

Unconference Research in Management Learning & Education

2015 Lima, Peru

**Research in Management Learning and
Education (RMLE)**

UNCONFERENCE PROCEEDINGS

Conference Chairs:

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Professor Jeanie Forray, Western New England University (JME & MTR)
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unconference collaboration
engagement sharing
enthusiasm
organic passion
generation
knowledge research

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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 generators 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 2015 Research in Management Learning and Education (RMLE) Unconference held in collaboration with the Eastern Academy of Management International (EAM-I) in Lima, Peru 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 RMLE Unconference 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 2015 RMLE Unconference in Lima, our goals were to:

- Share ideas about key research areas they would like to pursue with others,
- Find answers to research questions or concerns that they have been unable to address in other forums,
- Learn from others about their experiences with research project design, development and publication processes,
- Consider issues that are emerging through recent research and publication,
- Meet and network in an intimate and informal setting with other faculty members interested in management education research, and
- Interact 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*, *Management Learning*, and the new Sage journal, *Management Teaching Review*.

In terms of scope, the domain for this RMLE Unconference was the same as the two previous events which included management teaching, learning, education, and the contexts within which these occur. As a result, submissions focused on a diversity of 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.

The submissions included in these proceedings are called "Questions, Ideas, and Concerns" (QIC) documents. The QICs are written as free-flowing thoughts which encapsulate any questions, ideas, and concerns participants have with respect to research in management education. The content of this year's QICs was varied and rich, resulting in the following initial discussion group clusters:

- (1) Executive development & collaborative partnerships
- (2) Innovative instruction and assessment
- (3) Entrepreneurial education & mindset
- (4) Cross-cultural competencies
- (5) Pressing issues in higher education

Event (Un)Structure

As this was 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. The minimalist formality of the event’s structure is based on its underlying ethos. The bulk of the RMLE Unconference was designed to be 100% driven by the people who were there on the day - no presentations, just discussions. As with any Unconference, the goals were for everyone to: (1) contribute to discussions, share ideas, questions, and concerns with colleagues who are 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 that participants were asked to do prior to the Unconference was to bring energy and enthusiasm, a collaborative mindset, and an open-mindedness to going wherever our time together took us. Unconferences are uncomplicated. They are about knowledge generation via a minimally-structured, highly-engaging, and participant-driven format. The outcomes speak for themselves.

Participant Contributors

We had 35 participant contributors submit QICs for the event from 14 different countries across four continents. We had 30 participant contributors who were able to attend the actual event on the day (June 24, 2015). The countries represented by the attendees are Australia, Brazil, Canada, Denmark, France, Hungary, Ireland, Italy, New Zealand, Peru, Portugal, Switzerland, United Kingdom, and the United States of America.

Expected Outcomes

The outcomes from any Unconference will be various in nature and organic in terms of growth. The 2015 RMLE Unconference will be no exception. We look forward to hearing from our participant contributors as they navigate forward independently and collaboratively with the knowledge, passion, and excitement generated during this event.

A Special Thank You

As with any RMLE Unconference, we were fortunate to be able to give each participant contributor some take away gifts to remind them of our time together. This year, our main “continued innovation and creativity stimulator” gift was a set of Nite Ize gear ties (see www.niteize.com for more information on this award winning company and innovative product). We would like to thank Matt Smott for donating these products in support of our own continued innovation and creativity in the research in management learning and education domain. Here’s to continuing to tie things together in novel and interesting ways!



Designing Self-Assessment of Reflective Journals

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Writing reflective journals can be an important path for students to improve their own self-awareness to assist deep learning (Pavlovich, Collins & Jones, 2009). Cunliffe (2004) argues that the practice of reflective thinking is particularly important in management education, as through challenging our own assumptions, “we can develop more collaborative, responsible and ethical ways of managing organisations” (p. 408). This practice, I suggest, is a way of developing meta-cognition, a social conscience based on moral and ethical foundations.

Yet we know that assessing these journals is fraught with tensions. Crème (2005) claims that in writing journals, we ask our students to open themselves up to us by using their individual voice, expressing a sense of honesty, and taking a risk in the content they write. Thus, because of the content, reflective journals can be sensitive, making grading and evaluation difficult, as they defy the standardised criteria of more objective forms of assessment (Kennison & Misselwitz, 2002).

We also know that students gain the most from immediate feedback. Yet most immediate feedback is related to survey/quantitative measures (e.g. Epstein et al., 2002); there is little awareness of qualitative methods. Yet, we are at the intersect of the old and new – of developing a collective away from self-interest. Hence, empowering students to take responsibility for their own learning and actions reflects this change in andragogy. The question then, is **how may student self-assessment for reflective journals be best designed and implemented in a tertiary environment?**

- What are the design issues?
- What are the links with developing meta-cognition as related to these broader reflexive thinking that reflection initiates?
- What are the issues associated with this form of assessment?

Some of my own learning includes:

- My assumption is that the instructor still grades the journal using their usual grading format. I would be delighted if mine was challenged and reconsidered.
- In the past, I have advised students that if their grade comes within 5% of mine (i.e. 2% either way), they get the higher grade. I used to say 5% each side, but they were smarter than me and submitted the higher grade. I have been surprised how accurate they are when they are being honest.

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I Flipped the Classroom... Now What?

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I have over a decade of teaching experience and yet, I am still daunted by the responsibility of expanding my students' knowledge base and preparing them to be productive members of the workforce. Cognitive psychology research informs us that learning is not a passive process of simply transmitting information from the instructor to the student rather an active mechanism where new information is integrated with student's previous knowledge, prior experience and the context of today's workplace. The big question is how? Two new pedagogical tools making waves and based on their staying power, not flavor-of-the-month approaches, are, flipped classroom technique and evidence-based teaching.

So, armed with knowledge gained from a variety of teaching workshops, I have been flipping the classroom, i.e., getting students to read and reflect on course material outside of the classroom and freeing time in the class for application, synthesis, and analysis from the course, mixed success. The challenge for me is to design class activities that successfully help students with assimilation of new information. This problem is compounded by the fact that not all students are engaging in pre-class activities due to differences in motivation, experience, and ability. For instance, those who are employed have an edge due to their actual experience related to the management course content. So the challenge is how to teach/reinforce material for those who need help and at the same time find ways to keep the momentum going for those who are ready to move ahead and take it to the next level.

The second approach I am grappling with is evidence-based teaching methodology. I believe technology has led to a paradigm shift in not only what students learn but how they learn. The ever increasing pervasiveness of big data means students have to learn tools and strategies to wade through a lot of redundant information to identify meaningful content. As a teacher, my job is to help them to seek out relevant information. This is easier said than done.

I am very cognizant that a great teacher can make a big difference in the life of a student. I want to be that teacher who makes a difference but then there is a reality check of the current context where my role as a teacher competes against myriad other influences that couch their message in an attractive format be it movies, reality shows, and a variety of other forms of media never mind whether the information is unbiased, current or even accurate. Juxtaposing this reality with the virtues of reading Wall Street Journal, or Economist that I extol to my students, I realize that these are not even a close second on the list of things students would like to do and therefore learn from. I have been using a variety of tools such as backchannel chatting (creating a private chatroom for discussions during guest lectures), creating educational videos using YouTube videos and TED resources, to name a few.

I would love to share my experiences as well as explore some ideas to further my quest for an engaged learner.

Provocative Methodology and Philosophical Reflexivity

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As a second year PhD student working in the Work and Employment Relations Division at a Business School, I am still very much exploring the range of theoretical and methodological possibilities available to doctoral students. In particular, recent work by a fellow doctoral student and I (Mclachlan and Garcia, forthcoming) has begun to question some of the assumptions around the ways in which these theoretical and methodological ideas are applied *in practice*. These ideas arose from an interest both in the way research training is presented and also discussions with other doctoral students, which led to a concern for the retrospective consideration (and importance) of our methodological endeavours and what Shotter (1999) describes as ‘after-the-fact-justificatory-rhetoric’. Although we initially explored the influence of critical realism in qualitative interviewing in our article, the interest in the way doctoral students link the different philosophical and methodological aspects of their theses remains strong. As a result, there is more to be understood in terms of their application, and that developing this understanding will form an important pedagogical tool for doctoral students and researchers alike.

One finding from our initial exploration into the idea drew on Ramsey’s (2011) work on the relationship between academic theory and management practice, and ‘knowing-in-practice’. It would be interesting to explore notions such as the ‘provocative’ use of theory further, and in particular the way in which doctoral students understand the relationship between philosophical perspectives and methodological practice. From our experience, it feels that all too often research philosophy is taught in a vacuum, separate from the more practical aspects of research methods and the broader methodological approach. While it may be part of the challenge for doctoral students to discover the most appropriate way of managing this relationship with regards to their specific research questions themselves, arguably more could be done to create a dialogue and debate based around sharing experiences of doing so within the academy.

This is not to suggest that all doctoral students must have a predetermined philosophical perspective throughout the course of their data collection and research. Rather, it would be useful to have a discussion towards way in which this provocative use of philosophical perspectives can generate a ‘philosophical reflexivity’ during the methodological stages of the doctoral journey. Indeed, our experience suggests that philosophical perspectives are as equally open to revision and consideration but it is something that is often not made transparent during the doctoral process. This would encourage doctoral students to think more about how their philosophical and methodological decisions have helped to construct or influence the data they collect, and also the way it is analysed and interpreted. Therefore, it would be of interest to explore and discuss how the propagation of different perspectives (both philosophical and methodological) have led to a range of different, *practical* experiences in order to bring a more concrete to understanding to doctoral students’ abstract research philosophy training. Such a discussion, I believe, is an important prompt for more fruitful, insightful and honest doctoral study.

Is the Small Class Size Necessarily 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. Nor do the same methods work in the two venues. 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.

Coaching and Management Development: Combined But Uneven Global Development?

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Ideas

Coaching has been described as ‘the art of facilitating the performance, learning and development of another’ (Downey, 2003: 15), and the process of ‘optimizing people’s potential and performance’ (Whitmore 2002: 97). One branch of coaching, executive coaching, is more work-focused and has been defined as ‘a form of tailored work-related development for senior and professional managers which spans business, functional and personal skills’ (Carter, 2001: 15). According to PWC (2012) the coaching market now generates globally \$1.97billion in revenue.

The last 20 years has seen an exponential growth in coaching, including executive and leadership coaching, with this supportive intervention beginning to make a substantial contribution to management development. The International Coach Federation (ICF), the world’s largest professional coaching association, reports that its membership (which can be taken as a proxy for the growth of coaching itself) grew from 16000 in 2008 to 22,700 in 2013, a 50% increase in just 5 years. However, this growth has not been evenly spread, most of it largely confined to English-speaking (USA, Canada, the UK, Australia) and Europe - although even here, engagement with coaching varies significantly (for example over 1000 accredited members in the UK but only 380 in Poland). There are also large differences between the continents. The ICF (2013) reports, for example, that 10,000 of its members were based in the USA and Canada and over 5,000 in Europe, while there were only 2000 in Africa and Latin America combined.

Concerns

Coaching is growing globally. However, this growth seems to be much stronger in the developed than in the developing countries. Cost may play a part here since coaching is often a one-to-one intervention and therefore expensive (although team coaching is on the rise). But is this the only reason? Do traditions in management development and differing human resource development cultures play a part? Is it possible to develop configurations of coaching for developing countries that make them more cost-effective? Or would this affect the quality of delivery? Given the relative economic disparity between developed and developing countries, are there any ways in which the former can help the latter – for example through professional development of new coaches? Or would this be yet another manifestation of cultural imperialism?

Questions:

- How relevant is coaching to management development in developing countries?
- To what extent does coaching come laden with Western and particularly Anglo-Saxon traditions and assumptions about what counts as knowledge and how it should be imparted?
- How can the experience of coaching in Western cultures be harnessed to assist the growth of coaching in developing countries?
- How can developing countries help the developed?

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Creating Learning Solutions for Executive Education Programs

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An estimated \$800m per year is spent on executive education programs¹ in the US, with about 80% by university business schools. Is this money well spent? This depends on whether the program objectives and target performance metrics are met. A recent assessment indicated that less than 10% of organizations made any serious attempt to determine executive program ROI.

Prior works have indicated that major measures, relating mainly to post-program impact, should focus on *individual learning, individual behavioral change, organizational change and organizational results*. Yet these benefits are difficult to realize in a standard, off-the shelf program. Further there is the risk of the “leaky bucket” syndrome where the value of even the most stimulating program is slowly lost to both individual and institution because of a lack of ongoing knowledge reinforcement combined with weak operational implementation of ideas learned.

We would like to suggest the notion of ‘solutions’ as both a conceptual and operational approach to executive education. The idea of the design, delivery and marketing of solutions has become widespread as a means of adding customer value in both B2B and B2C companies although there is little evidence of an explicit application of a rigorous solutions perspective within executive education. What then is a “solution?” ITSMA² evolved the following definition:

“A solution is a combination of products and/or services with intellectual capital, focused on a particular customer problem or opportunity that drives measurable business value”

Applying this to executive education programs, we argue that a solutions-based approach is most meaningful where there is a requirement for deep vertical market knowledge, the existence of a complex company challenge, the need for significant intellectual input in program design and delivery from both faculty and client, and the careful measurement of both short and long-term impact. This type of solutions approach poses significant challenges in each stage of the program lifecycle.

We would like therefore to pose the question “how well are executive education providers meeting the diverse short and long-term needs of clients?” and to solicit conceptual and experiential suggestions from participants. In order to guide discussion we would divide deliberations into three “pots” and would include such questions as:

- *Program objectives* – “how are client needs determined?” and “what personnel are involved in problem identification?”
- *Program design and delivery* – “what is the composition and responsibility of the design team?” and “how is the team selected for program design and delivery?”
- *Program metrics* – “how do we move beyond the ‘smiley face’ approach to program assessment?” and “how are business impact indicators measured?”

As a response, we will introduce our approach to solutions-based executive education – with selected examples -- but only after a lively debate on the topic by attendees.

¹ Refers to programs and courses targeted at professionals working in managerial or executive roles, or those who aspire to (www.nextexecutive.com)

² ITSMA – a Boston-based technology marketing consultancy – created a Solutions Council of about 60 leading technology firms (IBM, Microsoft, Oracle, Cisco, Accenture, etc.) who spent many months arriving at the above definition.

Globalization Expands as Expatriate Managers Fail

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ABSTRACT

Scholars and practitioners alike identify a lack of cross-cultural competence - the ability to function effectively in another culture - as the key factor in the failure of international business firms. Up to 55% of American expatriate managers fail to complete their assignments abroad. Given the rapid expansion of globalization in all its forms, it is crucial to look at this issue more comprehensively. Why are failure rates so high? Is the problem at the individual, group, or system level? Or are all of these, alongside many other variables, contributing to this dilemma?

I am fascinated by how multinational firms address the needs and performance of their expatriate managers and local employees within drastically diverse political, cultural, and economic conditions. The literature shows intriguing statistics; up to 55% of American expatriate managers fail to complete their assignments abroad. On average, each early return costs a company in the range of one million dollars. This astonishing figure triggers several questions. With all the cross-cultural training available and the extensive selection procedures involved in choosing the right expatriate manager, why is failure so common? What are the reasons behind an expatriate's inability to work successfully in a foreign country? Are the causes within the individual's domain – is it their personality, management style, lack of adaptability, or personal circumstances? Are home and/or host country corporate training to blame? Are there cross-cultural communication and motivation issues responsible? Or are all of these, alongside many other variables, contributing to this dilemma? I would like to delve deeper into how cross-cultural competence and social capital variables impact the expatriate experience, how they are operationalized, and how scholarly developments can be translated into reducing and avoiding this costly dilemma.

While expatriate managers' experiences abroad may be rewarding and unforgettable, we cannot discount the inherent cultural and socio-economic conditions that make adjusting to reality a complex process. In Swaziland, for instance, I had the opportunity to observe firsthand the actions of a large multinational mining company operating in a secluded and deprived rural community. There, the European managers were endlessly frustrated by interactions with the indigenous Swazi labor force. Rather than attempting to learn, understand, and modify the way they worked with them, they continuously criticized and punished their workers, all at the expense of productivity, performance, and the potential for mutual benefit. Their belief seemed to be that yelling louder would make their employees understand better. These struggles are deeply unsettling, especially given their pervasiveness. They underline the need to investigate the dynamics of cross-cultural and social issues within international business practices, especially within emerging economies.

Several studies have noted that cultural issues are the primary determinant of success or failure. In fact, scholars and business practitioners alike identify a lack of cross-cultural competence (CC) – the ability to function effectively in another culture – as the key factor in the failure of international business firms. Given the rapid expansion of globalization in all its forms, it is crucial to look at this issue more comprehensively. This clarifies our need to brainstorm together to expand upon and create new models for working effectively with people of other cultures and with fundamentally different belief systems. Since there is no singular model that can apply to the multitude of particular circumstances and situations, sharing our knowledge and experiences is essential. I believe that this issue could benefit highly from the contributions of as many members of academia and international business as possible.

Practice Based Curriculum for Effective Entrepreneurship Education in HE

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How can we deliver effective entrepreneurship education in a higher education system hidebound by a restrictive, risk-averse attitude? How can we gather the evidence that innovative, mould-breaking approaches are essential if we are to help students develop themselves into practising entrepreneurs? In the UK, the Quality Assurance Agency has produced 'Enterprise and entrepreneurship education' (2012) which is intended to guide practice-based activities, so what is missing to provide the real transformation of students into entrepreneurs? Research (e.g. Hynes and Richardson, 2007 and Piperopoulos & Dimov, 2014) has shown that practically-oriented courses positively influence the entrepreneurial intention and self-efficacy of students. In practice theory, learning occurs through participation in practices relevant to the occupation or field (Boud & Rooney, 2015). So, what constitutes practice and what is needed to produce clear concepts of practice in order to produce effective entrepreneurial graduates?

Research (e.g. Cope 2005) has captured the essentials of the way real entrepreneurs learn and there have been some innovative approaches, such as the Finnish 'Team Academy' model where Students behave, work and learn like entrepreneurs in a business setting (Juvonen, 2013, Tosey et al 2013) yet the prevailing approach remains one of applying traditional teaching and learning methods.

We argue that traditional approaches to learning and teaching, to quality assurance, the consideration and acceptance of risk and even student attitudes, frequently conspire to frustrate a truly innovative approach to delivering an effective entrepreneurship education. This is one that enables students to learn and to demonstrate their entrepreneurial capabilities in the only way that really matters – by doing it for real. This is not the same as simply pushing students 'out there' to 'sink or swim'. There has to be another way; one that walks a line between the extremes of classroom-based 'learning about' and simply 'jumping into the deep end'. We believe that higher education has something vital to add to the process of learning to be an entrepreneur but it is not to be found in the classroom, nor is it to be found in text books, game simulations and traditional forms of assessment.

What is required is a process of guided self-discovery. One where students learn by doing, just like a real entrepreneur but with guidance and coaching to help them better make sense of and learn from their experiences. This can be achieved through real-world, real-time interaction over a prolonged period with all the excitement, trepidation and risk that that entails. This requires: students willing to get out of their comfort zone; staff willing to replace didacticism with mentoring and coaching approaches that require them to collaborate with the students as they discover their own learning; and most importantly, institutions willing and able to accommodate courses that 'break the mould' of conventional course delivery, quality assurance and risk-taking. How do we achieve this? How do we gather the data to demonstrate the validity of this approach whilst at the same time reassuring fearful institutions that this approach will not plunge them into some kind of crisis?

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Managers On the Ground: Situated Learning and Management Education for Innovative Organizational Challenges

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The trigger for this submission stems from a recent research related to a local and situated approach, seeking to detect and transfer professional competences. The case study originates from a request made by the management of a social enterprises consortium of Bergamo (a city of northern Italy). The management wished to realize a project oriented to recognize, analyse and understand new and emerging managerial competences. The consortium coordinates strategic activities for the associated cooperatives: it implements different projects for the sake of the community, such as mental health, employment of disadvantage people, disability, and critical consumption projects. The services and activities supervised by the consortium are therefore extremely diversified, both for the large number of projects and for their variegated nature. Moreover, projects address heterogeneous problems that often require practitioners to take decisions on critical or urgent cases for which there are no standard guidelines. The management work is therefore extremely complex. The managers have to deal with a variety of internal and external stakeholders and to respond to a great diversity of needs, interests, requests, and to new and unknown problems that require managers' constant commitment. Furthermore they are required to manage simultaneously their own cooperative and the consortium goals: they need to work at different levels and with various stakeholders. The case study describes a scenario characterized by transformations concerning innovative responsibilities and capabilities to carry out tasks of organizational governance, dealing with complex situations and emergent problems.

How can we conceive a new managers' profile of competencies related to the turbulent environment of post-industrial organizations, characterized by insecurity and uncertainty and with more flexible, less hierarchical and more integrated processes?

In which sense have we to consider the local knowledge production and sharing for competencies' recognition and assessment?

Which are the epistemological, methodological and process implications related to the type of research adopted?

Assuming these challenging questions we propose an approach that sees organizations as the (never ending) product of recursive sense-making processes (organizing). We therefore conceive knowledge production and circulation as a negotiated order of life that organizational members gradually construct in their contexts and that consists of interconnected activities and shapeshifting practices. We strongly question the suitability of reducing managerial functions to approaches that are intended to rationalize and standardize them, as in a context-free logic that conceives professional abilities, profiles and duties on the basis of universalistic references or ideal models (the so called "best performers"), regardless of their connection with situations, experiences and local expressions.

We try to highlight how a new way of understanding management roles, leadership styles and the derived modes of operation can be developed towards articulation processes (Corbin, Strauss, 1993), oriented to feed and to support 'extemporaneous choreographies' (Bruni, Gherardi, 2007), promoting both networking and knot-working relationship.

As researchers we have to position ourselves in these socially constructed aspects of reality (through conversational, linguistic, tangible and symbolic processes), constantly re-adjusting our position and reflecting on our own thinking processes (Shotter, 2010). The method goes in the direction of detecting practical learning and situated knowledge emerging from what is widely felt as meaningful and ethic in the managerial practice.

Rescuing Our Imagination?

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Outside it's a summer's afternoon, but down here there is neither sunlight nor cooling breeze. Our heroes advance through a subterranean labyrinth, navigating by the hieroglyphs that have been etched on the walls. Eventually, they arrive at their destination. It has been a long and arduous journey taking many months. Since the darkest days of winter they have travelled through wonderful lands full of adventure and mystery to get here. Carefully they push at the heavy wooden doors, feeling them silently yield to their collective labours. Once ajar they creep inside. Hiding in the shadows they wait for their eyes to acclimatise to the darkness. They begin to make out the form of a huge subterranean amphitheatre. Beneath rows of curving tiers a centaur holds court. Half man half cabinet, the creature's lower half is frozen to the spot, entombed in wooden panelling; punishment from the gods of academe for a heinous crime.

As our heroes' eyes become accustomed to the light they see that the room is packed with prisoners, each sitting facing the centaur, shackled to a rude bench. The centaur looks down at his encasement and begins to speak, whilst above his head strange shadows move silently upon the wall, as if cast by a distant fire. But nobody seems to be listening to the strange creature nor interested in the strange shadows flickering above its head. Instead the prisoners bow their heads, averting their gaze from the events unfolding before them. Their indifference suggests that they have been here a long time and understand that they, like the centaur, will remain here for a long time to come. Some whisper to their neighbours, others sit with eyes closed, hoping that sleep will free them from their indeterminable ordeal. Most however seem to seek solace in memories of a life outside the cave. They tap away with their fingers, on tablets creating messages that they hope Hermes will carry back to the world above.

Our heroes begin to silently pick their way through the prisoners, moving ever closer to the strange creature. After what seems like an age they reach the front row of prisoners and pause. They draw their weapons and wait. Eventually the centaur falls silent. As it looks up our heroes charge the trapped beast.

So what happened to our heroes? Did they kill the centaur and free the prisoners? Or did they seek to free the beast from the curse of the gods? Who knows? Perhaps the story has no place at an academic conference? Yet what I want to discover is what happens to the lively, imaginative people I meet over coffee at conferences? Do they really become centaurs or prisoners?

If creativity and innovation are central to management practice in the 21st century, isn't it time we tried something different as both teachers and researchers? Mintzberg reckoned management was an art so isn't it about time we tried to use rescued our imagination and did something different?

**Suggestions Welcome:
Methods for Assessing the Impact of Teaching – Journals, AOL, Or...?**

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ABSTRACT

How are individual schools approaching the challenge of developing systems to measure teaching impact, especially their possible roots in learning or pedagogically focused research? Given the difficulty of pedagogical journals in finding a place in rankings systems, how are schools developing a theoretical rationale for their impact metrics? Are macro-level management learning articles, such as and Beatty & Leigh (2010) and Rynes & Brown (2011), of any relevance in developing impact metrics? What other metrics and considerations need to be developed in the future? What role do we see and need pedagogically-focused journals and articles to play in this process?

The Association for the Advancement of Collegiate School of Business (AACSB) continues to refine its accreditation process to reflect the realities and requirements of modern business education with its new 2013 standards.

These new standards present both opportunities and challenges to business schools, especially those that have stronger teaching and applied activity orientations compared to traditional “Research I” institutions. Particularly, Standard 1 (<http://www.aacsb.edu/en/accreditation/standards/2013-business/strategic-management-and-innovation/standard1.aspx>) has garnered enormous attention, as schools now need to demonstrate impact in teaching. Teaching impact is still a relatively new concept, as most AACSB institutions have historically focused on research impact in faculty evaluations, with teaching and service as additional consideration factors.

One possibility for teaching impact assessment could be to use measurements from the institution’s Assurance of Learning (AOL) system, a required component in AACSB accreditation reviews. However, as every school has its own unique AOL approach, it is likely to take considerable time and collective effort across institutions before a common platform could emerge for meaningful comparison of teaching impact across institutions. Another possibility is to borrow from the more established research impact platform by identifying learning and pedagogical components from impactful journals for development into teaching impact metrics. But there are challenges here as well. On the one hand, known premier pedagogical practice journals, such as the Journal of Management Education, continue to resist becoming part of the established research impact ranking systems, such as SSCI, because of low impact scores received by pedagogically-focused journals. On the other, without being part of the ranking system, potentially effective teaching approaches from such journals are not likely to be adopted and given the chance to grow into impactful teaching metrics. Conversely, journals such as Academy of Management Learning & Education enjoy sterling scores in traditional research impact ranking systems, but its content, typically with a higher theoretical orientation and lower application-focus, makes it difficult for AMLE to provide the needed details for developing teaching impact metrics.

Through this Unconference proposal we would like to begin to explore how individual schools may be approaching this challenge of developing systems and metrics to measure teaching impact, especially their possible roots in learning or pedagogically focused research. Given the difficulty of pedagogical journals in finding a place in rankings systems, how are schools developing a theoretical rationale for their impact metrics? Are recent macro-level management learning articles, such as and

Beatty & Leigh (2010) and Rynes & Brown (2011), of any relevance in developing teaching impact metrics? What other metrics and considerations need to be developed in the future? What role do we see and need pedagogically-focused journals and articles to play in this process?

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Evaluating Entrepreneurship Education

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Through my experiences in a global study of entrepreneurship education (EE) outcomes, I have become fascinated with the idea of evaluating the outcomes of management education courses. For example, are some of these courses more “successful” if they impart certain skills and abilities to their participants compared to courses that contain only lectures? If so, what are the best ways to impart those skills in terms of pedagogical training?

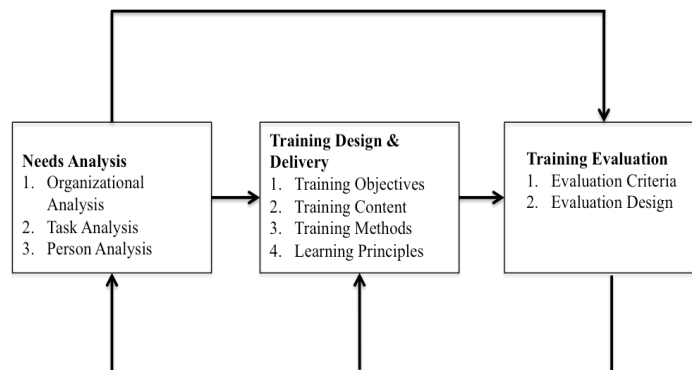
The answers, at least for EE, have begun to fall out of a qualitative examination of the more than 50 course syllabi I am currently conducting with several of my colleagues. The syllabi, which were collected as part of the global study, seem to suggest that the answer to the first question is ‘yes.’ For example, most syllabi contained at least one module devoted to learning about opportunity recognition.

Broadly defined, opportunity recognition is a process of identifying new businesses or ways to make existing businesses more profitable. The complex process through which entrepreneurs learn and act upon opportunities is comprised of a combination of personal characteristics, problem-solving skills, and networks, among other things. Although it is theoretically akin to other skills that can be learned through formal education, such as the skill learned in medicine of correctly diagnosing an illness, its causal models are unique to the educational.

The answer to the second question, which asked what are the best ways to impart skills, is admittedly difficult to discern from the outlines themselves. However, we have tentatively operationalized it as any presence of a pedagogical orientation toward blended learning (learning involving multiple methods, usually including some type of experiential component combined with lectures). Indeed, over half of the instructors of the EE courses reported using some form of blended learning in the EE classroom.

With EE courses rapidly being added to many academic timetables, many of which are funded by sources external to the university (e.g., governments), pressure is mounting to evaluate them in terms of their effectiveness. The question is: are EE courses really helping to create more and better entrepreneurs via such tasks as skills training? We begin to approach this question by borrowing learning assessment frameworks from the field of training and development (T&D). The instructional systems design (ISD) model is often used to help course designers make decisions about the purpose, intended audience, content, and assessment of learning interventions (see Figure 1). As such, it may serve at least as an appropriate starting point for discussions about linking EE pedagogies with outcomes.

FIGURE 1: The Instructional Systems Design Model of Training & Development



Sustainability and Entrepreneurship: Case studies in Brazil

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For the last 15 years I have planned, coordinated and taught a field study travel course wherein business school students have the opportunity to have a hands-on learning experience that focuses on sustainability and entrepreneurship in Brazil. My colleague, Dr. Marcos Cohen (PUC-Rio), and I would like to present and discuss ways to incorporate service learning and civic engagement into management teaching and learning.

For this year (2015) the goal of my Pace University Lubin School of Business Brazil field study course is to provide undergraduate students an opportunity:

- 1) To learn more about sustainable entrepreneurship in Brazil with a specific focus on social entrepreneurship (defined as enterprises that offer innovative solutions to society's most pressing problems) and
- 2) To understand the lessons learned from the World Cup experience and steps being taken by various stakeholders to assure Rio Olympics 2016 is sustainable: environmentally, socially, and economically.

Students from Pace University and The Catholic University of Rio de Janeiro (PUC-Rio) will collaborate via Skype and in person. Pace students will work together in teams with students from PUC-Rio:

- To define "social entrepreneurship";
- To identify and analyze the immediate issues facing social non-profit organizations in Brazil; and
- To develop and present case studies.

Students will research, develop interview questions, interview the entrepreneurs in person (while in Brazil), and draft the case studies of sustainable entrepreneurs. Dr. Cohen and I will work with the students to refine, update, and document the case studies. This assignment will be part of the core curriculum of MGT 347 International Management Field Study: Brazil and at the PUC-Rio Social Entrepreneurship course of Dr. Marcos Cohen. We have identified 5-7 social entrepreneurs in Rio de Janeiro who are interested and willing to participate in this process that involves: research, network, interview, write and present.

Step 1: Research

The faculty will guide the students in the development of a database of resources, articles, websites, etc. for each of the social entrepreneurs selected for this project. The faculty will also make the arrangements for student interviews with the entrepreneurs/founders of the selected organizations during our 2015 International Management Field Study in Brazil.

Step 2: Network (electronically and in person)

The case study teams will consist of three (3) Pace students and three (3) Brazilian students (who will also act as translators). Prior to the 2015 field study, the students will conduct preliminary research on their specific assigned entrepreneur. Together, they will communicate via Skype, email, and use of Drop box to help organize and share their research materials, websites, links, articles, reports, etc.

Step 3: Interview

Based on their research, the students will develop a series of questions for the specific social entrepreneur with whom they will meet in 2015 for a face-to-face interview.

Step 4: Write and Present

Following the interviews, the faculty will guide and supervise the students in the preparation of the case studies that will be presented in simultaneous classes between New York City (Pace) to Rio de Janeiro (PUC-Rio). Case studies will then be submitted for publication giving credit to the teams of students and respectively faculty

Summary

As can be seen in this proposal, our goal is to benchmark social entrepreneurship case studies in the Brazil and enhance management learning and education through collaboration in research, data collection via face-to-face interviews, and in the drafting of a series of case studies. Students will work in teams with close faculty supervision and advisement of their respective professors, Dr. Claudia Green or Dr. Marcos Cohen.

We have been successful in getting the support of the Wilson Center for Social Entrepreneurship for this project and anticipate the development of both written and video case studies to be used in management education for future courses.

Questions and challenges in using this methodology:

1. What are some of the best ways to teach about social entrepreneurship?
2. How can I evaluate student understanding of social entrepreneurships?
3. How should I select the university partners who will collaborate on this social entrepreneurship project?
4. How can I measure the learning outcome and impact of service learning?
5. What is the best way to teach students how to write compelling case studies?
6. How should I have students evaluate their experience and reflect on it?

Managing Relationships of the Republic of Science and the Kingdom of Industry (Revisited)

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In an increasingly integrated world, cooperation between universities and companies is likely to grow in forthcoming years. This development is caused e.g. by mounting research costs, accelerated product development schedules, and regulatory issues. Notwithstanding recent progresses, such as the rise of business incubators and professional training, both companies and universities still lack experience with regards to how to embark in such cooperative endeavours. Some of the unanswered questions include:

- How to best establish and maintain cooperation strategies between universities and companies?
- What are the differences between the way universities operate and the way companies operate?
- How can these differences be ameliorated/eliminated so that both worlds find a common ground for cooperation?

This article investigates the reasons for collaboration and the barriers to cooperation between universities and industry organisations. The approach taken differs from previous works in the sense that it reveals the psychological frameworks that academics and managers hold about collaborating with each other.

Data come from a real project designed to develop consultancy skills in MBA students. MBA students are highly professional, career-driven, and fast-learners of traditional hard skills such as financial and marketing competencies. However, they face more difficulties learning soft and consultancy skills. Our MBA is AMBA certified, and it has been existing for more than 30 years; only recently, however, it introduced courses on soft-skills, such as negotiation and communication. In 2013 some additional important changes were implemented, aimed at providing a more powerful and integrated learning experience with regards to soft and consultancy skills. We designed a complete programme to stimulate such learnings, which included team building development with the Army and the Navy, theatre- and orchestra-playing, and entrepreneurship and consultancy projects. These last two were executed with several company-partners, such as private and public banks, and non-profit organisations.

Here we present the results of the consultancy project, and reflect upon various issues: design of the programme, finding a suitable partner organisation, negotiation of goals, carrying the project, and implementation. Students got involved at several of these stages. We show how this experience enhanced students' consultancy skills, as well as the factual results that emerged to the company involved in the project. We further present implications for management learning and education. From a theoretical standpoint, implications are drawn with regards to the mutual perspectives that the Kingdom of Industry and the Republic of Science hold about each other.

Academics often see companies as information sources for their researches, but they are also willing to participate in joint projects in which academic knowledge is not the sole output. On the other hand, resources scarcity and will to innovate are powerful drivers from industrial organisations to approach universities and join them in mutually-beneficial projects. These gains can only be attained, however, if trust and collaboration are built in the initial contacts between the various partners, including students.

Using ICT to Develop Intercultural Competencies: Where Are We (Really) and Where Do We Go From Here?

NOTE: In a true “Unconference” developmental style, this QIC was formerly titled: Educational Management and Internationalization Strategy Using ICT: What to Expect When They Meet?

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In this QIC, I would like to share two guiding questions for my work:

- (1) What is our current understanding of the relevance in training university students in cross-cultural competences and
- (2) How can we best utilize ICT to recreate learning processes, facilitating intercultural communication to work effectively in diverse environments to promote the development of intercultural awareness?

Cross-Cultural Competencies

Historically, international trade has played in Peru an essential part of its economic activity, and currently, due to its stable macroeconomic and financial background, the country embraces new and more opportunities in the field of international business. Considering globalization effects and huge competition in the current labor market we ask: Is there a need for training students with specific skills? Why do students in management sciences need intercultural awareness? What is the importance of this skill? What are the conditions to train students in this skill?

Currently, graduates face a huge competition in the labor market, recruiters request a set of skills that are fundamental to be competitive in globalized markets: technical knowledge in their field, being able to demonstrate critical thinking, awareness of how to behave and how the values, which vary in different countries and cultures, affect work and management styles. This cross cultural sensitivity will allow managers to be responsive to cultural differences and become competent in international management; also, it will affect positively on the decision making process, will develop the ability to function in flexible organization structures, establish relations, work with others in teams, develop a global perspective, learn and transfer knowledge in an organization, develop patience, empathy, broadmindedness and, in summary, manage personal effectiveness for international business.

Information Communication Technologies (ICT)

The main benefit of student’s mobility or study abroad programs is to expose the student to an international environment. But, we know the limitations that arise due to the high cost of these programs. How does Information Communication Technology, that connects people in different ways, become a potential resource to be considered as one of the bases for a campus-based international strategy? What are the generational challenges in terms of the gap of faculty or trainers in the use of modern technologies to communicate or to teach? How can cultural differences affect communication styles and the preferences for the use of one or other kind of media to communicate?

Nowadays, the use of ICT through different devices and social media, influenced by globalization, has facilitated not just communication but the transferring, sharing and creation of knowledge. Other ICT such as Social Media (e.g. Facebook) have emerged not just for communication but for learning purposes as it is used mostly as the preferred tool by young students to interact with e-team members.

Someone said that ICT is a result of new technologies where groups have evolved to encompass new forms of interaction and collaboration in e-teams to work together on a project though internet, Videoconferencing, GSSs Group support systems, and distance education tools (e.g. Blackboard and email). So, we see how access to different technological media worldwide facilitates connectivity and methods to teach. However, possible problems, limitations and the importance of culture in interconnectivity should still be investigated.

The University at the Intersection of Old and New

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When I look at the organisation within which I work, I see an institution where those at the top pay lip service to collegiality, knowledge and learning, not to mention in whose interests they manage. This seems to be quite at odds with an institution that purports to value learning and the pursuit of knowledge, along with valuing collegiality and serving the interests of society. Managerialism has become entrenched within higher education, such that universities are increasingly treated as if they were businesses operating in a market world.

My concern is that academics are unreflexively complicit in this development, be that willingly or unwittingly. On the one hand, the dominant organization studies tradition supports a managerialist view of the organizational, which plays into the destruction of the university as we know it, for example, casualization of academic work through replacing tenured faculty with adjunct/temporary faculty, metrics to measure academic output that fails to capture the complexity of academic work, increasing pressure to publish work of questionable value, corporatization of the university, serving the narrow needs of business over the broad needs of society, etc. At another remove, we have critical management studies, which serves to question the status quo, yet rarely moves beyond questioning to action that accords with its ethos. For example, though they bemoan managerialism, those (senior) critical management scholars who are good at playing the publishing game have little incentive to dismantle the current system as it benefits them.

Thus, some of my questions are: What sort of university do we wish to see developing into the future? Are we happy to work in institutions that are increasingly run as businesses, with business values trumping all others? What values do we wish to see prevail? And, assuming we wish to move away from the current path towards the university as business, how do we disrupt this path while at the same time steering the development of the university in a direction that fits with the values we wish to see prevail?

In terms of ideas, all that comes to mind for now is the need for interested academics to move beyond research to engagement in framing policy.

Exploring the Keys to Creating a Successful Independent Study Program

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This is my first time submitting a QIC document to the Research in Management Learning and Education Unconference. I hope that I'm including all the information necessary to evaluate my eligibility for participation in this event. If anyone reviewing my proposal wants further information from me, or would like me to resubmit this document in a different format, I would be happy to assist.

One topic that I'm especially interested in discussing at the Unconference is research on the use of independent study projects for course credit in undergraduate business education. While I have supervised a number of independent projects, I still feel unsure about the keys to leading and facilitating a successful independent study experience. I would like to research how others select and approve students for independent studies. Personally, I've generally only chosen students who were high performers in my "regular" classes. However, I wonder to what degree others have had success at leading independent studies with students who were not amongst the strongest students in terms of overall GPA, for example, but who still displayed a high degree interest in the subject matter. I've found that some of the same of students who appeared the most passionate and self-driven in my regular classes did not seem nearly as motivated in their independent studies. Some students seemed to view their regular classes as being more important, for instance. I would like to investigate how other faculty communicate expectations, give feedback, and grade independent studies. I have never before attempted to conduct pedagogical research, so I am hoping my participation in the Unconference will assist me in translating this admittedly broad set of issues ultimately into a well-designed research project. Some related topics in which I have experience, and which I think it would also be interesting to explore include undergraduate honors theses and internships (that require an additional academic component) for course credit.

I look forward to learning more about the past experiences and current research projects of other Unconference participants. As an assistant professor, I have limited teaching experience (and, as previously indicated, even less experience in management education research). However, I consider myself to be a good (and dedicated) teacher, and am enthusiastic about implementing new and more effective pedagogical techniques in my classes. For such reasons, alone, I am excited to find out about the other participants' research and findings. In preparation to starting my own management education research, I'm especially eager to learn more about research design options and journals dedicated to management learning. I have served as a faculty director of an undergraduate international business honors program, and am currently on my college's study abroad committee. Thus, I would also someday like to research how to better incorporate globalization and international themes into business education.

Examining Academic Vs. Applied Doctorates

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The role of formal education in general and of university education in particular is often discussed nowadays. We have engaged in this debate previously, arguing that although it is bound to change, university education is here to stay. We have developed a model of education, in which universities and corporate universities play complementary roles, and the competent practitioner develops going back and forth between the two. Most recently we are looking into further examining how this conception works at the doctoral level.

The outcome of the university is a semi-specialised cultivated mind. By semi-specialised we mean that it is not a balanced and comprehensive knowledge, but engineers can still read, know some history, and some of them will appreciate arts while others will play football with their friends. Some are more narrowly focused than others, but all of them will have knowledge limited to the part of their respective disciplines that can be taught and learned. At the university the students acquire the basic concepts of their disciplines, developing these concepts from scratch. These concepts are validated in an intellectual context by the means of thinking. Subsequently the students join various organisations, starting their working lives. At the workplace, and in the corporate universities, the previously acquired concepts are redeveloped, and they are validated in an applied context by the means of practicing. The practitioners then may occasionally go back to the formal education to acquire further concepts, either to cover new developments in their existing fields, or to extend their fields into neighbouring disciplines. Then they go back to the applied context, and so forth. In reality these phases will usually work with some overlap and often in parallel but the model is easier to understand as a back-and-forth process.

Currently we are looking into how these principles can work at doctoral level. In this sense the doctoral degree is different from the previous levels of education in being more driven by problem-solving. However, the primary goal of academic doctorate (PhD) is creating new academic knowledge. While developing a solution to a problem is a necessary component, the focus is the solution, it does not matter too much what problem is solved. In contrast, the applied doctorate is focused on the real-life problem, and it is necessary that this problem is resolved, while it is less important whether this solution creates new academic knowledge. Perhaps even more importantly, it does not really matter whether the solution is 'scientifically' validated, as long as it works in practice. Therefore currently we are looking into the possibility of creating an applied doctoral degree, outside the remit of the traditional academia, similarly to the relationship of corporate universities to the universities as academic establishments. This topic is both a research topic that we are tackling as academics, but at the same time also a 'real-life' project that we are trying to make happen.

“Conceptualising Curricular Space in Busyness Education: An Aesthetic Approximation and a Research Agenda

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“I remember my time at Bachelor Programme X as a non-stop whirlwind of activity, simply overwhelming” (postgraduate student).

I met this student a year after he had left my school. Shortly after, I attended a trade event guested by celebrity Danish entrepreneurs. One after another they repeated the same mantra: ‘If you want to create something new, make space every day to do nothing. Lie down, stare up at the sky’. Those two unconnected events made me wonder: where, in the midst of the whirlwind the student described, was the space so prized by these creative and innovative entrepreneurs? I was struck, and disturbed, by the harried and vividly sensory nature of his account.

Scholarship on the learning of creative and innovative dispositions stresses the importance of space in multiple forms: space for error, space for reflection and inquiry, space for questioning (Dey & Steyaert 2007). Yet curriculum design usually focuses almost entirely on the fill and form/structures (pedagogy) through which it is delivered. Indeed, the very notion of curricular space seems incongruous in an era where space is beleaguered in many contexts due to three tendencies: compression (more fill delivered in less time), dispersion (spreading of attention across various fields, as in interdisciplinarity), and direction or steering (predefined structures and learning goals). Space risks becoming synonymous with waste or unrealised maximisation potential in the neoliberal logic of efficiency and end-orientation that steers higher education today (Bennet & Brady 2012).

I would like to start a conversation about how we might conceptualise the curriculum as an aesthetic artifact capable of eliciting responses that impact learning. Seen through this lens, students’ experiences of curricula would become comparable to experiences of the arts, music and literature, and new dimensions germane to learning might slip into view, for instance the interplay of fill and emptiness, sound and silence, tempo & rhythm, as well as the sensations and emotions these evoke, which impact students’ engagement with the learning process (Hermansen 2005; Fineman 1997). I suggest that inquiry into curricular space is key to capturing these aspects. I propose that curricular space may be conceptualized in terms of dimensions, such as the following, that may either be produced or foreclosed by the curriculum: time-space; autonomy space; reflective space and cognitive space; and which together enable imaginative space which is important for innovative and creative thinking.

If business schools are to stay in business, they must presumably teach that which cannot be learned elsewhere, so in an era where busy-ness is seen as a ‘badge of honour’¹⁹ (Gershuny 2005), this means teaching the value of space in and of itself and not just by virtue of what it can be stuffed with. This should be a priority, given that innovative and creative abilities rely on more forgiving spatial dynamics: space to err, space for emptiness, passivity and unfocused reflection, and space to reach outcomes not predefined. My question is: how might we go about this, in an era of fill?

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