

Original Research Article

Play What, Like What! The Application of Psychodrama in the Business Management Education in Universities-Marketing Management as an Example

ABSTRACT

The higher education is facing challenges and the learning is flipping. The teaching as a whole-person is one of the major mission of higher education. Psychodrama was developed for psychotherapy and it is used as a psychotherapy technique in group counseling, consultation, and even education in recent years. In business schools, psychodrama offers a creative and more experiential way for students to explore and solve the key issues in business and management practice. This study uses psychodrama in teaching in the real Business-Management course 「

Marketing Management 」 as the research context.

This study is an action research in Business-Management education. This study is bringing a new learning experience to Business education. Moreover, it also adds humanistic quality and social consideration to students. With the qualitative and quantitative data, the results demonstrates that psychodrama can improve learning outcomes, enhance learning satisfaction, and even enhance the ability of students to business decision-making. Furthermore, this study also provides managerial and practical implications for both higher education in business schools and real world business managers.

Keywords: Psychodrama, Business-Management education, Action research, Marketing management

1. INTRODUCTION

In addition to facing the environment of the political, economic, social, scientific and technological impact, current business management education in higher education is facing multiple teaching environment impact and change. The first impact and change in nature is that online teaching and the open course and knowledge on the web will replace the majority of classroom instruction in the future. Therefore, the face of this grim situation in the university, teaching methods in the face of this

change is to try to construct the situation, the way the experience of direct teaching to enhance the context in the traditional context of the classroom initiative and interaction Learn. The second trend is that, in the fast-changing business environment and the impact of cross-border competition, personnel training needs to be more closely integrated field of education and practical interaction field. Another important trend: the rapid changes in the business environment, companies need more innovative and humanistic quality of business management personnel.

In order to meet these challenges and to move further towards against the challenge of internationalization and international competitiveness, and in order to motivate students to learn more actively in a constructive contextual approach, the business schools of universities continue to introduce all kinds of innovative teaching methods. Which is mainly problem-oriented learning (Problem Based Learning, PBL) and case teaching (Case teaching). However, psychodrama, which is widely used in the field of psychology, offers an alternative to business education.

The Higher Education is flipping! New Learning Experience through psychodrama

Psychodrama was originally a psychological therapy treatment with an element of the use of drama elements. It is with the combination of role theory, action theory, social theory, and drama elements. Through the role-playing approach, this study complied the psychodrama with the traditional business course 「Marketing Management」. That is, in the creative environment and atmosphere of innovation created by the drama or theater elements, students tends to show more sympathy, empathy, humanistic considerations through the learning.

With the psychology of the learning background, connected with the psychodrama teaching methods, the psychodrama began to receive professional training, systematic learning. The psychodrama with theater teaching model can create a learning environment of social interaction, experience and understanding. At the same time, learners can also construct individualized and internalized learning processes in the action and interaction of theater teaching way. The major goal of this study is bringing a new learning experience to business education. Moreover, it also adds humanistic quality and social consideration to students, and even improves their learning outcomes, enhances teaching satisfaction, and even enhances the ability of students to business ethics decision-making. Furthermore, with the qualitative and quantitative data, this study also provides managerial and practical implications for both higher education in business schools and real world business managers.

Literature Review

The Changing Environment and the Challenge universities are facing

The Business schools are facing several challenges in this fast changing world: The impact of Internet technology on higher education, the impact of rapid globalization on talent cultivation, and the impact of rapidly changing business world on talent demand. Apart from the specific and professional skills, the humanistic accomplishment is also an important learning goal for Business Management students.

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77 First, a variety of open, digital, online education sources, such as COURSERA(a
78 web-based training courses platform), massive open online courses (MOOCs) and
79 many other open online courses, the future of traditional university classrooms and
80 teaching methods will face a significant impact. Although the online teaching and
81 online resources can replace most of the classroom teaching content, there are still
82 the true meanings for the existence of higher education. The process of knowledge
83 transfer and teaching methods should be in the open environment of knowledge
84 resources. The teachers in the classroom can build the direct experience of the way
85 to enhance the context of the classroom context of active and interactive learning.
86 The construct of the situation is the key learning for the business education.

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88 Second, under the complex context of globalization, business administration is
89 facing more and more rapid changes. In the fast-changing business environment
90 and the impact of cross-border competition, personnel training needs to be more
91 closely integrated field of education and practice field interaction. In response to this
92 trend, the University Business School in addition to promoting and encouraging
93 students to participate in business practice, the teaching also introduced a variety of
94 innovative teaching methods. Such as problem-based learning (PBL) and case
95 teaching (Case teaching) and other interactive teaching mode. In addition, a variety
96 of ways to help students learn or platform, such as ZOOVIO, KAHOOT, Khan
97 Academy, also with the development of network technology, such as mushrooming,
98 and also widely business education educators . Such methods and practices, is not
99 expected to be able to implement the academic to business, business management
100 practices.

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102 Third, with the rapid changes in the business world, the need for more innovative
103 and humanistic quality of business management talent is increasing. The trend is to
104 combine the elements with humanities, drama and artistic innovation in the business
105 management curriculum. In other words, the humanities, art, drama and other
106 qualities can contribute to business management, science and technology
107 personnel training, as important foundation of higher education. At present, the
108 cultivation and training of the humanities accomplishment of the students of the
109 School of Business, in addition to relying on the humanities curriculum offered by
110 the general education, need to inject the element of humanistic innovation directly
111 into the business management education platform.

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113 Finally, in recent years, the development of science and technology and the
114 transformation of educational philosophy, school education, teaching, has been
115 gradually changed in nature. "Flipped classroom" and "MOOCs" originate from the
116 application of open educational resources, which are free, open, and free to change
117 and share. It is a new trend of global educational technology in recent years.
118 Education market has a great change (Bergmann & Sams, 2012). Moreover, the
119 cross-border has been a key idea of the learning. The CDIO engineering education
120 model promoted by Massachusetts Institute of Technology (MIT) in the United
121 States in 2000, advocates that students will learn, through the process Conceive,
122 Design, Implement and Operate. Through the knowledge concept, through the
implementation, operation, implementation for the actual results (Roth, 2015).

Coincidentally, the design thinking advocated by d.school at Stanford University is pursuing a design thinking that 「people-oriented design spirit and method, considering human needs, behavior, but also considering the feasibility of technology or business」 (Brown, 2009).

In addition to the above, both the flip education, or CDIO engineering education model, or design thinking, are emphasizing the "operational capacity building", the purpose is to enable students to learn in addition to ivory tower knowledge, but also to strengthen and Practical, practical links. This study proposes a theater teaching mode combining the humanities and social accomplishment, integrating the spontaneity and creativity into the teaching and learning process. Theater teaching model will be able to enhance the field of human approach and business management education integration, cultivate more business and management talent with humanistic mind and accomplishments.

Psychodrama

Psychodrama, a group work method developed by Austrian psychiatrist Jacob Levy Moreno (1889-1974), is widely used in the fields of personal growth and development, psychotherapy and counseling, education and organizational development (Baim, Burmeister, & Maciel, 2013; Adam Blatner, 1996; A Blatner & Blatner, 2000). Psychodrama is a drama therapy with psychological elements, and the practice and use is usually in a group manner. Through the spontaneity and creativity of members, through the role-playing approach, healers or directors use a small stage or space, some simple props, special acting skills, sensitivity and creativity to guide participants to explore issues in order to achieve growth and the purpose of treatment. Psychodrama and its application skills has recently become an important skill of group counseling, counseling, and even teaching (Williams, 1989).

There are many techniques used in psychological drama, such as warm-up, double, mirroring, role playing, role reversal, sculpture, soliloquy, Chairs (Empty chair) and other skills (Adam Blatner, 1996). Psychodrama originated in psychotherapy, so the implementation focused on three levels: 1. Role exchange, connection of minds, action performances. 2. Group dynamics and multicultural sensitivity. 3. Attention to the emotional expression of all group members (Baim et al., 2013).

Psychodrama and Higher Education

Learning needs to experience self, self in the context and interact with the self, others and the environment in the context, so that the physical and mental feelings and the intellectual ability can work synchronously to explore the knowledge the learners want to learn. Through psychodrama, the context constructed in theater teaching can integrate the previous experience of the individual into the construction of the knowledge set they are learning now. Through the role playing, theater methods and elements, psychodrama provides a different teaching alternative to the higher education in universities, especially for the business and management schools.

2. METHODOLOGY

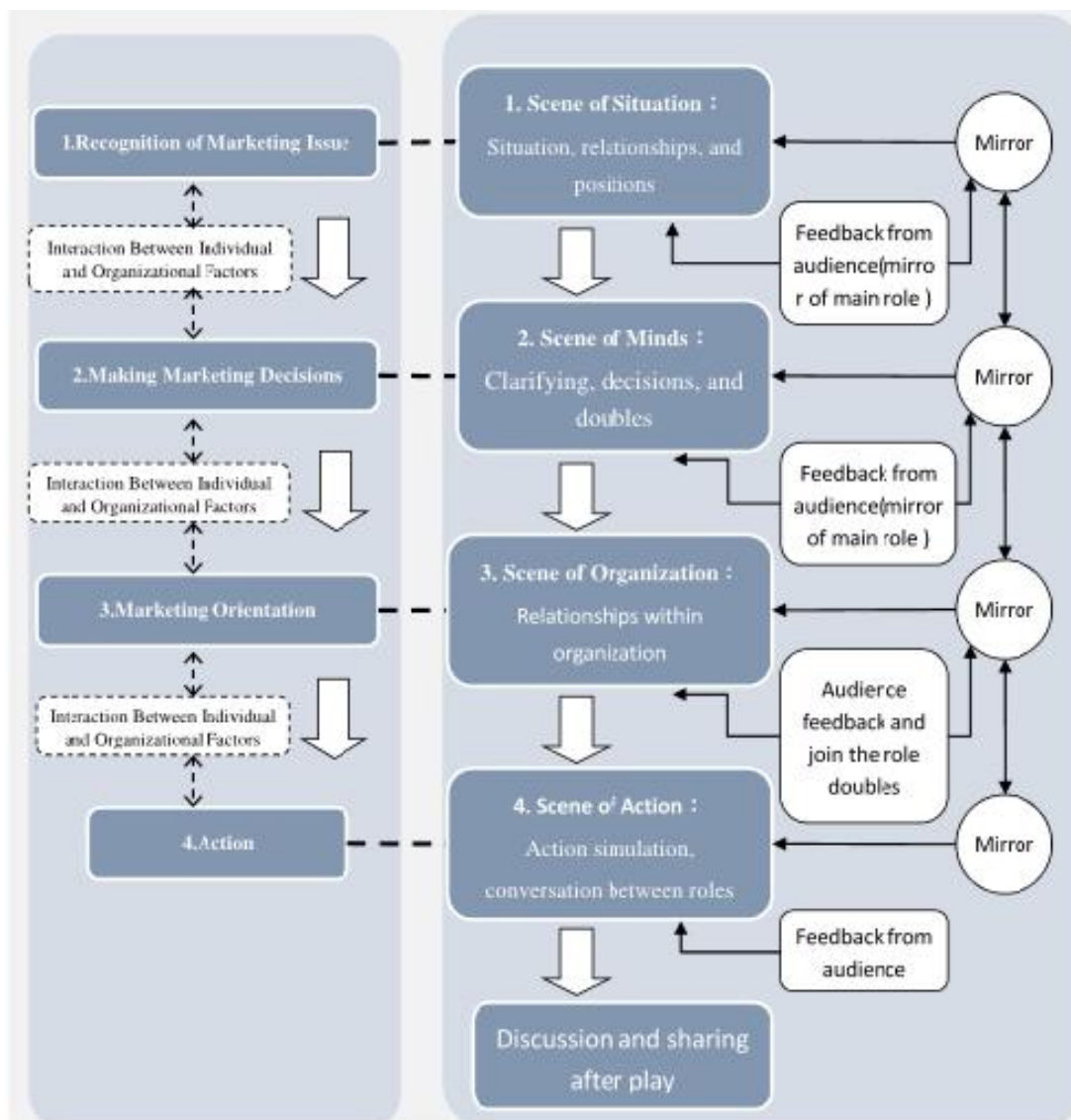
In this study, the questionnaire was used to collect the feedbacks of the students to the teaching methods of the psychodrama in the way of Action Research. The questionnaire included demographic data, eight quantitative items and three open-ended questions. Quantitative and qualitative data were collected at the same time, and both results were analyzed as a basis for improvement of further teaching.

Subjects and materials

50 third-year students from department of finance in a university business school were recruited for the study (27 females, 23 males). The course is based on the actual Business Management Education Program - "Marketing Management" as the course platform, and the module of using psychodrama was the "Marketing Strategy". Figure.1 demonstrates the process of the combination of the lecture and psychodrama elements.

An 8-item questionnaires were used to collect data. Items, such as 「I like the course process today」, were in 5 points Likert-Scale and 5 is "Strongly agree", 1 is "Strongly disagree". The questionnaire is self-compiled by the author, which includes three parts: demographic information, 8 test items for learning satisfaction, and 3 open-ended items for qualitative response for learning. Students were asked to answer the questionnaires at the end of the lecture with psychodrama elements. The process was 3 hours course including 20 minutes answering the questionnaires.

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196 Figure 1: The operation of teaching with psychodrama

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198 3. RESULTS AND DISCUSSION

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201 Manipulation check

202 The Cronbach's α value of 8 items in the quantitative questionnaire is 0.905. Table 1
 203 shows the average response of each items from subjects. The satisfaction response
 204 of the two questions are the highest: Q6- 「Teacher is teaching with professional
 205 knowledge」 (M = 4.52), Q3- 「Teacher is very devoted in teaching today」 (M =
 206 4.48).

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210 **Table1:** The responses of each item

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Mean of Response	4.14	4.26	4.48	4.44	4.34	4.52	4.42	4.44

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Individual difference and satisfaction

The students' academic performance were asked in the demographic part of the questionnaire (average score last semester) and the students were divided in High (above 85), Mid (70-85), Low (Below 70). The MANOVA of Gender (Male, Female) X Academic Performance (High, Mid, Low) on 8 quantitative items were performed with SPSS statistics software. The results showed no main effect of Gender ($F=1.234$, $p>.05$), neither the main effect of Academic Performance ($F=.467$, $p>.05$). That is, no matter male or female, high or low academic achievement students, they all like the lecture with psychodrama. Through the semantic analysis of the 3 qualitative items, 100% of the total 50 students left positive feedback for the psychodrama lecture experience.

The interaction of Gender X Academic Performance on whole 8-items scale was not significant ($F=1.065$, $p>.05$). However, the interaction reach significant level on 5 items: 「The way teacher teach today is interesting」 ($F=5.098$, $p<.05$), 「Teacher is very devoted about teaching today」 ($F=3.875$, $p<.05$), 「Teaching contents are clearly defined by teacher」 ($F=5.538$, $p<.05$), 「Teacher is teaching with professional knowledge」 ($F=5.113$, $p<.05$), 「Teacher has the motivation to enhance students' skill」 ($F=5.452$, $p<.05$).

According to the post hoc analysis of the interaction of these 5 items, we discovered that for the High and Low academic performance group, satisfaction scores from female students are higher than male students. Interestingly, for the Mid academic performance group, male students have higher satisfaction scores than female students.

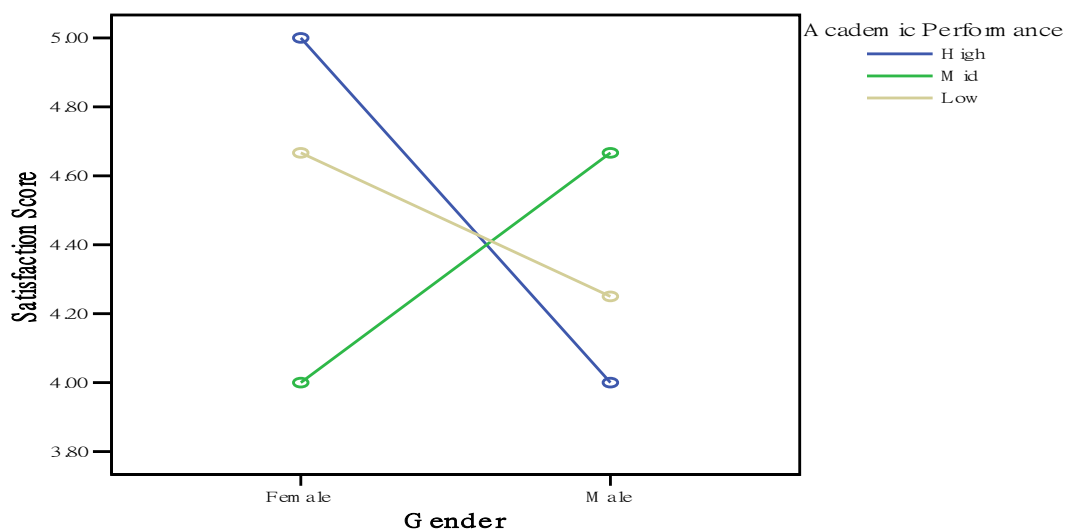


Figure 2: The interaction of Gender and Academic Performance on 5 items

4. CONCLUSION

This study complied the business management course with psychodrama which leads the higher education of business and management to a new level. The role-play elements of psychodrama enrich the business schools with more humanistic and empathetic compositions. Apart from PBL, case-study, MOOCs, COURSERA, and many other teaching ways in higher education, his study provide a very humanistic teaching alternative for the business education.

Moreover, according to the self-developed questionnaires in this study, the quantitative results show that, regardless of the level of academic performance, nor the gender, all university students are all equally satisfied with the teaching with psychodrama teaching method. More interestingly, this study also found that, for the mid academic achievement students, male students show more favorable tendency and satisfaction about the psychodrama teaching way than female students. In some university, especially in the departments of science and engineering, the gender majority is usually male. That is, science and engineering are usually classified in male-dominated departments. Based on the findings of this study, in a general fashion, all students are much satisfied with psychodrama teaching way. Therefore, we can deduce that the lecture with psychodrama teaching methods in higher education is very welcomed by university students. Furthermore, for the medium academic achievement students, boys are more satisfied with psychodrama teaching than girls. It's more suitable to promote the psychodrama teaching in the department of Science or Engineering which were considered as male majority in gender composition.

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