

**Management 640**  
**Instructional Development for Teaching Business**  
**Fall 2009**  
**Thursdays 2:30-5:00 PM**  
**Business Complex, Room 103**

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Management 640 is intended to provide participants with an in-depth inquiry into the complexities of teaching and developing managers. Since most seminar participants are or will become specialists in some aspect of a management curriculum and then will “teach” that expertise, it is critical that we question our methods of teaching (pedagogy) as well as our assumptions about learning in order to ensure successful educational experiences for our students and clients. This will be the primary objective of this seminar: to become clear, purposeful, and un-conflicted about our pedagogical approaches to teaching.

To accomplish this we will delve deeply into the management education and development literature. You will be asked to become aware of your assumptions about the learning process and to defend how your methods of teaching are consistent or inconsistent with your assumptions. You will be asked to defend your positions and provide support for your approaches to educating managers with the array of literature that we will consume in this seminar. You will be challenged in your thinking and pushed to consider other methods of teaching. Also, from time to time we will labor with the age-old issues of the effectiveness of lectures and exercises, testing, grading, evaluation, feedback, value of theory, outcomes assessment, group learning, teaching vs. facilitation, etc. and some of the newer issues of distance education and web-based teaching approaches. We will also assume that the physical classroom is only one place among many where learning and development can take place. We assume that to be professionally prepared to conduct management education you will be expected throughout your career to create learning opportunities that go far beyond the traditional classroom. Management education is a huge industry and vital to the development of productive economies. Your success as a university professor will be determined to a large extent by your teaching abilities. And, your contribution as a professor to society will depend on your skill in developing and training managers.

We will also explore the often delicate issue of balancing research and teaching in our academic careers, and you will be challenged to consider how to weave your teaching and research interests into a coherent whole that is also consistent with your personal style, growth needs, and with your academic career.

Our seminar process will accomplish the following objectives for participants:

- To become knowledgeable about the historical development of business education and be cognizant of the key historical influences in this process.
- To become aware of our assumptions about how managers learn and how we can translate this into effective management development encounters.
- To develop our pedagogical approach to management education that is congruent with our assumptions, beliefs, and behaviors in order to increase our own effectiveness as a teacher by developing teaching approaches consistent with our philosophies.
- To know the current debates in the management education and development literature and have a solid knowledge of classic and current models of management education and development; the major theories of the field; the types of arguments and corroboration that are used to justify and articulate different modes of theorizing and research and writing practices.
- To learn how to debate pedagogical issues and to defend our individual positions.

To achieve these objectives I plan to facilitate discussion and debate, guiding the course and to change direction if necessary in order shape a learning context. I want to provide enough structure to give us a sense of mutual direction, but at the same time leave enough latitude for you to work on issues and ideas that capture your individual attention. Your participation in shaping this endeavor and actively engaging in the learning process is necessary for this course to be successful. Getting the “right” design is important and we may need to adjust this as we proceed.

However, past experience suggests that the course should be conducted as a seminar where we will meet weekly and discuss a topic or topics each week. These weekly seminars are organized around modules and a specific reading assignment will be given a week in advance. In preparing for class students are expected to read the assigned materials, identify what they take to be key issues in the readings, and critique the readings by identifying strong points and shortcomings. Students are expected to be active participants in the seminar; that is to say, I will not lecture but instead will provide overall direction and guidance and will attempt to clear up difficult points (when possible). There will be a lot of reading and some of this may be difficult the first time through, you should take their best shot at making sense of the readings. When you read, look for: the author’s or authors’ main point or central theme; pedagogical, ontological, and epistemological assumptions; and thematic connections among the readings. Specifically, what are the author’s or authors’ assumptions about teaching and the roles of the educator and student? How is human nature conceptualized? Is the world a closed and atomistic system or an open and multidimensional place? How do humans best understand the world? Are people creative and resourceful or passive, even resistant, when presented with new ways of thinking about the world?

### Seminar Requirements

Of course seminar participants are asked to come to class having done all the reading and having prepared that week's assignment. Students will be evaluated according to:

- (1) Their consistent and active contribution to the seminar, wherein "contribution" denotes a focused effort to identify and illuminate key issues in the readings and a willingness to actively engage collaboratively in the learning process
- (2) A position paper on your pedagogical approach to teaching in your content domain, and
- (3) A final paper on a topic (to be decided) that will be of conference submission quality.

Each component will comprise approximately one-third of your final grade and we will say more about each of these components as the semester progresses. As part of your class participation and contribution, you may be asked to complete various smaller assignments throughout the term, one of which is to participate in at least one NMSU Teaching Academy event.

#### **Required textbooks:**

André, R. and Frost, P. (1997) *Researchers Hooked on Teaching: Noted Scholars Discuss the Synergies of Teaching and Research*, Thousand Oaks, CA: Sage.

Argyris, C., and Schon, D. (1974) *Theory in Practice*, San Francisco: Jossey-Bass.

Boyer, E. (1990) *Scholarship Reconsidered*, Princeton, NJ: Carnegie Foundation.

Polanyi, M. (1983) *The Tacit Dimension*, New York: Peter Smith. (Original work published 1967)

**Module Schedule (subject to revision as we progress):**

<b>Date</b>	<b>Module</b>
<b>8/20</b>	Introduction & Seminar Orientation
<b>8/27</b>	Module 1: History of the Field of Management Education and Development
<b>9/3</b>	Module 2: Contemporary Perspectives on Management Education and Development
<b>9/10</b>	Module 3: Experiential Learning Approaches to Management Education and Development
<b>9/17</b>	Module 4: Individuals, Skills, Competence, and Change
<b>9/24</b>	Module 5: Socio-cultural Influences on Management Education and Development
<b>10/1</b>	Module 6: Tacit Knowledge, Interpretative Frameworks and Management Education and Development
<b>10/8</b>	Module 7: Action Research in Management Education & Development
<b>10/15</b>	Module 8: Diversity Issues in Management Education and Development
<b>10/22</b>	Module 9: The Academic Life: Balancing Research & Teaching
<b>10/29</b>	Module 10: Business Ethics
<b>11/5</b>	Module 11: Global Dimensions of Management Education and Development
<b>11/12</b>	Module 12: The Craft of Teaching
<b>11/19</b>	Module 13: Distance Learning and Management Education and Development <i>Teaching Academy: Distance Learning Conference Alumni Panel (2:30-4pm) Milton50</i>
<b>12/3</b>	Module 14: Classroom Applications of Management Education and Development
<b>12/10</b>	Module 15: Application of Management Education and Development Outside the Classroom

In the reading list below, items in bold are **required**; others are recommended. (Note: I have not indicated the required vs. recommended for some of the modules.) Other articles may be added or be used to substitute as we progress. Each week, all students will be responsible for the required readings, and then each student will select an additional reading to present for discussion. Written critiques will be due each week.

## **Guidelines for Article Critiques**

Each week, students will prepare written critiques of the articles for our discussion. These should be circulated to others via email at the latest the evening before the class. These should be concise—a maximum of about 2 pages single spaced (or 4 pages double-spaced). You may choose to use bullet points for parts of your critique, which is fine as long as your points are clear. You should accomplish the following points in each critique:

- 1. Summarize the key point(s) that the author(s) is(are) trying to make and explain briefly how they arrive at their conclusions. (1/2 page).**
- 2. Discuss the soundness of the piece.**
  - a. Is the argument well developed? If not, what do you see as the gaps? Explain.**
  - b. If applicable, are the methods appropriate to the goals of the piece? Explain.**
- 3. Ontology & Epistemology: identify the author(s)' point of view from these orientations.**
- 4. Any additional reflections you may have on the piece. (As we progress in the course, it might be useful here to indicate where a piece links to something else we have done.)**

## **Module 1: History of the Field of Management Education and Development**

### Readings:

Clegg, S., and Ross-Smith, A. (2003). 'Revising the Boundaries: Management Education and Learning in a Postpositivist World,' *Academy of Management Learning & Education*, 2(1), 85-98. **(pdf file)**

Dill, W. (1989) 'Management education: is success breeding failure?' *Change*, 21/2: 54-57

**Friga, P., Bettis, R., Sullivan, R. (2003). Changes in Graduate Management Education and New Business School Strategies for the 21st Century. *Academy of Management Learning & Education*, 2 (3), 233-249.**

**Gordon, R., and Howell, J. (1959) *Higher Education for Business*, New York: Columbia U. Press. (Carnegie Corporation Report) (Chps 1-3, 6-7, 14-15)**

**Offerman, L. (2007). Not Your Father's Business School..., *Academy of Management Learning & Education*, 6 (2), 165-166.**

**Pierson, F. (1959) *The Education of American Businessmen*, New York: McGraw-Hill. (Ford Foundation Report) (Preview of findings, Chps 1-5, 11)**

**Porter, L, and McKibbin, L. (1988) *Management Education and Development*, New York: McGraw-Hill. (Chapters 1-4; additional chapter to be selected by students)**

**Nord, W. (1990) 'Roundtable on Porter and McKibbin's "Management Education and Development",' *Academy of Management Review*, 15: 694-705.**

## **Module 2: Contemporary Perspectives on Management Education and Development**

Readings:

**Holman, D. (2000) 'Contemporary models of management education in the UK',**  
*Management Learning*, 31: 197-217. (pdf file)

Reynolds, M. (1998) 'Reflection and critical reflection in management learning', *Management Learning*, 29: 183-200. (pdf file)

**Rousseau, D. & McCarthy, S. (2007). 'Educating managers from an evidence-based perspective,'** *Academy of Management Learning & Education*, 6 (1), 84-101.

Tight, M. (2000) 'Critical perspectives on management learning: a view from adult/continuing/lifelong education,' *Management Learning*, 31: 103-119. (pdf file)

Perriton, L. (2000) 'Verandah discourses: critical management education in organizations', *British Journal of Management*, 11: 227-237. (pdf file)

**Pfeffer, J. and Fong, C.T. (2002) 'The end of business schools? Less success than meets the eye',** *Academy of Management Learning and Education*, 1: 78-95. (pdf file)

**Keys, B. and Wolfe, J. (1988) 'Management education and development: Current issues and emerging trends'.** *Journal of Management*, 14: 205-229. (pdf file)

**Gioia, D.A. and Corley, K.G. (2002) 'Being good versus looking good: Business school rankings and the circean transformation from substance to image'.** *Academy of Management Learning and Education*, 1: 107-120. (pdf file)

**Donaldson, L. (2002) 'Damned by our own theories: Contradictions between theories and management education'.** *Academy of Management Learning and Education*, 1: 96-106. (pdf file)

### **Module 3: Experiential Learning Approaches to Management Education and Development**

#### Readings:

Kolb, D. (1984) *Experiential Learning*, Englewood Cliffs, NJ: Prentice-Hall (chapters 1 and 2).  
**(handout)**

Fenwick, T. (2000) 'Expanding conceptions of experiential learning: a review of the five contemporary perspectives on cognition', *Adult Education Quarterly*, 50: 243-272. **(pdf file)**

Vince, R. (1998) 'Behind and beyond Kolb's learning cycle', *Journal of Management Education*, 22: 304-319. **(pdf file)**

Ballou, R., Bowers, D., Boyatzis, R.E. and Kolb, D.A. (1999) 'Fellowship in lifelong learning: An executive development program for advanced professionals', *Journal of Management Education*, 23: 338-354. **(pdf file)**

Kayes, D.C. (2002) 'Experiential learning and its critics: Preserving the role experience in management learning and education', *Academy of Management Learning and Education*, 1: 137-149. **(pdf file)**

Kolb, D.A., Boyatzis, R.E. and Mainemelis, C. (2000) 'Experiential learning theory: Previous research and new directions', in R.J. Sternberg and L.F. Zhang (eds.), *Perspectives on cognition, learning, and thinking style*: NJ: Lawrence Erlbaum. **(pdf file)**

## Module 4: Individuals, Skills, Competence, and Change

### Readings:

- Quinn, R.E., Spreitzer, G.M. and Brown, M.V. (2000) 'Changing others through changing ourselves: The transformation of human systems', *Journal of Management Inquiry*, 9: 147-164. **(pdf file)**
- Spreitzer, G.M. and Quinn, R.E. (1996) 'Empowering middle managers to be transformational leaders', *Journal of Applied Behavioral Science*, 32: 237-261. **(pdf file)**
- Boyatzis, R.E., Stubbs, E.C. and Taylor, S.N. (2002) 'Learning cognition and emotional intelligence competencies through graduate management education', *Academy of Management Learning and Education*, 1: 150-162. **(pdf file)**
- Boyatzis, R.E. (2000) 'Developing emotional intelligence', in C. Cherniss, R.E. Boyatzis, and M. Elias (eds.), *Developments in Emotional Intelligence*: San Francisco: Jossey-Bass. **(pdf file)**
- Boyatzis, R.E. (1993) 'Beyond competence: The choice to be a leader', *Human Resource Management Review*, 3: 1-14. **(pdf file)**
- Boyatzis, R.E. and Kolb, D.A. (1995) 'From learning styles to learning skills: The executive skills profile', *Journal of Managerial Psychology*, 10: 3-17. **(pdf file)**
- Cammock, P., Nilakant, V. and Dakin, S. (1995) 'Developing a lay model of managerial effectiveness: A social constructionist perspective', *Journal of Management Studies*, 32: 443-474. **(pdf file)**
- du Gay, P., Salaman, G. and Rees, B. (1996) 'The conduct of management and the management of conduct: Contemporary managerial discourse and the constitution of the 'Competent' Manager', *Journal of Management Studies*, 33: 263-282. **(pdf file)**

## **Module 5: Socio-cultural Influences on Management Education and Development**

### Readings:

- Martin, J., and Frost, P. (1996) 'The organizational culture war games: a struggle for intellectual dominance', in S. Clegg, C. Harding and W. Nord (eds.), *Handbook of Organization Studies*: 599-621, London: Sage. **(rtf file)**
- Schein, E. (1996a) 'Three cultures of management: The key to organizational learning', *Sloan Management Review*, Fall: 9-20. **(pdf file)**
- Schein, E. (1996b) 'Culture: The missing concept in organization studies', *Administrative Science Quarterly*, 41: 229-240. **(pdf file)**
- Aram, E., and Noble, D. (1999) 'Educating prospective managers in the complexity of organizational life', *Management Learning*, 30: 321-342. **(pdf file)**
- Willmott, H. (1993) 'Strength is ignorance; slavery is freedom: managing culture in modern organizations', *Journal of Management Studies*, 30: 515-552. **(pdf file)**
- Johnson, G. (2000) 'Strategy through a cultural lens: learning from managers' experience', *Management Learning*, 31: 403-426. **(pdf file)**
- O'Connor, E. (1999) 'The politics of management thought: a case study of the Harvard Business School and the human relations school', *Academy of Management Review*, 24: 117-131. **(pdf file)**
- Naughton, M., and Bausch, T. (1996) 'The integrity of a Catholic management education', *California Management Review*, 38/4: 118-140. **(pdf file)**
- Meek, V.L. (1988) 'Organization culture: Origins and weaknesses', *Organization Studies*, 9/4: 453-473. **(pdf file)**

## **Module 6: Tacit Knowledge, Interpretative Frameworks and Management Education and Development**

### Readings:

- Polanyi, M. (1983) *The Tacit Dimension*, New York: Peter Smith. (Original work published 1967) **(required text)**
- Calori, R. (1998) 'Essai: philosophizing on strategic management models', *Organization Studies*, 19: 281-306. **(pdf file)**
- Chia, R. (1996) 'Teaching paradigm shifting in management education: university business schools and the entrepreneurial imagination', *Journal of Management Studies*, 33: 409-428. **(pdf file)**
- Cook, S., and Brown, J. (1999) 'Bridging epistemologies: the generative dance between organizational knowledge and organizational knowing', *Organization Science*, 10: 381-400. **(pdf file)**
- Danieli, A., and Thomas, A. (1999) 'What about the workers? Studying the work of management educators and their orientations to management education', *Management Learning*, 30: 449-471. **(pdf file)**
- Lam, A. (2000) 'Tacit knowledge, organizational learning and societal institutions: an integrated framework', *Organization Studies*, 21: 487-513. **(pdf file)**
- Scherer, A., and Steinmann, H. (1999) 'Some remarks on the problem of incommensurability in organization studies', *Organization Studies*, 20: 519-544. **(pdf file)**
- Tsoukas, H., and Vladimirou, E. (2001) 'What is organizational knowledge?', *Journal of Management Studies*, 38: 973-993. **(pdf file)**
- Wright, C., Manning, M., Farmer, B., and Gilbreath, B. (2000) 'Resourceful sensemaking in product development teams', *Organization Studies*, 21: 807-825. **(pdf file)**
- Whitley, R. (1989) 'On the nature of managerial tasks and skills: their distinguishing characteristics and organization', *Journal of Management Studies*, 26: 209-224. **(pdf file)**
- Binzagr, G. & Manning, M.R. (1996) 'Reconstructions of choice: Advocating a constructivist approach to management education'. in Boje, D. M., Gephart, R.P., Jr. & Joseph, T. (eds.) *Postmodern Management and Organization Theory*. Thousand Oaks, California: Sage Publications: 251-265. **(rtf file)**

## Module 7: Action Research and Management Education and Development

### Readings:

- Argyris, C., and Schon, D. (1974) *Theory in Practice*, San Francisco: Jossey-Bass. **(required text)**
- Argyris, C. (1997) 'Learning and teaching: a theory of action perspective', *Journal of Management Education*, 21: 9-26. **(pdf file)**
- Argyris, C. (2002) 'Double-loop learning, teaching, and research'. *Academy of Management Learning and Education*, 1: 206-218. **(pdf file)**
- Argyris, C. (1991) 'Teaching smart people how to learn', *Harvard Business Review*, May-June: 99-109. **(pdf file)**
- Marsick, V., and O'Neil, J. (1999) 'The many faces of action learning', *Management Learning*, 30: 159-176. **(pdf file)**
- Dickens, L., and Watkins, K. (1999) 'Action research: rethinking Lewin', *Management Learning*, 30: 127-140. **(pdf file)**
- Putnam, R. (1999) 'Transforming social practice: an action science perspective', *Management Learning*, 30: 177-187. **(pdf file)**
- Whyte, W., Greenwood, D., and Lazes, P. (1989) 'Participatory action research: through practice to science in social research', *American Behavioral Scientist*, 32: 513-551. **(pdf file)**
- Argyris, C., and Schon, D. (1989) 'Participatory action research and action science compared', *American Behavioral Scientist*, 32: 612-623. **(pdf file)**
- Mazen, A. (2000) '“Like Water for Chocolate”: action theory for the OB class', *Journal of Management Education*, 24: 304-321. **(pdf file)**
- Pavlica, K., Holman, D., and Thorpe, R. (1998) 'The manager as a practical author of learning', *Career Development International*, 3: 300-307. **(pdf file)**
- Manning, M.R. & Binzagr, G.F. (1996) 'Methods, values, and assumptions underlying large group interventions intended to change whole systems', *International Journal of Organizational Analysis*, 4, (3): 268-284. **(pdf file)**
- Flower, J. (1995) 'Future search: a powerful tool for building healthier communities', *The Healthcare Forum Journal*, 38 (3): May-June. **(rtf file)**
- Manning, M.R. & DelaCerde Gastéllum, J. (in press) Building organizational change in an emerging economy: Whole systems change using large group interventions in Mexico. In Woodman R.W. and Pasmore, W.A. (Eds.), Research in Organizational Change and Development (Vol. 14), Elsevier Science: 51-97. **(pdf file)**

## **Module 8: Diversity Issues in Management Education and Development**

### Readings:

Bell, E. (1993) 'Racial and ethnic diversity: the void in management education', in C. Vance (ed.), *Mastering Management Education: 278-291*, Newbury Park, CA: Sage. **(rtf file)**

**Bieker, R. (1996). 'Factors affecting academic achievement in graduate management education.' *Journal of Education for Business*, 72: 42-46.**

Calas, M., and Smircich, L. (1996) 'From "the woman's" point of view: feminist approaches to organization studies', in S. Clegg, C. Harding and W. Nord (eds.), *Handbook of Organization Studies: 218-257*, London: Sage. **(rtf file)**

**Cooper, J., Massey, D., and Graham, A. (2006). 'Being "Dixie" at a Historically Black University: A White Faculty Member's Exploration of Whiteness through the Narratives of Two Black Faculty Members,' *The Negro Educational Review*, 57, 1/2, 117-135.**

Mumby, D., and Putnam, L. (1992) 'The politics of emotion: a feminist reading of bounded rationality', *Academy of Management Review*, 17: 465-486. **(pdf file)**

Sinclair, A. (2000) 'Teaching managers about masculinities: are you kidding?', *Management Learning*, 31: 83-101. **(pdf file)**

Gatenby, B., and Humphries, M. (1999) 'Exploring gender, management education and careers: speaking in the silences', *Gender and Education*, 11: 281-294. **(pdf file)**

Mills, A. (1997) 'Gender, bureaucracy, and the business curriculum', *Journal of Management Education*, 21: 325-342. **(pdf file)**

**Perez, H. (2005). 'If You White, You Write: Teaching Race-Consciousness,' *Transformations*, 16, 1, 83-102.**

Simpson, R. (2000) 'Winners and losers: Who benefits most from the MBA?', *Management Learning*, 31: 331-354. **(pdf file)**

**Module 9: The Academic Life: Balancing Research & Teaching**

Readings:

**Boyer, E. (1990) *Scholarship Reconsidered*, Princeton, NJ: Carnegie Foundation.**

**André, R. and Frost, P. (1997) *Researchers Hooked on Teaching: Noted Scholars Discuss the Synergies of Teaching and Research*, Thousand Oaks, CA: Sage.  
Chapters 1-4 (Part I) and chapters 5-8 (Part II)**

## Module 10: Business Ethics

### Readings:

- Maclagan, P. (1992) 'Management development and business ethics: a view from the UK', *Journal of Business Ethics*, 11: 321-328. **(pdf file)**
- Maclagan, P. (1990) 'Moral behaviour in organizations: The contribution of management education and development', *British Journal of Management*, 1: 17-26. **(pdf file)**
- Bartunek, J.M. (2002) 'Corporate scandals: How should Academy of Management members respond', *Academy of Management Executive*, 19: 138. **(pdf file)**
- Kochan, T.A. (2002) 'Addressing the crisis in confidence in corporations: Root causes, victims, and strategies for reform', *Academy of Management Executive*, 19: 139-141. **(pdf file)**
- Gioia, D.A. (2002) 'Business education's role in the crisis of corporate confidence', *Academy of Management Executive*, 19: 142-144. **(pdf file)**
- Child, J. (2002) 'The international crisis of confidence in corporations', *Academy of Management Executive*, 19: 145-147. **(pdf file)**
- Adler, P.S. (2002) 'Corporate scandals: It's time for reflection in business schools', *Academy of Management Executive*, 19: 148-149. **(pdf file)**
- Nielsen, R.P. and Bartunek, J.M. (1996) 'Opening narrow, routinized schemata to ethical stakeholder consciousness and action', *Business & Society*, 35: 483-519. **(pdf file)**

## **Module 11: Global Dimensions of Management Education and Development**

### Readings:

- Parker, B. (1996) 'Evolution and revolution: from international business to globalization', in S. Clegg, C. Harding and W. Nord (eds.), *Handbook of Organization Studies*: 484-506, London: Sage. **(rtf file)**
- Egri, C., and Pinfield, L. (1996) 'Organizations and the biosphere: ecologies and environments', in S. Clegg, C. Harding and W. Nord (eds.), *Handbook of Organization Studies*: 459-483, London: Sage. **(rtf file)**
- Miller, E. (1996) 'Management education and development, international', in M. Warner (ed.), *International Encyclopedia of Business and Management*: 2735-2751, London and New York: Routledge. **(rtf file)**
- Sturdy, A., and Gabriel, Y. (2000) 'Missionaries, mercenaries or car salesman? MBA teaching in Malaysia', *Journal of Management Studies*, 37: 979-1002. **(pdf file)**
- Stroh, L., and Dennis, L. (1997) 'What's fair is fair: a case study in affirmative action on the global scene', *Journal of Management Education*, 21: 110-116. **(pdf file)**
- Taylor, M., and Berger, F. (2000) 'Hotel managers' executive education in Japan: challenges and opportunities', *Cornell Hotel and Restaurant Administration Quarterly*, 41/4: 84-93. **(pdf file)**
- Berger, M. & Watts, P (1994) 'Management development in Europe,' in C. Mabey and P. Illes (eds.), *Managing Learning*: 248-257, London: The Open University. **(rtf file)**

**Module 12: The Craft of Teaching**

André, R. and Frost, P. (1997) *Researchers Hooked on Teaching: Noted Scholars Discuss the Synergies of Teaching and Research*, Thousand Oaks, CA: Sage. Chapters 10-15 (Part III)

Palmer, Parker. (1998) *The Courage to Teach*. San Francisco: Jossey Bass. (Available as a non-printable e-book through NMSU library)

AACSB. (2007). *Assurance of Learning Standards: An Interpretation*. White Paper, AACSB International Accreditation Coordinating Committee. (handout/pdf)

### **Module 13: Distance Learning and Management Education and Development**

#### Readings:

Arbaugh, J. (2000a) 'An exploratory study of the effects of gender on student learning and class participation in an internet-based MBA course', *Management Learning*, 31: 503-519. **(pdf file)**

Arbaugh, J. (2000b) 'Virtual classroom versus physical classroom: an exploratory study of class discussion patterns and student learning in an asynchronous internet-based MBA course', *Journal of Management Education*, 24: 213-233. **(pdf file)**

**Bryant, S., Kahle, J. & Schaefer, B. (2005)**

**Tallent-Runnels, M.; Thomas, J., Lan, W., Cooper, S., Ahern, T., Shaw, S., and Liu, X. 2006.**

Brindle, M., and Levesque, L. (2000) 'Bridging the gap: challenges and prescriptions for interactive distance education', *Journal of Management Education*, 24: 445-457. **(pdf file)**

Davis, H. (1996) 'A review of open and distance learning within management development', *Journal of Management Development*, 15/4: 20-34. **(pdf file)**

Fornaciari, C., Forte, M., and Mathews, C. (1999) 'Distance education and strategy: how can your school compete?', *Journal of Management Education*, 23: 703-718. **(pdf file)**

Moore, T. (1997) 'Commentary: the corporate university: transforming management education', *Accounting Horizons*, 11/1: 77-85. **(pdf file)**

Ponzurick, T., France, K., and Logar, C. (2000) 'Delivering graduate marketing education: an analysis of face-to-face versus distance education', *Journal of Marketing Education*, 22: 180-187. **(pdf file)**

Webster, J., and Hackley, P. (1997) 'Teaching effectiveness in technology-mediated distance learning', *Academy of Management Journal*, 40: 1282-1309. **(pdf file)**

## **Module 14: Classroom Applications of Management Education and Development**

### Readings:

Kruger, M. (1993) 'The art and power of asking questions', in C. Vance (ed.), *Mastering Management Education*: 10-21, Newbury Park, CA: Sage. **(rtf file)**

Gioia, D. (1993) 'Contribution! not participation in management education', in C. Vance (ed.), *Mastering Management Education*: 22-28, Newbury Park, CA: Sage. **(rtf file)**

Michaelsen, L., Watson, W., and Shrader, C. (1993) 'Informative testing: a practical approach for tutoring with groups', in C. Vance (ed.), *Mastering Management Education*: 199-216, Newbury Park, CA: Sage. **(rtf file)**

Weil, J. (1993) 'Management experientially taught', in C. Vance (ed.), *Mastering Management Education*: 140-148, Newbury Park, CA: Sage. **(rtf file)**

Hall, F. (1993) 'Participative course management', in C. Vance (ed.), *Mastering Management Education*: 229-236, Newbury Park, CA: Sage. **(rtf file)**

## **Module 16: Applications of Management Education and Development Outside the Classroom**

Readings:

**André, R. and Frost, P. (1997) *Researchers Hooked on Teaching: Noted Scholars Discuss the Synergies of Teaching and Research*, Thousand Oaks, CA: Sage. Chapters 16-19.**

Daniels, M. (1994) 'Outdoor adventure and organizational development: a ropes course intervention', *Public Administration Quarterly*, 18: 237-249. **(pdf file)**

Barker, R. (1997) 'How can we train leaders if we do not know what leadership is?', *Human Relations*, 50: 343-362. **(pdf file)**

Bringle, R., and Hatcher, J. (1996) 'Implementing service learning in higher education', *The Journal of Higher Education*, 67: 221-239. **(pdf file)**

Kolenko, T., Porter, G., Wheatley, W., and Colby, M. (1996) 'A critique of service learning projects in management education: pedagogical foundations, barriers, and guidelines', *Journal of Business Ethics*, 15: 133-142. **(pdf file)**

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