Unconference

Research in Management Learning & Education

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Unconference Proceedings

Conference Chairs:

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Dr. George Hrivnak, Bond University (LEAP)

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Note: All included contributions were double-blind peer reviewed. They are published in these proceedings as a part of the RMLE Unconference discussion prompt themes of which they were originally grouped.

Overview

Research discussions shouldn't have to rise from the ashes of recycled rhetoric and boring presentations prepared months in advance. Interactions about research should be exciting, organic, and engaging. For those who are interested in being a generator of innovative, cutting-edge research in management education or those who have questions related to research in management education that are not addressed through traditional conference or workshop forums, our 2013 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 Unconference was organic and participant-driven. The fundamental goal of the Unconference was to bring together interested, passionate, and knowledgeable people to create a forum where they could share, learn, engage, question, contribute, discuss and debate about issues they deem to be important. Each participant was a contributor and all interactions took place in flexible and highly interactive ways (see http://en.wikipedia.org/wiki/Unconference for more information on the this format).

Our 2013 RMLE Unconference participant contributors engaged in the following:
-Sharing ideas about key research areas they would like to pursue with others.
-Finding answers to research questions or concerns that they had been unable to address in other forums.
-Learning from others about their experiences with research project design, development and publication processes.
-Considering issues that are emerging through recent management education research and publication.
-Meeting and networking in an intimate and informal setting with other faculty members interested in management education research.
-Interacting with numerous board members as well as the editors of the Academy of Management Learning and Education and the Journal of Management Education.

In terms of scope, the domain for this Unconference was management teaching, learning, education, and the contexts within which these occur. As a result, the submissions focused on issues related to the business of management education (whether that be in universities, consulting agencies, or other organizations) as well as the processes and outcomes of management education. With respect to the specifics of the submissions participant contributors worked to create, they were not traditional formal conference submission documents. The documents included in these proceedings are called "Questions, Ideas, and Concerns" (QIC) documents. The QICs were written as free-flowing thoughts which encapsulate any questions, ideas, and concerns participants had with respect to research in management education. Ideas for sharing stemmed from current or future research projects, practical or conceptual extensions to theories or models that excited participants, or discussions they were engaged in with colleagues in their own or other disciplines. Other ideas stemmed from calls for special issues, recent articles read, global or local issues that impact educational processes, internal mandates within educational organizations, or anything unusual that has sparked an idea for a research project in a participant's mind. There are countless sources from which the exceptional questions, ideas, and concerns we have included were derived.

Event (Un)Structure

As this was an Unconference, there were only two short presentations - an introduction/ welcome and a wrap-up summary – each done by two of the conference chairs (see the Unconference (un)schedule on the last page of these Proceedings). This was based on the underlying ethos of the event. Unconferences are designed to be 100% driven by the people who are there on the day - no presentations, just discussions. As with any Unconference, the goals were for everyone to: (1) contribute to discussions, share ideas, questions, and concerns with colleagues who were interested and passionate about similar topic areas, (2) develop paths forward for research (e.g., grant applications, collaborative research projects, selection of alternate methodologies), (3) learn from others, (4) challenge assumptions, and (5) generally work to structure what we were doing in a way that resulted in knowledge generation, dissemination, and ideally publication.

The only preparation needed for the Unconference (besides the background knowledge and resources contributors shared through their QICs) was to bring energy and enthusiasm, a collaborative mindset, and an open-mindedness to going wherever the day took us. The Unconference was uncomplicated. It was about knowledge generation via a minimally-structured, highly-engaging, and participant-driven format.

QIC Submissions and Discussion Prompts

All of the Unconference contributors were provided with a document containing all of the QIC submissions (see attached in the Proceedings). Contributors were asked to read through the entire set and to consider how their interests fit with those of the other contributors. As we were all only together for a short 6-7 hours, having this shared foundation as a starting point allowed us to jump into active and engaging discussions. The participants' questions, ideas, and concerns were the fodder used to create the prompts that were the basis of the initial discussion groups contributors were welcomed into.

The discussion prompts that were used for the first session and continued on as the foundation for the entire day's discussions were:
(1) A shift toward transformational student learning processes
(2) Student engagement with the external world
(3) Cross-cultural and multicultural issues
(4) Challenging assumptions & the status quo
(5) Technology-based challenges and innovations

Outcomes

We had 37 attendees at the event from 5 different countries (4 continents) with the Australian faculty members coming from 15 different Australian universities. The outcomes of this event have been outstanding in terms of researcher interest, engagement, and continued partnership activities beyond the Unconference. As a result of the success of this event, we have confirmed that the 2014 RMLE Unconference will be held July 3-4 at the Copenhagen Business School in Denmark. See www.rmle.org for more information.

Contributors to the 2013 RMLE Unconference came from the following institutions:

Bond University
Cambridge International College
Central Queensland University
Charles Sturt University
Copenhagen Business School (Denmark)
Deakin University
Griffith University
LaTrobe University
Macquarie University
Monash University
RMIT University
University of Iowa (USA)
University of Nottingham - Ningbo (China)
University of Melbourne
University of New South Wales
University of Newcastle
University of Queensland
University of Waikato (New Zealand)
University of Western Sydney

Note: Contributions below are clustered by Unconference discussion prompt theme.

Discussion Prompt Theme #1:

A Shift Toward Transformational Student Learning Processes

Contributors

Michael Cohen
Erich C. Fein
Sandra Jones
Tine Koehler
Kathryn Pavlovich
April Wright

Contribution #1:

Questions, Issues, and Concerns: A RMLE Contribution
Michael Cohen (Deakin University)

The use of Threshold Concepts to construct a syllabus within a specific discipline is well established, and has met with some success. Is it possible/advisable to use the same method to construct curriculum-wide development in management education?

To answer this question the following sub-questions need to be considered:

- What methods can be used to identifying the relevant threshold concepts for management education? Are interviews/questionnaires of successful practitioners the way to go? Do educators have a clearer perspective than practitioners? What about the analysis of examination responses?

- Do threshold concepts lead to a hierarchy; can they be dealt with in any order?

- Threshold concepts are by definition transformational; they require students to accept a transformation in their own understanding. What are the best methods of imparting knowledge of given threshold concepts? How are problems of resistance best dealt with?

- What are the implications for course evaluation?

Contribution #15:

Questions, Issues, and Concerns: A RMLE Contribution

Erich C. Fein (Central Queensland University)

It is hard to find a "home" for business ethics inside broad management concerns. Within the Academy, ethics is often presumed to be positioned in the Social Issues in Management (SIM) division, yet my experience presenting within SIM at AOM 2012 proved disappointing, in that ethics education is all but ignored. After reflecting on this experience, I came to the conclusion that there is no coherent conceptual argument for *ethics*, as opposed to *sustainability* or *corporate social responsibility* to be seated within SIM. This is because the concept of ethics does not equate to the study of environments and stakeholders.

Rather, a classical conception of ethics is based in what it means to be a good person, including both character and actions. The fact that such actions can create the distribution of good to various stakeholders is important, but stakeholder distribution is an ethical outcome. If we focus on stakeholder distribution we do not study pure ethics, which in its very nature must be housed within people. By focusing ethics scholarship on ethical outcomes or even relationships between stakeholder groups we omit personal antecedents, which are of critical importance and in fact largely determine the outcomes across stakeholders. This is a case of the tail wagging the dog.

How can management education recapture its rightful place in housing the study of ethics? Based in the classical framework know as *Virtue Ethics*, is it possible that business ethics is better seated within the area of Management Education and Development? My recent work related to virtue ethics and personal development suggests so: http://link.springer.com/book/10.1007/978-94-007-5473-7/page/1
I am now engaged in writing up a three year, multiple study manuscript on ethics education as applied to managers. This manuscript suggests that current ethics education is badly flawed in that it focused mostly on the development of cognitive skills rather than the broader motivational issues of ethics in personal practice. We present a motivational model grounded in a solid theoretical base from psychology, refined from a previous version already published in *Research in Ethical Issues in Organizations* earlier this year. Further, we present empirical results that suggest such a model could be used to transform ethics education.

How would this idea be received by the reviewers and editors of the major management education journals? Would such a manuscript, grounded in the virtue ethics tradition and offering a route to transform managerial ethics education, be publishable in AMLE or JME? And what would practioners of management learning and education think of such a model? All of these questions will hopefully be answered by my participation in the Bond Unconference in Management Learning and Education in February 2013.

Contribution #14:

Management Education-beyond the ‘safe’ to the ‘safe-fail’

Sandra Jones (RMIT University)

Despite recognition of complexity and the ‘wicked’ problems that face industry, government and community, management education remains focused on graduating students with knowledge of models and frameworks designed to explain business processes developed from industry experience in less ambiguous time. This industry-led approach to management education, rather than meeting industry needs, is increasingly being criticised producing management graduates who lead industry *into* chaos rather than *out of* complexity.

Government response to such criticism has been to develop a new Australian Qualification Framework that broadens the expectations of educators from that of simply graduating students with discipline knowledge to add the need to develop cognitive and communication skills (AQF, 2011). Implementation of this AQF into learning and teaching standards for business is being led by the sub-divisions of Accounting and Marketing through the identification of Threshold Learning Outcomes. While these are an advance on pure sub-discipline technical knowledge transmission through the inclusion of cognitive skills of applications, judgement, analysis and communication, there is little or no reference to the need to develop these for skills beyond those of manipulating existing models and frameworks into designing new frameworks to operate in complexity.

The challenge, and opportunity, for management education is to progress beyond this focus to design new approaches to management education in which the university becomes a living laboratory of experimentation. As a microcosm of all elements of any society/economy and a place in which young, multi-cultural, minds congregate, the university presents a place in which experimentation with various possible approaches to complex ‘wicked’ issues can occur in ‘safe-fail’ environments without the fear of adverse commercial consequence. What this requires is change to many aspects, and actors, involved in management education. Management educators need to develop a new approach and levels of comfortable with a new role as facilitators, guides and mentors of emergent knowledge. Universities needs to design new approaches to measuring quality in learning and teaching beyond that of levels of student satisfaction as, in challenging the ‘unknown’, students may be discomfited with the uncertainty and respond negatively in the short term to the experience. Industry, government and community need to advance beyond a culture of leading universities to accept more collaborative partnerships from which students may emerge with less knowledge of ‘old models’ but more skills in dealing with complex situations. In parallel to this, industry needs to develop existing managers able to continue to support, rather than seek to control, these graduates.

While management education is not the only discipline to be affected by this need, it is uniquely placed given its purpose, to lead this approach.

Reference:

Commonwealth Government (2011), *Australian Qualification Framework*

Contribution #13:

QICs regarding the assessment of deep-level learning
Tine Koehler (University of Melbourne)

I recently attended a teaching conference, and a talk by Michael Prosser got me thinking again about what I believe is one of the key issues in research on management education: *How does one assess learning?*
As a reviewer I read papers that use marks or some test of factual knowledge to measure learning. Some use qualitative analysis to show that students think they have learned something or quantitative measures of student satisfaction and self-assessment of learning. These types of assessments are flawed and they do not get at the heart of what is important.

Michael Prosser's talk highlighted the importance of surface-level versus deep-level learning. He described surface-level learning in which students focus on root-memorization and the actual mark they receive at the end. Deep-level learning, on the other hand, captures fundamental shifts in one's thinking; i.e., through deep discussions and challenging tasks students are encouraged to rethink their preconceptions and change their mental frameworks. This deep-level learning is related to high GPAs, student satisfaction, and long-term outcomes such as employability and success in one's job.

This is exactly the kind of learning I am trying to target in my classes on cross-cultural management and teamwork. I create learning environments that pull students out of their comfort zone, confront them with evidence that violates their expectations, and offer support to build new mental schemas regarding cultural differences and how they impact multicultural teamwork.

However, as I am starting to write up papers for publication in leading management education journals I keep running into issues with regard to the assessment of this type of deep-level learning. *How can one assess learning as it relates to fundamental shifts in thought patterns and mental frameworks? What are the markers of deep-level learning and what is considered an appropriate methodology to capture them?*
My co-authors and I are currently writing a piece in which we use the constructivist learning paradigm as a framework to capture the kinds of learning experiences that students have when working as a group in complex, multi-cultural environments. We are using a qualitative case study approach to trace learning over time, which is mainly assessed through an analysis of the students' conversations and their reflections on their experiences. Nevertheless, we are still struggling with the question of how to identify and distinguish the qualitative shift in understanding that comes with deep-level learning.

The questions I would like to discuss with others at the Unconference, hence, revolve around:

1. When your classes are designed around creating cognitive shifts, reframing, and altering schemas, how can you assess that you have actually achieved that?
2. What are the theoretical frameworks to describe and support this learning?
3. What are the methodological approaches we need to employ to engage in this kind of research on teaching?
4. What are potential study designs to assess cognitive shifts that still fit within the purposes of teaching the class?
5. How can research design, methodology, and pedagogy all go hand-in-hand?

Contribution #9:

Transforming through reflexivity

Kathryn Pavlovich (University of Waikato)

My questions, ideas and concerns involve the development of reflexivity in our students. My idea relates to epistemological changes in *how* and *what* we know through self-transformation. This requires a reflexive introspection that enables a witnessing of the interactional learning nature of experience. We know that reflexivity is a questioning of our "relationship between ourselves, other research participants, our theories, our research accounts, and our social world" (Cunliffe, 2003). Yet how does the 'living in' of the experience create an understanding of who we are in relation to our world and others? As Schlitz, Vieten and Miller (2010, p. 20) state, "It is not only behaviour that needs to change, but also the motivational substrate from which that behaviour arises. It is not only a change in what people do, but also in who they understand themselves to be at an ontological level".

Cunliffe (2005) suggests that reflexivity involves two forms: self reflexivity that questions the way we are in the world, and critical reflexivity that also requires an unsettling and self-questioning of the foundational assumptions underlying our social world. This shifts the focus to a phenomenological understanding of self in an embodied, relational and co-existing reality where, as educators, we become concerned with who we are, not what you do. My interest then is in "how do people experience these fundamental shifts in perception that alter how they view and interact with themselves and the world around them?" (Schlitz et al. 2010, p. 20).

The design of an assignment to increase our students' uptake of reflexivity raises many questions and concerns. Part one of this assignment involves a typical team case analysis of an organisation – in this course it was to evaluate the spirituality of a self-nominated organisation. Because it is an online summer school course, short time frames and the use of technology provide particular contexts for 'unsettling'. Part two of the assignment requires an individual assessment on how the collaborative process worked. Students were asked to comment on: What did you learn about yourself? How well did the team function? How did you manage the dynamics of turning 'I' into 'We'? How did you engage in reflexive thinking and behaviour? Discuss.

However, are these appropriate questions? I ask them to think about their objective self (I), the relationship between them and the other members of the team (the subjects), and finally their engagement in creating a shared space of community (the intersubjective WE). How can I assess that this activity helps to develop reflexivity? Importantly, should we be judging (through evaluation) the journey that the students take? What is my role as moderator of these events? These are just some questions and ideas that concern me.

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Contribution #22:

Threshold Concepts and Management Education
April Wright (University of Queensland)

I am a senior lecturer at the University of Queensland and I am interested in the question of how threshold concepts can be incorporated in our research in management education.

Threshold concepts were developed from seminal research in economics education, in which authors Meyer and Land 2003 sought to distinguish between those concepts that result in students seeing things in a new way, labeled threshold concepts, and concepts that do not lead to transformative leaps in student understanding. Threshold concepts have the following five characteristics - transformative, integrative, bounded, irreversible and troublesome. Examples include opportunity cost in economics, gravity in physics and limits in mathematics.

Research on threshold concepts is only just beginning in management education, with a recent piece in Journal of Management Education one of the first papers showing how threshold concepts can be applied to management education, specifically to introductory management courses. We have only just scratched the surface of threshold concepts in management education and big questions remain over what are the threshold concepts in our discipline, how can educators identify them, and how can they be used to better inform program and course design, learning and teaching activities, and assessment and feedback strategies.

Discussion Prompt Theme #2:

Student Engagement with the External World

Contributors

Veronique Ambrosini
Dan Caprar
Jacqui Christensen
Jan Hollindale
Wayne Fallon
Amy Kenworthy
Bernard McKenna
Jane Murray
Ken Parry
Andrew West

Contribution #5:

What can management education learn from phenomenography research?

Véronique Ambrosini (Monash University) and Mariano Garrido-Lopez (MetLife Insurance)

In 2011, Rynes and Brown commented that a diversity of paradigms and of methodological approach were likely to be beneficial to the management education field (Rynes and Brown, 2011). The issues we would like to explore is whether by reflecting upon studies that took a phenomenographic approach we can draw some useful implications regarding the management educators' tasks, students' learning and the development of their managerial competences.

Phenomenography is a research approach for 'mapping the qualitatively different ways in which people experience, conceptualise, perceive and understand various aspects of, and phenomena in, the world around them' (Marton, 1986: 31). It adopts a non-dualistic ontology, which is based on the assumption that an individual and the world are interrelated through the individual's lived experience of the world (Marton and Booth, 1997). The qualitatively different ways of experiencing a phenomenon are known as conceptions. It is a well-acknowledged research methodology in the higher education field.

Research has found that that students expressed different conceptions of learning with the first three conceptions focusing on quantitative, external aspects of learning, whilst the latter three conceptions were qualitative, reflecting a deeper approach focusing on internal aspects of learning (Marton, Dall'alba and Beaty, 1993). These conceptions are C1: Increasing one's knowledge, C2: Memorising and reproducing, C3: Applying, C4: Understanding, C5: Seeing something in a different way and C6: Changing as a person. These conceptions have a hierarchical structure. The latter conceptions are more complex in terms of experiencing and being aware of the phenomenon (Marton and Booth, 1997).

Research has also shown that teachers also had different ways of experiencing their work (Boulton-Lewis, Smith, McCrindle, Burnett and Campbell, 2001). It was found that teachers' conceptions of teaching were: C1: Transmission of contents/skills, C2: Development of skills/understanding, C3: Facilitation of understanding and C4: Transformation of students. As before these conceptions form a hierarchy, and variations in conceptions between individuals reveal more or less advanced forms of comprehending their work (Sandberg, 2000).

The questions we wish to ask are: How can we help management educators to develop complex conceptions of teaching? And: How can we ensure that students achieve deep learning? In both cases, a shift is required from the traditional rationalistic focus on knowledge and skills transfer, to developing an understanding of what educators and students conceive of as their work and their reality.

References

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Contribution #18:

Questions, Issues, and Concerns: A RMLE Contribution

Dan Caprar (University of New South Wales)

Do we, should we, and could we, include compassion in our teaching agenda?

"Compassion surprises", wrote Rynes et al. (2012)[1] in their introduction to the special issue on care and compassion in organisations, recently published in the Academy of Management Review. And I think they are right – it surprises perhaps even more in the business context, as it surprised me to see the topic as a theme for the Academy of Management meeting in 2010 (i.e., "Dare to Care") and for a special issue in AMR. This special issue does a great job in reviewing the concept of compassion and the relevant management research, while also offering examples of research questions that may be relevant to the academic community, and perhaps to practitioners as well. However, not much is said in this special issue with regard to the role that management education may have in infusing managers and organizations with compassion. That surprised me, and made me wonder: to what extent are we, as management educators, responsible for the (lack of) compassion that we currently see in organizations? Is compassion on our teaching agenda? Should it be? Is it possible to teach compassion? If yes, what are the best ways?

I do not remember seeing anywhere teaching goals, graduate attributes, or mission statements focused on creating compassionate managers and workers. Yet, compassion and care make their way into business more and more via related topics such as ethics and social responsibility; perhaps being a good organizational citizen is also, to some extent, about being compassionate and caring. A recent AMLE special issue[2] addressed a closely related matter, that of educating social entrepreneurs and social innovators. I still wonder, though, whether we should take a step further and set compassion as a specific, explicit topic for management education in general. Often training agendas and coaching interventions in business incorporate elements of self-development towards becoming a "better person"; these are likely to induce some compassion as well. But the academic requirements of university education may leave less room for a focus on such objectives.

Several years ago, in my classes, I saw students eager to become CEOs, successful and rich entrepreneurs, or high-flying consultants. More recently, many of my students talk about their desire to get involved in social entrepreneurship, wanting to downshift, or to do *what they really want*, enjoying life rather than achieving, doing something meaningful rather than climbing the corporate ladder. May students be a step ahead in the shift towards being compassionate – toward others, and perhaps toward themselves? And if so, are we (and our management education system) providing them with the education they need?

Let's see if we can surprise ourselves by talking seriously about this.

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[1] Rynes, S.L., Bartunek, J.M., Dutton, J.E., & Margolis, J.D. 2012. Care and compassion through an organizational lens: Opening up new possibilities. *Academy of Management Review*, 37(4): 503-523.

[2] *Academy of Management Learning and Education*, 2012, September 1; 11(3): 319-527.

Contrubution #28&29:

Where do we go from here? Transitions in tertiary accounting education

By Jacqueline Christensen & Jan Hollindale (Bond University)

Accounting is the language of business and understanding it essential for anyone contemplating a career in business in small and large firms alike. Accounting is not just about numbers and not just for accountants, it is an information system that records and measures a business's activities and communicates vital information for decision makers both within and external to the business. However, there are both strong anecdotal evidence and evidence from a vast amount of research in the accounting education literature suggesting a significant proportion of students have a negative perception of introductory accounting subjects (boring, too hard, too technical, irrelevant). In addition the professional accounting bodies have been calling for accounting students to acquire a broader range of skills since the 1980s. They stress that the major importance placed on the mechanical bookkeeping aspects of accounting overemphasises the technical aspects at the expense of other competencies. Courses should do more than equip students with technical knowledge and skills, they should engender respect for the profession, help explore accounting related careers and set students on the path of lifelong learning.

Something has to change!

The introductory financial accounting courses are core requirements for Bond Business School students pursuing business degrees. The courses are designed to be both the foundation subject for the accounting majors' upper level subjects and to equip other business majors with essential accounting tools. Two major questions we're struggling with include:

(1) What can we do to make accounting education more interesting?, and

(2) How do we teach this current generation in a style that facilitates lifelong learning?

Our students need skills not only in terms of professionalism, but also in ethics, morals, and values. What can we do at our institution to facilitate the development of these non-traditional skills? Our strategy is to reengineer learning of accounting at Bond University. We want to engage students using teaching tools like team-based learning, simulations, real-world based discussions on current global events, and a business start-up program. For each of these, we're asking students to learn the basics and apply them to real-world accounting contexts in real-time situations. We have to teach them about basic accounting principles and frameworks, but we want to do this in a context that is action-oriented not grounded in rote learning (i.e., traditional methods). We want them to be forced to apply the principles in organically changing environments.

Our major challenge is not just creating these reengineering tools, but measuring their success. What methodologies should we employ? What interdisciplinary foundations should we consider? We are excited about meeting other interested researchers at the unconference and talking about next steps for our program.

Contrubution #31:

Teaching and Evaluating Work Integrated Learning
Wayne Fallon (University of Western Sydney)

My research interests are generally in the area of work integrated learning (WIL).

The progressive corporatisation of the higher education sector has taken place alongside strident calls from employers for business graduates to show high levels of work readiness (Business Council of Australia 2011). From a critical perspective, these developments are not unrelated. Work ready graduates represent a low-risk and capable workforce, requiring little additional investment by employers from the business community. Even if the Australian business lobby cannot be charged with actually driving the higher education agenda in this way, universities no doubt heed the calls of these prospective employers. In the context of WIL, Cooper, Orrell and Bowden (2010) seem to acknowledge these developments by relating the changes to a new paradigm: the "New Higher Education Enterprise". This can go some way to explaining the sector's renewed and more-compelling interest in WIL, and evidence for that can be found in the number of WIL-related projects that are funded by the Office of Learning and Teaching.

Flashpoints in the student experience of WIL

For students, WIL represents a new and challenging, if not sometimes particularly engaging, mode of learning. In my experience, WIL constitutes a series of flashpoints for students: these are learning events or reflective revelations which students are required to overcome or comprehend in order to learn.

- The first flashpoint – when preparing for the WIL activities – is the realisation that the focus of the learning is not a piece of written work, as is usually the case for other modes of learning. Instead, WIL students must appreciate the need to give careful attention to preparing for engagement with industry or the community, and this is not an optional extra but a fundamental and undeniable element of the WIL program and the learning.
- The second flashpoint – during the WIL experience – is recognition of the value of "learning by doing", and understanding that learning is not only achieved from textbooks but can derive from businesspeople, peers and even a student's own reflections.
- The third flashpoint – when reflecting on the WIL activities – is the realisation that learning is indeed a life-long endeavour, and that experiences at work and in the field are genuine and worthwhile contributors to a type of learning that can be anticipated throughout life.

My concern is about how to better understand these flashpoints from the students' perspective, and to use that understanding as a clearer basis for designing WIL activities, not least to support students in navigating the flashpoints they experience as part of their learning. In fact, research may well identify additional or different flashpoints from those I have observed.

Evidence of the outcomes of WIL

It seems now generally accepted that students usually find WIL to be an engaging and satisfying mode of learning, and their reflections and written assessments often evidence some accomplished learning. But there seems to be little understood about the outcomes of WIL beyond the students' perspectives. The other stakeholders in WIL can be taken to be those host organisations or industries that are the sites of students' WIL activities, as well as the employers who recruit the students after graduation.

Investigating the outcomes of WIL from these stakeholders' perspectives not only raises complex cause-and-effect issues, but there are also significant time lags to consider in evaluating outcomes. My concerns are also about whether WIL can be understood actually to contribute to the work readiness of graduates as the business community expects. What's more, having a broader, multi-stakeholder perspective of the outcomes of WIL could also assist in the design of more efficient WIL programs.

Contrubution #32&33:

Responding to Psychic Numbness About Ecological Dystopia

Bernard McKenna & David Ritchie (University of Queensland)

We know that, on its present course, this planet cannot sustain the lives of 10 billion people. Australians required 6.84 global hectares per person in 2007 to maintain their current lifestyles, the eighth highest national ecofootprint in the world. In 2007 the global average footprint was 2.7 global hectares, already 50% more than the earth's productive capacity. Furthermore, current projections of GHG emission mean that our planet will experience temperature rises up to 5.5 degrees centigrade by 2100, with catastrophic consequences. Yet there is nothing in the discourse of global growth about the likely catastrophic consequences. By contrast, a 'fiscal cliff' in economics attracts huge attention. In management schools there seems to be virtually no concern by our students about this dystopic future. In fact, a 2012 survey of US high school students identified the economy as the most important issue in the 2012 Presidential election, while environment slipped from 28% of responses in 2008 to 14% in 2012. This can be understood as a form of psychic numbness where the roadblock to a solution is not inadequate knowledge but information overload and an 'ingenuity gap' in which problems outrun our problem-solving capacities (Orr, 2002). On top of this is the struggle to concretise not just an abstract set of scientific arguments about sustainability but the reification of knowledge (Zijderveld, 1974) and reification of learned cognitive communities (Zima, 2007), including business schools and business itself (McKenna & Rooney, 2012; Rooney, Mandeville, & Kastelle, 2013).

To overcome this, effective teaching about sustainability in management needs to deal with interdisciplinarity, sharing knowledge resources, and involving students in practical activities with expert and non-academic experts and laypeople (community partners and stakeholders) (van Kerkhoff & Lebel, 2006) that activate reflection, analysis, and re-visioning. Is there a space also for the meditative such as Ernest Becker's (1973) injunction that 'Taking life seriously means that whatever man does on this planet has to be done in the lived truth of the terror of creation, of the grotesque, of the rumble of panic underneath everything'. Associated with the meditative is the mindful awareness that brings openness, humility, creativity, resilience and equanimity needed to respond fully and fruitfully to the enormous challenges we face (Rooney, McKenna, & Liesch, 2010).

Is there sufficient concern, capability, and political acumen among concerned management teachers to ensure that sustainability learning is a major focus of what we teach? Sustainability learning involves developing the capacity to manage options for human societies to adapt to the limits and changing conditions that are imposed by their own social-ecological systems. It develops awareness of unintended negative consequences of human activity on our life-support systems and being capable of anticipating and managing those effects. It requires a perception of the way that humans are embedded within larger ecosystems (Tàbara & Pahl-Wostl, 2007).

We ask further whether it is possible to frame this sustainability approach to management education within wisdom theory. More particularly, Aristotelian wisdom assumes that the telos of social practice is human flourishing, or *eudaimonia*. Within this framework, knowledge and expertise is understood as *technē*. However, such knowledge, no matter how sophisticated, does not always create wise judgement. Socially desirable and virtuous action requires *sophia,* which is transcendent knowledge and perception of the interrelatedness of all things (Trowbridge, 2011). Only then is it possible for *phronesis*, the 'ability to find some action in particular circumstances which the agent can see as the virtuous thing to do' (Hughes, 2001, p. 105).

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Contrubution #7&8:

Graduate Communication Skills: Are We Missing Something Important?

Jane Murray (Bond University) & Sara Branch (Griffith University)

Over the past several years we have been conducting research in the area of workplace bullying. During this period we have read research and contributed to discussions relating to the role of performance management in workplace bullying cases. In short, there are an increasing number of complaints being lodged by individuals who perceive that they have been bullied during the performance appraisal processes employed by their organisations. After reflecting on both the research and conversations, we have come to the point where we have asked ourselves the following questions:

Are Business Schools equipping their graduates with the interpersonal skills necessary to give and (importantly) receive constructive and developmental feedback (written and verbal) in a workplace setting?

and

Are deficits in core interpersonal skills leading to increased perceptions of bullying in the workplace as it relates to performance review?

With these questions in mind, the purpose of this unconference submission would be to create a conversation with fellow management educators focusing on discussing the following:

1. Whether there is a deficit in core interpersonal skills training in the average business school;
2. The ways in which these core skills can be successfully imparted to students over their whole degree program (examples of best practice approaches would be elicited from attendees);
3. How the effect of such efforts could be measured through empirical research (including a discussion of possible research collaborations).

In addition to the main focus of our submission, it is also worth noting that with the theme of this year's Meetings of the Academy of Management being 'Capitalism in Question', we have also been pondering whether the very way in which organisations currently operate (especially in Western societies) are also fuelling instances of workplace bullying and a general atmosphere of incivility towards peers. If this is the case, then we believe that the development of core interpersonal skills and the values that come with them become even more important for our business graduates to possess.

We look forward to discussing these thoughts and ideas with our management education peers at the unconference in February.

Contrubution #6:

Researching how we teach business for better outcomes
Ken Parry (Bond University)

Concern

There is a notion of 'moral' capitalism *vis-à-vis* 'brute' capitalism.

Reflective of brute capitalism is Friedman's (1970) neoliberal free-market economic proposition that a corporation's social responsibility is to increase its profits. This traditional view of the role of corporations has permeated management theory and practice for decades, and such a narrative for business is still a reality in the minds of many managers today. I know - it is more complex than this of course !!

Porter & Kramer (2011) have advised that the time for a new conception of capitalism is here; society's needs are becoming increasingly large, and customers, employees, and new generations are asking the business community to step up to the challenge.

One contrasting contemporary example is the 'moral capitalism' framework espoused by the Caux Roundtable (Young 2003). Like the Corporate Social Responsibility (CSR) model, moral capitalism assumes that firms must always be viewed in relation to their stakeholders. However, in distinction from the CSR framework, moral capitalism assumes not that corporations have stakeholders, as people or groups independent of the business, but rather that corporations are constituted by their continuous interactions with their stakeholders (Maak & Pless, 2006). In this instance, I am thinking of 'community' as the collective representation of these stakeholders.

This is not just CSR. CSR has been emasculated through being sidelined and patronised as a 'box-ticking' exercise and a platitude.

This is not just social entrepreneurship.

I suggest that the problem has not been understood appropriately.

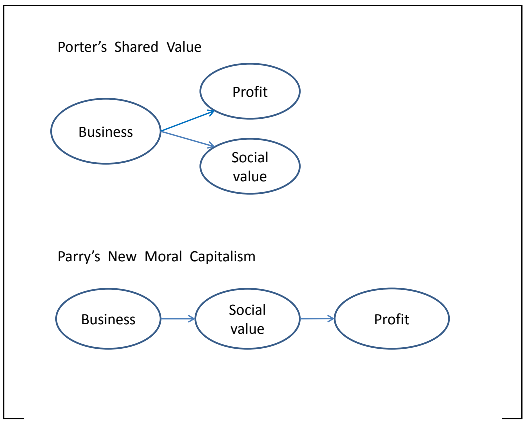
The narrative of 'brute capitalism' has been entrenched as reality via the discourse that characterises it. We can discuss some of those discourses in the unconference. However, they reflect a de-personalized and often de-humanised attitude toward people. They privilege financial benefit over social benefit. There reflect a phallogocentric and masculine hegemony that is often anti-social in character. Often, it is amoral in character.

Business schools are still teaching theories based on the principles of brute capitalism!

As we can probably appreciate, this narrative becomes a self-fulfilling prophecy – people start acting in accordance with the taught amoral management theories.

Business misconduct often stems from a set of ideals which have emerged from business schools (Ghosal, 2005; Porter & Kramer, 2011).

As one minor example that is open for discussion … the Bond Business School mission statement is – 'building tomorrow's leaders - one by one'. But more of this on February 1 …



I am suggesting a New Moral Capitalism.

New Moral Capitalism is not just Porter's 'shared value'.

Fundamentally, Porter's shared value is still about only business. Porter must include the word 'value', along with its implicit meaning of financial value, in order to have face-validity (credibility) with the (U.S.) business community. Implicit within shared value is the notion of finding a new niche market for the business of the social entrepreneur. The problem with 'shared' value is that the sharing inevitably becomes unequal. Over time, discourse will privilege 'profit' over 'social value', and the power relationship will become asymmetrical, in favour of profit.

Fundamentally, by contrast New Moral Capitalism is about Community. It is not about charity, but developing the community, of which business is a very important part (Mintzberg, 2009). Therefore, when the community benefits, business will benefit. Social value becomes an intervening variable. It mediates the link between business operation and profit. In other words, the (only) way that business can realise profit is through the mediation effect of the creation of social value; of enriching its community.

I suggest that for every management decision, the question to be asked should be 'what is best for our community? Management should then adopt the course of action that is best for the community, and not the option that generates the greatest financial return. Because the management choice benefits the community, profit will be enhanced.

Perhaps management teaching should adopt an alternate major currency – not money - but rather community benefit and social purpose.

Questions

RQ1: How did we teach 'brute' capitalism in management schools?

Porter says that the challenge for business schools is to change the discourse used in teaching management. I agree. Therefore …

RQ2: How can we teach the new 'moral' capitalism in management schools?

The discourse that we use in business schools becomes (part of) the discourse that people will use in management. That discourse should be reflective of a macro-narrative of The New Moral Capitalism. When promulgated, this narrative will become the new ethical and social purposeful (Kempster, Jackson & Conroy, 2011) reality of how business is conducted.

Ideas

Research groupthink in management education

Research the masculine, partially phallogocentric hegemonic discourse of brute capitalism; as it is promulgated in management education.

Posit ways in which the discourse of management education can contribute to a new business narrative that generates a reality of business life that is more consistent with The New Moral Capitalism.

A critical perspective is crucial to understanding theses phenomena. Because discourse and narrative are axiomatic of this research, we must undertake research consistent with structures of critical discourse analysis (Fairclough, 1995); and research that is viewed through a critical realist (Bhasker, 1978; Kempster & Parry, 2011) lens.

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Contrubution #17:

Student and Employer Satisfaction Levels of University Work Integrated Learning

Andrew West (Macquarie University)

This is an overview of research being carried out at Macquarie University involving a 3rd year marketing subject that is run as a 'Participation and Community Engagement'(PACE) subject. The research is part of the ongoing program of Macquarie's Faculty of Business and Economics Work Integrated Learning (WIL) program. Macquarie University has initiated a PACE program, which connects students with partner organisations to give students the chance to contribute their learning, enthusiasm and fresh perspective to the professional workplace (Jassawalla and Sashittal 1998).

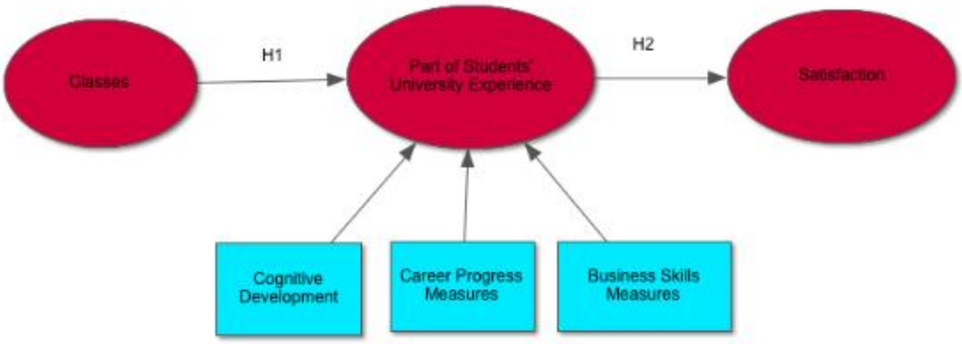
A greater appreciation of Australia's labour and skills challenges, combined with a deeper recognition of a workplace as a unique and valuable learning environment for students, has led to a shift in strategic decision making by Australian universities (Alpert, Hearney and Kuhn, 2009; McLennan and Keating 2008). This interest is sparked by the Government and industries concern with increasing workplace participation and productivity through addressing skills and labour shortages, keeping pace with increasing demand, and intensifying international competition (Business Industry Higher Education Collaboration Council 2007). There have been numerous benefits outlined for both students and industry from WIL programs (Gibson et al. 2002) as well as research into enablers and impediments to WIL (Lawson et al. 2011).

<u>Student Satisfaction with WIL</u>

If the students' experience is positive then they are satisfied with the module. The Keaveney and Young (1997) model and variables are used in this regard. Student's experience in the module is based on his/her connection with interactions in the classroom and the work place. This construct will make the first part of the model comprising the first hypothesis. If the students have a positive university experience, they are more satisfied compared to the students having negative university experiences, forming the second hypothesis.

H1: Classes and work place integration (i.e. real work relevance, course work scheduling, and project/cases) are positively related to the student's college experience.

H2: Student experience (cognitive development, career progress and business skills) in university will be positively related to student's satisfaction.



<u>Questions and Issues</u>

The research authors are looking for input on the lit review, in particular the most appropriate model/s. Which is the best conceptual framework: currently using a modified version of Keaveney and Young's (1997) model used in this study to adapt to the aims of this study. But is the most appropriate?

<u>Employer Satisfaction with WIL</u>

Australian universities are developing a market orientation to not only the student as customer, but also industry partners as customers (Australian Business Deans Council 2008) The result being a focus on overcoming a dissatisfaction by employers of the alignment of university graduate capabilities with employability, in particular in the area of business soft skills (Franz, 2008). The literature on the motivations and discouraging factors which determine whether firms participate in WIL has been divided into two categories: philanthropic versus self-interested motivations (Bailey 1995; Bailey, Hughes, Barr 2000). The current research aims to evaluate the satisfaction levels of students and employers of WIL, but also if both parties' evaluation measures and motivations of WIL are congruent.

Which is the best model and instrument to assess employer satisfaction?

Methodology
Current research qualitative interviewing of past student and employers involved in the program.
Longitudinal studies quantitative survey of future students and employers.

Advise on methodology.

Discussion Prompt Theme #3:

Cross-cultural and Multicultural Issues

Contributors

Sharon Ayson
Marilyn Mitchell
Dirk Moosmayer
Yunxia Zhu

Contrubution #35:

The Challenges of Teaching Management: Hoping for A but Getting B

Sharon Ayson (Newcastle University)

- How does the Asian/ Confucian Heritage Culture (CHC)* student learn?

Confucian Heritage Culture (CHC) and Western approaches to learning and their associated learning styles seem to be at odds with each other.

- Is it possible to change or modify their approach to learning?

Employers expect that business graduates will have a wide range of competencies and skills.

- How can I develop critical analysis skills, reflection skills and appropriate ethics and values in Asian International students?

China's economic growth combined with Australian universities' increasing reliance on international students for generating much needed income, has meant that there is an increasing number of Chinese students who are coming to Australia to obtain university degree qualifications.

Several authors (see Chan 1999; Li, 2002; Li 2003) have commented that the approach to learning by Chinese students is characterised by repetition, regurgitation and apparent passivity. There is a prevailing stereotype of the Chinese student as a "rote" learner. It is therefore interesting that Chan & Rao (2009) indicate that "While Confucian beliefs have evolved over time, Confucius himself advocated a philosophy of learning that includes dialogue, thinking and reflecting, as well as memorizing".

Biggs (1996:54) believes that a distinction can be drawn between "rote" and repetitive learning. To him "rote" learning is generally described as learning without understanding, whereas repetitive learning has the intention to understand meaning As well, he suggests that the nature of Chinese tradition and the type of assessment used in the Chinese education system has affected Confucian Heritage Culture (CHC) students' choice of using a repetitive strategy in learning.

The traditional western approach to learning in higher education sees critical analysis and argumentation as central to higher learning. Entwistle (1988, 1992) and Entwistle and Tait (1990) indicate that higher learning involves the integration of three separate elements of critical intelligence: memory, logical reasoning and imaginative thinking. Confucian Heritage Culture (CHC) students appear to be missing out some of the elements of higher learning.

Whilst the future success of Business students, in particular Management students, in industry requires in-depth learning of subject matter, business representatives globally have indicated that graduates need to also possess an understanding of the subject matter . Here a clear distinction is drawn between knowing and understanding. Industry's focus is clearly on wanting employees to understand subject matter/knowledge and then be able to apply that subject matter/ knowledge to solve a range of problems in a diverse range of situations, which may be novel and require the interweaving of subject matter/knowledge with creativity to achieve unique outcomes. Industry's expectations tend to align more with the outcomes of the traditional western approach to higher education studies than those of a CHC approach.

Universities with one eye firmly focussed on International student failure rates and their other eye fixed on their growing income from International student fees appear to have taken an accommodation approach to student learning and jettisoned industry's expectations and needs of graduates. This accommodation approach involves teachers embedding study skills into their teaching practices, teaching both what they want students to learn and how to learn it. Such an approach is both challenging and time consuming and may require the reduction of subject-specific course content in order to place greater emphasis learning skills.

* Asian students from a Confucian Heritage Culture (CHC). Countries or regions that have historically shared a CHC include: Mainland China, Taiwan, Singapore, Hong Kong, Malaysia and Korea

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Contrubution #12:

Questions, Ideas, and Concerns about Multicultural Student Teams

Marilyn Mitchell (Bond University)

We live in a globalised world, and one of the most important things that we as educators can do is to help prepare our students to communicate in that world. In our multicultural classrooms, we have tremendous opportunity for students to experience intercultural communication and learn about different values and behaviours so as to develop their intercultural competence. To help students develop this competence, many educators including myself use multicultural student teams. Johnson and Johnson (2005), Michaelson (2002), and others have discussed the benefits of such teams including how they help students develop the employability skills of group and intercultural collaboration, how they are an improved form of learning over lectures largely because they involve active learning, and how they set up an emotionally and cognitively supportive structure for students. However, even when educators follow theory and advice on how to run multicultural student teams, the teams do not work for all students. Therefore, more research is needed on how to help students participate in these teams. In particular, more research needs to be conducted on how students and lecturers can build teams composed of students from individualistic and collectivistic cultures. Research has shown that both groups change behaviour when working together, that the individualists become more dominating and the collectivists begin to drop out (Taras & Rowney, 2007).

To learn more about running successful multicultural student teams, I have reviewed the individual student reflections from the five best teams from my Small Group Communication class over the past ten years to see what these students did to become successful. All of the teams were multicultural. The reflections are structured around Cragan, Kasch, and Wright's (2009) four-part model of small group communication, which contains: (1) "role-playing talk" (how members emerge to play the five key communication roles of task leader, socio-emotional leader, tension releaser, central negative, and information provider); (2) "problem-solving talk" (how members work together to reach consensus on approaches to task completion); (3) "relationship-building talk" (how members build "interpersonal trust and empathy" for one another); and (4) "team-building talk" (how members come to create their own new team identity and culture). Cragan et al. (2009) said that when a team is multicultural, it will need extra communication. Although all four parts of this model are important, in a multicultural team, relationship-building needs attention first to help members unite. Relationship-building also needs continuous attention since teamwork is a process.
In my class, one of the five most successful teams explicitly developed a norm to help them build relationships. At the start of each meeting, each member shared some information about themselves and their culture, which set the stage for more equal participation, for English-as-a-second-language (ESL) and less skilled members to feel more comfortable asking questions, and for ideational conflict to occur. This example is just one of the things that the successful student teams did.

I still have questions about the lecturer's role in developing multicultural student teams. Students from different cultures have different expectations about how their lecturers should treat them, and I think that we should gather this information on a culture-by-culture basis.

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Contrubution #20:

Assessing in-class participation as motivation for Chinese students to speak up in class

Dirk Moosmayer (The University of Nottingham – Ningbo, China)

As China's economy grows, the number of Chinese studying at universities at home and around the globe is increasing. Existing research and personal experience in the classroom tell us that Chinese students are often very reluctant to speak up in class. I want to share experiences from introducing the assessment of in-class participation as a means to motivate Chinese students to speak up in class at a Sino-British institution.

At the unconference I want to…

… contribute	results from a 300-student pre-post-survey that found students' shyness and English skills most explanatory for in-class grades[2] and also mention result of a 700-student follow-up study (collected this week)[2].
… learn	about unconference participants' experiences with Chinese students and discuss how we can learn from each other: Which good practices are transferable and why? [1]
… question	if, when, and how much feedback students should obtain on their in-class performance[1] – our school advises that we should not communicate a separate in-class participation mark[3], but participants in a 12-student case-based masters module saw this as a key area of potential improvement when interviewed after class[2] (*).
… share	the particular conditions at our institution that resulted from a negotiation process between the Chinese campus that initiated the introduction of an in-class participation mark, the British 'parent' campus, and its external examiners: Classes are often only held once a week for 50 minutes with 60-70 students. The requirements that have been developed stipulate that students must be assessed in at least 9 out of 12 sessions (but not in the introduction and revision session), and only the 4 highest marks of these 9 count towards the final score. [3]
… discuss	the findings from studies with students who were assessed under these conditions[1] and discuss with unconference participants how empirical results must be framed in order to avoid reviewers saying: "The conditions under which you introduced this new assessment method were so stupid that the study results have no meaning beyond the borders of your institution." [1; 3]
… engage	participants in reflection on the most thought-provoking angles on assessment of in-class participation that would make it possible to be published in a top level journal.
… debate	what one can do if all the research in the area of interest is based on collections of single item measures? Sure, develop scales … but realistically?

[1] This is a question.
[2] This represents an empirical idea.
[3] This is a concern.

Contrubution #21:

Incorporate an *Emic* Perspective for Cross-cultural Management Learning

Yunxia Zhu (University of Queensland)

With the rapid development of internationalization and globalization, cross-cultural management (CCM) learning is drawing increasing research attention. There is also a growing trend in the shift of research focus towards Asia and other emerging economies with the rise of Asia and Latin America (e.g., China, India, and Brazil) in the world economic arena. Yet, in spite of the shift of geographical focus, the dominant approach of cross-cultural management research is still largely based on polarised cultural dimensions, e.g., Hofstede's (2001) individualism and collectivism). These theories are largely from polarised views, also known as sophisticated stereotypes (Osland et al., 2004), which only represents an outsiders' or the etic viewpoint. These etic dimensions remain prevalent while the *emic* or culture-specific perspective has been much less emphasised.

According to Pike (1974), both *etic* and *emic* perspectives are necessary for cultural learning. It is therefore imperative to incorporate the emic perspective in order to have a balanced view of interpreting cultures. In particular, the emic approach is useful for learning 'the thick descriptions of culture' (Geertz, 1973). This presentation therefore aims to explore possible ways of incorporating the emic approach. One feasible way is to build a learning community with students especially from diverse cultural backgrounds. For example, students can learn from each other and their cultural knowledge can be seen as resources of learning. Specifically, this presentation proposes a cumulative process for conducting a research project about students' own culture (e.g., home ethnography) within the undergraduate CCM program. Students can share the teaching role, also alternating between expert of own culture and a novice of other cultures. A cumulative assessment tool (e.g., peer marking, feedback, reflections and critiques) is also suggested to promote learning of own culture as well as others'.

To further solicit responses from the audience, the following questions are also proposed:

1. What other approaches can be applied to promote emic understanding of cultures in CCM classrooms?
2. To what extent should educators change the way we teach CCM once we have developed a balanced emic-etic approach?

It is hoped that responses from the audience will contribute to further insights towards incorporating the emic perspective for CCM learning and education.

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Discussion Prompt Theme #4:

Challenging Assumptions and the Status Quo

Contributors

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Contribution #34:

"Programs to Teach the Teacher" Worthwhile Pursuit or Tick Box Exercise"

Belinda C. Allen (Monash University)

Postgraduate level qualifications in teaching and learning are commonplace in most universities today with many universities mandating that new staff successfully complete these qualifications as part of the tenure process. This has given rise to a large number of postgraduate certificate programs for academic staff (almost as many as there are institutions) and as there is no standard curriculum for these programs they vary considerably in terms of their structure and content.

There have been serious, legitimate concerns about the nature of these qualifications and the appropriateness of the theoretical underpinnings of many of these courses has also been questioned. For example, Schön's reflective practice (Schön, 1983) approach is particularly popular, but whilst there are many examples of small scale studies in specific academic subject areas, as of yet there are few robust studies indicating that reflective practitioners actually make "better teachers". Of course, how one interprets or measures good teaching is itself a contested and problematic issue. In spite of this limitation, research to examine the efficacy of these programs in "improving" the teaching practice of academics would seem to be warranted.

In addition to the theoretical underpinnings, the rationale behind the introduction of these programs has also been criticised. Many academics believe that behind the rhetoric in relation to the importance of the teaching aspects of an academic's role, these programs are in fact merely implemented by universities for compliance and accreditation purposes. In reality, some academics argue, universities predominantly actually have no real or substantive philosophical commitment to these teaching and learning focused programs. Indeed, there are frequent anecdotal examples of new recruits being told to avoid investing much time or effort in completing these types of programs because in reality they are just a "tick box exercise", with the number and quality of your publications all that really matters in terms of tenure and promotion decisions. Given their growing popularity amongst university administrators and the investments being made by individuals to design and run these programs, together with the investments being made by academics to complete these programs (albeit often not of their own volition) systematic study and research would seem to be needed to investigate the consequences, if any, of these programs for the teaching practice of academics.

Potential questions for research could include: do academics with a teaching and learning qualification make "better teachers"? Has the teaching practice in universities who make the completion of a teaching and learning qualification by new academics improved? What are the experiences of academics who undertake a teaching and learning qualification? To what extent do academics who undertake these programs find them useful in improving their teaching practice? What are the characteristics of an effective teaching and learning program for academics? Conducting empirical research to investigate questions such as these would seem to be crucial if we are going to continue to effectively pursue a more evidence based approach to the development of academics in relation teaching and learning practices.

Contrubution #24:

Does Management Research Translate into Management Practice: A Topic for Debate

Neal M. Ashkanasy (University of Queensland)

We often hear how management research has no impact on management practice. Sceptics ask, "How many executives read the *Academy of Management Review*?" I am one of those who does not happen hold to this view, however. Indeed, I would argue that management research is hugely influential; and that the ideas emanating from management scholarship can be seen at every level of management every minute of the working day.

How can this be? The answer is: management education. Thousands of students in vocational training courses, university undergraduate courses and university postgraduate courses including, of course, the ubiquitous MBA, are taught management every day. And they are almost all taught by reference to management text books that, in turn, are based on the findings from management research.

Still, there are many who do not hold to this view. After all, they would say, "Who pays any attention to what is taught in school, let alone university?" Management, after all, is not a profession where one has actually to enter though formal qualification. In fact, according to the sceptics, management is a skill that can only be learnt through a combination of talent and 'hard knocks'.

To counter this view, I argue that it is absurd to imagine that all that management education and training falls on deaf ears; and therefore has no influence at all on practice. Every day one can hear people in the office speaking of concepts such as "transformational leadership", "organisational culture", "goal setting" and "resource theory" – all concepts that they have learned in the classroom, and all based on management research. And these concepts affect managers' decision-making on a day-to-day basis.

But let's not take these lines at face value. I propose an activity for the "Unconference" in the form of a debate. The "For" team would comprise editors of research and management education journals; the "Against" team would comprise anyone who holds the view that management research and education dose not shape business practice. The activity would take the form of a formal debate followed by a plenary discussion of the topic, leading to development of a position statement on the topic. This, in turn, might eventually form the basis for a "dialogue' article possibly publishable in AMLE.

Contribution 11:

Sociology, anger, and my short bookshelf of management innovators

Edgar A. M. Burns (LaTrobe University)

My home discipline of sociology asks a lot of questions about the changing nature of work, professions, organisations, and strategy in today's linked world. Sometimes management and psychology voices drown out these questions or frame them in ways that fail to explore the full complexity of how society and business will look in the next few decades: projecting the past or over-anticipating the future. Sure, abstract critique can be hard to work with, and sure questions rather than answers may make the search for solutions harder not easier at least in the short term. But creating the appropriate tension points to hold out for new ideas and innovative possibilities has to be a guiding principle for business and manager educators. This cannot be simply about here and now, growth, growth, growth, or the sense of urgency or ambition that may drive action. 'Blue ocean' adaptation or change cannot be systematised but readiness for it involves steady learning and accumulation of management knowledge.

I've been witness this year to a faculty restructuring and job loss process that raises many core management learning issues. There have been many kinds of anger – from teaching staff with jobs at risk obviously enough, but also about how the process has been conducted. It is not the difficulty of financially having to cut staff costs, but decisions on the fly, motivations, vendettas, wasted resources, not keeping obvious ideas connected, corrosive spin, false 'facts' about numbers and costs, and so on. How, for instance, can you fire several staff with damning letters about the quality of their work one week, and then a week later have them win a significant ARC grant – leading to ten days later pulling them back on board? There seem to be some managerial/organisational parallels to what is currently happening in the tertiary education sector to what happened in the health sector over the past few decades, although society is differently situated in important ways in the new century. What kinds of management education could lead to doing necessary organisational change with less emotional cost and fall-out, and general inefficiency?

My short bookshelf list of useful people to read and engage in mental conversations links management education with practice: it includes Eli Goldratt's business novels – ideas, complexity indeed, along with pellucid narrative how it might be practiced; Richard Rumelt's clarity about good and bad strategy and how much of what is planned is at least partially destructive, not strategy at all; Malcolm Sparrow talking about the character of harms; or John Seddon applying the discussion to systems thinking and its failures in the enormous public sector; or his colleague Stuart Corrigan's examples of organisational change that is eminently practical and doable; or Fiona Haines looking at the paradox of regulation – what it can and cannot achieve. How can we get some of these profound yet this-world insights and practices to be the ones from which our graduates operate?

Contribution #2:

Informal Management Curriculum

Arran Caza (Griffith University) & Holly H. Brower (Wake Forest University)

Our interest is in the "informal management curriculum." While the *formal curriculum* consists of educational activities that are explicit and supported by institutional power, the *informal curriculum* refers to practices that influence student outcomes, but are not formally supported by institutional sanctions. For example, final examinations are in the formal curriculum: students who fail exams suffer reduced GPAs and may not graduate. In contrast, the "career services" function at most schools is in the informal curriculum: students can participate or not, and their level of participation is not rewarded by the institution.

Evidence suggests that the informal curriculum is a significant part of a management student's experience. For example, Palmer and Short (2008) reviewed the mission statements of more than 400 business schools and found that most lacked comprehensiveness; far more was occurring at those schools than was formally stated. Similarly, in spite of a decade of formally emphasizing the importance of ethics education and a more than 100% increase in the number of ethics courses being offered, management students seem to receive little ethical education (Matten & Moon, 2004; Rasche et al., 2012). These two examples suggest that the formal curriculum of business schools offers an incomplete view of their activities and results.

Despite its importance, the informal curriculum has received less attention than the formal curriculum, and this neglect is problematic for at least two reasons. The first reason is that issues which remain informal and implicit are unlikely to thrive, as individuals' learning is less likely to be shared with others (e.g., Coff, et al., 2006). Management education is not advancing if our practices remain informal and idiosyncratic (Burke & Sadler-Smith, 2006). The second reason that the informal curriculum merits attention comes from the fact that its contents may be the most important part of management education. Since the degree of similarity among schools' formal curricula is so great (e.g., Navarro, 2008), it is unlikely to account for perceived differences in institutional quality (Segev et al., 1999). By implication, the content of the informal curriculum, which is far more variable among schools, is probably a key factor in education quality.

If one accepts the importance of the informal management curriculum, doing so raises many questions. What exactly is in the informal curriculum and what is not? Are those allocations appropriate? That is, despite the risks associated with remaining informal, are there some parts of management education that must remain informal to be effective? Why should that be? How can research help us to better understand the issues associated with the informal curriculum? How would we study it? What are the existing conversations that can inform our study?

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Contribution #19:

Questions, Issues, and Concerns: A RMLE Contribution

Charmine Härtel (University of Queensland)

The QICs I have for the RMLE Unconference are focused on the structure of our roles as facilitators of learning. Much has been written about this over the past few years yet little seems to change. As such, I would like to propose three functional questions to serve as the start of a discussion about how we design our student interactions to best facilitate effective and efficient learning processes for ourselves and our students:

- Why do management courses have to be taught every week for 13 weeks? Isn't there a better way to use the 13 week semester timetable block we're given for a course?

- Can we teach without or with very little direct teacher-student interaction? Can't we design the approach and have students self-manage their learning to the outcome?

- Isn't there a more efficient way to assess learning then reading through a hundred individual essays/reports? How can we reduce the time marking so we have more time to focus on facilitating learning?

Contribution #16:

First year management – Engagement Through Relevance?
Tui McKeown (Monash University)

I have been teaching first year management for over 10 years and have experimented with many different ways to try and promote student interest and engagement (and subsequent learning) in management. While it has been successful to some extent I feel frustrated that we are not really getting through to students in terms of the real importance of managing themselves and others – therefore in really developing these managers of the future.

The Questions and the Dream:

- Why does management have to be so boring and a struggle to be relevant to undergrad students (who generally see themselves as CEOs or entrepreneurs but, as yet, often have very limited low level work experience?).
- Can't we adopt an MBA type approach with them? ie. weekly 3 hour slots where the theory is provided in an upbeat lecture format (including as much interaction as possible with two groups of 250+ each time), videos and games included – then off to tutes for practical engagement with peers and tutors, possibly a ½ hour to hour debrief back in lecture theatre afterwards?
- Involving text book publishers explicitly in the design of the unit – partnering with them, with uni resources as well (library, disability staff, employment services??)

Why is this first year unit traditionally captive to a business degree – what about cutting it loose to be offered to all uni students???

The realities:

The compulsory foundation first year management subject (MGC1010) at Monash, Clayton is important to the 1,000 students per year who undertake it - and ultimately to the wider community they are engaged in.

It is well over a decade since the Australian federal government industry Task Force on Leadership and Management Skills, commonly known as the Karpin Report came out with recommendations to improve business productivity through better trained and educated managers began (Commonwealth of Australia, 1995). Further, the global financial crisis (GFC) provided imperative to reassess management education – as Starkey and Tempest (2009 p.576) suggest, "business schools ... develop a different way of shaping the world, grounded in an a new narrative to re-legitimize their role at a time when conventional wisdom has led to carnage on Wall Street and in all the world's other major business centers." Robinson (2010) adds a clear educational focus to this call - with the need for creativity and divergent thinking for managers to be able to consider new "outside the box" solutions.

With this in mind, the inherently international nature of management today provides a logical basis for universities focussing on the internationalisation of their curricula – and reflects the reality of the learning environment and subsequent work environment students find themselves in.

This is the context within which I have been trying to get the dream above transformed into reality for over three years now – (with a stunning lack of success) as a pilot project to be grounded in the Bachelor of Commerce's MGC1010, but with a view to expanding the project to the Monash Passport program.

Contribution #23:

Questions, Issues, and Concerns: A RMLE Contribution
By Ellen Meissner (University of Queensland)

I was excited to find out about this unconference to be held in February 2013. Having engaged with the idea of unschooling my daughter for some time, the thought of a similar concept in contrast to traditional conferences seemed appealing.

Many questions and concerns spring to mind. Through my research, I am approaching management education from an organisational perspective. On-going research with middle managers in the Health Care Industry has proven to be interesting, eye-opening and challenging. In an aged care environment in particular, the one who is willing and available is often the one moving up into management / leadership positions. Human Resource decisions cannot always be based on knowledge and skills. Where does this leave management education? How can the gaps in knowledge and skills be addressed appropriately? How does the common informal coaching by in a more traditional sense 'untrained' managers affect managers in training?

Skill and knowledge gap analysis suggest that middle managers themselves perceive significant gaps in their communication skills, conflict resolution and change management skills, their staff behaviour management skills, negotiation and leadership skills. However, generic programs might not address these appropriately. At the same time, it is important to also take the hands-on experience of current managers in the sector into consideration in their managerial education. What are ways forward for the health care sector to provide tailored management education and structured pathways for career progression?

Another aspect I am interested in is the concern of whether organisations and managerial training and education programs creating realistic expectations for future managers? Middle management is still regarded by many as a time of transition. My question is: a transition to where? Into one of the five executive position? Rather than promising on-going vertical advancement, it might be time to ensure individual training and development needs are met. And acknowledge middle management as a unique career pathway.

I am also interested in the utilisation of mixed method approaches and how these can best be incorporated to advance management education research. From my own experience, I am finding the multidisciplinarity of management education and the resulting collaborations challenging and would love to share experience on this with other participants.

I am looking forward to an interesting day providing much food for thought.

Contribution #25&26:

Women in leadership – what do we teach?

Amanda Roan & Polly Parker (University of Queensland)

Teaching about leadership, developing leaders and researching the qualities of leaders are a major focus of management education. Yet women remain under-represented in leadership positions in Australia. Textbooks on management promote the importance of diversity and in recent years have promoted relational styles of leadership which women are assumed to be more 'naturally' suited. In a critical management textbook Bratton (et al 2010: 377) refer to this rhetoric as "the tedious piety" about female managers. They point out that managers of both genders are competitive and that male managers are also capable of being inclusive. They quote the well know feminist writer on management Judy Wajcman who states:

> We are asked to celebrate an idealized femininity as demonstrated by women's greater caring, intuitive qualities. The trouble is that the qualities, characteristics and culture ascribed to women originate from the historical subordination of women… (Wajcman 1998: 258-259)

So what do we teach in the classroom? Does management education foster or hinder women moving into leadership positions? Can Business School s be agents for change?

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Discussion Prompt Theme #5:

Technology-based Challenges and Innovations

Contributors

Fahri Benli
Maribel Blasco
Ken Brown
Adrian Gepp
George Hrivnak
Elizabeth Nichols
Dave Ritchie

Contribution #27:

Disrupting management education and avoiding disruptive extinction

Fahri Benli (Cambridge International College)

The current management education system in universities is configured on complying with standards established by government policy, business schools and accreditation such as AACSB and Equis. Similarly academic behaviour is influenced by conforming to promotion policies encouraging publication, teaching and leadership to avoid perishing. Contemporary universities are now faced with government funding cuts driving the higher education sector to seek innovative ways of managing costs and adding value to education offerings which has traditionally been administered through entry scores dictating the selection process for accepting prospective students into management courses. Current technologies such as the internet have allowed greater access to attending university through online education and increasing student enrolments. However, the internet is being used to disrupt the traditional teaching model of business schools via free online courses developed by business schools that have been leading traditional business education. For example, disruptive innovation theories have been applied and have influenced a business model offering free online management courses through the EdX initiative by Harvard, MIT and Berkley universities appealing to the global mass market.

Many other universities are using the free online model to such as Coursera and OCW to increase course offerings in an attempt to provide high quality content developed by the leading academics in their field. In this age of disruptive management education the question that arises is how do academics disrupt management education and avoid disruptive extinction? As the business model for teaching is changing through the internet academics need to keep up with disruptive innovation and technologies in management education. Research skills alone are not going to provide the knowledge in keeping up with trends in management education, teaching and learning unless academics embrace disruptive technologies that are changing the education game. In order to keep up with disruptive innovation academics need to learn how to use disruptive technologies to customise courses based on learning needs of the student. Disruptive innovation is an applied approach. Academics should learn to be creative and innovative with established techniques such as brainstorming or lateral thinking to generate new ideas. These techniques should extend to online curriculum development and application of tools for learning and assessment, for example online testing and rubrics. Thus, once the basics of innovation and e-learning are acquired teaching strategies should be developed to integrate pedagogy and e-learning technologies to increase learning outcomes. Customisation can then be applied to different learning needs and access points using PCs, tablets and smartphones engaging students.

Findings from a recent survey conducted by the author show that academics know management theory and lack internet technology skills, students are more advanced in using internet technology compared to academics. Yet, academics who integrate internet technologies into courses have higher student engagement and satisfaction ratings.

Contribution #4:

A pedagogy of innovation: Or how to open minds by emptying heads

Maribel Blasco (Copenhagen Business School)

Prelude: A B-school lecturer's tale

February-July 2010. Escape.

A remortgaged house and a half year ticket to SE Asia. We travelled, with few plans.

I'd planned to work on research papers, but soon even the thought wearied me. Two months into our trip, academia slipped away. I got nothing done, felt guilty, and carried on doing nothing.

I hadn't had empty space in my head since I was a teenager

Into the empty space, uninvited, came images of lamps, vases, pendants, slender, restrained and beautiful. Unable to sleep, I sketched and jotted notes nightly in hotel bathrooms so as not to wake my sleeping husband

I don't know where those objects came from. But I am certain they won't leave until I help them into the world
I am working on it

The rest of the tale must be told in Australia where it began

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ISSUES

Learning is about 'restless, impatient, continuing, hopeful inquiry'[3]
It needs empty space, and light structures
It will not be rushed

Denmark, where I have taught for the past eleven years, has traditionally excelled at producing entrepreneurs and innovators. It has done this by intelligently managing the balance between steering and free inquiry, by providing space for students to learn at their own pace, by insisting on collaborative pedagogies and by providing incentives for students to exceed institutional expectations, in all subjects and at all levels of education.[4]

In industry, Denmark out-innovates most of its competitors and is one of the strongest knowledge economies in the world.

But the climate here is getting frostier. Reforms to align Danish higher education with Europe[5] have shifted the incentives in assessment and hastened through-put rates (previously dire, but nobody cared) to improve productivity. These days, learning objectives are synonymous with learning; not a morsel of work is done without a grade reward; and there is precious little dead time left anywhere in the system.

[3] Freire, P. (2006) *Pedagogy Of The Oppressed*, New York & London: Continuum, p. 72. I refer to Freire's 'banking' concept of education further in the abstract, also.
[4] See Blasco & Tackney (forthcoming 2013) 'If it ain't broke, don't fix it': Internationalisation and the erosion of the positive hidden curriculum in Danish higher education. *International Journal of Management in Education*, 7 (4).
[5] Through the Bologna process of harmonization in higher education.

CONCERNS

We are teaching neither inquiry, independence nor excellence, but compliance
This is not the stuff innovation is made of

We are decoupling students' learning, and its rewards, from their peers
Does anyone really believe that entrepreneurs are lone geniuses?

We are stuffing our students' heads with content and teaching them pragmatism
When we should teach them how to learn, and to prepare their empty space well so thoughts can filter in

Worse, we have cut the pedagogy of innovation out of our standard courses
but realising this mistake
we are now scrambling to re-attach it in innumerable courses
... on entrepreneurialism
…on intercultural skills
… on leadership
… on mindfulness
…on business ethics
…on sustainability
…
Education is becoming banking, and is heading for its own crisis.
Because empty space is an endangered species

QUESTION

Can we, (re)introduce pedagogies of innovation – i.e. teaching and assessment forms that foster, and reward, entrepreneurial dispositions such as independent inquiry, collaborative dispositions and self-discipline - in all courses (not just those on innovation and entrepreneurship), in a fair, academically defensible way that is relevant to students and complies with international standards?

Contribution #30:

How do you best facilitate MBA students to discover how they best learn in an online environment?

Adrian Gepp (Bond University)

During my eight years of teaching in an online MBA program, the variety of educational resources we provide our students has increased. Informal student feedback suggests that while this has been seen as a positive change overall, it has made the decision of how to best utilise the resources more difficult for students. Specifically, many of my students struggle with how to develop their own tailored study plan to make best use of the variety of resources available to them. This ever present student problem is even more challenging now in an online MBA environment, where (at least in our case) it has often been a decade or more since our students have done formal study, they often won't know any other students upon enrolling and they are geographically spread out. That is, our students don't have the opportunity to talk with others students at the campus café or library where conversation such as 'how are you preparing for a certain subject' is likely to be frequently discussed.

Flexibility in study is key to our, and I assume most, online programs. Apart from assessment due dates, a rigid study plan is not provided in order to allow students to tailor their own study around other commitments, mostly work and family. Technology allows us to provide flexibility through availability; for example, recordings of lectures are available on any time during my course, recordings of live, interactive tutorial-type sessions are available any time after the session takes place and online interactive quizzes that provide instant feedback are available 24-hours a day. This 'on demand' type access to these resources (and others such as problem sets, readings, textbooks) creates the question of when it is best to access them.

It is my experience that students gain the most from tertiary study when they discover for themselves how they learn best, for example, what order of study is best. Some students find that reading the textbook first is best, while others want to see a real world problem first and some like to hear the lecturer speak before reading any materials. When these and other options are available to students, how can we best facilitate students to discover for themselves how they learn best to improve their learning experience? Or what research might be conducted to find an answer?

Contribution #10:

The Dilemma of Universities – On-campus experiences or On-line approaches

Elizabeth Nichols (University of Queensland)

The major purposes of university education are: to impart knowledge and new ideas, to help develop critical-thinking skills, to promote personal growth, and to prepare students for a career (Alexitch and Page, 1997). These purposes are partly fulfilled by formal lectures and tutorials, and partly through the informal social aspect of universities. Traditionally all these purposes were undertaken through on-campus learning. Yet, students are increasingly wanting, nay, demanding that all course resources to be available electronically. In many respects universities are acquiescing to these demands as they perceive students as customers and 'customers are always right' (Franz, 1998). With the increasing availability of electronic material there has been a subsequent decrease in the attendance of on-campus learning opportunities such as lectures and tutorials. The response to this decrease is to develop more electronic resources in an attempt to replicate the on-campus experience through on-line material.

However, universities traditionally follow the Socratic method of interactive debate and development of new ideas through the use of questions, logic and reasons. Do these traditional methods of knowledge transfer and the advancement of new ideas fit with the increasing use of the electronic medium and the reduction in face-to-face interaction with fellow students and academics?

Management education fits with both the on-campus and on-line learning approaches. Through the classroom experience of face-to-face interaction students, not only gain the knowledge of management, they also develop the interpersonal skills required for business and professional environments. Graduate attributes state the importance of interpersonal skills and communication. It is through face-to-face social exchanges where students gain an understanding how to behave appropriately and the ability to read and react to facial expressions and body language. It is, also, through this on-campus experience that professional networks start being established.

On the other hand, organisations expect graduates to be conversant with modern technology therefore business schools also need to build into the teaching environment opportunities to use these technologies. Management teachers are responding by developing exciting technology-based experiential course components to give students exposure to business practices as evidenced by the Journal of Management Education's December 2012 Special Issue. This type of experiential learning enhances graduates' technical attributes for future employment.

It is very easy to condemn one mode of learning for the sake of the other. Yet this is where the dilemma arises and where management research needs to investigate. How can new technologies be incorporated into business courses that develop graduates' technical abilities, yet do not interfere with the development of graduate's interpersonal attributes? What is the balance between providing interesting and relevant on-line material and the development of professional networks based on the on-campus experience? Should universities use the on-line deliver mode to accommodate the desire for students to attend a physical campus less?

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Contribution #3:

Questions, Issues, and Concerns: A RMLE Contribution

David Ritchie (Charles Sturt University)

An ongoing dichotomy in management development is the question – how well does management education prepare individuals for any managerial role? What type and amount of experience in a professional or technical role prepares for entry into a managerial role? Is education an equivalent foundation or substitute for experience or merely a distraction? Does time of entry (vis amount of experience) into education at postgraduate level in management influence subsequent transfer of knowledge into practice and hence level of managerial performance? If knowledge, skills and abilities are components requiring development and time (equalling experience) is a catalyst, how well do academic programs address the development of skills and abilities? If management performance is contextual, and not as readily transferrable as might be assumed, then how is that reflected in the syllabus and/or curriculum of postgraduate management programs? How do managerial competencies relate to performance in dealing with real world problems? Who should prepare, identify and verify competence?

The health care industry in Australia consumes a significant proportion of GDP ($130.3 billion or 9.3% in 2010-11, and the largest overall increase was in public hospital services http://www.aihw.gov.au/expenditure-faq/). Frequent organisational restructuring based on geographic structures, centralising functions intended to improve performance, has occurred since the 1980's in Australia. Sustained restructuring has resulted in a decline in clinician-managers with experience of autonomous management of stand-alone facilities. The current reorganisation, commenced in 2011, is reverting back to local management structures intended to be more responsive to local communities. Anecdotally, questions have been asked about the preparation of clinician-managers for that shift in responsibilities. Recent managerial appointments were not responsible for a number of centralised functions, and involvement in clinical activities was deemed to be more important than administration. Expectations of improved organisational performance have never been greater but the preparation and development of managers has been assumed, rather than designed, as a component of restructuring. How should academic programs respond to the shift in current managerial responsibilities given that the challenges are complex and multi-disciplinary team-based approaches to care are emerging as preferred strategies? Education has traditional been based on the individual, and course-work programs have used assessment tasks typically completed within 4-5 weeks. That suggests somewhat simple problems for assessment. How can complexity and collaborative learning that is realistic and situated become mainstream in management education?

One idea, under consideration, in a program offering management development by distance education, is the use of an online management practicum. The practicum would be offered after a series of taught subjects, and would require scaffolding and application of that knowledge in addition to experience, to the identified problem. This approach requires identification and involvement of a host organisation prepared to allow access of a student "management consultancy team" to address a real problem in real time, using internal stakeholders. The academic component needs to support the student team, but the deliverables need to be negotiated with the host organisation. In the current higher education context is this a desirable, realistic and sustainable option?

Research in Management Learning & Education

Unconference

Academy of Management Learning & Education
Journal of Management Education
LEAP Centre for Applied Research

Bond University - Gold Coast, Australia 2013

RMLE Unconference (Un)schedule
February 1, 2013

8.30 – 9.00am	Registration, Meet and Greet, & Morning Refreshments
9.00 – 9.05am	Welcome to Bond: Professor Amy Kenworthy, Director, LEAP Centre for Applied Research
9.05 – 9.20am	Overview of Unconference & Discussion Catalyst: Dr. George Hrivnak, Bond University
9.20 – 10.30am	Unconference Group Discussion: Session 1
10.30 – 10.45am	Record and Review of Session 1
10:45-11:00	Working Morning Tea: Refreshment and Regrouping for Next Session
11.00 – 12.00pm	Unconference Group Discussion: Session 2
12.00-12.15pm	Record and Review of Session 2
12.15 – 1:15pm	Working lunch: Dialogue and Degustation
1.15 – 2.15pm	Unconference Group Discussion: Session 3
2.15 – 2:30pm	Record and Review of Session 3
2:30 – 3.00pm	Idea Synthesis & Where To From Here: Professor Ken Brown, University of Iowa, Editor, *Academy of Management Learning and Education* and Professor Jon Billsberry, Deakin University, Editor, *Journal of Management Education*
3:00-4:00pm	Celebratory Drinks and Nibbles

The RMLE Unconference is sponsored by the Bond University Centre for Applied Research for Learning, Engagement, Andragogy & Pedagogy (LEAP), the Bond University Faculty of Business, the *Academy of Management Learning and Education*, and the *Journal of Management Education.*