

# CENTRE FOR MANAGEMENT LEARNING

Strategy Paper 2017

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## Contents

<b>MISSION &amp; VALUE PROPOSITION .....</b>	<b>2</b>
<b>OBJECTIVES .....</b>	<b>5</b>
<b>RESOURCING, STRUCTURE &amp; PLANNING (the first 3-5 years) .....</b>	<b>7</b>
<b>REFERENCES.....</b>	<b>8</b>

## MISSION & VALUE PROPOSITION

In 2012 the BIS released a document called *Leadership and Management in the UK – The key to sustainable growth* outlining the value of investing in leadership and management development. As a business school, we are at the forefront of developing leaders and managers of the future and see a great responsibility in approaching leader and manager development in the light of the current technological, societal, political and economic changes happening around us. However, management education and learning as a research subject has not yet received the recognition that it deserves and yet research has shown that effective management skills development can lead to an increase in productivity and capital as well as wellbeing in the workplace. Thus, management education and learning as a research and development subject can be seen as a response mechanism to challenges, a catalyst for encouraging life-long learning and an enabler for changing the future of how we want leaders and managers to be.

A year later Management Education was described as *disrupted* (GMAC, 2013) and while the publication was aimed primarily at graduate management education, the issues around management education were relevant for all levels in higher education. Waddock & Lozano (2013) called for more holistic management education and programmes, outlining three core elements that seem to be missing or overlooked in management education and learning. These three points can be seen as a result of a business world that is in constant flux and seems the more relevant now given the economic, political and societal changes happening around us:

- (1) to develop managers and leaders awareness with reflective practices, combining emotional intelligence and business acumen
- (2) to acquire and grow integrated and methodological thinking skills that enable managers and leaders to manoeuvre successfully in the digitised and connected world,
- (3) to apply and use those attributes in a responsible and ethical manner that aids society and organisations.

Thomas et al (2014) asked the question about the future of management education as being either competitively destructive or constructively innovative and it seems that the latter came true. These questions and aspects encourage the development of a Centre for Management Learning (CML) as a *place* that looks further into the theory and practice of management education and learning. The mission of the CML is to be the leading UK Centre for such enquiry and aims to improve and enhance teaching excellence in management through industry-informed curriculum design, new teaching practices, staff development and pedagogic research and events.

The central questions determining the work of CML are:

How should students, at all levels, learn about, and to be, managers and leaders in a variety of organisational contexts? How should we train, develop, support and motivate teaching staff and scholars to explore, design and deliver a curriculum that does that?

Addressing these questions requires a different approach; one that looks at student and staff development simultaneously through teaching innovation and research with a lasting impact on how students learn way beyond the boundaries of Surrey Business School. Thus, CML can be understood as a competency centre built around the SBS pedagogy of knowledge, commercial acumen and life skills, with the intention to continuously develop the SBS pedagogy informed by industry and research.

J.B Arbaugh (2016) asked where are the dedicated scholars in management education and learning? And rightly so; there are no similar centres or departments in any UK business school and thus CML will be a pioneer that creates its own intellectual space rather than tries to fill one already occupied. CML is rooted in the notion that a world class management education prepares students at all levels for the next five years of their life and so is innovative in content and delivery, co-delivered by industry experts with pedagogic knowledge and understanding, is engaging, challenging and exciting. Within business schools where this type of research and innovation takes place, two broad trends can be identified:

1. In research intensive business schools, the pedagogic research tends to be ad hoc, piecemeal and not given resource or value.
2. In teaching led business schools, pedagogic research tends to be anecdotal, lacking in rigour and more importantly lacking in impact outside of the immediate organisational context.

These trends give reason and an opportunity for a centre that establishes itself in the field of management learning as an internationally recognised and valued competency centre with profound internal and external impact on graduates, alumni, scholars and industry partners. While at the same time actively contributing to the development of Surrey Business School (SBS) in a number of different ways. For example:

- *Distinctive through delivery*  
CML can drive the 'distinctive through delivery' agenda of SBS – outside of a small number of selected programmes, SBS cannot differentiate programmes through their content and so how programmes are delivered will be crucial in an increasingly competitive business school environment;
- *Interdisciplinary collaboration*  
CML offers the opportunity to work across departments and centres in areas such as leadership development, digital learning, decision making and analytics. Similarly,

CML will work across the University with, for example, the Department for Higher Education, FHMS and Surrey Sports Park;

- *Networking and relationship building*

CML can build on existing relationships in industry, professional bodies etc and utilise those networks effectively to take an increasingly influential and leading role. These relationships include with the Higher Education Academy, British Academy of Management, the Alliance for Youth, the Association of National Teaching Fellows and the Chartered Association of Business Schools. It can also provide a conduit for better engagement with EFMD and other accreditation organisations;

- *Research impact in management education*

CML can drive the development of a small, high quality and impactful research group around business and management education. For instance we are currently involved in writing a special issue for the Journal of Management Education.

## OBJECTIVES

In line with CML's aim to be the UK's leading centre for the enquiry into the theory and practice of management education, there are 4 work streams for CML, each with an objective:

- **Curriculum Design**

CML will drive the further development of the SBS Pedagogy through its research, events and programmes in the 3 areas of knowledge, commercial acumen and life skills. This work will be placed very much in the context of a competitive and dynamic business school environment and so will consider issues of, for example, competition, industry engagement and apprenticeships. In addition online learning and ideas around designing and developing delivery of digital management education is a central foci in the curriculum design work stream.

- **Teaching**

CML will develop, test, disseminate and promote new and innovative approaches to teaching which better reflect how students learn in a management context. CML will drive the notion of SBS as a Teaching Innovation Lab where we will be at the forefront of business and management education for undergraduates, postgraduates and MBA students.

- **Research and Events**

CML will be a natural home for existing educational research in SBS which has been published in leading education journals such as Studies in Higher Education, Teaching in Higher Education, Higher Education Research and Development, Assessment and Evaluation in Higher Education. This research has been in areas such as Enquiry Based Feedback, organic approaches to building positive learning environments, the relationship between motivations to and expectations of learning, the impact of learning strategies on performance, integration of critical thinking skills, online open book class test and co-teaching.

Future research streams include spaced and download learning with digital technologies with the University of Oxford and a commercial partner (HumanZoo) (and already reported on in Forbes on-line magazine), using business analytics to better understand the determinants of student performance and the measurement and assessment of decision making skills under different levels complexity.

Events are planned to aid student and staff development including internal events for instance sharing teaching experiences, teaching innovation lab seminars series for both students and staff, and external events such as hand-on panel and workshop sessions with industry partners focusing on developing business-ready graduates for instance or a 3-day writing retreat for scholars in management education led by influential scholars in the field.

- **Staff Development and Programmes**

CML supports academics through promotion within the teaching track, progression from fellow to senior fellow to principal fellow of the HEA and through applications for National

Teaching Fellowships. CML also gives advice on publishing in relevant journals, submitting to relevant conferences, writing case studies for research in teaching and grant applications.

CML has 3 programmes:

- A *Postgraduate Certificate in Management Learning* – this is the UK's first award bearing programme for experienced managers who wish to teach in higher education and primarily in a business school context. This is a blended learning program combining virtual module delivery and online assessments with a 3-day summer school located at SBS.
- The *Surrey Enterprise Programme* – this is a programme funded by a philanthropic donation and delivered in conjunction with a commercial partner and the Business Insights Lab open to all students of the University with entrepreneurial ambitions;
- *Surrey Sports Programme* – this programme will be sponsored by a commercial partner and run in collaboration with Surrey Sports Park and FHMS and will help students better understand the relationship between their participation in competitive sport, employability and their academic studies.

## RESOURCING, STRUCTURE & PLANNING (the first 3-5 years)

Initially, CML will be co-lead by Professor Andy Adcroft and Dr Christine Rivers. Depending on the growth of the centre recruitment of administrative staff or specialist researchers including PhDs in the area might be considered. Associate membership of CML is open to all academics in SBS and the wider university and it is expected that these numbers will grow.

In time, CML should be self-financing, although this will be a challenge in the current funding environment, there are potential income streams:

- *PG Certificate in Management Learning* - in the beginning a small income stream with the potential to grow.
- *Writing re-treats in management education* – currently bidding for funding but this could be a potential income stream in the future
- *Annual symposium on management learning*

CML will, therefore, look to secure funding from a variety of sources that go beyond traditional academic funding. For example, supporting individual academics to win National Teaching Fellowships, philanthropic funding for specific projects, commercial sponsorship of research and programmes and executive education offerings. CML will also draw on networks to secure resources in kind for, for example, Advisory Board membership and contributions to programmes and research. At this stage, there is no real requirement for investment from SBS or the University – CML has secured £150k of philanthropic funding for the next 3 years.

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