

## Power coupling with businesses

Enhancing the employability skills of graduates have been the focus of many higher education institutions over the last decade. “Power coupling” with businesses helps in achieving this feat.

With this approach, industry collaboration infuses academic learning with professional practice thereby expanding inclusivity, knowledge, and student experience and enhance the employability skills of graduates.

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The development of this pedagogical approach for inclusivity to complement diversity amongst students in the classroom while enhancing student feedback and learning experience has been at the forefront of educational institutions. There is also the expectation from businesses in producing work ready graduates.

In this issue, **Dr Karen Dennis** speaks on bridging that gap between educational institutions remit and the expectation of business managers.

# INDUSTRY WEEKLY DIGEST



## About Dr Karen Dennis

**Dr Karen Dennis**, Senior Lecturer in Operations Management in **Surrey Business School**, is also the Director of Teaching Innovation. An Industrial Engineer, her earlier work focused on enhancing productivity and viability of small

and medium-sized enterprises (SMEs). It therefore comes as no surprise that she ventured into academia, exploring pedagogy to effectively support student development and enhance teaching practices.

## MIND THE GAP! CO-CREATING ASSESSMENTS THROUGH POWER COUPLING WITH INDUSTRY EXPERTS.

By **Dr Karen Dennis**

It has long been established that businesses expect work ready graduates from educational institutions (**Bosley, 1995**). Historically, this has been the expectation. However, in the dynamic, turbulent and ambiguous environment within which businesses now operate; and with the complex challenges and intricacies of modern-day existence, this expectation has become a foregone conclusion (**Alharahsheh, 2020**). How can business schools rise to the challenge of bridging that gap between producing such graduates while achieving strategic goals of equality, diversity, and inclusion?

One such approach is through “power coupling” with industry experts. This embodies a process of co-creating with industry experts to bring real-world business challenges into the classroom. By using this approach, assessments can be designed to embrace different learning styles of students while encouraging the application of theory to practice. This is fundamental as with this innovative approach, business school educators can open a world of opportunities for their students to experience and contribute to resolving current business challenges within the learning environment.

This demonstrates pedagogical innovation in practice in assessment design and feedback while fostering a collaborative relationship with industry. It also represents a rethink of pedagogies as historically, business school collaboration with industry primarily focuses on curriculum development (**Shrivastava et al., 2022**) and advisory committees (**Ankrah & AL-Tabbaa, 2015**). Hence progress can be made in reforming current practices while improving the employability skills and capabilities of business school graduates. Thereby bridging that gap between equality, diversity and inclusion and meeting the expectation of business managers.

### Further Reading:

Tran, T.T., 2016. Enhancing graduate employability and the need for university enterprise collaboration. *Journal of Teaching and Learning for Graduate Employability*, 7(1), pp.58-71.



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