

**CHANGING THE WAY YOU TEACH:
CREATIVE TOOLS FOR
MANAGEMENT EDUCATORS**

CHANGING THE WAY YOU TEACH: CREATIVE TOOLS FOR MANAGEMENT EDUCATORS

SEPTEM UNIVERSITAS

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SEPTEN EDICIONES

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About this book

CHANGING THE WAY YOU TEACH: CREATIVE TOOLS FOR MANAGEMENT EDUCATORS is an editorial project presented in an era of change. Change is taking place in our societies, in our cultures, in the international political world, and in the scientific knowledge area, which is leading humanity to explore new frontiers in the space. Needless to say, it is also an era for organizational change. The change, itself, is considered to be permanent. But, what about management education? Has management education also been affected by this process of change? Which direction should management education take? What type of change should occur so that management education enhances its capacity to generate relevant knowledge?

As the organizational environment evolves from being predictable to suffering dramatic changes, more and more organizations are realizing that they need managers with skills and competencies that translate well to this chaotic arena. The nature, emotional state, and both managers' motivations and way of thinking have also been affected by this process of change. Nevertheless, it is not clear whether higher education institutions, management professors, and researchers are ready to quickly and effectively respond to these fuzzy and changing curriculum requirements.

Organizations need to be flexible, adaptable, creative and, even chaotic. But they are lead by professionals who have learnt in an inherently conservative and non-ambitious environment. The pedagogical approaches we rely on to teach management concepts in business schools are too narrow; we need to engage thinking, feeling, willing, and doing if we expect to have outstanding managers. There is a need to create a better balance between teaching and learning. Management education also must be enhanced and channeled to achieve the changing organizational needs.

Course contents, the ability to communicate with complete scientific rigor, teaching methods, and learning activities related to the real business world are some of the issues which have been related with both students' and managers performance. This is why we need to redesign and to give a new direction to this scientific field of knowledge.

This book reflects our wish to contribute to this new direction, which is a sign of the evolving field of management education. We hope that by using this book our students' learning and motivation will increase, and that management educators will

become more ambitious and creative.

This project seeks to be a practical and useful guide to enable management professors to improve their classes with the power of creative and innovative pedagogical tools and activities. This book presents a collection of learning activities that use visual images, role playing, films, narrative, or simulations, among other, that can be utilized as powerful teaching activities to enhance the learning process and to maintain the enthusiasm of even the most uninterested and unmotivated students. As management professors we are committed to knowledge which can be transferred either in the traditional way or using the resources we present which are available everywhere and to which students are used.

Changing the way you teach is a synergic project, a compendium of strategies for stimulating innovative thought and practices in management education. It gathers together outstanding experiences from management professors. All contributors share the same concerns and worries, and the intention to bring together their reflections, experiences, and knowledge.

Changing the way you teach is divided into three integrated sections: the first part shows broad reflections and experiences focused on exploring new learning tools; the second part presents some experiential learning activities to be used in the classroom; and the final part discusses some practices related to teaching creative thinking. They aim to provide practical underpinnings of current management education practices. We hope that you will learn from these experiences, which are provided for encouraging and developing the practice of management education within your classroom and institution.

In the first chapter, *Andragogical methods in organizational and cultural change*, Francesco Sofo presents *andragogy* (or helping adults to learn) as a powerful learning tool that can be applied to teaching cultural change concepts. Several andragogical tools developed to promote effective self-directed learning are presented. They are designed to empower students to learn how to learn better.

In the second chapter, *A dual challenge facing management education. Simulation-based learning and learning about CSR*, professors Lars Moratis, Jeroen Hoff, and Bert Reul provide a space for reviewing the management curriculum in the business schools. They describe their experience in teaching corporate social responsibility, and they remind us about the need to applied pedagogical tools which really focus on the learning process such as simulations. The importance to be innovative in both content and learning method are highlighted in the chapter.

In the chapter, *Beyond words: Visual metaphors and dialogue in management education and development*, Regina Bento and W. O. Nilsson begin challenging us with a metaphoric question. Which is our perception of management educators' role? Surgeons inserting tubes into the students' brain and filling them up with information, or midwives helping students give birth to their own knowledge? As they show us in their chapter, this question has a straightforward answer. Bento and Nilsson describe how the qualitative marketing research technique (ZMET) can be successfully applied to management development. Visual metaphors and dialogue have endless applications. This chapter is only an example of one of these applications. We hope you will find a thousand more.

Joe Champoux's chapter, *European Films as a management education teaching resource*, is a key referent for those professors who love movies. Once you have read this chapter, you will never look at a movie in the same way. We promise! Next time you get into a theatre, as watching the movie you will be saying to yourself: "Aha! Here it is another excellent learning tool."

Most of the time movies come from successful novels. In the chapter, *Organizational behavior in literature: Using Moby Dick, Romeo & Juliet, and Hamlet as metaphors of contemporary reality*, Stephen Betts explores the use of literature as a learning tool in the organizational behavior field. As stated in the chapter, literature "provides an alternative reality to serve as a comprehensive metaphor for contemporary organizational reality."

The second part of this book gathers together different contributions with an instrumental focus. In this part you will find experiential exercises, which will help you to bring dynamism into the classroom. In the chapter, *Understanding functional subcultures in organizations: An exercise*, Joseph P. Daly encourages students to explore and to search for knowledge about organizational culture. In the *The "search for talent" as an experiential activity. Strengthening skills in employee recruitment and selection* Paul R. Lyons focuses on the development of skills through experience. A similar focus can be found in the chapter *Making it real. The educational power of simulating negotiations*. In their chapter, Gerald Hunt and Maurice Mazerole show us how to develop negotiations skills using role plays and simulations. The last exercise, *The Connectedness exercise* developed by Stephen Jenner should be compulsory in any organizational behavior course. We never know enough about how to build strong human relationships. We define ourselves by what we see at the mirror. Our mirror reports on our gender, our ethnicity, our culture, our age, or our religion, among others. Unfortunately, these distinctive characteristics shape the lens through which we see the world.

The last part focuses on developing students' creativity, a subject that should be also compulsory in the management curriculum. Needless to say that organizations are looking for creative managers who can help them to reshape their future. As creativity can be learned, this third part wants to help management professors to create open-mind, mentally healthy, and flexible management students. No more resigned minds!

In the chapter *Developing divergent and convergent thinking skills*, Paulo Benetti describes traditional tools and techniques to develop divergent and convergent thinking skills. Convergent thinking is derived towards the single best solution of a given problem, preserving the already known, while divergent thinking involves processes like shifting perspective and producing multiple solutions. Both are pivotal capabilities for future managers, which will allow them to adapt and change as the situation demands. Finally, as creativity is directly linked to problem solving, this chapter will also help you learn about the creative problem solving process.

In the last chapter, *Creative leadership: taught or learned? Building on a 15 year pioneer experience*, César Díaz Carrera summarizes on the experiences at the Institute for the Development of Creativity in Madrid (Spain). This chapter discusses the concept of Creative Leadership based on a broad conception of creativity. The author looks at

creativity as a way of living, growing, and perceiving one's world, as well as a way of thinking and solving problems. The chapter also includes practical tools for personal and professional development, which can be applied in both organizational and educational settings.

This book is not limited to discuss or speculate about management education challenges. It wants to give examples, to present tools, to show learning activities, to gather together experiences, to make explicit the knowledge built through our experiences. It discusses methodologies aimed at increasing students' motivation and enthusiasm. For that reason, the book is directed to business school institutions, management professors, consultants, and trainers who want to correct their own course. We want to bring fresh air in the field of management education.

Changing the way you teach is a starting point in this long trip! Innovation in management education is becoming a critical issue and we want to be there. Management education is deeply changing management concepts. Now there is also a need to be innovative in educational tools. And this is an endless process. Learning about management education is a personal voyage that will last your entire lifetime.

This is an editorial project for a changing era! In the management education world we must change in order to remain! Enjoy the book and enjoy the learning.

About the authors...

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Paulo C. A. Benetti is economist. In 1986 he had his first corporate experience with creativity implementing a creativity program in a huge company where he was superintendent. After one year they realized that the program had failed. So, he decided to learn more about creativity and he took the facilitator program at the Creative Problem Solving Institute, Buffalo, NY, USA, where he is developing a leadership role since 1997. He took his master degree in creativity in Spain. He is a founding partner of the Guatemala School for Facilitators in Creativity and Innovation, a school that works with poor communities. He is author of *MythoDOlogy* -a workshop about the creative process where the participants learn creativity working as myths. This program has been presented in Brazil, Argentina, Spain, Italy, USA, Canada, Australia, Guatemala and Chile. He is also author of the book entitled "*MythoDOlogy People and companies creative and innovator. Why not?*" He teaches creativity at FGV -Fundação Getulio Vargas, IPEN -Instituto de Pesquisas Energéticas e Nucleares in Brazil, and at CPSI -Creative Problem Solving Institute, in Buffalo, NY, USA.

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He was a member of the “Strategic Leadership Group” (Templeton College, University of Oxford), and of the Foundation for Creative Education, USA; a former member of the American Management Association, as well as promoter of the Spanish Association for Innovation and Creativity. Member of the Director’s Committee of the Centre International de Formation Européenne (Paris). Founding Member of the Research Group on Comparative Federations and Federalism of IPSA (International Work Group on Personalism and Federalism).

He is the author of various works on Political Science, Federalist Philosophy and Creativity, and of three poetry books. In 1989 he received the International Café Marfil Poetry Award for his book “Poemas Agrestes”. He has been Fulbright Scholar-in-Residence, professor and lecturer in various European and North American Universities and is the author and chief facilitator of the Integrated Program for the Creative Training of Leaders.

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W. O. Nilsson's teaching and research involve exploring the ways that various types of organizations become agents of meaningful social change. He is particularly interested in the relationship between organizations and institutions. How do the small-scale, life-giving qualities found in the healthiest organizations help create or affect the large-scale social structures that we inhabit and that inhabit us? Previously, he spent ten years in the nonprofit sector in the U.S. in a variety of research and management roles related to community-based economic development. He holds a B.A. from Cornell University and an MBA from the University of Baltimore. He is currently pursuing a Ph.D. in organization studies at McGill University in fabulous Montreal, where he lives with his equally fabulous partner, Tana Paddock.

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PART I.
BROAD PERSPECTIVES IN MANAGEMENT
EDUCATION

A dual challenge facing management education.
Simulation-based learning and learning about CSR

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ABSTRACT

This chapter identifies two central challenges for management schools: (1) the challenge to provide relevant education to its constituents, notably integrating the topic of corporate social responsibility (CSR) into the management program and (2) the challenge to develop and use innovative learning approaches in the management program. It first expounds on the imminent and essential need to pay attention to CSR, as driven by general trends and developments in the corporate context as well as by recent business scandals. The uses, roles and functions of simulations are then reviewed, followed by a report of a project at a Dutch university of professional education that aimed to counter both identified challenges. This project involved two simulations in the field of CSR. The chapter also identifies a number of conditions for the effective implementation of innovative educational projects like the one described in this chapter.

KEYWORDS

Simulations, CSR, business ethics, management education, relevance.