



Grand Opening of CML, Surrey Business School:

Management Knowledge & Education: Management Education in Action

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Centre for Management Learning (CML)

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ABOUT US

The Centre for Management Learning (CML) at Surrey Business School is a research and competency centre for academic staff, students and industry. The CML was founded by Prof Andy Adcroft (Co-Director) and Dr Christine Rivers (Co-Director).



STAFF DEVELOPMENT & PROGRAMMES

CML offers state of the art accredited and non-accredited programmes for academics, students and practitioners.

Diploma in Management Learning

The aim of the DML is to provide business practitioners with the skills, knowledge and expertise to become effective educational practitioners.

Surrey Enterprise Programme

The aim of the SEP is to develop enterprise capacity amongst students from any disciplinary background.

The British Academy of Management (BAM) is a learned society dedicated to developing academic management researchers at every stage of their career.



- BAM has almost 2000 members
- BAM has over 400 members based internationally in 62 different countries
- BAM has over 500 student members studying a wide range of management topics
- BAM launched the Management Knowledge and Education initiative in 2015

Management Education in Action:



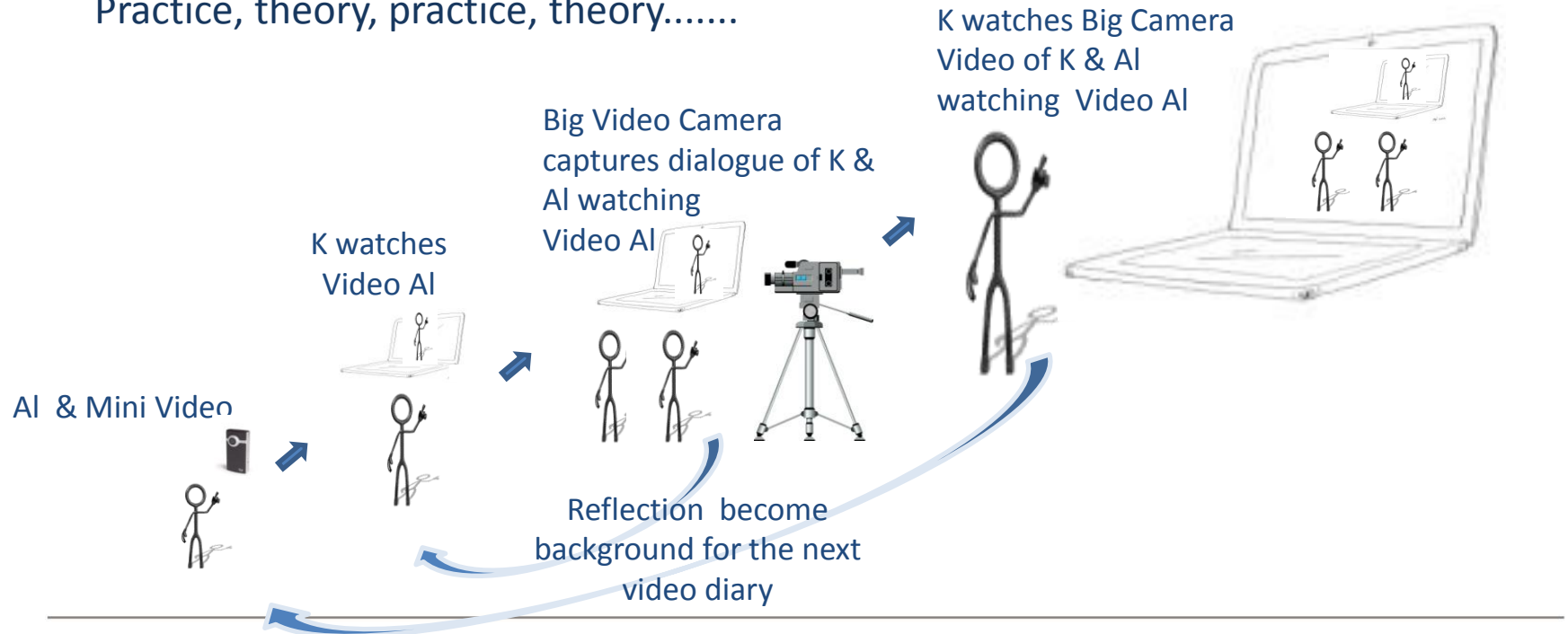
Mason, K. (2012). Market sensing and situated dialogic action research (with a video camera). *Management Learning*, 43(4), 405-425. doi: 10.1177/1350507612442047

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Shooting Shotter:

Practice, theory, practice, theory.....



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Seeing and learning to see:

Bill Viola; video art - "The Raft"



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Video as a tool for reflection in Market Sensing

- What does AI show and why?
- What does AI not show and why?
- How are our reflections and theory building affecting the video diaries?
 - Surprising differences and similarities between and across video diary entries
- How is '*the moment*' represented?
 - Emotion
 - Action
 - Materiality

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Management Education in Turbulent Times



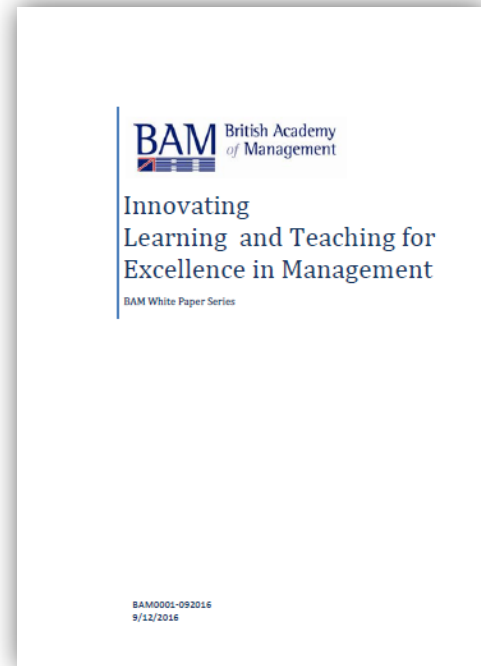
- Changing political landscape and a move towards protectionism
 - Brexit
 - Reconfiguring supply chains
 - Access to labour markets and new forms of expertise
 - Concerns with productivity
 - a management problem
- Developing Sustainable Healthcare & Education Models
 - Education Bill
 - Market innovation and transformation

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White Paper: Innovating Learning and Teaching for Excellence in Management

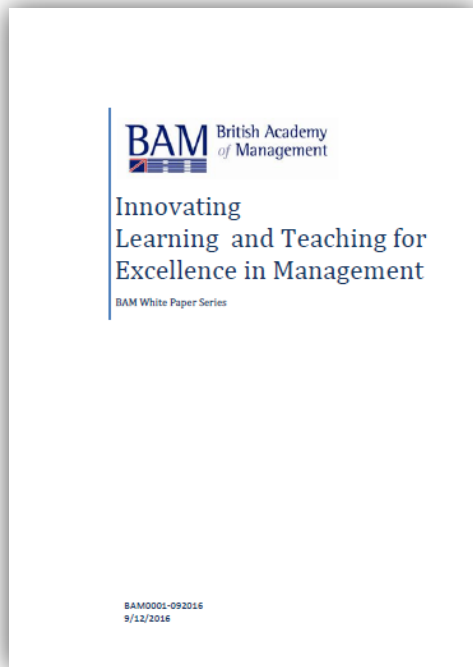
- Reconfigure the working relationships between institutions that have an interest in management education
 - new forms of management education, and new places and spaces for management learning
- Create opportunities for team-based and co-ordinated education programmes that enrol businesses and professional bodies into the educational experience.



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White Paper: Innovating Learning and Teaching



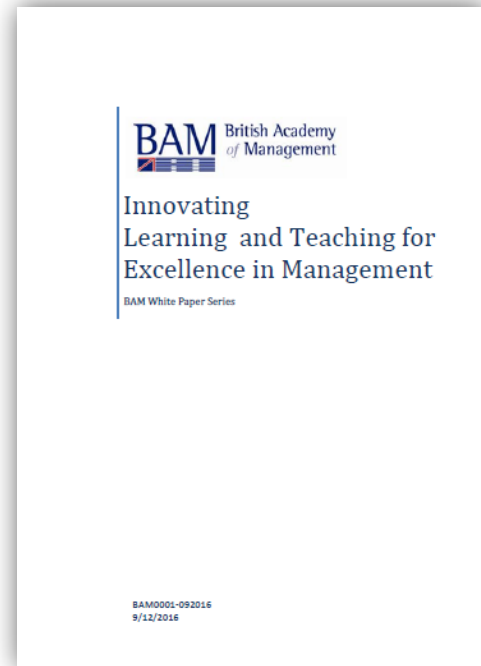
- Recognise and reward management educators that develop innovative materials and practices
 - enrol others in these practices
- Develop capacity building programmes that foster and reproduce promising practices
- Support and fund MKE scholarship
- Develop frameworks that support the evaluation of management education
 - recognise the structuring specificities and diversity of the different disciplines within the management field

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White Paper: Innovating Learning and Teaching for Excellence in Management

- Develop league tables and rankings that perform the market for Higher Education
 - in ways that develop managers with the skills and capabilities needed for productive management futures



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Teaching Survey 16th February 2017

1,150 HE staff surveyed: 90% academics, 50:50 pre/post 92 institutions

ACADEMICS

	% Strongly disagree	% Disagree	% Neither agree nor disagree	% Agree	% Strongly agree
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- Over 70% of respondents felt that NSS scores did NOT accurately represent teaching quality
- Nearly 75% of respondents felt that NSS scores did NOT improve teaching quality

The TEF will improve the status of teaching	29.0	18.7	23.3	24.5	4.6
It is possible to comparatively assess students' learning gain between entering university and leaving university	11.3	20.5	26.2	36.0	6.1
The TEF should take into account a university's proportion of HEA-accredited lecturers	18.5	16.4	24.3	27.8	13.0

	ACADEMICS					
		% Strongly disagree	% Disagree	% Neither agree nor disagree	% Agree	% Strongly agree
My teaching and me	■ Over 95% of respondents said that teaching was a source of satisfaction to them					0.0
	Teaching is the most important function of an academic	7.0	16.7	37.6	24.8	13.9
	I prefer to give lectures, rather than smaller group teaching	22.0	35.2	28.6	10.0	4.1
Teaching at my Institution	Research is valued more than teaching at my institution	10.9	18.9	15.6	25.4	29.3
	I have enough time to prepare lectures and seminars	15.7	35.4	15.1	29.9	3.9
	There is too much administration associated with teaching at my institution	2.5	10.9	14.5	32.8	39.3
	The quality of my teaching is assessed by my institution	6.2	18.5	16.1	42.7	16.6
	It is possible at my institution to be promoted by virtue of good teaching	22.8	24.4	19.2	25.2	8.5
	If I need advice on my teaching, I know where to get it	7.2	13.4	15.2	43.5	20.7



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Management Education in Action



- We need to support Management Learning *wherever* it happens
- The *status quo* is no longer
- We need a call to *Action*
 - Developing management specific andragogy and pedagogy
 - ‘*the art and science of teaching*’
 - Supporting detailed ethnographies of management learning and education in action
 - Building communities of practice

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The MKE@bam Agenda

- Capacity building workshops
 - 3 Co-hosted workshops scheduled for **2015**
 - Globalisation of the Classroom, Lancaster University (March 2015)
 - Writing & Publishing MKE Research, Liverpool University (July 2015)
 - MKE for excellent DBAs, Cranfield University (November 2015)
 - 3 Co-hosted workshops for **2016**
 - Digital Classroom, Portsmouth University (June 2016)
 - Grand Challenges, A route to multi-disciplinary problem-based learning, Cardiff University (October 2016)
 - Teaching Excellence, Scholarship and Impact, UWS (November 2016)

The MKE@bam Agenda

- Capacity building workshops
 - 3 Workshops for **2017 (forthcoming)**
 - Writing & Publishing MKE Research, Liverpool University (April 2017)
 - Curriculum Design in Management Learning, CML Surrey, University (March/April 2017)
 - Teaching Excellence Framework, Lancaster University (October 2017)
- Management Education Practice award: Prof. Karise Hutchinson, Ulster University
- BAM Conference:
 - PDWs at conference: Prof. Karise Hutchinson, Leadership Education for SMEs

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The MKE@bam Agenda



- Working closely with the **Knowledge & Learning SIG**
 - Current SIG Chair: Len Holmes
 - Track Chair, and incoming SIG Chair: Christine Rivers
- Small grant scheme for MKE research – **2017 call out now**
 - Journal of Management Education: Special Issue

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JME Call for Papers

MANAGEMENT EDUCATION IN TURBULENT TIMES

"We face a period of considerable economic turbulence and political uncertainty: political movements are producing extreme candidates who are nevertheless popular; international alliances and trading blocs are beginning to fracture; instability and civil war in the Middle East seems insoluble; and the growth engines of developing economies have begun to show signs of stuttering.

Our key question is simple: as educators, what should we be doing, and helping future managers learn how to do, to deal with turbulent times?"

Journal of Management Education Special Issue

Call for Papers

MANAGEMENT EDUCATION IN TURBULENT TIMES

Guest Editors

Lisa Anderson, University of Liverpool (email: l.anderson@liverpool.ac.uk)

Katy Mason, Lancaster University (email: k.j.mason@lancaster.ac.uk)

Paul Hibbert, University of St Andrews (email: ph24@st-andrews.ac.uk)

Christine Rivers, University of Surrey (email: c.rivers@surrey.ac.uk)

Knowledge and Learning Special Interest Group, British Academy of Management

We face a period of considerable economic turbulence and political uncertainty: political movements are producing extreme candidates who are nevertheless popular; international alliances and trading blocs are beginning to fracture; instability and civil war in the Middle East seems insoluble; and the growth engines of developing economies have begun to show signs of stuttering. Our key question is simple: as educators, what should we be doing, and helping future managers learn how to do, to deal with turbulent times?

Addressing these issues requires an openness to non-traditional approaches, and for that reason this Call is deliberately broad. There may be many approaches that are useful for addressing these challenges in management education. We highlight three (amongst many others) here.

Using management theories to characterize and understand the nature of turbulence

Recent research approaches to characterizing and addressing turbulence include work that is focused on industry turbulence and contingency theory (Karim, Carroll & Long, 2016), environmental uncertainty and responses to it, based on resource dependency (Bogers, Boyd & Hollensen, 2015), and exploration of how inter- and intra-organizational networks provide resilience and a basis for organizational innovation in crisis circumstances (Lundberg, Andresen & Törnroos, 2016). There are opportunities for taking up these kinds of recent research in the classroom as part of conventional management education classes.

Developing new curricula, content and educational processes to fit the changing times

Management educators have already given some thought to the content and processes, in and out of the classroom, that are appropriate for changing times. Interesting recent examples include re-examination of the case method and the legitimacy of business schools (Bridgman, Cummings & Mc Laughlin, 2016), integrating sustainability issues and study abroad experiences in the curriculum in order to develop globally aware, responsible managers (Pesonen, 2003; Sroufe, Sivasubramanian, Ramos & Saia, 2015; Viswanathan, 2012), developing management classes around emerging educational approaches such as threshold concepts (Burch, Burch, Bradley & Heller, 2014; Wright & Gilmore, 2012; Yip & Raelin, 2012), and employing critical approaches that challenge the status quo (Kark, Preser & Zion-Waldoks, 2016). Future developments in educational processes, content, and curricula that respond to the pressures and uncertainties of turbulence might build on some of these existing approaches or take quite new directions.

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JME Call for Papers

MANAGEMENT EDUCATION IN TURBULENT TIMES

- What kinds of (emerging) theories better describe or predict the effects of turbulence – and how can we teach them effectively?
- How should the content of our classes continue to change?
- How should we educate managers to be able to adapt themselves and their organizations in turbulent times?
- What kinds of leadership education are important, in what may feel like a ‘post fact’ climate that disconnects evidence and influence?
- How do we support ethical, responsible management education in the face of extreme circumstances and pressures that could trigger a *race to the bottom*?
- As management educators, how can we thrive and survive in such difficult times?

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JME Call for Papers

MANAGEMENT EDUCATION IN TURBULENT TIMES

- The submission deadline is **15 May 2017**
 - submissions would be welcome from 1 March 2017 onwards.
 - Writing Workshop, 7th April 2017, Liverpool University
- Contact:
 - Christine Rivers, CML, University of Surrey
c.rivers@surrey.ac.uk
 - Paul Hibbert, University of St Andrews
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Management Education in Action



- Building our community to support Management Learning and Education *wherever* it happens
- Innovating *Management* Education through theory and practice
- Fostering plurality and the inter-disciplinary development of management education theory and practice

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Good Luck CML

and let's shape management education through our collective,
interdisciplinary and pluralistic actions



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