

RESEARCH IN MANAGEMENT LEARNING & EDUCATION
unConference

2019

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

**Held at The University of Dubrovnik
in Dubrovnik, Croatia**

PROCEEDINGS

Conference Chairs:

**Professor Emma Bell, The Open University
Dr. Maribel Blasco, Copenhagen Business School
Dr. Todd Bridgman, Victoria University
Professor Kathy Lund Dean, Gustavus Adolphus College
Dr. Matthew Drake, Duquesne University
Professor Jeanie Forray, Western New England University
Professor Bill Foster, University of Alberta
Dr. George Hrivnak, Bond University
Professor Amy L. Kenworthy, Bond University**



Note: Included QIC document contributions were accepted based on a double-blind peer review process.

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Overview

Research discussions shouldn't have to rise from the ashes of recycled rhetoric and boring presentations prepared months in advance. Interactions about research should be exciting, organic, and engaging. For those who are interested in being generators of innovative, cutting-edge research in management education or those who have questions related to research in management education that are not addressed through traditional conference or workshop forums our 2019 Research in Management Learning and Education (RMLE) Unconference was the place to be.

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

During the 2019 RMLE Unconference at The University of Dubrovnik, our goals were to:

- Share ideas about key research areas participants are interested in,
- Find answers and “paths forward” regarding current research questions or concerns,
- Learn from others about their experiences with research project design, development and publication processes,
- Consider issues that are emerging through recent research and publication,
- Meet and network in an intimate and informal setting with other faculty members interested in management education research, and
- Interact with numerous board members and/or editors of the *Academy of Management Learning and Education* (AMLE), the *Journal of Management Education* (JME), *Management Learning* (ML), and the *Decision Sciences Journal of Innovative Education* (DSJIE).

In terms of scope, the domain for this RMLE Unconference was the same as the six previous events which included management teaching, learning, education, and the contexts within which these occur. As a result, the included submissions focus on a diversity of issues related to the business of management education (whether that be in universities, consulting agencies, or other organizations) as well as the processes and outcomes of management education.

The submissions included in these proceedings are called “Questions, Ideas, and Concerns” (QIC) documents. The QICs are written as free-flowing thoughts which encapsulate any questions, ideas, and concerns participants have with respect to research in management education. The content of this year's QICs was varied and rich, resulting in the following relatively large initial discussion group clusters. These assigned groups applied to our first discussion session only, after that we encouraged attendees to electively and organically shift/morph/adapt the groups based on their experiences and what they heard during the reporting back sessions. As with all other RMLE Unconferences, as the event progressed, smaller, more idea- and project-specific discussion groups were formed.

Here were the initial discussion group clusters:

- Group “Stradun” - The challenges of creating learning spaces with reflection, responsibility, and learning at the heart of what we do
- Group “City Gates” - The Three “Ss” of service, sustainability, and social responsibility
- Group “Square of the Loggia” - Disruption and the challenges of today's educational ecosystem
- Group “Ballpoint pen” - Who we are is more than what we write
- Group “Torpedo” - Intersections, extensions, and applications of teaching and learning processes using digital, virtual, and technology-based approaches
- Group “Crni rižot” – Examining how students learn, grow, develop, extend, and engage
- Group “Parachute” – Looking in before acting out

Participant Contributors

We had 47 participant contributors coming to the 2019 RMLE Unconference from 32 universities and two professional organizations located across nine countries on five continents. The countries represented by our contributors include Australia, Canada, Denmark, Great Britain, Israel, New Zealand, Philippines, Spain, and the United States of America.

The tertiary institutions and organizations represented include the Ateneo de Manila University, Auckland University of Technology, Birkbeck, Bond University, Business Intelligence (BI) Consultant, Coastal Carolina University, Columbia University, Copenhagen Business School, Duquesne University, ESADE in Barcelona, George Washington University, Gustavus Adolphus College, Harvard Business Publishing, La Salle University, Lancaster University, Max Stern Yezreel Valley College, Menlo College, Northumbria University, Ryerson University, Sheffield University Management School, St. John's University, Stevenson University, University College Copenhagen, University of Calgarty, University of Canterbury, University of Chester, University of Exeter, University of Glasgow, University of Notre Dame, University of Reading, University of Surrey, University of Technology Sydney, and the University of York.

Event (Un)Structure

As this was an Unconference, there were only two formal presentations - a welcome and a summary – each facilitated by members of the conference chair group listed above. The minimalist formality of the event's structure is based on its underlying ethos. The bulk of every RMLE Unconference is designed to be 100% driven by the people who are there.

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

Expected Outcomes

The outcomes from any Unconference are various in nature and organic in terms of growth. The 2019 RMLE Unconference was no exception. We look forward to hearing from our participant contributors as they navigate forward independently and collaboratively with the knowledge, passion, and excitement generated during this event.

A Special Thank You

As with all of our RMLE Unconferences, we would like to thank our ongoing partner organizations, JME, ML, DSJIE, AMLE & Bond University and the incredible team of people who sit on our RMLE Unconference management board. This year, we would also like to send a special thank you to the team at the University of Dubrovnik; they are the ones who made it possible for us to hold our event in their beautiful facilities in the gorgeous and historic city of Dubrovnik, Croatia. A very special thank you to Martin Lazar, Nebojša Stojčić, Katija Vojvodić, Marijana Lujo –this year's RMLE Unconference is taking place because of your support.

Discussion Group “Stradun”

**The challenges of creating learning spaces with reflection,
responsibility, and learning at the heart of what we do**

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Tali Padan

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Mirror, mirror on the wall: Which individuals and organisations are the most reflective of all?

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In an age of unprecedented leadership and organisational complexity, the opportunity for critical reflection at both an individual and organisational level seems considerable and yet from our experience, remains elusive. Our aim then from this QIC is to explore both this opportunity and challenge with like-minded individuals at the Unconference. What approaches have other attendees used to encourage reflection as a social phenomenon beyond the classroom? How can individuals embed reflection effectively within organisations and for it not to be viewed as a wistful romantic ideal?

Boud, Cressey and Docherty (2006) usefully captured the idea of ‘productive reflection at work’ and a series of chapters explored the benefits of reflection in terms of organisational sustainability connected to an individual’s well-being and satisfaction with work. Key to these ideas was the notion of collective reflection as opposed to individual reflection and the discourse that occurs naturally within teams, groups and departments at work. Taking this idea of reflection being a social collective, we can align this with the notions of leadership being a social process within organisations as opposed to an individual leader (Uhl-Bien, 2006). Uhl-Bien argued that it is through the relationships and group endeavours within organisations that leadership occurs. We can espouse therefore that reflections by individuals at all levels within organisations is constructive; it enables people to both make sense of what is happening (reflection) and to sense give to others (leadership) within the organisation and the wider community.

Many of the post experience management programmes at our institution make use of reflective learning to engage practising managers with this learning method. Oftentimes managers initially find it problematic to reflect fully upon their lived experience. We can posit possible reasons for this, a learning approach that is less familiar, a shortage of time or a preference for more formal, theoretical methods. Over time and perhaps for those programmes that are accredited and when reflection forms part of an assignment, some managers become more attuned to reflective approaches. However, this is not always the case; culturally some managers find it harder to adopt this approach and some reflective learning mechanisms seem more accessible than others.

The challenge, of course is further extended for a manager during and after the programme. How might these methods of reflective practice be transferred into a manager’s organisation? How can reflection become an everyday, sustained endeavour within these organisations to aid organisational and individual development? Lastly, what place does a traditional management or leadership programme have in aiding the development of reflective managers and leaders?

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Gameful Education: Can We Achieve Meaningful Classroom Learning Through Games?

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In Jane McGonigal's book, *SuperBetter*, the author uses scientifically-backed research to show how a gameful approach to challenges helps individuals achieve goals, reduce stress, and experience significant growth. Using the strategies employed by video game designers, McGonigal outlines a seven-step approach to tackling challenges, including everything from battling cancer to eating healthier. The seven steps are: (1) challenge yourself; (2) collect and activate power-ups; (3) find and battle villains; (4) seek out and complete quests; (5) recruit allies; (6) adopt a secret identity; and (7) go for an epic win.

In fall 2018, I utilized McGonigal's seven-step framework to restructure one of my courses to apply this approach in the classroom. At the beginning of the semester, students selected their own epic wins, created weekly individual challenges to help them achieve their end of semester win, created a list of villains (e.g., procrastination and social media), recruited allies (e.g., friend, family, and advisors), and adopted a secret identity. I incorporated classroom games, weekly class challenges, and mandatory power-ups. Each week, students completed a weekly report on their progress. The goal was to increase student engagement, lower student stress, eliminate attendance drop off during the semester, and improve student wellbeing.

At the end of the semester, students completed questionnaires and evaluations. For the most part, this gameful approach to learning was a success. Students reported higher levels of engagement with the course material, a closer working relationship with the professor, and an improved overall mindset to learning. A small number of students, however, disliked the weekly reports and failed to see the connection between the games and the course material.

I would welcome the opportunity to meet with other faculty who have incorporated, or are considering incorporating, games into the classroom to discuss ways to improve such practices. I am also interesting in working with faculty to discuss the idea of pursuing a grant to research this on a larger scale. Finally, I would like to brainstorm possible research areas and projects with other attendees.

Discomfort is the New Comfort

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Finishing up my first year as a PhD student, I have some new experiences to support and enhance my previous submission to the Unconference about unlearning. In that submission, I ask questions about facing the discomfort that accompanies unlearning, and whether this leads to a transformative learning experience or not. Having taught an elective using non-formal education methods, which include and require an element of discomfort in order to learn, I can now develop these questions through empirical observations about my class.

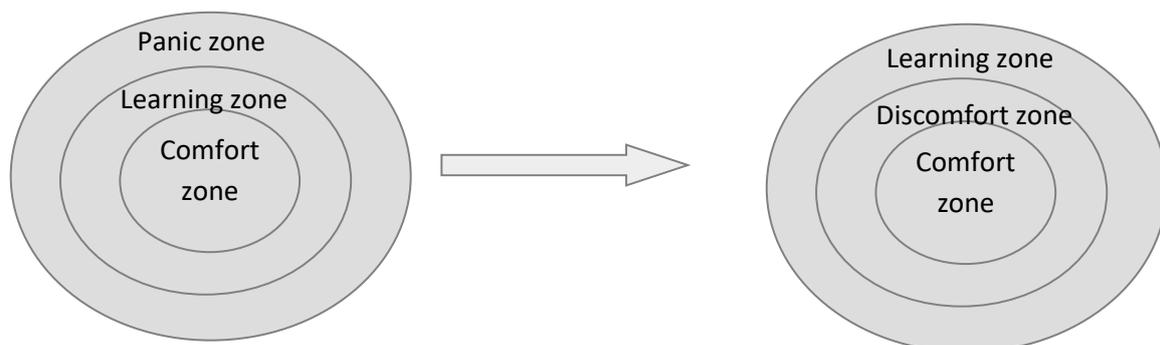
One of the greatest learning experiences as reported by students, which they reflected on both in class and through their journals, is the class which contained the most frustration. In this class, the group was asked to make a decision about what they would do in their final class. They were given complete freedom. It must be said that in previous activities, a few dominant voices made decisions and others simply followed. Through reflecting on this uncomfortable dynamic, they challenged themselves to do things differently this time. The attempt of some of the students to include, meet all the needs, hear all the voices and come to a mutual group decision was a conscious decision by some, but not others. Others preferred going with the flow. This dynamic caused frustration on all sides, and prompted this reflection from one of the students:

“I started on blaming the group and excluding myself for not being able to make a decision. Which I found later on, not fair at all as I am part of the group as much as others and I even might make it difficult by being flexible because others are not. It only took me a while to figure this out, as most of the time the thought of “why can’t they just make a decision” was going through my head which made me very frustrated.”

This same student also shared in a later class the very simple but profound statement that, “If I’m judging the group, then I’m not part of the group”, also reflected in her statement above. This kind of realization has far-reaching implications, because it allows for an experiential understanding of responsibility. Blaming the system, or in this case the group, allows you to avoid the burden of responsibility, because you remove yourself from the group.

The conversation about teaching students to be responsible is a hot topic in Management Education, but how can that be done? Scholars have already shown that responsibility needs to be developed 'internally', i.e. challenges should be reflected inside each student's own experience (Dyllick, 2015; Colby et al, 2011), but what are the conditions needed for this to happen?

Although only one elective, it is already starting to emerge that the element of discomfort, whether in terms of frustration, shame, guilt, or any emotion we label 'negative', coupled with a constructive reflection upon this discomfort, can move students into the learning zone. The question I wish to explore in the Unconference is whether we should flip the traditional comfort zone model as follows:



This would suggest that learners must go beyond the comfort zone, intentionally through the discomfort zone in order to learn and grow. This hypothesis is especially suited towards learning responsibility, because of the experiential component required. Rather than our habitual quest to seek stability and comfort, is our mission now to seek discomfort in order to learn?

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Could improved management student skill development be as easy as PIE?

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“Management teams aren't good at asking questions. In business school, we train them to be good at giving answers.” - Clayton M. Christensen

Why do management educators consistently provide students with all the necessary information to solve the problem in classroom cases, simulations, and problems? All of us would likely agree that such an information ‘package’ will not be conveniently provided to a manager in the real world, yet all of our existing classroom education approaches perpetuate this myth.

What if management educators, instead, provided only partial information upfront and required students to identify and seek the required additional information? Could simply withholding selected information from classroom cases and exercises be a pedagogical approach that could better prepare students by aiding their critical thinking, tolerance for ambiguity, resiliency, and communication skill development while at the same time requiring minimal effort for faculty to administer?

Calls for management education to provide increased skill development have been sounded repeatedly over the past thirty years going back at least to Porter & McKibbin (1988). The fact that these calls continue to come (e.g. Garnjost & Brown, 2018; Ungaretti et al., 2015; Klimoski & Amos, 2012) indicates that we as management educators are slow at widely adopting pedagogical approaches that facilitate sufficient skill development such as critical thinking and tolerance for ambiguity. With the pace of economic, environmental, and social uncertainty accelerating into unprecedented levels (Anderson et al., 2018), it more imperative now than ever before that new pedagogical methods combining content and skill development along with ease of implementation be developed for management educators.

Only through working on projects at real world organizations are select management students exposed to the incomplete and ambiguous information that managers face on a daily basis. While such Problem Based Learning (PBL) is an ideal way to prepare students for the real world, it has many significant barriers to wide adoption by faculty (Ungaretti et al., 2015). Similarly, Inquiry Based Learning (IBL), a learner-centered approach in which students identify what they need to know, conduct research, and apply critical thinking to develop a solution to a real-world based problem (Savery, 2015, Aditomo, et al., 2013), also presents implementation challenges for faculty as it is fundamentally based on students selecting their own project topic to research.

We designed and piloted a Partial Information Exercise (PIE) in a global supply chain undergraduate course with very positive results and the specific exercise has been accepted for publication as a forthcoming teaching brief in the Decision Sciences Journal of Innovative Education. PIE is a modified case study where critical pieces of information necessary to solve a problem are withheld from the learner. By removing these crucial pieces of information, PIE invites students to use their given information effectively to generate critical questions and create new knowledge to address the problem, thus reflecting a situation faced by managers in the real world. We wonder if the partial information approach could be more broadly applied in other management education areas (marketing, accounting, etc.) and in other management education levels (MBA, executive training, etc.) to help address the skill development gap in management education students.

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Questioning the performativity of reflexive leadership among management- educated practitioners in the public sector

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While traditionally discouraged in favour of quick and decisive action, reflexivity has recently been highlighted as key to modern leadership practice (Alvesson, Blom, & Sveningsson, 2017; Cunliffe & Jun, 2005; Schippers, West, & Dawson, 2015). Despite this status as a buzzword in the leadership literature, reflexivity still only takes up a minor part of the curriculum in most management education programs (Parker, 2018). This is probably because questioning organizational rules and routines can be perceived as threatening and needless, especially if you as a student are looking for tools to simplify your leadership practice (Cunliffe, 2009; Parker, 2016). However, ongoing debates under the broad labels of critical reflexivity and critical performativity suggest that reflexivity is of key importance to develop more collaborative, responsive, and ethical ways of leading organizations (Broussine & Ahmad, 2013; Cunliffe, 2004; Cunliffe & Jun, 2005). At the same time, though, scholars have begun questioning the role of what they refer to as ‘ephemeral talk’ (Alvesson & Kärreman, 2011) or simply ‘bullshit’ (Spicer, 2013) in organizations arguing that organizations of today are ‘full of fleeting talk that lacks substance’ (Spicer, 2013, p. 656). Whether management concepts are used to generate reflexivity or to produce bullshit, it has been argued that there is a need for empirical examinations of the relationship between management theory and practice (Jarzabkowski, Mohrman, & Scherer, 2010). This is because concepts of reflexivity are diverse and even though such concepts are performative in that they can have a practical outcome (Hibbert & Cunliffe, 2015) the practical effects of reflexivity cannot be identified in advance (Lynch, 2000).

I am interested in questioning the role of reflexive management concepts in everyday life of management and leadership practitioners in modern organizations. In Denmark, during the last 10 years more than 12.000 public managers have participated in management education on diploma level or above (The Danish Evaluation Institute, 2017). This has led to an ongoing debate about the (missing) effects of management education in public management practice. Inspired by this debate and by the discussion on reflexivity and performativity in critical management studies, I would like to discuss the relationship between management theory, reflexivity and management practice while acknowledging that the emphasis placed on reflexivity differs quite a lot between different management education programs as well as between countries.

Critical reflexivity is often presented as thinking outside the box (Alvesson et al., 2017). However, I am somewhat puzzled by the paradox that critical reflexivity in itself establishes a (normative) box for practicing leadership. Instead of simply relying on reflexive leadership as a more or less innocent enterprise, I am interested in discussing how management-educated practitioners within the public sector in their daily practices enact and perform the theoretical concepts they have been taught. The purpose could be to contribute to the development of a critical reflexive language about critical reflexivity without, of course, arguing that public managers should stop practicing reflexive leadership.

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Discussion Group “City Gates”

**The Three “Ss” of service, sustainability,
and social responsibility**

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Towards an ‘aesthetics of dependence’ in social responsibility teaching

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In his 1903 essay, *The Metropolis and Mental Life*, Georg Simmel (2012) writes of modern man's¹ struggle to assert his freedom and individuality despite his increasing dependence on others as a result of the division of labour under capitalism. This struggle results in what Simmel describes as the ‘blasé attitude’ – the emotional withdrawal and lack of concern that result from the continual search for stimuli, and the disconnection between consumer and producer occasioned by the money economy.

In modern consumer society aesthetics has become associated with the pursuit of personal pleasure through consumption, in a kind of ‘amoral hedonism’ that reflects the blasé attitude, with any social purpose, connection or ideology effaced (O’Neil 2002 in Duncum 2008: 124). Seen thus, aesthetics enables the disconnection behind the blasé attitude, since it ‘conceals and disguises’ political and ethical issues (Duncum 2008: 129). Aesthetics has become instrumental in commodification and as a ‘ploy’ to stimulate desire and promote consumption (Duncum 2008: 126; Jameson 1991). However, what happens when the ugly (Naukkarinen, 2013) becomes commodified and leads to yet another urge to buy, instead of to political engagement? And what about the irony of the ugly estranging the viewer (consumer) from the price of production, i.e. suffering?

Aesthetics and ideology are inextricably linked and, as Williams (1977) reminds us, aesthetics can constitute a powerful means of influence and persuasion. We suggest that the field of aesthetics might be leveraged in at least two ways in enhancing students’ sense of connectedness to other living beings and the environment, and thereby their sense of social responsibility. An embodied awareness of connectedness to, and dependence on, others is, we suggest, fundamental both to developing, and teaching, a sense of social responsibility, and in countering the ‘blasé attitude’. Our proposal is that if we want students to begin to take responsibility for the world they live in, we need to encourage them to care about it, not just to know it cognitively through facts and theories. One way to do this might be to raise their awareness of the abovementioned aesthetic sleight of hand, notably of beauty and ugliness (or harm) as two sides of the same coin. Our goal is to develop an ‘aesthetics of dependence’ as a responsibility teaching tool.

First we need to address how aesthetics conceals harm. One will only buy a beautiful fur product if one can remain blissfully unaware that an animal was anally electrocuted to avoid any damage to the fur. A pair of jeans is only enjoyable as long as one can remain oblivious to the chain of human and environmental injury and exploitation involved in producing it. And so on. We might encourage our students to explore the role played by aesthetics in enabling the concealment of ugliness and harm, and to question what Jørgensen (2018) has called the ‘post-modern aesthetics of existence’, referring to today’s focus on self-realization.

Second, we need to enhance our students’ sense of ownership over human relationships and the natural world since people ‘take care of what they own’ and feel a sense of responsibility towards it (Nassauer 1997: 69). Beauty, we suggest, mediates our connection to the world and drives us to care about it and to develop a sense of ownership over the planet, not just our own existence on it.

Our **question** is: how can we develop an aesthetics of dependence in a business school context?

¹Simmel uses the term ‘man’ but let us give him the benefit of the doubt and assume that he meant humankind.

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How might we foster a deep sense of civic responsibility (eg as moral/public accountability) in managers and management graduates?

What are the merits of an integrated approach to economic ethics to those ends?

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Context:

In the wake of the 2008 GFC and a large number of corporate and non-corporate scandals from organizations across sectors and around the world (VW, Uber, Australian Banking and Finance Sector, Catholic Church, FIFA, to name just a few), a heated debate has emerged regarding how ethics can be successfully taught. Even those who are convinced of the need to teach business ethics disagree on how best to do so. The extent of failures merely spotlights how the effectiveness of management ethics courses is doubtful. A central obstacle is the pervasiveness of managerialism, which unwarrantedly assumes its own moral neutrality, or considers morality as a constraint to be navigated.

Concerns:

Driven by personal concern that as business school academics we are not meeting our public responsibility in cultivating moral values in future leaders, managers and citizens, we propose viewing business ethics as developing a practical expertise in moral accountability. We have developed a conceptual framework for an embodied phronetic pedagogy, framing managerial ethics and moral accountability (stewardship) as a distinctive form of expertise to be pursued alongside other managerial imperatives (such as productivity and profitability). The framework is based on a three-step embodied phronetic pedagogy and an experiential learning approach. The model can be used to nurture ethical judgment in current and future managers. It consists of three elements: (1) simulated experiences exposing managers to managerial moral predicaments, urging them to engage both cognitively and emotionally with the complexity of business decisions; (2) a conceptual interpretative framework built around the moral-emotional dimension in Aristotle's phronesis (practical wisdom) and Kant's reflective (moral) judgement; and (3) a critical reflection on profession-like ethical-moral responsibilities linked to management.

The approach is significant given that many managers and business students have been exposed in their study or work life to the view that managers and leaders must foremost maximise profits and shareholder wealth, a narrow economic orientation to the detriment of other perspectives and values. Our distinctive stewardship focus emphasizes that managers and leaders need to put the interests of others beyond self – and their employers - in the name of civic-public trust and accountability. It seeks to cultivate the capacity of managers, leaders, followers and citizens, to make, defend and be accountable for decisions and actions with the aim to enhance rather than undermine public confidence in business practices, while also guiding others towards collective responsibility in morally challenging situations.

A primary area of interest: integrative approaches to economic ethics:

One distinctive, discourse based approach to business ethics seems to hold great promise for addressing our concerns. While extraordinarily influential within the business ethics communities in German speaking countries, Peter Ulrich's *Integrative Economic Ethics: Foundations of a Civilized Market Economy* (CUP, 2008) has not yet been recognised in Anglophone circles. Ulrich's work addresses our concerns, in focusing specifically on restoring the underpinning normative foundation to the purpose of business and economics. What is not known however is what pedagogical and andragogical approaches support Ulrich's integrative economic ethics.

I am interested in the following questions:

1. There's frequently recourse to virtue ethics but there are substantial differences between - for example - Aristotelian approaches to habit formation and Kant's reasoned judgement via the Categorical Imperative (usually the humanity formulation). Are there generic advantages in care ethics?

2. It's hard to imagine an ethical and moral position being exercised out of habit (i.e. unreflectively). Yet, research on behavioural ethics draw attention on the relevance of intuitive moral assessments, which are performed automatically and are intertwined with emotions. What is the relationship between reflective and reflexive moral judgments? Can 'intuitive ethical judgement' be cultivated, too?
3. What is the public legitimacy of management qualifications and how can we as managers educators contribute to it?
4. Which values (should) guide management education?
5. Is there merit in exploring whether and how moral/public (civic) accountability might serve as both a corporate and graduate principle of governance?
6. How do we measure the 'impact' of management education contributing to ethical management practice?

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Whose responsibility is it to...

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I teach socioenvironmental issues in a business school. I am not depressed, I have a good life, I am a relatively successful academic, I do not need rescuing, but sometimes I find myself longing to teach organisational behaviour and recently found myself eagerly embracing an opportunity to teach research methods.

About ten years ago, I started to make noise at faculty meetings about the need to match our 'business as usual' teaching with content that respected the boundaries of the planet. There was support from fellow academics which led to courses on business and society, business ethics and sustainability. Now, ten years later I am still teaching these subjects at another University and together with a team. I am very pleased that these subjects are now largely mainstream in business schools. At my University, they are core to many of our degrees, including the MBA. We no longer need to advocate for the importance of these courses.

Social and Environmental sustainability teaching inevitably includes a certain amount of activism for the fragile earth and fragile communities. However, in teaching the facts about the extent of particularly the environmental problems a bleak picture is painted. This affects myself and my students. As one student recently wrote in a reflection assignment "after the first lecture I went home, went to bed and had a dream about the world closing in on me".

Of course we are aware of and follow, advise to avoid doom and gloom and to avoid cognitive or emotional overload which can cause students to feel disengaged, disempowered, and even resentful (Conklin, online). We design our courses to balance despair with hope; students engage in projects in which they can act and make a difference; guest speakers tell positive stories; we help students to make sense of their current realities by teaching Joanna Macy's work on active hope, and we use examples of best practice of successfully doing business in radically different ways. The students are happy, and we win teaching awards. But as educators, we have taken on a responsibility to mitigate feelings resulting from relatively straightforward facts. In doing so, we charge ourselves with providing hope, a responsibility that we did not sign up for, are not trained for, and that may even not always be representative of how we feel ourselves as, at present, another bleak statistic hits the news every day.

In reading the literature I found educational researchers have minimally explored the psychological and emotional costs that are faced by educators of difficult topics (Lloro-Bidart and Semenko, 2017). The literature that does exist usually addresses academic burn out in general or the institutional battles associated with teaching socio-environmental issues in a business school in a neoliberal environment. Inevitably self-care is required, but in Universities such self-care takes place in the private sphere. My question is how such self-care can become part of the public sphere, for the benefit of educators and students alike. What would sustainability education look like if it shifted the burden of providing hope away from sustainability teachers?

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Embedding Ethical Leadership in Management Teaching and Learning: Toward Evidence-based Best Practices

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I was inspired by the collaborative spirit of the 2018 RMLE Unconference and welcome the possibility of attending in 2019. I hope to contribute to sustaining the momentum of discussions around effective teaching and learning in ethical decision making, and in individual, organizational and societal leadership. While dedicated attention to ethics in business school curricula is a mandate of accreditation bodies and a professed hallmark of our top universities across the globe, empirical research on best practices and learning outcomes has room for contribution. Attendees of the Unconference are well-positioned to participate in multidisciplinary, collaborative, and international research agendas; the Unconference is an opportunity to convene, energize and progress toward meaningful research. Our subgroup of 2018 Unconference attendees expressed an interest in developing and editing a special journal section on these topics, specifically barriers to teaching ethics. I welcome the opportunity to continue exploring this potential first step toward highlighting and learning from current research and prompting further empirical study of our own.

By learning with others, I would like to explore whether the barriers to ethical decision making as identified in research findings in the United States are relevant to other international contexts. I am interested in whether we can more effectively engage students in developing their capacities to be ethical leaders. I have written about “what works” for engaging emerging professionals toward ethical, effective organizations, which allowed me to scan and highlight existing work, complemented with survey data from my own respondents. In addition, I am currently engaged in a cross-cultural exploration of early career employees and challenges to ethical decision making, including a focus on barriers and resources available to young professionals as they navigate these challenges. As I consider these topics, I am increasingly concerned about the sociopolitical environment in the U.S. and beyond, characterized by pervasive challenges to reason, transparency, accountability and interconnectedness, and related implications for ethics teaching and scholarship in our universities. Empirical research on what truly prepares our students for ethical leadership in today’s context is critical.

One possibility I would like to explore is collaborating with colleagues who have employed the *Giving Voice to Values* (GVV) curriculum; this innovative and renowned approach to values-driven leadership has over 1,000 pilots on all seven continents, but is in the early stages of empirical assessment of outcomes associated with its implementation. I envision a research agenda that includes assessment of GVV-associated undergraduate students and business school alumni to explore tangible effects of engagement with this curriculum. In considering these topics I am inspired by my experiences with GVV; movements including the United Nations Principles for Responsible Management Education (PRME); and the Responsible Research in Business & Management initiative, co-founded by my colleague Anne Tsui, along with other leading scholars at 23 global business schools, with a professed mission of inspiring, encouraging and supporting credible research that is “ultimately useful for addressing problems important to business and society”.

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Different but Same: An Institutional Theory Approach to Understanding Social Inclusion and Solidarity through Service-Learning

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In an age of corporate scandals and failures, business schools and educators must confront their social responsibility in forming future managers who will lead ethically. Despite the challenges, many educators including myself have regularly seen business school graduates go on to become proactive change-makers who resist structures of oppression and serve the marginalized. These beacons of hope are living proof that not all is lost.

How does this happen? How does a privileged student studying in a typically private business university develop empathy towards the marginalized? How do experiences of interacting with communities outside of their “bubble” shape how they see reality and even embolden them to change it for the better? How can we understand the social mechanisms behind this phenomenon to apply it to broader issues of institutional change?

These are questions we wish to investigate in the context of service-learning, an experiential learning pedagogy that incorporates community service and academic objectives. As students doing service-learning projects come face-to-face with real problems that require complex solutions, they become more capable of applying management theories and frameworks to various situations and make better decisions. Through the partner community, they also directly interact with individuals of a different status and background from theirs (Rosenbloom & Cortes, 2008). Despite such differences, successful service-learning projects meet academic objectives and create social impact through the students working together with the community in solidarity with them. This rich and powerful experience has led many students to view social realities differently, thus, shaping future behavior; the student at the start of the service-learning project is no longer the same one at the end. We hypothesize that this deep, personal change experienced by the student is what ultimately leads them to forming a social commitment to stand in solidarity with the marginalized, even long after the service-learning project. Through our empirical research studying the international service-learning program of our business school, we hope to shed light on this intricate process of personal transformation and social inclusion.

The personal motivation of our research was sparked by questions Dipadova-Stocks has asked: “What do we owe those people who cannot qualify to be privileged but make it possible for us to be so? What is our responsibility to them?” (2005: 351) Service-learning provides the space for students to grapple with these questions and confront tensions in social identity and inclusion. At the intersection of management education, social inclusion and institutional theory, we, as educators and researchers, see the opportunity to understand how various stakeholders interact and ultimately come together to create meaningful social impact especially for the marginalized.

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**Integrating sustainability in business schools:
The possibility of harmonic response across heterogenic landscapes?**

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One of the ongoing critiques of management learning and education, and higher education more broadly, relates to how it promotes ethics and responsible managers of the future (Ghoshal, 2005; Snelson-Powell et al 2016). Indeed, the United Nations' established the Principles of Responsible Management Education initiative in 2007 to help promote and deliver the 17 Sustainable Development Goals as part of its 2030 Agenda for Sustainable Development. However, over a decade on, the integration of sustainability into management learning and education remains limited (Akrivou & Bradbury-Huang, 2015; Mburayi & Wall, 2018), and is beset with obstacles ranging from accreditation drivers to leadership challenges (Painter-Morland et al 2016). Adopted strategies have included the addition of sustainability content to existing modules; the creation of standalone sustainability modules; cross-curricula integration and cross-disciplinary course provision for business students, and a recommendation for a whole institution approach that develops capacities, builds connectedness and supports systematic leadership (Rusinko, 2010; Painter-Morland et al 2016).

One conceptualisation of the issue posits that the organisation of the business school needs to direct and reflect sustainability values such that it inculcates sustainable behaviours across organisational units (Akrivou & Bradbury-Huang, 2015) – and as such, providing a harmony to direct and guide behaviour at the business school level. In contrast to the need for this harmonic response, there is evidence of emerging heterogenic responses across sub disciplines, for example: there seems to be comparatively little integration in the context of accounting and finance curricula or seemingly 'bolt on' approaches (Mburayi & Wall, 2018); tourism and events seemingly embed responsibility in the nature of place and space (Hall et al, 2015); and marketing, which is sometimes portrayed as a contributor to over-consumption, often questions its ability to market sustainability which creates its own tensions (Carrington et al 2016). Beyond this, others may purposively not engage in the education for sustainability agenda for a range of reasons including indifference, confusion, or the belief that it is not the concern of a business school (Rasche et al 2013). Therefore, this QIC aspires to examine the possibility of harmonic response across the heterogenic landscapes of business schools, with a view to exploring alternative pathways in practice and research.

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Discussion Group “Square of the Loggia”

Disruption and the challenges of today’s educational ecosystem

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**One small change in two adjectives,
a modest leap to a better management studies research paradigm**

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Questions (with initial, provisional answers/steps taken):

1. Where has the dominant “quasi-experimental” social science research design paradigm of management studies come from? The basic phrasing involves dependent / independent variable (DV/IV) association / causal attribution (regression models).

> It reflects a strange, almost alienated, “detachment” of the researcher from the “thing” being studied, which is our management practices in society, and delegitimizes in its very phrasing - “quasi-experimental” - the authentic basis for management studies in social science.

- I have traced editorial policy for the quasi-experimental design approach in content study of Academy of Management (AOM) journal editor papers over the decades since the AOM 1936 founding and see evidence for this root-cause source (Campbell, D. T., & Stanley, J. C., 1959).

2. Why isn't criterion-predictor (CV/PV) empirical modelling the basic social science approach to management studies (Martin, M. A., & Roberts, S., 2017; Shmueli, G., 2010.)? It works well enough in educational psychology.

- I have started a data base examining management research texts, finding scant treatment of CV/PV modelling. This better conceptualization simply does not exist < yet >.

3. What are the efficient, effective and proper steps to establish the legitimacy of criterion-predictor empirical modelling in management studies and the social sciences?

- I have begun teaching the two approaches as complementary in master's and doctoral research methods courses taught together with colleagues.
- I have deployed criterion-predictor model research design in management, spirituality, and religion (MSR) conference papers and journal publications. See References.
- I've developed a “meta-science” figure of research design approaches that seems to visually capture the range of management studies, situating the criterion-predictor approach within this meta-science context.

Issues:

How can management studies recover, sustain, and broaden scholarly activism as the dominant, not just “acceptable at the margins,” empirical model for research and teaching?

As an alternative to the quasi-experimental design DV/IV approach, criterion-predictor (CV/PV) empirical modeling includes qualitative, quantitative, and mixed methods. It is, ironically, already well known to researchers; think of Ph.d. degrees as criterion outcomes of test scores/letters of recommendation/grade point average/personal statement.

The small change in adjectives (DV/IV > CV/PV) has profound political implications, from a restrictive pretense of detached inquiry, to that of scholarly activism, rich with epistemological and ontological nuanced possibilities.

Concerns:

A narrow, questionable paradigm dominates business research methods curriculum, journal editor policy, and, ominously, instructional texts: DV/IV quasi-experimental design. However, many emerging fields create a meta-science of management studies, research, and learning: accounting for environmental costs, diversity and change management, development studies, corporate social responsibility, ecological studies, management, spirituality, and religion, and sustainability. My concern is over the methods >> management studies mismatch and its remediation for learning, research, and teaching.

Management studies needs a more appropriate, more compelling approach to its core methods paradigm. Criterion-predictor empirical modelling offers such an alternative. But how do we best go about laying siege to the social science orthodoxy castle of quasi-experimental social science design?

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Brining 21st Century Business Tools Into the Business School: Building A Culture of Life-Long Learning by Going Beyond Spreadsheets

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MBA candidates, as well as undergraduate and graduate business students, often graduate lacking hands on experience with 21st Century Business Tools that are often listed in “Skills Required” sections of job postings or that could benefit entrepreneurial endeavors. Business graduates are more competitive on the job market if they are technically savvy, can manage projects, and are experienced analyzing and visualizing data effectively for decision making.

Software companies often offer free licenses to academics, researchers, students, and not-for-profits. In addition to free licenses, many offer access to curriculum including lecture notes, on-demand videos, handouts, activities, real-world interactive business use cases, certification exams with printable certificates and badges to share on resumes or professional social media sites, a community space to access resources and collaborate with other users, as well as customer support. With the rising cost of textbooks and life-long learning being necessary to stay competitive on the job market, these free tools are even more important.

Table 1: A Selection Of Companies Offering Free or Discounted Academic Licenses (with Links)

[Alteryx for Good](#)₁ [Qlik Academic Program](#)₂ [Intuit Education](#)₃ [RapidMiner Academia](#)₄

Often students ask what they can do over breaks in the academic calendar to improve their job prospects; having free a license for software on their personal computer with online training materials and certification exams free-of-charge provides an easy answer. Another answer is to volunteer or work at a not-for-profit using the software to gain expertise since some software companies also provide free licenses to not-for-profits.

When is the last time you learned new software and applied it to business or research? Is it our responsibility to encourage lifelong learning by intentionally designing our courses to include projects and resources that can be accessed long after the semester ends? Do we demonstrate lifelong learning by continuously challenging ourselves to learn skills outside of our expertise and outside of our comfort zone?

Here are some of the questions I would like to discuss:

1. The costs of textbooks, tuition, and fees have increased exponentially over the past few decades, should professors be seeking out free or open source resources that are potentially more relevant?
2. Is it our responsibility as faculty to stay current with industry trends to increase the employability of our students? What are methods professors can use to stay current with industry? Review job postings? Short term summer contracts in industry? Alumni surveys?
3. Are online resources better at encouraging lifelong learning compared to textbooks?

1. Alteryx for Good: <https://www.alteryx.com/why-alteryx/alteryx-for-good> (1 Year Licenses for Academics, Students, & Not-for-Profits)

2. Qlik Academic Program: <https://www.intuit.com/t/education-program/> (1 Year Licenses for Academics, Students, & Not-for-Profits)

3. Intuit Education: <https://www.intuit.com/t/education-program/> (1 Year Licenses for Academics and Students)

4. RapidMiner: <https://rapidminer.com/educational-program/> (1 Year Licenses for Academics and Students)

If disruption in business is such a great thing, when will it happen in business schools?

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As the digital age unfolds we are told that disruption innovation is paving a new era where new markets and products will eventually replace the old. Over the past decade we have seen an explosion in the number of higher education institutions offering free and for credit courses, as well as the development of free machine learning courses, flipped classes, etc. As the information becomes more easily and cheaply available, what will the role of the university be? One might argue that our role will be to then change our focus to that of developing critical thinkers. The problem though is whether or not we can deliver on that challenge.

As universities rush to meet political, social, and accrediting body demands, are we capable of creating the space for our students to learn this valuable skill? Helping students to become critical thinkers is challenging, as is the assessment of critical thinking. It is difficult for these students to understand the inter-relationships of decisions, think of the future impacts, and some plausible mitigation strategies when they have limited life experiences. This limited life experience, combined with a desire to have the highest possible grade (since that is, in the minds of many, what gets you the job), means that we need students to work hard. Our failure to have them work hard on dealing with abstract ideas and decision-making in uncertainty implies that students aren't learning very much at all.

In the new digital information age, the information providers can easily contract others to develop a coherent and complete curriculum that a motivated student could navigate. If these information providers also are able to gain recognition and potential credentials, then what will be the value of a degree from a traditional university? Can we use disruptive innovation to transform ourselves before we become extinct?

The Antenarrative of educator disruption

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We know there remains an ongoing resistance among University staff in the move to ‘going online’ or becoming ‘digital educators’ (Redpath, 2012). Some scholars suggesting that this is down to challenges to the identity of the educator (Hanson, 2009), the competence of teachers to design and implement digital education initiatives ((Englund, 2017) whilst others suggest it is due to the lack of support offered by senior management (Preston, 2018 and others). Our question is has the approach to focus on individual staff resistance, identity and/or competence to the challenges for management education in a postdigital era been the best way to understand the issues faced by staff and institutions alike? Would it instead be more productive to, after Boje, focus on the antenarrative to the pervasive and dominant narrative of educational technology will/is changing higher and management education? Indeed, could the reframing of educational technology narratives as antenarrative help to shed light on other possible futures or counter-narratives?

In this vein, based on recent challenges to the hegemony of Christenson’s ‘disruptive innovations’ thesis (Watters, 2018) we propose a new avenue of research. A perspective that moves away from a focus on individual staff disrupting or resisting their organization’s move to the digital (i.e. based on the rhetoric that digital is the future). We are concerned instead to draw attention to voices that are questioning and challenging the so called digital innovation imperatives and how those voices are important counternarratives to the rhetoric of the shape of the future educational landscape in a postdigital world. Moreover, we are concerned with how these counternarratives are influencing the actions of those who are being asked to engage in digital teaching and learning activities. These voices are important, not least because as Fawns (2018) suggests educational designs and orchestration happens within a social and material context whatever the form of education practice or media being used i.e. whether it is digital or not.

We believe however that these voices have so far been largely silenced, have remained unaddressed and unattended to by those in power, despite them clearly (from current research on the resistance of individual staff) disrupting the organization’s move to become seen as digital educators and providers. We believe that to shed light on those voices and highlight counternarratives to the ‘digital education is the future’ narrative needs to be heard and brought to the foreground in discussions on management education in a postdigital world. This will enable us to understand and explain more clearly, what has so far been interpreted as individual forms of resistance as well as enlighten us more on what has been talked about as the underlying politics of online education.

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Knowledge Creation and Organizational Symbioticity in Learning Platforms

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Issues and concerns:

The main task of learning platforms such as universities and corporate educational seminars deals with knowledge creation. Knowledge is not only intensively accumulated, interpreted, and transformed, it is also disseminated and reproduced. There are many elements and stakeholders involved in this process. My question concerns entrepreneurship in knowledge creation. In particular, when existing platforms turned to be obsolete yet powerful enough to be continued, and when a new entrepreneur sees a vision, what strategies does he/she take to materialize the vision under his/her leadership? Are there any conceptual characteristics that the leader goes to for tactics and strategies? My interest is in newly established learning platforms such as universities and corporate educational seminars despite a fact that there are already many such prestigious platforms. Why are they newly established? Who were the founders? What do they try to add? How do they communicate their visions? Can we see a conceptual framework in this process?

Organizational symbioticity is “the mutual reinforcing nature of discrete organizational elements that reside within an organization and are also shared with other organization” (Sato, 2010: 45). Inspired by McLuhan (1964) and Scott (2002), this view holds that organizations can be mediums to convey and extend collective human expressions and needs within the arena of societal activities. Organizational symbioticity can be described for an entrepreneurial stage of an organization that strives to appeal its ideas and existentiality to large audiences. Four elements comprise its framework as a metaphorical driven property: organizational storytelling, image, identity, and aesthetics. Each element works as a medium to convey and realize interests within an organization and among relevant organizations. My hope is to exemplify the framework of organizational symbioticity in educational institutions, through observations, interviews, and textual and visual analyses.

Question:

How does organizational symbioticity manifest in newly created educational arenas from universities to learning platforms for shopping malls, and even airport transit shopping zones?

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Avoid boredom in the classroom – being bored and being boring

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“Good teaching is stimulating... good teaching causes us professors to be stimulated, and good teaching causes us to stimulate others.” (Beidler, 1986)

The challenge, especially for those that teach the same course year after year, is how to remain “fresh” and “relevant.” It is very easy to simply recycle and repeat the lessons we have developed term to term. After all, although many universities say they value teaching, the research has shown that course and teaching development is a distant second to research output/impact and administrative roles. Having teaching treated as a necessary evil, and having merit scales that poorly reward in comparison to the amount of effort to significantly change a course delivery method, leads to disinterest and apathy in the development of new lessons and one’s teaching practice. So how can we work towards “renewing” a disengaged faculty member who has the talent to not only create a dynamic classroom environment, but has the ability to ignite a student’s interest in the materials?

While we might suggest that faculty members actively engage in developing creative activities, that individual may be overwhelmed by the development of the materials and lose focus on the learning. We have witnessed the changing demographics of our learners and their demands for ever-increasing “experiential” learning opportunities in favour of learning theory that underpins the decisions made by business leaders on a daily basis. Educators are having to respond to these new challenges, unfortunately these challenges seem to evolve at an ever increasing rate, which means that the design of active learning exercises that students can relate to in their day-to-day lives often lags our student’s life realities. So how can educators anticipate what information might be personally meaningful to the students and yet deliver the content? Without that link, the participation and engagement in the classroom and excitement for the materials will quickly dwindle.

While many faculty would enjoy a new way to deliver their content and spur critical discourse, the reality is there are many roadblocks that inhibit us from exploring more exciting classroom activities. These roadblocks can include time constraints (for developing or delivering), lack of creativity, and even fear of failure. As a result, we may become complacent, accepting “what was” as “what is.” In the worst case scenario, can lead to being bored and being boring.

How can educators create excitement for learning that can “snowball?” How can we use this excitement to eliminate being bored and being boring? Is teaching collaboration in developing interesting lectures and activities a partial solution?

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Suggested by Norm Althouse and Peggy Hedges

Organisational resilience of business schools: exploring the possibilities of adaptation

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The organisational landscape of business schools in some countries is in a state of fragility, plagued by an ongoing relevance critique, increasing competition from non-traditional private providers, demographics which intensify the competition for typical undergraduate students, increasing pressure for greater economic and environmental responsibility, a need to respond to technological advances, and a different political posture to the financial support of universities (Stokes et al 2018). As such, within this morphing landscape, the organisational resilience of business schools has perhaps become more pertinent in modern times than in recent history. Indeed, the UK is said to be experiencing an unprecedented market shake out of business schools with at least three facing imminent closure.

Within this practice setting, organisational resilience has been conceptualised as (1) the capacity of an organisation to 'bounce back' (to survive) after an adverse or traumatic event, (2) the capacity of an organisation to adapt to circumstances and events before they are experienced as adverse, as traumatic or as a crisis, and (3) the aggregated capacities of people to absorb crises and operationally adapt to new situations (Koronis and Ponis, 2018; Evans, Cregan, & Wall, 2019 forthcoming). With this in mind, the first part of this QIC therefore explores how we might re-organise university-based business schools in ways which develop the adaptive capacities which are seemingly pertinent to contemporary circumstances.

At the same time, organisational re-configurations are likely to, whether intended or unintended, shape the pedagogic practices of business schools (Akrivou & Bradbury-Huang, 2015) as well as have the potential for wider consequential tensions in a neo-liberal marketplace which emphasises individualism (Wall and Jarvis 2015). For example, a business school that develops strong employer involvement in curricula design, delivery and assessment may have a wider network of positive ties to sustain itself during difficult times, but adopting team based assessment practices (which can inculcate the wider social impact awareness of students) can create student experience challenges. So the second part of this QIC is to explore how the changes which are created for organisational resilience might shape pedagogic practices, and in turn, the possible consequences of organising in such ways.

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Discussion Group “Ballpoint pen”

Who we are is more than what we write

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Managing Life as a Management Educator

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After recently reading Alex Soojung-Kim Pang's (2016) *Rest: Why You Get More Done When You Work Less*, I have begun to think about the challenges and benefits of deliberate rest for management educators. Reading this book was timely in the context of both my individual choices and organizational demands. As an early career academic, presumed pressure from the tenure clock has been my excuse for agreeing to many extra-role tasks. Institutionally, concerns around retention have dominated discussions of the roles faculty play, discussions that have frequently led to additional work for faculty. In these contexts, rest has been hard to find. If Pang is correct, that difficulty finding rest may be undermining the very ends I have been seeking through my busy-ness. This raises a number of questions, ideas, and concerns:

1. What is the impact of professor busy-ness outside of the classroom on their effectiveness in it? Much of what I take on, I do under the guise that it will make me a better scholar and/or teacher. If the tradeoff to additional tasks is sacrificed rest, might that choice unexpectedly negatively affect my scholarship and teaching?
2. Pang presents numerous anecdotes from successful people across many fields, from visual and performing artists to physicists and psychologists, to support his central ideas. He also summarizes plenty of academic studies, but I found myself wondering if he gleaned much of his support from an extended exercise in confirmation bias. Perhaps this skepticism is rooted in my concern with the implications of *Rest* for my own choices if Pang's central ideas hold. How might I have to restructure my work?
3. I am curious about how other management educators prioritize work and rest, and how more seasoned faculty would advise their early-career colleagues.
4. In her recent article in *The Chronicle of Higher Education*, "Are You Assigning Too Much Reading? Or Just Too Much Boring Reading?" Theresa MacPhail (2019) notes that "Students feel like they're in a constant time crunch – balancing their school workloads with family and work obligations, not to mention their social lives." For MacPhail, this busy-ness in her students informed her decision to decrease the reading load in her classes dramatically. In the context of *Rest*, what is the educator's role in encouraging deliberate rest in students? Is encouraging rest appropriate? Is MaPhail's approach a good one, good here meaning both effective in encouraging rest but also normatively okay?

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Liminal counter spacing for academic respite, emancipation or caffeinated resistance?

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I would like to explore academic liminal responses to managerialism. Academics often seek refuge in liminal spaces to escape the talons of management. Liminal spaces have been described as a ‘no-man’s land’ (Dale and Burrell, 2008: 239), an unclaimed space that is not (yet) colonized, regulated and controlled by the forces of neoliberalism. Liminal spaces are often portrayed as creative and inspirational sanctuaries for workers wishing to escape, rest and recuperate (Shortt, 2015). The decline in unionization and the mere sporadic challenge that is presented by ‘*micro-resistance*’ (Fleming and Spicer, 2007) has undermined the ability for academics to ‘*voice*’ (Hirschman 1970) their dissatisfaction and fight for political and organizational change. Could liminal spaces hold the key here, but for what purpose: respite, emancipation or a deeper form of caffeinated resistance, where agency impacts on institutional change? Furthermore, is there a processual perspective here in which individual and collective agency intertwine over time around respite, emancipation and resistance?

Looking critically at liminality, these treasured spaces, however, could provide a limited form of ‘*exit*’ (Hirschman 1970) and may merely pose as an ‘*escape fantasy*’, ‘play[ing] into the ideology of neoliberalism’ by allowing the worker to ‘let off steam’ and return to work as a more productive subject (Spicer and Fleming 2016: 133). The liminal space, albeit providing an important function, might become limiting - a dystopic ‘dead space’. As absence, escapism and presenteeism are marginal forms of resistance (Spicer and Fleming 2016), there is a great demand for an academic culture of work that embraces the wider liminal aspects of organizational life: a structural transformation and not merely incremental, decaf resistance from the powerless.

This provokes the question of which forms of liminal spacing could possibly lead to resistance, affecting institutional change? Some clues are reflected upon by Reinhold’s (2017) research, asking whether an aesthetic intervention can be counter-performative, where it contests through its material embodiment (Cabantous et al., 2015), with what appears sensible (Rancière, 2000) in organizing academic work. It is pertinent to note that Rheinhold’s (2017) research highlights that slowness, hesitation and confusion embodied in an art intervention was counter-performative to a context of closure, pressure and discipline – attributes which typify managerialism. This aesthetic, counter-performative intervention reminds us of the significance of a particular form of liminal spacing (Beyes & Steyaert, 2012), where the production of agentic space embodies an aesthetic, bodily, corporeal sensibility. Could this type of liminality move beyond decaf respite, towards fleshing out a path for the emancipatory academic, who contests beyond the margins.

A recent example of this has been the significant institutional transformative impact of a collective form of academic liminal spacing, around the ‘Slow Swimming Club’ (Jones, 2017). Although this Club initially acted as a respite for the anxiety and frustrations around managerialism, it began to then foster a greater aesthetic sensibility, reflexivity and empathetic connection, which led to a contestation of university practices. I would like to explore the diversity of such liminality and its potential on academic respite, emancipation and/or resistance.

Reimagining Academic Conferences in Precarious Times

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At the 10th International Critical Management Studies Conference in Liverpool in 2017, we organized an ‘alternative’ stream aimed at bridging the gap between the rhetoric of critical research and action for social change. The stream was designed as a ‘learning process’ based on dialogue (rather than frontal presentations) and interaction with the Liverpool community. For the 11th CMS conference, we proposed experimenting with the form, organization, and boundaries of academic conferences in a way that was radical and playful. The conference organizers rejected our proposal and we began looking for alternatives. We discovered the Unconference and believe it would be a very fitting venue for our approach to research.

Rising inequality and the growth of the precarious economy, marked by unstable and insecure working arrangements, have meant that for many, modern working life is tainted by material insecurity and psychological anxiety. The term “precarity” refers to an inability to make plans as the result of experiencing various forms of insecurity and instability about how and where you are able to live and work (Neilson & Rossiter, 2005) but can also be perceived in human relations, personal psychology, urban geography, and migration. Indeterminacy, or ‘not knowing’ is a concept closely related to precarity (Tsing, 2015) and is felt across boundaries of culture and class. We hope to explore ‘not knowing’ or possibly even ‘unknowing’ as concepts that might help make connections between the uncertainties of life and producing knowledge at academic conferences.

Our aim is to reimagine conferences with close attention to the theme of precarity by exploring:

- Purposes of conferences for organizers, stream conveners, participants, and the surrounding community.
- Boundaries within and around conferences
- New ways of sharing and developing knowledge

We propose participatory action research to develop dialogue, inquiry, experimentation, play, performance, reflection, and conceptualization. Furthermore, we advocate using technologies, artistic practices, forum play and other innovate and creative forms of engagement to span the physical and intellectual boundaries of the conference and create opportunities for diverse forms of participation by researchers, social activists and other actors. For example, we propose opening a RMLE Unconference online radio-station (we have the equipment) through which to explore our theme or other ideas that conference participants might suggest. We would also like to make contact with managers, social activists and other people in Dubrovnik who might want to engage in this dialogue. At the end of the

conference we will have an audio record of these conversations, which we can post online, analyze and generate debate about.

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Discussion Group “Torpedo”

Intersections, extensions, and applications of teaching and learning processes using digital, virtual, and technology-based approaches

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What factors impact successful collaboration in virtual learning environments? A study of Massive Open Online Course (MOOCs)

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Previous studies on MOOCs show that such virtual learning environments fail to provide social interaction and knowledge exchanges between MOOC participants, which also contribute to high attrition rates (Jordan, 2014). Projects and tasks based on group work are an important element for engaging students in collaborative learning. Collaboration among globally dispersed students can be an important element of the emerging online or blended learning environment pedagogy. It allows isolated students to interact with their peers and extend their individual learning beyond watching videos and taking multiple-choice tests. However, few MOOCs integrate collaborative learning so far, e.g. (Wen, Yang, & Rosé, 2015). Literature reports a multitude of factors that impact group work performance and satisfaction e.g. (Razmerita & Kirchner, 2015; Taras et al., 2013) but also group resistance (Turel & Zhang, 2011) or the intention to join group work in a MOOC (Razmerita, Kirchner, Hockerts, & Tan, 2018). However, little is known about which factors contribute to successful collaboration in a MOOC.

General questions

Group work can substitute for the lack of interaction with teachers and lack of direct contact with other participants in the course, by fostering the interaction between participants and social-collaborative learning. Questions relevant for group work in MOOCs might be raised:

- What factors contribute to a perceived successful collaboration in a virtual environment like MOOCs? And what factors hinder perceived successful collaboration?
- How can students be helped to collaborate and learn effectively through group work in a virtual learning environment like MOOC?

Issues

MOOCs that integrate group work often end up with dysfunctional teams due to drop-outs or insufficient fit of group members (Staubitz & Meinel, 2017). Understanding the factors that affect satisfaction with virtual group work in a MOOC helps to further define guidelines and interventions to support virtual group work.

Concerns

We collected data from participants at the end of a Social Entrepreneurship MOOC, in Spring 2015. Data was collected from both participants who engaged and those who did not engaged in group work. From them 138 students who answered the questions regarding group work experiences, especially, how satisfied they were with group work. On a Likert Scale from 1 (very bad) to 5 (very good) the mean value of satisfaction was 3.5. We used regression analysis to investigate which factors contribute to a higher satisfaction with group work in the MOOC. Investigated influence variables were attitudes toward group work, the improvement of knowledge processes, negative experiences, group heterogeneity and peer norms, group work self-efficacy, received support from the group, future expectations for group work, usage of e-collaboration tools, stress and depression as well as group work outcome. Among the 57 variables, the following were significant influence factors ($R^2=.970$):

- I have enjoyed group work collaboration.
- Overall team members have contributed roughly equally to the teamwork.
- I have been able to count on my group members to help me when I faced difficulties.
- Group work collaboration has enabled me to learn new things.
- I have experienced difficulties due to lack of leadership in MOOC group work.

We are looking for feedback from the Unconference participants particularly on the following subjects:

1. How can collaboration be fostered in virtual learning environments? and in particular:
2. How can we support virtual collaboration via group work in a MOOC and how to overcome inherent challenges (e.g. lack of trust, lack of coordination issues)?
3. How guidelines for successful virtual group work could look like?

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**We need senior managers who can operate in a complex and uncertain world:
Business schools' responsiveness towards the design of the post-graduate, post-experience
management curriculum and the pedagogic approaches adopted**

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Questions

There are a number of questions guiding my thoughts and interests at the moment when I consider senior managers and the challenges they face in our complex and uncertain world. For example, why should we worry about management capability and the role of business schools? What is the offering for the postgraduate, post-experience management learner within business schools? What curriculum and pedagogic approaches are evident in this context? What does this indicate about the degree of responsive to postgraduate, professional, management learners? How does this meet the needs of post-experience management professionals and their operational capability?

Ideas

Managers operate within complex and uncertain environments, wherein they need to be able to devise strategy through conceptual and critical thinking. Thereafter, the execution of the strategy requires reflexive capability drawn from applied and intuitive experience. Thereby, bringing about success and operational performance that demonstrates the level of the outcomes of management actions.

Management learning should act to support management practice through its curriculum and pedagogic design. Pertinently, within the current complexity and uncertainty, the approach we adopt towards designing the learning content and process is evolving at a very fast pace. The flexibility and learning options could be exploited to more appropriately meet the needs of specific management learners.

Concerns

One area of concern is understanding the difference between postgraduate professional learners in contrast to pre-experience management learners. How should we best go about developing management competence and doing so with applied learning design? Are we exploiting the opportunities that digital simulation can offer management learning and overcoming the challenge of academic and practical elements of management curriculum design? How can we foster a deeper understanding of the way higher education business schools can respond to the needs of the professional learner typology?

What will be the role of management educators when emo robots take over the world?

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Concern: According to McKinsey, 800 million jobs will be replaced by artificial intelligence globally in the next decade, which will radically disrupt contemporary economic models and precipitate a pervasive shift in which occupational skills are valued by employers and educators alike. While there has historically been greater emphasis placed on STEM curriculum, most of the jobs at the greatest risk of substitution are quantitative in nature, given the ability of machines to calculate at far greater accuracy and speed than humans are capable. For instance, Vikran Pandit, the former CEO of Citigroup, predicts that more than a third of banking jobs will be replaced in the next five years alone. Concurrently, learning & development professionals and executives are placing a greater priority on training for “soft” skills, such as leadership, communication, and collaboration, which robots have yet to be able to replicate. In his book, *A Whole New Mind*, Daniel Pink contends that “we are moving from an economy and a society built on the logical, linear, computerlike capabilities of the Information Age to an economy and a society built on the inventive, empathic, big-picture capabilities of what’s rising in its place, the Conceptual Age.”

Question: Given these trends, is the future of management education going to be emphasized on quantitative, interpersonal, or a combination of both competencies?

Accenture actually postulates that these jobs will not be replaced by automation, but rather evolve into new job categories based on how we interact with this artificial intelligence, including training AI to be more empathetic, explaining how these algorithms connect to our business and policy decisions, and sustaining the models to ensure that the decisions are transparent, ethical, and fair. We’ve come to a junction point where it is inevitable that humans and machines will interact substantially in the workplace in some ways that replace human cognition and augment it in others.

Question: How does a mixed machine/human workplace change how we educate future managers?

As new applications for AI are developed, it becomes critical that we take this human interaction dimension into consideration. Management researchers and educators can not only teach humans, but they can play a greater role in applying a rich legacy of organizational wisdom and social science insight to the development of these AI algorithms that benefit humankind in the workplace and the greater economy.

Idea: I propose bringing together interdisciplinary and multisectoral perspectives from social and computer scientists across academia, industry, and government to inform the development of evidence-based frameworks that optimize the skill sets of both man and machine in ways that support each other. On the human side, this includes pivoting management education to be inclusive of understanding algorithmic decision making executed by machine learning, and on the machine side, teaching artificial intelligence to be more emotionally competent, especially when interacting with humans. Both sides of the coin are necessary to help herald in this new economic chapter smoothly.

I look forward to the discussions on how this can be best implemented, researched, and evaluated.

What Can Law and Management Learn from Each Other: Advice from the Startup Sector on How to Teach Law Differently

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Schools around the globe are considering the implications of technology for education. Management programs could have something to contribute to this when it comes to planning for legal risk. I am exploring how to structure research on the role of start-up technology firms in identifying and addressing risks created by new technologies in the design process. Empirical research into the views of business actors in startup firms situates small technology companies as key players in producing, disrupting, dismantling, and rebuilding legal systems and considers their knowledge in the production of relevant education. There is increasing evidence that these firms are impacting how law is structured and presented but legal researchers have spent little time considering their direct influence through the design process.

I am interested in questioning how to:

1. Develop a theoretical framework for situating small technology companies as key players in producing, disrupting, dismantling, and rebuilding legal systems and consider their knowledge in the production of relevant curriculum

Preliminary research questions are whether I should draw on the work of scholars that have begun to identify how technology organizes people in relation to particular laws and policy frameworks (Jasanoff, 2008)? How can I reconcile this political understanding of law with a managerial understanding of law – management researchers have more experience interviewing firms and deriving organizational imperatives but can those market values be reconciled with legal and political imperatives related to justice, equity, rights as internal regulators (incorporated into the design process) (Hildebrandt, 2018)? This involves answering preliminary legal research questions such as:

- i. What considerations regarding privilege, privacy, disclosure, and discovery have been raised and at what point in the process should they be raised?
- ii. What institutional implications have been identified and were legal metrics used to analyze these implications as beneficial or harmful? (Ziewitz, 2015)

2. Draft new learning objectives resulting from considerations proposed by interview participants or generated by the applicant.

Application of knowledge requires answering how I can map findings from interviews on to the current legal curriculum and propose changes. This objective involves answering two research questions:

- i. How can schools teach students to analyze the interface between law, management and technology
- ii. How can technology itself be used to train students in analyzing the legal and institutional effects of emerging technologies? (Lepri, 2018)

It is unclear to me what research methodology would best identify how to identify the role of technology firms in creating new law or effecting current systems of law (Graben, 2019). Nor is it apparent that management schools are able to tackle the problems with technology that law has yet to effectively pose. How can interviews take into account the variety of legal entitlements and social locations impacted by emerging technologies (Ziewitz, 2015; Gillespie, 2018; Fink 2018)? How do you describe a relationship between technology production and impacts on law when few believe that technology companies consider these implications in design (Herrod, 2018)? In what ways should interviews focus on considerations in design, manufacturing, testing, development, and implementation processes? Should interviews focus on one field of technology? Rather than merely describe this interface between law and management, would it be possible to design a technology that can be used to teach law, risk and technology? This could be generated as a game based, code mapping, decision-trees? How useful would that be for law and management learners?

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Discussion Group “Crni rižot”

**Examining how students learn, grow, develop, extend,
and engage**

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Can we provide a more supportive approach to academic socialization for students by reconsidering transition as becoming?

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The increasing massification of education in recent decades has led to growing interest in how educational institutions can support student transition into university. As business schools we have a very broad and diverse group of students of which many have experiences from business and industry and many enroll as more mature students. Much effort has been put into the design and organization of formal learning environments in order to help students adapt to existing higher education structures and extensive resources have been spent on this process of academic socialization including courses on academic reading and writing, student guidance, and other forms of support and counselling to get it “right” (Burnett & Larmar, 2011).

However, transition into higher education is a complex process, comprising many influencing factors, conditions, and circumstances that make each student’s transition different and difficult to fit into pre-existing structures (Palmer, O’Kane, & Owens, 2009; Taylor & Harris-Evans, 2016). While efforts to create systematic, institution-wide projects for first-year transition have proved valuable (see e.g. Kift, 2015), transition as a concept has been used largely uncritically as noted by Gale and Parker (2014) who encourage a more explicit understanding of the concept to inform different approaches to transition research, practice, and policies. They present a typology of three conceptualizations: induction, development, and becoming. They describe transition as induction or development as focusing on how to support students to find pathways to a certain goal or advance their social-psychological development (mature) by adapting their beliefs about learning and knowing to the established system. The third option, transition as *becoming*, is instead based on the understanding that there is no singular way to address student transition (Gale & Parker, 2014: 736) as students are diverse, and must navigate a complex reality with no clear distinction between private and public spheres. Student identity is constructed from participation in the world, not just the formal educational setting (Havnes, 2008). I find the latter understanding of transition, as *becoming*, particularly interesting due to its “whole-of-life” and “lived reality” focus (Gale and Parker, 2014: 738) as it emphasizes that higher education should accommodate students’ various needs and not just help them fit into existing system structures (Ecclestone, Biesta, & Hughes, 2010).

The questions I would like to discuss at this year’s conference are: How we can support students in the transition process as holistic human beings, taking personal and out-of-university issues into consideration? Can we work with students to create supportive social environments for identity formation? Should we look to more informal encounters between students, faculty and staff? What could alternative supportive activities include? And what challenges do current structures pose?

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‘It’s just semantics’ said the Director of Research!

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This slightly surprising comment from a member of the Executive Team of the Management School came during a very recent discussion instigated by me about the possibility of establishing a Management Learning group with colleagues to exchange ideas and research interests. What sparked it was my assertion that working in the field of Executive Education I talk about the people involved in programmes as *participants* rather than *students*. To her, clearly, making this differentiation in language was something to be dismissed as a nonsense. To me though, on reflection, it goes to the heart of some of the powerful dynamics at work in a University, and in Business Schools particularly, where battles about what is knowledge continue to rage alongside many anxieties about identity. Keeping students as *students* maintains the power differentials and the idea that ‘they’ should be grateful for the wisdom and knowledge available to them.

Shifting identities towards the idea of *participants* opens the doors, it seems for many senior teaching and research staff in traditional universities, to perceive a potential diminution of status and an ambiguity about role/s for which they maybe both unprepared, and unwilling to assume. The implication behind the use of the term, which people can spot, is that *participants* might shape how and what they learn, or interpret the learning experience in ways that may be uncomfortable and different. To those of us who have had a long track record in management learning this, however, is the bread and butter of our everyday work. We perhaps go to the other extreme and get excited by the uncertainty that such opportunities for co-designing learning offers.

I am conscious that I have constructed this narrative through a lens of personal irritation, may be even a bit of righteous anger about the needs of present and future learners. It is how I feel and how I experience the dynamics within my context. However, and positively, these experiences also open up no end of interesting inquiry and research questions:

- What are our identities in today’s management learning contexts? How are they changing?
- Who might we be becoming (both participants and facilitators) and what learning processes will help us on the journey?
- How can we shape language in the field of management learning to create new realities amongst us all?
- How can we actively equip ourselves and each other to handle different worldviews, understandings and ontological perspectives as we live and work in the ‘not yet’?
- More personally—what do my peers think I can do to thrive in a context that often feels alien and, ironically, itself resistant to management learning, research and inquiry into practice?

Changing the curriculum design acumen – value, purpose and growth

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I love curriculum design, but I hate the harsh and uninspiring language we have to use, namely learning objectives, learning outcomes and the worst of all assessment. You might want to call me a critical management educator (Breen, 2017). However, it seems I am not alone with this frustration and so I am interested in discussing this issue and a potential solution. This particular issue seems to be even more of an interest in management education than in any other subject *discipline* in particular as we as management educators teach our students to a) use simplistic language and b) purposeful concepts e.g. value propositions (Oesterwalder et al, 2014), business model canvas, golden circle theory (Sinek, 2009). Thus I believe that management education is in a very good position to develop and propose a revised framework for curriculum design that reflects our values and beliefs of the discipline we *teach*. Both terms, outcomes and objectives - seem to cause confusion among academics and students, hence papers have been written (Allan, 1996; Hussey & Smith, 2003).

This issue is even more pressing as business schools are required to change and adapt to technological advances in learning and teaching such as blended learning, using virtual and augmented reality and so on. However, our old curriculum design frameworks seem to be outdated in meeting the requirements to enable change happening in an innovative and creative way unrestricted by language. In fact, I would be provocative and say that they are holding us potentially back adding to pedagogic frailty (Kinchin et al, 2016). Are we trying to fit a high tech motor into a classic chassis? So what is the solution and why is management education suited to pioneer this change?

First I believe we need to think about why we design curriculum (Golden Circle, why) – because we want to enable others to learn something. Thus, learning should be at the heart of it not ticking boxes on a descriptor sheet or quality control application. Secondly, we need to think about the value of learning and the purpose of learning for those who want to learn (Golden circle, what & value proposition) and lastly we need to think about how these learners are going to grow (Canvas). This underpins the point why management education is well suited to pioneer this change, because we already have and even teach similar tools but we don't adopt them effectively. Thus, my suggestions would be to replace objectives, outcomes and assessment with more friendly, simpler terms that can be understood by various audiences: learning value, learning purpose and most importantly learning growth. Such an approach would enable us educators to co-create more easily with various stakeholders including industry and students and secondly it would enable us to design holistic, integrated and iterative programmes in HE but also for consultancy or organisational purposes, all centred around the one important element in education and life: *growing through learning*. So what would it take to make that change happen?

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Faculty-Led Short-Term Study Abroad: Overcoming Challenges and Creating Meaningful Opportunities

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While not in any way new to the university experience, short-term study abroad programs are on the rise and the trend has no indication of slowing (Jackson, 2008). For Management Educators, these experiences offer unique learning spaces in which to share important theoretical concepts and then having them come alive in cross-cultural settings. Students learn not only about the “other” through these experiences, but engage in reflective learning about themselves in the context of an international practice location. Research on both the effects of short-term study abroad on student global learning (Chieffo & Griffiths, 2004; Donnelly-Smith, 2009), as well as the factors that motivate short-term study abroad (Allen, 2010), is available but relatively scarce, especially in management education journals for business-related study abroad (Sachau, Brasher, & Fee, 2010). This is an area ripe for development of insights and tools that might serve to improve the experience for both faculty and students, and that might help us to better anticipate and measure results.

For students increasingly enrolling in fast-track programs, fast-tracking the study abroad experience is not a surprising phenomenon (Hulstrand, 2006). Relative benefits over semester or year-long study abroad accrue particularly to students with constraints in the traditional model of study abroad. This includes students who have fast-track program limitations on available time and elective credits; who are working or engaged in internships during the semester; who have family obligations; who have limited financial resources; and, who find the full-time study abroad experience daunting or intimidating. Short-term study abroad programs are faculty-led and either occur between semesters, or are embedded within the semester as part of a course, the content of which relates to the destination for travel. The timing of these programs accommodates most relevant constraints on students' programming, work or family demands. Faculty leaders help students overcome the “fear” factor and assist students in navigating foreign waters. These programs of study are not free, however, and without university subsidies or study abroad scholarships, they can be a financial burden for under-resourced students, making access to these opportunities limited to a select pool of participants (Dessoif, 2006).

As the global dean of my college, and the founder/director of a faculty-led study abroad program entitled “Global Destination Courses”, I am very interested in exploring both the opportunities associated with these kinds of offerings, as well as the specific challenges inherent in executing them. I am also deeply concerned about the issue of financing these academic opportunities in a way that will ease the burden on students already overcome with higher-education debt. Specifically, I would like to engage in a dialogue around what institutions are doing to give all students meaningful global experiences, and how we can create a rigorous learning environment related to those experiences that will enhance global skills and a global mindset in our business students (Perry, Stoner & Tarrant, 2012). Understanding and framing of key concepts, such as global mindset or global mindedness, cultural skills, an intercultural sensitivity are important definitions to explore in developing a common research language related to this topic. In addition, I would like to identify the types of issues that arise when seeking to bring students into a short-term study abroad program, and to understand the motivation that students have for participating as well as the obstacles that hold them back. I am keenly interested in delving into the degree of immersion that can be expected in a short-term study abroad program, and how that might be enhanced.

While students are the focus on my inquiry, I am also eager to understand how our best educators -- who are being asked to do “more with less” at universities with diminishing resources -- might be compelled to engage with students on these concentrated experiences that demand a great deal of their time to structure and implement, and that challenge them on-the-ground with unexpected problems that they may be forced to deal with fairly independently. On a macro level, I seek to understand how universities that offer wide-ranging global experiences for short-term programming can buffer against an increasing

number and intensity of risks to student and faculty safety and can anticipate some of the calamities that can occur abroad in a way that would mitigate risks ex-ante.

Questions, issues and concerns related to this topic are many, but largely fall into four key areas of inquiry that may translate into provocative research streams:

1. **Definitional:** Is there a common language for discussing key concepts related to short-term study abroad, to facilitate research and theory building (e.g., global-mindedness, cultural awareness)?
2. **Practical:** How do we structure short-term study abroad that will best serve the learning goals of a management course, motivate students to participate, and compel faculty to engage? What enhancements can be designed to further management education learning and improve rigor, including service learning options?
3. **Outcomes-focused:** Given the concepts we define as central to research on short-term study abroad, what are the expected outcomes of these experiences for student global learning and growth? How do we ensure that the travel component of a course is rigorous and sufficiently “academic”?
4. **Resource-based:** What are the resource constraints on universities to sustain these programs and how are they overcome to permit access for ALL students? Given current events, what steps can be taken to mitigate risk to both students and faculty, and are the resources for risk assessment in place?

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Understanding the Effects of International Student Exchange Programs of Business Schools

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Because of the pressure of globalization, more and more universities are offering opportunities for their students to experience studying abroad through international student exchange programs. In these programs, students are given the chance to take classes abroad for a short term that will be credited by their programs in their respective universities. Participants of such programs consider their student exchange stints as a life-changing experience, motivating universities to continue to find ways to offer such programs to a bigger portion of their student populations.

As a Coordinator for Student Exchange in a private university in the Philippines, I have seen a consistent interest for international student exchange programs from our business school students. Through the years, we've had hundreds of students study abroad for one semester, and this is expected to increase in the future through the formation of new linkages with foreign universities and scholarship programs.

I am interested to explore the effects of such international student exchange programs on our business school students. What skills are developed and improved among student participants? Is there a difference in management practice between participants and non-participants? Which aspects of the exchange program can be attributed to these effects – location of host university, facilities of the host university, quality of courses taken and teachers, intercultural communication, leisure and travel activities?

Furthermore, I am also interested to analyze the effects of such programs on our business school teachers. Does having inbound international students in their classes influence the conduct of their classes? Do the other local students gain a deeper understanding of the course material because of the insights provided by these inbound students? Is the performance of local students affected by the inbound students? Do the teachers themselves develop new skills and gain new insights because of inbound students in their classes?

Comparisons of these effects between our university and others are also of interest to me. Are these effects unique only to our university? How is the experience of international student exchange programs different with the experience of other universities in the Philippines? Are the effects of such programs similar with the effects found in foreign universities? If so, what factors contribute to those differences? Does the developing country status of the Philippines play a huge role in explaining these differences?

By answering these questions, it is hoped that business schools will be able to craft and improve international student exchange programs that will maximize the benefits given their own contexts and experiences.

Pedagogies for resilience in business schools: Exploring strategies and tactics

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The capacity to bounce back after challenge or disruption and positive adapt to new circumstances has recently become more pronounced because of market volatilities, technological advances at work, as well as the ubiquitous and relentless use of social media (UNESCO 2017; Stokes et al 2018). Indeed, such changes have highlighted the strategic importance – and concern for the lack of – the resilience capacities of business school graduates at all levels (Robertson et al 2015; King et al 2015). Within this context, evidence indicates how the capacities for managerial resilience can be developed through various pedagogical aspects including strategies and tactics for promoting personal flexibility, purposefulness, self-confidence, and social networks (Cooper et al 2013). However, such capacities are curbed and contained by wider forces such as the broader organisational structure and culture of the business school itself and of the graduate employer, both of which limit potential flexibility (Akrivou & Bradbury-Huang, 2015; Robertson et al, 2015; Cregan et al 2019). To add further complexity, recent research has also highlighted the contextualised nature of resilience, whereby its meaning and manifestation vary across occupational settings (Kossek & Perrigino, 2016).

Within this context, therefore, a critical challenge for contemporary business school education is to develop pedagogical interventions which might generate resources for resilience which are not only relevant to be able to express and mobilise resilience in a diverse range of occupational settings, but which are also sensitive to wider influences which shape resilience (e.g. employer organisational structures). Such a challenge needs to reflect the deeply pragmatic question of how to develop or integrate a pedagogical response in a context whereby (1) that response is culturally located in a business school organisational structure and culture which might limit capacity development, and (2) the curricula may already be heavily prescribed due to accreditation requirements or is already multi-layered from other agendas such as employability, responsibility, or sustainability (Wall et al, 2017; Cregan et al, 2019). Therefore this QIC aims to explore the strategies and tactics of how to inculcate the resilience capacities of business school learners where the expression of that capacity itself may manifest differently across occupational settings and which is organisationally bound in its development.

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Three *Expansive Realms* of Management Education

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Question

*How has the expansive realms of consumerist logics of **expectation** affected management education at university*

*What are the manifestations and new expansive realms of **concern** in the teaching and learning of management?*

*Has there been a transition to the expansive realms of epistemic learning **objects** in Management education?*

My reflections attempt to apprehend three interconnecting multiplicities of *expansive realms* of management teaching and learning. These are learning **expectations**, **concerns**, and **objects**.

There has been a consumerist turn in higher education (Naidoo, 2011) and many aspects of this turn have become embedded in the practices and relations of management schools. Consumerist logics of *expectation* are built upon ceaseless desires that are never wholly fulfilled.

Expectation as an expansive realm has a dynamic of incompleteness, that drives the insatiable need for more, and the relationship of entitlement with lecturers and departments, and the importance placed on transferable experiences and results, where management learning is merely part of the journey to employment.

Consumerist logics are also embedded and interconnected to my next thinking point relating to *expansive realms*, the notion of '**concern**'. I wish to discuss a new expansive realm of concern within management education at university. This could include concern for the student, concern for performance of student and lecturer, concern for wellbeing, concern for employability, concern for evaluation and metric measurements, concern

To help understand a potential 'turn to concern' I have been reading Heidegger. I am trying to understand concern through Heidegger's concept of *Sorge* as a concern, care; especially a feeling bordering on anxiety. Interestingly the etymology of the English word Sorrow and *sorow*, is from Old English *sorg*.

Care of the management student has become the focal point of being, because without taking care, being careful, nothing can be done, achieved, or indeed taught or understood. Therefore, I feel that in management university education, taking *care of* resides in an expansive rather than definitive realm, and the relationship of teaching management can be understood as: having to do with something, producing more of something, attending further to something and looking after it more carefully, making further use of something, undertaking more, accomplishing further, evincing, interrogating, considering, discussing, determining more and more.... All these ways of Being-in management teaching and learning have a logic of *concern*. This Heideggarian thought also links concern to the expansive realm of student welfare and wellbeing, and management employability and notions of *Sorge* - the anxiety, worry arising out of

apprehensions for the future; *Besorgen* - to get or provide something for oneself or someone. *Fursorge* - actively caring for someone who needs help; thus welfare; or solicitude.

Finally, I have been thinking about the expansive realms of management learning as a ceaseless *epistemic object* of engagement, across sites, relations and levels of knowledge epistemic objects of learning are characterised by their question-generating character and their lack of completeness. *Concern* takes on the characteristics of epistemic objects in the sense that concern has an unfolding ontology that displays incompleteness in an expansive realm. It is also linked to temporality and the definitive notion of structured time for teaching, and the transition to the continual epistemic dialogue and knowledge exchange that students now expect and demand in an exchanged focus on the expansive realms of consumerist logic; the interplay between student and staff becomes continual practice. An example on my organisational behaviour module is the expansive realm of formative assessment. There is now a need and concern that has been created, to have further formative assessment, to help understand the formative assessment, a formative of a formative...which furthers the notions of *pre* and *post care* and *concern*, and turning the relationship between teacher and student into a continual question generative dynamic of incompleteness and expectation.

Discussion Group “Parachute”

Looking in before acting out

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The Ideal Team: Connecting Implicit Notions with Explicit Experiences

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Our QIC emerges from a conversation at RMLE in St Andrews, where we pondered the notion of an “ideal team” in relation to individual concepts such as ‘ideal self’, ‘best self’, and ‘future self’. We are interested in teamwork given the frequent reliance of team pedagogy in business schools and the integration of team skills as necessary preparedness for management roles. We are curious about the mental images students have about teams and how these representations influence their expectations, assumptions, and behaviours in a team.

The management education literature is laden with reports of attributes and characteristics associated with effective team performance. For this QIC we are less interested in lists of attributes or prescriptions, and more intrigued by how an imagined representation of a team influences behaviour. Conceptually, we are curious to explore whether the concept of an ideal team exists, and whether it is based on aspiration (as in the concept of ‘best-self’), attributes, behaviours, processes (akin to existing measures of team functional behaviours, e.g. CATME), or something else? Do we judge group process and team behaviours against a notion of an ideal team? Is the level of frustration we see in student teams borne from a mismatch between an imagined ideal and actual team behaviours e.g. what should be happening vs what is actually happening?

We are interested in how theories related to meta-cognition and implicit leadership can be applied to help us understand how students might come to form “idealised” notions of teams and group process. Are students socialised or conditioned to expect groups to perform in a certain way (akin to implicit leadership theory), even if they have not worked in a team before? Does this mental landscape of how a team is supposed to function influence individual and team performance? Does this cognitive representation manifest in future expectations of performance from the student and others? How does poor team performance align with ideal team expectations, and is this juncture the point at which conflict arises? If students publicly reflect on their ideal team (e.g. Russ Vince’s work on each member telling the group their perceptions of the group), or go through a visionary exercise to surface their ideal team, does this process reveal any latent expectations before they arise? How does the representation of an ideal team influence current and future relationships in existing teams? Does homogeneity of each team member’s concept of the ideal team influence team outcomes (i.e. reflecting Carl Rogers notion of congruence between ideal and actual self)? Additionally, when a team is closer to a student’s idealized image of a team, will that team will be evaluated more positively internally by the team members and/or by external evaluators?

There are many ways to study this issue. We might ask students at the beginning of a semester their ideal vision of a team, then during and after the semester we might ask them what behaviours were actually important to them. We could also employ aesthetic and non-textual research methods, or consider peer-based evaluations such as with Fiedler’s methodology. This QIC and subsequent RMLE conversations will move our understanding of this topic and how to study it forward.

Learning to Practice Decision Making and Judgment

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Like many educators, we teach leadership courses using a variety of decision-making models including rationalist checklists, organizational psychology, naturalistic, strategic, moral reasoning, and those based on behavioral economics. We highlight errors and perceptual bias in decision making, and yet, we are in a continual search for new approaches to better developing leaders' decision making and judgment. In particular, we are looking to factor in the role of experience, emotions, problem complexity, and learning.

We are interested in an approach to decision making and judgment that takes into consideration the complex and ambiguous nature of the problems that managers face in organizations, and that develops future managers' competencies. In addition, we would like to teach students to face these challenges using a variety of knowledge sources, including experience and emotion. In response to this, we have developed a model of learning directed judgment that is an integration of experiential learning theory's problem solving *process* and reflective judgment's approach to problem *structure*. The result is a four-phase process applicable to management education. The four processes involve (1) assessing context and problem structure; (2) acquiring knowledge from the discipline, evidence, experience, and expertise; (3) applying knowledge to solve problems; and (4) evaluating knowledge by establishing criteria for assessing the outcomes.

Here are the following challenges we hope to address in further development of these ideas at the RMLE Unconference:

1. Define the most important competencies for teaching and learning decision making and judgment when faced with an ill-structured problem.
2. How to embed a holistic approach to judgment across curricular areas in management education.
3. The best way to assess learning outcomes from a judgment model.

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Management education implications that arise from differing models of human development and self-theories as basis for management practice and their understanding of cognition. Revisiting Ghosal (with a new twist).

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In our proposed inquiry for this year's unconference we are focused on theory of the self and human action, and the profound implications for management education. We are asking these following

Questions: How have established theories of the self and human action influenced our understandings of the self and the role of education and management education in particular? Which are educational implications for how leadership and broader pedagogical development of the persons who partake in management education and how their future mindsets regarding action affect society from the adoption of these theories and their assumptions on the self and action? Which are implications which arise from differing models of human development and their understanding of cognition for how graduates of management education and future and emerging leaders understand and influence real life and consequences for systemic level prosperity (Sustainable Development Goals) and the well-being and flourishing of all and everyone who is affected directly and indirectly by consequences of the action we take?

Concerns and Ideas: No one doubts that education requires intense cognitive effort, but educational proposals certainly vary depending on how cognition is understood. In this article, we suggest that different ways of understanding human development are related to different ways of understanding cognition. Thus, these different conceptions of human development affect their resulting educational proposal. While not an exhaustive account, we sketch out three models of human development, the so-called autonomous self (AS), processual self (PS) and inter-processual self (IPS). Depending on their particular approach to cognition, each have different implications for how we understand and practice management education, the approaches to life, persons and society's flourishing we adopt; the kinds of practical wisdom which ensue; how all these affect the practice and curricula and leadership and management education and development; as well as how these conceptions affect future action of graduates of management education in real life.

We introduce the ideas that the AS and PS models understand cognition as a primarily rational exercise, with the difference that PS uses relationships and diverse psychological faculties for the subject's cognitive development, whereas AS relies more on the subject's rational actions. On the other hand, IPS understands cognition as a relational act and as a gift that, when it arises from interiority, affects all dimensions of the person. We explore the consequences of these different ways of understanding cognition with the assistance of inter-disciplinary dialogue from philosophy, psychology and neuroscience regarding all the above questions in our QIC.

What is responsibility without guilt?

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A public education reform in 2014 was supposed to lead to better primary and secondary education in Denmark. However, as a result of the reform, staff fell ill with stress in many local schools, and in the end nobody benefited. In another case, children were abused for years by their parents, but nobody in their local municipality intervened to have them removed from their homes. And in yet another example, tax papers were forged by a corporation in order to exploit dividend tax and the complications around international law.

All three examples pertain to scandals that occurred in organizations, and were of their own making. They also include examples of leaders who failed to take action in due time (child abuse; flawed tax system), or who maybe even made flawed decisions (the school reform). Clearly, leaders should stand behind both good and bad decisions, but they often fail to do so. While everybody else is interested in guilt (Burke, 1977) when things go wrong, leaders are nowhere to be seen. When the shit hits the fan, everybody runs away (Hearit 2006), including the leaders. Yet leadership theory is poor when it comes to addressing responsibility and guilt.

We tackle these questions in the light of results from 1) interviews with public managers, 2) narrative analysis of managers' essays on their own leadership practice, and 3) a vignette survey on leaders' opinions about leaders' responsibility in an ethical dilemma. We suggest that leaders are generally not interested in talking about the flipside of responsibility, i.e. guilt. We explore the concept of leadership as presented by Max Weber (1918; see also du Gay 2007), Chester Barnard (1968) and Bernard Bass (1985). Specifically, we investigate the shift from the bureaucratic leader who is responsible by virtue of his/her role (Weber); to Barnard, who saw the leader as construed face, drawing attention to how the ambivalence between role and person creates followers (1968), to the contemporary interest in transformational leadership (Bass) in which the leader is always innocent and the problem of responsibility is moot.

We are concerned with how management education can encourage students, i.e. tomorrow's leaders, to take responsibility in due time, as well as with how to engage adult leaders attending public management education programs in ethical discussions, and whether this makes any difference.

Our **question** is: What is responsibility without guilt?

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**An emerging challenge:
The development of entrepreneurial resilience for independent self-employment**

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Research suggests that 9-13% (up to 71 million individuals) of the working age population in the United States and the EU-15 rely on independent work for their primary income (Manyika et al., 2016). Even more significantly, this appears to be a growing trend. In the UK, for example, the number of solo businesses with no employees increased by 77% between 2000 and 2016 (Deane, 2016). Moreover, this growth in the proportion of people who are self-employed in this way appears to be a long-term and continuing trend, rather than a cyclical phenomenon, driven by a number of factors including the emergence of online marketplaces and expectations of higher levels of autonomy in the experience of work (Manyika et al., 2016). However, these solo businesses often operate precariously, more vulnerable to changes in their environment than larger businesses. Furthermore, the self-employed independent operates in a distinctive context which presents inherent challenges: the need to fulfil diverse roles to serve a number of clients concurrently; the responsibility for all the decisions about the strategy and operation of the business; finding enough customers or work; and isolation due to a lack of work colleagues (Deane, 2016).

This begs the question: how do those who choose independent self-employment develop the resilience to manage its challenges? Entrepreneurship literature highlights the importance of entrepreneurial resilience but has not addressed the context of the self-employed independent. Moreover, this literature often employs a trait-based rather than process approach in the study of resilience and as a result, does not offer many resources to support the understanding of how to develop entrepreneurial resilience (Evans & Wall, 2019 forthcoming). Initial findings suggest the need to recognise that the cumulative development of entrepreneurial resilience is not a simple by-product of experience. It seems that resilience needs to be consciously developed by the individual themselves, involving the development of a capacity for resilient sense-making in relation to their personal ability to enact entrepreneurial processes and to respond resiliently to adverse circumstances.

This QIC therefore explores three questions: (1) How exactly do self-employed independents deploy their capacity for resilience in conditions of adversity? (2) how do they turn passing experiences into learning and resources so that the process of resilience encompasses the evolution of an individual's capacity for resilience over time? and (3) how can business schools prime the learning of entrepreneurial resilience processes to equip their learners for a future that is increasingly likely to include independent self-employment?

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