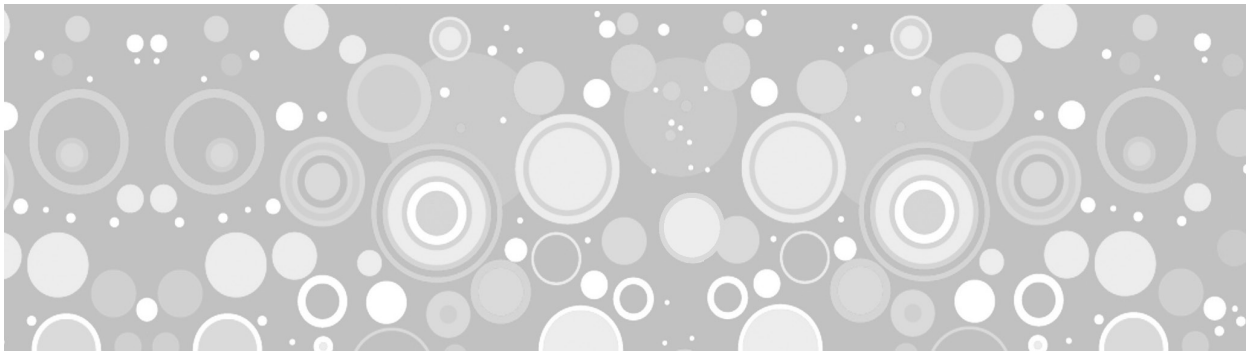
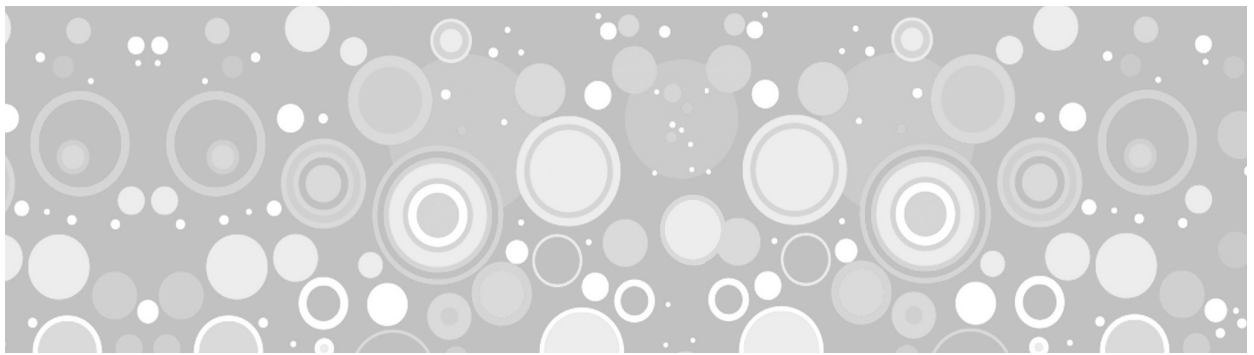


The SAGE
Handbook of

Management Learning, Education and Development



The SAGE
Handbook of
**Management Learning,
Education and
Development**



Edited by
Steve Armstrong
and Cynthia Fukami



Los Angeles • London • New Delhi • Singapore • Washington DC

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First published 2009

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SAGE Publications Ltd
1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
33 Pekin Street #02-01
Far East Square
Singapore 048763

Library of Congress Control Number: 2008929609

British Library Cataloguing in Publication data

A catalogue record for this book is available from the British Library

ISBN 978-1-4129-3539-5

Typeset by CEPHA Imaging Pvt. Ltd., Bangalore, India
Printed in India at Replika Press Pvt. Ltd
Printed on paper from sustainable resources

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Foreword

I have been ‘professing’ management within universities and through executive development programs for almost half a century. I offer two observations out of this experience in support of the importance of this Handbook. The first is this:

- (1) Leaders within complex enterprises without contemporary management education and development are at a great disadvantage.

Let me cite but two suggestive examples.

I recall a number of years ago asking a group of business students to observe senior health care leaders conducting a problem solving effort dealing with a complex managerial decision challenge. These leaders were highly educated and exceptionally accomplished medical doctors just commencing a management program sponsored by the American College of Physician Executives. Yet, the business students were amazed at these leaders’ untutored group behavior (forcing and smoothing) and limited decision – processing skills (acting on insufficient knowledge). The students were able to quickly identify the deficiencies, label the errors, and suggest alternative approaches that would have been more productive. The students were certainly neither brighter nor more gifted than the senior healthcare leaders they critiqued. Rather, they had the advantage of already being initiated into conventional management knowledge that the healthcare leaders were just beginning to learn.

The second example will resonate with academic readers of this handbook whose home discipline is management. Have you not observed in your own interaction with faculty, department chairs and academic administrators trained in disciplines outside the social sciences *experiencing* difficulties in organizing, processing decisions and engaging in collaborative behavior? However deficient my personal leadership when I was Dean of the Leavey School of Business, I felt privileged to have at my fingertips a repertoire of tools for analysis, protocols for processing group decision, and an understanding of helpful organizational arrangements that my academic colleagues not trained in management sciences lacked.

To use an analogy, whatever the weaknesses western cultures, many immigrants from other countries struggle to enter of the developed world because they perceive even greater deficiencies at home. In a similar fashion, those who have never been exposed to the concepts and developmental opportunities provided by management studies flock by the millions to community colleges, universities, corporate training programs, organizational development specialists and executive coaches for guidance. Their desire for management insight attests that our field is hardly a ‘non-productive desert,’ however apropos our own self - criticisms. Our lived experience testifies that education within a quality management program results in helpful knowledge when facing leadership challenges within organizations.

My second observation is this:

- (2) In addition to the rich knowledge content of management studies, we are in a moment of a radical paradigm transition in our understanding of how individuals learn and develop as a leaders.

Again, let me cite but two examples.

Twice in my career I focused a sabbatical leave to retool my teaching. The first occasion followed ten years of service as a dean. During that period of academic administration I did not teach in my area of specialization – organizational innovation. So I devoted 1989 to visiting gifted scholars, conversing regarding current research at knowledge centers, visiting doctoral students, and sitting in on classes at other universities. During the decade I had been absent from the classroom research had uncovered new findings and scholarly reflection had refined theory and practice. But in truth, it was comfortable and relatively easy to fold these new developments within the portfolio of knowledge I already held. What was startlingly different was the progress in pedagogy.

Classroom learning was much less instructor centered. Multi-media resources were not only incorporated but expected. Experiential learning had been integrated. Group work within teams was carefully constructed and modeled the new organizational realities wherein the complexity of problems, the multidisciplinary nature of solution search, and the need for boundary spanning across sub-specialties for implementation demanded new group skills. Thus, students internalized from their experience in study teams the protocols that would be required for organizational knowledge transfer. In short, approaches to teaching and learning that I had only begun to think about had flowered during the decade of my absence from the classroom. I discovered the most important challenges I faced in returning to the classroom were *teaching and learning challenges*, not knowledge content challenges.

A decade later (1999) I once again undertook a Sabbatical, this time to prepare to address the topic *Spirituality of Organizational Leadership*. Here I faced an entirely new arena of knowledge. Spirituality intersects religious studies, the wisdom literatures, psychology, East-West anthropology and human development. But again, there were additional teaching and learning challenges. Religious studies and theology, but also medicine, psychology, social work, and nursing were pioneering ahead of management how to address the intersections of spirit, heart, body and mind. Fortunately, the organization *Contemplative Mind in Society* and the *American Academy of Learned Societies* offered competitive fellowships providing training in the integration of one important spiritual discipline, meditation/contemplative practice, with classroom teaching. I was fortunate to receive a fellowship grant and during the sabbatical year met with faculty in humanities, arts, architecture, law, psychology, religious studies, etc. – a rainbow of disciplines from which gifted faculty exemplified models of how they integrated spiritual disciplines within their teaching. Thus, once again, a challenging aspect of preparation for a new teaching adventure was not simply the knowledge content. Teaching in the interdisciplinary nexus of spirituality and management required a pedagogy that integrated different dimensions of human experience than I had dealt with before in the classroom.

To conclude, my personal experience testifies that preparation to profess in management has moved beyond a restrictive focus on content. Examining new approaches to teaching and learning must be part of preparation whether one is teaching in a college, university, corporate or a consulting context. We can also expect that as technology continues to propel new modes of communication the challenges will only accelerate.

The editors of this timely handbook eloquently make the scholarly case for the legitimacy of *teaching and learning* as one central axis within the field of management. Here I have simply testified that my own experience as a teaching scholar echoes their claim.

Our profession has always required of us an ascetic commitment to stay current with the ever – shifting knowledge content of management. It now requires we also incorporate this additional commitment to examine new approaches to teaching and learning. If we fail to do so, we will fail to generously serve those who come to us to drink from the well of management studies. As always this professional commitment requires both humility and selflessness.

Our calling (as teacher and scholar) is a profound personal challenge because it entails the continuous creation of a self.

Yet our mission can unfold properly only if we engage what has been put in front of us to do and to take on.

Thus, we can be grateful to the wise editors and exceptional authors who within this handbook share important insights. This seminal and summative anthology will help all of us dedicated to management education on behalf of a future generation be more aware of current knowledge regarding teaching and learning in the context of management studies.

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