Using the Running Case in King and Lawley’s *Organizational Behaviour* at Leeds University Business School

**Teaching challenges?**

**Who?** Dennis MacDonald, Teaching Fellow  
**Where?** Leeds University Business School  
**Module?** Organisational Behaviour

“OB is a compulsory module on a number of joint honours programmes so not all students are attending because they have a real interest in the subject. I also find that **many first year students have limited experience of working in organisations** which can also limit their engagement with the topic.”

**How is the running case being used?**

“I use the case study in maybe a third to a half of seminars to bring certain issues to light in a real world context. **It makes it more interesting for students** if characters they are familiar with come up from time to time and **it also helps me link different theories from different lectures**, since individual theoretical components of OB don’t happen in a vacuum and often overlap.  

**It brings complex issues to light** (e.g. the exercise in re-structuring the Junction Hotel) and helps create a conversation around theories in practice. So in the example above, not just about the mechanics and technicalities of the restructure but also around issues of power and politics, illustrating some of the complexities of apparently simple organisational decisions.”

**How has the running case helped?**

“The running case helps me explore relevant practical issues which are grounded in highly plausible organisational problems to **illustrate how important an understanding of OB theories in the workplace actually is**. Also from an efficiency point of view it saves me developing materials myself which [...] can be very time consuming.”

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**What drew you to use Organizational Behaviour on your course?**

I inherited the module with the text already adopted as the core text in 2016 but have since decided to continue with it, largely because of its accessibility to first year students. It is easy to navigate, uses accessible language and covers all I want to cover.
Using the Running Case in King and Lawley’s *Organizational Behaviour* at Canterbury Christchurch University

**Teaching challenges?**

**Who?** Karen Hilliger, Senior Lecturer  
**Where?** Canterbury Christchurch University  
**Module?** People Management in the 21st Century

Karen Hilliger found that students were struggling to apply theory to practise, and those who didn’t have experience of the working world were struggling to contextualise what was being discussed. She also stated “not reading at all is a big problem that we hoped to solve”.

**How is the running case being used?**

The running case focuses on the fictional Junction Hotel and presents organizational problems and theories in a familiar context throughout the book.

At Canterbury Christchurch University the case is used in seminars and workshops predominantly as learning activities, “but I make reference to the case in the lectures also, to keep the narrative going and develop the relationship between the theory, the lectures and the seminars” stated Hilliger.

She also encourages students to read the vignettes focusing on the Junction Hotel featured in each chapter “in readiness for seminars”.

**How did the running case help?**

Hilliger has found that, since using the running case, her teaching of people management has become “more focused” and “students who have not worked can get involved more easily”. The issue of applying theory to practise has been “helped by the case study”.

What drew you to use *Organizational Behaviour* on your course?

The running case study and the level of the content. It is a text that is ‘approachable’ for students.