Unconference
Research in Management Learning & Education

INSEAD - Fontainebleau, France 2016

2016
Research in Management Learning and Education (RMLE)

UNCONFERENCE PROCEEDINGS

Conference Chairs:

Dr. Maribel Blasco, Copenhagen Business School
Professor Charles Fornaciari, La Salle University
Dr. George Hrivnak, Bond University
Professor Vijay Kannan, Utah State University
Professor Amy L. Kenworthy, Bond University
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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 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 2016 Research in Management Learning and Education (RMLE) Unconference 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 2016 RMLE Unconference at INSEAD in France, our goals were to:
- Share ideas about key research areas participants are interested in,
- Find answers and "paths forward" regarding current research questions or concerns,
- 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,* and *Management Learning*.

In terms of scope, the domain for this RMLE Unconference was the same as the three previous events which included management teaching, learning, education, and the contexts within which these occur. As a result, the included 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. These QICs were written as free-flowing thoughts which encapsulated any questions, ideas, and concerns participants had with respect to research in management education. The contents of this year's QICs were varied and rich, resulting in the following initial discussion group clusters (these assigned groups applied to our first discussion session only - after that we encouraged participants to organically shift/morph/adapt the groups based on their experiences and what they heard during the reporting back sessions):
(1) Evidence-based learning and impact assessment
(2) Structural issues in teaching and learning
(3) Pressing issues in higher education
(4) Rethinking the practice of management education
(5) Intra- and Interpersonal Issues in the practice of management education
(6) Learning and technology
(7) Diversity and culture
(8) Executive development and collaborative partnerships

Participant Contributors

We had 66 participant contributors attend the 2016 RMLE Unconference from 15 different countries across six continents. The countries represented by the attendees were Algeria, Australia, Canada, China, Colombia, Denmark, France, Ghana, Hungary, Ireland, New Zealand, Spain, Switzerland, United Kingdom, and the United States of America.

Event (Un)Structure

As this was an Unconference, there were only be two 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 any of our RMLE Unconferences is designed to be 100% driven by the people who are there - no presentations, just discussions. Again, as with any Unconference, the goals of this year's event 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 would take us. Unconferences are uncomplicated. They are about knowledge generation via a minimally-structured, highly-engaging, and participant-driven format.

Expected Outcomes

The outcomes from any Unconference are various in nature and organic in terms of growth. The 2016 RMLE Unconference was 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 that was generated during this event.

A Special Thank You

As with all of our RMLE Unconferences, we would like to thank our ongoing partner organizations, AMLE, DSJIE, JME, ML, & Bond University. This year, we were incredibly fortunate to partner with the INSEAD Initiative for Learning Innovation and Teaching Excellence (iLITE) team to have our event hosted at INSEAD's beautiful Fontainebleau campus. A very special thank you to Gianpiero Petriglieri, Annie Peshkam, and Anne Lorgeoux at INSEAD – we couldn't have done this without you!

Discussion Group "Eiffel Tower"

Evidence-Based Learning and Impact Assessment

Constructing learning: Exploring what learning is *in* the organization that in turn informs the learning strategy *for* the organization

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We would like to discuss a project we have been engaged in over the last 18 months, and we are currently writing up for submission to AMLE. The project is an inductive, qualitative study based on interviews with, to date, 51 "heads of learning" in multinational and global corporations. We would love to get feedback on the framing, findings, and contributions of the study. We would also like, more broadly, to discuss the importance of studying the leaders and leadership of management learning—as well as its outcomes and processes, educators and students.

Since Argyris and Schon's seminal work, much has been written about the precariousness of learning in organizations, and employees' simultaneous need and difficulty to learn and change. This precariousness is most clearly reflected, or more precisely, embodied, in the status of executives whose role it is to devise and implement corporate learning strategies. Chief Learning Officers are more and more common and influential and organizations, and at the same time need to constantly justify the value of their strategies and choices to an often skeptical and cost conscious group of colleagues in the executive suite. For all the popularity of learning initiatives in general, and leadership development ones in particular, those tasked to lead the work of learning have to demonstrate that it delivers value to the organization—determining and articulating what kind of learning serves it best, why, and how. Our study examines how they do so.

We focus in particular on how senior executives in charge of Learning and Development (L&D) construct learning in the organization, that is, on the process of crafting and articulating an interpretation of what learning is *in* the organization that in turn informs the learning strategy *for* the organization. Our findings suggest that despite having positions of authority and significant influence, L&D executives often experience themselves as *precarious professionals*, that is, members of the organization whose work identity is neither firmly nor entirely defined by an established professional community or by a clear organizational mandate. To make sense of their role, its function, and their experiences in it, the L&D executives we interviewed had developed interpretive frames that positioned them in relation to the L&D function, to the company's leadership, and to its employees as learners. These interpretive frames minimized their precariousness and affected whether they made sense of learning primarily as an instrumental or a humanistic endeavor—or whether they attempted to integrate both sides of this duality of learning purposes. These frames affected the interpretation of learning L&D executives espoused. They also, in turn, affected how these executives managed learning in their organization, that is how they devised portfolios of, granted access to, and defined success for, learning initiatives.

The L&D function has become common in organizations. Its authority to define why learning matters and what learning counts affords it significant influence on the work, if not the lives, of employees and on the culture, in not the fate, of organizations. It is therefore strange that it has received so little scholarly attention. Understanding the motives and interpretations that drives the leadership of learning, and shape the learning of leadership, we believe, is not only theoretically interesting but also of much practical relevance both for educators who often need to collaborate with L&D executives, and for managers whose learning depends on them at least in part.

Measuring the Impact of Management Education: What's the ROI?

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As educators we wish to have impact on our students. Or why bother? As program directors we wish to have lasting impact on the knowledge, behaviors and emotions of the participants. Or why bother? As consumers and decision makers on management education we hope to spend our precious funds and scarce management attention wisely and productively to the utmost benefits of the company. Or why bother?

It is not controversial to claim that the measurement of impact of management education, or that of just about any program of intervention, is of great interest. Indeed, the latest Davos trends show that Venture Capital investments aimed to ventures that seek to improve classroom effectiveness has tripled - passing the $1 Billion magic barrier for the first time. What is less consensual and indeed much more controversial is how to measure impact and to what extent.

A review of extant literature and findings shows some interesting findings and encouraging results but there is unfortunately little in terms of conclusive reproducible tools that are both rigorous and practical. We're working on this right now.

We start with a simple but lofty design question: Can we produce a single number (in any currency) that would consist on an agreeable, "objective" estimate of the return on investment in management education? We also go beyond a provocative lofty question we offer some concrete suggestions. But before we get concrete, let us start with a story that inspired us to pursue what some would consider a lofty but quixotic endeavor.

Eight years ago in the midst of the financial crisis we feared that one of our flagship programs was about to be cancelled. Indeed that company (which can be found in 155 countries employs more than 174,000 people across a range of disciplines) had cancelled or suspended or as it was fashionable at the time "postponed" most of its programs. Despite extremely positive participant feedback, unless one could make a really watertight case for value the program would be cancelled. To make a long story short, the program was unexpectedly renewed despite the dramatic hard times. Why? Because the chairman in his closing words at the last module provided a concrete number about the benefits that the program projects could bring to the company - and that number was much, much higher than expected (between 60 and 600 times the cost of the program).

The bottom line is that we now realized that we could estimate the economic value of the outputs from the program (in this case projects) and report a number that would answer the question of return on investment and allow for productive conversations with the client, rather than bickering about cost and marginal savings.

Then we made another discovery in our interviews: networking from the program created opportunities to resolve tough issues through relationships rather than through arm's length discussions and costly organizational arrangements.

Finally, there are the impacts on the individuals themselves. For example, we can estimate the value of changes in emotions that signify retention, the value of added knowledge and skills, the changes in their behavior which makes them more effective, "easier to work with," or "easier to work for."

In short we believe that we could add up three kinds of impact (ROI) from executive programs: Impact on the company, the network, and the individual him/herself. Imagine the conversations we could have if we were able to really provide credible estimates on the value of executive education to our clients. Imagine the results if our colleagues in business schools knew what we could collectively do.

On the Folly of Hoping for a Learning Mindset While Rewarding the Performance Mindset in MBA Programs

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We hear it all the time: as the world changes rapidly around us, future employees need to have skills in adaptation, learning, and innovation. Learning how to learn is more important than learning specific skills and concepts in IT, Finance, and Marketing—which become dated and even obsolete within a few years of acquiring the skills. Many of today's top in-demand jobs barely existed 10 years ago (e.g., cloud services specialist, digital marketing manager) (see "Did you know" youtube link below). We talk the talk about creating a **learning mindset**, but we don't walk the talk: the blueprints for many MBA programs reinforce a **performance mindset**.

What is a Learning Mindset? Dweck and her colleagues describe it this way: "The distinguishing feature of geniuses is their passion and dedication to their craft, particularly, the way in which they identify, confront, and take pains to remedy their weaknesses" (Good et al., 2007). It's a bout growth, recognizing a need to always be learning and taking unconventional approaches to look for answers to old and new problems. People with a learning mindset are comfortable with ambiguities and contingencies—an outlook that is more necessary than ever—and will work harder when confronted with a difficult task, because they know intelligence can be developed (Dweck, 2008a).

The performance mindset, by contrast, is about looking intelligent at all costs, retreating or hiding from difficult tasks, blaming failure on others, and showing fellow students or employees "how good I am" (Dweck, 2008b). This mindset is reinforced by the focus on assessment and pressure for perfection. It characterizes how in elementary schools, teachers "teach to the test" to ensure they don't lose their jobs or school funding; how in high school, students must take tough classes and get top grades in order to get into a good college; and how in college, students must have certain minimum GPAs in order for recruiters to talk to them.

This issue is more pronounced in engineers and other entrants with technical backgrounds (who learned that THE answer is in the back of the book). They enroll in an MBA program to ascend the corporate ladder, but struggle with the "it depends" nature of classes informed by "soft" (as opposed to "hard") sciences. Our pedagogical approach-- case-based discussions, experiential activities, and simulations—is designed to help students increase their comfort and confidence in a leadership role, but ultimately, the students receive a grade and the "performance mindset" is reinforced. We would like to address this dilemma, and offer the following incomplete list of questions as a starting point.

- Is it possible for students to complete an MBA without changing or further entrenching the performance mindset?
- How can we teach concepts while also teaching students how to learn?
- How can we provide frameworks that go beyond the right answer to consider multiple perspectives and implementation considerations (e.g., the balance sheets say yes to merging, but the cultures are vastly different)?
- Do some of our frameworks suggest a right answer, e.g., evidence-based management?
- Do we have to give grades? What about using pass/fail and providing feedback? What are the implications of this?
- What happens when students leave a class where learning mindset is encouraged and enter a class where the performance mindset is encouraged? Do we try to change this, or do we accept that some disciplines are more/less aligned with a learning mindset?

- In attempting to emphasize intrinsic over extrinsic motivators for students, by de-emphasizing performance, will we be encouraging mediocrity?
- Can emerging research on wisdom (e.g., Chicago University's Wisdom Project, see link below) inform this debate?
- How do we create a learning environment that emphasizes malleability and supports vulnerability and mistake-making (e.g., psychological safety)? And, how can we do this if external pressures (e.g., parents pressuring school administration to force grade changes, recruiting companies setting minimum GPAs) run counter to this goal?

We expect a lively debate!

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https://www.youtube.com/watch?v=uqZiIO0YI7Y, based on the work of Karl Fisch and Scott McLeod, in their famous "Did you Know" video and complementary materials here: https://shifthappens.wikispaces.com/

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Rationality and Evidence-Based Practice: Exploring Assumptions

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"To want to tackle everything rationally is irrational."
(Ilyas Kassam)

An important conversation in our field is the focus on "evidence-based" approaches (Rousseau, 2014). We urge managers to use evidence-based practices (Pfeffer & Sutton, 2006) and we encourage management educators to engage in evidence-based teaching (Rynes, Rousseau, & Barends, 2014). I fully support the need to avoid management fads or "half-truths" and rely instead on "hard facts", as Pfeffer and Sutton (2006) put it. But I am concerned that the evidence-based focus risks itself to turn into a half-truth or fad if it does not take into account human processes that limit the power of evidence. Morrell and Learmonth (2015) have already raised some good questions against the evidence-based management "slogan", encouraging instead plurality and intellectual flexibility. I am concerned with the evidence-based movement's implied assumption that students and managers ought to respond to research evidence in a perfectly rational manner. Is it wise to operate under this assumption when extensive evidence (sic!) (e.g., Kahneman, 2011) suggests otherwise?

In a recently published AMLE article, my co-authors and I show that students might not always accept well-documented research findings due to self-related processes (Caprar, Do, Rynes, & Bartunek, 2015). Other authors have also made theoretical arguments suggesting that students can disengage from learning due to identity-related processes (Lund-Dean & Jolly, 2012), or due to how this evidence is read (Trank, 2014). In other words, only focussing on providing solid evidence is not enough. Management theories and findings, by their nature, are likely to have "personal" implications, or to become "self-relevant". Such information is likely to be subjected to motivated processing that could significantly influence the extent to which well-researched evidence is accepted.

While we provide in our article some speculative solutions to this potentially important challenge in management education, I believe there is scope and need for further exploring the nature of this challenge, and most importantly, identifying ways in which we can mitigate it. I would love to learn from others about any relevant experiences, what – if anything – they do in addressing this potential challenge, and what other theoretical and practical insights we should engage with in terms of ensuring that our research findings are well-received by students and managers.

Last but not least, I think we should also reflect on whether such self- and identity- related processes influence our own work. Are we perfectly rational when assessing a paper that challenges something we wrote or believe in? What might influence our choices with regard to the evidence we decide to include in our teaching? Are we ready to explore how our own academic self and identity play a role in our pursuit of evidence-based management and teaching? I certainly hope so, and I think the AMLE Unconference would be an excellent context for discussing such questions, ideas, and concerns.

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Discussion Group "Notre-Dame"

Structural Issues in Teaching and Learning

Lessons From The Management 101 Project
What Should *EVERYBODY* Learn About Management? … and How? … and When?
{An Experiential Learning Adventure . . . from INSEAD to INSEAD in 55 years.}

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Our job—in the Management 101 Project (see: http://www.bucknell.edu/MGMT101.xml) and in Management Education in general—is to help each other learn. That job requires faculty and students, working together, to make grounded decisions about *contents*, *processes*, and *people* and about the critical relationships among—and the endlessly fascinating gaps within and between—the results of those decisions. Important lessons we've learned from our decisions, good and otherwise, during our half-century-plus experiential learning adventure continually provoke deeper, more captivating questions and concerns. I look forward to sharing experiences and shaping action research agendas for the inevitable gaps in our work-in-progress.

WHAT should we learn?:

The **content** of Management Education is embodied in our discipline's texts, journals, syllabi, program curricula and (sub-)disciplinary networks, on an overwhelming torrent of cases and anecdotes from popular media, and on our most pressing current learning agendas. Our task is to select, organize and transform this rich, complex and fragmented body of knowledge, so that its essential themes—*Effective Projects, Efficient Methods*, and *Caring Communities* —serve both as coherent and valid foundations for further learning and responsible action, and as dependable guides to further research. Our project's greatest **content challenges** are about what we do NOT need to know *here and now*, so we can outsource those contents, or put them aside for later, for study… or forever. The bane of every content educator's existence is *anupholsteraphobia*: our *fear of the lack of coverage.*

HOW should we learn?:

Our pedagogical **processes** reflect (or defy or compensate for) the fashions and fads of our own educational experiences, constrained by time, resources, and institutional commitments. Our common commitments include access to current texts, best practice models, cases, and anecdotes from experienced practitioners and academically qualified instructors; abundant, stimulating institutional support; and above all, trust in the pedagogical power of active group discussion and debate.

MG101's methods are grounded on the central principle of experiential learning: People learn most from making sense of the consequences of their own decisions and actions. We learned, for example, how to manage the scope, frequency, and scheduling of recursive → *Experience → Reflection → Design →* experiential learning cycles, so that we could reliably observe and describe "what just happened that *really matters.*" We learned how to extend time horizons of experiential learning cycles *backwards and forwards from performances,* so we could critically identify sources and assumptions, make sense of those observations, and develop action plans that could usefully guide subsequent experience or, at least, provide valid data for new Reflection and Redesign. Most importantly, we borrowed storytelling, public speaking and theatrical techniques to help students link recursive cycles into coherent and memorable lessons. How can we make even better use of active, experiential methods?

WHO needs to learn?:

The MG101 Project's most important commitment is to address learning needs in a single *general education* course. MG101 serves students without significant full-time work experience and without well-informed commitments to particular career paths, and who have no prior formal management education. Our challenging **people** issue is to leverage, rather than ignore (or worse, suppress) interpersonal, social and community issues—including student/staff/faculty/client interactions — by surfacing and exploring signals,

almost always surprising, as potent opportunities to learn about what people bring with them to their own content, process, and people decisions. How can we draw upon a seemingly limitless array of resources to do this better?

Our overarching questions are about how we can, and should, engage each other to think critically about what it means to collaborate with and to conduct the cooperative affairs of others; to learn how to learn so we can manage ourselves; to experience, assess and remember some of what it takes, beyond "common sense," to organize and manage; and to grapple with the question of what's worth managing.

Flipped classroom – too much of a good thing?

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In recent years, higher education institutions have actively introduced and promoted the use of a flipped classroom. Proponents have touted increased engagement, deepened learning, and reduced stress. Opponents have countered with not challenging enough for high achieving students, nothing more than a video version of "sage on the stage", and increased use has resulted in more levels of student stress.

What about students? What is their perception, particularly in instances where they have a number of classes that have been flipped? Informal feedback from students has been mixed:
- I feel my instructor has downloaded all the learning to me. What are they doing?
- I find that there is so much group work, it is a waste of my time. I'd prefer to just get a lecture – that is more direct and I know what it is I'm to learn.
- This type of learning is fun, but not much more than that. We get to explore ideas but it is a convoluted process to get to the conclusion. Even though we have a summary session by the instructor, I can't help feeling there is a more efficient way for me to be using my time.
- It seems like everybody is doing this. I'm getting sick of the same delivery process for all my classes. Lots of preparation on my own, get to class and there are people who haven't looked at the material, and then we're supposed to actually learn something. I hate it.
- I find many classes very stressful. This subject isn't all that interesting to me and I have trouble understanding it anyway. When we get to class, I can't contribute much, I don't really understand the exercise but others seem to. I find it really embarrassing and stressful. I'm not stupid, I come prepared, but I just don't get it and my group members aren't teachers.
- I like the idea, if I can't figure out the problem(s) or just don't have time, I just take a screenshot and post it on facebook, somebody will give me the answer.

How do we, as educators, refine the flipped classroom so that students who are struggling with the material are not turned off by the approach and/or stressed by the thought of being "outted," even though they have done the requisite preparation. How do we ensure the high achieving students are being challenged to advance their knowledge further?

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 an 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.

Design Thinking That Works:
An Exploratory Study of its Impact beyond the Classroom

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Design Thinking as Context

Design Thinking methodologies have the potential to enrich Business Schools' courses combining techniques from Art and Engineering to enable their students to approach business problems in novel ways. Companies increasingly rely on them also for in-house training. Students love these courses and the interactive, fast, tangible experiences they enable. Yet, we know very little about the transferability of what is learnt. Once out of the classroom, when students become managers again, do they take different decisions? Or do they take the same decisions differently? Our objective is assessing the transferability of lessons learnt through design thinking methods. Our team is engaged in a variety of such courses. We intend to take stock on our own experiences as mentors and participants to Design Thinking courses to develop the categories and methods we need to reliably evaluate these classes, and what skills they actually enable our students, and ourselves, with.

Students' and Teachers' Transformation

Besides the 'technical' learnings of the Design Thinking experience, i.e. prototyping and rapid ideation exercises, a social environment is created in which mistakes are accepted. Our students consistently highlighted the atmosphere in class as one of the most decisive –and original- components that enabled them to generate out-of-the-box ideas. From a teacher-viewpoint, the development of this 'judgement-free'-like atmosphere stands out as crucial success factor. And a very difficult one to implement. Short warm-up games in the beginning and the playground-like lecture room, lay the foundation to open up and leave institutionalized ways of problem-solving and team interaction behind.

Yet, it takes time and effort. Students still expect to be evaluated. Teachers still tend to fit the role of content-expert. Towards the end of the term, when students walk around with sitting cubes on their heads during group discussions, one can observe and breathe a different atmosphere. An atmosphere that allowed everyone to share their thoughts in an unfiltered way without worrying about the perception of everyone else. Curiosity and intuition were put in the foreground and the generic ruling-out of ideas that seemed unfeasible was unwanted. Yet, we know little about how to transfer such an atmosphere back in daily professional life.

Method and Approach

Empirical evidence on concepts that explain how Design Thinking works is limited; much less so the transferability into our professional lives (Johannson-Sköldberg et al., 2013; Seidel and Fixson, 2013). This mainly stems from the multi-faceted nature of the method. For that reason, we want to tackle this issue with a study design that follows triangulation. In collaboration with a medium-sized manufacturing company, we plan to collect data before and after a design thinking workshop. Besides the pre and post dimension, we want to include in the sample also employees who did not participate in the Design Thinking intervention to account for behavioral changes they observed in their counterparts (if any).

Potential methods include observations, learning diaries, interviews, cognitive tests and data from wearable sensors. In terms of cognitive tests, we can built on past initiatives of our group, such as our neuropsychological task battery (Laureiro-Martinez, 2014). Behavioral changes in contrast could be analyzed through wearable sensors (i.e. wristbands or badges). Such data possesses the ability to uncover instinctual reactions and to complement retrospective self-reports and cognitive metrics (Chaffin et al.,

2015). Sensors generate physical metrics (i.e. heart rate), capture changes in speech (i.e. consistency), activity level (i.e. body movement) and geographic position (Mast et al., 2015).

Time for Reflection

By attending the RMLE unconference, we would like to discuss the overall methodology and, more specifically, the relevance of sensor technology for the Management education community. We would also appreciate the exchange with scholars who focus on the evaluation of learning interventions and the transferability phenomenon. Feedback on our measurement repertoire would be helpful to setup a robust design that potentially enables us to understand why the transfer of lessons learnt comes with such a high failure rate.

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Ethical Considerations of using Engaged Learning Practices in Large Classes

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Engaged learning opportunities have become powerful foundations upon which students build lifelong skills and organisational capacities. Research that explores learning strategies and chronicles students' most important learning experiences advocate for active and experiential[1] teaching practices (e.g. National Association of Colleges and Employers, 2015). Engaged experiences can include any form of collaborative learning activities, such as class discussion, break out group work, self-assessments, community-based and service-learning, role-plays, simulations, and mentoring. In this context, engaged learning is forged through relationships between and among instructors, students, and internal and external stakeholders. Encouragement from a variety of sources that faculty should use engaged teaching methods has grown louder over the last decade, particularly from external stakeholders such as Government and accreditation bodies. At the same time, difficult economic circumstances continue to batter higher education. Institutions of all kinds are seeking instructional efficiencies and carefully managing revenue streams; realities that engender and permanently embed increased class sizes. Calls to integrate engaged learning opportunities in large college/university classes are quite new, and challenge our ability to craft collaborative environments with those students. Students themselves may sometimes indicate preferences for lecture-based classrooms, presenting a somewhat counterintuitive signal for those committed to the deeper learning offered in engaged methods (e.g. Symonds, 2014).

The genesis for this submission comes from the experiences of trying to implement engaged learning into a large class (N = 220), and facing logistical, institutional, and ethical issues. There are many issues to canvass in transforming a lecture-based course into an experiential one, and effectively reducing the "control" one has over their classroom/lecture theatre. However, for the purposes of this submission the focus is on applying ethical principles to the use of engaged learning techniques in larger classes.

These ethical issues relate to, for example:
- Gaining informed consent from students engaging in class sessions where their behaviour could be manipulated or coerced through the use of simulations, role-plays, activities, etc (that is, in situations where the actual purpose of the activity is not initially disclosed to students).
- Sensitivity to personal discomfort in a large class environment, and 'doing no harm' e.g. calling someone out for their behaviour in front of a large crowd even if reminded that the focus is on in-role behaviours, not the person. What impact does this have on affording dignity and longer term social and emotional impacts? How can a sole instructor/lecturer manage individual student welfare in a large class if there is fallout (e.g. external ridicule) from the experience?
- Under a professional duty of care paradigm, is it negligent to make students responsible for their own learning in an active-oriented, large-class environment?
- Is participation during in-class active sessions truly voluntary when the course is required for their major, and assessment is based on participating in the activity? Demand for participation may disrespect learning-impaired or very introverted students. Can they withdraw from the activity and is to feasible to provide alternative assessments within the large class structure?

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[1] For the purposes of this summary, "engaged" teaching and learning will be used as the umbrella term under which other descriptors such as experiential, relational, collaborative and active learning techniques fall, following the standard language of the National Survey of Student Engagement research work (2014).

- How do we create norms of confidentiality of disclosures in a large class?

Fundamentally, engaged learning is about processes relating to human change and development, and invariably involves some degree of personal, professional, and institutional risk. We seek diverse teaching experiences so our students can learn beyond textbook content. How can this be done in a large classroom in a way that mitigates risk yet allows an institution to meet its objectives (via graduate profiles, accreditation bodies, etc)? The transformative power of engaged learning can offer much promise, but it can also create much predicament too!

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Learning by Doing to Become an Effectual Entrepreneur: The Case of the Bachelor for Young Entrepreneur at EM Strasbourg Business School

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Since the first class of entrepreneurship given in Harvard in 1947, the number of universities around the world that are offering courses or dedicated programs in entrepreneurship has never stopped to increase (Katz, 2003; Fayolle, 2003; Carrier, 2009). A reason could be that higher education programs in entrepreneurship help our societies to overcome major challenges related to economic development (Bechard & Gregoire, 2009.) In other words, these programs should provide students with competences that will help them to develop potential for growth creation. Studies have showed that lectures, case studies or even business plans are still the most used tools to teach entrepreneurship (Rondstat, 1990, Bechard & Toulouse, 1991, Solomon *et al.* 2002, Carrier, 2009). However, the relationship between a good business plan and the success of an entrepreneur has not been established yet (Reid & Smith, 2000; Carrier et al. 2004, Zinger & Le Brasseur, 2003, Carrier, 2009). Moreover, there are little discussions around dedicated pedagogical approaches to teach entrepreneuship in higher education (Bechard & Gregoire, 2009). In this perspective, there is a need to question the quality of pedagogical approaches and innovations in the success of higher education program for entrepreneuship to train successful entrepreneurs.

Sarasvathy's work on entrepreneurship has given a new perspective to the kinds of reasoning and activities deployed by entrepreneurs in their business start-up process (Sarasvathy, 2001). The author suggests that the most successful entrepreneurs are those who adopt "effectuation logic" rather than a causal one (Sarasvathy, 2001a,b, 2003). The effectuation process focuses on both the entrepreneurs' ability to combine existing resources and their capacity to exploit the contingencies of their environment to achieve their goals. Sarasvathy describes an effectual entrepreneur as involving who he is, what he knows, whom he knows and what he wants. An effectual entrepreneur focuses on experimenting as many strategies as possible with limited means. He then works toward obtaining the pre commitment of stakeholders to his projects. In the effectual approach, in contrast with the causal approach, there is no need for a business plan to be written, any sort of vision to have, or any financial support to be able to start a new venture.

For the purpose of our study, we adopt Sarasvathy's perspective of a successful entrepreneurs to be an effectual entrepreneur and focus on the "learning by doing approach". The objective is to understand to what extend the "learning by doing" is a potential approach to teach effectual entrepreneurship. In other words, this study aims to determine the relationship between the learning by doing pedagogical approach and the effectual entrepreneurial process. Therefore, an exploratory and comprehensive qualitative study has been conducted based on interviews with students and alumni from the Bachelor for Young Entrepreneur at EM Strasbourg Business School. We have also collected secondary data on the program structure, content and pedagogical tools using dedicated documents. The expertise of one of the authors as head of the program also provided us with an insight about the program's design and objectives.

Our first results show that some pedagogical tools help to develop effectual abilities like leadership, work in group, creativity, self knowledge, listening to customers, adapting to contingencies, involving stakeholders. Those competencies are developed through the involvement of students in the company

they created. Students have no teachers but are coached by dedicated persons with whom they establish a student learning contract and assess the acquisition of 21 competences described in an assessment template. Students are also required to write "Motorolas" which are papers centered around 4 questions 1. What happened well?; 2. What happened less well? 3. What have we (i) learned?; 4. What action are we going to put in place? The Motorola develops students' awareness of who they are, what they have and what they know, which can be related to Sarasvathy's features an effectual entrepreneur needs to have to start a new venture. Moreover, marketing competences are centered on selling, listening to customers and communication. Causal competencies linked to the business plan construction are also developed in the studied program. In fact, students learn how to develop their venture in accordance with financial statements and strategic tools. But conducting market research, a central competence for a causal approach, is not developed in the program.

Thus, learning by doing can be a way to teach effectual entrepreneurship. But causal competencies may also be useful for entrepreneurs. A limit of this research is that some active students may still fail or not launch a real organization.

Questions:

Teaching perspectives
Can entrepreneurship be taught? What are teachers' roles in teaching entrepreneurship? Is there a difference between a teacher and a coach? To what extend is it possible to change teachers into coaches?

Pedagogical tools
What are the pedagogic tools useful to teach entrepreneurship? What are the causal/effectual tools useful to teach entrepreneurship? Among effectual characteristics are some more important than others?

Methodology
Is the methodology appropriate to the study? Is it enough to interview 15 students? How can we value the expertise of the program director?

Students/entrepreneurs perspectives
What do students need to know to be successful entrepreneurs? How to transform students into entrepreneurs?

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Discussion Group "Arc de Triomphe"

Pressing Issues in Higher Education

After management learning, what?

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Whilst we don't want to be so melodramatic as to suggest that management learning, as a field of research, practice and theory building is *dead*, there are some signs (at least in the UK) that it is no longer thriving. The last two years have seen the suspension (with no plans to resurrect) Lancaster University's long-standing and influential MA in Management Learning. University managers have cited lack of student numbers and interest from academics in the innovative pedagogical programme that has attracted generations of post-experience students who were practicing learning and development professionals. In an allied move the Department of Management Learning and Leadership has been renamed to remove all references to learning. A change that arguably assists the School (like many other Management Schools) to portray itself in standardised ways that help marketing efforts, but also move it towards greater levels of conformity that also reflect reduced risk taking. Management learning is too 'niche' for the new realities of the business school.

Ironically, this has happened at a time when there has been an apparent resurgence of interest in university graduates who are critically reflexive, self-aware 'lifelong learners' who are responsible and ethical practitioners. All things that should strengthen the idea of 'management learning' with its traditional pedagogical interest and focus on critical reflexivity, practitioner ethics and self-awareness. The move away from learning also occurs at a time where there is national, and international, interest in teaching excellence.

However, even the field's flagship journal, Management Learning, resists categorisation as a pedagogical practice journal, seeking to rise up the journal rankings by publishing more critically reflexive and sociologically challenging papers around learning, managing and organising (Cunliffe and Sadler-Smith, 2015). Perhaps there is an argument for reverting to the pre-1994 title of Management Education and Development rather than continuing with appeals to a concept of *management learning* that no longer has a firm foothold in management schools, education or target student markets at post-graduate level.

If we are at another cross-road in terms of research focus, dissemination aims and teaching priorities in respect of the idea of management learning we can think of no better forum with which to start the conversation than the forthcoming Unconference. If there is to be another incarnation of management learning's interests and concerns we think it will be the ideal gathering of people to have that discussion. Has the field followed leadership into a blind alley? Has it followed the political agenda into employability? Is it time for a rebrand or a reboot? What are the ways in which we can collectively shape the scholarly agenda in the period *after* management learning?

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Unteaching: An Oxymoron or the Key to Effective Management Learning

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Unlearning has been evident as a concept within management learning for over thirty years - 'understanding involves both learning new knowledge and discarding obsolete and misleading knowledge' (Hedberg 1981, p3). From authors such as Nietzsche and Bergson writing over a hundred years ago, to contemporary writers (such as Mena et al. (2015) and Leal-Rodríguez et al. (2015)), the importance of unlearning has been established in the process of ongoing learning. Yet, the question of what this means for those who are involved in teaching (and unteaching) managers seems rather under-explored.

Unteaching (sometimes defined as causing others to unlearn) remains a nascent term with some exploratory approaches described by teachers in blogs or similar communications. It emerged for us at last year's unconference during a couple of lively sessions focused on management education. Stimulated by the "un" prefix we explored approaches to teaching and facilitation that we felt were effective in supporting managers to deal with an age which is characterised by huge uncertainty created by unprecedented and unforeseeable change. Hence we take a broader view of unteaching.

From our own experience working on postgraduate and doctoral management programmes, unteaching is not about the syllabus. For us, unteaching captures the possibility of teaching differently, not teaching different things. At last year's conference we explored what unteaching constitutes; and importantly whether it represents a new approach that can be accommodated within 21st century business schools. Each member of the group was able to relate specific examples and from this emerged some tentative concepts and conclusions. Rather than transfer, transmit and tell we need to engage in brokering, navigation and dialogue. The skills of teaching must be supplemented by facilitation, guiding reflection and emphasising application.

One particularly stimulating topic debated at our conference session was the contrast between teaching explicit knowledge and uncovering tacit knowledge; we concluded the latter needs to be surfaced, shared and simplified. We considered how the balance between these two knowledge types depends on the audiences ranging from undergraduates, pre-experience and post-experience masters course members to doctoral programmes and executive education workshops.

To illustrate this, an academic colleague teaching in a business school had successfully created and delivered up-to-date relevant material for pre-experience post-graduates. When he then had the opportunity to convey this to a post-experience group, he felt the energy drain away and it left both him and the participants disappointed. A year later, after feedback on unteaching, he ran a similar session with fewer targeted concepts designed to stimulate interaction rather than give answers. It was a lightbulb moment for him and the results were better all-round.

Another example was inspired by the discussions at last year's unconference to experiment with "improv-teaching". Post-experience postgraduates were presented with the syllabus and encouraged to set the agenda, deciding what they needed to learn to meet their own objectives. The group responded positively and were able to steer their own learning through ongoing dialogue. Feedback from the participants indicated the four days were fun and that they had learnt a great deal. Assessed outcomes suggested that their learning was aligned with the objectives of the course.

Looking ahead to this year's conference, and with the active encouragement of the organisers, we wish to build collaboration, conceptual frameworks and case studies. Our view is that unteaching sits very well in the RMLE Unconference and can enhance the relationship between universities and managers by making both better equipped to deal with a new, fast-changing and more complex digital world.

Exploring the craft of leadership development

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My primary area of interest is understanding and challenging business schools' role in developing (or not) leaders who are equipped practically and psychologically to lead in the diverse and fluid organizations that characterize the world today. In particular I am committed to questioning the current narrative in business schools, and its accompanying pedagogies, that either reduce leadership to a skill set or to a personal virtue. In a recent article published in AMLE, a coauthor and I questioned whether business schools could move away from the current stance which we argue dehumanizes leadership, and instead humanize leadership by placing questions about the meaning of leadership, and of leading and following, at the heart of scholarship and pedagogies. This implies taking a more experiential approach to leadership developing that involves working with leaders' own experiences of how their leadership unfolds within groups.

During the RMLE Unconference, I would like to deepen these discussions with a group of scholars who have a diversity of perspectives on how and with what purpose business schools develop leaders. Specifically, I would love to be part of discussions that tackle some of the following questions / concerns:

1. Our experience has been that while many businesses are searching for leadership development that takes a humanistic approach, business schools themselves tend to be more resistant. What is the experience of other participants in this? Have people found a way to co-exist in creative tension with other more positivist perspectives?
2. How can we develop doctoral students in a way that they have the skills and sensitivity to facilitate reflective and experiential leadership development courses? Is anyone already taking steps to do this? And in particular, how can we / do people already work in tension with the dominant positivist discourse?
3. From my perspective, technology hinders rather than helps leadership development that is conducted from a humanistic stance. What do others feel about this? Do people have rich examples of technology that can actually help people to make meaning from their situation?

In addition to these topics I would love to get feedback from fellow participants on how to push our ideas further and reach a broader audience, in particular business school professors who are not familiar with research on management education, and companies who send their executives to business schools.

Is Teaching Preparation in Business Doctoral Programs Effective?

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Based on a study of North American doctoral programs, an in press article in **the Journal of Management Education** argues that doctoral business programs should devote more effort to training their students how to teach than they currently do. Far more emphasis is given to developing research skills than teaching skills, yet most graduates will spend at least as much time teaching as they do "researching" in their professional career**.** Yet, however much we agree with the argument, and we do in fact agree, the authors of the article present no evidence whatsoever that effort spent preparing students to teach actually produces better teachers or substantively improves student learning once they begin their faculty careers.

Question #1

We would like to stimulate a discussion in Fontainebleau of possible research designs to address the issue of whether teacher training in doctoral programs does indeed yield better teachers. We would like to explore how we can discover the impact of training methods and amount of training and qualities of trainers and/or training materials and pedagogy. Furthermore, we would like to examine how we can learn about the role of student interest and expectations on the efficacy of training efforts. Discussing these and similar questions could lead to concrete research designs/programs to substantiate the argument that more teacher training is needed in doctoral programs in business and what the nature of such training should be. Or not, if the research results indicate that it doesn't matter.

Question #2

A key antecedent of doctoral training is doctoral student *selection* - and we would like to stimulate discussion there as well. Traditional methods of assessing candidates for a doctorate in business have been focused largely on predicting academic and research success. But are those traditional criteria predictive of teaching performance as it contributes to success as a professor? We think it is time to re-think whether we have the right admission criteria and seek to better ensure that our admission criteria match our excellence criteria.

Question #3

#3A) To what degree does substantial classroom teacher training for business doctoral students increase their "self-efficacy" as classroom teachers when they start their first academic position where teaching is expected as compared to the self-efficacy of a new business professor who has had no classroom teacher training in his/her doctoral program?

#3B) Is there a relationship between the self-efficacy scores of new business professors and their scores on student evaluations and other measures of teaching effectiveness?

Concern #1

Should we assess who pays or ought to pay for classroom teacher training? The doctoral granting institution, i.e., the Ph.D. program, the receiving institution, i.e. the employer, or the individual, i.e., the new professor? In addition to paying the freight, there is the issue of who then has control over the training "curriculum" and who should have the responsibility of monitoring and maintaining "quality" control?

Concern #2
What is the responsibility of AACSB (or other accreditation agencies) in establishing a set of "core classroom teaching competencies" expected of accredited schools of business via the accreditation process? Doing so would increase the leverage for those advocating for a serious assessment of *faculty teaching input instead of evaluating only student learning outcomes.*

What might be an optimal level of accreditation emphasis on classroom teaching competencies that would be acceptable to business school deans while at the same time allow for pedagogical creativity and autonomy for their faculty?

Discussion Group "Palais du Louvre"

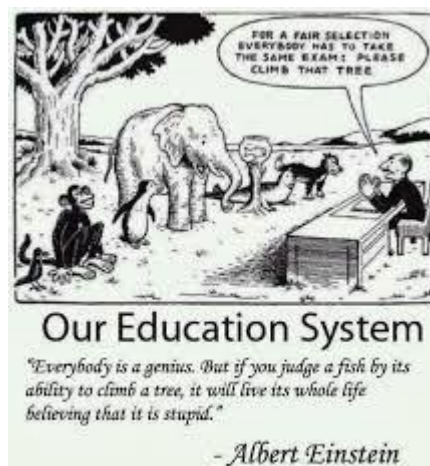**Rethinking the Practice of Management Education**

Enhancing Performance in Schools of Business through Expression and Interpretation

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Recently I tried to update my Activity Insights forms with some new additions, notably a Pecha Kucha at a European Conference for the Scholarship of Teaching and Learning. I asked the business librarian how to list it properly? Then I asked my chair where to put it? No one had an answer. I noticed that my university has an option to list Performance under Intellectual Contributions but when I asked the Chair why there was no listing for Performance *at the Business School*, where I teach Management, he responded that 'at the Business School we do not perform'. I am presenting/performing a Pecha Kucha at our upcoming university unconference, whose unconference title and raison d'etre we gleaned from you.

Here is a question, and some associated thoughts I have, that I would love to discuss with others at the 2016 RMLE unconference:

Why **is** there no recognized space for performance at the business school? Whether the performance is visual essays, photo exhibitions, painting, singing, papier mache or pottery, all artifacts students have produced for my classes, why is there no body of literature developing around these fuller expressions and interpretations in the business school? In fact, Bell & Davison, 2013) suggests that there may actually be barriers to these deliverables, embedded within the traditional language of what constitutes intellectual contribution in a business school. Students are producing mind boggling interpretations, bricolage, and increasingly proficient with a variety of media to produce images, illustrate concepts, locate contexts, develop web pages, films, graphics and use of multi-media to more fully express themselves, there seem to be few academic venues or assessments for this demonstration of a significant learning experience (Fink, 2013). Bell & Davison (2013) have compiled studies of barriers to theorizing, producing or assessing these artifacts. In our discussions I would ask other participants to consider these and other known barriers to the visual and examine anecdotal evidence of students' engagement with content through visual tools, including conversations with students and faculty. For those interested in experimenting with new assessment methods, Future Work Skills 2020 identifies ten critical work skills not usually assessed in the classroom. This research collaboration identifies skills like sense-making, media literacy and especially for this context, a design mindset. Perhaps it is because learner centered and developed materials, images and artifacts may fall under the category of 'disturbing the peace' as described by Mack (2013): Those involved in such aesthetic inquiries create disturbances in learning's historical ways of knowing and may require new ways of seeing a harmony previously invisible.

Our Education System

"*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.*"

- Albert Einstein

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Integrating Liberal Arts and Management Education

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Despite its popularity, many observers, both inside and outside management education, believe that there are important doubts that management education needs to address both for its own sake and for the welfare of its graduates and our society. One of these is whether management education serves the traditional task of higher education – to educate citizens for democracy (Whitehead, 1929). To the extent that the core educational mandate of business schools, as they often claim, is to develop effective and wise leaders, this task is especially important for them. The role of liberal education, where the skills and proclivities that support the goal of citizenship are traditionally taught, should be reconsidered in the management curriculum.

A recent report from the Carnegie Foundation for the Advancement of Teaching (Colby et al, 2011) argues that management education generally does not do a good job of preparing students to assume leadership roles in a changing, globalized world, in which complexity and uncertainty are ever increasing. The main source of the problem, according to the Carnegie report, is that management education is overly technical, with too little attention to developing what the report calls "practical reasoning." For example, managers need to consider principles of justice, tempered by knowledge of cultural and historical context, in deciding how to balance the interests of shareholders, employees, customers, and society at large.

Management education succeeds in terms of teaching "analytical thinking," the Carnegie report claims, but is much less successful at teaching "multiple framing" and, especially, "the reflective exploration of meaning." Analytical thinking, according to Colby et al., abstracts from specific instances to produce general, formal knowledge; accounting rules are an example. Multiple framing is the ability to work with alterative, perhaps competing analytical perspectives and to recognize that any particular perspective frames experience; considering both psychological and economic approaches to motivation would be an example. The reflective exploration of meaning involves understanding and developing values and commitments as ways to engage oneself and others. This mode of thought, typical of liberal education, involves interpretation and application of different narratives and values.

My own experience supports Colby et al.'s conclusion that the reflective exploration of meaning is often neglected in management education; I would add that it has been especially absent in MBA programs. It is, however, of primary importance for responsible and wise decision-making. As one recent observer of management education put it, management is a branch of the humanities; management, the argument goes, is applied ethics (Stewart, 2009).

Management education should recognize itself as such and embrace its multidimensional role in fostering practical reasoning. Put another way, even our best theories of economics, our insights about psychology, and our grasp of the sociology of business leave much unexplained and unexplored, especially about making and implementing the best choices in complex organizational contexts. Our graduates must be nimble innovators and imaginative creators of value, and they should develop a sophisticated understanding of how to contribute to social good. It is expedient for business schools to embrace the help offered by other realms of knowledge.

To summarize, in terms suggested for the Unconference:

> My concern – Management education, with its emphasis on developing technical skills, is largely missing the mark of educating future leaders of democratic societies.

> My idea – Integrating liberal arts will make management education more effective.

My question – What are the factors that can lead educators in business schools to embrace a curriculum that supports the integrative learning needed in today's world?

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The Learning Experience and Resistance to Learning in Leadership Development

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Learning from experience is difficult to evaluate. In the field of leadership development the learning experience is provocative in as much as it can spark profound changes post programme and also provoke strong learning defences to emerge during the programme. In a general sense I am interested in describing the psychosocial experience of being during a programme and assessing the impact of leadership development programmes.

With regard to the experience, I am particularly interested in resistence to learning which includes the idea of 'not getting it'. In this situation, it seems like the learner is full of the risk as opposed to the possibility of learning. The projected dilemma of on the one hand colluding with a settling down positon of simple misunderstanding versus the awareness of the need for self-deception in the learner which can feel confronting and blameworthy. At an implicit level the question is – are you truly asking me to consider this? Increasing self awareness is often idealised as an interesting and pain free endeavor and rarely considered are the painful realities of questions such as how long have I been living under an illusion? Connected to this is the functional self protective role not getting it plays. What if getting it threatens too much of a sense of self or the world? Or getting it provokes intolerable shame? In these moments, the question is how to help people be with their dilemma rather than leaving the moment with a sense of either collusion or violence from shattering illusions. I am curious about the nature of being in the learning space and in particular the function of not getting it, how it protects and serves as well as how it sabotages possibility.

With regard to evaluation of the experience, I am keen to identify an appropriate method to guage the essence of developmental change that intuitively is there yet descriptively vague. Past participants attribute many positive changes in their lives in personal and professional arenas to the experience of completing a leadership development programme yet these attributions of causality are troublesome. The challenge is how to assess the accuracy of this intuition, how to verbalise, symbolize, describe, define development in terms that can be researched. Any programme that aims to help development is fraught with issues of causality versus relationship. How can personal change be assessed, quantitatively, qualitatively and existentially? What are the active ingredients that make one leadership development programme effective at developing leadership capacity and another not? Systems psychodynamic approaches appear to be most fruitful in terms of taking into account the multifactorial nature of an experience yet with a complex system like the self, it is hard to define the relative loadings that each of these factors may or may not play in leadership development.

Listing Radical Innovation Skills for Managers and Proposal of Practical Set of Courses to Increasing Them

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Concerns

The concept of radical innovation appeared over the last fifty years. According to many authors (Clark, 1985; Cooper and Schendel, 1976; Dess and Beard, 1984; Markides and Geroski, 2004; Tushman and Anderson, 1986) radical innovation is opposed to incremental innovation in terms of knowledge challenge. Indeed, incremental innovation addresses no peculiar knowledge or concept stakes, involves no considerable skills or ingenuity and, consequently it introduces minor changes to the existing product or service offers. It uses existing solution principles or architectures and reinforces the dominance of existing firms in the field. Contrarily, a radical innovation introduces major changes in creating new values based on disruptions on habits and behaviours of customers. It creates a new markets challenging at the same time traditional competencies and assets of the company. Whereas incremental innovation reinforces the capabilities of established organizations, radical innovation forces them to ask a new kind of questions, to acquire and develop a new technical and commercial skills, to innovatively set the problem and undertake their solving process.

From this definition and comparison of radical innovation with incremental one, we can say that it is big important for management/business students to study and learn radical innovation because:

1. They will learn to think how they solve wicked problems using abductive reasoning, in addition to deductive and inductive skills.
2. They will learn collaborative skills and to go much deeper on understanding the user and the user experience (Dunne and Martin, 2006)
3. They will use exploration, iteration, observaton, visualization and prototyping in their learning process.
4. They will acquire design thinking approach which represents a more general cognitive process facilitating adaptive reasoning (Glen et al., 2014).

Ideas

A recent work done by Professor Bernard Yannou from Ecole Centrale Paris caught my attention. He proposes a measurement instrument for the degree of radical innovation in a product or service offers. It is called UIPC Proofs. The proofs of Utility (noted U) for bringing evidence that it is differentiating for users and customers from the existing solutions in terms of service utility. The proofs of innovation (noted I) for bringing evidence that the invention may be protected and the innovation may be communicated, perceived, understood and valued, i.e. it corresponds to a certain willingness-to-pay. The proofs of profitability (noted P) for the company and costumers, i.e. a tendancy to improve brand image, to increase the average revenue per user, to conquer newmarkets or to make clients more fidel (re-purchasing). The proofs of concept (noted C) for bringing evidence that it works or it is likely to work in situations the service is expected to be delivered (Yannou et al., 2013).
Furthermore, he teaches the **Radical Innovation Design RID**® methodology and process to the ECP students since 2008 (Yannou and Zimmer, 2011), and develops a new tool named **DSM Value Bucket tool** to starting from value buckets to perform focused creativity workshops and come up with innovative concepts (Yannou et al.,2015).

A similar experience to teach radical innovation RI but on management education was made in Algeria [(Mehddeb, 2014), (Mehddeb, 2015)]. From the results of this implementation, we extract some observations concerning the strengths and weaknesses of management students about the mastering of radical innovation skills. Our needs resulting from this experience are:

1. Listing, identifying and giving a weighting for all RI skills.

2. Proposing a practical set of courses to increasing these skills.

The learning outcomes resulting from radical innovation course are many and various. We can mention 10 of them here after:

1- The ability to investigate a micro domain.
    2- The ability to show the level of inventions in this domain.
    3- The ability to manage a micro - actions to gain a new knowledge quickly
    4- The ability to steer a group to invent something new
    5- The ability to be a need seeker
    6- The ability to rely problem setting with problem solving
    7- The ability to destruct the psychological inertia.
    8- The ability to be aware with technical domain.
    9- The ability to proof the novelty of something.
    10- The ability to prototype (an idea, a craft , a brief, …).

But I think they are more than 100 skills to be mastered by a leader to become a radical innovator. The idea is to **rally all teachers and researchers on Management Education having established a same experience in other countries, and work with them to elaborate the first statement to enhance radical innovation skills for Managers**. Similar works were done concerning the skills of Business and Management Education [(Mintzberg, 1973), (Mintzberg, 2005), (Tuning Educational Structures in Europe, 2010), (Yannou and Bigand, 2004)], but nothing was done for RI skills into management education. We can start with the examination of RI skills into two disciplines: Design engineering and Industrial Design because these two disciplines use much RI skills. Next, we can list RI skills on the basis of UIPC proofs. After that, we can evaluate the RI skills incorporated in UIPC proofs for the three disciplines: management, design engineering and Industrial design and show where management students are weak. The set of courses oriented UIPC are a response to improve the radical innovation skills for the managements students.

Questions

1. What type of measurement can we use to evaluate the degree of radical innovation of a product, service or a project? and then to evaluate RI skills of a group or a person?
2. How can we dress a unique statement for listing all skills (dynamic or static) needed to be mastered in order to become an effective radical innovator?
3. What kinds of courses can we design, implement and assess to increase RI skills into management education?

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Why are banks different? Teaching responsible banking after the financial crisis

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Seven years after the global financial crisis a critical discussion on sustainable management practices in the banking world has not been yet elaborated and business schools seem to neglect the managerial component of this collapse. The debate seems to be confined within economic theory and its models. The laws that govern economic behavior rely on axiomatic assumptions that very few dare to challenge. The thinking in economic law is very similar to that of natural sciences and it rests mainly on observation of natural occurring events. But where is the place of management and practices? My reflection and my concern revolve around the possibility of studying banking and teaching responsible banking from a perspective that could incorporate the reasoning of management without neglecting the specific role and nature that banks hold in our societies.

Scandinavian scholarship has traditionally been interested in sustainable management styles and Nordic countries have been praised for social innovation. The collapse of the financial system in 2008 has not produced a different reflection among management scholars and curricula have not been substantially changed to address this fundamental issue. Given the importance of banks in our society we would expect students to be confronted with bank management and practices in their studies but this does not seem to be the case. Are we implicitly assuming that banks are similar to corporates when focusing on corporate issues in the classrooms using examples and cases coming from the corporate world? If so, are we contributing to the economic hegemony when it comes to the study of the financial world? We know that financial models don´t require the study of the participants involved in decision unlike management practice studies that revolves around the role of argumentation in decision-making.

In my corporate communication course I have started using a case that I wrote with two co-authors on the Royal Bank of Scotland and asked students to critically reflect on the different options that the bankers involved were faced with. In order to do so I introduced the global transformation of the banking industry in the last thirty years, namely deregulation, innovation and globalization and familiarized the students with the structural changes of the banking industry in Europe and the U.S. The meltdown of the financial system in 2008 forces us to go back to the evolution of the banking sector and for an approach that could be at the same time realistic and human. And here lies the difference with the natural phenomena. But what is the space and place of historical experience in our classrooms? The concerns expresses in this abstract are the discussion points I would like to raise during the Management Learning and Education unconference.

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Adult Developmental Theory and Leadership Development

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My questions, ideas and concerns about management education are wrapped up in my current dissertation effort and fall into two categories:
1. Adult developmental theory and its role in developing leaders in the professional school
2. The fussy relationship professional schools have with the experiential coursework we know promotes adult development

It is impossible for me to distinguish my questions, ideas and concerns from my dissertation at the moment as I'm taking a break from writing that dissertation to write this proposal! So my proposal will also serve as an explanation of what I'm trying to do and what I'm curious about.

To learn more about how leadership courses might interact with students of different stages of development, or promote development I have conducted 120 pre & post Subject-Object Interviews in the constructive-developmental tradition with graduate students enrolled in a dialogue-based Authentic Leadership course based on Bill George's *True North* (2007) and an experiential Adaptive Leadership course taught by Ronald Heifetz (Heifetz, 1994; Heifetz & Linksy, 2002; Hiefetz, Grashow and Linsky, 2009) and based on his work. The results are fascinating. The experiential learning comprised of ambiguous, open-ended, dialectical tasks push participants to the limits of their meaning making, sparking developmental growth as measured by Kegan's (1982) theory. Reported learning themes also describe very different experiences for students based on their developmental stage. The course's correlation to developmental growth is very statistically significant compared to Authentic Leadership. Reflective and dialogic tasks in that course did not push students to the limits of their meaning making and everyone reported the same learning regardless of developmental growth. I could go on…, but…

How is it possible that there is such a deluge of leadership research and only a tiny sliver of it addresses the expansion of developmental consciousness? Why isn't a more evolved consciousness a primary concern of ours? What do we keep focusing on downloading apps into our students instead of upgrading their operating systems?

Which brings me to my second question… What are the risks and challenges of actually trying to integrate the experiential learning we know works into our professional schools? I have analyzed and organized 900+ publically available documents to piece together the story of Yale SOM from 1973 – 1988 when they offered the most progressive and experiential management degree ever offered. Every student during those years took a course called Individual and Group Behavior (IGB). It was an experiential, self-analytic and psychodynamic leadership course and students LOVED it. In 1988 Yale terminated the contracts of the OB professors who taught the course and demolished the entire OB program. Students protested for YEARS! The school suffered tremendously in the aftermath. I find that SOM fought for years over its purpose. Ultimately – a functionalist positivist purpose trumped a developmental and humanistic one. The current leadership literature laments the lack of soft-skills and humanizing ethical leadership development programs in our management schools. We seem to have amnesia – we know what to do and it has been done – but it is not welcome. I apply a systems psychodynamic interpretation to suggest the elimination of the OB program at SOM was a defense against a undesirable "touchy feely" identity and that identity was so incredibly undesired that the organization was willing to sabotage its many strengths for a chance to cultivate a more desired positivist and functionalist identity.

Helping leaders learn how to learn (Hackman & Wageman, 2007) is my primary focus. Constructive Development Theory is a powerful lens for examining that process and experiential leadership courses are powerful methods for generating that process. What more can we do to demonstrate the power of that

lens and the outcomes of those courses? That is a conversation I would love to contribute to and participate in at the RMLE Unconference.

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A system psychodynamic perspective to leadership development research

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How do we theorize the body in Management and Organizational Studies – the corporeality of being in the world either as a researcher or as a manager? And how does this relate to temporality in managerial life and in educational settings? To what extent do our approaches to what constitutes knowledge cauterize the connection between noticing, theorizing and intervening in the on-going process of work and the performance of tasks in which managers are engaged? How do we unwittingly collude with managers' wish to be talking heads rather than embodied leaders with all the emotional risks entailed of acknowledging the body? (Phillips, 1995). A recent experience is commonplace and illustrative of the problem.

Twelve senior Lean Management experts sat despondent following a two and half hour computer based simulation designed to provide them with insight into change management. The maximum score they could achieve was 24 – that is when all 24 senior managers of the simulated organization adopt unequivocally the change initiative being offered by these experts. The simulation responds to them as they go. The scores for the three groups were respectively, 15, 3 and zero. Having informed them that it was not unusual to have a group obtain more than twenty adopters in the same time, the group that had achieved 15 had little cause for celebration. They were after all senior change professionals with senior roles in their organizations.

'During the last two and half hours did any of you make any comment about the process by which you were conducting yourselves as a team? I know you discussed your strategy for approaching the simulation but did you comment about how you were working as a potential source of derailment?' No.

I told them that in all my observations across all three teams I had only observed one overt intervention in group process. I explained that the group that had got zero, had a pattern whereby the Finnish team member would propose something that was then almost always contradicted by the Russian team member. That other group members tended to remain silent while this conflict ensued meaning that valuable time was passing. I layered on top of this observation several similar examples of how this pattern continued to be reenacted. Only on one occasion had the Swiss-German team member intervened to emphasize that they were both saying the same thing. There were lots of smiles, and affirmations of my observations and validation that these dynamics were consequential. They had missed them. The punch line of the debrief was that despite being experts in change management they had forgotten the most elementary aspect of effective change – that they must observe the emerging dynamics of their own lived experience and intervene at points where they felt these dynamics could prove inimical to success. I told them that their job is to manage the 'Here and Now' and the failure to do so makes them less effective.

I am a leadership researcher based at INSEAD. In my experience, managers systematically avoid the present in favour of talking about a future in which a problem they are working on will be solved. So much of our theory reflects an objectivist entity-based worldview in which leaders are theorized as heads without bodies (Ladkin, 2008, Uhl-Bien, 2006, Styhre, 2003). The aspiration to produce universalist statements that are context free aligns with an engineering perspective which places managers external to the systems they manage – as problem solvers rather than as part of the problem, as heads without bodies. I am interested in a system psychodynamic perspective on these questions.

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What Would Rankings Look Like if We Measured Schools by How Well We Actually Taught Our Students?

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Two separate, yet heretofore, distinct trends have served to significantly alter the higher education landscape in the past decade, especially for business schools.

One trend, let by publications such as *Business Week*, *Money*, *The Economist*, and *The Financial Times*, and known most commonly as the "rankings game," has had the net effect of ultimately forcing business schools to focus on items like student achievement and exclusivity, and subsequently, has sometimes produced a consumer mindset of items to look for when selecting and applying for graduate work. *U.S. News and World Report*, for example (http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-business-schools/mba-rankings?int=9dc208) bases its rankings of MBA programs on student GMAT scores, acceptance rates, percentage of students employed at graduation, starting salaries, and student undergraduate GPAs.

Another trend, often led by regulatory bodies such as governments and accreditation agencies, has focused schools on items like assurance of learning and coverage of a baseline set of topics (http://www.aacsb.edu/~/media/AACSB/Publications/white-papers/wp-assurance-of-learning-standards.ashx).

What we witness is that these trends—one inherently market driven and the other inherently regulatory driven—often have very few elements in common. And, for those instances where the trends share common elements, such as metrics like six-year graduation rate and retention rates from freshmen to sophomore years, their presence has presented colleges and universities a Solomon-like dilemma of whom to please, with sometimes predictably, but bizarre results. So, for example, the president of Mount St. Mary's University in Maryland was forced to resign after he told faculty that they needed to stop thinking of students as "cuddly bunnies" but instead needed to recognize that "you just have to drown the bunnies…put a Glock to their heads" (Schisler and Golden, 2016) as part of a controversial plan to push freshmen out of the university in the opening weeks of the academic year in an effort to bolster its overall retention rates. Conversely, early evidence seems to indicate that colleges and universities subject to a new era of "performance based funding" for their states often take a predictable path of changing their student mix by not enroller weaker students and thus improving their retention rates (Supiano, 2016).

Subsequently, we note that today's higher education landscape has provided colleges and universities with a unique, but perhaps perverse set of incentives. Schools are measured on "quality," but the quality measures are inherently focusing those institutions on admitting better students, and the outcome measures are based on how many students make it to graduation or their post-graduation salaries. However, we observe that, ironically, the current system, as construed, while talking about "quality" education provides very little direct incentives for schools to improve the quality of their instruction. Students, who by definition are being recruited to enroll in schools because they are "academic superstars" are likely to graduate and

earn good job placements after graduation, and thus we notice that the current system in essence rewards schools for their admissions process, and not their instructional acumen.

While we do note that there is some movement in the direction of assessing how well a school actually teaches the students that it has (see, for example, AACSB's assurance of learning process), we still note that the system heavily incentivizes schools for other actions as measures of "quality." We believe, that in the long-run, the current system is both costly and unstainable for the vast majority of higher education institutions, as there exist only a limited number of "superstar" students in the population. In the long run, education is about helping students learn, grow, and develop, but the current system is not based on those measures, and thus does a disservice to students, their parents, teachers, schools, employers, and society as a whole. Thus, this QIC proposal seeks to explore the question of what would a school rankings system look like if it was based on true instructional quality and "how far" it helps students progress from matriculation to graduation? How would this system incorporate and openly acknowledge—versus implicitly and explicitly penalizing—the varying levels of academic talent and preparation present within most student populations? How would it measure and reward the de facto differential levels of work needed to teach a student with a perfect SAT score versus one with an average SAT score? In short, what would the system look like if we measured institutional "achievement" as how much we helped each student learn, grow, and develop, instead of tying it to measures that are highly correlated with prior student preparation and achievement?

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Discussion Group "Sacré-Coeur"

Intra- and Interpersonal Issues in the Practice of Management Education

The Role of Emotion in Self-Development

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In our proposed inquiry for this year's unconference we are focused on a core theme being: *Beyond emotional regulation and positive psychology, what is really the role of emotion in the self? And how both positive and negative emotions can be valuable within an educational frame that promotes adult self integrative development?* This specialised research inquiry is guided by the broader frame of a bold inquiry aiming to restore the ethical and educational status of Higher and business school education to help a collaborative "scaffolding" of a new emergent identity of management education that aims to help society prosper (Akrivou & Bradbury Huang, 2015; Pfeffer & Fong, 2002; Ghosal, 2005; Khurana, 2007; Petriglieri & Petriglieri, 2010).

Within this frame, we suggest a revised and reimagined incorporation of emotional education in business school curricula, that we call "emotional integration". Our suggested emotional integration approach sees all emotions in the self as equally valuable for adult integrative development and equally important as rational cognition (Pessoa, 2013) for self-integrative growth. Within this assumption emotions are being understood as an "effect" (and as such, a potential fount of information), and as a tendency (broadly promoting one's indeterminate behavior). Some of the questions, ideas and concerns we want to bring forth for the next AMLE unconference in Paris are:

(a) How can we understand the role of all emotion in adult development? What are the implications for pedagogical and broader human development programmes (in Higher education –and in business school curricula- and beyond, e.g. in social work and in counselling and in regards to educational policy) once emotion is being understood as equally important as rational cognitive growth for human self integration?

(b) what sort of shifts in the applied curricula and pedagogies in management and higher education may be possible once a given emotional situation is taken as a starting point for self-integration, once we focus on the growth of the whole person and one's intimate relational systems? What is the role of conversational and dialogic relational learning in this?

(c) What curricular transformation opportunities and spaces arise once emotion is understood as an "effect" rather than a "cause" of human growth or stagnation? In contrast, what are limits of many current- dominant pedagogical interventions that rely on a regulatory views (Muraven and Baumeister, 2000) of emotion to help maintain motivation based on exclusively positive emotional psychology (for example, Seligmann, 2002)?

(d) And what aspects of both each human being's integrative development and a genuinely relational collaborative process capacity are not enabled by current pedagogical approaches on emotion in the self as mainly premised upon "positive emotional self- regulation"? Are such "disabled" aspects of being important if we want to achieve higher chances that adults can fulfil their social and professional roles with capability to collaborate for a broader societal, interpersonal and personal flourishing (Sison, 2012; Sison, 2016)? And how are they important?

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Crisis Management and Decision-Making

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An organizational crisis is a low-probability, high impact event that threatens an organization and its stakeholders. It is largely unexpected, can create substantial damage to the organization, and requires a prompt, decisive response to manage effectively (Crandall, Parnell and Spillan, 2014), but doing so is a multifarious process (Parnell, Köseoglu, and Spillan, 2010; Pearson and Clair, 1998; Roux-Dufort, 2007). Recent high-profile examples of organizational crises include Volkswagen's emission scandal, E. Coli at Chipotle, and security breaches at Target and other retailers.

From a scholarly perspective, crisis management is an emerging interdisciplinary field. Its traditional focus includes areas such as public relations, risk management, and disaster management, but a crisis mindset has broad implications across the management spectrum. Given increased globalization, expansion of the Internet and related technology, and the premium placed on speed in many firms, however, organizational success or failure—and even survival—is often linked to the ability of managers to manage crises. One poor decision during a time of crisis can destroy an entire organization.

Central to the crisis management process is the challenge of crisis decision-making, which often requires rapid decisions in environments of stress, high uncertainty and complexity. Most scholars and practitioners encourage managers to follow a rational process during times of crisis (i.e., collect information, identify and evaluate alternatives, etc.). This is a useful starting point, but crisis situations typically require a modified approach. Hence, crisis awareness and a crisis orientation is important for managers throughout the organization, each of whom must be able to make important, yet effective decisions during difficult times.

As a scholar seeking to support development of crisis management as an academic discipline and expand its reach to current and future practitioners, I wish to resolve several dilemmas:

Pedagogy: I believe crisis awareness and management skills among students and practitioners should be enhanced. Adding a crisis management course to academic programs in business is remote. Moreover, how should a crisis orientation be integrated into existing management disciplines (e.g., strategic management, organizational behavior, human resources) without compromising existing and beneficial models of analysis and decision-making?

Scholarship: Although a limited amount of published work appears in management journals, crisis management continues to be viewed as a discipline outside of the management mainstream. I believe this should change, but I seek confirmation of this view and ideas for integrating it within existing management perspectives.

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The (potentially) dark side of relational responsibility: Insights from PRME data

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The Issue

In recent student interviews I and my colleagues conducted in connection with the implementation of the PRME (Principles for Responsible Management Education) programme at CBS, I was intrigued to hear students talk about 'responsible management education' not primarily as a question of *what* they were taught, but of how responsibly their learning experience was *managed*. Students expected their teachers to be role models for how 'good managers' should behave; and looked to their school to set an example of good management. In appraising their teachers as responsible managers (or otherwise), students spent a lot of effort trying to attribute responsibility, wrestling with questions about the demarcation between their own responsibilities and those of their teachers and other BS actors, including the administration and students from other specialization. Notably, they saw responsibility as a *relational* construct where their responsibilities and those of other BS actors demarcated one another on an ongoing basis, partly based on role attributions.

Thus, in struggling with dilemmas about who was responsible for what, students would ruminate along the lines of 'Is it her responsibility as a teacher to ensure that I am well informed about the course, or mine as a student to find out about it?' In resolving such dilemmas, students looked to (often tacit) cues about behavioural expectations in the learning environment, e.g. teacher behaviours. And, once they had attributed responsibility, they seemed to feel exempted from any further responsibility for the matter in question: 'Teacher X couldn't be bothered to arrive on time so I don't have to either'. Along similar lines, students defined their own professional disciplinary responsibilities in contrast to disciplinary 'others' at their own BS. Thus, for instance, maths majors insisted that they were 'only geeks' who took care of number crunching, and had nothing to do with the leadership and management types who were the ambitious, morally dubious ones who ran the show. We see here a cautionary precursor of the responsibility denial at the heart of corporate scandals such as Enron (Bansol & Kandola 2003)

My Concern

These findings suggest that students take their cues for their own behavior from how they perceive their own professional role ascriptions and compliance in relation to that of significant others in the BS context, as well as from contextual cues that signal the different ways in which those roles can be enacted. This is both intriguing but also disturbing, since most scholarly attention on responsible management learning and business ethics education has so far been devoted to exploring how change might best be effected in *individual* student's values and dispositions, through curricular interventions in content, didactics or the school environment (Baker 2014; Giacolone & Thompson 2006). Indeed, more broadly, responsibility as a construct tends to be discussed in *entitative* terms (Cunliffe & Eriksen 2011: 1430), and premised on a liberal notion of the self as a rational entity capable of autonomous deliberation independently of 'the surrounding context of values, personal relationships, or community influences' (Mcnamee & Gergen 1999: 8).

Our data suggest that this does not capture the relational way in which students think about responsibility. Neither were the relational responsibility dynamics we detected necessarily underpinned by positive dynamics such as trust, sociality, solidarity, reciprocity or integrity (DiNorcia 2002 in Sama & Shoaf 2008: 41), as they are often assumed to be, but instead often by responsibility disavowal, exemption and negative emulation.

My question

So my question is: how might we conceptualise the relational dimensions of responsibility attribution that seem so important to students? And how might we teach responsibility through relationships in responsibility enhancing ways at business schools in practice?

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The Essence of Being: How, when, and why does experiential learning prompt deeper existential questioning?

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Experiential learning endeavours to help students' make sense of their present and immediate experience- their thoughts, feelings, and actions- by bringing to the forefront and examining how their personal identities, assumptions, and beliefs shape their present reactions. This model of learning is increasingly being adopted and integrated into leadership development courses and workshops, particularly those that view leadership as a psychological and social process. By focusing on the here and now, these programs offer students the opportunity to deepen their understanding of how, why and when they lead or follow. Because this process requires participants to be attuned to their feelings, thoughts, and actions, and to understand how these are influenced by their personal history and present context, it forces them to enter a heightened state of awareness- i.e. a reflective state of being. This reflective state, in turn, can facilitate deeper existential exploration for some, but not all, participants.

For those who engage in existential exploration, this usually involves questioning different aspects of their lives, including the type of work or industry they're in, where they are in their career, their life stage, and, even, marital/family status. In other words, they begin to question the very essence of their being – i.e. the meaning and significance of their lives- and become acutely more aware of the existential meaning void they might be in.

This raises a set of interesting questions: How and why does experiential learning facilitate existential exploration for some people but not others? That is, why do some people have such a profound existential awakening while others do not? Part of the answer might lie in the fact that experiential learning involves the exploration of one's identity. However, since meaning and identity are reciprocally linked, this raises another question: can one explore identity without exploring meaning? If so, how, and when does this occur?

Solving Ill-structured Problems with Well-Structured Processes: The Role of Professional Judgment in Management Education

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Management education has a steep agenda. We expect faculty to teach concepts and ideas through evidence-based learning, improve student critical thinking, and prepare students for professional careers. In addition, we want students to learn to respond to ill-structured problems and balance multiple competing priorities. This agenda involves moving beyond memorization and retrieval associated with declarative knowledge to engaging metacognitive processes associated with learning from experience.

We would like to consider the growing research on professional judgment as a way to address the growing demands placed on management education and reinvigorate discussions around judgment in the context of teaching and learning. There has been a steady and growing interest in the role of judgment in management education, which is loosely defined as the application of domain specific knowledge to solve practical, and mostly ill-structured problems. Despite the interest among management educators, it is our view that other disciplines are more developed in consideration of the teaching and learning of professional judgment. Defining judgment in our own discipline varies greatly from focusing on epistemological concerns, or moral uncertainty, to even strictly rationalist perspectives.

We pose the question: *What if management education developed their own approach to professional judgment, one that borrowed heavily from other disciplines but was crafted to respond to the particular demands of management education?*

Compassion and Teaching

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SOTL has flourished in management education because of the connection between the content of our discipline and the practice of facilitating learning within the classroom (broadly defined). What point is there in learning theories and concepts if they can't be modeled by the teacher? For example, if we espouse compassion in organizations, should we endeavor to enact it? In short, must we practice what we preach?

This notion is at the heart of the question in this QIC, namely, whether or not it is in the best interest of learning for teachers to be compassionate. Adapting Kanov et al. (2004) to the educational setting, we define compassionate teaching as "noticing, feeling, and responding to student pain and suffering," and perhaps equally important, *anticipating and avoiding the possibility of causing student pain and suffering.* Compassion has been an emerging theme in research on effective leadership and on effective organizations. From Dutton et al.'s (2006) seminal work on compassionate organizations, to Adam Grant's work on give and take (2014), to current concerns about Amazon and its purported "toxic work culture," research suggests that compassion is associated with effective leaders and effective organizations. We know that companies that treat their employees well enjoy higher shareholder returns (Bassi et al., 2011) and that compassionate leaders are considered to be better able to lead high performing organizations (Kouzes & Posner, 1992). So, if management educators want to practice what we preach, what role should compassion play in management education?

Consider the following scenarios:
- A student studying in America from abroad, is clearly working very hard in class. He attends every class, asks good questions, and plans to return home to apply what he has been learning about business practices in the U.S. Language issues are negatively impacting his performance on exams, and he is off to a poor start. What is the role of the teacher in keeping him "in the game," once he realizes he may not be able to pass the course? What obligation does the teacher have to recognize, and address, his particular needs? Would it be wrong or unfair to give him "special consideration?"
- A young faculty member, trying to establish credibility and move successfully toward tenure, is torn between showing compassion toward her students, and the sense that some of her students may then view her as "soft." After all, she is teaching a "soft" subject and, of course, is a woman. She wants to avoid reinforcing gender stereotypes and biases, yet wonders: "Would students be making the same appeals to her male colleagues as they are to her?"
- An administrator, concerned about grade inflation, creates a power point presentation for a faculty meeting, containing the grade distributions for each department in the College. The administrator assumes grade distributions are a proxy for rigor and argues for "more rigor" in the classroom. If we take a "mastery" approach to management education, what are the implications for a fair and compassionate grade distribution? If companies are moving away from fixed distributions in performance reviews, why are we holding on to them in grading our students?

What does the literature on teaching and learning tell us about these issues? Under what conditions do students learn deeply, so that it "sticks?" Should we emulate high commitment organizations in our classrooms? What would that look like? Or, is behavior in work organizations different than behavior in our classes? In this unconference QIC, we look forward to exploring these and other themes related to compassion and learning.

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Discussion Group "Panthéon"

Learning and Technology

Should we Engage in Group Work?
Insights from MOOC Participants' Intentions

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Group work is an important pedagogical tool for assignments or team-based projects (in a real or virtual classroom) that may have a strong impact on individual and collaborative learning. However the literature reports a multitude of factors that impact group work performance and satisfaction (e.g. (Razmerita & Kirchner, 2015; Taras et al., 2013). Attitude toward group work is influenced by previous experience (both positive and negative) with collaboration. As a consequence students are not always willing to voluntarily engage in group work and e-collaborate (Turel & Zhang, 2011).

General questions
Several questions relevant for modern pedagogy may be raised in relation with these issues relevant for both an online like Massive Open Online Course (MOOC) and classroom environment:
- How to overcome the typical negative experiences that students encounter in group work (e.g. social loafing, free riding)?
- How can we help students collaborate and learn effectively through group work online (in MOOC)? (e.g. should you prescribe tools and guidelines for collaboration?)

Issues
Understanding the factors that impact the intention to collaborate is an important endeavor for management education and in particular for globally dispersed MOOC participants. An important challenge for a MOOC is the high dropout rate, on average only 6.5% of participants complete a course (Jordan, 2014). Group work among MOOC students allows individual students to interact with their peers and extend their individual learning beyond the watching of videos, completing individual assignments and the taking of multiple choice tests.

Concerns
This research explores what factors predict whether participants in MOOC plan to engage in optional group work related to the course. Drawing on the Theory of Planned Behavior (TPB) we examine the factors that influence student's intentions to join MOOC group work and propose a model of factors impacting group work intentions. The model consists of attitudes towards group work, perceived peer norms, self-efficacy, and a student's expectations about external behavioral control as four precursors of group work intentions. We extend the TPB model by including prior negative experience with group work (such as social loafing, lack of group coordination and lack of trust among group members) as an additional explanatory variable.

Data were collected from 2517 participants in a MOOC course on the topic of Social Entrepreneurship on Coursera in spring 2015. The results demonstrate that attitudes towards group work have the largest impact on intention to engage in group work, followed first by self-efficacy, then by expected support and peer norms. All four factors in turn are influenced by prior negative experience with group work. Moreover, prior negative experiences do indeed reduce group work intentions among MOOC participants.

We plan to create a research design that would test the effect of different interventions by randomly assigning work groups in a MOOC to different interventions. We are looking for feedback from the Unconference participants particularly on the following subjects:

1. What type of interventions should be considered as a means to reduce negative group experiences and to foster positive experiences?
2. What types of interventions would be particularly suitable for a MOOC context? (in which group work is virtual, where participants are globally dispersed, and very diverse in terms of age, education, and income).
3. Are there interventions that are likely to affect one particular element of the TPB (attitude, norms, self-efficacy, external Perceived Behavioral Control (PBC))?

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The Global Integrative Module: Reflecting upon the conditions, challenges and learnings derived from implementing an international challenge-based online learning experience

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One of the most important challenges business schools are currently facing is the design of learning experiences and environments capable of promoting in their students the acquisition of knowledge and competence development (see * below) they will need to successfully approach the challenges involved in the context of current global labour markets.

The Global Integrative Module (GIM) was designed in line with ESADE Business School's vision to inspire and prepare global-minded individuals so that they become highly-competent and innovative professionals capable of successfully addressing the social challenges of the future. Its implementation has been made a reality as a result of the fruitful collaboration and partnership with NYU Stern (US), SDA Bocconi (Italy) and Sogang University (South Korea).

A small scale pilot edition (involving only ESADE students) was implemented in the year 2012-2013 and the first global edition was implemented in the academic year 2013-2014, and the second in the academic year 2014-2015.

We have shared this experience in different conferences in the last few years but while most of the communication time focused on the description of the experience and the analysis of its impact, most of the comments and shared reflection with participants focused on aspects related to the complexities of making such a learning experience possible. We would be happy if this Unconference provides the opportunity to reflect upon issues such as:
- Which institutional conditions enable challenge-based international on-line learning experiences to happen?
- Which constraints do these experiences face? How are they overcome?
- Which are most important challenges to be addressed?
- Which learnings derive from all the above?

Moreover, we believe the Unconference format, sessions organized more as meetings than as a 'classical' communication sessions, would be the ideal forum to exchange views and experiences in this respect and perhaps even constructing a community of practice that can lead to further collaborations in the design of learning experiences such as the Global Integrative Module.

*The European Commission's Communication of 20 April 2005 on the reform of universities in the framework of the Lisbon Strategy to respond to globalization and the need to create a new knowledge-driven economy, stresses to Universities to ensure the mix of disciplines and competencies in curricula, among other actions. http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:c11078

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Questions, Issues, and Concerns Surrounding Blended Learning

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In 2013, the Haskayne School of Business at the University of Calgary revised its undergraduate business degree program by combining our introduction to business course and 2 service courses into 2 introductory business courses. One course focuses on the more qualitative aspects of business such a teamwork, communication and presentation skills and a second course that focuses on the quantitative side of business - accounting, finance, risk, and business analytics.

In developing the quantitative course, we have modelled it as a blended learning (BL) course with a focus on Excel skills that are tied to relevant business theory and practical application of the skills. In addition, the Teaching and Learning organization on campus offered an opportunity to conduct research on the transition from high school to first year business school starting in the fall of 2014.

The first year of the study's results have been collected and analyzed and there are many interesting insights from the data. We collaborated with the Paul J. Hill School of Business at the University of Regina as they had a head-start measuring learner characteristics that supported a smooth transition to post-secondary. We used their data to drive our survey questions, but we combined the learner characteristics with questions related to their perceptions of BL. A second data set will be collected this coming spring along with some data about the institutional support and barrier to blended learning.

Questions that our study has helped us understand:
How do we understand our students' perception of blended learning and technologies that increase their engagement and understanding? Also we can be more effective in the classroom if we better understand how blended learning impacts:

- Student Engagement
- Student Wellness
- Collaboration with Peers
- Student Perception of Learning
- Learning Outcomes

Questions, Issues, and Concerns moving forward:

1. How can we know if we are doing an effective job of fulfilling our teaching and learning mission?
2. How can our institutions can lend support or be a barrier to effective use of blended learning?
3. Given the positive impact of BL, how do we better prepare our students for optimal engagement with blended learning?
4. What are the learner characteristics that help students in their uptake of blended learning?
5. What are the best ways to prepare students for blended learning?

Simulations as Experiential Learning Laboratories

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Experiential learning has now a long tradition. In the field of management, it has had famous proponents like Carl Rodgers and David Kolb. Simulations do not obviously represent the only form of experiential learning (other approaches include projects, field studies, community work…) but, when properly designed and implemented, they can in a short time be very effective to create a long term impact on knowledge, attitudes, and behavior.

I stepped into the subject myself by accident after I developed the MARKSTRAT simulation, designed as a research project and then used as a teaching tool. I initially saw the teaching objective of the simulation simply as an effective way for students to learn strategic marketing concepts, mostly at the cognitive level. It is only after repeated use of the simulation in graduate courses and executive seminars that I realized how much the impact went beyond the acquisition of knowledge. Under the influence of a number of factors (enthusiasm, competition, team playing, time pressure, fast feedback, multiple runs, debates, adjustments, rewards….), attitudes and behaviors were changed. This was noted by participants, observers, and the sponsoring companies in the case of executive programs.

Over time, more than 40 articles have been published by academics on various topics using Markstrat as a research laboratory. In 1987, a whole issue of *The Journal of Business Research* was devoted to contributions around the Markstrat simulation. I have personally kept track of all these publications, I have developed and used intensively several simulations, and I have had continuous reflection and exchanges on the subject of experiential learning based on computer simulations. And despite all these efforts, I realize that we still have so much more to discover on this subject.

I have consequently led the development of a new versatile mini-simulation with the double purpose of making the technology available to a larger population, and performing research on the subject of experiential learning. This web-based simulation is called DiG (Discovery, Innovation and Growth) and can be used over one class session, or as much as two days, to illustrate the whole business perspective, from customer insights to value creation. Its versatility allows instructors to highlight the learning points in the topic of their choice: customer focus, innovation, modern marketing, business acumen, entrepreneurship, or leadership. It is available in 6 languages (English, French, Spanish, Russian, Chinese and Korean) to reach different communities. We have already used DiG with more than 500 teams and have made a number of observations on the relationship between the quality of experiential learning and: team size (optimum is 3 to 4 participants, worst is solo); gender (mixed teams perform better); country culture (some learn faster is this environment); and background (level and nature of primary education). To test the hypotheses corresponding to these observations will require larger samples. It will also require much more diversified samples. Our experience has concentrated on a business elite that we can simplistically describe as educated, affluent, member of a global corporate community, and Anglophone. This is a very limited and selective proportion of the world population, and we have as much to learn from the remaining majority as they can learn from us.

The above should cover the I and the C of the QIC. In terms of the Q, I would be most attracted by exchanging on the subject of experiential learning, co-generating hypotheses on its effectiveness, learning on the diversity of learning situations, and being part of a global network interested in using simulations as an experiential learning laboratory.

The consequences and implications of providing management learning in a blended format

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I have a special interest in the pedagogical challenges of how blended learning should be facilitated and what bringing together the "best of both worlds" as blended learning has been known as (Arbaugh, 2014, p. 788) means for the time students actually spend together. Many universities are in the process of experimenting with online teaching and are moving knowledge transmission online in a format where short, concise videos are presented followed by different activities including quizzes, dialogue fora etc. Research into learning outcome shows that this is actually quite well perceived by students and has a positive learning outcome that equals or even increases the learning outcome of on-campus courses (Arbaugh, 2000; Redpath, 2012).

Less has been written about blended formats (see Arbaugh, 2014 for a review of what has been written) and my question for discussion at the unconference is then what kind of pedagogy should be promoted in the classroom when knowledge transfer increasingly takes place online, and what role does this then suggest for teachers to take on? My interest covers the planning and distribution of content across platforms or modes of delivery as well as the role of the teachers that (I hypothesise) will change with the new distribution. The role of students could be included in the questions, however my interest for now is to focus on the teachers.

My concern is how we can make the most of the opportunity that time freed up by less knowledge transfer in the classroom provides by developing more interactive, explorative and challenging learning activities for students to engage in when they are together face-to-face. At Copenhagen Business School we have for a long time been struggling with many large-size classes resulting in little or no dialogue or interaction, which is in direct opposition to our student learning strategy. If we can use online teaching to make room for a different organization of the teaching including smaller-size classes, it is an opportunity that we must pursue.

This demands that teachers take an active role in rethinking how and why they teach, changing their perspective to focus on what students must learn in stead of what the teacher would like to deliver. The question is if this has implications for the identity of being a teacher? Is being an academic (Fanghanel, 2012) different when teaching takes place in a blended format? And what are the implications for the practice of teaching in Higher Education? From an organizational perspective and a management perspective, it could be interesting to discuss how we can support teachers to make the most of these new opportunities by supporting individual teachers and collectives of teachers.

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Discussion Group "Opéra Garnier"

Diversity and Culture

A Conundrum: Optimistically Exploring Negative-Positive Stereotype Comments

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Racism that is subtle in nature has been coined contemporary racism. This category of racism is nebulous, elusive, covert, and at times, imperceptible thus providing a platform for rationalization in the mind of the person perpetrating the act (Crosby, Bromley, & Saxe, 1980). For example, a remark that may seem non-offensive, unbiased, and positive on the surface might have racial undertones. One would expect positive remarks that offers respect and admiration for a minority to be a welcome divergence from negative stereotypes. Yet, let's consider the remark Biden made when he and Obama were vying for the Democratic presidential ticket in 2008. When asked what he thought about Barack Obama, Biden replied: *"I mean, you got the first mainstream African-American who is articulate and bright and clean and a nice-looking guy. I mean, that's a storybook, man."*

The African American community was up in arms because while on the surface it was a positive remark, some African Americans were offended as they viewed it as a racist comment. African Americans are generally stereotyped as unintelligent and lazy, therefore to state an African American is articulate and intelligent suggests this is an anomaly. Positive stereotypes often have a complementary relation with more negative stereotypes (Czopp, 2008; Fiske, Cuddy, Glick, & Xu, 2002). Another example is when Barbara Bush made the following statement after hurricane Katrina: *"So many people in the arena here, you know, were underprivileged anyway, so this is working very well for them."* Here again is someone who is attempting to say something positive not realizing the negative undertone.

These positive-negative situations are not unique to race and socio-economic status. Instances of gender, age, and sexual orientation conflicting stereotypes are other situations that are the result of overt forms of discrimination shifting to subtlety. For example, women executives may be seen as kind and compassionate but a weak leader, and older employees are seen as wise but slow to adapt to change. Research indicates that people are less apt to consider positive stereotypes as inappropriate, subsequently, manifesting an environment of unintentional racism and inequities. Exchanges of this nature is pervasive and automatic in daily conversations (Sue, 2010) and individuals in this day and time are quick to suggest racism, homophobism, ageism, sexism, elitism, etc. I question should we label these as acts of subtle "isms" or could it be honest, unintentional misinterpretations that occur in day-to-day communications?"

I developed a workshop that attempts to address this conundrum. The title of the workshop is "#Oopsism: Communicating effectively across cultures in the 21ˢᵗ century". In essence, it is diversity training. I had students to provide me with statements they had made that were unintentional but could be misinterpreted as an "ism" especially if there is not malicious intent behind the statement.

The responses to the workshop have been extremely positive. I asked one participant what attracted her to the workshop and she stated "the statements on the poster made it feel inclusive because all of us make statements like these". This response was similar to others that I heard as I facilitated the workshops in different venues. This suggests to me that there is an opportunity to have more discussions on this phenomenon of "unintentional, non-malicious, and inconsiderate" statements as something other than an "ism". How can we teach and research diversity that embodies inclusivity? Or, position this phenomenon as something other than contemporary racism, maybe it is just incivility or ignorance? As I tell workshop participants, how can we correct our behavior if we are unaware of our behavior? RML&E Unconference is the perfect place to initiate these conversations.

#Oopsism

COMMUNICATING EFFECTIVELY

ACROSS CULTURES IN THE 21ST CENTURY

Workshop

⚠️ "That's so gay" | "You're an old-timer, you wouldn't understand" | "What are you?" | "Alaska Natives get everything free, right?" | "That's is really White of you" | "Are your relatives legal?"

Oops! That's not what I meant! Educate me…….

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To What Extent Can We Export Management Learning?
Towards a Constructive Critique of Transnational Management Education

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Having participated in higher management education both in Ghana and Germany, I became aware of the influence that the location of study and its contextual factors have on student management learning. At the University of Potsdam, Germany, for instance, the management curricula used in teaching were influenced by West-German traditional emphasis on large-scale industrial organisations. Yet, Potsdam, as the capital of the East-German state Brandenburg, had to deal with the long-term consequences of the rapid deindustrialisation in East Germany after 1990, which created not only a void in the economy and the job market, but left also a mismatch between what was taught to management students and what the real business challenges in their immediate environment were. West-German management education, so to say, being exported to the East-German environment, created a gap between taught management theory and the business practice experienced by students.

At Lancaster University Ghana (LUG), a similar experience has been repeated, yet much more drastically. As a branch campus of Lancaster University, UK, and fully subordinate to the British university system, we offer courses and course contents alike to our UK counterpart. Our management education therefore is rather typical for economies in Europe and North America, with their industrial inheritance and post-industrial cities; individualistic, post-Judeo-Christian value systems; diversity of management thought; and emerging emphasis on critical thinking as a tool to navigate the intellectual complexities of the Western world. Simply looking at the gap of the economic and societal realities between West-Europe and West-Africa raises the question, what benefits such an educational arrangement might have in a country like Ghana.

This question becomes in my opinion increasingly more relevant. According to the Cross-Border Education Research Team at the State University of New York at Albany, over 230 international branch campuses are operating around the world, with a significant percentage in Asia and in particular China (Cross Border Education Research Team, 2015). Although not yet strongly represented, also more African countries become hosts of branch campuses (e.g. LUG in Ghana, Carnegie Mellon in Rwanda, or De Montfort University in South Africa). Transnational management education happens therefore not just across culturally, but also economically very different countries.

Against this background, I would like to raise the following questions:
- How can we address not only the issue of cultural differences between "theory-producing" and "theory-receiving" nations, as posed by Hofstede (1980) already four decades ago, but also the simple but obvious reality that societies with less developed economies require a different, "developmental" approach to management education? Even Asia with its important hubs of global manufacturing, trade, and finance do not offer the business environment that most of our management textbooks imply. How can and should these differences reflect in a form of management education that genuinely brings value to the local education market?
- How can and should this reflect fruitfully in transnational education arrangements? How can home universities export their curricula while protecting their identity, knowledge base, and quality standards? How can branch campuses within transnational educational arrangements become lively, vibrant, and intellectually relevant centres in the countries and regions in which they are located?

Overall, I argue that there is an in-built gap between student management learning and the actual management practices within student's immediate environments within transnational educational arrangements with significant consequences for their educational value. We therefore need both a constructive and critical conversation on management education in transnational educational arrangements so as to increase its value and relevance for students, teachers, and countries.

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Using a SiCuLA (Situated Cultural Learning Approach) to Developing Student Cultural Fluency

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Culture is often taught as fixed patterns based on the Hofstede's (2001) cultural dimensions in our curriculum of cross-cultural management (CCM) education. This reflects the general trend of cross-cultural research and cultural dimensions for understanding cultures (Stahl and Tung, 2014; Zhu, 2015). However, cultural dimensions often represent 'sophisticated stereotypes' that treat cultures as categories, which are often a negative representation of cultural differences (Larkey, 1996; Osland at al., 2006). In response to this ongoing issue, Zhu and Bargiela-Chiappini (2013) proposed a situated cultural learning approach (SiCuLA) for a balanced emic-etic approach, which focuses on learning by doing in specific social and cultural contexts (Brown, Collin and Duguid, 1989; Vygotsky, 1978) and through constructing meanings from direct experiences (Dewey, 1904). Specifically, Zhu and Bargiela-Chiappini (2013) called for more emic research in order to complement the prevalent etic approach and train students to become ethnographers of cultural learning. For example, applying such an ethnographic approach might involve students learning how to interact with people of different cultures by observing and engaging in conversation within that particular culture. This direction is promising for two reasons. First it strengthens the emic perspective for an in-depth knowledge of cultures in specific cultural contexts. Second, it stresses the role individuals play in a cumulative process of gaining insights from the perspectives of other cultures, and enhancing cultural understanding through both externalizing and internalizing tools such as language and communication.

Yet, although promising, SiCuLA has not yet been implemented in the classroom context. As noted, Hofstede's (1980) cultural dimensions prevail as a major approach and culture is still taught through discrete categorization such as, for example, referring to cultures as individualistic and collectivistic. To reverse this trend, the purpose of this study is to develop a design framework based on the SiCuLA model for classroom teaching. However, it can be daunting for implementing SiCuLA in a 12-week semester given the original focus of the approach on doing ethnographies in the context of industry of community immersion projects. I therefore develop an adapted model, and apply it to teaching real-world cases in class. It is used to enhance students' cultural fluency defined as using cultural knowledge appropriately in specific contexts (Oyserman, 2011) and train students awareness about contextual intelligence (Khanna, 2014). Specifically, the model is composed of these processes:

- Providing authentic cultural contexts
- Doing authentic activities
- Teaching reflexive cultural learning
- Promoting coaching and facilitation for teachers
- Building a collaborative and inclusive community

A case study of teaching management cases in three classes at UQ Business School is used to illustrate these processes. Through a comparison of default and intervened case teaching episodes, support was found for increasing cultural fluency via the exploration of management problems embedded in cultural contexts. Specifically, evidence was that much more attention was given to enhancing student contextual knowledge in the intervened cases through applying the situated learning processes. This finding appeared to be consistent across the three classes involved in this project.

This is the first study to operationalize a situated cultural learning framework (SiCuLA) in a classroom setting. It contributes to studying cultural contexts as sources of knowledge for learning through active co-participation in a cumulative process involving researchers, facilitators and students. However, some challenges still remain. Hence I propose the following question for discussion during the unconference:

How to scale up the research findings of SiCuLA at a broader level for a diverse variety of management-based classes?

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Exploring "Pedagogy as Translation" (PaT)

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Many scholars do research and teach in contexts other than their home country. When doing research, we probably find it normal that we are taking a **translator** with us for the case that we are not knowledgable of the local language. We would probably also find it normal that we aim to understand the phenomena under question against the background of the local culture. During this unconference I would like to **QUESTION** whether we are as interculturally aware in all the aspects of our teaching.
I am **CONCERNed** that we are often exposing students to knowledge and theories that have not been validated in the countries in which they are likely to apply them and I thus suggest that we should not only teach them content but also help and prepare them to translate the content for application in different local contexts. I particularly build on experiences from teaching in my institution in China where I[#] find that concepts of transformational leadership are difficult to connect to what students experience in Chinese organizations (both with superiors and subordinates), the idea of consumer deception and consumer rights sounds ironic to my students and the Journal of Consumer Research article on "Burning Man", an anti-consumption event in the dessert of Nevada – a reading that has been recommended by our UK campus – in completely disconnected from our students reality and their sphere of sensemaking.

At Nottingham University Business School China (NUBS China), we have developed the **IDEA** of **PaT – Pedagogy as Translation**[#], an apporach to guide students through the translation of taught (western) theories into their (Chinese) home cultures. And in Paris, I would like to share my experiences from courses on leadership[#] and marketing & society; and I am expecting to get inspirational feedback to take this idea to a next level.

During the unconference I would also make **use of the joint editorial network** present in Paris / Fontainbleau to discuss if we do offer enough or should offer more space for allowing translations from different disciplines to management, but probably more importantly from different cultures and languages into our dominant mainstream. From my observation, discussions in non-English language countries often happen in the local language and are partially disconnected from the dominant debates in English language. However, disconnected does neither mean "behind" nor less relevant, just different, and sometimes ahead of the global debate in English. Creating spaces for introducing local debates to global audiences would thus create value. However, we would typically not accept them as regular paper submissions because they do not connect to ongoing debates in our journals, build on a body of knowledge in a foreign language and use perhaps less common methodological approaches. We would thus need to explicitly create spaces for translations in order to use the potential that our disciplines have created with knowledge in foreign languages.

[#]I have been introduced to the idea of PaT - Pedagogy as Translation by my colleagues Peter Lamb who deserves all recognition for the new ideas and expereinces in this QIC; in particular, the experience from teaching transformational leadership is primarily his not mine.

Invisible legitimacy at global scale *vs.* visible legitimacy at local context:
A Paradox of Business Schools in armed conflict and crisis environments

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In the last five years at least 15 armed conflicts have erupted or reignited around the world, with different social and political impacts. As a result, 82.5 million people are needed of humanitarian assistance (e.g. UNHCR, 2015). Development of young people could be an important focus for the implementation of humanitarian assistance policies. Business Schools (BS) seem to be inactive in developing strategies within educational programs in context of armed conflict and crisis. It seems that BS' priority keep being centered on developing legitimacy (Suchman, 1995), by 1) meeting goals dictated by international accreditation agencies, which do not necessarily reflect the current changing context, 2) developing students' skills aiming profit productivity, profitability, among others aspects (e.g. Aktouf, 1992). In management education literature little is found on BS' responses to consequences of armed conflict, for example in Europe –asylum seekers or in Africa and Latin America ex-combats of armed groups. On the contrary, some countries within the European Union (EU) have agreed to provide asylum to Syrian refugees (e.g. The UK, Germany, France, Italy, Sweden, etc.). In the current global context, we would like to explore and analyze the impact of armed conflict and crisis on BS' emerging strategy to responses to such contexts.

Lessons could be drawn from the role of educational system in Colombia, in the context of organized crime and violence, as a result of narcoterrorism and other armed conflicts. In recent years the Colombian Government has focused in educations. An example is a scholarship program to victims of forced displacement, ex-combat of war and people without the resources to access a high education programs. In practices private institutions of higher education (in Colombia) are being "forced" to accept and integrate a "new" profile of students. According to preliminary findings (on-going research being conducted) some BS in Colombia have developed different initiatives to comply with the context of armed conflict. It could be argued that these BS' initiatives have helped them to build legitimacy in Colombia. But, it could be also argued that BS' strategies in Colombia tend to be invisible to 1) international accreditation standards and 2) profitability rhetoric. Our tentative specific questions are:
1. Invisible initiatives to the international accreditation standards, seems to be visible to local stakeholders in Colombia. How invisible initiatives developed in Colombia can be visible to international accreditation standards?
2. How can BS meet interests of different stakeholders: Government, accreditation agencies, firms, students, and overall civil society shaped by armed conflict?
3. How legitimacy is understood by BS in armed conflict context?
4. What are the BS' strategies (e.g. pedagogical strategies, study content, graduate profile, among others) in armed conflict context?

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Intergenerational Leadership:
Coordinating Common Goods and Economic Stability

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Globalization leveraged pressure on contemporary society. Global systemic risks of climate change and overindebtedness in the aftermath of the 2008/09 World Financial Crisis currently raise attention for intergenerational fairness. Pressing social dilemmas beyond the control of singular nation states call for corporate social activities to back governmental regulation in crisis mitigation.

My question concerns how to integrate intergenerational equity in the corporate world and management education as an alternative means to coordinating the common goods and imbuing economic stability beyond a purely governmental approach.

As an implicit contract and transfer inbetween living and future generations, intergenerational equity avoids discriminating against future generations and ensures future infrastructure, equal opportunities over time and constant access to social welfare for the youth. Intergenerational equity grants a favorable climate between generations and alleviates frictions arising from the negative impacts of intergenerational inequity. Outlining some of the causes of the current intergenerational imbalances regarding climate stability and overindebtedness prepares for recommendations on how to implement intergenerational transfers. The impact of intergenerational transfers on societal well-being should be discussed.

Future research avenues comprise of investigating situational factors influencing intergenerational leadership in the international arena in order to advance the idea of the private sector aiding on intergenerational imbalances and tackling the most pressing contemporary challenges of mankind.

How could management education support implementation of the Sustainable Development Goals and contribute to the global vision, "The World That We Want"?

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The member countries of the United Nations have committed themselves to undertake an ambitious, universal and transformative agenda with a set of goals and targets, known as the Sustainable Development Goals (SDGs). On the 25th September 2015, a Declaration was adopted by 192 member countries of the United Nations to implement these goals. The assembly of nations also called on the business community to become an active partner in translating the goals and targets into reality. This proposal intents to engage the community of the RMLE Unconference participants in a debate to see how business schools could be an instrument of change in bringing about the necessary changes and deep transformation of the SDGs, an important one being the call to halt climate warming at maximum 2 degree of Celsius above pre-industrial development[2]. The transformations called for by the SDGs will affect our social, economic and environmental spheres of lives. The SDGs go beyond the past Millennium Development Goals (MDGs) which focused on poverty reduction in developing countries and other related issues.

In contrast, the SDGs retain poverty reduction as a key goal but also added an integrative approach applicable for all counties- developed or developing. All countries should embark on the path of sustainable development covering simultaneously the environmental, social and economic spheres of each UN member country over the next 15 years.

The private sector has been identified as a "target" for transformation (SDG Goal 12: Ensuring responsible consumption and production patterns) and as a "partner" of this transformation (SDG Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development). Details concerning the Global Partnerships were spelled out as follows: in calling for "…effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships" (Goal 17.17).

The UN Global Compact, Corporate Social Responsibility Programmes, the World Business Council for Sustainable Development and OECD Guidelines for Responsible Business Conduct help the private sector engage in the implementation of the SDGs through public interests and philanthropic giving. Yet, attainment of global sustainability requires moving away from the "garden variety" type of good intentions and instead make mainstream "alternatives" become the NEW NORMAL. This will require a different narrative streaming by the business schools, especially by those who are still continuing with the "old" business model" based on predominant neo-classical and neo-liberal working hypotheses as to how our economies and societies function?.

Will management education and research be able to develop teaching models, curricula, research and institutional business strategies that will support the SDGs or will the old traditional management teaching modules remain the dominant references? What needs to happen so that the passion, logic and ethos of the business community becomes more aligned with the greater good of inclusive, supportive and sustainable development?

Discussion Group "Les Invalides"

Executive Development and Collaborative Partnerships

Sharp Suits and Scruffy Jeans:
Role Dissonance within Management Education

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One of the most frequently discussed, and habitually unresolved, topics within management research is the lack of fit between management research and practice. This lack of fit, perceived or actual, has been blamed for many of the problems that are facing management research, ranging from quality of taught programmes through to the credibility of research. It has been recognised that executive education programmes have a role to play in addressing this issue (Tushman et al. 2007)

Our own reflection on this problem has caused us to ask whether the real problem is hiding in plain sight. Our experience of 'crossing the chasm' and teaching on both post-experience executive education and pre-experience 'traditional' management has raised our question of whether the real practice-academic divide lies within management education - between those who are required to teach and engage with practising managers and those who are not. Within the literature there is recognition of the need to gain a better understanding of the motivations of participants on such programmes (Long, 2004) but what of the motivations of faculty?

Our interest in this problem is driven by our experience of working within the context of a merger of two large business schools, each representing strength in each of these areas, and the challenges that this brought. Our questions are as follows:

- Why is it so difficult to bridge the gap between management academics who work within executive education and those who do not?
- What are the characteristics of this gap? Is it based upon skills or culture?
- How do the high expectations and power of participants influence the academic role (Buchel and Antunes, 2007)
- With the increasing professionalization/specialisation of management education what does the future look like?

To emphasise this point, our observations are not just that this is difficult but for those who must cross the gap it can become the *most difficult* professional activity they must undertake. The gap might therefore be more appropriately described as a chasm. For successful researchers, who have the ability to remain stoic in the face of a typical volume of criticism from undergraduates the detailed feedback from a management audience immediately becomes a source of immense professional stress. Conversely, faculty who are able to successfully engage and manage an executive education class for days on end face a case of stage-fright when they have to make a 20 minute research conference presentation.

One aspect of this that is an easy cliché is the role of dress. What does one wear when teaching? Beyond the typical academic uniform the question of whether to wear a 'sharp suit' can act both as a divider between different forms of management education and a source of role confusion for those who must work between the two worlds. We have observed similar dissonance occurring when faculty are asked to write an academic paper in the morning, then demonstrate that they are in perfect sync with the corporate world in the afternoon.

Our interest in this question, and others' experience and insight into it, is framed by a belief that if we can address this core question of the internal 'academic/practice' divide it would go some way to addressing any gap that exists externally.

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Should business schools treat their executive MBA participants as customers or students?

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Transactional services, such as Uber and AirBnb, are well suited to mutual rating systems (i.e., customer rates service provider and service provider rates customer). As an Uber customer, I think it is good that I can rate my driver, because the rating system contributes to achieving a high level of quality. A driver that consistently receives good ratings is probably providing a high quality of service and one that does not will probably get poor ratings. Uber's mutual rating system also involves "fair process," since drivers have the opportunity to rate customers. Uber customers that are difficult will receive low ratings and will have trouble getting the best drivers.

While the uberization of transactional services is in my view a very good thing, I am uncertain of the benefits of this model when exported to the business school context, particularly when it comes to personal leadership development that is more transformational of nature. Executive MBA participants invest top dollar and valuable time to undertake their programs and they are keen to feel that their investment is worthwhile. This can put pressure on business schools to deal with participants primarily as customers by trying to satisfy their immediate expectations.

I am particularly interested to explore with faculty colleagues the following question: Should program directors resist the temptation to treat participants primarily as customers when dealing with their personal leadership development?

Here are some questions that could guide the discussion:

- Teaching "performance" can be evaluated and rated by participants. But what about the guidance involved in experiential learning, where the participant is supposed to take partial ownership for the learning process? If so, how should this guidance be evaluated?
- The experiential learning of personal leadership development is often in total contrast to the regressive nature of the rest of the program where adult learners follow rules and a structure dictated by the school. In personal leadership development, how can one resist the urge to lower the anxiety of participants by providing guidance, tools and structure, when the aim is for participants to develop the ability to lead in contexts of volatility, uncertainty, complexity, and ambiguity (VUCA)?
- What about coaching? Does a good rating of an individual or small group coaching session imply impactful coaching? Or, could it be that good coaching could also result in poor ratings? How does a rating system affect the readiness of coaches to engage courageously with participants and potentially press some buttons that might—at least in the short-term—create some emotional pain?
- Should you assess the participants' personal leadership development, and if yes, how? And by whom (self, peers, coaches, faculty, a combination)?

Exploring Collaborative Relationships

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In a recent article in the economist, it was claimed that 'the fashion for making employees collaborate had gone too far' (Economist, 2016). The side effects of multitasking, interruptions and attending meetings were argued to be detrimental to work. Moreover, collaboration critics maintain that deep work becomes difficult if not impossible (Economist, 2016), because collaborative environments, with their unwritten norms of inclusion of many of its members, become a bottleneck to fruitful work. This article is just one example of the shallow understanding we have of what it means to collaborate. It seems that 'form' has vacated 'substance', common sense, on what it means to build quality relations. In fact, the issue of this misunderstanding might be that it is easier to provide for open spaces, set meetings and create collaboration platforms than rely on something more 'soft' and more immaterial than those aforementioned aspects: quality relations to create conjointly.

In a similar vein, hierarchies are portrayed as negative in order to ensure collaboration and knowledge exchange. New organizational forms like 'Holacracy' (Robertson, 2015) are becoming fashionable, synonymous, in a confusing way, to happy work relations (Michelli, 2011). In fact, management is not orphan of already established management systems and procedures that aim at nurturing collaboration, for example, among others, lean manufacturing and six sigma excellence. Although, the positive aspects of these approaches cannot be negated, they are insufficient to foster collaboration because they do not directly affect the purposes, motivations, and expectations of organizational members. We do not yet target how to construct the axiological motivations of the group, instead we focus on changing 'forms and structures of management' with the expectation that these new forms will impact and change individual motivations so organizational members will be more inclined to collaborate with one another. Because these approaches do not target directly the motivational issue key to nurture collaboration, but only affect it at a second level, I would claim they are inefficient, and ineffective approaches to change individual motivations to foster collaboration.

I wonder whether management studies could develop new perspectives dealing with the development of collective motivations. Management studies would benefit from scientific research on epistemological axiology (Corbí, 2016) to develop and test new approaches to foster collaboration and the development of quality relationships. This, in my view, would be the first step to then create the adequate management systems, specific to every group, to ensure the preservation of group collaboration, not the other way around. Collaboration in its diverse ways is key for creation, and in management studies we are limited in our scientific knowledge on how to deal with it.

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Leadership development and the "Think-Act Tank"

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In 1978, James McGregor Burns created the field of leadership studies, and won the U.S. Pulitzer prize for his book, *Leadership*. Since then, however, little progress has been made in the contested field called "leading change," which has no consensus, little empirical evidence, no best practices and few good practices. Almost 40 years after Burns launched the academic field, no two scholars define the word "leadership" or "leading change" in the same way. As the inaugural International Chair of Public Leadership at the National University of Public Service in Budapest, I am launching the *Budapest Academy for Leading Change* (BALC) in fall 2016. The university's web site is: http://en.uni-nke.hu/

My goal is that, by 2020, BALC will be the number one location for *evidence-based* leader development of top civil servants in Central and Eastern Europe, Russia, China, Asia, Africa and the Middle East. The teaching and research focus of BALC is "*leading change in complex times and hard places.*" BALC will provide government stakeholders, leadership researchers, management scholars and students with a kaleidoscope of views as well as experiment with—and test—evidence-based models of leader development.

In addition to a new MA degree in "*Leading Change in Complex Times and Hard Places,*" I am creating a "think-act tank" research center and international hub of learning, where many national varieties of leader development, each of which is bound to have unique characteristics, may be explored. I will hold unconferences, conferences, workshops, symposia and dialogues, and publish evidence-based research, *based on the latest neuroscience and cognitive science*, in refereed journals. We will conduct fMRI-based neuro-cognitive science research and statistical and textual analyses, which draw on aspects of the latest sciences of Data Mining, Text Analytics, and Machine Learning, to provide *evidence-based* justification for effectiveness of BALC leader development at individual and group levels. In addition, BALC will also offer similar sessions in Budapest or in home countries to top civil servants in Central and Eastern Europe, Russia, China, Asia, Africa and the Middle East.

Here are some of the questions I hope to explore with my faculty colleagues, who are being recruited from around the world, in the early years of the BALC "think-act tank":

1. What are the cultural differences and taken-for-granted assumptions in public service leader development around the world? For example, does China's authoritarian government, expected by many to become the largest economy in the world by 2030, need a different approach than the one-party state apparatus of the Russian Federation, a country now rapidly in decline due to overreliance on oil exports? Do the new post-Communist parliamentary governments in Central and Eastern Europe see leader development differently than a 70-year old parliamentary democracy like Israel? Is Ron Heifetz's model of adaptive leadership, promoted throughout the US and the EU by Harvard's Kennedy School of Government, useful for the monarchies of the Gulf States? Why or why not?

2. What added value, if any, can neuroimaging techniques provide for an evidence-based approach to public service leader development? Is "neuroleadership" a real science? If so, how can we prove it?

3. To what extent is it possible to use Data Mining, Text Analytics, and Machine Learning to assess *group* level (rather than merely *individual* level) growth in adult development, along the lines of the leader development theories of Suzanne Cook-Greuter, Robert Kegan and Bill Torbert?

I wonder if anyone might be interested in beginning a conversation with me on this initiative and these questions?

Recovering new frontiers of change management

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Many if not all management educators spend a significant amount of their time in research and teaching on change management. Kurt Lewin is considered as one of the Godfathers of management education. Many of his research findings are regarded as the classics or fundamentals of our specialty. The approach to change management: *'Changing in three steps' (CATS)*: Unfreezing – changing – freezing is frequently connected to Lewin (1947). The CATS model has afterwards influenced many other frequently quoted change theories (Lippitt, Schein, Kotter).

The recent article of Cummings et al. in Human Relations (Jan. 2016) investigates in a quite remarkable way Kurt Lewin's legacy for change management by re-visiting original sources and questions whether some of these fundamentals *"may conceal and unwittingly repress other possibilities"*. The authors encourage scholars and educators to become more *'retro-active'* and *recover new frontiers* with regards to change management. They explore how the CATS model, although mainly related to some of Lewin's post-mortem publications (1947, 1951) might not fully represent his research findings. This article had a deep impact on me: It raised concerns that we sometimes take certain models for granted and encouraged me to rethink more freely my use of these sacred cows of management education.

In my own experience, as an educator in management education I have felt for some time that the extensive focus on classical change models might perhaps be helpful with some students but has certain limits when working the most senior clients. It is comforting both for teachers and students to have change models to explain the cognitive process and best practices of change management. Service management firms have built a strong business case on applying these models of good or best practice successfully in the business world. This seems to cover not only simple but also more relatively complicated organizational change situation.

However, I meet more and more clients who have seen and heard many of the common wisdom of change management. The complex situations that they face in reality demand emergent and novel practices. This requests from us in the management education field a much more open and explorative approach to teaching and program designing. The *Cynefin framework* (Snowden, 2005) with its fours modes: *Simple – Complicated – Chaotic – Complex* helps to describe these different modes in a world of uncertainty and gives a name to the challenges and needed behavior of exploration in practice. However, operating with clients in complex and chaotic situation of the today's world of uncertainty is challenging and demands constant learning on the side of the educator.

My main interest in the unconference is to share/connect with other colleagues in the field and exchange on our experience of teaching, consulting and learning on our work with clients in complex and chaotic situation. How can we embrace an explorative learning approach and emergent practice? When is this approach appropriate and how can we challenge students, clients and the successful professional service firms focusing mainly on good and best practice? What are the risks when daring an emergent and novel practice? What are our own anxieties and how do we handle our resistance to change?

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