

*A well prepared and engaging **teacher** is a catalyst... a **spark** that creates the desire to learn in our students.*

- Robert John Meehan

Teaching Management



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*It is impossible to begin to learn that
which one thinks one already knows.*

-Epictetus



Teaching a resistant population

People make management and business decisions contrary to the best knowledge available. Why?

1. Unaware of relevant research
2. Implementation and application challenges
3. Choose not to believe

Our ultimate goal is to “...to educate managers who can think critically, who can distinguish strong evidence from weak evidence, and who understand the importance of applying the best research to business problems.”

Teaching as an art based on evidence

1. Reduce **reliance on intuition** - good management is not common sense or “going with your gut” - catch students making incorrect or biased decisions
2. **Explore the ‘why’** of surprising findings - engage in questioning and puzzling - compare popular and impressive beliefs with analysis and ask students why
3. **Give voice to doubts** - don’t ask students to accept evidence on face value - provide an opportunity for students to explore reasons behind what they think
4. Use a **credible messenger** - supplement evidence with stories told by people with relevant experience

Teaching in a constantly changing field

“...strategy teachers cannot rest on old frameworks from the 1980s and 90s (see, e.g., Mahoney & McGahan, 2007), especially given the rapid changes we see in the business world. Thus, striving to become a complete strategy teacher is **an ongoing learning process with an end goal that can never be reached.**

...teaching strategic management well involves instilling in students a **continual process of improving critical thinking that can lead them to sound judgments** (i.e., wisdom) concerning strategic issues.”

Teaching in a siloed environment

Management (and particularly strategic management) does not happen in a silo. It requires **integration** of knowledge across business disciplines, and particularly critical thinking and the ability to ask questions and seek answers.

As management faculty, we need to integrate across the disciplines to help students recognize that nothing happens in a vacuum and decisions made in one functional area impact other areas.

Teaching in a technological environment

“...companies across all sectors are using technology to gain competitive advantage in their markets. But emerging technology is a moving target. For business leaders to hit that target on a regular basis, they will need ongoing training to keep their skills continually refreshed.”

1. Keep up with digital pedagogy
2. Design educational programs that can be individualized
3. Keep platforms up to date and introduce new technology as appropriate
4. Recruit tech ready faculty and staff to support digital transformation
5. Be open and adaptable to evolving business environment needs

Teaching for a continuum of needs

1. Outset of early career: start with functional competency
2. Rising executives: add an understanding of how processes interrelate and occur within a context
3. Mid-level executives: develop the ability to exert influence
4. Top-level executives: develop as a human being, set priorities, goals

“Practically speaking, then, business schools need to employ academics in the functional disciplines for younger students; consultants and ‘professors of practice’ for mid-level students; and coaches, psychologists, and very experienced former leaders for senior managers.”

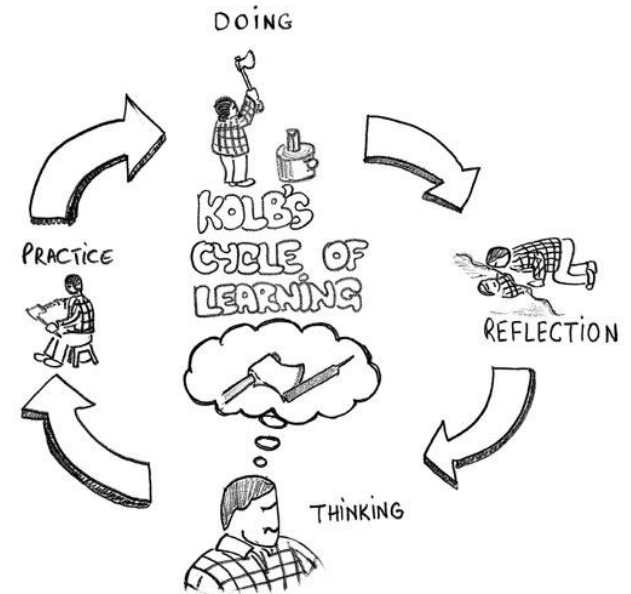
Teaching for transformation

Experiential learning can be defined as “...any learning that supports students in **applying their knowledge and conceptual understanding to real-world problems or situations** where the instructor directs and facilitates learning. The classroom, laboratory, or studio can serve as a setting for experiential learning through embedded activities such as case and problem-based studies, guided inquiry, simulations, experiments, or ... projects.”

Teaching through experience

By engaging in formal, guided, authentic, real-world experiences, individuals:

- deepen **knowledge** through repeatedly acting and then reflecting on action,
- broaden **skills** through practice and reflection,
- construct **new understandings** when placed in novel situations, and
- **extend** learning as they bring their learning back to the classroom.



Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. The SAGE handbook of management learning, education and development, 42-68.

Teaching through discussion

Teaching with cases is one way to actively engage students in analysis, critical thinking, and abstracting principles from an example situation. This practice, if facilitated well, can develop student skills in:

- Problem identification
- Using analytical tools and processes
- Decision making in situations of varying complexity
- Dealing with ambiguity and unknowns

This requires systematic processes, information about the context and situation, conceptual background, questioning and curiosity, preparation, and time.



*Having a workforce of know-it-alls
will be far less important than having
a workforce of learn-it-alls.*

-Gregory Prastacos, MaCuDE initiative