



Topic Design

การบริหารจัดการสำหรับคนยุคใหม่

Period 1

1	About the Activity	Number of Students: 100
	Activity Title: Period 1 –Management Concepts and Successful Organisation	Subject: Management and Administration for New Generation
	Technology:	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Dr. Krish Rugchartjaroen
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able to understand the existing theories on principle of administration and strategic planning and differentiate between the successful and failure models (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.2 students are able to identify the key elements of successful organisations (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p> <p>2.1.3 students are able discuss and interact with peers on the key elements of successful organisations (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Using a project-based exercise for students to assimilate themselves to the current issues in organisational management 2) Using analytical thinking to adapt successful organisations' strategies to their own situations 3) MUGA: Using cognitive (critical thinking), interpersonal (communication/collaboration, responsibility) and intrapersonal (intrinsic motivation, learning how to learn) skills 4) Entrepreneurial Education: Using work with problem, authentic content, teamwork skills 	

Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1			
Acceptable Evidence		Assessing Results	
Students are able to: 2.2.1 understanding the existing theories of management and administration 2.2.2 identify key elements of successful organization 2.2.3 discuss and interact with peers on key elements of successful organisations		1) Key concept checklists or theory charts/mind maps 2) Design brief (successful organisation design), element checklists 3) Idea evaluation, element checklists	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	- Overview Course Descriptions - Instructor introduces outcomes and learning activities	Students listen Students ask questions	5 mins 5 mins
Step 2: Procedure	Part 1: Introducing the Concept of Management and Administration		
	Instructor and TA are to: 1) Introduce to students the shift of management and administration concepts (3 shifts) 2) Ask students to work in groups to create a mind-map linking management concepts	Students are to: 1) Listen, ask questions and take note 2) Work in groups and create a conceptual mind maps	30 mins for lecture 10 mins for workgroup (mind-map)
	Part 2: Key Elements of Successful Organisations		
	Instructor is to: 1) Choose for and introduce to students on the case study with elements signifying the organisation success (e.g. starbucks, Samsung, SCG etc)	Students are to: 1) Listen and ask questions 2) Watch the video clips and take note	10 mins for video clip 15 mins for groupworks 10 mins for information sharing

	<ul style="list-style-type: none"> 2) Introduce video clips relating to the organisation to assimilate students on the background of the case 3) Ask students to work in groups to identify key elements of successful organisation 4) Ask students to share with the rest of the class on successful elements of the chosen organisation 	<ul style="list-style-type: none"> 3) Work in groups to identify key elements of successful organisation 4) Share the ideas and challenge peers on different viewpoints regarding elements of successful organisations 	
Step 3: Assignment and Summary	<p>Instructor is to:</p> <ul style="list-style-type: none"> 1) summarise the lessons learned 2) Elaborate in details the project-based exercise for the next 2 weeks by asking students to choose data collection methods (e.g. on-site observation, interviews, picture taking, mystery shopping etc) to extract the key elements of the successful organisation in chosen case 	<p>Students are to:</p> <ul style="list-style-type: none"> 1) listen and provide more inputs if any as well as ask questions 2) Listen and clarify the details of the assignment 	<p>5 mins for lesson learned summary 10 mins for assignment elaboration:</p> <p><u>*key questions:</u> identifying</p> <ul style="list-style-type: none"> 1) the general background and atmosphere of the chosen case (e.g. any café around the university) 2) identify the key elements and characteristics of assigned aspects of organisational management (i.e. HR /Leadership– Week 2 and teamwork/good governance – Week 3) 3) Prepare the presentation materials such as prioritisation checklist, design brief etc.

Period 2

1	About the Activity	Number of Students: 100
	Activity Title: Period 2 –Human Resource Management Concept	Subject: Management and Administration for New Generation
	Technology:	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Assist. Prof. Dr. Gramolporn Sonsri
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom’s Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able to understand the existing theories on human resource management, leadership and differentiate between the successful and failure models (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.2 students are able to identify the key elements in HR management of successful organisations (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p> <p>2.1.3 students are able discuss and interact with peers on the key elements of HR management in successful organisations(Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p> <p>2.1.4 students are able to conduct a project-based data collection and form up ideas on successful/failing elements of HR management in organisation (Bloom Stage 5/6: Evaluate and Create) (Design Thinking: Prototype)</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Using a project-based exercise for students to assimilate themselves to the current issues in applying HR management and leadership concepts 2) MUGA: Using cognitive (critical thinking, IT, process management, creativity), interpersonal (communication/collaboration, responsibility) and intrapersonal (intrinsic motivation, learning how to learn, acting autonomously) skills 3) Entrepreneurial Education: Using work with problem, authentic content, teamwork, interact with outside world, value creation outside classroom, interactive and experimental, novelty skills 	
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1	
	Acceptable Evidence	Assessing Results
	Students are able to:	

	<p>2.2.1 understanding the existing theories on HR management and leadership concepts</p> <p>2.2.2 identify key elements of HR management and leadership concepts in successful organisation</p> <p>2.2.3 discuss and interact with peers on key elements of HR management and leadership concepts in successful organisations</p> <p>2.2.4 conduct a project-base data collection and form up ideas on successful or failing elements of HR management and leadership concepts in chosen case study/project</p>	<ol style="list-style-type: none"> 1) Key concept checklists or theory charts/mind maps 2) Design brief (successful organisation design), element checklists 3) Idea evaluation, element checklists 4) Design brief, concept sketches, storyboard (from chosen case study/project) 	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor introduces outcomes and learning activities	Students listen and ask questions	5 mins
Step 2: Procedure	Part 1: Introducing the Concept of Management and Administration		
	<p>Instructor and TA are to:</p> <ol style="list-style-type: none"> 1) Introduce to students the shift of HR management concepts and leadership concepts 2) Ask students to work in groups to create a mind-map, check-list linking HR management concepts and leadership concepts 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen, ask questions and take note 2) Work in groups and create a conceptual mind maps 	<p>25 mins for lecture</p> <p>10 mins for workgroup (mind-map)</p>
	Part 2: Key Elements of HR Management in Successful Organisations		
	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Showcase using clips or observation map to 	<p>Students are to:</p>	<p>10 mins for video clip</p>

	<p>students on the case study with elements signifying the organisation success in HR management and leadership concepts (should be in the same business as chosen for students in Week 1)</p> <p>2) Ask selected groups of students (5 groups) to present their stories and findings to identify key elements of HR management and leadership concepts in the chosen organisation</p>	<p>1) Listen and ask questions, watch the video clips and take note</p> <p>2) Present in groups the story and findings to identify key elements of HR management and leadership concepts in the chosen organisation</p>	<p>40 mins for presentation</p> <p>5 mins for information sharing</p>
Step 3: Assignment and Summary	<p>Instructor is to:</p> <p>1) summarise the lessons learned</p> <p>2) Ask students to share and challenge the thoughts and ideas</p>	<p>Students are to:</p> <p>1) listen and provide more inputs if any as well as ask questions</p> <p>2) Share the ideas and challenge peers on different viewpoints regarding elements of HR management and leadership concepts in successful organisations</p>	<p>5 mins for summary and wrap-up discussion</p>

Period 3

1	About the Activity	Number of Students: 100
	Activity Title: Period 3 – Teamwork Management Concept	Subject: Management and Administration for New Generation
	Technology:	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Dr. Atthapol Kanjanapongporn
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able to understand the existing theories on teamwork management and good governance and differentiate between the successful and failure models (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.2 students are able to identify the key elements in teamwork management of successful organisations (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p> <p>2.1.3 students are able discuss and interact with peers on the key elements of teamwork management in successful organisations(Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p> <p>2.1.4 students are able to conduct a project-based data collection and form up ideas on successful/failing elements of teamwork management in organisation (Bloom Stage 5/6: Evaluate and Create) (Design Thinking: Prototype)</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Using a project-based exercise for students to assimilate themselves to the current issues in promoting teamwork management and good governance concept 2) MUGA: Using cognitive (critical thinking, IT, process management, creativity), interpersonal (communication/collaboration, responsibility) and intrapersonal (intrinsic motivation, learning how to learn, acting autonomously) skills 3) Entrepreneurial Education: Using work with problem, authentic content, teamwork, interact with outside world, value creation outside classroom, interactive and experimental, novelty skills 	

Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1			
Acceptable Evidence		Assessing Results	
Students are able to: 2.2.1 understanding the existing theories on teamwork management and good governance concept 2.2.2 identify key elements of teamwork management and good governance concept in successful organisation 2.2.3 discuss and interact with peers on key elements of teamwork management and good governance concept in successful organisations 2.2.4 conduct a project-base data collection and form up ideas on successful or failing elements of teamwork management and good governance concept in chosen case study/project		1) Key concept checklists or theory charts/mind maps 2) Design brief (successful organisation design), element checklists 3) Idea evaluation, element checklists 4) Design brief, concept sketches, storyboard (from chosen case study/project)	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor introduces outcomes and learning activities	Students listen and ask questions	5 mins
Step 2: Procedure	Part 1: Introducing the Concept of Management and Administration		
	Instructor and TA are to: 1) Introduce to students the shift of teamwork management concepts and good governance concept 2) Ask students to work in groups to create a mind-map, check-list linking teamwork management concepts and good governance concept	Students are to: 1) Listen, ask questions and take note 2) Work in groups and create a conceptual mind maps	25 mins for lecture 10 mins for workgroup (mind-map)
	Part 2: Key Elements of HR Management in Successful Organisations		
	Instructor is to:	Students are to:	

	<ol style="list-style-type: none"> 1) Showcase using clips or observation map to students on the case study with elements signifying the organisation success in teamwork management and good governance concept (should be in the same business as chosen for students in Week 1) 2) Ask selected groups of students (5 groups) to present their stories and findings to identify key elements of teamwork management in the chosen organisation <p>(these groups are to be different from the group conducting presentation the previous week)</p>	<ol style="list-style-type: none"> 1) Listen and ask questions, watch the video clips and take note 2) Present in groups the story and findings to identify key elements of teamwork management and good governance in the chosen organisation 	<p>10 mins for video clip</p> <p>40 mins for presentation</p> <p>5 mins for information sharing</p>
<p>Step 3: Assignment and Summary</p>	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) summarise the lessons learned 2) Ask students to share and challenge the thoughts and ideas 	<p>Students are to:</p> <ol style="list-style-type: none"> 3) listen and provide more inputs if any as well as ask questions 4) Share the ideas and challenge peers on different viewpoints regarding elements of teamwork management and good governance in successful organisations 	<p>5 mins for summary and wrap-up discussion</p>

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