this evidence-based solutions.

26:47 – 27:52

GF: Don't be scared by the journals, the journal articles that you often pointed to, we're not going to say right go and you read these articles. I don't know how much academic work you might have done in the past but reading these academic journals is often like, I find, chewing cardboard, and they're often designed to be almost unreadable, I think. A lot of the time they're okay, but other times not. Anyway, the point is that what we do is provide you with guidance on how to get through them. So, here's a typical page from a task. For example, you'll be asked to skim read rather than to read in detail initially and then look at what we lead you to specific sections and tell you what bits to look for and what to find, which tables to go for, what to leave out and how you can organise your notes on this. So, we don't just say go and read this massive article and write notes on it. You get very specific guidance on how to do it and then you will get, when you've completed this, you then get feedback comparing where one of us would have put down some suggestions about what you could do there and then you can compare them, and you get some thoughts on that. So, you're not on your own, you're getting feedback and help all the way through.

27:52 – 28:32

GF: So, to sum up, these are the things that you'll be looking at. You're going to have this workplace culture, there's leadership, talent management, we're looking at diversity and organisational change, research analytics, workplace coaching, workplace design. These are all the things that sort of main course areas that we'll be focusing on. And what you've seen today, some of the examples you've seen today come from most of those, bits of them from each of those are brought into play. Okay, that finishes pretty much what I have to say. And now we hand over, any questions? I think I'm handing over to Rebecca here to deal with that.

28:32 – 30:43

RW: Yeah, thank you so much, Greg. I think that was a great introduction to the field of business and organisational psychology and to the whole concept and ethos of the programme as well. So, we do have time for questions at the moment. I think everyone should have access to the meeting chat. If you have got any questions for us, feel free to just pop them in there. We've got a couple of people on hand to help answer those within the chat and also our speakers themselves. We do have a few questions that have been sent in in advance. And so, I'd like to kick off with those, if that's okay. So, I'll just address the first one to you, Greg. So, we had a question which was asking what are the top 3 traits of a good leader in your opinion?

GF: Okay, well, as usual with psychology, the answer is it depends. It's never, never black and white or very rarely black and white. You also, that particular question, is actually the first thing we cover in the leadership course. Because it's an issue that needs to be addressed straight on at the start. I think one of the points is that there aren't any three traits because it depends on what kind of leader you want, what kind of leader you're looking for. There's been arguments about what the traits should be for a leader for generations now and in fact psychologists have produced lists of these traits which vary often depending on the fashions of the generation that they happen to be produced in, but also which will depend on the particular kind of leader that you want. And also the question what's a good leader is, is one of the big issues, do we mean an effective one, a successful one, or maybe a tenacious one just happens to be there for a long time, doesn't necessarily mean to say they're good, successful or anything else. So, this question of what we call a good leader, what is leadership about - are we just concerned with trying to make good leaders or are we concerned we're just taking leaders as they come, whatever they are and working with that? Those are all issues which we'll be addressing during that particular course. So yeah, the usual answer, it depends.

30:43 – 32:25

RW: And we had another question which was asking and how do you see the advancements of artificial intelligence or AI affecting the workplace?

GF: Well, that's one which turns up in the later stages of the course, we do on human factors workplace design in quite some detail. So, the jury is still out actually, obviously it's not something which people have got solutions for. And certainly, when it comes to, well I think one of the points is that 60% of the jobs that we have now didn't exist a generation ago and we can safely assume that AI is going to have that effect on the kind of profiles that we imagine for jobs, and we probably can't imagine what the jobs are going to be in 20 years' time, and AI is going to have a major effect on that and already has. We're already living with AI to some extent, there's AI operating you know on our word processors and all of those things are part of AI. A lot of the routine stuff that we've had to deal with, all of that is something which is going to do for us and that's going to cause changes. Do we have to worry about AI taking over? Maybe, but I think we have more to worry about the owners of the AI taking over than the AI itself. An area particularly interesting in in this area of human factors, workplace design is explainable AI. How do you teach the AI? Psychology is really important. How do you teach the AI to explain what it's doing to human beings so that we can maintain that, make sure that we're all in the loop?

32:25 – 34:25

RW: Okay. Another question we received in advance was, do you think the pandemic, or how do you think the pandemic, has affected the workplace, in particular the relationship between employers and employees, employees?

GF: We're talking about, what are the real options, what will the possibilities be? I think people didn't fully appreciate what was possible with working from home, for example, and then blending the workplace, and that's something which has exploded because of the pandemic and what's happened is employers are kind of also struck by the fact that they've coped during the pandemic and people are able to work from home and have virtual environments and so on and they then want to introduce it full time. But the difference between coping and producing something sustainable, and that kind of conflict where employers may be wanting people to do stuff which they scramble to do during the pandemic to convert that into something which is attainable isn't quite as straightforward as they might have hoped.

It's also quite high politicised, I remember looking at the Daily Mail recently, in the British right-wing newspaper, talking about not working from home but shirking from home. And yet the fact is that the evidence suggests that people tend to be more productive if they're working home, more satisfied in general. And so maybe there's a lot of options which are available. The jury is still out and there's a lot of arguments. There's a mixture of evidence about how effective working from home and the related technological developments is and the political arguments about social control for example. And that's all still very much being played out at the moment, and it's something which we address quite explicitly in a couple of the main courses that we do.

34:25 – 37:18

RW: Great. I can see, I think Cakil is maybe wanting to jump in at this point?

CA: Yeah, thank you very much, Greg. Yeah, amazing. And I think the presentation really reflects the pedagogy and the effort behind, and the enthusiasm and passion, behind this programme. I just want to say two things. One is, one of the questions, not the admin questions sorry, I'm not the right

person for that, one question is about where do you see the main difference between business and organisational psychology? And so, this question often comes in UG degrees too. So, there are different names. In US it's called Industrial and Organisational psychology. In the UK Occupational Psychology which is a master's degree which you're expected to have either a Conversion Psychology degree or your UG degree very much protected by the BPS, British Psychological Association. Then we have many Business Psychology programmes. However, we wanted to call this programme Business and Organisational Psychology because normally when you say, let's take Industrial and Organisational Psychology. The first part really implies the job requirements and the people we hire assess, train, based on these job demands and requirements. So, it covers that. However, when we say Organisational Psychology, it's more about the interaction and relationships between employees. Then we talk about motivation, satisfaction, leadership, culture. So, this programme is called Business and Organisational Psychology because we want to make sure that the name reflects what we cover during the course.

Just want to add one more thing very quickly on top of all Greggs explanations based on this question, we also see now, in the past we see literature really talking about when we effective leadership or culture whatever you're talking about in the workplace was always linked to more successful businesses, more increased performance, but now we're really talking about happy workplaces and how it relates to success. So, when we developed this programme, we always kept this in mind. So, it's not only about effective businesses, but we really need to talk about happy workplaces too. And so, I think there's another question here but I think Lucy already answered that and the rest of the questions I see about payments and certificates so, yeah, I'm not great with that.

37:18 -38:47

RW: And I think Hassan is has jumped in to answer a few of the more admin related questions and we've got a couple more questions that were also sent in prior.

GF: The one more thing there, related to what Cakil was saying. We do want to make the Business Psychology course, Business and Organisational Psychology course, a happy working place too, because we actually found that as we were developing the tasks and the activities that we wanted to come up with things that we would enjoy doing that would be fun for us to do. And that's one of the tests as to whether something would actually get included as an activity in the course.

CA: Absolutely. Do we have even if for people who couldn't attend here, or I'll just say it because it's recorded so, if they have any questions later, they can find me on LinkedIn, I put it there Cakil Agnew or they can e-mail me again. I put my e-mail address so please feel free to e-mail me, except about the payments.

RW: And our Student Success Advisors will also be enhanced after this webinar and to answer any questions relating to the programme as well. And at the end of the presentation, I'll provide e-mail addresses and links for people to be able to follow up with us. I'm just going to hop back to one of the questions that we had.

38:47 – 41:28

RW: So, someone is saying I'm currently working as a manager. Do you have any suggestions as to how I can get the most from my team, both in terms of productivity and morale?

CA: I think, I'm sorry, sorry, but I just realised there's a, there's are questions in the Q&A section here related very specifically to programme. So, one of them is why should I choose to study this course at Heriot-Watt rather than a course at any other institute. And I would say definitely how we

develop this course is great. The example script Greg gave here I think really reflected how we designed it. It wasn't really an exercise of just taking a campus one, and applying it to an online platform. So, you're not going to see people recorded themselves lecturing about the topic or you're not going to see chunk of text to read. So, it's really designed for working people to keep them engaged that we really want the students really wanting to go back to what's out there, wanting to watch those videos and really wanting to do these activities. And again, as Greg said, just really the team behind it really reflects the energy this programme has. And also, I think what that it is a very established university and very experienced and we are very experienced in Business Psychology too, because for many years we have Business Psychology programme on campus not only in Dubai, we also have in Edinburgh and Malaysia campuses too.

So, there's another question. I missed a few minutes, so may I time commitments? Yes, so this is designed for people working full time who can come to the campus. So, I would say we don't recommend, we don't recommend students to get more than two courses while they're working full time. Time management wise, I don't think it's realistic while working full time to do more than three courses.

About the online assessments can be done, again, admin will be better to answer that, but online assessments, well, you'll have the opportunity to take the online assessment three times a year, so there's a lot of flexibility there too.

41:28 – 42:26

CA: So, there's another question here, whether it's his accredited by BPS or ABP. So, it would be, we are hoping to get accreditation by ABP, but it's very new, so not yet.

Anything else? I'd like to do the MSc over two years, what units should I get for? Okay, so when you register, we recommend to students start with two courses which is Organisational Culture and Leadership. And after this, because these are the main core courses that will help you progress in the other courses, give you a better idea and then you can choose depending on that. I was running through the question. I don't know. Let's see if there is more on the chat box. I think they're answered. Okay, sorry Greg, I caught you there about morale.

44:26 – 44:42

GF: Yeah, all the moulding. Yeah. So just in response to that question, it's a very general question, obviously depends on particular circumstances. But from the evidence of, you know, the most general principles would be listen, listen, listen, just make sure you're listening to what people are saying so you know what's going on. I think what we said, one of the things running through this whole presentation is that a lot of the time we're trying to find out what's going on. In many ways it's often suggested nowadays that the best a leader can do is to try and provide people with a credible account of what they think is going on in their organisation. And things change so fast, and things are so fluid that that's the way things are. The idea of the leader on top of the mountain telling us all where to go in an organisation, scanning the horizon and giving us all instructions, that is a thing of the past. And so that's a key idea behind how you motivate people. Just make sure that you understand that they are the organisation, so listen, listen, listen. Courtesy as a principle rather than just a nice thing is crucial. Listening, sharing and allowing equal time. Allowing time to people to say what they want to say and give people the confidence of something. From Ed Catmull for example, one of the big people behind Pixar is confidence. Give people confidence to share unfinished work. Something people tend not to do. People tend to hang on to what they're doing and only when they feel confident that they can show them everybody else and not get made a fool

of that, they release it. But of course, all the development stuff and that could be done taking into account taking advantage of the variety of people who couldn't put input and that tends to be lost. So, I think the simple principle, how many people have the confidence to share unfinished work is really important and bottom line is shared goals if you've got a diverse organisation, particularly it doesn't work where people don't know what they're all meant to be doing, that they have a shared goal, then you've really got problems. So shared goals as finishing point there.

44:42 – 46:22

CA: Just one more, I don't want to leave any questions unanswered here because I think there's a good question here. Since this is online with videos pre-recorded, if you have any questions or need further clarification, how can we reach out? So, although this is online and pre-recorded, it doesn't mean that you're left alone, every online module will have a leader, they're not going to come and teach anything, but we have discussion boards so there will be constant input from the course leader in those discussion boards they will be assigned to if you need to reach out about any specific questions there. Yeah.

RW: I can see this one here from Lindsay just asking about is registration open for the modules now currently? If you've not yet enquired or applied for the programme, there is a register your interest form on the website which we'll will provide a link to that. You can fill out and receive updates about the programme including when enrolment for the programme opens which will be opening shortly.

And, just having a look at the time, I don't know, Greg, if we have time to take a couple of more questions?

GF: I don't really, if you're not dropping out, then yeah. Otherwise, let's take one.

CA: Let's take one more question. Because I want to, yeah, don't run over time, to be honest. Yeah.

46:22 – 48:18

RW: And I'll just take one more that we got sent in advance and that was how can businesses measure the effectiveness of their employee training and development programmes?

GF: Yeah, this is one of the areas that's always a problem, the evaluation of training. Nobody likes evaluation of training. That's one of the problems and what it tends to be left to is what, you know, what we call the happy sheets that after a training session everybody fills out that form saying you know how satisfied are you with it, and you hand it in to the person who delivered the course and then surprise, surprise, it tends to be okay. Finding out how things, how effective the training is in the longer term and how deep it goes is the real issue and that the deeper the training the harder it is to trace its effectiveness, probably over a longer period of time. And the bottom line there is that two things, one you need to have organisational continuity and organisational memory that if someone has done some training six months ago and everyone has forgotten about all that stuff and other things are happening, then no one's going to be in position to follow it up. And secondly, to have a proper understanding of what people were meant to be trained in in the first place. So, we know we can use a bit of agile responses in order to find out how what they've done is emerging. So, you may not necessarily have a rigorous systematic evaluation programme set up right from the start as soon as the training is finished, but you may find that as you see what's going on, how things are emerging that you may want to develop and formulate different ways of measuring what what's coming out of the course. If it's been a particularly interesting and constructive one, often the more interesting and constructive the course, the more interesting and constructive the evaluation has to be.

RW: Thanks so much, Greg. And if you could go to the final slides, that would be so. Thank you on that. Yeah, so just to close, I'd like to mention as I said before that if you haven't already applied or inquired about the programme, you can fill out the register your interest form, which you'll find on our website by following the URL on the screen.

If you have got any specific questions about the programme, you're more than welcome to e-mail us directly and you can e-mail our student success team via the e-mail address on the screen and one of our advisors will be in touch shortly. Also, if you'd like to catch up on this webinar, we'll be sending out the recording and the slides in due course and we'll update you about this via e-mail. And so, with that, I'd like to thank both Greg and Cakil again for providing a fantastic insight into Business and Organisational Psychology and for everyone for joining us here today. Just want to wish you a great rest of your day or evening wherever you are in the world. And thanks again for joining us.