

UNCONFERENCE PROCEEDINGS

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The QIC documents are published in this document in categories based upon the
original RMLE Unconference discussion streams.

cognition learning
unconference collaboration
engagement sharing
enthusiasm
organic passion
generation
knowledge research

Overview

Research discussions shouldn't have to rise from the ashes of recycled rhetoric and boring presentations prepared months in advance. Interactions about research should be exciting, organic, and engaging. For those who are interested in being a generator of innovative, cutting-edge research in management education or those who have questions related to research in management education that are not addressed through traditional conference or workshop forums, our 2014 Research in Management Learning and Education (RMLE) Unconference held at the Copenhagen Business School's "The Studio" was the place to be.

Unlike traditional conference formats that involve fixed agendas, established streams, and planned presentations, our RMLE Unconferences are organic and participant-driven. The fundamental goal of the Unconferences is to bring together interested, passionate, and knowledgeable people to create a forum where they can share, learn, engage, question, contribute, discuss and debate about issues they deem to be important. Each participant is a contributor and all interactions take place in a flexible and highly interactive format (see <http://en.wikipedia.org/wiki/Unconference> for more information).

During the 2014 RMLE Unconference in Denmark, our participant contributors:

- Shared ideas about key research areas they would like to pursue with others,
- Found answers to research questions or concerns that they have been unable to address in other forums,
- Learned from others about their experiences with research project design, development and publication processes,
- Considered issues that are emerging through recent management education research and publication,
- Meet and networked in an intimate and informal setting with other faculty members interested in management education research, and
- Interacted with numerous board members as well as the editors of the *Academy of Management Learning and Education*, the *Journal of Management Education*, the *Decision Sciences Journal of Innovative Education*, and *Management Learning*.

In terms of scope, the domain for this Unconference was management teaching, learning, education, and the contexts within which these occur. As a result, submissions focused on issues related to the business of management education (whether that be in universities, consulting agencies, or other organizations) as well as the processes and outcomes of management education. With respect to the specifics of the submissions participant contributors worked to create, they are not traditional formal conference submission documents. The documents included in these proceedings are called "Questions, Ideas, and Concerns" (QIC) documents. The QICs were written as free-flowing thoughts which encapsulated any questions, ideas, and concerns participants had with respect to research in management education. Ideas for sharing stemmed from current or future research projects, practical or conceptual extensions to theories or models that excited participants,

or discussions they were engaged in with colleagues in their own or other disciplines. Other ideas stemmed from calls for special issues, recent articles, global or local issues, internal mandates within educational organizations, or anything unusual that had sparked an idea for a research project in a participant's mind. There were countless sources from which the exceptional questions, ideas, and concerns we have included here were derived.

Event (Un)Structure

As this is an Unconference, there were only two short formal presentations - a welcome and a summary – each facilitated by members of the conference chair group listed above (see the (un)schedule on the last pages of these Proceedings). The minimalist formality of the event's structure is based on its underlying ethos. Unconferences are designed to be 100% driven by the people who are there on the day - no presentations, just discussions. As with any Unconference, the goals here were for everyone to: (1) contribute to discussions, share ideas, questions, and concerns with colleagues who were interested and passionate about similar topic areas, (2) develop paths forward for research (e.g., grant applications, collaborative research projects, selection of alternate methodologies), (3) learn from others, (4) challenge assumptions, and (5) generally work to structure what we are doing in a way that results in knowledge generation, dissemination, and ideally publication.

Beyond reading the QICs in this document, the only preparation required for the Unconference was that participants brought energy and enthusiasm, a collaborative mindset, and an open-mindedness to going wherever our time together took us. The Unconference was uncomplicated. It was about knowledge generation via a minimally-structured, highly-engaging, and participant-driven format. It worked. The outcomes will speak for themselves.

QIC Submissions and Discussion Prompts

The participant contributors' questions, ideas, and concerns, as represented in their QIC documents, served as the fodder to create the initial discussion groups that contributors were welcomed into at the beginning of the Unconference on June 30.

The discussion prompts for the 2014 RMLE Unconference were:

- (1) Looking "In" to Understand "Out": Exploring the Disjoint Between Intended and Actual Learning Outcomes
- (2) Examining Intersections Between Content and Format as Challenges to [and Opportunities for] Learning
- (3) Creating Positive Educational Climates: A Structural and Faculty-Oriented Focus
- (4) Stimulating Innovation and Learning: What are Our Next Steps?
- (5) Understanding Technology-Based Challenges and Applications
- (6) Exploring Innovative Yet Targeted Educational Design – Stream Begavet
- (7) Exploring Innovative Yet Targeted Educational Design – Stream Begejstring

Participant Contributors

We had 49 participant contributors attend the event from 10 different countries across four continents. The countries represented included:

Algeria
Australia
Belgium
Denmark
France
Netherlands
New Zealand
Switzerland
United Kingdom (UK)
United States of America (USA)

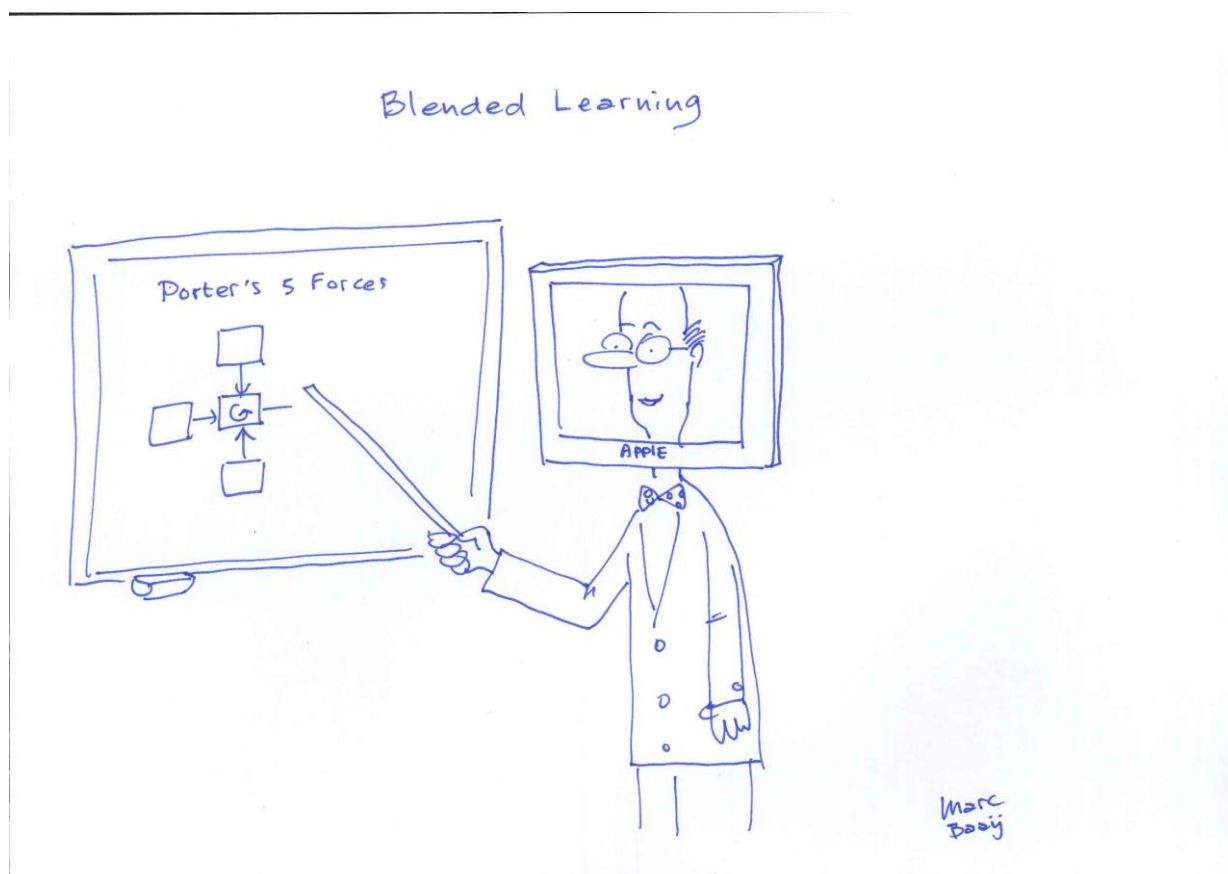
Contributors to the 2014 RMLE Unconference Proceedings represent the following institutions:

Aalborg University	Technical University of Denmark
Algiers Management School	University of Auckland
Bond University	University of Canterbury
California Lutheran University	University of Geneva, HEC
Copenhagen Business School	University of Groningen
Copenhagen University	University of Iowa
Drexel University	University of Michigan - Dearborn
Erasmus University	University of Queensland
Florida Gulf Coast University	University of St. Andrews
Griffith University	University of St. Gallen
Gustavus Adolphus College	University of Surrey
INSEAD	University of Warwick
Keele University	University of Winchester
Lancaster University Management School	University of York
Nazareth College of Rochester	Utah State University
New York University	Vanderbilt University
Nottingham Trent University	Vlerick Business School
Open University	Western New England University

Note: QIC contributions are clustered by Unconference discussion prompt theme.

Outcomes

The outcomes from any Unconference are various in nature and organic in terms of growth. The 2014 RMLE Unconference was no exception. As of the publication of these proceedings, there has one grant application that was written and accepted based on contacts and communications developed through the Unconference and there are four other groups working to develop research ideas that stemmed from our time together. Additionally, one of our participant contributors was inspired to draw a cartoon representing his enthusiasm for the event (see Mark Baaij's 2014 "Blended Learning" drawing below).



A Special Thank You

Our organizational host for the 2014 RMLE Unconference was the Copenhagen Business School Department of International Business Communication (www.cbs.dk) and our key organization sponsor for the event was the Danish Society for Education and Business (www.dseb.dk/). The international sponsorship organizations included the *Academy of Management Learning and Education*, the *Journal of Management Education*, and the Bond University Faculty of Business (LEAP). Additionally, this year, we have partnered with the editors from *Management Learning* and the *Decision Sciences Journal of Innovative Education* journals. Most importantly, we would like to recognize all of the participant contributors who attended this year's event – it is your passion, interest, and commitment that makes these Unconference events so special.

Discussion Prompt Theme #1:

Looking "In" to Understand "Out": Exploring the Disjoint Between Intended and Actual Learning Outcomes

Contributors

Kleio Akrivou
Bernard McKenna
Yuliya Shymko
Taiga Brahm
Declan Fitzsimons
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The Search for a New *Habitus*: Moving Toward an Ethically-Oriented Economy

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This inquiry regards the status and the future of management education and learning. Firstly, my inquiry joins the sharpening critique of the mission, identity and administrative logics of current business school education (Pfeffer & Fong, 2002; Ghosal, 2005) and the role of University based business School education in the economy (Khurana, 2007; Petriglieri & Petriglieri, 2010). Consequently, I inquire the extent to which the quasi-independence and the resulting current social and structural organisation of University Business schools has as outcome that its graduates are socialized to unreflectively reproduce an ill-defined *field* of social and economic relations (Bourdieu, 2005), playing the role of an anachronistic *habitus* (Akrivou & Bradbury, 2014 forthcoming; Bourdieu & Laquant, 1992). Asking if its current conception and form socialises graduates (and academics) to *habitually* reproduce an ill-defined economy valuing efficiency and profitability over the human flourishing I am put forth a call for radical transformation of University based Business School education. The inquiry is extending the critique to a (radically humanistic and ecological) call aiming to imagine and adopt reforms toward a new *habitus*. One which serves a broader, societal mission toward an ethically oriented economy (Akrivou & Bradbury, 2014 forthcoming), which educates graduates with capacity to both value and commit to the long term interests of an economy in the service of societies, communities, and caring for the sustainability of the natural world.

Secondly, my inquiry aims to open dialogue on more concrete suggestions of how to radically transform business schools approach to knowledge production and knowing, and what and how knowledge is being valued and transmitted via their curricula and pedagogies. I am joining the call business ethicists put forth for approaching choices and decisions in all these matters with a coherent and clear set of the ethical prioritization of the re-humanizing business and the economy (Moore, 2005) based on the notion of the greater societal good (Mac Mahon, 2009; Sison & Fontrodona, 2012). Such valuing conceives the content and process of management education valuing the respect for human dignity and people as ends in themselves rather than means. Central to this inquiry path is a normative thesis (Akrivou & Bradbury-Huang, 2014 forthcoming) summarised in that University based business school ought to:

(a) radically review their curricula to re- integrate knowledge from the humanities, philosophy and the social sciences back into their current emphasis on technical and professional conventional learning of the management profession

(b) shift shared understandings and experiences on virtue as basis of agency and approaches to organisational design and human management to develop virtue, valuing dialogic ethics, accepting subjectivity and discarding bureaucratic managerialist conformity

(c) reform of the human development curricula. The focus would be towards developing dialogic ethics emphasizing conversational learning by inter-dependent and mutually responsive selves. This would mean development curricula move away from development logics valuing egoic,

individualist, self-interested self-actualising, but they still value human need for privacy and uniqueness.

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Do Postgraduate Business Students Care About Sustainability?

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Concern:

The recent release of the Intergovernmental Panel on Climate Change (IPCC) report¹ confirming that we will continue to experience unprecedented changes in our climate over the next century provides some daunting challenges for current and future business leaders. For that reason, it is important to understand whether postgraduate and MBA business students think that this concerns them.

Ideas:

Rather than speculate using anecdotal data about the disposition of postgraduate and MBA students towards sustainability, this paper will provide the first presentation of results and analysis of an international postgraduate business students' survey currently being conducted. We believe that the results of this current investigation will be invaluable for designing curriculum that incorporates scope for reflexive analysis of wisdom, personality, and lifestyle (hedonia) when confronting the daunting issue of the planet's sustainability.

In this study, we seek to find out whether emerging business leaders from postgraduate business degrees believe that environmental sustainability is an urgent issue and whether they believe that they are capable of doing something about that in their future business roles. Thus we will test for wisdom (Glück et al., 2013) and commitment to environmental sustainability using the New Ecological Paradigm scale (Dunlap, Van Liere, Mertig, & Jones, 2000). We correlate these with (a) simple measures of subjective wellbeing and psychological wellbeing drawn from Keyes, Shmotkin, & Ryff's (2002) scale to distinguish between a student's orientation to hedonia (pleasure and happiness) and eudaimonia, seeking 'the highest human' through goal directed and purposeful activities (Ryff & Singer, 2008, p. 17 (Ryff & Singer, 2008, p. 17); (b) a Sense Of Identification Between Students, Business School, and the Natural Environment (adapted from Swann, Gómez, Seyle, Morales, & Huici, 2009); (c) the relative importance of environmental sustainability as a business curriculum component; and (d) demographic details (age; sex; nationality; highest level of educational attainment etc). Responses are being sought from students in European (including UK and Iceland), Turkish, Indian, Australian, and Arabic universities. We have deliberately omitted US universities partly for logistical reasons (a possible future study that we could discuss at the Unconference?) and also to obtain views in other significant and strategic locations.

Questions:

The paper provides an impetus, informed by the results of the survey data, for five questions:

1. Is there a link between wisdom and commitment to environmental sustainability?
2. Do postgraduate students show a particular profile of hedonic and eudaimonic goals

¹ <http://www.ipcc.ch/report/ar5/wg1/>

3. Do postgraduate students think that sustainability is an important part of the business curriculum?
4. Are there particular demographic markers (age; sex; nationality) that might indicate a profile of the sort of sustainability oriented business student?
5. Is there potential to gather more data and to broaden the scope (eg, US, Latin America, China)?

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Research OF management or Research FOR management?

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The exchange section in “Academy of Management Perspectives” has recently featured a thought-provoking debate of two prominent scholars – Jeffrey Pfeffer and Hugh Willmott. The discussion, reminiscent of the old intellectual quest to separate transient from atemporal, universal from specific and fixed from variable, has revealed (once again!) an irreducible chasm in the ideological and normative grounds of North American and European tradition of management studies. Professor Willmott has poignantly depicted this predicament by dividing the professional orientation of management scholars into two increasingly antagonistic sets of practices: “Research of Management” and “Research for Management”. We may trace the historical origins of this divide back to two concurrent trends that were taking place in the rapidly industrializing United States and rapidly revolutionizing Europe. The first trend was the popularization of scientific management as a rationalistic tool for turning workers into productive units and labour relations into optimal structures of input and output. The second trend was the spread of Marxism and the emergence of progressive labour movements with the demands of social empowerment and emancipation. Both trends have produced its acolytes, apostates and disciples and ever since the theoretical edifice of management studies as an academic discipline has been resting on the tectonic plates of wrestling logics of economic efficiency and social responsibility.

The events of the recent past led to a major shift in this state of the affairs. The collapse of the Soviet Union and the popular disenchantment with the collective utopias of liberation made many social scientists (especially in Europe) turn towards politically dispassionate and aloof “scientific” apprehension of human condition. This shift has coincided with, and has been partly driven by, the rapid technological changes in the economic organization of production and consumption. One can add here the growing complexity of organizational processes, the appearance of professional consulting services and the increasing allure of natural science discourse in explaining the essence and the purpose of human systems. All of the above have resulted in the rehabilitation and the active proliferation of new (ostensibly mechanistic and functionalist) theories of scientific management. Consequently, the adopted ambivalence of business education towards morals and the general indifference of technocratic management theories towards the actual pains and joys of individuals stuck in the structures of power and domination have brought many of us to the state of analytical passivity or what I prefer to call “*the state of normative hibernation*”.

Amidst the complexity of current socio-economic and political turmoil that marks a new stage in the practices of disenfranchisement and injustice, one cannot help but notice that business schools have been growing surprisingly economical in their ideas and ethos. Furthermore, the research of organizations has been gradually losing its impartiality and whatever normative acuteness one has when studying social relations in the context of economic exchange. The current prevalence of “the Research for Management” ethos in all mainstream academic journals is the best evidence that scientific inquiry has been instrumentalized to serve the interests of few organizational elites. I consider myself to be one of those who profoundly lament the loss of progressive and emancipatory aspirations in our academic and pedagogical endeavors.

I also believe that this lamentation can be made fruitful if the voices of discontent and the acts of academic resistance make business schools substantiate their vocal awareness of institutional responsibility towards society. One way to do it is to open the classroom space to contesting multidisciplinary views on the philosophy of management. Rigor and relevance of management education can greatly benefit from encouraging and cultivating ideological polyphony among teachers and students. Polyphony is a crucial attribute of any creative process, equally indispensable for promoting humanistic vision and intellectual diversity across management education. The recent economic crisis has sadly demonstrated that the oratory of voices that claim expertise and the authority of knowledge is to a large extent the product of power and institutional entrenchment rather than a result of open-minded intellectual polemics driven by the awareness of important social mission. As management education grows its intellectual presence in the arena of public decision making, we must make sure that its normative sensitivities are up to the task.

How can we develop the “right attitudes” in future managers?

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The financial and the economic crises have catalysed public discussions about the scopes and responsibilities of business schools (e.g. Cirka & Corrigan, 2010; Currie, Knights, & Starkey, 2010; Ford, Harding, & Learmonth, 2010; Vince, 2010). While management researchers and economists have recognized and researched such crises relatively early, business schools have by and large failed to integrate such insights into their teaching programmes in a timely manner. As a consequence, we currently see urgent demands for business schools to change on different dimensions in order to be prepared for on-going and upcoming challenges such as globalization, climate change, demographic shifts, and inequality (Friga, Bettis, & Sullivan, 2003; Wiek, Withycombe, & Redman, 2011). In this context, there is an increasing interest and discussion regarding the development of learners' attitudes towards responsibility and sustainability. In the last years, influential initiatives have emerged, for example the 'Globally responsible leadership initiative (GRLI)' with its vision of developing a next generation of responsible leaders. But how can this far reaching ambition be achieved?

Approaches to deal with these challenges can be triggered on different levels. What cultures and attitudes within the business schools as well as with the faculty are necessary to nurture this ambition on the *organizational level*? How can the objectives of responsible leadership and sustainability be integrated into the curriculum on the *programme level*? And how can teaching and learning processes be designed to promote the students' attitudes necessary to achieve sustainable learning outcomes on the *course level*?

Our major concern for this proposal brings together these three levels. Thus, we are very interested to see how changes on the course level can be integrated into the programme level and how this might lead to a change of the learning culture on the organizational level. We would like to raise the following key questions:

- (1) Which learning outcomes should business education in general address in order to prepare our students for the future challenges? Which attitudes should be taught in business schools? What are actually the “right attitudes” towards responsibility and sustainability?
- (2) How can these learning outcomes be translated into pedagogies which are relevant both on the course and on the programme level? Which pedagogies can support the students' attitude development?
- (3) How can an innovative approach to teaching and learning be introduced on the programme level such that the innovation is tangible throughout the programme (not just in some courses)? Which implications (for the program level) have to be considered by integrating the attitude dimension into teaching and learning?
- (4) What can the university contribute on the organizational level in order to enhance this transformation towards an education for sustainability and responsibility?

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Exploring the Implications for Educational Design When We Construe the Self Relationally

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I stood in a classroom yesterday and watched a group of participants hug one another and cheer loudly in celebration at the end of the first face-to-face module of a five module programme. I was observing a programme that I will take over as Programme Director and sat trying to make sense of my mixed responses. On the one hand greatly impressed by the strong feelings that the programme seemed to elicit in these participants – one of the most culturally diverse groups of managers in terms of age, ethnicity, nationality I had ever seen – and also diverse in terms of gender – almost 50% of the participants were women. On the other hand I was greatly disturbed since in the two days of my observation I had seen a great deal of highly normative conceptual models delivered and against which the participants were either explicitly or implicitly expected to measure themselves. Sessions were based on knowledge claims derived by ‘research’ and yet the assumptions on which this research is based were never questioned either by the professors who delivered them or the participants who were at no time invited to consider or question the nature of the research. They were happy, but were they learning? And if they were learning, then what were they learning and to what extent is this learning going to ‘stick’. And to what extent was this learning occurring because of, or despite of the programme design.

My name is Declan Fitzsimons, and I work at INSEAD as an Adjunct Professor. I completed Lancaster University’s MAML programme in 1996, then a MA at the Tavistock in 2001 and a PhD at Cranfield in 2013. I am fascinated by the consequences of entity based objectivist research paradigms or ways of construing leadership and how these are reflected in classroom practice. The sessions on ‘Innovator DNA’ that I witnessed for example reflect an entity-based worldview that innovation is something that individuals do, can be discretely measured and generalized in reliable ways. Often such perspectives are contrasted with social constructionist perspectives that consider the notion of a discrete ontologically complete self to be suspect at best. There is a lot of space between these two perspectives and I am interested in a systems psychodynamic approach which neither eschews the notion of a psyche or reduces the self to a disembodied mind entity. The self is understood relationally – neither a head without a body, or one embedded within social processes of meaning making – but an embodied plurality of identities shaped by powerful often unconscious group level psychological processes. What are the implications for educational design when we construe the self relationally?

When our educational designs implicitly reify an entity-based perspective of leadership and explicitly expect participants to shape their learning to fit in these conceptual frameworks, I want to explore what is left out and why. I suspect that what is left out is an attention and valorization of their fully embodied experiences as human beings especially their emotional needs and the ways these shape and are shaped by the contexts in which they work. Clearly a longer conversation!

Formation and education: Recognizing the utility of the useless

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Currently I am concerned with the *formation* of managers and leaders, and how this sits alongside (or within) formal educational programs. By formation I mean the messy, experiential shaping of individuals through experience and conversation (c.f. Gadamer, 2004).

If management education has been criticised for its narrow technical focus and amorality, the idea of formation can be criticised for its vagueness and lack of practical application. And yet there has been continuing debate about the problems of character formation in management, which have been linked to a range of recent ethical crises and their devastating effects. It is clear that purely “practical” education has served neither organizations nor society well in the long term. Values besides instrumentalism need to be given legitimacy so that there is an *interruption* of business as usual and we have regard for the “dire necessity of the useless”, as Ramsey (2011) argues in his evocatively titled essay.

The idea of formation makes the useless useful, by suggesting that a breadth of engagement with others through conversations (with persons – but also texts and artworks as described by Gadamer, 2004) opens up thinking to new possibilities, undermines hubris and develops a respect for the other in general (Fairfield, 2011). This ought to support the moral reflexive practice (Hibbert and Cunliffe, 2013) of managers and leaders and allow them to engage more thoughtfully with the ambiguities and uncertainties of evolving organizational contexts. But there are three questions that I would particularly like to explore in conversation, in order to shape emerging research directions and make connections with others:

- 1) Is it possible to construct a curriculum that includes messy experience, conversation and the (superficially) useless? First impressions would suggest that there are institutional constraints and individual expectations that both militate against this.
- 2) If (messy) formation cannot be accommodated within the curriculum, where and how else might it be achieved – and would this kind of extra-curricular experience be taken seriously by students or those who will eventually employ them?
- 3) What kind of research should be conducted into the nature and shape of formational programs (or program elements) and their effects?

These questions are examples of the kinds of issues that reflection on this theme throws up, rather than a complete list. Indeed, beneath all of them there are also more fundamental questions about what formation “really” is and whether it really is fundamentally different from programmatic education in its outcomes. Thus I anticipate broad and rich conversation and connection with a wide range of practical, ethical and pedagogical debates in management education of interest to many others, and it is for these reasons that I would like to participate in the unconference.

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Staff Design Intentions Versus Learner Experience

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The question this proposal begins with is: what do we really know about how perfectly (or otherwise) our learning design maps on to the participant's experience of the intervention? We are not concerned here with whether or not our teaching or facilitation is evaluated appropriately, but instead with how successfully we are able to transfer our educational intentions to the students and to have those intentions both understood and accepted.

What goes through each person's mind during the course of a learning event? Do – or can - participants' experiences of our pedagogical designs reflect our original intentions? To what extent can we control the reception of our (so we think) obvious and unproblematic pedagogical routes to critical thinking, or reflective practice or other desired outcome. Indeed, do our attempts to involve our students in their own learning and/or critical reflection lead to genuine involvement or simply to illusions of involvement?

Our interest in this concern has been a long-standing one. Over thirty years ago Vivien and Michael wrote a paper (Hodgson and Reynolds, 1981) detailing their experiences of a training course where some participants felt that the 'participatory' approach was an act i.e. a surface 'motivational' technique that was used to leave the participants feeling that their input was supposedly important, but did little to change the power dynamics between tutors and participants. More recently Vivien and Michael experienced the problematic reception of learning design in relation to leadership education. They were working with the facilitators on a programme where an approach was introduced to the participants with the intention of providing them with a framework and a set of structures to enable them to take more control over the content and process of their learning. The learners however experienced these 'leadership groups' (Wenger-Traynor, 2012) as constraining, neither facilitative nor meaningful, and largely rejected them. Linda's concerns about learning design and reception stem from her work with large cohorts of international students where learning design often seems to run counter to what students, and university resource models, want assessment to achieve.

Our literature search on the topic suggests that whilst there is existing research on the teachers' experience and conceptions of learning, and research on students' experience and conceptions of learning there were few studies that have looked simultaneously at what the teachers intended *and* what the learners experienced.

In all the examples we have drawn on, tutors really did want to provide opportunities for learners to take more responsibility for their own learning but didn't see the contradiction between what they hoped to offer and the implications of the form in which they offered it. What was offered as a liberating structure or idea was experienced as an imposition or constraint to taking greater control of both own and the group's learning.

We are puzzled and interested to understand further this disconnect between teachers and learners when we are designing and implementing approaches that seek to contribute to critical thinking or reflective practice within management education classrooms and curricula and would love to discuss this with other conference participants.

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Discussion Prompt Theme #2:

**Examining Intersections Between Content and Format as Challenges to
[and Opportunities for] Learning**

Contributors

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Experiential Learning Techniques in Large Lecture Theatres: Barriers and Possibilities

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The traditional lecture is a relatively efficient way to deliver course content. As academics, we lecture because 'that's the way we've always done it'. Lecturing allows for very large numbers to be 'lectured to', often with upwards of 200 students per lecture. This brings in much needed revenue when budgets are tight. Consequently, lecturing has become the norm and the university infrastructure is oriented around the lecture. However, we know from research and experience that delivering information is not synonymous with learning. Despite the criticisms of the lecture, it perseveres as the dominant pedagogical mode. An alternative to lectures is experiential learning techniques – a pedagogical method based on students being actively involved in an intentional learning experience and reflecting on that experience. However, the infrastructure of the university and the norms/roles/expectations around the symbolism of the lecture make it difficult to do anything other than lecture.

There is a growing tension between the large lecture theatre environment and the desire by University management and the Government to provide learning outcomes requiring experiential, personalised learning experiences. So how do we manage this tension without reducing class sizes? How can we introduce high touch, experiential learning techniques with several hundred students? How do we manage physical and emotional safety? How can we recognise and encourage the spontaneous, 'in-the-moment' learning which is synonymous with experiential learning? How can we provide personalised feedback to each student and how do we monitor team progress when there could be 50 teams operating? As introverts, when a class of 200 breaks into groups for discussion/activity, the lecture hall comes alive with energy but the noise can be overwhelming. How do we manage noise?

Most experiential learning techniques have been designed, implemented and researched with small class sizes in mind. My question is can the same techniques be directly transferred into a large lecture theatre environment with the same outcomes? My hunch is that the dynamics of the classroom require a different style of management and fundamentally a different approach to achieve satisfactory outcomes. Does the time spent in the experience with such a large number of people lead to anxiety and negative emotional contagion amongst the students? Is it negligent to leave students responsible for their own learning in such an environment? There must be a bridge between traditional lecture mode and pure experiential learning techniques for the large class environment? Sure, there are pedagogical and logistical challenges to facilitate the learning outcomes our institutions seek for students, but there must be opportunities too? Opportunities to develop highly structured experiences with a large group of students in mind, to provide reflection opportunities that allow the learning loop to be fulfilled, to ensure that the students are 'getting something' from the lecturer while still being responsible for their own learning? But how, exactly, do we do this? And will student learning *actually* be enhanced over and above the traditional lecture method in a large lecture theatre environment?

Is Small Always Better?

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Even though we now have big screens in our homes and can watch films on our own time and in our pajamas we still go to movie theatres. Even though we can watch our favorite teams on those same big screens we will still go to stadiums of 50000-100000 people to watch a sports event. We have “event” television when we all share the secret of the finale of “Breaking Bad” or the “Sopranos” to protect those not lucky enough to have shared the collective moment. Some “TED” talks, often delivered to very large crowds and over mass media have profoundly affected audiences and started important new conversations in a range of fields. Many more people report having gone to Woodstock than actually went—to have “been there” is a mark of distinction and identity.

The *sharedness*—the sociality—of these events is important. But there clearly is something more—it is also the *large number* of people sharing the event that makes these experiences different in kind from the smaller and more private experiences. Which leads me to wonder, should we be examining some of our assumptions about class size and effectiveness? Have we missed important theoretical and empirical possibilities? Is teaching only about achievement and student satisfaction, or is there something more in the experience of it—in the medium in which it occurs—that we need to understand?

My own interest in large class size teaching is partly from personal experience. I am currently at a private university where my department chair apologized because one of my classes grew to 26. I was used to teaching the large “principles of management” course with class sizes up to 400. Truthfully, I miss it. There is something very different about the experience that I’ve thought about quite a bit. It wasn’t until I heard an actor talk about the difference between acting on a set and acting in a theatre that I began to recognize that large wasn’t just the same as small, only with more people. We can’t make direct comparisons on all of the same criteria. Would we say watching a movie is better (or worse) than a theatre performance?

There are good, practical, reasons for exploring the possibilities of the large lecture. The cost of higher education is out of control—at least in the United States. The situation is so bad that the cumulative size of the student loan debt is now over a trillion dollars. There is more student loan debt than there is credit card and auto loan debt in the United States.

This means that there is now widespread interest in managing the cost of higher education. While a great deal of discussion on solutions has been directed to on-line possibilities, the large lecture format has not played much of a role in the cost management discussion, and it probably should. But we need to know more about it. The large lecture is medium of instruction different in kind from all others. More systematic, theory-based research on it is needed.

Is Management Education Focused on the Career Focus of Graduates or is there Room to Ensure the Opportunity for Graduates to Develop as Citizen Leaders as Well?

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Management education presents as a “generic” degree required by a vast array of industry and community sectors. It presents an excellent opportunity to “shape” graduates to be leaders of societal change across a range of environments that can contribute to developing more equitable communities.

The goal of management education:

- What is the obligation of management education to contribute to resolving social problems? How much of management education is based on an assumption that graduates will work in the profit sector?
- Is volunteering perceived to be a “professional” endeavour?
- What is the driver for management education? What are the real graduate outcomes when compared with the goals for appropriate graduate outcomes, especially related to such graduate outcome goals of social responsibility, integrity etc.
- Is corporate social responsibility an add on to management education or is it the heart of management education?
- What responsibility do management educators have in “managing” for a fairer, more equitable society?

The example of management educators:

- What is the role of pro bono work/volunteering in the life of management educators, and how does that translate to the classroom?
- Does participation in pro bono work contribute to, or conflict with academic performance requirements for educators’ own career progression?

The potential for management graduates:

- What might students gain from pro bono work/volunteering/service learning during their degree – such as the Innocence Project – how can it relate to course work learning requirements?
- Can student achieve the same degree of “professional” growth during a service learning course as they can in a class-room or traditional placement course?
- Will dealing with disadvantage encourage the passion in students to want to change things – as a different driver than just wanting good grades to get high profile graduate jobs?
- What is the role of management education is developing students to become community leaders?

**Project Managers as Reflective Practitioners:
Examining *Design and Management of Projects in Networks***

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At The Technical University of Denmark we operate a continuous education for very experienced project managers called *Design and Management of Projects in Networks*. The education was developed in a user-driven process (2009-2010), it takes 10 months to accomplish and we are now running the third class. The education differs from many other academic further educations by craving a very close connection between the participants' real life challenges and the education. Elements to enhance this focus are:

- Personal development plans
- Commitment to personal challenges between the seminars
- Personal coaching session through the whole education

The education also has a scientific dimension and a new theme is presented at each of the 6 modules. Topics presented at the courses are dilemmas in project management, boundary objects and communities of practice, risk and complexity, innovation & entrepreneurship, change management & value creation and the reflective practitioner. The idea of the participants developing into reflective practitioners inspired by Donald Schön goes through the whole course. The theoretical elements are presented by experienced researchers in each their area and there is an extensive literature list, but there is no summative evaluation.

Our motivation to participate in the Unconference is to **exchange experiences about this way of doing further education**. We could discuss the following dilemmas:

- Can we rely on the participants urge to learn and develop supported by elements of formative feedback – or would they learn more if we introduced an element of summative evaluation?
- Do the participants maybe learn something else, than they would have learned, if focus was on the summative evaluation
- Participants in all 3 classes have emphasized that there was an open and trustful learning atmosphere. How is this atmosphere created and how does it affect the participants learning.

Finally we would like to develop an idea for a research design to explore the impact of the education on the way the participants act as project leaders. How can we study if they change their way of leading projects? Our preliminary ideas would be to focus on:

- Narratives written by participants with focus on critical events in their project management practice.
- Interviews with their collaborators – again with focus on stories or (critical) events

- Portfolios written during the education logging their reflections

The aim would be to explore whether they handle concrete situations of project management in new ways by applying competencies trained or awakened by their participation in the education in *Design and Management of Projects in Networks*.

We hope this QIC paper is of interest although the ideas are very preliminary. They will be further developed before the conference and we find the whole setting and idea of this type of gathering very fruitful in order to create open debate about how learning in management education can be enhanced and developed in new forms.

From Pedagogical Polyphony and Self-learning to Curricular Crowding and Cognitive Overload?

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A year or so ago we received a jubilant email from our Study Board: we had been granted an extra 12 contact hours for each Bachelor course. This would bring us (in Denmark) up to speed with other European countries, whose courses were almost twice as long as ours in terms of hours in the classroom. Exchange students, it was said, were surprised (and not in a good way) at how few teaching contact hours they received. How could this skimpy input lead to the same ECTs as a 45 hour course back home?

Our hearts sank and we didn't quite know why. After all it had to be a good thing to have more time to teach our content, right? In any case, we recall that what most preoccupied us at the time was the practical challenge of how to fill up those hours in time for the start of term.

At our business school, and in Danish higher education more broadly, the principle of self-learning (*selvlæring*) has, until recently, been held practically sacred. As foreigners employed in Danish HE, we have come to appreciate this local dictum that what goes on in the classroom constitutes a mere fraction of the learning experience. Here, our job as teachers is not to cram our students' heads with content, but to show them how to learn for themselves, and instil them with passion for the life-long exploration that follows. One might describe the classic Danish HE curriculum as *multiphase* – involving a series of steps among which actual class teaching is arguably not even the most important (classes are not compulsory and students regularly turn up to exams who have never been to class); and *polyphonic* - mobilising multiple points of view in its different phases where many different viewpoints are typically juxtaposed.

We find it thought-provoking that in an era when learning-centred education is supposed to be high on the agenda (Sursock et al. 2010), management curricula seem to be increasingly based on a more-content-is-better approach to learning. It seems that more hours is part of a strategy to reshape business school programs in the light of the misconduct of some executives in the last decade. Yet while contact hours are crucial in getting students to learn, too many hours of instruction per week have elsewhere been found to be counterproductive, causing information fatigue among students and resulting in superficial learning (Dalley et al. 2008: 64; Olivier et al. 2008: 3). Lack of time is also reported as among the top three stress triggers in students (Robotham & Julian 2006). These issues are especially salient on interdisciplinary programmes (which are more the rule than the exception at many business schools including ours) which are *a priori* at risk of becoming crowded. As teachers we see and hear signs of stress and cognitive overload among our students. We are concerned about the silent shift in responsibility for learning away from *polyphony* and *selvlæring* towards the teacher as a content delivery mechanism, just as we had learned to relinquish this role.

Our questions for the Unconference are, therefore:

1. What content is crucial for learning, what can be left out?

2. Can pedagogical polyphony & an explicit multiphase learning strategy help solve the self-learning *versus* more teaching hours dilemma?
3. What is the justification for 'more hours' - a conflicting logic between ethical behaviour imperatives & capital maximisation?

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**Developing identity for lawyers or other experts with managerial functions.
– towards sustainable lawyering**

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Many lawyers are managers of people or projects. At the societal level, a multi-layered legal culture has developed worldwide and internationalisation or globalisation affects lawyering. Some lawyers see themselves as agents of justice, while others have a self-identity of being technical legal experts running a business. The role of lawyers is in transition and the earlier dominant profession becomes a heterogeneous group of lawyers with diverging perceptions of lawyer identity and of the main characteristics of the profession. The European Union has extended the perception of democracy and fundamental rights, that lawyers are obliged to support, to include more collective awareness, social concern, global responsibility and sustainability. Lawyers have come under pressure in the movement from a national to a supranational legal framework with global relations.

The overall question to be discussed: *How can the identity and competences of lawyers be developed so that they can practise sustainable and proactive lawyering?*

The focus is the individual perspective for development and perception of identity as a lawyer or an expert. In brief: How do lawyers connect the questions “what to do” (society level) and “how to act” (professional level), with the question of “who to be” (personal level)? These three questions are based on Anthony Giddens’s structuration theory and chosen to frame identity as a reflective project; a row of lifestyle choices which contribute to a composed, but constantly shifting maintenance of self-identity in relation to democracy and the ideal of justice connected to the managing role of lawyers.

Empirical studies show that especially young lawyers tend to leave the profession, as they cannot find meaning and direction, nor adequate or acceptable conditions within the profession. It is remarkable that old lawyers and young lawyers share ideal values and that both groups have a wish to live a meaningful life and to find joy and satisfaction in legal life. Today’s lawyers take part in many interdisciplinary activities and wish to have proactive consultancy functions. For the individual lawyers, the issue of sustainability has at least three meanings: support to societal goals as they are laid down in legal sources, running a firm or the profession in a sustainable way and finally sustainability in the individual lifestyle.

The fragmentation of the profession, greater demand for specialised knowledge, increased individualisation and participation in new communities of practice require that each lawyer reflects on his identity and establishes criteria for what, when and how he or she will use his or her attorney skills. For this to succeed, lawyers’ identity and competence will have to depend more on self-directed learning and individual learning plans, where the legal identity combines (global) societal responsibility with job satisfaction, authenticity and life courage. How can education and training support this goal?

**The care and feeding of community partner relationships:
What happens when students fail to deliver?**

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Brief summary

Reciprocity in community based learning (CBL) means offering meaningful value to our community partners just as they offer learning opportunities for our students. Real ownership over project outcomes requires students to be primary agents in creating value for the community partner. What are our pedagogical options that allow students to own potentially substandard performance on their project deliverables when it could negatively impact relationships among CBL stakeholders? How can I keep rich, iterative, and respectful relationships with my community partners when students fail to deliver?

Background and issue definition

As my own CBL practice deepens and changes over time, I have spent much more energy cultivating long-term relationships with community partners. Iterative relationships are attractive for CBL practitioners for a host of reasons; for my own learning objectives these are the most important:

1. Students get better experiences from partners whose project quality and student assistance have been vetted, and whose expectations are known;
2. Partners gain real-world assistance on projects that do not cleanly start and end in a single semester, so students can step into projects that are ongoing and of much greater value to our community partners;
3. I don't have to reinvent the wheel each semester with respect to finding community partners who value our students, and who understand our students, and who can craft projects that are meaty and real.

While I feel comfortable with many of my CBL relationships, there is always a risk of damaging them if students behave badly, or the project goes awry in such a way that it fails to deliver on important success criteria for that partner. The significant gain for student learning, and thus the significant risk of student failure, lies in the real-world aspect of these projects my community partners entrust to students. What students do matters, and most times, it matters a lot.

I would like to engage the Unconference participants in dialogue about how to manage CBL stakeholder relationships while allowing students to potentially fail in their CBL project. I have serious philosophical issues with "saving" student projects when it is clear they will not deliver on their work commitment to my community partner. However, I know I am missing opportunities for learning by looking at that choice set in a binary "save or don't save" manner. It has struck me that this question is very complex, and I would love to have participants help me parse it out, focusing on these particular issues and questions:

- A. The magic of experiential learning using CBL is the deep emotional connection made between students and community partners' leadership team, employees, volunteers, as well as their clients—the chance to really change lives. The assumption, though, is positive emotional connection when students follow through on their CBL commitment. What happens when that emotional connection won't be joy, or a sense of accomplishment, but instead a sense of failure, lost opportunity, or of letting someone down? How can students learn from that situation in healthy and generative ways? My students, members of a residential liberal arts school, have very little organizational or life experience in failure. Too, there is a very strong cultural norm of simply not talking about failure. Period. What's responsible in terms of letting them learn from a negative experience?
- B. There are different ways of problematizing the roles each member of the community-engaged partnership plays, resulting in a rich understanding of how these roles interact [instructor, students both individual and group, community partner, clients, institutional CBL director]. What do those roles look like, and what could they look like, to maximize student learning?
- C. What are the creative possibilities in managing such complex relationships, moving away from the binary choice of "swooping in to fix" the student project or letting it fail?
- D. What's at stake if I don't get involved at all, and let the students and community partners work it out together?

The Unconference is, I believe, the perfect place for this type of messy and complex issue!!

Studio Pedagogy: From Playground to Reality

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Business schools around the world are exploring studio pedagogy as a means to engage students more actively in the learning process and to bring academic exercises closer to real life situations. This shift is motivated by a number of drivers: economic/administrative aims (e.g., to minimize drop out rates), learning theory (e.g., learning-by-doing), and stakeholder expectations (e.g., industries demand candidates with more experiential knowledge and creative capabilities). As the new black, studios are popping up at business schools to address these objectives.

The studio—home territory of arts and design practitioners—affords opportunities to create simulations or design project work that enables learning-by-doing, the doing ideally experienced as sharing a similar form, relevance, and urgency as doing in a professional context. However, when we work in studios, we can encounter misconceptions about what is meant to happen in such a space—a misconception that constrains learning-by-doing. When framed as a space for art making, ideals of experiencing play, autonomy, creative flow, and exploration free from the costs of failure emerge, and the studio can become romanticized as a lite, low-stakes environment in which outcomes and consequences have little implications for real work practice. A disconnect emerges between what happens in the studio now (what is meant to be a simulated “doing of business management”) and the “doing of business management” students believe they will perform in the real world at some future time.

In contrast, artists know the studio as a space, both educational and professional, where they do the real and hard work of training their skills and advancing their craft at every moment. There is no intermediary, low-stakes context framing the work. Nor is the work in studios mimetic; it *is* the activity. *This is no rehearsal*. Although it can be playful, it is fundamentally hard work, and this allows arts practitioners to transition onto the stage, the gallery, the concert hall, with ease, since they have been exposed to extreme pressure in the studio already. Thus, for artists, going “live” is often experienced as a relief.

We are interested in exploring ways for addressing this disconnect, and, in contrast to moving towards “management lite” studio experiences, moving towards “10 × reality” experiences. We want to diminish the barrier to learning imposed by the belief, “This is a playground and, therefore, not for real”. Instead, we want to create conditions in which students have the opportunity and motivation to “do it for real” *in this context*.

We bring our prior professional experiences as arts practitioners and cultural leaders to bear in this effort. One response we have tried is to reframe the activities that happen in studios as simulations in which we can increase constraints, to stretch and develop our capabilities in ways that exceed natural conditions. One of us designs simulations so that they are meant to be felt as ten times more challenging as doing it for real, so that the return to work life can be experienced as a relief, given that the management student’s training has prepared them for the extreme rather than the mundane.

Discussion Prompt Theme #3:

**Creating Positive Educational Climates:
A Structural and Faculty-Oriented Focus**

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Collaborative Pedagogy/Pedagogy for Collaboration

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What do we want to know (and why)?

Each of us approaches collaboration and pedagogy from complementary but distinct vantage points. Jeanie's emphasis is on collaborative pedagogy. She wants to know more about the ways cooperative and collaborative classroom structures and practices serve to facilitate active student learning and nurture students' ongoing abilities to learn with others outside the classroom (i.e., in organizations). This interest derives from two somewhat unrelated observations: (1)

Undergraduate students seem reasonably willing to be "spoon fed" course concepts determined by their instructor but appear uncurious about those concepts outside of the 'teacher-centric' model, and (2) recent challenges to the value of higher education seem like an opportunity for re-thinking the relationship between instructor and student. These elements, when taken together, suggest that preparation for life-long learning and thinking requires the creation of management education processes and environments that develop and nurture these capabilities. Collaborative pedagogy may offer such an opportunity insofar as it is consistent with a 'co-learner' model of student / instructor interaction and emphasizes exploration as core to the learning process.

Jen's emphasis is pedagogy for collaboration. She wants to identify pedagogical practices and learning content that enhance our ability to engage in collaborative work within organizations and, more importantly, across organizational and sectoral boundaries. This interest is driven by a systems orientation to the resource constraints created by the 7 billion plus people living on planet earth right now who need much more strategic collaboration to address the complex challenges facing all of humanity: poverty, environmental devastation, water scarcity, gender inequity, digital divide, income inequity, war, and the list goes on and on. Such massive issues, termed "wicked problems" and "social messes" (Rittel & Webber, 1973; Ackoff, 1974) or "super wicked problems" because as more time passes the more difficult it is to address these issues (Levin, Cashore, Bernstein & Auld, 2012), require different approaches than those historically provided by governments and civil society. As Senge and colleagues have argued, individuals, public and private organizations, and nations all have roles to play in tackling the increasingly long list of problems (Senge, Smith, Kruschwitz, Laur, & Schley, 2008).

Although our emphasis differs, our shared agenda represents a common interest in management education inquiry that provides students with the requisite knowledge, skills and abilities necessary to deal not just with traditional constraints but to innovate with others in order to contribute value to society - be it through their fundamental business models, CSR strategies, partnerships, and/or stakeholder engagements.

What is known about collaborative pedagogy / pedagogy for collaboration?

Much of the management education literature equates collaborative process with team-based learning, which is a central pedagogical feature in many management classrooms (cf. Hillier & Dunn-Jensen, 2013) and has been extensively researched (cf. *Journal of Management Education*). While certainly a valuable framework, we seek to understand collaboration and pedagogy more broadly; for example, as encompassing collaborative leadership, cross-sectoral conflict management skills, and collaborative inquiry, dialogue and writing, among others. A brief review suggests there are some pedagogical resources within the public administration education journals (cf. *Journal of Public Affairs Education*), trans-disciplinary journals (cf. *Annual Review of Social Partnerships*), and within the larger education domain (cf. *American Educational Research Journal*) that may guide us in investigating existing resources.

What are (some of) our (current) research questions?

1. What is the canon of collaboration in business education? How do different disciplines conceptualize this concept?
2. What do non-management fields such as public administration, sociology, education, development economics, and others have to say about collaborative process? What can we learn from them?
3. How is collaborative capacity developed?
4. What methods exist for learning collaborative process and how effective are they?
5. What teaching skills are necessary for fostering collaborative learning and learning to collaborate, and how do we develop them?
6. How do we collaborate with individuals across a broad array of organizations to identify critical problems of practice that may be related to collaboration? Do practitioners receive training? If so what?
7. What do we know about the efficacy of collaborative learning in management education?

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Epistemological Values in Management SOTL

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The conversation I wish to bring to the (un)conference is intended to occur among editors, associate editors, and authors as we collectively consider the threshold for evidence in management SOTL. The history of our early journals, especially *Journal of Management Education*, was as a newsletter of helpful teaching tips (Bilimoria & Fukami, 2002). The author's job was to present his or her teaching innovation, and the reader could decide if it would work for their particular context. The goal was distribution and sharing, with less vetting of the effectiveness of the ideas. The underlying epistemology was subjective and situated. More recently, former JME editor Jane Schmidt-Wilk (2010) discussed why evidence is necessary and the kinds of evidence that are acceptable, including student narratives.

As we move increasingly towards 'harder' measures of effectiveness (with control groups, large samples, and statistical methods), we seek to import a scientific epistemology related to scientific norms, legitimacy, ratings, and impact factors.

The management education journals play an important role as gatekeepers establishing and maintaining the standards of evidence. They might also be advocates for a more mindful and nuanced stance on evidence. My informal conversations with authors suggest that they are looking for SOTL publication outlets that will take a lower threshold of evidence. Is this because authors are lazy and want to get an easy 'hit', or is there a more serious structural problem that the current system is misaligned with the more subjective epistemology of teaching?

What is more important for good scholarship: Disseminating and sharing the ideas as broadly as possible, which would imply that we set lower standards of evidence; or, maintaining high standards of scholarship so that we can be sure that the items we publish *really* work in the randomized, double blind, statistical way? Do these have to be mutually exclusive? Consider that the standards of highly rigorous empirical work advantage researchers at R1 and research-heavy institutions; teachers doing a 4-4 or 3-3- teaching load, with no research assistants or doctoral students, and no psychology lab, may have a harder time creating this kind of evidence. Thus, part of my complaint is that our rising standards of evidence seem rather undemocratic – let the voices be heard, and let the readers assess for themselves if the teaching innovation is a good fit for them.

I may appear here as an apologist for bad science or mediocrity – as if to imply that faculty members at teaching schools are incapable of doing good scientific research, that we should feel sorry for them, and let them publish their weak scholarship as a gesture of charity. But I want to press on the philosophical rationale. What is our role as SOTL editors, how much evidence is enough, and what kind of evidence do we need to meet our goals?

I have considered this question from multiple points along the research production chain, and I look forward to discussing this question with other experienced, informed, and passionate SOTL people.

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Developing a Positive and Productive Teaching and Learning Culture for Faculty: Where To Begin?

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I am new to the RMLE world. As a Professor of Entrepreneurship, I was quite happily doing my research and teaching when my Dean called me in one day and asked me to take on the role of Associate Dean for Teaching and Learning, starting in March 2014. He told me that the last few years the focus had been on research and just as the School had developed a strategy for research and had managed research performance, it was time to do the same for teaching. He wanted a research active member of staff to take on this role to reinforce the message that research and teaching are equally important to the School and should go hand in hand. I was flattered to be asked but anxious as I was completely out of my comfort zone. As a “newbie”, I now turn to participants for this Unconference for help and guidance. Here are some questions and concerns plaguing me:

The big question - Strategy: What does a good Teaching and Learning Strategy look like? How can it be developed so that it is not seen as competing with the Research Strategy? I hear colleagues heralding research-led teaching as the way forward but what does this really mean? How can I make the best case for integrating research with teaching in a way that benefits both the academic and the students?

Assessing teaching quality: We still primarily rely on rather crude student evaluations of teaching via a questionnaire at the end of a module to assess teaching quality. Response rates are typically low and it is not clear whether these questionnaires allow us to assess whether student learning has taken place and whether students have developed intellectually. Our students regularly comment that they want more feedback – given the demands on academics’ time and growing student numbers, could the demand for more feedback be addressed by providing better quality feedback and if so what constitutes good quality feedback? What is the current thinking on a) how best to evaluate teaching quality and b) how best to provide quality feedback to students?

Managing performance: Assuming teaching quality can be sensibly evaluated, how can the performance of staff be best managed? How can staff in a very research focused environment be motivated to devote time and energy to upping their game when it comes to teaching? I still hear “what really matters is your publications (for promotion and career advancement) so as long as I do enough, I’m not going to engage further with my teaching”. Can I realistically do something about this attitude? On the other side of the equation, how do other Schools manage poor performance?

I’m sure these are questions that many colleagues grapple with and I’m sure there has been a lot written about it but being new to the game in this area, I have yet to immerse myself in it. I am looking for some guidance and steer in terms of where to start...

Disruption at the Level of the Individual Teacher

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There is a lot of discussion about the consequences of disruptive innovations for higher management education. Most of those discussions focus on the consequences for the students and for the educational institutes. But the implications for the individual teacher in those institutes are not - or to a much smaller extent - subject of debate. This lack of attention does not seem justified as the consequences of those disruptive innovations for individual teachers may be as serious as for their institutions.

The Economist recently indicated:

“Such markets [for online education] often evolve into winner-take-all, “superstar” competitions. The best courses attract the most customers and profit handsomely as a result. In this respect online education may more closely resemble information industries such as film-making than service industries such as hair-cutting.”

If the higher management education sector starts to resemble film-making then the winner-take-all logic of the Hollywood model will not only apply at the level of the educational institutes but also at the lower level of the individual teachers within those institutes. Will the management education sector end up with the equivalent of Hollywood’s movie stars: a relatively small group of star professors who – supported by online technologies – will have a global reach? What if any options has the average individual teacher to remain relevant in such a scenario?

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Exploring the Benefits of Unconferencing as a Resource for Learning

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For managers and management educators, the conference is a widely used tool for the dissemination and reception of knowledge (Rogers 2003). Conferences are where participants come to learn about and share the latest ideas (Herrmann, Barnhill et al. forthcoming), develop connections and learn about new trends within the field. In this sense they can be conceptualised as temporary sites of learning, in which participants come together to form a learning community of inquiry and practice. They also act as important sites in which one learns to be a practitioner within a given field through embodied enactment (Bell and King 2010). Given their central role as a learning event, it is important to consider their effectiveness in enabling learning to take place.

Despite their prevalence as a tool for knowledge sharing and learning, there is increasing disquiet around traditional forms of conferencing and organising more broadly (Susskind and Cruikshank 2006). A common complaint from participants is that they leave feeling that they have acquired little information or knowledge. This has been related to the power dynamics that affect interaction, including practices of posturing and showmanship which lead to processes of exclusion that can affect marginalised groups (Bell and King 2010), inhibiting the learning process. Wider environmental concerns about the international conference circuit focus on participants jetting in to a city from throughout the world, emitting greenhouse gases through the process (Parker and Weik 2013).

During the past decade, unconferencing has emerged as a non-hierarchical, alternative model for the temporary organization of learning which has become popular in a number of fields of practice, from the information technology industry to New Social Movements (Maeckelbergh 2009). Unconferencing seeks to overcome the limitations of conferences including 'high fees, sponsored presentations, and top-down organization'ⁱ, by applying a flexible and highly interactive learning methodology that increases participation, sharing and equality (Brown, Isaacs et al. 2005; Hartnett 2010). Drawing on Harrison Owen's Open Space Technology (Owen 2008), unconferences seek to create new ways for people to learn together and solve common problems. The methodology can thus be related to principles of critical pedagogy, through drawing on the knowledge and experience of the audience in a participative and collective manner, rather than solely relying on the 'expert' presenter (Freire 1970).

Yet, while there has been an increase in the popularity of unconferencing, including as a resource for organizational change (Wolf, Hansmann and Troxler 2011), there remains confusion about what an unconference is, and the claims made of it. Through tracing its conceptual origins, content analysis of website material, and participant observation of unconferencing events, in this presentation we will critically analyse the stated benefits of unconferencing and consider any potential disadvantages and barriers to its effective implementation. This will be achieved not only by examining not only the espoused aims of the methodology, but also through examining the lived experience of those participating in its practices.

Questions, ideas and concerns we would like to discuss with others at the Unconference:

Is the unconference an established methodology, or are there multiple interpretations of the unconference? What is the lived experience of unconferencing? How can the unconference be researched? Is the unconference a new resource in management education and learning? Is the unconference fundamentally any different from other types of conference? If so, what makes it different?

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Exploring New Models for Management Education: What Should We Be Doing?

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Imagine a scenario in which an audience attends a 75 minute performance for no reason other than they can, and not because they have an intrinsic motivation to attend the performance. Imagine further that the audience continues to attend a large number of additional performances, motivated largely by the expectation of a financial reward. Finally, imagine that for the audience to fully appreciate the performances, they needed a certain contextual frame that they do not have. Given these circumstances, would we not ask questions such as why does the audience act in the manner described, what is the value added by the performers, and why are the performances not crafted in a manner that both resonates with the audience and gives them the ability the more fully leverage successive performances. No doubt we would, but can the situation described not be used to characterize what goes on every day in business schools, particularly in the context of undergraduate education.

According to the National Center for Educational Statistics, more than 20% of undergraduate students major in business. Management educators however have several distinct challenges including: business/management tends to be a 'default' domain of study for many students, it is an applied area that naturally lends itself to functional boundary spanning integration, it occurs within the context of a broader social ecosystem, and it is a 'cash cow' for institutions. All of these have significant implications for curriculum design and pedagogy if appropriate outcomes are to be achieved. They have particular implications for the 'core' curricula which must be delivered to large numbers of students.

The reality however is that management education is largely delivered using a model that was adopted decades ago; multiple courses delivered by subject matter experts but absent substantive integration, an emphasis on content rather than contextual learning, and significant reliance on classroom based learning. While there has been change and institutions have worked to move beyond the traditional paradigm, various realities including financial, classroom, and faculty constraints, have tended to limit significant innovation in curriculum design. This begs the questions what constitutes good curricular design at the program level, and how can this be executed? With the availability of new classroom technologies, how can these be leveraged so that faculty can be used more effectively to develop the leaders and managers of tomorrow? Moreover, what are the metrics that should be used to evaluate 'success', and how should these be developed to overcome institutional inertia when it comes to the adoption of truly meaningful measures of learning outcomes?

From Pedagogical Polyphony and Self-learning to Curricular Crowding and Cognitive Overload?

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A year or so ago we received a jubilant email from our Study Board: we had been granted an extra 12 contact hours for each Bachelor course. This would bring us (in Denmark) up to speed with other European countries, whose courses were almost twice as long as ours in terms of hours in the classroom. Exchange students, it was said, were surprised (and not in a good way) at how few teaching contact hours they received. How could this skimpy input lead to the same ECTS as a 45 hour course back home?

Our hearts sank and we didn't quite know why. After all it had to be a good thing to have more time to teach our content, right? In any case, we recall that what most preoccupied us at the time was the practical challenge of how to fill up those hours in time for the start of term.

At our business school, and in Danish higher education more broadly, the principle of self-learning (*selvlæring*) has, until recently, been held practically sacred. As foreigners employed in Danish HE, we have come to appreciate this local dictum that what goes on in the classroom constitutes a mere fraction of the learning experience. Here, our job as teachers is not to cram our students' heads with content, but to show them how to learn for themselves, and instil them with passion for the life-long exploration that follows. One might describe the classic Danish HE curriculum as *multiphase* – involving a series of steps among which actual class teaching is arguably not even the most important (classes are not compulsory and students regularly turn up to exams who have never been to class); and *polyphonic* - mobilising multiple points of view in its different phases where many different viewpoints are typically juxtaposed.

We find it thought-provoking that in an era when learning-centred education is supposed to be high on the agenda (Sursock et al. 2010), management curricula seem to be increasingly based on a more-content-is-better approach to learning. It seems that more hours is part of a strategy to reshape business school programs in the light of the misconduct of some executives in the last decade. Yet while contact hours are crucial in getting students to learn, too many hours of instruction per week have elsewhere been found to be counterproductive, causing information fatigue among students and resulting in superficial learning (Dalley et al. 2008: 64; Olivier et al. 2008: 3). Lack of time is also reported as among the top three stress triggers in students (Robotham & Julian 2006). These issues are especially salient on interdisciplinary programmes (which are more the rule than the exception at many business schools including ours) which are *a priori* at risk of becoming crowded. As teachers we see and hear signs of stress and cognitive overload among our students. We are concerned about the silent shift in responsibility for learning away from *polyphony* and *selvlæring* towards the teacher as a content delivery mechanism, just as we had learned to relinquish this role.

Our questions for the Unconference are, therefore:

1. What content is crucial for learning, what can be left out?

2. Can pedagogical polyphony & an explicit multiphase learning strategy help solve the self-learning *versus* more teaching hours dilemma?
3. What is the justification for 'more hours' - a conflicting logic between ethical behaviour imperatives & capital maximisation?

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**Is the Customer Always Right?
Questioning the Discourse Around “Student as Customer”**

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The discourse of 'student as customer' appears to be becoming increasingly dominant in Business Schools and Higher Education more generally. We increasingly hear comments and questions along the lines of ... “Why have I not got a printed lecture handout when I have paid my £9000”; “I have lost five hours of lecture time due to strike action, I have paid £20,000 for my Masters, it [the strike] has nothing to do with me”; “I could have gone to The London School of Economics and got the same qualification for half the price”. Along the same lines, we hear teaching faculty talking about “service level agreements with students”, “satisfying customers”, and “customer service provision”.

Implicit in the above illustrations is the assumption that students as (or like) customers ‘know what they want’ suggesting Business Schools becoming increasingly involved in attracting and then persuading their ‘customers’ that what they have purchased is a valuable, high-quality service. The implications for the management of expectations are obvious, especially given the context of escalating ‘customer’ debt and spiralling student fees in many parts of the world. The emergent discourse brings a host of tensions that may challenge pre-existing conceptualizations of dyadic flows of knowledge generation in Higher Education. What is the role of the academic and the student in this situation? The ‘student as customer’ discourse could generate situations where customer demands are of paramount importance (as the saying goes... “the customer is always right”), potentially producing a future generation of increasingly demanding yet passive consumers of well-designed products. This raises the concern of a likely transformative impact on the future of management education, practice and beyond.

With this QIC, we would like to encourage the RMLE Unconference participants to share their experiences and views about the ‘the student as customer’ analogy and reflect on the implications for the more traditional co-production model that views Higher Education as involving a partnership between both students and academics. Where does / should the analogy end? Is the customer always right? Does the customer always know what they want and need? Perhaps by avoiding the notion of ‘the customer’, alternative conceptualizations of this intriguing relationship could be formed?

Discussion Prompt Theme #4:

**Stimulating Innovation and Learning:
What are Our Next Steps?**

Contributors

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Studio Pedagogy: From Playground to Reality

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Business schools around the world are exploring studio pedagogy as a means to engage students more actively in the learning process and to bring academic exercises closer to real life situations. This shift is motivated by a number of drivers: economic/administrative aims (e.g., to minimize drop out rates), learning theory (e.g., learning-by-doing), and stakeholder expectations (e.g., industries demand candidates with more experiential knowledge and creative capabilities). As the new black, studios are popping up at business schools to address these objectives.

The studio—home territory of arts and design practitioners—affords opportunities to create simulations or design project work that enables learning-by-doing, the doing ideally experienced as sharing a similar form, relevance, and urgency as doing in a professional context. However, when we work in studios, we can encounter misconceptions about what is meant to happen in such a space—a misconception that constrains learning-by-doing. When framed as a space for art making, ideals of experiencing play, autonomy, creative flow, and exploration free from the costs of failure emerge, and the studio can become romanticized as a lite, low-stakes environment in which outcomes and consequences have little implications for real work practice. A disconnect emerges between what happens in the studio now (what is meant to be a simulated “doing of business management”) and the “doing of business management” students believe they will perform in the real world at some future time.

In contrast, artists know the studio as a space, both educational and professional, where they do the real and hard work of training their skills and advancing their craft at every moment. There is no intermediary, low-stakes context framing the work. Nor is the work in studios mimetic; it *is* the activity. *This is no rehearsal*. Although it can be playful, it is fundamentally hard work, and this allows arts practitioners to transition onto the stage, the gallery, the concert hall, with ease, since they have been exposed to extreme pressure in the studio already. Thus, for artists, going “live” is often experienced as a relief.

We are interested in exploring ways for addressing this disconnect, and, in contrast to moving towards “management lite” studio experiences, moving towards “10 × reality” experiences. We want to diminish the barrier to learning imposed by the belief, “This is a playground and, therefore, not for real”. Instead, we want to create conditions in which students have the opportunity and motivation to “do it for real” *in this context*.

We bring our prior professional experiences as arts practitioners and cultural leaders to bear in this effort. One response we have tried is to reframe the activities that happen in studios as simulations in which we can increase constraints, to stretch and develop our capabilities in ways that exceed natural conditions. One of us designs simulations so that they are meant to be felt as ten times more challenging as doing it for real, so that the return to work life can be experienced as a relief, given that the management student’s training has prepared them for the extreme rather than the mundane.

Teaching as Performance Art: Adding Value to Management Education

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The 'what' and 'how' of learning is changing. Factors include the growing uptake of open online courses (MOOCs) that is currently disrupting traditional ways of teaching and learning. Teachers seek to reassure themselves they still have professional value in an age of multiple data sources; while students want to minimize learning, and maximize accredited outcomes (Cowdray & Singh 2013, Burke & Ray 2008). Some subjects lend themselves to gamification, interactive virtual laboratories and other online technologies, but traditional lecture-based classrooms continue to dominate many university-learning environments (Colby et al 2011). The teacher is back in the spotlight. What added value do classroom teachers bring to management education?

Harvard's Initiative for Learning and Teaching Conference (HILT) in 2013 considered how to improve pedagogy at 'a time of disruption and innovation in universities' (Harvard 2013). Colleagues were reminded of the importance of passion for teaching. This raises several questions – how can passion be transformed into pedagogic performance? Can only those with a natural passion for pedagogy add value, or are there skills that can be acquired or developed? I suggest the links between teaching and performing offer an interesting subject for conversation as part of a re-envisioning of face-to-face learning. This is not to dumb down business education to 'edutainment', but to propose that theatrical strategies can usefully be deployed for explicit pedagogical advantage.

The essence of any performance art is communication. An actor communicates effectively through voice, body, space, humor, props, suspense and surprise to engage with an audience (Tauber and Messer 2007). The starting point for any learning is attracting attention and interest. Effective communication and engagement are key to successful learning. Yet the current assessment culture encourages teaching to the test, and reliance on 'prepackaged knowledge to be imparted rather than the quality of the learning itself' (Jaros and Deakin-Crick 2007, p436). If we as educators are not fully engaged, what hope for student engagement with learning?

In many ways, teachers often unconsciously mirror what actors in the theatre do. 'A teacher is more than a conduit of learning...a teacher creates an ambience on the stage of learning' (Saranson, 1999, p3). However it is no easy task in a 21st century classroom. Unlike theatre audiences, we have to engage students while competing with mobile devices. We teach in inappropriately designed and lit learning spaces, have limited access to any technical wizardry, and cope with the weekly pressure of new scripts for new audiences. Despite these obstacles, how do we hone and tailor our professional passion and skills to offer added value in the classroom?

Perhaps thinking about teaching as performance art could reduce dependence on a litany of slides, and re-inspire teaching based on spontaneity, adaptation, and engagement. Perhaps if 'all the world's a stage', as teachers we can re-envision an important role for ourselves in the evolving theatre of management education.

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Knowledge You Can't Google: Case-writing as a Format for Examination

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Much too often I find that passing the exam is what business and management students study for. They are made to believe – and unfortunately they often share this belief with their teachers – that successful learning implicates the reproduction of what has been taught during the semester in an essay or in an oral exam. At best, the result of such exams is the simulation of processes assumed to be going on out in the “real world”. At worst (and most often the two are combined) it produces a heap of information, which may more easily, and most often in better versions, be accessed by performing a simple search on Google or Wikipedia.

As a way to meet this challenge, I have experimented with using case writing as an examination format. The method is interesting, because it focuses on making students come up with qualified questions, rather than half-baked solutions. Doing it is pretty straightforward. Instead of being asked to write an essay at the end of the semester, students are asked to produce a case, which focus on bringing out a central dilemma that they have struggled with in the subject matter throughout the semester. The product then is 1) a “case narrative” and 2) a “teaching note” consisting in reflections on the theory of the given course, on the choices made in the case narrative (who, what, why) and on possible solutions to the presented dilemma. The oral exam have student “defend” their choices in the narrative on the background of the teaching note. Here follows a few of my reflections on the format:

- A “case narrative” can be defined as *an elaborate question*, rather than an answer to one. Constructing such a narrative forces students to focus on the questions they have asked themselves during a class, rather than on their immediate solutions. It thus pedagogically clears the way for lingering for a while longer where knowledge is being produced, rather than jumping to conclusions.
- Writing a case that presents a dilemma forces students to reflect on the choices they make in the narrative they choose to present. The maieutic aspect here pertains to the knowledge produced, when one attempts to describe to others a difficult situation that one needs help to respond to, rather than merely stating what has been done in other contexts.
- But writing a case narrative that presents a dilemma is not only a question. It also represents a deliberation about possible outcomes, reflections on different theories and how to represent them and choices about what to include and not include, in order to make readers ask the right questions. In a way then, writing up an elaborate question like a case narrative presupposes an elaborate reflection on what its possible answer might be.

I would like to share this format with you and to start a debate around how it can be further developed.

Staff Design Intentions Versus Learner Experience

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The question this proposal begins with is: what do we really know about how perfectly (or otherwise) our learning design maps on to the participant's experience of the intervention? We are not concerned here with whether or not our teaching or facilitation is evaluated appropriately, but instead with how successfully we are able to transfer our educational intentions to the students and to have those intentions both understood and accepted.

What goes through each person's mind during the course of a learning event? Do – or can - participants' experiences of our pedagogical designs reflect our original intentions? To what extent can we control the reception of our (so we think) obvious and unproblematic pedagogical routes to critical thinking, or reflective practice or other desired outcome. Indeed, do our attempts to involve our students in their own learning and/or critical reflection lead to genuine involvement or simply to illusions of involvement?

Our interest in this concern has been a long-standing one. Over thirty years ago Vivien and Michael wrote a paper (Hodgson and Reynolds, 1981) detailing their experiences of a training course where some participants felt that the 'participatory' approach was an act i.e. a surface 'motivational' technique that was used to leave the participants feeling that their input was supposedly important, but did little to change the power dynamics between tutors and participants. More recently Vivien and Michael experienced the problematic reception of learning design in relation to leadership education. They were working with the facilitators on a programme where an approach was introduced to the participants with the intention of providing them with a framework and a set of structures to enable them to take more control over the content and process of their learning. The learners however experienced these 'leadership groups' (Wenger-Traynor, 2012) as constraining, neither facilitative nor meaningful, and largely rejected them. Linda's concerns about learning design and reception stem from her work with large cohorts of international students where learning design often seems to run counter to what students, and university resource models, want assessment to achieve.

Our literature search on the topic suggests that whilst there is existing research on the teachers' experience and conceptions of learning, and research on students' experience and conceptions of learning there were few studies that have looked simultaneously at what the teachers intended *and* what the learners experienced.

In all the examples we have drawn on, tutors really did want to provide opportunities for learners to take more responsibility for their own learning but didn't see the contradiction between what they hoped to offer and the implications of the form in which they offered it. What was offered as a liberating structure or idea was experienced as an imposition or constraint to taking greater control of both own and the group's learning.

We are puzzled and interested to understand further this disconnect between teachers and learners when we are designing and implementing approaches that seek to contribute to critical thinking or reflective practice within management education classrooms and curricula and would love to discuss this with other conference participants.

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How Can Radical Innovation Be Nurtured in Business Schools?

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I am a teacher-researcher at Algiers Management School. From 2010 to 2012, I introduced a new course on management education worldwide entitled *Innovation Engineering* for management students of the Faculty of Economics and Management, Annaba University, Algeria. Prior to this work, I assisted Professor Bernard Yannou during 2008-2010 when he created this course in Ecole Centrale Paris for its 2nd year CIPS Design and Industrialization of Products and Services www.cips.ecp.fr/, the FCI field: Design and Industrialization of Innovative systems, <http://www.fci.ecp.fr/> and Innovation Engineering - Executive Education Program. Back in Algeria, I have taught this methodology to 195 management students of management science department, F.E.M, Annaba University, Algeria representing 8 promotions during 5 semesters (2010-2012).

In using this methodology, I am training students to use methods and tools derived from the field of engineering and created for engineers to design and develop a new product/service as they steer innovative projects forward during their earlier phases. Throughout my experiences with this type of teaching integration, I have observed serious weaknesses in management students regarding their knowledge about the supply of new design concepts and prototyping process.

These observations have led me to consider the following questions:

- 1- As a management educator, what can I do to foster management students' capacity to invent?
To supply a new conceptual design or to prototype a product?
- 2- Do some courses or pedagogies work better as an elevator of management students' radical innovation skills?
- 3- Innovation engineering methods and radical innovation tools: Are these applicable to management students or only to engineering students?
- 4- How about the invention process management? Or management of innovative projects? Will we teach these skills in Schools of Management or Schools of Engineering or both?
- 5- What about the application of this state of mind to managing? Can we export radical innovation skills to managing and leading? What kind of management would we see as a result?
- 6- What about Design Science and Managing, or Design thinking and Managing? Are there disciplinary connections here? How can we construct methodologies to reconcile them?

I would like to learn about the experiences of other colleagues worldwide in the domain of teaching innovation engineering to management students. I would then take this information back to enhance management education in Algeria starting with the creation of a new junior researchers generation with researchers who target and publish in journals with the best rankings worldwide. I would like to work colleagues with foreign expertise to develop our national capacity to create and invent because, until now, Algeria has been classified as last in GII, the worldwide innovation index.

One of my goals for attending the Unconference would be to meet researchers in the following domains: Management Education, Values, Instructional and Curriculum Design and Innovation Engineering. I would also like to meet researchers who wish to teach in an African country like Algeria. Thank you for your consideration and attention.

Acting, Playing and Creating: Some Reflections on Teaching Public Procurement of Innovation Management

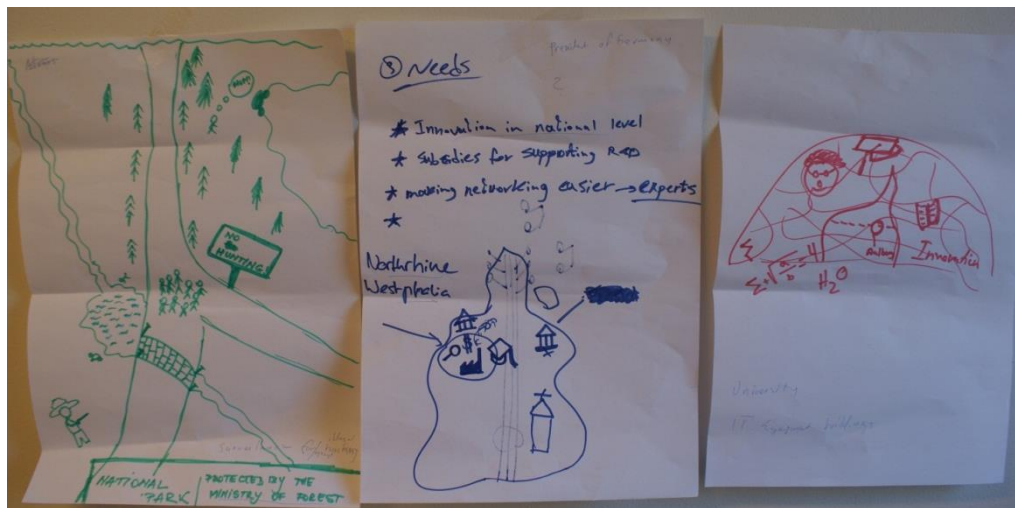
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The last decade or so, an important field has emerged that has perhaps not rendered so much attention among business/ management/ innovation scholars, namely how public procurement can be used as a means to stimulate innovation. A major challenge for teaching in this topic is how to bring the complexities of real-life public procurement into a university class-room setting in a way that makes sense to students with relatively modest experiences from professional contexts. I think this is all about facilitating deep-level learning, reflexivity, and engagement. The generic question in this QIC is therefore, how can Acting, Playing, and Creating be invoked in the teaching? Further questions are; how can this be improved? Is there a limitation to it, too?

Here follows some examples from a course in Public Procurement of Innovation that would be my own initial references for such a discussion. One session is called “the Strategic Game on Public Procurement of Innovation”. Participants are asked to take on the role of a public authority and define a need to be satisfied by a public procurement of innovation project with the starting point of their understanding of the type of innovation system prevailing in their region. This is followed by discussions on potential barriers and ways to overcome these barriers (Pic 1).



Pic 1. Maps used as a starting point for discussions. Included examples (from left to right) were a fictive public national park, a regional system in Germany and a university.

Another workshop relies on the participants' imagination and willingness to take on roles as stakeholders (like in forum theatre). The set-up was the town Smallville and a fictive public hearing where different stakeholders are gathered to discuss a decision to “build an innovative and sustainable elderly home, manned with less health staff”(pic 2).



Pic 2. Students playing out different stakeholder roles in a fictive hearing meeting.

The final game in the course took place as a full-day workshop where participants were divided into teams. In the morning these teams acted as public procurers setting up tender calls including different levels of innovation. In the afternoon, these groups took on the role of suppliers submitting bids to the tender calls developed by their fellow groups in the morning. One of the challenges when designing this game was to find a way of including the innovation element, while at the same time avoid unrealistic bids from the suppliers. This was done by providing a finite amount of resources to be spent on the bids in the form of tokens symbolising an abstraction of components typically determining tender outcomes (fig 1).

Strategic Game on Public Procurement of Innovation

1. Who are you?

2. Define your area! (Draw a map!/ Apply the Cooke taxonomy!)

Governance Dimension:

Grassroots: Locally organised technology transfer. Research competence highly applied or near market, low supra-local coordination, funding diffuse in origin.

Network: Technology transfer initiated in multilevel networks. Funding guided by agreements between banks, government agencies and firms. Research competence is mixed; both pure and applied, blue skies and near market.

Dirigiste: Technology transfer mainly animated from outside. Funding is centrally determined. Basic/fundamental research. High level of coordination, since it is state-run.

Business Innovation Dimension:

Localist: Very few or no large indigenous firms and relatively few large branches of externally controlled firms. Research reach of firms not very extensive. Few major public innovation/R&D resources, maybe smaller innovative firms.

Interactive: Domination neither by large nor small firms. Balance between private and public research institutes. Presence of larger firms' regional headquarters. Highly associated vertically and laterally, industry networks and clubs.

Globalised: Domination by global corporations, often supported by clustered supply-chains or father dependent SME's. Research reach largely internal and highly privatistic and determined by larger firms rather than public (local) needs. Innovation infrastructure aimed at helping SME's may be under development by public agencies.

	Grassroots	Network	Dirigiste
Localist			
Interactive			
Globalised			

3. The implication: What is your need/ what will you procure?

4. What kind of procurement do you envisage to make (The Hommen matrix)?

Role in Relation to Market Type of Social Need	Initiation Development	Escalation Adaptation	Consolidation Standardisation	Destruction Removal
Direct Needs intrinsic to public agencies	Direct Initiation	Direct Escalation	Direct Consolidation	Direct Destruction
Co-operative Congeneric, or shared needs	Co-operative Initiation	Co-operative Escalation	Co-operative Consolidation	Co-operative Destruction
Catalytic Extrinsic needs to public agencies	Catalytic Initiation	Catalytic Escalation	Catalytic Consolidation	Catalytic Destruction
Distributed Need identified through exposed public opportunity	Distributed Initiation	Distributed Escalation	Distributed Consolidation	Distributed Destruction

5. What are the barriers/ problems you might encounter?

6. How would you solve/ avoid them?

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Fig. 1. The template for the Strategic game on public procurement of innovation.

Evaluation template

Price

Score	Price credits
1	10
2	9
3	8
4	7
5	6
6	5
7	4
8	3
9	2
10	1

Weighting: Radical innovation 0.8, incremental 1, off-the-shelf 1.2

Price score:

R & D resources

Score	R&D credits
1	1
2	2
3	3
4	4
5	5

Weighting: Radical innovation 1.2, incremental 1, off-the-shelf 0.8.

R & D score:

Production resources

Score	Prod. credits
1	1
2	2
3	3
4	4
5	5

Weighting: Radical innovation 0.8, incremental 1, off-the-shelf 1.2.

Production resource score:

Quality points

Score	Qual. points
1	1
2	2
3	3
4	4
5	5

Weighting: Radical innovation 0.8, incremental 1, off-the-shelf 1.2.

Quality Points score:

Bought before points

Score	B. b. credits
1	1
2	2
3	3
4	4
5	5

Weighting: Radical innovation 0.8, incremental 1, off-the-shelf 1.2.

Bought before score:

Specification compliance

Score
1
2
3
4
5

Weighting: 1

Specification Compliance score:

Realism vote

Score	Votes
-1	1
-2	2
-3	3
-4	4
-5	5

Realism vote score:

Total score

Fig. 2. The evaluation template used to award contracts in the Public Procurement of Innovation Marathon

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Contemporary Art and Aesthetics in Management Education

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Since the 2011 publication of the Carnegie Report on Rethinking business education the Copenhagen Business School department of Management, Politics and Philosophy has been engaged in the debate on Humanities and Liberal Arts in Management education. We participate in the Aspen Institute Carnegie Consortium on liberal arts in management and are currently involved as guest editors of a special Carnegie Issue of JME. This is the background for the following proposal to the Unconference in June at CBS.

What about integrating contemporary art and artists in business education? A “liberal arts” perspective does not necessarily entail an opening towards contemporary art in the management classroom or business studio. Still we know that works of art and artists activism is successfully used as cases in management research into fields like “Entrepreneurship”, “Marketing”, “Organizational design”, “Creative Industries”, “HR- management” and “Leadership”². We also know that much contemporary art takes corporate life and consumer culture as its “model” beginning with “pop art” and up to art-projects on “corporate mentalities” making ironical statements of both critical and entertaining kind. There is also a growing number of artists who have worked not only on managerial topics but also as management teachers thus hybridizing artwork with educational strategies³. Finally there is a growing interest from art institutions for hosting students and facilitate educational cross-fertilization with management education⁴.

Art as reality-check and not fictional escapism! When we hook up with Contemporary Art (seen as somewhat different from Classical Art) we are confronted with artists attempt to make thing out there visible and graspable. In that sense art is not a matter of visionary dreaming but getting closer of reality. This aspect of contemporary art is essential to artists but how could it be conveyed to students often caught in an obsolete and idealistic view of what art is about. What pedagogical challenges are there in confronting management students with contemporary art? And how can one make that into a fruitful confrontation triggering new ideas with business students?

Aesthetics as managerial theory/practice? A third aspect to tackle is how the confrontation with contemporary art and artist can become integrated in management curriculum and theorizing. What has to be avoided is making it all into a “holiday for reason and rationality” or just a “nice brake away from serious management stuff”. Actually much aesthetic theorizing in the social sciences is currently struggling with making us understand the art experience. Let us, in the footsteps of the great educator John Dewey, together scout for new ways of seeing “Art as Management Experience”

² See work by Daved Barry, Daniel Hjorth, Robin Holt, Hans Hansen, Jonathan Schroeder, Robert Austin, Stefan Meisiek to mention some management scholars who draw on cases from the arts.

³ Such as Henrik Schrat, Anna Scalfi, Philippe Mairesse,

⁴ Museums, art spaces and galleries are opening up to this but so are artists’ studios and centres.

Educating Intuition

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Intuition used to be described as the 'elephant in the room' of management: used by most (often covertly), but admitted to by few (Hodgkinson, Langan-Fox & Sadler-Smith, 2008; Miles & Sadler-Smith, 2014). The situation appears to have changed somewhat in recent years: numerous popular books, some of them 'best-selling', have appeared on the subject (e.g. Gladwell, 2006; Gigerenzer, 2007; Kahneman, 2011), but somewhat alarmingly a number encourage readers to 'trust their gut' indiscriminately in personal and professional decisions (Duggan, 2007), hence the need to 'educate intuition'.

Against this backcloth management learning and education (MLE) in business schools seems to be lagging somewhat in educating the intuition of the current and future generations of managers (Sadler-Smith & Shefy, 2004). The MLE community has done much to exhort educators to build intuition into their management education programmes (e.g. Sadler-Smith & Burke, 2009; Burke & Sadler-Smith, 2006) but by on the other hand has done comparatively little to 'make it happen' (e.g. Sadler-Smith & Shefy, 2007).

Left to its own devices intuition is a potentially perilous decision making tool; honed through learning, practice, and feedback it is a potentially powerful tool for leveraging effective decision making and problem solving (Klein, 2003; Myers, 2002). The question is how can intuition be incorporated into a management education curriculum which habituates and privileges students' analytical skills at the expense of the development of the intuitive skills needed to solve problems insightfully and creatively in a world which is volatile uncertain, complex and ambiguous?

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Discussion Prompt Theme #5:

Understanding Technology-Based Challenges and Applications

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Designing MOOCs to Prepare Managers for Cross-Sector Collaboration

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In 2013, I was involved in developing and teaching a Coursera on-line course, which drew my attention to two exciting trends at the crossroads of social issue management and management education. First, cross-sector collaboration is an increasingly widespread means of addressing complex societal problems, and second, on-line courses are becoming more and more prominent in management education. These trends, both separately and (especially) in combination, present interesting questions and research opportunities.

The trend towards cross-sector collaboration is grounded in an understanding that complex societal problems such as poverty, climate change, and shortcomings in education, water, and health systems exceed the capacities of a single sector, thus calling for business, government, and civil society to join forces. However, such collaboration confronts managers with various challenges, for example when different sectoral and organizational goals, ways of working, and values collide. In this regard, what skills and capacities do managers need to successfully guide cross-sector interaction towards the desired societal and organizational outcomes?

Pioneering research emphasizes relational capacities, influencing and negotiating skills, and the ability to manage complexities and interdependencies, which includes managing roles, lines of accountability, and motivations (e.g., Williams, 2002). But how can management education best promote the development of these skills and capacities? The different aspects of cross-sector collaboration are often ambiguous, multifaceted, and allow or even call for different interpretations and viewpoints. Consequently, interactive teaching methods such as role play, case discussions, interaction with practitioners, and group debates might prove particularly helpful.

This links to the second trend, namely the prominence of on-line courses in management education (Arbaugh, Dearmond, & Rau, 2013) in general and massive open on-line courses (MOOCs) in particular. MOOCs provide several opportunities where cross-sector collaboration is concerned: They may help management education reach stakeholders who often do not have access to university education and/or the time to enroll in physical courses. The “anytime, anywhere” nature of MOOCs, as well as their affordability, make these courses very attractive in such cases. Moreover, MOOCs may bring together participants with different sector backgrounds, enabling fruitful discussions in which they can share their own practical, often country-specific, experiences and their various interpretations of theoretical concepts.

What kind of MOOC design is required for these opportunities to be seized? How can relevant topics be taught through an on-line course and how can the inevitable constraints on interaction be overcome? What is the instructor’s role? When asking these questions, more general gaps in the on-line education literature become apparent. There is a need to move from general suggestions (e.g., the use of multiple media, flexibility, and participant interaction) to more subject-related ones (Arbaugh, 2005). What are the differences between designing and teaching MOOCs on subjects concerned with people and multiple realities on the one hand and teaching subjects concerned with factual, technical, or procedural insights centered on one reality on the other? I am very

excited by the prospect of discussing these topics at the Research in Management Learning and Education Unconference. I believe that this may give rise to many fruitful research opportunities.

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Staff Design Intentions Versus Learner Experience

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The question this proposal begins with is: what do we really know about how perfectly (or otherwise) our learning design maps on to the participant's experience of the intervention? We are not concerned here with whether or not our teaching or facilitation is evaluated appropriately, but instead with how successfully we are able to transfer our educational intentions to the students and to have those intentions both understood and accepted.

What goes through each person's mind during the course of a learning event? Do – or can - participants' experiences of our pedagogical designs reflect our original intentions? To what extent can we control the reception of our (so we think) obvious and unproblematic pedagogical routes to critical thinking, or reflective practice or other desired outcome. Indeed, do our attempts to involve our students in their own learning and/or critical reflection lead to genuine involvement or simply to illusions of involvement?

Our interest in this concern has been a long-standing one. Over thirty years ago Vivien and Michael wrote a paper (Hodgson and Reynolds, 1981) detailing their experiences of a training course where some participants felt that the 'participatory' approach was an act i.e. a surface 'motivational' technique that was used to leave the participants feeling that their input was supposedly important, but did little to change the power dynamics between tutors and participants. More recently Vivien and Michael experienced the problematic reception of learning design in relation to leadership education. They were working with the facilitators on a programme where an approach was introduced to the participants with the intention of providing them with a framework and a set of structures to enable them to take more control over the content and process of their learning. The learners however experienced these 'leadership groups' (Wenger-Traynor, 2012) as constraining, neither facilitative nor meaningful, and largely rejected them. Linda's concerns about learning design and reception stem from her work with large cohorts of international students where learning design often seems to run counter to what students, and university resource models, want assessment to achieve.

Our literature search on the topic suggests that whilst there is existing research on the teachers' experience and conceptions of learning, and research on students' experience and conceptions of learning there were few studies that have looked simultaneously at what the teachers intended *and* what the learners experienced.

In all the examples we have drawn on, tutors really did want to provide opportunities for learners to take more responsibility for their own learning but didn't see the contradiction between what they hoped to offer and the implications of the form in which they offered it. What was offered as a liberating structure or idea was experienced as an imposition or constraint to taking greater control of both own and the group's learning.

We are puzzled and interested to understand further this disconnect between teachers and learners when we are designing and implementing approaches that seek to contribute to critical thinking or reflective practice within management education classrooms and curricula and would love to discuss this with other conference participants.

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What Content Can We Successfully Teach Online and What Should We Keep Teaching Face-to-Face?

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Consider the following quotes from two of the leading Massively Open Online Course (MOOC) providers:

"One thing that Coursera doesn't do well is teach non-cognitive skills," Ng said. "There are studies that suggest that 80 percent of your income are due to non-cognitive skills: teamwork, ethics, the ability to regulate anxiety. It's an open question whether Coursera can develop technology to teach non-cognitive skills. By contrast, universities do a much better job." Coursera co-founder Andrew Ng. (Green, 2013, December 16)

"I was realizing, we don't educate people as others wished, or as I wished. We have a lousy product....We're not doing anything as rich and powerful as what a traditional liberal-arts education would offer you." Sebastian Thrun, founder of Udacity (Chafkin, 2013, November 14)

I am struck by the fact that MOOCs have all quickly and readily acknowledged the weaknesses of online learning systems compared to traditional delivery, yet it feels like the vast majority of us in higher education continue to insist that *nothing* can replace the face-to-face classroom experience.

Rather than behave like institutions such as San Jose State (Kolowich, 2013, May 2; Lewin, 2013, May 3), where their faculties appear to have essentially dismissed the latest MOOC-inspired online threat (and their possible benefits) out of hand, this session takes an inquisitive and open-minded approach to the renewed distance learning debate. Rather than make broad based arguments that "face to face teaching is better," or to revisit the eternal "no significant difference" in learning argument (cf. Arbaugh et al., 2009), this session starts with an assumption and then asks a question.

The assumption is that online technologies, in some form another, are now a permanent part of our instructional landscape. For example, a decade ago, learning management systems (LMS), such as Blackboard, Moodle, and Canvas, were virtually unheard of in higher education. Today, they are a staple of the educational experience—even for those who just use them as handout repositories.

Therefore, based on the predicate that since online technologies are now a permanent part of our world, we ask, from a management course content perspective, where does online learning excel and where does face-to-face demonstrate its strengths? How can we blend them into an overall curriculum to maximize our own effectiveness and our students' learning? What we know right now seems to be limited and often contradictory. For example, Arbaugh and his colleagues' (2009) review of research in distance learning business courses notes "initial evidence also suggests that non-quantitative courses may be better received than quantitative courses online (p. 81), but their conclusions are decidedly tentative. Conversely, I recently read a study that used global virtual

teams (Taras et al., 2013) to great success—though I have often heard it said that you can't teach topics like teams and leadership online.

So, in short, I am confused and would really like to get past the rhetoric. Hopefully this session will help us answer the question of what content is best reserved for face-to-face teaching and what content we can successfully move to an online environment.

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Exploring the Challenges and Opportunities of Technology-Enabled Learning

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BACKGROUND

Although online learning has been a topic of educational research for many years, the hype that has followed the rapid growth of MOOCs (massively open online courses) has brought renewed interest to the topic from a variety of stakeholders in higher education. Reminiscent of the heady days of the eCommerce boom of the mid-1990s, MOOCs emerged onto the higher education landscape promising to transform the way adults learn. The potential of these courses lie in the claim to provide free or low-cost access to thousands of interested students around the world, opening the door of education to a much wider audience. To accomplish this goal, the instructional design of many MOOCs typically involves asynchronous access to online videos, readings and other learning materials, collaboration tools (e.g., discussion threads, blogs), and assessments (e.g., exercises, problem sets, quizzes, exams). However, mounting challenges including low completion rates, student learning assessment challenges, and wide variation in instructional design quality, have led several of the MOOC standard-bearers to begin to recast their potential and focus on more modest schemes.

Interestingly, many of these challenges are not new to distance education, which can trace its roots back to the correspondence courses of the mid-1800s. One of the key differences between distance education then and now is the information technology available today that can help address these challenges in new ways. In particular, two areas that I believe offer considerable potential to enhance student learning outcomes are learning assessment and learning analytics.

ASSESSMENT

One way to distinguish between various assessment purposes is formative and summative assessment. Formative assessment is intended to occur periodically during a course of study to help monitor student progress toward achieving learning outcomes, provide feedback to students and instructors to guide adjustments to both student learning strategies and instructional strategies, and to prepare students for summative assessment. Assessing the level of student progress with respect to intended learning outcomes or other referent standards at the conclusion of a unit of study is generally referred to as summative assessment.

Today, our technological tools for formative assessment include online quizzes and problem sets, online peer and instructor feedback, student team formation and team member feedback (e.g., CATME), plagiarism tools (e.g., TurnItin) and audience response systems (i.e., classroom “clickers”). Many of these tools are built in to the learning management systems (LMS) such as Blackboard and Moodle that are employed by many universities. More recently, new LMS providers have emerged that leverage the latest information technology tools to purportedly offer more seamless integration of student self-directed learning, peer feedback and instructor feedback (e.g., Mobius SLIP). My questions in regards to technology-enabled assessment include:

1. How do the effectiveness and efficiency of online assessment tools compare to those of face-to-face methods?
2. What tools can we imagine that have not yet emerged commercially that could benefit educators and students?
3. What models can we develop and test for the alignment of formative and summative assessment to enhance student learning outcomes?
4. Can we more effectively employ diagnostic (e.g., pre-course or pre-program assessment) formative and summative assessment to provide improved measures of learning and instruction in our course, program, and degree offerings?

LEARNING ANALYTICS

Related to the notion of assessment is the concept of learning analytics. Learning analytics refers the measurement and analysis of data regarding learners, learning, and learning contexts. As with performance measurement and reporting in business contexts, the scope, purposes, and users of this information can vary substantially. Regardless, the increasing interest in online and blended learning models in higher education and organizational training contexts provides new opportunities to explore the applications, benefits, and concerns regarding learning analytics.

Possible research questions in this area include:

1. Can learning analytics help to provide a foundation for evidence-based practice in education or is it a tool for the future commoditization and mass-customization of learning in higher education?
2. What lead (performance drivers) and lag (outcome measures) indicators are appropriate and useful in management education contexts?
3. What impact do learning analytics have on current instructional design practices?
4. What privacy concerns and data management issues must be addressed in collecting, analysing, and using such information?

Three Questions, Issues and Concerns for Today's Management Educators

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First I have given a lot of thought to what is the right degree of standardization, modeling and structure when we talk about management teaching. On the one hand it could be argued that it is important to have some standard teaching forms that can be refined and shared among teachers. If every teacher has to create his or her own course from scratch, a lot of knowledge about what works or not works is lost. However, one-size fits all models would not work as this would probably result in some ill-fitted courses where the content taught has a bad fit with the form.

I have particularly considered this balance between structure and free-style in my work with developing online and blended learning. Whereas most teachers express a wish to create ordinary courses from scratch, I see a different pattern of requirements when teachers consider creating blended learning or full online courses or MOOCs. Maybe it is the technology and the limitations that it represents that create this need for models or structure. My preference at the moment is to work with a basic model for what works online, but to try to avoid talking too much about technology and focus more on the learning objectives and how they can be supported in an online setting. However, I would love to share my thoughts on how to support the development of blended and online learning with others who are working on doing the same.

The second issue that I am considering is the unintended consequences of strengthening the focus on relevance in our teaching. In recent years we have witnessed an increased interest from politicians on ensuring that our educations are relevant for the labor market. Students are encouraged to focus on their first day on the job instead of their last day at university and while it of course makes sense for a business school to have strong relations to industry, make case presentations, case competitions and have guest lectures from 'the real world', it also has the (unintended) consequence of shifting students' focus from academic competences like reflection, analysis and academic writing to how they can meet the requirements of industry for example by getting a demanding job in industry making their university studies the second priority.

Third, as we have increased the number of students quite radically during the last five years, we now have a much broader range of students, some of who are not as ready to be university students as we have previously been used to. We now meet students who are much less ready to take responsibility for their own learning and instead want the teacher to tell them exactly what they should do and how it should be done. The question here is how much support we should give these students and how? Do we actually let them down by helping them too much as we take away the need for them to take responsibility for their own learning?

Powerful Pressures Bring Us Back to Fundamental Questions

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The economics of higher education are broken and significant change is coming. Although the precise nature and timing of the changes are in doubt, the broad outlines are clear, particularly in business schools in the United States. With increasing costs, rising student debt, and an increasingly crowded market of providers, business schools must do more for students at lower price points. In this way, we are increasingly becoming like other modern industries with constant pressure to demonstrate value or risk failure.

We can also look into the future and see, again in broad outlines, how our industry is addressing these pressures. Technology will be front and center of efforts to reduce costs, just as it has been in manufacturing (i.e., robots) and service settings (i.e., online self-service). The challenges we face as educators are at once simple and daunting: helping a person learn is fundamentally different than building a car and dispensing tickets; and students are much more than just consumers, they are our partners, each with different interests, abilities, and goals.

In this context, my questions focus on fundamentals perhaps best considered as two sides of the same coin. How can we use technology to reduce costs and improve educational outcomes, and how can we avoid dehumanizing and diminishing the processes of teaching and learning? To word this latter question more positively, how can we improve what teaching faculty do in ways that help us effectively partner with students to develop their wisdom in and out of the classroom? I chose the word “wisdom” deliberately to highlight what I see as a need to think about student growth and learning in holistic ways, as technology often demands reductionist planning and execution. In this way, these two questions point toward potential conflicts that I think must be addressed.

On the technology side of the coin, I believe the popularity of Massive Open Online Courses (MOOC) have brought to the center an ongoing debate in educational technology circles about how to best use technology to increase the reach and effectiveness of teaching. Despite decades of research in this area, we still have much to learn. Many students do not finish online courses, or report frustration with having to learn on their own. Can we leverage existing theory and technology to better help students handle the challenges of learning in front of a computer or mobile device? I think we can but it will require future research and engineering to build social learning environment and socially-appropriate guides, such as “virtual instructors,” that actually help students. This effort can be seen as conflicting with a need to better understand and leverage instructors who are physically present in a classroom, but I hope it will not be. We need to focus on both sides of the coin simultaneously.

On the human side of the coin, I am uncertain that we understand and can articulate the value of physical presence and intense dialogue between an instructor and students. There are those who simply believe, but I think this is no longer enough. We have so much yet to learn about the ways that faculty can foster a sense of connection and belonging among students, and forge learning communities that persist after the semester ends and grades are awarded. We should conduct

research to demonstrate the ways in which good teaching practices help produce wiser students, and advocate to get those practices more widely used in business schools around the world.

We face significant pressures for change in business schools, and those changes will come whether or not we face them. By addressing fundamental questions of technology and humanity in the teaching process, we will be helping guide these changes in ways that benefit our students.

Discussion Prompt Theme #6:

Exploring Innovative Yet Targeted Educational Design - Stream Begavet

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The Search for the “Third Space” in Management Education: Using Arts-Based Education as a Framework for Rediscovering Ourselves

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My interest in the Unconference is rooted in my increasing disconcertedness with the scientific method in mainstream social sciences: the general notion that we, as “scientists”, go out to discover “them”, the world. Our discoveries are presented as patterns and causal relations with which we can order reality, talk about it and control it.

This poses two problems:

One is that of the researcher detaching herself from the world that she studies. This offers a position of power for scholars, since we are always speaking about “the others”, the world, and do not grant our subjects license to speak about us (Richardson 1997). As we endeavor on research projects, we generally keep our own emotions, connections and personal insights out of these, in the notion that this would contaminate our pure findings (see e.g. Denzin 2003). Why is this? What kind of dialogue are we creating, in which people can only speak within the frameworks we grant them and not *with* us?

The other problem is that academic knowledge is created for a publication system that rewards a very limited approach to scientific methods, which means we concern ourselves with highly theorized issues in management that real managers cannot be bothered to read about (Bennis & O’Toole 2005, Ghoshal 2005, Kristof 2014).

So what to do? How can we make social science relevant to managers and other organizational actors (and those who will become such actors in the future)? There is obviously a large variety of action to take. In my own work, I have chosen to focus on performative methods and arts based research, which breaks down the boundaries between me as researcher and the topics and people I connect with in my studies –hopefully leading to representations of and engagements with the world with a different kind of “resonance” (Leavy 2009) than traditional naturalistic representations offer.

At the Unconference, I would like to explore arts-based research and education, and potentially also discuss the specific subcategory “A/r/tographical work”, in which the Artist-Researcher-Teacher creates a “third space” (Leavy 2009:3), a “contiguity” between the roles in which research is a “living inquiry” (Springgay, Irwin & Kind 2005), continuously created and transformed by the researcher, her “subjects” and those she teaches. On a broader level, I would also like to discuss learning formats, preparation requirements for students and non-grades based learning.

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Using a Situated Learning Approach to Develop Intercultural Competence in Cross-cultural Management Education

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Intercultural competence, commonly defined as the ability to successfully interact with people of different cultures (Deardorff, 2009), is becoming increasingly important as the world is becoming more and more internationalized and globalized. Yet, the approach we use in teaching intercultural competence is largely based on Hofstede's (2001) cultural dimensions, which have already been proved to be less than effective (Blasco, 2009). In addition, these dimensions are only etic (outsiders' views) while the emic (insider's) perspective is missing. In response to this call, Zhu and Bargiela-Chiappini (2013) developed a situated cultural learning approach (SiCuLA) based on situated learning (Brown et al., 1989; Lave & Wenger, 1991). SL is a type of learning embedded in activity, context and culture (Lave & Wenger, 1991). Situated learning is especially sympathetic to the emic perspective for uncovering the depth of cultural meanings in internationalised classrooms. As such, I will focus on the following two aspects:

1. Situated learning views learning as an enculturation process in a particular social group or community through conducting authentic activities and daily routines (e.g., becoming school children or office workers). In this context, "people are given the chance to observe and practice in *situ* the behavior of members of a culture", and subsequently "consciously or unconsciously adopt [their] behavior and belief systems" (Brown et al., 1989: 34) as an insider. Brown and Duguid (1996) stress participation and view the classroom as a site of community (of learning) in which individual students participate in and contribute to the development of their learning practice. This is especially relevant to the internationalised classroom where diverse cultural backgrounds serve as sources of learning of intercultural competence from each other in the classroom. In addition, students can also learn critical skills for understanding the limitations of cultural dimensions as an etic view.
2. Situated learning relies on the application of a 'situated or learning curriculum' (Lave and Wenger 1991), which differs from a 'teaching curriculum'. The former stresses learning through engagement and co-participation in situated activities with other members of the community (Lave & Wenger, 1991), whilst the latter focuses on "learning mediated through an instructor's participation and relying on an external view of what 'knowing' is about" (Gherardi et al., 1998: 280). Gherardi et al. (1998: 273) further explicate the concept of 'situated curriculum' as "a specific form of social order that instructs the socialization of novices within the context of ongoing work activities".

A situated curriculum provides the key to accessing and interpreting emic knowledge from the insiders' perspective, yet SL has not been systematically applied in business classroom contexts where the majority of undergraduate and postgraduate programs – often with large numbers of

students - are taught. Accordingly, I propose the following research questions for discussion during the Unconference:

- 1. To what extent can situated learning be applied to effectively engaging international students towards achieving intercultural competence?**
- 2. What pedagogical elements should we include in the situated curriculum for enhancing student intercultural competence?**

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“Humanities’ Business”

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We are a group of researchers working on an international empirical research project that intends to provide an account of the extent to which and how social sciences and humanities are incorporated in European management schools’ management education. This project is financed by the Presidency of St. Gallen with the aims to communicate our findings to an international audience. Our research scope is geared towards selecting between 5 to 8 cases to study from an initial pool of around 100 universities.

We are enquiring about a diversity of issues, among others:

1. How has management education been reported about?
2. What are the implications of such reporting?
3. How are humanities and social sciences being understood currently in management education?
4. Are there any differences between the USA approach and the European approach to management education and also to the incorporation of Arts & Humanities?
5. Given our current competitive conditions, can we provide an accurate detection of the current demands and therefore argue how should management education prepare future managers?
6. Are there any relevant approaches from Arts & Humanities to management education?
7. What could we learn from Arts & Humanities in management education?
8. Is there a type knowledge or knowledges that we should be focusing on that have not yet been widely detected?

These questions and similar other spur from a distinct way to analyse current management education as a field-in-transition driven by the encounter of new types of problems of value creation in society, creative encounters across disciplines, and efforts to re-situate management education in alternative spaces for learning, transgressing in various ways a 20th century model of management education. However, we are also striving for restructuring the dominant "need for change" narratives in management education so as to avoid simplistic transition logics from "an old model" to "a new model". Thus, rather than assuming there is a need for integrating humanities and social sciences in management education we engage in studying ongoing efforts in practice to reinvent management education and from this develop a rich diagnosis for where such efforts might take us, which new approaches evolve from these, and how others might learn from such examples. This is a non-programmatic approach that seeks to contribute with pragmatic and critical insights into how humanities, arts, and social sciences are already part of how management education is currently being taught. At the unconference, we would like to share and discuss our way of approaching the challenge of shaping the future of management education.

Collaborative Pedagogy/Pedagogy for Collaboration

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What do we want to know (and why)?

Each of us approaches collaboration and pedagogy from complementary but distinct vantage points. Jeanie's emphasis is on collaborative pedagogy. She wants to know more about the ways cooperative and collaborative classroom structures and practices serve to facilitate active student learning and nurture students' ongoing abilities to learn with others outside the classroom (i.e., in organizations). This interest derives from two somewhat unrelated observations: (1)

Undergraduate students seem reasonably willing to be "spoon fed" course concepts determined by their instructor but appear uncurious about those concepts outside of the 'teacher-centric' model, and (2) recent challenges to the value of higher education seem like an opportunity for re-thinking the relationship between instructor and student. These elements, when taken together, suggest that preparation for life-long learning and thinking requires the creation of management education processes and environments that develop and nurture these capabilities. Collaborative pedagogy may offer such an opportunity insofar as it is consistent with a 'co-learner' model of student / instructor interaction and emphasizes exploration as core to the learning process.

Jen's emphasis is pedagogy for collaboration. She wants to identify pedagogical practices and learning content that enhance our ability to engage in collaborative work within organizations and, more importantly, across organizational and sectoral boundaries. This interest is driven by a systems orientation to the resource constraints created by the 7 billion plus people living on planet earth right now who need much more strategic collaboration to address the complex challenges facing all of humanity: poverty, environmental devastation, water scarcity, gender inequity, digital divide, income inequity, war, and the list goes on and on. Such massive issues, termed "wicked problems" and "social messes" (Rittel & Webber, 1973; Ackoff, 1974) or "super wicked problems" because as more time passes the more difficult it is to address these issues (Levin, Cashore, Bernstein & Auld, 2012), require different approaches than those historically provided by governments and civil society. As Senge and colleagues have argued, individuals, public and private organizations, and nations all have roles to play in tackling the increasingly long list of problems (Senge, Smith, Kruschwitz, Laur, & Schley, 2008).

Although our emphasis differs, our shared agenda represents a common interest in management education inquiry that provides students with the requisite knowledge, skills and abilities necessary to deal not just with traditional constraints but to innovate with others in order to contribute value to society - be it through their fundamental business models, CSR strategies, partnerships, and/or stakeholder engagements.

What is known about collaborative pedagogy / pedagogy for collaboration?

Much of the management education literature equates collaborative process with team-based learning, which is a central pedagogical feature in many management classrooms (cf. Hillier & Dunn-Jensen, 2013) and has been extensively researched (cf. *Journal of Management Education*). While certainly a valuable framework, we seek to understand collaboration and pedagogy more broadly; for example, as encompassing collaborative leadership, cross-sectoral conflict management skills, and collaborative inquiry, dialogue and writing, among others. A brief review suggests there are some pedagogical resources within the public administration education journals (cf. *Journal of Public Affairs Education*), trans-disciplinary journals (cf. *Annual Review of Social Partnerships*), and within the larger education domain (cf. *American Educational Research Journal*) that may guide us in investigating existing resources.

What are (some of) our (current) research questions?

1. What is the canon of collaboration in business education? How do different disciplines conceptualize this concept?
2. What do non-management fields such as public administration, sociology, education, develop economics, and others have to say about collaborative process? What can we learn from them?
3. How is collaborative capacity developed?
4. What methods exist for learning collaborative process and how effective are they?
5. What teaching skills are necessary for fostering collaborative learning and learning to collaborate, and how do we develop them?
6. How do we collaborate with individuals across a broad array of organizations to identify critical problems of practice that may be related to collaboration? Do practitioners receive training? If so what?
7. What do we know about the efficacy of collaborative learning in management education?

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Entrepreneurial Narrative

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So, this has been the dilemma for my entire career as a teacher and a scholar. How do I enable the entrepreneurs who come to my class (to offer their life stories) to be better “analyzed” as the genius craftspeople they are? Entrepreneurs are wonderful innovators and very creative people who have, in their own ways, fashioned organizations from the thinnest of sensibilities and ideas. They possess amazing skills and insights. Yet, I’m still baffled as to how to “transfer” their insights and sensibilities into something graspable that students can hold on to (e.g., ideas, knowledge, practices, insights).

There seems to be two minds about the value of having speakers come to class. I’ve always had derogatory comments from colleagues saying that entrepreneurs just tell “war stories” and the value of these presentations is just vaguely motivational. The other side, is that these presentations are somewhat “living cases” (apropos of the Harvard case method) and that they can be gleaned for insights into entrepreneurial behaviors, ways of thinking, and, strategies. But, the presentations are more than case materials for discussion.

I’ve been drifting more towards considering these presentations as “literary artifacts” and I’ve been trying to learn how people in the humanities go about parsing aspects of literature into insights. So, I want my students to become better listeners (readers) of stories, and, better critics of the kinds of stories they hear. So, it is more than just fooling around at the edges of the case study method, and, more about trying to work through how we make sense of stories (in a critical / literary way).

I’ve written about this (Gartner, 2007; 2010), but, I feel I’m just an amateur in these “humanities/literary/critical studies” approaches to learning. Now, I’ve also done research using all of the words in presentations by entrepreneurs as “data” and parsed through ways to generate insights into what entrepreneurs say in a quantitative way (Gartner & Ingram, 2013). I’m not interested in that, for my purposes for showing up. What I want is to be around people who are more into a literary – humanistic sensibility than some kind of USA quantitative approach. So, what do people with a literature background do? I would like to hang about those people. And, is this request just too mundane? Is everyone in management education just beyond this?

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How Can We Conceive Executive Master Leadership Development to Support An Integrative Ontology of Leadership?

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This QIC juxtaposes traditional leadership ontology – and corresponding leadership development – with DAC ontology and – through offering two cases – delineate a discussion of ways forward the field of anti-foundational leadership development within university-based executive Master programs.

Drath et al. (Drath, McCauley et al. 2008) develops an ontological distinction between on the one hand 'the leadership tripod' and on the other their 'Direction, Alignment and Commitment'-ontology (or 'DAC'). Citing Bennis (2007): 'In its simplest form [leadership] is a tripod—a leader or leaders, followers, and a common goal they want to achieve'. This tripod is then shown to support mainstream leadership theory – and we might add what seems to be the dominant conception of leadership among practitioners and the wider public.

The DAC-ontology, to the contrary, shifts the attention from the organizational *input-side* (Leaders, followers and goals) to the *output-side* (shared direction, organizational wide alignment and commitment of minds) and aligns itself with theoretical currents like shared and relational leadership and complexity theory. With this, Drath suggests we contemplate basic questions like 'the nature and creation of shared direction, the creation, types, and uses of alignment, and the range of kinds of commitments as well as their development and renewal.' (ibid.).

In the empirical case of business school management education such as Executive Master's programs, it can readily be shown, that Management Education in the format of university based Executive Master programs in a very fundamental way is tied to the tripod: In general, the institutional setup that requires the student to leave her organizational practice to enter the practice of the program is – in itself – promoting an individualist and essentialist thinking. The scholastic tradition of the university is reinforcing this, by focusing on (individual) competences to be transferred to the student for her eventually to transfer further on to the organization.

More specifically and within this context, Leadership Development courses tend to offer themselves as strident vehicles of the tripod ontology. A curriculum will comprise of leadership theory that will almost exclusively be of the tripod bent. Even more pertinent, and given the instrumental intentions, a certain quota of normative leadership literature (*HBR* and the like) may figure, along with a selection of tools like personality tests, leadership styles tests, personal portfolios etc. Guest lectures by 'outstanding' leaders also spice up a lot of these courses. These elements all draw on – even if unaware - tripod ontology.

The purpose of our inquiry is therefore to further explore how alternative conceptions of leadership such as e.g. DAC can be supported through curriculum, pedagogical and didactic tools and exercises etc. with the overall aim of providing alternative, DAC-informed views of leadership to those

structurally, theoretically and otherwise embedded in classical executive master's programs at business schools.

Two cases at hand may materialize this exploration discussion:

- i. A new, heavily revised *Personal Leadership Development* course within a CBS executive *Master of Public Governance* program (six full days through one year). Directed by one of the authors.
- ii. A CBS executive *Master of Public Governance / Culture* sector specific program currently being developed by both authors.

Both with curriculum from foundational sources as well as alternatives (Drath included) Add to this: group discussions, case-work, excercises, a personal portfolio and a mini-ethnography done in the leadership practice of your peer.

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Part-time Management Education of Practitioners – And the Teachers Basic Assumptions

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In Denmark we experience a strong trend – you must have a formal management education in order to be a *proper* manager – it goes for the private as well as the public sector. I do much of my teaching at part-time management educations at Aalborg University, Denmark. Sometimes I ask myself “why did this manager go to the university in order to get a management education? Why did he/she not contact a private consultancy company instead?”

When I prepare my teaching, and when I go into the classroom I bring with me an understanding of why the students are there, and *perhaps* more importantly I bring with me an understanding of what I want to accomplish. My objective is to support the managers in becoming more reflexive (Cunliffe 2004, Dewey 1933), as from my point of view the most interesting thing is not whether they can replicate theoretical models or theories, of interest is their ability to perceive managerial problems from different perspectives (Schön 1987). Different perspectives provide different understandings of e.g. a problematic managerial situation, and different perspectives points in the direction of different solutions.

I am very well aware of the fact that the question I rise is by no means new – it is a discussion which has been going on for decades and some may say for centuries. What I am basically interested in is, whether idealism stands in the way of educating managers in the best possible way? The questions becomes important, as I quite often meet managers asking for answers – by this I mean models and theories which they can apply directly in their daily practice. My answer to this is that I cannot (and I will don't) give answers. I am not a consultant, I am a teacher. This refers back to reflection and reflexivity, learning theory and not least an understanding of the relationship between practice and education (Dewey 2005).

I am interested in investigating how other teachers within management education involve their own basic assumptions. On which beliefs and understandings do they place their teaching? What are their objectives? And how do they cope with the difference between education and managerial practice?

Is the objective of educating managers in the direction of reflexivity too idealistic? In most study programmes, reflexivity is not mentioned. The intension is to educate competent managers – however, what is a competent manager? And what is the role of management education in this respect?

The purpose of the abstract is twofold: (1) to take my own medicine and try to be reflexive about my own assumptions about management education, and (2) to continue to explore the role and impact of reflexivity in management education with the purpose of reducing what is commonly understood as the gap between practice and education (Jørgensen 2004, Thomassen 2012).

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Discussion Prompt Theme #7:

Exploring Innovative Yet Targeted Educational Design – Stream Begejstring

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Building from the Drexel Smart House Experience: A (Potential) Paradigm Shift in Management Education

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As probably expected, since the *Unconference* takes a different form, this proposal does as well. Hopefully, the questions, ideas and concerns as well as the background leading up to it are clear and meet the *Unconference* expectations.

Starting point - for the past six years, I have been involved with the Smart House, a start-up, with a goal to “do good” (around sustainability) and, for me, quite simply, a personal goal to change the university. And, it is both a figure/ground reversal where students become the driving force behind curricular and research agendas and with engagement with the community. There are now five generations of student leadership, a new interdisciplinary minor across seven colleges, a growing research and outreach agenda, etc. The tag line we use (and want to deliver on) is “smart house, smart block, smart community.” Administrators are supportive; acceptance by faculty is coming but has lagged behind.

And, I am concerned. And thus, my QIC.

Three rather different references fit:

Kim Cameron – positive organizational psychology and stickiness of ideas

Larry Greiner – evolution/revolution and stages of organizations

Walt Kelly – Pogo’s famous line “We have seen the enemy and they is us”

Using Kim Cameron’s positive organizational psychology and “stickiness” – the question is how to insure that something “takes” and becomes part of the fabric of the system. There are many examples of “good ideas” that once floated, simply float away even if given deference for a while.

In Larry Greiner’s seminal work, the importance of stages of growth and recognition that what once worked might not continue to be useful deals with needed transitions. And, connecting back, understanding and designing needed changes would help continue the “stickiness” of ideas. It is not resistance but adaptation.

And cartoonist, Walt Kelly’s, insights fit as well. “*We have met the enemy and they is us.*” It is too apt a descriptor in our academic environment of the difficulty of going past the entrenched ways of thinking and reward system that can act as roadblocks even to the most, or particularly to the most, innovative initiatives. Faculty, who “ought” be at the forefront of innovation often are constrained by “the system.”

My big question is also a very personal one. Having been a “prime mover” in something “good,” it is not hanging on but rather (moving to) handing over but first seeking to understand what has happened and also what Russ Ackoff called the “messes,” the complex, interrelated sets of issues that can impede continued growth. How do we best study and simultaneously manage fundamental paradigm shifts that impact what and how we do things? What do we know? What

do we need to study? How? What can I learn/share/develop from my own experience that can help others make a difference and advance knowledge? And, of course, much of existing work in OD, or in change management and innovation, etc., is useful. But there is something different that I would like to tease out.

Pogo's line does fit.

Navigating Landscapes of Practice

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Aspiring managers are not just learning to 'do' something, they are learning to 'be someone'. Management education involves significant issues of identity and identity change. Identity and practices are completely intertwined and management students must manage multiple identities as they move between the different communities they inhabit current work identities, provisional and temporary identities as a student and peripheral member of an academic community and a trajectory towards an imagined aspirational identity (perhaps as a senior manager), to mention just a few of the identities they may inhabit. They do not inhabit a single community of practice but a 'landscape of practices' marked by boundaries between different communities. At the same time each community holds them accountable to different practices and to different regimes of competence. An identity as a respected competent person in one community may be inexpressible in another; and transitions between communities of practice are often marked by experiences of perceived failure, incompetence and disconfirmation of identity. Such experiences arouse strong emotions. Whilst they can be the sites of important learning they also require emotional resilience to negotiate.

Management curricula typically pay scant attention to these issues. For example the problem of an experienced manager wrestling with academic genres of writing may be dismissed as a problem of 'inadequate prior education' the complex problem of translating academic frameworks into productive practices in the workplace may be presented as a simple matter of 'application' of theory.

I want to consider what it might mean to use such boundary transitions as a central resource in management education and to place questions of identity, experiences of incompetence and failure, and their emotional consequences at the heart rather than the periphery of how we design learning. I want to consider how we support learners to build the capabilities, emotional resilience and understanding to successfully navigate complex landscapes of practice and to successfully translate ideas and practices from one part of the landscape into meaningful and successful practice in another part.

I am interested in discussing how such an enquiry may be carried out, through methods such as ethnography, action research and engaging learners as co-researchers.

Addressing (and Challenging) the Learning Experience Through Design Thinking

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Prologue: some years back, receiving polarised student evaluation I found myself at a cross roads - content deliverer or facilitator of the learning experience? Determined to make the latter succeed, I implemented some radical changes and continued on the experience-based learning road, which focus was: integrating theory/content and practice/ process through a real-life design-thinking challenge in cooperation with industry.

With this QIC submission, I would like to share some ideas and thoughts around (a) how the use of Design Thinking (Dunne and Martin, 2006) tools and activities became crucial when developing a 3rd year undergraduate course (about 100 students) at a traditional Business School, and (b) how design thinking can help with addressing some of the key issues facing management teaching, learning and research; for example, through emphasizing inquiry based learning, guided discovery and interdisciplinary skills (c.f. Starkey and Tempest, 2009).

To a certain extent, I have reached the first leg of a long journey; drawing on my twelve years of tertiary teaching experience and exploring new tools and visualisation techniques, I have created a course and developed a design-thinking framework, which:

- Engages students in a positive team-work experience
- Creates a mutually meaningful interaction between academia and industry
- Balances analytical and creative thinking (the latter traditionally not emphasised in Business Schools)
- Captures both content and process

In saying this, since the journey has been (and is) iterative, explorative and sometimes even disruptive, the future is yet to come and the journey has just begun! I am very much looking forward to both share and learn more about how design-thinking/integrative thinking tools and activities can enhance or perhaps even disrupt management education. The following paragraphs briefly explain the course and some of my thoughts, which are still work in progress.

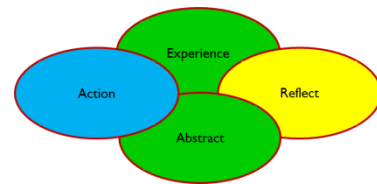
In the course, we explore the practical activities and tools linked to the process of design thinking, as well as its epistemological and cognitive foundations. The process dimension includes using activities and tools such as observations, ethnography, early and fast prototyping, visualisation and interdisciplinary teams; it emphasises the importance of working iteratively, combining abstract and concrete activities as well as divergent and convergent approaches (Brown, 2008). The cognitive dimension provides a deeper understanding of how knowledge is created (Martin, 2009). Firms (and individuals) need to make sure they balance analytical and intuitive thinking to achieve both reliability and validity. Design thinking emphasises the importance of using both abductive reasoning - the 'logic of what could be' (Peirce, 1994) - and reflective practice (Schon, 1983) in order to achieve this.

Explicitly, the course addresses service design and innovation for the future; implicitly, and in focus in this QUIC submission, is how it addresses the learning experience. Throughout the four years of

course development, four key insights/concepts emerged (closely related to Kolb's (1984) experiential learning theory): 'theory-in-use', iteration, action and reflection. Consequently, it became important that all the activities inside and outside class as well as the assessments supported these key concepts, as illustrated in figure 1 below.

Figure 1: Overview of **course insights and activities** with coloured links to the **learning experience**

	ASSESSMENTS and ACTIVITIES		
	Individual	Individual	Teamwork
Key concepts supporting the learning experience	Reflection & Summaries of Readings	Individual Contributions to Design Challenge	Team Contributions to Design Challenge (presentations & journey document)
Theory-in-use	Balancing the Concrete Experience with Abstract Conceptualisation		
Reflection	Emphasising the need for Reflective Observation.		
Action	Submissions/Contributions/Presentations assessed and feedback given, encouraging improvement and Active Experimentation for next iteration.		
Iteration	Allowing failure - three or four submissions increasingly important!		



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**Project Managers as Reflective Practitioners:
Examining *Design and Management of Projects in Networks***

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At The Technical University of Denmark we operate a continuous education for very experienced project managers called *Design and Management of Projects in Networks*. The education was developed in a user-driven process (2009-2010), it takes 10 months to accomplish and we are now running the third class. The education differs from many other academic further educations by craving a very close connection between the participants' real life challenges and the education. Elements to enhance this focus are:

- Personal development plans
- Commitment to personal challenges between the seminars
- Personal coaching session through the whole education

The education also has a scientific dimension and a new theme is presented at each of the 6 modules. Topics presented at the courses are dilemmas in project management, boundary objects and communities of practice, risk and complexity, innovation & entrepreneurship, change management & value creation and the reflective practitioner. The idea of the participants developing into reflective practitioners inspired by Donald Schön goes through the whole course. The theoretical elements are presented by experienced researchers in each their area and there is an extensive literature list, but there is no summative evaluation.

Our motivation to participate in the Unconference is to **exchange experiences about this way of doing further education**. We could discuss the following dilemmas:

- Can we rely on the participants urge to learn and develop supported by elements of formative feedback – or would they learn more if we introduced an element of summative evaluation?
- Do the participants maybe learn something else, than they would have learned, if focus was on the summative evaluation
- Participants in all 3 classes have emphasized that there was an open and trustful learning atmosphere. How is this atmosphere created and how does it affect the participants learning.

Finally we would like to develop an idea for a research design to explore the impact of the education on the way the participants act as project leaders. How can we study if they change their way of leading projects? Our preliminary ideas would be to focus on:

- Narratives written by participants with focus on critical events in their project management practice.
- Interviews with their collaborators – again with focus on stories or (critical) events
- Portfolios written during the education logging their reflections

The aim would be to explore whether they handle concrete situations of project management in new ways by applying competencies trained or awakened by their participation in the education in *Design and Management of Projects in Networks*.

We hope this QIC paper is of interest although the ideas are very preliminary. They will be further developed before the conference and we find the whole setting and idea of this type of gathering very fruitful in order to create open debate about how learning in management education can be enhanced and developed in new forms.

Wisdom-Based Management Education Research

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Wisdom research is a growing field that is attracting increasing attention, particularly in management. A related change is the call for social researchers to move away from epistemology-based methodologies to practical wisdom or phronesis based methodology. This methodological shift has not yet caught the eye of management scholars. There are good reasons why such a shift will benefit management research in general and management learning and education research in particular (Rooney, 2013).

Phronesis, according to Aristotle (1984), integrates reason, virtue, aesthetics and skill in creating things, and social intelligence to bring about positive change through excellent social practice that supports human flourishing (Rooney, McKenna, & Liesch, 2010). There are two important proponents of this wisdom-based methods shift, Bent Flyvbjerg and Olaf Eikeland. Briefly, Flyvbjerg (2001, 2011) advocates using ethnomethodology, discourse analysis, and case studies in wisdom based designs. Flyvbjerg wants researchers to get close to reality, but without 'going native'. Flyvbjerg wants impartial and accurate observation in the field and at the same time he warns about not being a too distant and passive observer because over-distancing prevents a researcher from being able to emphasise the local micropractices. One must look at micropractices before discourse because Flyvbjerg maintains that what people 'do' carries more detail than what is eventually filtered through to their words. But discourse matters because practice is situated and involves context-dependent judgment.

Phronesis is intrinsically dialogical and empathetic, according to Eikeland's (2008) understanding of Aristotle. Phronesis is an executive virtue that integrates intellectual and ethical virtues to create deliberative excellence (Schwartz & Sharpe, 2010). In Aristotle's philosophical system, knowledge is not a stored memory, knowledge is performative. When knowledge forms are enacted:

[T]here is an intrinsic connection between (a) relational knowledge forms and ways of knowing ... , (b) constitutional political forms regulating relations between citizens, and (c) justice, considered to be the highest ethical virtue because it concerns relations to others (Eikeland, 2008, p. 81).

The situated nature of knowledge is important to acknowledge because it points to how wisdom integrates values and knowledge in practice in particular situations through connections and relations (structure). Places are particular in their physical make up and also in how people react to them emotionally (Rooney, Paulsen, et al., 2010). Moreover, empathy, altruism, compassion and love are acknowledged in western and eastern explanations of wisdom, and wisdom based methods need these elements too. Wisdom is ultimately an outcome hearts and micropractices. Passion and emotion are important and positive elements of a researcher's motivations and his/her moral compass.

Finally, management teaching and learning research should be wise and it should take as at least one of its central aims to discover how to make management teaching and learning wise so that it produces practically wise managers, and in particular wise leaders (McKenna, Rooney, & Boal, 2009; McKenna, Rooney, & Kenworthy, 2013). Wisdom-based research designs can help us do this.

With this issue and concern in place, we are left with the pressing question - how do we move forward to integrate these critical wisdom-based designs into our teaching, research, and practice?

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Contemporary Art and Aesthetics in Management Education.

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Since the 2011 publication of the Carnegie Report on Rethinking business education the Copenhagen Business School department of Management, Politics and Philosophy has been engaged in the debate on Humanities and Liberal Arts in Management education. We participate in the Aspen Institute Carnegie Consortium on liberal arts in management and are currently involved as guest editors of a special Carnegie Issue of JME. This is the background for the following proposal to the Unconference in June at CBS.

What about integrating contemporary art and artists in business education? A “liberal arts” perspective does not necessarily entail an opening towards contemporary art in the management classroom or business studio. Still we know that works of art and artists activism is successfully used as cases in management research into fields like “Entrepreneurship”, “Marketing”, “Organizational design”, “Creative Industries”, “HR- management” and “Leadership”⁵. We also know that much contemporary art takes corporate life and consumer culture as its “model” beginning with “pop art” and up to art-projects on “corporate mentalities” making ironical statements of both critical and entertaining kind. There is also a growing number of artists who have worked not only on managerial topics but also as management teachers thus hybridizing artwork with educational strategies⁶. Finally there is a growing interest from art institutions for hosting students and facilitate educational cross-fertilization with management education⁷.

Art as reality-check and not fictional escapism! When we hook up with Contemporary Art (seen as somewhat different from Classical Art) we are confronted with artists attempt to make thing out there visible and graspable. In that sense art is not a matter of visionary dreaming but getting closer of reality. This aspect of contemporary art is essential to artists but how could it be conveyed to students often caught in an obsolete and idealistic view of what art is about. What pedagogical challenges are there in confronting management students with contemporary art? And how can one make that into a fruitful confrontation triggering new ideas with business students?

Aesthetics as managerial theory/practice? A third aspect to tackle is how the confrontation with contemporary art and artist can become integrated in management curriculum and theorizing. What has to be avoided is making it all into a “holiday for reason and rationality” or just a “nice brake away from serious management stuff”. Actually much aesthetic theorizing in the social sciences is currently struggling with making us understand the art experience. Let us, in the footsteps of the great educator John Dewey, together scout for new ways of seeing “Art as Management Experience”

⁵ See work by Daved Barry, Daniel Hjorth, Robin Holt, Hans Hansen, Jonathan Schroeder, Robert Austin, Stefan Meisiek to mention some management scholars who draw on cases from the arts.

⁶ Such as Henrik Schrat, Anna Scalfi, Philippe Mairesse,

⁷ Museums, art spaces and galleries are opening up to this but so are artists’ studios and centres.

Schisms Between Theory and Practice in Education: The Creation of a Dream-factory

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"I like the dreams of the future better than the history of the past." (Thomas Jefferson)

How do you learn management? How do you teach management? Is it even possible? Sometimes you face attitudes among practitioners holding that management research is common-sense and you cannot learn it until you practice it. Further, they tend to question the relevance of researching and teaching management and organizational theories at Universities and Business Schools. Of course, the goal at Universities and Business School is not often to teach students the practice but to learn them theories and critically think and reflect upon theories and practices. But how do we learn students to critical think? In the interface between practice and theory often one of two approaches are applied in teaching: we encourage students to draw from own, or others, experiences to critically assess presented theories or to dream about and imagine the future.

In the CBS assistant professor program a number of courses related to problem-based learning exist, which might be seen as a way of trying to close, or at least reduce, the gap to practice. Examples are *Case-based teaching*, based on Harvard Business School's approach to the subject, where the focus is on a teacher-led process in where students shall practice argumentation, but where the problem-solving process results in a rather pre-determined process and outcome. You can also choose *Studio Pedagogy* that is inspired by art studios with a stronger focus on making and enacting, where the outcome of the problem-solving process is embracing students' creativity and can thereby be more pluralistic in nature. These problem-based approaches attempts to foster critical thinking slightly differently but both focus upon understanding theory in practice by looking beyond the theory and ask WHY-questions. The idea is thereby to synthesize theory and practice by critically assess and challenge theories through real-life fuzzy and wicked problems. Are we through these events stimulating the creation of a dream-factory, in-where we, in the absence of own practice-based histories of the past, encourage dreaming and imaging future ones, and if so, what are the implications of that?

March (1995) illustrates some general points of the role of imagination, both of the past and the future, in human existence and states they are devices for living in the present. The challenge with imaginations is that they may both stimulate discoveries, but not necessarily create new ideas rather they may protect them from disconfirmation. March draws a parallel to soothsayers and state that they "create sheltered worlds of ignorance, ideology and faith." (March, 1995: 437) These worlds of dreams and imagination are needed as they have proven to be strong, long lasting and keeps us persist a course of action. What does this imply from a student learning perspective? Are investments in problem-based learning activities encouraging dreams of the future intelligent, and will they create agile and critical thinking individuals, or will they foster learning traps and other schisms between theory and practice?

RMLE Unconference (Un)schedule
Monday, June 30, 2014

8:30 – 9:00am	Registration, Meet and Greet, & Morning Refreshments
9:00 – 9:10am	Welcome to Copenhagen Business School and the Unconference: <ul style="list-style-type: none"> - Amy Kenworthy, Bond University LEAP Centre for Applied Research - Maribel Blasco, Copenhagen Business School
9:10 – 9:20am	Overview of Unconference & Discussion Catalyst Groups: <ul style="list-style-type: none"> - Ken Brown, University of Iowa, Editor, <i>AMLE</i>
9:20 – 10:45am	Unconference Group Discussion: Session 1
10:45 – 11:00am	Record and Review of Session 1
11:00 – 11:15am	Working Morning Tea: Refreshment and Regrouping for Next Session
11:15 – 12:45pm	Unconference Group Discussion: Session 2
12:45 – 1:00pm	Record and Review of Session 2
1:00 – 2:00pm	Working lunch: Dialogue and Degustation
2:00 – 3:30pm	Unconference Group Discussion: Session 3
3:30 – 3:45pm	Record and Review of Session 3
3:45 – 4:00pm	Idea Synthesis, Summary of Day 1, and Transition Fodder for Day 2 <ul style="list-style-type: none"> - Ken Brown, <i>AMLE</i>
4:00 – 5:00pm	Light refreshments and some transition time together
TBA	Dinner at Københavnercaféen for those who said “count me in!”

RMLE Unconference (Un)schedule Tuesday, July 1, 2014

8:30 – 9:00am	Excitement Resurgence & Tea/Coffee
9:00 – 9:05am	Welcome to Day 2: Let's Jump Back In! - Ken Brown , <i>AMLE</i>
9:05 – 10:30am	Unconference Group Discussion: Session 4
10:30 – 10:45am	Record and Review of Session 4
10:45 – 11:00am	Working Morning Tea: Refreshment and Regrouping for (Un)Conventional Wrap-Up
11:00 – 11:30am	Sharing a Bit of Ourselves: The Unconference Community Grab Bag - George Hrivnak, LEAP - Jacobo Ramirez, CBS -
11:30 – 12:30pm	Idea Synthesis, Where To From Here, & Continued Information Exchange: - Jeanie Forray and Kathy Lund Dean, Editors, <i>JME</i> - Eugene Sadler-Smith, Editor, <i>ML</i> - Vijay Kannan, Editor, <i>DSJIE</i> - Ken Brown and Chris Quinn-Trank, Editors, <i>AMLE</i> - Amy Kenworthy, LEAP and Maribel Blasco, CBS

ⁱ See <http://en.wikipedia.org/wiki/Unconference>