Research in Management Learning & Education

Unconference

The New School - New York City, USA 2017

2017
Research in Management Learning and Education (RMLE)

UNCONFERENCE PROCEEDINGS

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Dr. Todd Bridgman, Victoria University
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Overview

Research discussions shouldn't have to rise from the ashes of recycled rhetoric and boring presentations prepared months in advance. Interactions about research should be exciting, organic, and engaging. For those who are interested in being generators of innovative, cutting-edge research in management education or those who have questions related to research in management education that are not addressed through traditional conference or workshop forums our 2017 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 2017 RMLE Unconference at The New School in New York City, 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 and/or 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 four previous events which included management teaching, learning, education, and the contexts within which these occur. As a result, the included submissions focus 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 statements which encapsulate any questions, ideas, and concerns participants had with respect to research in management education. The content of this year's QICs was varied and rich, resulting in the following initial discussion group clusters (these assigned groups applied to our first discussion session, after that attendees electively and organically adapted the groups based on their experiences and what they heard during the reporting back sessions):

(1) Questioning assumptions about teaching and learning
(2) Examining the role of ethics, morality, decision making, and biases in teaching and learning
(3) Exploring online and teams driven issues in higher education
(4) Rethinking the practice of management education
(5) Breaking the barriers of traditional teaching to aspire to new levels of learning
(6) Embedding technology and numeracy in the practice of learning and teaching
(7) Nurturing the field of management learning and education research

Participant Contributors

We had 52 participant contributors coming to the 2017 RMLE Unconference from eight different countries across three continents representing 34 universities and three independent organizations. The countries represented by our contributors include Australia, Belgium, Canada, Denmark, New Zealand, Switzerland, United Kingdom, and the United States of America. The tertiary institutions and organizations represented include the Academy of Management, Babson College, Bond University, Bond University, California State University, Copenhagen Business School, Duquesne University, George Washington University, Gustavus Adolphus University, Henley Business School, Hofstra University, Illinois Wesleyan University, Incandescent, Indiana Wesleyan University, La Salle University, Northeastern University, Open University, Pace University, Ramapo College of New Jersey, Stephen F. Austin State University, Stevenson University, The New School, The University of Warwick, University of Alberta, University of Baltimore, University of Calgary, University of Central Florida, University of Delaware, University of St. Gallen, Vanderbilt University, Vlerick Business School, Warwick Business School, Western New England University, and York University.

Event (Un)Structure

As this was an Unconference, there were only 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 RMLE Unconference is designed to be 100% driven by the people who are there - no presentations, just discussions. Again, as with any Unconference, the goals were for everyone to: (1) contribute to discussions, share ideas, questions, and concerns with colleagues who are interested and passionate about similar topic areas, (2) develop paths forward for research (e.g., grant applications, collaborative research projects, selection of alternate methodologies), (3) learn from others, (4) challenge assumptions, and (5) generally work to structure what we are doing in a way that results in knowledge generation, dissemination, and ideally publication.

Beyond reading the QICs in this document, the only preparation that participants were asked to do prior to the Unconference is to bring energy and enthusiasm, a collaborative mindset, and an open-mindedness to going wherever our time together takes us. Unconferences are uncomplicated. They are about knowledge generation via a minimally-structured, highly-engaging, and participant-driven format. The outcomes will speak for themselves.

Expected Outcomes

The outcomes from any Unconference are various in nature and organic in terms of growth. The 2017 RMLE Unconference was no exception. We look forward to hearing from our participant contributors as they navigate forward independently and collaboratively with the knowledge, passion, and excitement generated during this event.

A Special Thank You

As with all of our RMLE Unconferences, we would like to thank our ongoing partner organizations, AMLE, DSJIE, JME, ML, & Bond University. This year, we have been incredibly fortunate to partner with the amazing team at The New School to have our event hosted at their stunning NYC campus. A very special thank you to Mary Watson, Pamela Tills, and Justin Sherwood at The New School – we couldn't have done this without you!

Discussion Group "Central Park"

Questioning Assumptions about Teaching and Learning

Rikki Abzug
Philip Dover
Johan Gersel
Peggy Hedges
Sharm Manwani
Lisa Norton
Morten Sørensen Thaning
Chris Quinn Trank

Grokking What's Trying to Happen:
Embodying and Practicing Ensemble Governance

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"…when this paradigm moves from music to the overall educational enterprise, it may then be transmitted to society at large, at which point the heightened moment-to-moment creative decision making processes of the adept jazz improviser in a trio or quartet format may come to characterize the creative decision making activities of the seven-plus-billion-member planetary improvising ensemble called Humanity." (Sarath, 2013. p. 20)

Evolutionarily wired to objectify and shape the world that sustains our vitality, we are managing and organizing beings. Along with the ever-increasing complexity of our times, our relationship to knowing and doing is changing. Our crisis system (Bhaskar, 2016) reflects our over reliance on epistemology and under reliance on ontology. The adaptivity of our customary ways of categorizing, governing and sense making is being tested.

This increasing complexity raises our expectations of management pedagogy and practice. Universities have a key role to play in the shift from knowledge production and management to being adaptive in organizing and governing. These contextual demands on self- and human- systems demand real-time responses among reflective practitioners (Schön, 1983). In this realm of being, the challenge is to move from predict and control tactics to dynamic steering tactics, such as extemporaneous feeling, sensing and responding to crucial demands – in real-time – and often at the last responsible moment (as in a reference to Agile flexible product development).

In this shift from contexts of *what* to contexts of *how*, leadership is not a choice. It is a healthy extemporaneous response to the complex demands of our world. What does that look like? Having been primarily concerned with disciplinary ways of knowing, our transitional times call us to embody emergent ways of being. These emerging human capacities are closer and more intimate than knowledge. These trans-rational capacities are bridges between knowledge and know-how representing a diversity of learning orientations. These performative, somatic, social, emotional and relational stances include the capacity to be surprised, the capacity for wonder, or the capacity to skillfully engage conflict. They answer a call for suspension of judgment and deferral of critical reason in lieu of spontaneous participation with dynamic emergent conditions.

Pragmatically speaking, individual capacity development is a prerequisite for the collective and team capacities increasingly demanded in distributed and peer-governed models of organization. At The New School, we understand that design, media, and ethnography play distinctive and interlocking roles in this shift, and moreover that our shared capacities are valuable only to the degree that we are capable of embodying, enacting, and instantiating them. Our working group on management education at The New School is exploring ways of improvising with this great shift. We wish to invite colleagues to join us in this real-time action research inquiry on emerging pedagogical practices for whole-person organizing.

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Teaching Unteaching: Challenges and Insights

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Unteaching is a concept we have discussed extensively at the last two Unconferences[1]. Participants have been excited by sharing their creative and contrasting approaches in educating experienced learners. Typically these learners are post-experience professionals who are taking masters, doctoral and executive education programs. Our educator responses are varied. Rather than transfer, transmit and tell we engage in brokering, navigation and dialogue. Our teaching is supplemented by facilitation, guiding reflection and emphasizing application. There is still a need to teach explicit knowledge but significant parts of the programs are designed to surface, share and simplify tacit knowledge. We have classified the capability and actions to do this as 'unteaching'.

The goal of unteaching is more about personal transformation than imparting knowledge. However such an approach does not always align with student expectations. Conklin et al[2] describe the transformative experiences of Masters students. They report that new students expect to learn the 'answers' to vexing organizational questions.' The research suggests that students 'often fail to appreciate that the experiential nature of the curriculum has pedagogical and epistemological implications.'

We believe that the practice of unteaching present significant difficulties for lecturers whose primary expertise is communicating subject knowledge. It requires academics to cast off the mantel of expert and take on another role. For some this can be an existential crisis, giving up the power of the classroom for an unpredictable outcome. One author deliberately produced bad arguments on a discussion board and waited to see the responses. Initially students responded tentatively but gradually students began to suggest that the teacher didn't understand, was missing the point or plain wrong. A commitment to unteaching meant not explicitly explaining or legitimizing the post, but simply keeping the discussion going in order to create a space in which students could create their own knowledge and present a coherent counter-argument. 'Without ever saying "it's a set up" I interacted with students in a way that allowed them to work out the nature of the game. If it goes well there is a point when things click for the students; but holding your nerve and waiting for that moment can be difficult'.

In another author example, a business school colleague successfully created and delivered up-to-date relevant material for pre-experience post-graduates. But delivering this to a post-experience group left both him and the participants disappointed. A year later, after feedback on unteaching approaches, he ran a similar session with fewer targeted concepts designed to stimulate interaction rather than give answers. It was a light-bulb moment for him and the results were better all-round.

We conclude that a great deal of work is required to develop educators who are equally comfortable and effective at teaching and unteaching. We suggest identifying role models, new competencies and innovative techniques backed up by peer review sessions and coaching as initial methods to aid guided learning for educators. However we don't claim to have all the answers and we look forward to more stimulating interactions at this year's Unconference, which will give us the opportunity to develop our ideas further. Below are some specific questions that we are exploring and that we hope to obtain insights from at the Unconference.

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[1] *Fouweather, I, Manwani, S, Chalcraft, D. & Dover, P. (2016) Unteaching: an oxymoron or the key to effective Management Learning. Proceedings of the 4th Research in Management Learning & Education (RMLE) Unconference. INSEAD, Fontainebleau, France. 4th – 5th July 2016*

[2] *Conklin J, Kyle T and Robertson C, (2013) The essential transformation: How Masters students make sense and learn through transformative change*

Starting Questions

1. Have educators found that a broader range of ‘unteaching’ mindset, methods and tools needs to be applied for certain course members (e.g. whose own knowledge can contribute to the learning acquired by the group)?
2. What are the unteaching competencies? Which of the following are relevant - brokering, navigation, dialogue, facilitation, guiding reflection and emphasizing application?
3. Do some learning outcomes benefit more from unteaching than others? (e.g. related to Bloom’s taxonomy).
4. In designing course sessions, do educators choose teaching, unteaching or a combination of these two approaches depending on the course members?
5. To become an effective ‘unteacher’ do teachers have to go through a difficult transition of unlearning? (e.g. move from teach explicit knowledge to surface, share and simplify tacit knowledge)
6. How can experienced educators help teachers to become ‘unteachers’? Do you know any role models? Which techniques would you propose?

What Ever Happened to Organizational Analysis and Why Should We Care?

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Almost twenty-five years ago, I began my MBA teaching career in a top-25 Business School inheriting the moribund course "Analysis of Organizations." Nobody else had wanted to teach this MBA management elective (Why?) so there was no prepared syllabus as a guideline. There was no such thing as a "search of the internet" back then, but even a top-25 Business School library search could not help me procure an adequate textbook to underpin a course that I hoped would introduce upper-level students to frameworks and models for integrating all of their previous coursework in management and organizational behavior. Ideally this integration would be in service to an evidence-based model of understanding, diagnosis, and organizational revival.

Twenty years, and an internet later, I still haven't found what I'm looking for. A student of Charles Perrow (Complex Organizations: A Critical Essay), I was well-trained and versed in the history of management and organizational theory and models. Still, cribbing from that curriculum would not speak to my MBA student's concern for helping organizations in the here and now. Organizational Diagnosis seemed to die in the 1990s when books like Sage's Organizational Diagnosis and Assessment were not updated (Why?) Organizational Development focuses on planned change and intervention, but mostly by assuming that the student audience intends to pursue action research. What of the student/practitioner who wants to use the golden oldies models (such as McKinsey's 7S, Weisbord's six-box, Nadler and Tushman's congruency, Galbraith's star and Kotter's organization dynamics) or emerging frameworks to describe, focus, and propose? Is there a way to take this work into the twenty-first century? Do we want to?

My Questions, Issues, and Concerns (QIC) all revolve around bringing Organizational Analysis up-to-date for our students. Should we even be trying? Can Organizational Analysis ever be as dynamic as organizations themselves, or the uncertain environments in which they operate? Can Organizational Analysis be used to help organizations more forcefully and effectively forge a more just and sustainable future? Is it/can it be a force for good?

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Don't students need to learn before they can be critical thinkers?

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In The Boston Globe in 2009, education historian Diane Ravitch argued that "we have ignored what matters most. We have neglected to teach them that one cannot think critically without quite a lot of knowledge to think about. Thinking critically involves comparing and contrasting and synthesizing what one has learned. And a great deal of knowledge is necessary before one can begin to reflect on its meaning and look for alternative explanations."

As business schools rush to meet political and social demands, along with the demands of accrediting bodies, do we disservice our students by not making them think "uncritically?" That is, learning and understanding math, theory, and basic writing (the 3 R's). While learning the basics is not sexy, it is a necessary precursor to being able to critique.

To rephrase, we (the "royal" we of academic institutions) have seemed to get so wrapped up in the whole idea of trying to produce critical thinkers (and trying to figure out how to measure that) that perhaps we have lost our way with our students. When we are publishing, we are building on the knowledge of others. To become a critical thinker you must also build your argument from what you have learned, otherwise it is an uninformed opinion. At the same time, higher education is funded for the most part, by the public purse or through private (but often targeted) donations. So have "we" acquiesced?

So while it might be more interesting to introduce high level questions to our classes, how do we as educators ensure our students have the base knowledge they need so that they can become critical thinkers that can adapt to the demands of an ever increasingly complex world?

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When do actions count as rational?
-Overcoming the limits of new public management-

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A key goal of management is to ensure that employees and organizations make rational decisions. Thus, as a society, we unduly restrict the options available to us if we endorse a too narrow picture of which decision making procedures count as rational. Our concern is with the recent hegemony of new public management and its method of quantifying goals and producing generic guides of best practice. While we acknowledge that this method has its uses, it cannot capture all rational choices. Our suggestion is that we should acknowledge that trained professionals have a situated capacity for discerning what to do in in specific situations. Importantly, this skill transgresses what can be made fully explicit following the method of new public management. A trained doctor simply has a clinical grasp that will in certain cases allow him to perceive that a treatment isn't working, without being able to provide a generic guide to the signs he relies upon. Likewise, a teacher may simply perceive that a pupil isn't thriving. According to the rules of new public management, these professionals aren't allowed to rely on such immediate judgements as they do not figure as rationally motivated. In contrast, we suggest that these responses aren't blind gut-feelings, but examples of our capacity for situated rational choice, in this we draw on insights from Aristotle and Kant.

We face two central challenges in developing our ideas which we hope to jointly investigate at the RMLE Unconference.

1. If that we cannot make fully explicit the signs we respond to when we employ a capacity for situated rationality, how do we more fully characterize what constitutes a capacity for situated rational choice, where it stands in clear opposition to the blind guesses of the fortune teller? Relatedly, how do we systematically tell which employees have this capacity and who doesn't?
2. Secondly, what are the managerial and organizational obstacles to acknowledging the capacity for situated rationality as a requirement in good employees and as a tool for action in the workplace? For example: How does one secure one's employees against law suits if they cannot refer to an explicit manual as governing their responsibilities? How can we acknowledge something as elusive as a capacity for situated rationality as the grounds for hiring one employee or the lack of it as the reason for firing another?

Our hope is that if we receive your help in answering such questions, we can face the sceptic most threatening to our ideas. This is not the individual who denies that there is such a thing as situated rationality. We think it is obvious that there is, and the non-academic professionals we discuss this with tend to agree. The most challenging sceptic is the interlocutor who acknowledges that there is situated rationality, but argues that it is too elusive to employ as a systematic management tool. He acknowledges that we only get things 80% right with the new public management model, but further claims that this is the best we can systematically do. Our view is that that is simply not good enough for our society, and with your help we hope to better the odds.

Management Education: Leveraging New University Forms

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The field of management education has been rife with challenges over the past decade, with calls to enhance the legitimacy, relevance, and social impact of business schools and their counterparts. International networks of school leaders have formed to catalyze the cultivation of leadership and impact (e.g., Globally Responsible Leadership Initiative [www.grli.org], Ashoka Changemaker University [www.ashokau.org]) and accreditors (e.g. EFMD, PRME, AACSB, EQUIS) have used technical systems to advance progress. But what if the core answer is not within the networks of business schools but rather the interconnection of fields within and across universities to create a new kind of management education? Now is the time to rethink the structure of the university and our ecosystem itself.

Using a case study of The New School as a provocateur, we present works-in-progress of a new university translateral form: the university-wide management school. Shaped as more than collaboration but organized more through holacracy than centralization, we will share our year-long process in bringing together the fields of design, media, policy, liberal arts, and entrepreneurship. Our emergent institutional form will not be a standard business school, nor a partnership of degrees or programs. Rather, we seek to develop a new way of organizing management education around industry fields that allows us to rigorously meet organizations in all sectors.

Our approach -- nested in evaluation of learning outcomes -- aims to educate resilient, entrepreneurial leaders with the capacities to succeed in our shapeshifting economy. The process elements of education, in particular the ability to design human systems, mobilize resources, and create new institutional leadership forms, are key. We have used a research discovery model to bring together faculty across our university to design this approach, and we are recruiting a cohort of external faculty whose backgrounds serve as data themselves to understand who is in the field. Our recently expanded University conceptions of research and scholarship to include creative practice and public scholarship have shorn up our ability to advance faculty who enter this innovative system.

We invite Unconference participants to join us in exploring how to energize collective progress to reinvent management education. In order to create the new, inclusive creative economy required to address our global context, we need more than one university: we need a movement.

Questions, Ideas, Concerns

- What is the scope of fields required to ensure management education meets pressing global challenges?
- Which learning outcomes, skillsets and mindsets, are required of students, and how can project based learning in partnership with external organizations achieve these goals?
- In what specific ways can journals and other academic and professional platforms embrace publishing the new forms of transdisciplinary learning to both expand knowledge and to enable faculty to achieve (expanded) standards of tenure and promotion review within this new domain?
- Where can we embed and sustain innovative strategies in management education to collaborate across universities, connect with diverse fields, and catalyze high-impact results?
- Why does our approach help people be more human and humane in managing work, careers, creativity and productivity?

Discussion Group "Times Square"

Examining the Role of Ethics, Morality, Decision Making, and Biases in Teaching and Learning

Carolyn Plump
Julia Puaschunder
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Deception in the Experiential Classroom

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The central topic of this QIC is the intentional use of deception as a learning tool in the management education classroom. The value of purposeful deception in classroom exercises recently arose on the OBTS listserv, and was followed by an editorial piece in the *Journal of Management Education* (Lund Dean & Forray, 2016). The discussion on the listserv debated the value of deception-based exercises, e.g. the potential damage done to the trust relationship between students and the instructor. Contributors questioned the impact deception has on learning and student welfare. The subsequent JME editorial canvassed some of the ethical issues involved in the use of experiential education, and invited further dialogue. We are keen to continue this conversation, as up until the JME editorial very little attention has been paid to the use of deception in education.

The 'puzzling issue' is why the use of deception is heavily regulated in research projects, through institutional research boards, but is not scrutinized in the same way in our teaching practice. The intentional use of deception constitutes one of the most hotly debated practices in social-behavioral research, but is conspicuously absent from the management education literature. What is the difference between students as learners and students as research participants? That is, if we were collecting data on, for example, learning outcomes of experiential exercises involving deception, we would have to jump through many hoops to gain ethics approval from our institution. However, if the exercise was for learning purposes, then no approval is required from our institution. Why the differing levels of scrutiny between educators and researchers? Human Ethics review boards at most universities have cautioned us to avoid intentionally causing distress to research subjects. Should this be the case for students as well? Does deception compromise the psychological consent of student's participation in class, especially if assessment is involved? Does it implicitly condone lying? Does it undermine the student's opinion of educators?

When asked about the role of deception in experiential exercises, the educators we spoke with suggest it is the educator's judgement that ensures that deception is used appropriately to generate particular learning insights. Furthermore, on conducting an exhaustive search of all AACSB schools' policy libraries and websites, there are virtually no ethical principles or policies on in-classroom teaching practices. It seems there is a 'presumption of competence' based on the notion that educators can make the call as to the appropriate use of deception in the classroom, but irrespective of experience and competence, researchers are not allowed the discretion to determine the appropriate use of deception with research participants. Although the risks and vulnerabilities are usually carefully managed by those educators who chose to engage with deception-based exercises, there are ethical considerations we believe should be considered. For example, the notion of informed consent and opting out is compromised when the course is required and therefore students cannot easily opt-out of the experience if their grade is somehow connect to the deception activity.

We welcome further conversation about the use of deception in the management classroom, and the various ethical issues at play, and see RMLE as an ideal incubator for our continued research on this topic.

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The Need for Research on Institutional Basics

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In a time of radical political change that is consequential for both business and society, we management professors should throw off our golden handcuffs and rethink the traditional boundaries of our research and teaching (See Appendix 1). Future managers should study "institutional basics," "the influence of societal level sectors and ideas on organizational processes." Institutions include, according to the common typology-in-use, business, government, non-profits, and hybrids, or, according to a more ideational typology, capitalism, the bureaucratic state, democracy, the family, and religion (Friedland and Alford,1991). Others have made a similar observation: A recent *Economist* article (Schumpeter, 2016) notes, "A glaring underlying weakness of management theory [is] its naivety about politics." To further understanding of institutional basics, we need new research, including interdisciplinary research, and a new pedagogy.

Some traditions within the field have worked in this area. Critical management theory (Dyer et al, 2014), humanistic management principles (Amann et al, 2011; Von Kimakowitz, 2011), and business ethics have all made important contributions, yet they are not as comprehensive in their theory as they might be. We need a further theory, one that will specifically study businesses in the context of society's institutions.

The inclusion of institutional basics suggests the following research topics, among many others:

--The impacts of economic perspectives (laissez-faire capitalism versus regulated capitalism) on …managerial and employee motivation, and organizational effectiveness.

--The impacts of societal inequality …on motivation, stress and health, unionization, and productivity.

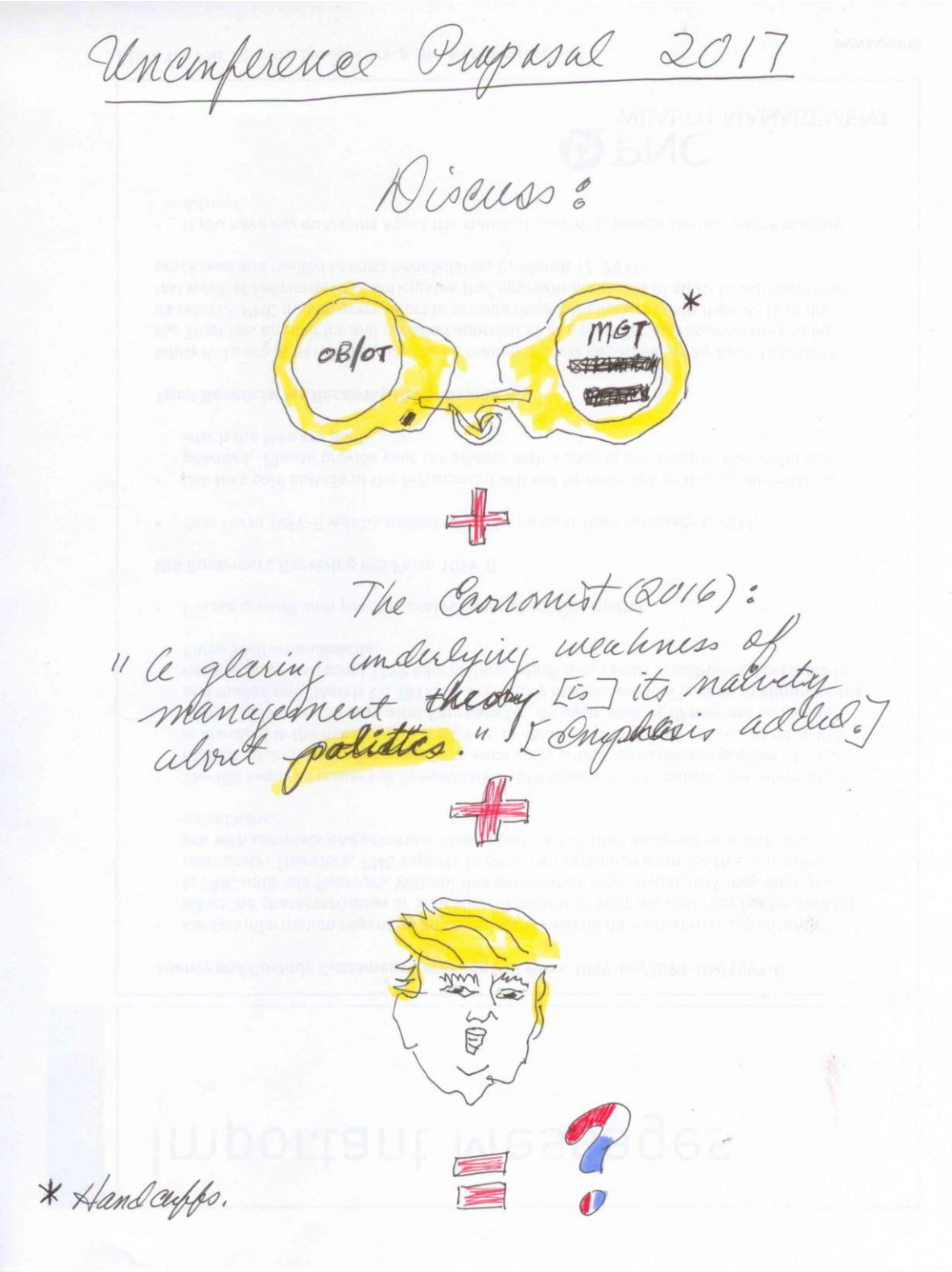
-- Contextualizing social enterprises within the legal system to examine how organizational ethics is both a personal construct (dignity) and an institutional construct (democracy).

--The impacts of systemic political change on management and employees (many outcome variables).

Conclusion

Are you in? Why or why not? What research and pedagogy are needed?

Appendix 1


Unconference Proposal 2017
Discuss:
OB/OT
MGT
*
The Economist (2016):
"A glaring underlying weakness of management theory [is] its naivety about politics." [Emphasis added.]
* Handcuffs.

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Bureaucratic Morality in our Business Schools: Impacts on Teaching and Learning

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The QICs

1. The effect of the bureaucracies on the moral identity of business schools, staff, students and other stakeholders and the dynamics of bureaucracy relevant to the quality of teaching and learning.
2. Where is the focus and commitment? Ratings and Rankings or producing responsible future managers?
3. The entrepreneurial approach to management education: Striking the right balance between profits and ethical commitment

From my doctoral research on the impact on bureaucracies on employee morality, I discovered that bureaucracies not only tend to have a generally negative impact on employee morality but also uncovered mechanisms by which they do this. First is that bureaucracies tend to create an inflated sense on moral identity in employees, driven largely by compliance to rules and set objectives. Second that conformity to set norms is prevalent which in many instances could be derogatory to individual morality and lastly that bureaucracies encourage 'expertise' over 'professionalism'.

The implication of these findings in the contexts of the bureaucracies in our business schools and the ultimate impact they can have on academics, teaching and student learning would make an interesting discourse. Are academics too focused on the 'bigger picture' of our business schools such as rankings, funding and so on at the detriment of creating the right systems that will produce future managers we are proud of? (Akrivou & Bradbury 2015). In the wake of increased corporate scandals and the need to focus on ethics education, are we showing our students the type of commitment to ethical values and leadership we expect them to display beyond their times with us? (Bennis & O'Toole, 2005; Chia & Holt, 2008). What is the moral temperature in our business schools as systems meant to produce ethical managers? Research into linking the bureaucracies in business schools to impact on teaching and learning as well as the morality of both student and staff will be interesting.

The crises in business ethics is not a challenge for companies alone but an opportunity for management education. Are our systems enabling independent critical moral inquiry that will affect the types of modules we introduce and our pedagogical approach to executing them? In my study, the bureaucratic structure that produced the highest number of truly ethical individuals was driven by a strong ethical culture that did not just exist on paper but was modelled by the senior and mid management. If we are to ground students in the duties and rewards of stewardship, including the concerns of multiple stakeholders and the responsible use of power, it will therefore be interesting to interrogate the moral climate the bureaucracies in our business school create and how these impact on our individual morality and work as academics and ultimately on the experiences of our students. By this we also start to discuss how best we can model ethical leadership to our students within the business schools first, hoping it corresponds with the things they are taught in class which can affect the quality of students we produce.

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Mapping Climate Justice

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Climate justice accounts for the most challenging global governance goal. My question concerns how in the current climate change mitigation and adaptation efforts, (1) high and low income households but also (2) developed and underdeveloped countries as well as (3) various overlapping generations are affected differently in order to balance the benefits and burdens of a warming earth within society, between countries and over generations.

The Unconference community could certainly help me understand better how to map international climate change mitigation and adaptation regimes in order to derive fair climate stability implementation strategies. Based on insights on the current endeavor to finance climate change mitigation and adaptation around the globe, a 3-dimensional climate justice approach will be introduced to share the benefits and burden of climate change within society in a fair way.

First, climate justice within a country should pay tribute to the fact that low- and high income households share the same burden proportional to their dispensable income, for instance enabled through a progressive carbon taxation. Those who caused climate change could be regulated to bear a higher cost through carbon tax in combination with retroactive billing through inheritance tax. Secondly, fair climate change burden sharing between countries comprises of argumentations that those countries benefiting more from a stable climate, hence those with a larger landscape or higher population, who have more access to climate than others, should also bear a higher burden of climate change mitigation and adaptation efforts. Countries that reap benefit from a warming earth should be obliged to finance international aid for those who are impacted negatively by climate change, e.g., climate refugees. In addition, building on case and international law, those countries that have better means of protection or conservation of the common climate should also face a greater responsibility to protect the earth. Thirdly, climate justice over time is proposed in an innovative climate change burden sharing strategy with bonds that help weight the burden of climate change more equally between today's and tomorrow's society. A climate tax and bonds mix could subsidize the current world industry for transitioning to green solutions and future generations, who will enjoy a less carbon intensive industry and more stable climate but should repay those bonds.

All these efforts should alleviate the contemporary global governance predicament that seems to pit today's generation against future world inhabitants in a trade-off of economic growth versus sustainability. Deriving respective policy recommendations for the wider climate change community is aimed at ensuring to share the burden but also the benefits of climate change within society, between countries and over time in an economically efficient and legally equitable way.

All of these issues are related to how and what we incorporate into our teaching and learning environments. We need to highlight these issues as pressing for our students, colleagues, government officials, and other practitioners in terms of collectively focusing on issues of climate change and climate justice as they relate to decision-making and behaviors at the individual, societal, and global levels. I would genuinely appreciate the opportunity to discuss these issues with members of the RMLE Unconference group in NYC this June.

A Search to Uncover Methods to Eliminate or Minimize Implicit Bias

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Building on the work of other scholars regarding how implicit racial bias impacts decision making in the justice system (see, e.g., http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1336&context=dlj), I would like to explore how implicit gender bias impacts decision making in the workplace. There are a variety of significant employment decisions made by managers on a daily basis regarding hiring, pay, project and team assignments, promotion, and terminations. Organizations should ensure such decisions are based on objective and verifiable criteria rather than subjective and biased beliefs. But, how do universities educate future managers about ways to eliminate or minimize biased decisions when the students do not even realize they have such biases that affect their decisions. This question or concept is in the preliminary stages. Therefore, I would welcome the opportunity to brainstorm with colleagues about ways to research this issue and develop educational strategies to combat it.

I believe there also might be an interesting connection to explore regarding the best ways to educate students about ethical behavior. Just as we all want to believe we make unbiased decisions, we also want to believe we make ethical decisions. Yet examples such as the recent Volkswagen emissions scandal demonstrate that otherwise ethical employees sometimes take unethical actions when making workplace decisions. Could the unethical actions—just like workplace decisions—be based on subconscious justifications and rationalizations? If so, what is the best way to shine a light on our subconscious thoughts so they do not impact our decisions?

Management Education: Leveraging New University Forms

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The field of management education has been rife with challenges over the past decade, with calls to enhance the legitimacy, relevance, and social impact of business schools and their counterparts. International networks of school leaders have formed to catalyze the cultivation of leadership and impact (e.g., Globally Responsible Leadership Initiative [www.grli.org], Ashoka Changemaker University [www.ashokau.org]) and accreditors (e.g. EFMD, PRME, AACSB, EQUIS) have used technical systems to advance progress. But what if the core answer is not within the networks of business schools but rather the interconnection of fields within and across universities to create a new kind of management education? Now is the time to rethink the structure of the university and our ecosystem itself.

Using a case study of The New School as a provocateur, we present works-in-progress of a new university translateral form: the university-wide management school. Shaped as more than collaboration but organized more through holacracy than centralization, we will share our year-long process in bringing together the fields of design, media, policy, liberal arts, and entrepreneurship. Our emergent institutional form will not be a standard business school, nor a partnership of degrees or programs. Rather, we seek to develop a new way of organizing management education around industry fields that allows us to rigorously meet organizations in all sectors.

Our approach -- nested in evaluation of learning outcomes -- aims to educate resilient, entrepreneurial leaders with the capacities to succeed in our shapeshifting economy. The process elements of education, in particular the ability to design human systems, mobilize resources, and create new institutional leadership forms, are key. We have used a research discovery model to bring together faculty across our university to design this approach, and we are recruiting a cohort of external faculty whose backgrounds serve as data themselves to understand who is in the field. Our recently expanded University conceptions of research and scholarship to include creative practice and public scholarship have shorn up our ability to advance faculty who enter this innovative system.

We invite Unconference participants to join us in exploring how to energize collective progress to reinvent management education. In order to create the new, inclusive creative economy required to address our global context, we need more than one university: we need a movement.

Questions, Ideas, Concerns

- What is the scope of fields required to ensure management education meets pressing global challenges?
- Which learning outcomes, skillsets and mindsets, are required of students, and how can project based learning in partnership with external organizations achieve these goals?
- In what specific ways can journals and other academic and professional platforms embrace publishing the new forms of transdisciplinary learning to both expand knowledge and to enable faculty to achieve (expanded) standards of tenure and promotion review within this new domain?
- Where can we embed and sustain innovative strategies in management education to collaborate across universities, connect with diverse fields, and catalyze high-impact results?
- Why does our approach help people be more human and humane in managing work, careers, creativity and productivity?

Discussion Group "Broadway"

Exploring Online and Teams Driven Issues in Higher Education

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Cynthia Warner
Deniz Ucbasaran
Diana Ayton-Shenker
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Charlotte Dobbs
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Title: Improving Effectiveness in an Online Learning Environment

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The development of advanced and affordable information and communication technologies has created an enhanced virtual environment for a variety of online learning activities in the current digital era. Due to its low cost and ability to educate a mass number of students at anytime and anywhere, online learning has not only gained popularity but also become a permanent instructional method in higher educational institutions.

College of Business Administration (CBA) has also adopted couple online learning approaches to prepare a large number of students (around1500 students per semester) for their computer literacy requirement (Word, Excel and PowerPoint) with minimum facility and resource usages. A student-pulled online learning was implemented first that allowed students to decide when, where, and how fast to master course materials, and complete assignments via an online, interactive, and intelligent learning courseware. Unfortunately, this student-pulled online learning approach produces a low passing rate and a high dropout rate as reported by other educators and researchers. It is not an effective or appropriate learning tool for students without self-motivation and high-discipline to complete their course materials on time. The computer literacy has become a bottleneck for graduation.

To overcome these shortcomings, CBA has then moved to a teacher-stimulated online learning approach where an instructor could employ a set of learning and grading scheme to guide, encourage and stimulate the student learning process. The two objectives of this redesigned online learning approach are (1) to equip the student with computer literacy skills for using in other courses and enhancing their career opportunity, and (2) to increase passing rate and decrease dropout rate for reducing the student's graduation time requirement.

The new approach successfully improves learning behavior (higher lesson and assignment completion rates) and achievement (higher final exam score), but fails to increase passing rate and decrease dropout rate. Computer literacy requirement is not only a bottleneck for students to major in CBA, but also an obstacle to delay students' graduation.

Issus, Discussions and Concerns

1. What critical success factors can balance needs for major stakeholders in an online learning environment: student (skills, knowledge and career opportunity), administrator (cost, dropout rate, and passing rate), instructor (teaching objective, and learning outcomes)?
2. What teaching strategy(ies) can improve dropout rate and passing rate?
3. How to virtually motivate, guide, engage, and monitor students in their learning process for promoting online learning and achievement?
4. The most suitable course subjects, student classification (freshman, sophomore, junior senior), class type (credit/no credit, pass/no pass, course grade), student number per class, and course length can be adopted to achieve different objectives.
5. What other effective online learning methodologies are suitable to reach every objective?
6. How can administration lend a support to help instructor and student attaining their objectives?
7. How can administration and instructor to prepare students for accomplishing better learning outcomes?
8. What is the best method to evaluate the online learning effectiveness and outcomes?

Maximising in online management education – Developing autonomy or learning to use peers?

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Ideas:
Building on Simon's notion of "satisficing" a stream of research has developed in the past decade that considers differences in maximising vs satisficing. Maximising can be described as aspiring for best possible outcome and satisficing as settling for a "good enough" alternative. Maximization is believed to contribute to "paradox of choice" whereby an abundance of alternatives may lead to feelings of regret and worsen the overall sense of well-being. Maximization tendencies have been researched in various domains, but no studies that explored links between maximisation (and satisficing) and learning experiences have been reported in the field of management education so far.

The study that I would like to suggest will explore relationship maximising, learning outcomes (in the form of academic performance and satisfaction with learning experience) and two other facets of learning, i.e. the degree of autonomy and use of peers. The context for the study will be online courses in management at a UK university. The effects of disciplinary field (quantitatively vs qualitatively oriented management disciplines), orientation focus (focusing on theory or practical application), and principles of learning design (e.g. focused on learner collaboration or independent study) and level of study (undergraduate vs MBA students) will also be considered. Most of the data will be collected in the form of self-completion questionnaires that have been validated through previous research and statistical data analysis techniques in the form of multivariate analysis of variance (MANOVA) and regression analysis will be employed to explore relationships between constructs of interest.

Possible research questions:

- *Do part-time mature management students studying online tend to have a maximisation or a satisficing tendency?*
- *Are there links between maximisation, satisficing and academic performance? Is satisfaction with learning experience related to maximisation or satisficing tendencies?*
- *What is the relationship between learner autonomy, use of peers in the learning process and maximisation and/or satisficing?*
- *In the academic context does maximisation mean maximising independence in learning?*
- *What is the extent to which peer-to-peer interaction might shape learner views and perceptions of maximising vs satisficing?*
- *Do undergraduate or postgraduate management students report greater maximisation tendencies?*
- *Are there differences by subject area or type of online course?*

Concerns:
Previous research have mostly employed quantitative methodologies – is there a way to employ qualitative research methods to gain deeper insight into maximisation and satisficing? One possible way of doing so might be to follow up survey data collection and analysis with volunteer interviews, but that might lead to self-selection interview bias and will be restricted to learners self-reporting on their learning experience. Predicting possible differences by level of study, type of online course or management discipline might be challenging due to lack of previous work exploring these differences. Gender differences, differences by levels of management and seniority might also affect maximising tendencies, but entering all these groups into analysis can make the analysis process unwieldy.

Unequal contributions in student teams: When is a free-rider not a free-rider?

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Assessed team work is not always popular with students. The team context may force them to engage in uncomfortable encounters with others, who do not necessarily share their perspective on the task in hand, the skills they need to share or the processes they need to use, and this often leads to conflict. The most commonly cited cause of dissent is the presence of '*free-riders*'; team members who do not contribute equally to the task, or who fail to contribute at all.

To address some of these issues, at Warwick Business School we have developed an online peer assessment solution based on Ohland et al., (2012). This requires students to assess their own and others' contributions to a group work task, based on a series of team-working behaviours, such as 'Contributing to the team's work'. The outputs of the process include a personalised profile which shows a student how their own self-assessment compares with that of their peers, and also generates a numerical 'scaling factor' which can be used to adjust the group mark for each individual so that it accurately reflects their contribution. That is, we can penalise 'free-riders' and reward those who have made an above-average contribution to the task. The tool enables us to identify very easily those students that everyone else in their group would clearly categorise as difficult people. Traditionally we might assume that a negative evaluation means a team member has been a 'free-rider' who has not contributed sufficiently to the task.

Stories from students and academics however are beginning to suggest a different story. Perhaps there is more than one reason that a team member might attract a negative review from their peers. Perhaps the 'Lone Ranger' (i.e. the person who would prefer to complete the whole task without any input from their team-mates) is just as big a problem as the free-rider. Maybe some students dominate their team to the extent that they alienate their team-mates. Perhaps worse, a team might jointly ostracise a single team member (perhaps because of some characteristic they exhibit), making it impossible for them to make a meaningful contribution. And what if cultural issues prevent some students from contributing to the team effort?

Our project aims to investigate a wide range of team '*contribution behaviours'*(Tsai & Bagozzi 2014, p.143) and '*player types*'(Kocher et al. 2008, p.176), the factors that lead to unequal contribution, and the ways in which their varying contributions to a task can make student teamwork challenging. We would like to encourage other RMLE Unconference participants to share their stories of group work and team member contribution, and reflect on the implications for task design and training in team-working skills. Can we design out unequal contribution, as some have suggested, or should we be aiming to equip student teams with the skills to deal with a phenomena that they will, after all, be extremely likely to encounter in the workplace?

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The Role of Management in Early-Stage Ventures

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We have a number of key questions guiding our submission to the 2017 RMLE Unconfernce. It is our hope that we will be able to discuss these questions, and their implications for research in the teaching and learning domain, with other interested members of the Unconference group. Our questions all stem from issues related to the role of management, and thus management education, in early-stage venture development.

First, what is the role of management knowledge in the successful development of different kinds of early-stage ventures? The early stages of a new organization are often discussed in terms of key operational milestones: proof of concept of a new product or service; financial investment sufficient for experimentation; economic logic that suggests viability at larger scales. This thinking includes concepts of gating milestones, as in Marc Andreessen's notion of "product/market fit" – before which, nothing else matters, including the quality of the company's team (see reference below).

Following upon this, we are interested in discussing and examining the influence of management knowledge on the development of early-stage ventures. How, in turn, do developmental milestones influence organizational norms and assumptions about what effective management looks like here? Management knowledge is conceptualized broadly here as how people in the organization apply concepts and skills relating to the planning, organization, leading, and controlling of organizational resources toward goal achievement.

Finally, we would like to explore when and to what extent is management knowledge most critical for successfully building an early-stage organization? How is management knowledge shaped by the early eras of the organization, such that key challenges and achievements lead to certain norms and tacit assumptions about what effective management looks like here?

Reference:

Marc Andreessen. "Product/Market Fit – EE204," http://web.stanford.edu/class/ee204/ProductMarketFit.html, last accessed January 30, 2017.

Management Education: Leveraging New University Forms

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Questions, Ideas, Concerns

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- Where can we embed and sustain innovative strategies in management education to collaborate across universities, connect with diverse fields, and catalyze high-impact results?
- Why does our approach help people be more human and humane in managing work, careers, creativity and productivity?

Softening A Data Driven Decision Making Course in A "Flipped Classroom" Team Work and Soft Skills Focused General (Business) Degree to Spark Interest and Increase Diversity in The Field of Business Analytics

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Business analytics tends to be a field that lacks diversity. Research shows that diverse teams make better decisions and that females tend to prefer team based assignments when studying STEM related fields. How can we improve female and minority interest in business analytics? While many programs and initiatives exist to pull women and minorities into STEM fields, perhaps the answer is to bring data analytics courses to degrees that already have high percentages of females and minorities and to make assignments in those courses team based. Additionally, utilizing flipped classroom and other innovative teaching methods to increase and maintain interest may be beneficial.

Is "Building It and Bringing It To Them" enough? Do we need to tailor the data and examples we use to be of interest to females and minorities? What types of data and assignments would be particularly interesting to females and minorities: social justice issues; specific industries (fashion, travel and tourism, entertainment or sports management and marketing); human resources analytics; project management analytics and/or entrepreneurship? Does having female and/or minority faculty teach the analytics course increase interest? Data and statistics oriented courses often seem "dull and boring" to many general business majors. In addition to the "flipped classroom" what other innovative education techniques (such as analytic (data) debates using the Socratic method) can be used to spark and maintain interest? How do we best introduce students to their own cognitive biases and logical fallacies while participating in these debates?

An additional aspect to consider when introducing team based work is the introduction of peer evaluations and team dynamics. Do all female and/or minority teams evaluate each other differently than more diverse teams? Previous research on peer and performance evaluations suggest that students may need to be taught to "check their bias" before completing peer evaluations, as both men and women rate women more harshly in both scores and text based comments. If peer evaluation data reveal this bias, would a training introducing students to this bias and attempting to correct it improve team interactions and subsequent peer evaluations?

Questions:

1. As faculty, what examples resonate with females and/or minorities?
2. As a female and/or minority, what applications of business analytics do you find particularly interesting?
3. How do we design peer evaluations to minimize bias or is a training needed before peer evaluations are completed?

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Discussion Group "Statue of Liberty"

Rethinking the Practice of Management Education

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Management Education Journals or Management Entertainment Journals?

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Management education is changing rapidly as more and more faculty and business schools embrace innovative approaches, exercises, and techniques in their classrooms and gradually move away from a primarily lecture based learning culture. Flipped classrooms and experiential learning exercises are just two of the many approaches that are growing in popularity recently. Educational technology advancements such as live surveys of students on mobile devices (Top Hat) and various Internet based business simulations (Markstrat, Supply Chain's The Beer Game, etc.) have also vastly increased the ways that management education can be delivered.

Management education journals are a primary dissemination medium for these innovations to fellow faculty. Details of how to replicate the innovation in your own classroom, is typically followed by student feedback on the innovation. A survey is often used to capture student comments, interest in the activity, and sometimes their self-reported learning from the exercise. Such support for the exercise can typically be found in the "evidence of teaching effectiveness" section, however faculty considering adopting the innovation are regularly left to speculate about the actual "learning effectiveness" of the innovation.

While it is nice to know that students generally enjoyed a management education innovation, isn't it more important to know if their learning actually improved as a result of that innovation?

Currently, there is somewhat limited validation of actual student learning provided in many management education publications that describe an innovative approach. Does this reveal a gap in management faculty's awareness of learning measurement alternatives that could be used to validate actual student learning from an innovation?

Is it possible, through collaboration, for management faculty to develop and potentially publish various student learning measurement alternatives as a resource for fellow management faculty? Faculty could use such a resource to assist in the design of learning measurement for of their innovations, or as a way to measure the benefits of an adopted innovation. This would also facilitate reflective teaching and continuous learning improvement among faculty. Over time, management education journals could then increase their expectations of learning effectiveness (not just teaching effectiveness) evidence as a submission requirement.

Publishing innovations in management education journals that do not include a validation of the resulting learning has two major concerns. First, faculty may implement an innovation in their class only to find their student learning was negatively impacted because of it. Secondly, the value of management education journals could be elevated if they were increasingly disseminating validated "scientific" research on how the innovations impacted student learning, rather than just student enjoyment.

The reflections on a moral character of teaching in the age of compulsory likeability

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Every year, after having finished teaching our courses and given the grades, me and my colleagues receive the verdict on our pedagogical worth, otherwise known as "students' evaluations". This is a tenuous moment of dread and anticipation, an instant of reassurance or disappointment. It is not an exaggeration to say that most of us feel ambiguous about students' evaluations even when they flatter our self-assessment. I dare to suggest that this ambiguity reflects an important aspect of teaching vocation – in our public appearance, we want something more than being merely "liked", we want to feel our efforts being genuine and meaningful.

Both places where I teach, like most business schools these days, are very diligent about locating themselves at the cutting edge of every trend, including pedagogy. Treating students as clients entitled to demand the experience of thrill and revelation and pass a judgment on customer service from their lecture and seminar suppliers is a defining feature of modern pedagogical trend, occasionally referred to as "marketization". Business schools lure in customers with the promises of experiences similar to the ones contained in a marketing leaflet of a fashionable gym – transformation and excitement, improvement and achievement, glory and success. A part of the trend also consists in increasingly conceiving of teachers as "coaches" who motivate and prepare newcomers for the "challenges" and the "opportunities" of the "real world". In my view, the ethos of customer service that underlies modern business school education and its instruments of teaching quality assessment have profoundly detrimental consequences for the moral character of pedagogical profession and the personal integrity of those who practice it.

To voice my concerns about the implications of customer-centric pedagogy for the moral legitimacy of teaching, I turn to two thinkers: George Steiner and his Socratic ethics of teaching (2003), and Matthew Crawford (2015) and his critique of authority-free educational ideal inherited from Enlightenment. The shared preoccupation of both philosophers in the age of technologically enhanced marketization of education is what I call "*the problem of reversed submission*". To educate comes from a Latin root that means "to lead out". In broader classical sense, to be educated means to be led out of oneself by someone who commands my respect and possesses authority to which I have to submit. The ultimate purpose of such submission is an epistemic enrichment which is reachable only if I am willing to accept being led away from myself and embrace the experiences that are not necessarily pleasant or self-indulging. When students are treated as customers who enter into a classroom with an expectation of utility maximization (e.g. increasingly associated with an expectation of being entertained, amused and reassured), the considerations of professional survival force teachers to accommodate themselves towards customers' needs and give up their authority.

Both Steiner and Crawford think of teaching as the vocation similar to the one of an artist: to be genuinely transformative, it needs a space for dissent or even transgression against the prevailing norms and expectations. When teaching is reduced to one's ability to deliver good time and make oneself likeable, we all lose. We lose as teachers who are implicitly encouraged to be manipulative to earn higher scores. We lose as students who are stimulated to seek agreeable, palatable and easily digestible certainties often at the expense of effortful and painful reflection. It is very unlikely Socrates would have found a job in any of the business schools of today or would have managed to keep it. Last thing he wanted was to be liked.

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Now in Previews

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Even when management educators have substantial teaching experience and plan with great care, we cannot be certain how students will receive a new or redesigned course or even a single curricular innovation—until we deliver it and observe their reactions. When our new material and/or our execution of this material do(es)n't entirely succeed or, worse, fully flop(s), our students have to endure an experience they regard as a waste of their time and energy. End-of-course assessments may reflect their dissatisfaction with our misfired attempt to engage them and enhance their learning.

If only we, like theatre professionals, could learn from previews! During the weeks before opening night, a play is staged in front of paying audiences. The director, playwright, and actors can observe theatregoers to determine what is working and what isn't. Are the lines intended to amuse falling flat, or eliciting laughter? Do many people escape at intermission, or do standing ovations accompany the curtain calls? The information gained from audience members' responses to preview performances guides the company to rewrite scenes and dialogue and make other adjustments. In short, decisions about reworking material are evidence-based.

We educators have no previews or dress rehearsals before the semester begins. Sometimes, new course material achieves our desired result right from the start. Future runs are even stronger, as we incorporate our own observations and our students' feedback to make learning activities and modules even more effective. But in much less gratifying instances, the problems that emerge may lead us to quit using ("let down the curtain on") a new pedagogical tool prematurely.

Some of us may attend research seminars at our schools or even belong to a face-to-face or virtual group of colleagues that exchange feedback on one another's manuscripts before submitting them to journals. Yet most of us lack a comparable forum for gleaning constructive criticism on our curricular ideas before "show-time," when we present them to our students. The pedagogical innovations demonstrated at conferences are already polished. Indeed, few would want to adopt an experiential exercise or other teaching technique whose effectiveness had not yet been established. Ideally, however, we would evaluate our ideas—and make necessary modifications—before bringing them into the classroom. By adopting the concept of "previews," we could collect data that would enable us to improve our instruction.

How could we establish the infrastructures (both face-to-face on our campuses and virtually with members of our professional societies) that would enable a community of colleagues to function as students for one another, thereby allowing the pretesting of teaching innovations? How could we persuade peers to participate? What objections might they raise, and how could we address these objections? How could we overcome logistical obstacles?

Students as customers, student engagement, and academic standards.

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There has been a shift in higher education over the last number of years from the student being an output, to the student as a customer (Bunce, et. al 2016, and others). In an effort to attract and retain students, universities and colleges have invested heavily in more "extra-curricular" benefits whether it is apartment style accommodation, on-site amenities such as grocery store, upscale coffee shops, variety of pubs, information technology, career advising and career opportunities, and improved gymnasium/fitness programmes.

To support the student as a consumer, there has been increased attention to providing "better" classroom experiences for students, focussing on deep learning with less emphasis on the extent of content but rather the "essential" content. Faculty have spent countless hours examining their course content, redesigning delivery methods, and attempting to measure student satisfaction with new pedagogies. Do these pedagogies truly improve learning and the ability for students to succeed in the post-degree world? How would we know and how do we measure? In our efforts to create a safe learning space that engages all, are we promoting a learning mindset (as discussed in de Janasz and Ferraro's QIC from RMLE 2016) when the assessment outcomes reward a performance mindset.

Concomitant with the frustrations of faculty, universities and colleges have been accused of declining academic standards. These accusations are not new, a number of authors have questioned the impact of the consumerism of learning on academic standards (for example, see Trout, 1997, and Bunce, et. al, 2016). The response has been the design and implementation of assurance of learning protocols. While helpful going forward, do these assurance of learning standards help us understand how the institutional shift to a consumer model will impact the knowledge and skills that are necessary to address the worlds future economic, societal, and technological demands?

How do we, as faculty help encourage our administrators to think carefully in the design of programs and student recruitment strategies so that we do not encourage the attraction of consumer oriented students who will continue to demand that they be catered to, rather than to see that their degree is something that requires effort and their own personal commitment to engage.

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Educating reflective managers: Why everybody wants and nobody likes it

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Summary
Professionals often deal with issues or problems that are not clearly defined, including multiple facets or dilemmas (Kember & Leung, 2000). Rather than to stick to "easy" or "established" solutions, professionals need to embrace the complexity of ambiguous situations and adapt their knowledge to uncertain and complex environments. This requires them to reflect actively in order to discover insights through experience (Peltier, Hay & Drago, 2005; 2006). Schön (1992) stated that reflection is necessary to bridge the gap between theory and practice, because society and work are increasingly dominated by scientific knowledge. The gap between producing systematic knowledge and applying this knowledge to the problems of everyday practice is widening. With its economic and societal crisis, this challenge has become very concrete in the last decade, leading to repeated calls for developing more reflective students and, ultimately, responsible managers. However, there are many complaints that higher education institutions in general, and business schools in particular, fail to sufficiently integrate reflection into their curricula (Currie et al., 2010). Empirical research on reflection indicates that students do not reach the reflection levels desired and seem to have huge misconceptions of what proper reflection entails (Beveridge et al., 2013; Maloney, Tai, Lo, Molloy, & Ilic, 2013).

Thus, crucial questions are: What is required to become a reflective professional and how we can better develop business students' abilities as well as their willingness to critically reflect? How can we develop them into more critical and responsible practitioners?

Our research aims at developing interventions that enhance reflection, particularly in business schools. We want to foster students' capabilities for reflective practice and improve their attitudes towards reflection. As a first step, we developed a quantitative survey measuring business students' attitudes towards as well as their capabilities for reflection. Also, we analyzed supporting and hindering factors regarding reflection processes. At the RMLE Unconference we would like to discuss results from our study with more than 700 business students in Switzerland. For instance we found that management students apply more non-reflective action strategies than those studying economics or international affairs. Also, students' reflective practice seems to decrease during their undergraduate studies. Only at the master's level, students' reflective practice recovers to reach values similar to when they entered higher education.

To advance the research on reflection (processes) in general and our own project in particular we want to discuss the following questions: Why is it that reflection seems to be difficult and undesirable for many business students? What are crucial experiences shaping the understanding of and attitudes towards reflection? How do we reach learners that have a negative attitude towards reflection? How can we promote a more positive image of reflection? How may we engage both students and teachers in reflection?

At the conference we will elucidate and discuss these questions in order to inspire future research on reflection, and, especially to design and implement education interventions fostering reflection in business education.

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Management Education: Leveraging New University Forms

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The field of management education has been rife with challenges over the past decade, with calls to enhance the legitimacy, relevance, and social impact of business schools and their counterparts. International networks of school leaders have formed to catalyze the cultivation of leadership and impact (e.g., Globally Responsible Leadership Initiative [www.grli.org], Ashoka Changemaker University [www.ashokau.org]) and accreditors (e.g. EFMD, PRME, AACSB, EQUIS) have used technical systems to advance progress. But what if the core answer is not within the networks of business schools but rather the interconnection of fields within and across universities to create a new kind of management education? Now is the time to rethink the structure of the university and our ecosystem itself.

Using a case study of The New School as a provocateur, we present works-in-progress of a new university translateral form: the university-wide management school. Shaped as more than collaboration but organized more through holacracy than centralization, we will share our year-long process in bringing together the fields of design, media, policy, liberal arts, and entrepreneurship. Our emergent institutional form will not be a standard business school, nor a partnership of degrees or programs. Rather, we seek to develop a new way of organizing management education around industry fields that allows us to rigorously meet organizations in all sectors.

Our approach -- nested in evaluation of learning outcomes -- aims to educate resilient, entrepreneurial leaders with the capacities to succeed in our shapeshifting economy. The process elements of education, in particular the ability to design human systems, mobilize resources, and create new institutional leadership forms, are key. We have used a research discovery model to bring together faculty across our university to design this approach, and we are recruiting a cohort of external faculty whose backgrounds serve as data themselves to understand who is in the field. Our recently expanded University conceptions of research and scholarship to include creative practice and public scholarship have shorn up our ability to advance faculty who enter this innovative system.

We invite Unconference participants to join us in exploring how to energize collective progress to reinvent management education. In order to create the new, inclusive creative economy required to address our global context, we need more than one university: we need a movement.

Questions, Ideas, Concerns

- What is the scope of fields required to ensure management education meets pressing global challenges?
- Which learning outcomes, skillsets and mindsets, are required of students, and how can project based learning in partnership with external organizations achieve these goals?
- In what specific ways can journals and other academic and professional platforms embrace publishing the new forms of transdisciplinary learning to both expand knowledge and to enable faculty to achieve (expanded) standards of tenure and promotion review within this new domain?
- Where can we embed and sustain innovative strategies in management education to collaborate across universities, connect with diverse fields, and catalyze high-impact results?
- Why does our approach help people be more human and humane in managing work, careers, creativity and productivity?

Discussion Group "Empire State Building"

Breaking the Barriers of Traditional Teaching to Aspire to New Levels of Learning

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Mary Watson
Annemette Kjaergaard
Brent Snider
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Shifting Metaphors, Shifting Mindsets: A music-based approach to teaching and learning negotiation and complex problem-solving

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Leading management scholars have written extensively on the arts and leadership (Adler, 2006; Austin & Devin, 2003; Darso, 2004; Sutherland, 2013; Taylor & Ladkin, 2009; among others). Despite the work being done in arts-based teaching and learning, few courses in management education are being taught from this cross-disciplinary perspective and the dehydrated pedagogies of the past continue to permeate curricula. As Lee Shulman (2005) has noted, an inert pedagogy breeds an inert profession. Innovation in pedagogy is an important issue in management education.

In a time of profound global crisis on so many levels, to be responsive to today's challenges and complexities, the next generation of management professionals must be creative, imaginative and innovative thinkers. Emotional and social intelligence, the ability to collaboratively problem-solve, negotiate, and mediate complex conflict are essential skills needed for success. Studies and reports have noted, however, that practitioners are lacking these key skills. One of my main concerns is the question of how these new perspectives and essential skills can be taught and developed. Are the current experiential learning models, characterized by roleplay and simulated exercises, the best way to build creative skills and operationalize knowledge?

I recently conducted a research study involving five professional musicians and thirty-eight first year law school students. Data from musicians regarding effective collaborative music-making and most valued capacities for achieving optimal outcomes informed the design of a comparative teaching study that explored the effects of introducing a music-based metaphor and pedagogical approach to teaching, learning, and resolving conflict. The study provided insights into whether and how the musical ensemble metaphor might assist in shifting adversarial combative and competitive frames toward more collaborative, settlement-oriented mindsets and whether and how music-infused pedagogy might assist in developing enhanced skills and practice behaviours that lead to more desirable outcomes. Results from this initial study suggest that non-musicians in non-musical environments are able to learn from musical metaphors and concepts related to ensemble music-making and that such learning – cognitive, affective, and behavioural – translates into changed and more effective behaviour in practice. In simulated scenarios students exposed to the musical metaphor and other music-based learning appeared to outperform their colleagues exposed not exposed to similar music-based learning. Engagement with music appears to reconnect people to their creative potential and lead them to see the efficacy of employing creative thinking in professional environments where analytical and critical thinking have generally been over-emphasized. There are indications that experiences with collaborative approaches to negotiation and problem-solving have the potential to shift traditional norms and behaviours.

It is my belief that the findings from this initial study warrant further exploration and implementation. I would very much like to connect with others involved in innovative management pedagogies and work on exploring such questions as the impact of the use of a wider range of arts-based methods in teaching, the long-term effects of such pedagogy on practice behaviours, and the viability of creating and implementing an arts-immersed teaching stream.

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Bridging formal and informal learning and team teaching innovation

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My first QIC is the bridging of informal and formal learning. In 2001 the EU Commission presented a framework for lifelong learning which includes a presentation of three types of learning and education; formal education, non-formal learning and informal learning (European Commission, 2001). Informal learning is increasingly perceived as important for student learning and more than a peripheral conception of something happening outside the confines of the university. It is explicitly sought after to obtain skills and knowledge that universities do not provide through formal education but that are nevertheless in high demand by future employers and should be included in student learning by bridging formal and informal learning. The idea is that all types of learning are important and should be considered to create life long learning.

The students at my institution are highly engaged in learning outside of the confines of the university in their student jobs, on exchange or when doing voluntary activities. However, as an institution we do not reach out to this learning and it is kept in a silo separate from the learning at university. While we do encourage students to test theories and models on their jobs, in internships etc., we do very little to scaffold or support the bridging of the knowledge they develop when testing theories and concepts outside university to the formal learning inside or when generating knowledge based on experiences. My question is how we can help bridging formal and informal learning while not changing the nature of the learning and thereby loose the important differences.

The second QIC that I would like to discuss is about organizing teaching innovation and how we can work with faculty to develop new teaching and learning activities. In my institution, teaching innovation is very much an individual task, which means that it often drowns in the very many activities that teachers engage in and not least in the competition with securing time for research. My considerations are based on the idea that a more team-based structure could potentially create a better quality and better incentives for teachers to engage in teaching innovation. In comparison with research development where voluntary systems of peer review and co-writing are very much in focus, teaching is still a very individual activity. Can this be changed? What would the consequences be? And what does it take in terms of cultural and structural changes? These questions are closely related to a conversation we had last year on how existing structures inhibit new ways of engaging with students, colleagues, content etc. The question could be discussed from an organizational/organizing perspective, a change management perspective, an incentive perspective, and a motivation perspective.

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Should "Inquiry Learning" be expanded in Management Education?

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Management education is heavily case based where students are succinctly provided all the information they would need to develop a recommended solution. Even newer innovative approaches such as problem-based learning (PBL) also neatly provide all the required information for students to develop a solution. With these approaches, students are not challenged to think critically about what information they require to solve a business problem. They don't have to determine what questions to ask and to whom because all the information is conveniently provided right there in front of them. Are we as management educators actually doing a disservice to our students by consistently pre-packaging all of the required information? Should we selectively remove some provided information more often in management education to better simulate the real world for our students?

Inquiry based learning (IBL) is a question driven learner-centered approach where students first identify what they need to know, and then seek out those details (Aditomo, et al., 2013). It encourages critical thinking not only in developing a solution, but in identifying the information required to develop a solution. Such an approach better represents the real-world environment that our our business school graduates will be faced with.

Providing all of the required information certainly speeds up the case analysis process from a faculty member's perspective, especially for in class conducted case analysis. How often in the real world however is a manager provided all the required information in a such a manner? Managers have to determine what information is needed, then determine how to best obtain the information. The corresponding critical thinking, perserverance, time management, and communication skill development are all negated when we provide all the required information immediately to our business students.

Foster and Carboni (2009) suggested integrating inquiry learning into cases, however the approach appears to have been adopted minimally to date in management education. As management educators, are we prioritizing classroom convenience over developing key management skills?

Implementing an inquiry based learning approach, where selected information is withheld until it is requested, would appear to be a relatively minor process change for management faculty members with significant potential learning benefits for business students.

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What's so bad about "Kumbaya"?
Reinvigorating an Organizational Behavior with Heart

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Critics of organizational behavior have used the term 'Kumbaya' as a way to mock the role of emotions and interpersonal understanding in the field of organizational behavior. The inference is that managing and leading organizations requires hard, rational decisions, and has little need for aspects of the heart. The field of organizational behavior was founded on the notion of being a field with heart, as expressed by Herb Shepard, the founder of the first doctoral programs in Organizational Behavior at Case Western Reserve University. The themes that Shepard and others advocated in the early years seems to have disappeared from the discourses of organizational behavior. Organizational behavior as a means for understanding human potential seems to have been replaced by more contemporary interests such as evidence-based management, rational decision-making, and influence based on trickery. Changes that have occurred over the past several decades have occurred as the field of organizational behavior has scrambled for legitimacy alongside other business disciplines, and along the way OB has become infused with industrial organizational psychologists, personality psychologists, postmodernists, and labor economists.

We argue that these preoccupations with such things as evidence-based management and legitimacy have over-shadowed more expansive themes such as the role of experience, judgment, and interpersonal understanding. What is missing is an organizational behavior based on influence associated with positive interpersonal relationships. Rather than take a nostalgic approach, we look at contemporary organizational behavior researchers and themes that focus on, often covertly, themes relevant to human potential. In particular we point to the careers of three researchers, each at different career phases that celebrate themes of human potential. We then consider an agenda for organizational behavior of the heart. This agenda focuses on four potential themes. The first theme involves the role of experience, here defined briefly as qualitative interpretation of events, as the basis for this agenda. The second theme involves using experience, combined with other approaches, such as evidence based learning, as the basis for professional judgment. The third theme involves an approach to learning and research that explores human relations, or interpersonal understanding as the key variable for success. The fourth theme involves the importance of human potential, defined as the highest possible areas of achievement for individuals.
We pose the question: *What can we do to reinvigorate an organizational behavior with heart?*

Pathos Thinking for Future Managers

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Persuasion plays a key role in business and public life, so reputable business programs offer courses in managerial communication to prepare their students to engage peers, bosses, clients, employees, investors, issue advocates, and other audiences as they negotiate and influence those audiences to their way of thinking. However, business courses tend to emphasize logical writing and presentation skills – "hard" data infused with rational, ethical performance and social responsibility. Few business courses emphasize emotion, passion, and aesthetics – expressions viewed as irrational and pathetic – and these are usually relegated to elective, organizational behavior courses. For example, it is highly unlikely to find finance courses expressing the "soft" side of financial planning and decision-making, despite evidence of emotional afflictions in the field (Ackert & Deaves, 2009). This "suppression of pathos" (Gagliardi, 2007) may do a disservice to business students who feel that only quantitative logic (logos) with personal ethic (ethos) matters. In recent years and months, it is evident that pathos plays a stronger, even dominant, role in organizational and public decision making. This proposal seeks to examine how we can move pathos from the fringes of business and management education to better equip students with the range of persuasive practices used in managerial work.

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Management Education: Leveraging New University Forms

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Discussion Group "Grand Central Terminal"

Embedding Technology and Numeracy in the Practice of Learning and Teaching

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Susan Zaid
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Data Graphs as Visual Arguments: Numeracy in Business Management Education

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Mathematical skills are critical to a high-quality education in business management as best practices in management make intensive and extensive use of quantitative information. At the same time, students entering management programs generally "lack the skills they require to cope with the quantitative methods content of their chosen degree program" (Cottee *et al.*, 2014, p. i) or are "math phobic" (Lamoureux, 2004, p. 19). Although this issue is frequently cast as a stand-alone problem the response of "staffing the core courses with qualified mathematicians" (Bowen, 1967, p.786) is probably as outdated as it is appealing to the status quo. Cottee *et al.* (2014) advocate for reforms in a variety of dimensions, including teaching, course content, and assessment of student learning. In this light, the Mathematical Association of American calls for, among other things, the use of "realistic business problems" and "real (or realistic) data sets" in the curriculum (Lamoureux, 2004, p. 20). Nowadays, free access to online statistical databases curated by public organizations eliminates cost barriers to data access. How can these data be brought into actual instructional practices at multiple stages of the business management curriculum? The work of Mendez-Carbajo (2015) and (2016) outlines a pedagogical strategy suitable for bringing data visualization through graphs into the Economics curriculum. As Tufte (2001, p. 9) put it, "at their best, graphics are instruments for reasoning about quantitative information." How can existing resources aimed at developing numeracy skills across the curriculum be leveraged in Business Management Education? How can we assess the value that these resources add to current teaching practices and course content?

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Flipping the classroom to aid in the development of interpersonal skills

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Historically, classroom instruction has been passive (Andrews, Leonard, Colgrove, & Kalinowski, 2011). Learners show up, the instructor lectures, and learners leave. Occasionally, there is classroom-based discussion but, often, there is not much activity between students in the classroom. Despite research that shows learner attention varies throughout a 50-minute lecture, many instructors continue to embrace this traditional teaching method (Bunce, Flens, & Neiles, 2010). Additionally, it has become increasingly difficult to engage students in the classroom and get them to come to class prepared (McGinn & Schiefelbein, 2015).

Many administrators and faculty are examining the value in the flipped classroom format, which allows learners to be active in the classroom, applying concepts learned through mastering course content assigned as pre-work, such as video lectures and assigned readings, prior to coming to class (McNally, et al., 2017). The applied nature of the flipped classroom creates the opportunity to develop learner interpersonal skills such as teamwork, leadership, and effective communication (Brame, 2013; Abeysekera & Dawson, 2015). There are ongoing faculty concerns about how to effectively implement the flipped classroom, how to assess the true effectiveness on student learning, and how to measure the gains in student experience in the area of interpersonal skills (Rotellar & Cain, 2016).

Despite the positive responses to the flipped classroom, the following questions still remain unanswered:

1. How do we assist faculty in effectively flipping their classroom?
2. How do we prepare students for the change from traditional to flipped classroom, which they may perceive has an increased workload both pre-class and during class?
3. How do we ensure that students are coming to the classroom having completed the pre-work necessary to be successful in the face-to-face portion of the course?
4. How can we apply the flipped classroom model to the development of interpersonal soft skills and assess those soft skills effectively?
5. How do we fairly assess individual learning and contributions to group projects while ensuring that all students receive the appropriate grade for the amount of work contributed to the overall project?
6. Can we effectively flip large lecture classes? If so, how do we scale the flipped model?

Clearly, the soft skills developed in the flipped classroom format hold significant value to students and to their potential employers (Arum, Cho, Kim, & Roksa, 2012; Sivapalan, 2017). However, there are many challenges to the implementation and operation of a flipped classroom format. There's no doubt that flipped classroom models and effectiveness should be explored further. It is obvious that stakeholder buy-in, whether it is from high-level administrators, faculty, or students, is key to our success. What is the best way to engage and develop each stakeholder so that they are fully prepared to not only adopt the flipped classroom format but to accomplish the format and its objectives, along with student soft skill development?

What's in a Slide? Considering the Benefits of PowerPoint for Learning

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The use of PowerPoint in lectures has been a dominant entity for many years in Higher Education. The discourse in both academic literature and student feedback illustrate that, at its most effective, PowerPoint can help learners make sense of complex materials via a combination of structured bullet-points, video clips, online voting and/or selected imagery. However, it is also apparent that, where PowerPoint, and/or the users interaction with the respective slides is done badly, students raise comments and questions along the lines of … "Those slides are too dense, surely they could be clearer"; "What is the point of coming to this lecture when the lecturer simply reads everything off the slides … I don't attend lectures because all the material is posted online in any case". Along the same lines, we hear teaching faculty talking about being "technological dinosaurs" and of their jealousy of the ease with which MBAs put together such impressive, insightful and helpful slides.

Such factors have implications for student feedback scores on lecturers at Institutional levels. Accordingly, the student's view of one's use of PowerPoint therefore plays a role in their perception of their lecturer and could be seen to have impact on an academic's career (with student feedback used as a performance management tool). Furthermore, national student surveys present students with the opportunity to voice their QICs of our practice. With such metrics influencing wider perceptions of institutions (in terms of public rankings, opportunities for funding, student and staff quality plus future career prospects of both parties) and given the endemic use of PowerPoint for lecture delivery, further light should be shed on this important and often poorly used area of academic practice.

With this QIC, I would like to encourage the RMLE Unconference participants to share their experiences and views about their use of PowerPoint and to reflect on the implications for what could be seen to be a didactic form of Higher Education. By sharing best practice, participants can gain insight into how students learn from PowerPoint and uncover alternative ways of communicating to large audiences. We can evaluate whether these are more effective and also consider the wants and needs of students in terms of "What's in a slide"?

Technology advances and student participation: balancing the pros and cons

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Technology advances have brought many benefits to the teaching environment. From providing the capabilities to create discussion groups and forums, to capturing lectures, to live-time polling, to enabling remote participation, technology has evolved, influencing how instructors develop students' understanding of theory. While there are more tools than ever before to engage students' active participation in the process of learning, many students choose to 'hide' behind these technological affordances. Instead of using electronic devices to look up information that is not clear, or take notes directly in the slides made available by the instructor, students sometimes engage in counterproductive behaviors. Therefore, it is important to uncover how to bridge the discourse created by technological affordances.

As a junior faculty member, I would be very interested in finding out strategies used by other Unconference participants in facilitating student engagement ranging from banning technology from the classroom, to capturing participation throughout the lecture by using tools like Poll Everywhere (https://www.polleverywhere.com/). My aim is to identify ways to facilitate student participation by utilizing technology affordances that are often available by may not be widely utilized. I would greatly appreciate the opportunity to discuss my questions, ideas, and concerns at the RMLE Unconference.

Research Questions:
1.What are some of the strategies to facilitate student engagement, particularly as it relates to reliance on technology?
2. What technology affordances and specific tools are used by Unconference participants to help facilitate student participation and overall learning?
3. Could some aspects of teaching be better complemented by technology than others?
4. Should students have options in the extent to which they utilize technology for learning (e-textbook, online assignments and tests, group work, etc.)?

Discussion Group "Metropolitan Museum of Art"

Nurturing the Field of Management Learning and Education Research

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Nurturing the Field of Management Learning and Education Research

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Research in Management Learning and Education (RMLE) has experienced considerable growth over the past decade and its legitimacy has been extensively explored (e.g., Arbaugh, 2008;; Armstrong & Fukami, 2009; Beatty & Leigh, 2010; Currie & Pandher, 2013; Gallos, 2008; Rynes & Brown, 2011; Schmidt-Wilk & Fukami, 2010). Within the broader field of business and management education (BME), the most cited research is heavily weighted toward the management discipline (Arbaugh, 2008; Arbaugh & Hwang, 2015; Burke & Moore, 2003). However, despite RMLE's high article citation and journal influence (Arbaugh, Fornaciari & Hwang, 2016; Arbaugh & Hwang, 2015; Currie & Pandher, 2013), management still lags behind other BME disciplinary areas in efforts to identify key institutions, authors and topics.

The questions, issues and concerns (QIC) we would like to propose for exploration at the 2017 RMLE Unconference could be subsumed in a broad formulation: "What can we do, as a community, to nurture the RMLE field?"

This umbrella QIC can generate multiple avenues for exploration, such as:

- how to encourage business schools to adopt performance appraisal and reward systems that include the scholarship of teaching and learning (SOTL) on the same level as discipline-based scholarship (Arbaugh, Fornaciari & Hwang, 2016);

- how to encourage business doctoral programs to promote SOTL (see, for example, October 2016 issue of the *Journal of Management Education*, with the Marx, Garcia, Butterfield, Kappen & Baldwin's main article and its multiple rejoinders);

- how to assess RMLE legitimacy (Rynes & Brown, 2011), and whether we should look beyond the traditional metrics to evaluate BME research (Arbaugh, Fornaciari & Hwang, 2016; Aguinis, Shapiro, Antonacopoulou, & Cummings, 2014; Van Aalst, 2010)

We are particularly keen to use the unique environment of the RMLE Unconference to tackle a specific challenge:

- how to develop an MLE classification system (as the starting point to a broader BME system) that would give us a standard method to classify the scholarly literature in the field (articles, dissertations, books, book chapters and reviews, working papers, etc.)?

What we envision is something like the *Journal of Economic Literature* (*JEL*) system that is used in economics to classify research (American Economic Association, 2017). The *JEL* classification system (https://www.aeaweb.org/econlit/jelCodes.php?view=jel) has exhaustively detailed categories and subcategories, each with its own guidelines and keywords--and yet they managed to make it user-

friendly. It takes a lot of sophistication in design to achieve this particular kind of simplicity in use, and that is what we would like to achieve.

Such a system would allow MLE researchers, journal editors and conference organizers to use standard codes to classify and access research based on topics/concepts/audiences/etc. The perfect place to launch the process of creating such a classification system, with an emphasis on process and dialogue, would be at the RMLE Unconference, as it brings together in the same room(s) representatives of major MLE journals and other creative, passionate MLE scholars.

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