

# A Shout-out for the Value of Management Education Research: ‘Pedagogy is not a Dirty Word’

Katy Mason <sup>1</sup>, Lisa Anderson <sup>2</sup>, Kate Black <sup>3</sup> and Ashley Roberts<sup>4</sup>

<sup>1</sup>Lancaster University, Lancaster, LA1 4YX, United Kingdom, <sup>2</sup>University of Liverpool Management School, Liverpool, L69 7ZH, UK, <sup>3</sup>Northumbria University, Newcastle upon Tyne, UK, and <sup>4</sup>Warwick Business School, London, UK

Corresponding author email: k.j.mason@lancaster.ac.uk

Management Learning Education (MLE) research and curriculum and pedagogy innovation are urgently needed to lead our world out of crisis. If we are to take responsibility for educating future leaders of business, third- and public-sector organizations with the skills, competences and knowledge to deliver sustainable futures for the planet and people, then pedagogy cannot be a *dirty word*. In this essay, we consider *the state we’re in* by looking at the juncture of *[climate] crisis*, with the lack of investment in MLE research and innovation, and management education market misfires – which together, constitute MLE as undervalued, underfunded and underdeveloped. We discuss advances in MLE theory to reveal a *missing middle* of understanding, namely between meta theories of pedagogic philosophies and values and infra theories of programme, course and project insights, as we work toward developing ‘responsible’ and ‘civic’ management schools. Drawing on our own experience as researchers, educators and pedagogy developers, and as past and present vice-chairs of the Management Knowledge and Education initiative at the British Academy of Management, we call for investments in supporting infrastructures to accelerate MLE and curriculum and pedagogy innovation, implicating learned societies, governments and higher education institutions.

## The urgent need for curriculum and pedagogy innovation

Curriculum and pedagogy innovation in management learning and education (MLE) is urgently needed (Christopher, Laasch and Roberts, 2017). For more than 30 years, the public value of business and management schools has been questioned (Butler, Delaney and Spoelstra, 2015; Patriotta and Starkey, 2008), with calls for business schools to be either reinvented (Grey, 2004) or shut down (Parker, 2018). Even though their original purpose was to act *for the public good* by offering professional development (Alajoutsijarvi, Juusola and Siltaoja, 2015), the speed of change brought about by global financial (Podolny, 2009), pandemic (Beech and Anseel, 2020) and climate (Hurlbert, 2021) crises, together with the emergent artificial intelligence (AI) rev-

olution (Canals and Heukamp, 2020), has meant that business schools are failing to develop the competences and skills that future managers and leaders need to address complex *grand challenges* (Banerjee and Arjaliès, 2021). Curriculum and pedagogy innovation has not kept pace.

In 2012, the British Academy of Management (BAM), a learned society offering capacity-building opportunities to its 2500 members world-wide, convened a series of roundtables, soliciting ‘*tales from the field*’ (Van Maanen, 1988) to try to better understand why curriculum and pedagogy innovation had stalled (Mason, 2016). What UK-based scholars told us was astonishing. Driven by the Government’s research quality assessment exercise, UK universities were having ‘a big push on the 4\* agenda’ (participant no. 4), thereby creating a two-tier system, valuing research over teaching, and holding back MLE. To be judged as valuable, research ‘had to be published in 3 or 4\* journals’ (participant no. 7). Even so, 3\* publications often failed to receive recognition, despite there being no 4\*-ranked MLE journals at that time (Chartered Association of Business Schools

[Correction added on 17 July 2024, after first online publication: The Video Abstract link has been updated in this version.]

A free video abstract to accompany this article can be found online at: <https://www.youtube.com/watch?v=XiKFM2XWD7k>

(then, ABS), Academic Journal Guide) (cf. Anderson et al, 2021).<sup>1</sup> MLE research was seen as ‘insignificant’ (participant no. 24) and was often judged as ‘not serious research’ (participant no. 17). As one participant put it, ‘*pedagogy is a dirty word*’ (no. 31).

Drawing on 10 years of BAM’s work to address these shortcomings, this essay sets out to make explicit the link between on the one hand the failures of business and management schools<sup>2</sup> to invest in curriculum and pedagogy innovation and on the other their questionable value. We do so by considering the structural forces at play that have resulted in the abject failure of business and management schools to invest in MLE, asking the following questions. *Why has curriculum and pedagogy innovation stalled? What can we do to turn the situation around?*

Our call-to-action begins by outlining *the state we’re in*, by first reflecting on three entangled forces impacting our research and education environment – a world in crisis, the lack of investment in [MLE] research and innovation, and the market misfires of management education – revealing why management education is underdeveloped, undervalued and underfunded. We draw on specific examples from the UK context but recognize that these issues are relevant internationally. We then reflect on the state of MLE research, foregrounding literature streams arguing for a movement towards more expansive, engaged, humanist forms of pedagogic innovation. In so doing, we reveal a *missing middle* of *meso theories* needed to provide holistic explanations of a business school’s educational offers. We conclude by calling for action to infrastructure support, and so accelerate MLE curriculum and pedagogy innovation.

<sup>1</sup>We celebrate the significant progress that MLE has made since 2012. Through creative efforts to publish outside the management field, for example in *Studies in Higher Education*, and through the support of business ethics, human resource development and human resource management journals in particular, as well as of others, there is now a significant and growing body of MLE knowledge, including in mainstream leadership and management journals recognized by the Chartered Association of Business Schools’ Academic Journal Guide as 3 and 4\*. And, of course, MLE now has its own flagship 4\* journal – *Academy of Management Learning and Education*. As one of our reviewers pointed out, Cullen’s (2020) review includes RMLE articles published in 39 different journals.

<sup>2</sup>We recognize the history of both business and management schools. We lament the demise of the ‘management school’, which suggests a broader value of education to third- and public-sector managers and leaders, rather than a focus purely on private, ‘for profit’ sector organizations. This has happened as part of the marketization process and in pursuit of attention marketing campaigns for the undergraduate pound. We use the term ‘business school’ here in an inclusive way, to include management schools.

## The state we’re in

### *The research and education environment*

Curriculum and pedagogical innovation in management education is made both urgent and difficult by three interrelated forces: (i) *crises – including the climate crisis*, (ii) *investments in MLE research and innovation* and (iii) *misfires in the management education market*.

*Climate crisis.* The narrow forms of management education currently adopted by most business and management schools cannot produce the graduate competences needed to lead a world out of crisis (Laasch, Moosmayer and Antonacopoulou, 2023). Consequently, MLE tends to be undervalued.

Competences demanded by the climate crisis are illustrative. On 21 May 2019, UK members of parliament (MPs) passed a motion ‘making the UK parliament the first in the world to declare an “environment and climate emergency”... recognizing the urgency needed to combat the climate crisis’ (Cowburn, 2019). A growing scientific body of evidence puts us in the age of the Anthropocene, with ‘climate action failure and extreme weather ... [recognized as] the top two global risks’ (Hurlbert, 2021). National and international leaders have failed to provide security from disaster and to offer the potential transformative change needed to protect our people and planet. This failure is shaping public discourse, raising awareness of the importance of equality and social justice, and directing efforts to build sustainable futures.

Consider the United Nations Sustainable Development Goals (UN SDGs). At the Sustainable Development Summit in 2015, 193 world-leaders adopted ‘Transforming Our World: The 2030 Agenda for Sustainable Development’ [<https://www.un.org/sustainable-development/blog/2015/09/summit-charts-new-era-of-sustainable-development-world-leaders-to-gavel-universal-agenda-to-transform-our-world-for-people-and-planet/>]. SDGs focused attention on five areas critical to achieving sustainable futures – *people, planet, prosperity, peace and partnership* – influencing research funders and researchers to address these ‘*Grand Challenges*’ (George et al., 2016). This agenda is shaping MLE.

Founded in 2007, and with 800 voluntary signatories world-wide, the Principles for Responsible Management Education (PRME<sup>3</sup>) movement has been raising the profile of sustainability in the classroom. The aim is to help future leaders learn how to serve society and safeguard our planet, by ‘*driv[ing] thought leadership ... to transform management education and develop the responsible decision-makers of tomorrow to advance*

<sup>3</sup>To learn more about PRME’s Six Principles, see: <https://www.unprme.org/what-we-do>. We recognize that PRME has its critics and see this as an area ripe for further MLE and Scholarship of Teaching and Learning (SoTL) research.

*sustainable development*' (<https://www.unprme.org>). Despite these efforts, few commentators have linked the missing leadership competences needed to re-order our global, national, regional and local socioeconomic systems with the need for better MLE, rendering MLE invisible and undervalued. That which is not valued is not invested in.

*Investment in MLE research and innovation.* The majority of UK Government research funding is targeted at delivering SDG-influenced policies. Despite its relevance, MLE research remains underfunded.

Government-funded research agencies in the UK, as in many countries, have framed many funding 'calls' around SDG challenges: see, for example, the Economic and Social Research Council's 'Sustainable Living' call. Challenge-led research demands real-world impact from those delivering the research and is characterized by involving the people who are likely to be impacted in the research process (MacIntosh *et al.*, 2021).

Research and innovation funds are significant, reaching £15.5 billion in 2020, or 0.7% of UK gross domestic product (Office for National Statistics, 2022). Most funding is channelled into science and technology studies. The AI and communications technology portfolio is noteworthy. Future leaders need to develop competences in identifying, adopting and governing these technologies, as they are likely to play an important role in overcoming crises. This puts technology at the heart of socioeconomic and environmental transformation (Symons, 2019). Yet, understanding how to best integrate AI into curriculum and pedagogy is not a matter of concern for funders. New technologies are opening up significant opportunities (and risks) concerning the nature of management knowledge (cf. Peters *et al.*, 2023), yet investments in curriculum and pedagogical development have not followed.

The Research England Development Fund has tried to step up to this challenge by funding pedagogy development of knowledge exchange, designed to scale up collaborative learning in *the wild* (cf. Johnson, 2022). Despite this important initiative, it seems that conceptualizing management education as part of the solution to socioeconomic and environmental challenges is a step too far for most funders. Until this changes, MLE will remain chronically underfunded.

*Misfires of the management education market.* At the heart of the MLE innovation impasse was the expectation that market demand (and student income) would drive MLE research and development (Mason, 2016). Instead, market misfires (Callon, 2010) have directed investment into business school rankings at the cost of curriculum and pedagogical innovation, leaving MLE theory and practice underdeveloped.

In 1998,<sup>4</sup> the UK Government instigated the marketization of higher education with the introduction of tuition fees. Between 2004 and 2010, tuition fees trebled, culminating in a political storm when the Deputy Prime Minister, Nick Clegg, famously reneged on his party's election pledge to abolish them (BBC News, 2012). Now, reluctant to grasp this nettle (Weale, 2023), the Government has threatened to de-fund 'rip-off degrees' that do not result in 'good graduate jobs', an important indicator in university rankings (Department for Education, 2023).

Rankings act as important market devices (Callon and Muniesa, 2005), helping students choose the 'best' course by simplifying this complex decision. The *Guardian Complete University Guide*<sup>5</sup> reports 'graduate prospects-outcomes' data<sup>6</sup> for skilled employment. Students rarely interrogate the rankings deeply enough to know that organizations that 'don't normally recruit graduates' are not included in these rankings (Oliver, 2023). Even though these nuances are rarely apparent, as Natale and Doran (2012) point out, rankings are shaping what management educators do, leading to job-targeted skills development at the expense of critical thinking.

The growth of job-targeted degrees is limiting students' worldview, driving disengagement from meaningful, challenging discourse and impairing their ability to act reflexively – competences that will be central to the success of future leaders (Pies, Beckmann and Hielscher, 2010). Similarly, student satisfaction rankings are thought to drive 'edutainment' and crush pedagogical innovation (Vos and Page, 2020), although students completing satisfaction surveys rarely have a deep understanding of what they are being asked to score (Hornstein, 2017), bringing reliability into question. Nevertheless, these market devices configure the rules of competition and create perceptions of risk that discourage curriculum experimentation and pedagogical innovation (Hawawini, 2005).

Accreditation schemes work in a similar way (Marques and Powell, 2020). With an increasing number of business schools seeking 'triple crown' accreditation – from the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), and the European Foundation for Management Development (EFMD) Quality Improvement System (EQUIS) – the variety of criteria that valorize teach-

<sup>4</sup>Only students studying in English-based universities pay student tuition fees. Students in Scotland and Wales do not.

<sup>5</sup>Other rankings impacting UK business schools include *The Good University Guide* and the International QS Subject Rankings

<sup>6</sup>The Higher Education Statistics Authority (HESA) is the government agency that collects and collates data from UK universities annually. See <https://www.hesa.ac.uk/>. These data are part of the Graduate Outcomes survey data.

ing, learning and student-outcome quality standards has proliferated. National quality assessment frameworks, such as the UK's Teaching Excellence Framework (TEF) and Australia's Higher Education Standards Framework, add to this. Each framework has its own performative effects on the market (Tomlinson, 2018) and acts as *tools-of-the-trade*, shaping practice. They aim to help 'outsiders' to make judgements *at a glance* (cf. Pollock and Campagnolo, 2015) and 'insiders' to make competitive strategic judgements about where to invest and innovate (Kornberger, 2017).

These market devices have led to a critical market misfire, organizing management education around economic rather than educational objectives, values and outcomes (Natale and Doran, 2012), driving commodification with 'battery farm[s] growing graduates', and thereby producing passive, transactional learners (Cowden and Singh, 2013, p. 4). While benefiting individuals in the global labour market, the kinds of leadership competences produced come at the expense of generating inter-active, dialectic learners capable of producing a collective knowledge that acts for societal good (cf. Molesworth, Nixon and Scullion, 2009). As Vos and Page (2020, p. 78) put it, 'Marketization culture is directly impacting upon the willingness and ability of educators to develop their teaching practice and to take risks in terms of innovation in teaching'.

#### *Curriculum and pedagogy research and innovation*

The implications of *a world in crisis* are not lost on MLE scholars. In a state of more than 'permanent economic emergency' (Zizek, 2010), there are moves to make a 'paradigm shift' towards responsible management learning and education (RMLE), to transform management practices to value people and the planet (cf. Laasch and Moosmayer, 2015; Stough *et al.*, 2022). Although there are examples of business schools that have transformed their programmes to be values-driven (Kitchener and Delbridge, 2020), most are just embarking on this journey.

This paradigm shift has led to calls for *intellectual activism* to transform 'the world in the face of neoliberalism and the corporatization of universities' (Contu, 2020, p. 742), by producing knowledge that foregrounds new realities and shapes revised understandings. This requires radical work and rethinking that 'build(s) theories and practices that have a deep and intimate critical concern with social, economic and epistemic justice' (Contu, 2020, p. 744). It suggests that MLE scholars pay attention to the generation of curriculum and pedagogical knowledge, theorizing both the '*how*' and the '*what*' of management education.

*How* we make this paradigm shift is being addressed by *humanistic* and *transformational* pedagogic research. Humanistic pedagogies assume that innovation needs

to go beyond traditional, technical and instrumental approaches to management education (Dierksmeier, 2020), incorporating human values, ethics and social responsibility, and thus equipping future leaders to perform ethical decision making and take on social and environmental responsibilities with humanity and dignity (Amann *et al.*, 2011). Humanistic pedagogies help learners explore the contextual complexities within which management takes place (Vince, 2010). Similarly, transformational pedagogy looks to positively impact how management educators foster values and feelings of responsibility, personal growth and critical thinking, thereby transforming how future leaders and managers act (Brunstein, Walvoord and Cunliff, 2021; Kitchenham, 2008).

For humanistic and transformational pedagogy researchers, the paradigm shift demands the development of experiential, practical learning experiences, ensuring that future leaders acquire both micro-competences (such as those associated with performing specific managerial tasks) and macro-competences (such as acting responsibly and thinking critically) (Dierksmeier, 2020). They demand reflexive pedagogies and learning spaces in which learners can emotionally engage with and relate to their peers through critical reflection (Reynolds and Vince, 2007). Underpinning these conceptualizations is a critical management philosophy (Willmott, 1994).

Critical management philosophy has inspired innovative, whole-programme approaches in executive education (Mavin *et al.*, 2023) and leadership education (Collinson and Tourish, 2015), as well as the development of pioneering engaged-learning modules and student group-work, thereby organizing RMLE at multiple scales. The teaching of values, while not part of a traditional management education approach, should not be a niche activity designed and delivered by RMLE enthusiasts. To make the *paradigm shift*, engaged, reflexive and experiential philosophy needs to run across all the activities of business and management schools (Cullen, 2020). However, many business schools remain torn between classical neoliberal paradigms and more sustainable, responsible and ethical alternatives (Laszlo, Waddock and Sroufe, 2017).

Significant strides have been made in envisioning RMLE and public value business schools (Kitchener and Delbridge, 2020), and in theorizing how to put RMLE values into practice at the programme, course and group-work levels. But there is a *missing middle*, theorizing how management educators can conceptualize and operationalize RMLE as a holistic, coordinated portfolio of programmes, with an underpinning onto-epistemology that both frames curriculum design and offers a signature pedagogy (Shulman, 2005) unique to a particular business school. Such theories are needed to hold together the values, integrity and authenticity of



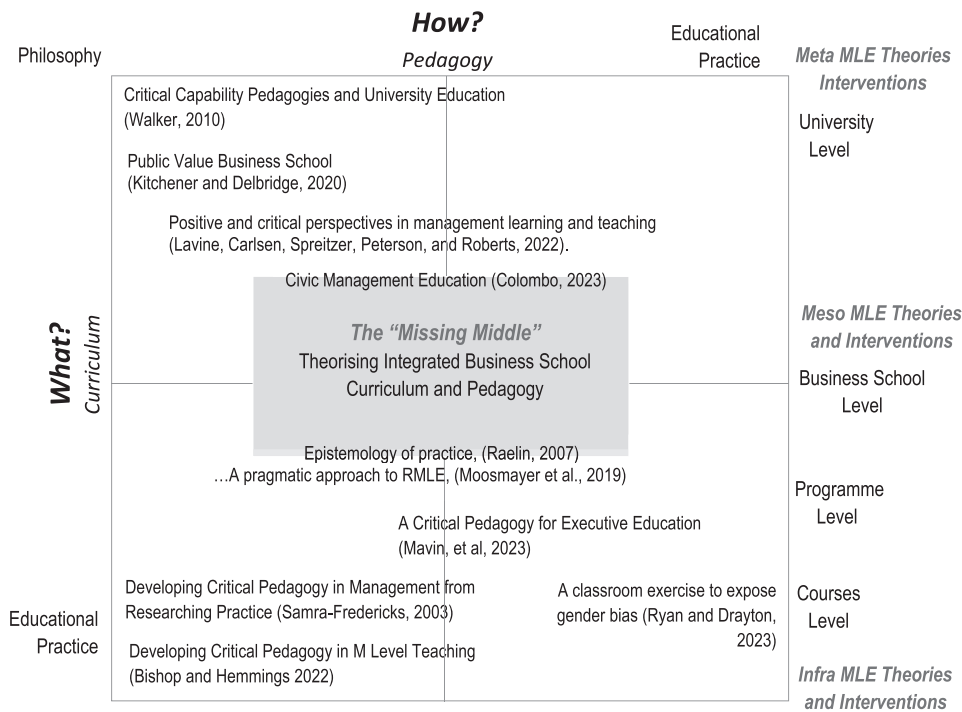


Figure 1. A framework for exploring an MLE research agenda

the business school’s educational offer. In what follows, we expand this conceptualization.

### Towards a framework for MLE research

Based on our experience and reading of the literature, we propose a framework (Figure 1) and future research agenda. Our framework positions research that contributes to curriculum and pedagogy innovation at the course, programme and business school levels, mapping extant research that reveals *what* business schools need to teach future leaders in relation to *how*. The missing middle suggests the need for theories that explain how we better create an integrated curriculum and pedagogy portfolio that sits between a business school’s *meta* philosophies and values and *infra* course and programme theories of curriculum and pedagogy innovation.

#### Meta theories of curriculum and pedagogy

Research exploring pedagogical philosophy provides an overarching vision, purpose and set of values, and a conceptual framework within which universities (Walker, 2010) and business schools (Colombo, 2023; Kitchener and Delbridge, 2020) can develop their curriculum and market offering for students. Meta philosophies and values, therefore, sit above everyday education practices

and can frame powerful narratives for changing ‘ways of thinking about business practice ... to move away from techno-rationality to more critical and morally responsible actions’ (Cunliffe, Forray and Knights, 2002, p. 491). Meta philosophies and values give learning a purpose, shaping what happens at programme and course level; and, specifically in the case of RMLE, act to ensure that management education has responsibility and reflexivity at its core (Greenberg and Hibbert, 2022).

Kitchener and Delbridge’s (2020, p. 307) meta philosophical stance argues that business schools should create ‘public value’, with curriculum and pedagogy designed to engender such. Cardiff Business School (where Kitchener and Delbridge work) claims to be the first public value business school, with considerations of economic, social *and* environmental impact running through its programmes. Similarly, Colombo (2023, p.132) proposes a civic management education as an antidote to business schools that are ‘places where competition, self-interest, greed, and short-termism are not only accepted but also normalized and “extensively recreated”...’. Drawing on critical management philosophy, Colombo (2023) opposes the instrumental nature of business schools and the inequalities they perpetuate through extant teaching models by espousing a pluralistic approach, exposing students to different ways of thinking and organizing. Thus, meta philosophy and values can be used to frame *infra* curriculum and pedagogy innovation.

### *Infra theories of curriculum and pedagogy*

Infra theories of curriculum and pedagogy conceptualize and theorize what sits below a business and management school's values and aim to impact the student experience by (re)designing frontline learning at the programme (Mavin *et al.*, 2023), course or project (Bishop, Johnston and Hemmings, 2022; Samra-Fredericks, 2003) level.

At the course level, driven in part by efforts to bring teaching and research career paths into balance by evidencing and valorizing MLE innovation (Anderson and Mallanaphy, 2020; Walder, 2014), there has been a proliferation of pedagogical and instructional *accounts of innovation practice*. Course-level pedagogical innovation (e.g. Ryan and Dayton, 2023; Wright *et al.*, 2023) undoubtedly has a place in improving teaching and learning, but often represents individual pockets of good practice and is rarely conceived as part of a holistic pedagogical philosophy, model, or reimagined, holistic management education future (cf. Millar and Price, 2018).

In contrast, theorized accounts of curriculum and pedagogy design and implementation often create a clear relationship between values and practice, extend extant MLE theory, and act as valuable, actionable tools and models for educators seeking to innovate multiple sites of practice. For example, Huang, Wright and Middleton (2022) employ socio-materiality theory to explore how whiteboards and flip charts bring about different outcomes in team learning; Hinz, Stephens and Van Oosten (2022) create a pedagogy of reciprocity and relationality to improve listening skills; and Fougère, Solitander and Maheshwari (2020) develop an approach to service learning that builds on Aristotelian learning forms. However, these curriculum and pedagogic models are not designed to be universally applicable across a business school's portfolio of programmes.

*The missing middle: A call for meso theories of curriculum and pedagogy.* At present there are no curriculum and pedagogy development theories that explain how business schools can develop a clearly conceptualized, comprehensive 'whole' portfolio of programmes to educate students to develop the socioeconomic skills and competences that our society and planet urgently need (Christopher *et al.*, 2017). In calling for *meso theories* of MLE, we argue the opportunity for business schools to create their own *signature* curriculum and pedagogies, driven by their unique assets (expertise, research, place, community and strategic partners).

Solitander *et al.* (2012) cite examples of business schools (Audencia, Hanken) that have implemented a school-wide RMLE approach based on PRME guidelines (rather than a theorized pedagogical approach). Even so, many RMLE offerings remain decoupled from the curriculum and core disciplines (Rasche and Gilbert,

2015). In contrast, Moosmayer *et al.* (2019) suggest a theorized pragmatist learning programme for RMLE that could be applied at a school level, though we have no evidence of the existence of such a programme.

We take inspiration from Moosmayer *et al.* (2019) and from Raelin's (2007) *Epistemology of Practice*, which echoes Freire's (1970) notion of *teacher as facilitator* (rather than imparter of knowledge). Facilitators use dialogical learning to break down the traditional academic-learner power nexus, promoting learner reflexivity and a critical awareness of social reality, equipping learners to challenge the societal beliefs and normalized practices that dominate. Similarly, Lavine *et al.* (2022) draw on positive organizational behaviours and critical management studies to create a pedagogy of appreciative inquiry. These, together with humanistic (Pirson, 2017) and transformational (Blasco, 2012; Kitchenham, 2008) pedagogies, can empower systemic activism. They can be connected in ways that give business school leaders the vocabulary and argumentation to persuasively explain *what* we teach (curriculum), *how* we teach (pedagogy) and *why* we teach (purpose and values) as a coordinated, comprehensive portfolio of educational programmes, courses and other scaffolded learning experiences.

### **A research agenda for MLE**

In exploring the *missing middle* of school-wide meso theories for curriculum and pedagogy innovation, we suggest a need for research that explains how specific business schools can develop holistic, signature curriculum and pedagogy models that incorporate their values. We call for (action) research that studies the changes business schools are making, real-time, to reveal what works, and why. Such research would provide evidence of how signature pedagogies incorporate philosophies and values; how they operationalize and evaluate them; their impact on the market and on RMLE or other value-driven conceptualizations; how they are impacted by structural drivers; and the learning experiences, competences and values resulting from this more holistic approach to MLE.

A deeper understanding of the structural drivers of socioeconomic change and their links to pedagogic innovation would be helpful. Structural drivers might include the digitization of higher education and the transformation of work. Researchers must recursively seek to incorporate changing aspects of our dynamic educational context; how such structural changes effect the emotional care and well-being needs of learners and future leaders; and how well-being is designed in to pedagogy (Lincoln and Kearney, 2019), so that we create 'safe' spaces where multiple forms of knowledge can be shared, re-formed and co-created to transform extant

Table 1. Implications of structural socioeconomic drivers on future leaders and MLE

Structural drivers	Changing demands on future leaders and managers	Implications for curriculum and pedagogy innovation	Implications for support required
A world in crisis	<ul style="list-style-type: none"> <li>Deal with dramatic societal and environmental change; access and analyse big data.</li> <li>Deal with multiple value systems.</li> <li>Able to challenge, intervene in and transform extant socioeconomic systems.</li> <li>Able to put societal and planetary values at the centre of business, private and third sector leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary expertise across the management and socioeconomic landscape.</li> <li>Interdisciplinary expertise across the environmental and technological landscape.</li> <li>Reflexivity, critical thinking, practical knowledge/experience.</li> <li>Knowledge of pluralistic onto-epistemologies.</li> </ul>	<ul style="list-style-type: none"> <li>MLE scholarship support for quality research that progresses conceptual and theoretical developments, evidence and insight.</li> <li>MLE scholarship support for quality teaching and reflexive practice that generates situated learning and informs quality research.</li> <li>MLE scholarship support that combines research and educational/teaching practical knowledge to deliver more humanistic, transformational, practical, theoretical and emotional educational experiences.</li> </ul>
Investment in research and innovation	<ul style="list-style-type: none"> <li>Ability to work as part of an interdisciplinary team.</li> <li>Ambition to address significant challenges associated with SDGs, showing the role and value of MLE in doing so.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum and pedagogy innovations need to clearly articulate the ambition and ability to address significant challenges associated with SDGs, showing the role and value of MLE in doing so.</li> </ul>	<ul style="list-style-type: none"> <li>Investment in high-quality MLE research programmes.</li> <li>Business school leaders to invest in time and resources for effective MLE teaching and research.</li> <li>Business schools to invest in action research into school-wide curriculum and pedagogy transformation programmes.</li> <li>Government to ring-fence MLE research funds.</li> <li>MLE scholars need support to clearly articulate the ambition and ability to address significant challenges associated with SDGs, showing the role and value of MLE in interdisciplinary grant applications.</li> </ul>
Misfires in management education market	<ul style="list-style-type: none"> <li>Future leaders to engage with business and management schools in pedagogy and curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>Business and management schools and accreditation bodies to encourage distinctiveness in pedagogy and curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation bodies to ask for demonstrations of MLE in underpinning curriculum and pedagogy designs.</li> <li>Journal rankings to value the practical and impactful knowledge produced through MLE.</li> </ul>

ways of thinking and practising (Freire, 1970; Motta, 2013). This might refocus efforts towards the development of a liberal arts curriculum (Christopher et al. 2017), in which learners develop their understanding across a breadth of disciplines, enabling them to address the global crises through creative thinking and doing (Baker and Baker, 2012). Rigorous, education research in these areas could challenge orthodoxies and generate innovative, holistic and expansive forms of management education.

Finally, as so many business schools now have multiple national and international campuses, researchers might seek to understand the differences between structural drivers in different sites and their implication for coherent MLE offerings. Conceptualizing and putting into practice new pedagogies that support transnational mobilities and overseas collaboration could enrich stu-

dent learning at the same time as minimizing planetary impact and maximizing the affordances of new technologies. By learning how to take critical structural drivers into account, we can reinvent the business school.

#### *Accelerating MLE curriculum and pedagogy innovation by infrastructuring support*

To conclude, we consider the support needed to accelerate the development of new curricula and pedagogies that can better equip future leaders to transform a world in crisis. We recognize that business school investments are constrained by market misfires, but, as we have argued, ‘conversations about pedagogy must come out of the shadows’ (McVitty, 2021). Table 1 summarizes the demands that structural socioeconomic drivers place on

future leaders, their implications for MLE curriculum and pedagogy innovation, and the support needed if learned societies, business school leaders, accreditation bodies and governments are to accelerate change.

Established in 2012, the British Academy of Management's *all-academy* Management Knowledge and Education (MKE) initiative set out to support management learning *wherever it happens* – in the classroom, through engaged, collaborative or action research, or in hybrid settings – and particularly the development of new curricula and pedagogies that engender more ethical, sustainable and inclusive approaches to management (Anderson *et al.*, 2017). In the infrastructuring of this support, we became acutely aware of the divide between those pursuing research and teaching career paths. A world in crisis cannot afford to separate MLE research and teaching activities, outcomes and careers. MKE has worked to hold these connections in place by supporting a combination of developmental activities, namely capacity-building events (including conferences/seminar series), networking opportunities, resources (including a small grant scheme), and scholarship and academic writing support, thereby creating dialogue and a growing community of practice. BAM white papers (Anderson and Mallanaphy, 2020; Mason, 2016) on the emergent changes in MLE have shared and shaped 'best practice' in management education across the sector. This year, BAM's flagship journal, the *British Journal of Management*, launches a new section – *Management Knowledge and Education* – dedicated to publishing rigorous, high-quality research on pedagogical developments in the field. In time, we hope to spin out this special section into a specialist journal. At the same time, our 'Becoming an Education-Focused Professor Programme' (British Academy of Management, 2023) continues to grow.

BAM is by no means alone in infrastructuring support for MLE. There have been several North American initiatives, including the Management and Organizational Behaviour Teaching Society and their *Journal of Management Education*. Other journals and their respective communities, including *Management Teaching Review*, the *Academy of Management Learning and Education*, the International Federation of Scholarly Associations of Management, and the Responsible Management Education Research Conference community, each have a portfolio of supporting activities. However, learned society resources are limited, and further support is needed.

Business school leaders have a role to play in creating an environment and research culture within which MLE can flourish. Only then will MLE scholars be able to co-develop the theories needed to hold the collective offerings of MLE together while delivering transformational, value-driven educational experiences. This will involve business school leaders creating: distinctive

curricula and pedagogies; curriculum changes that introduce practical and theoretical development in pedagogy; institutional support for work-skills development; time, resources and space for effective teaching; appropriate and fewer metrics; and regular idea-sharing with colleagues (Vos and Page, 2020). These necessary but not sufficient conditions suggest that business school leaders also need to invest in: understanding the structural drivers and implications of management innovation for MLE; developing innovative curricula and pedagogies that shift structural constraints on management innovation; and reimagining new forms of curricula, theorizing, and practical, emotional and values-based learning. This requires effective MLE-scholar recruitment, promotion and reward (Anderson and Mallanaphy, 2020).

Accreditation bodies need to recognize the role of rigorous MLE scholarship in underpinning MLE, along with the demonstrable integration of practical wisdom and pluralist forms of knowing, and so help business and management schools to secure investment in developing new kinds of critical, theorizing, caring and practical future leaders.

Dedicated resources will be central to progress. We call for the establishment of a specific MLE fund to support research into business and management education. In the UK at least, research councils do not issue funding calls for MLE research, let alone for pedagogical development. There are serious questions for our community, for higher education institutions, and for society more broadly as to who should fund this research. This is urgent, as, far from being a 'dirty word', MLE curriculum and pedagogy innovation are central to business schools being made valuable, once again.

## Acknowledgements

We would like to thank the *British Journal of Management* editorial team for inviting our contribution at the launch of the journal's special section for Management Knowledge and Education (MKE), and specifically Paul Hibbert, who has been a key figure in the MKE initiative at the British Academy of Management (BAM) from its conception. We also acknowledge the leadership, inspiration and drive of Professor Nic Beech, whose idea MKE was, and who was Chair of BAM when MKE was established. We are deeply grateful for the insightful comments of all three reviewers, which made a significant contribution to the development of this essay, and to our sister learned societies and scholars who make the BAM community what it is today.



## References

- Alajoutsijarvi, K., K. Jusuola and M. Siltaoja (2015). 'The legitimacy paradox of business schools: Losing by gaining?' *Academy of Management Learning and Education*, **14**, pp. 277–291.
- Amann, W., M. Pirson, C. Dierksmeier, E. Von Kimakowitz and H. Spitzack (2011). 'Humanistic management education as the way forward'. In Amann, W., M. Pirson, C. Dierksmeier, E. Von Kimakowitz and H. Spitzack (eds.), *Business Schools Under Fire*, pp. 447–471. New York, NY: Palgrave Macmillan.
- Anderson, L., K. Mason, P. Hibbert and C. Rivers (2017). 'Management education in turbulent times', *Journal of Management Education*, **41**, pp. 303–306.
- Anderson, V., C. Elliott and J. L. Callahan (2021). 'Power, powerlessness, and journal ranking lists: the marginalization of fields of practice', *Academy of Management Learning and Education*, **20**, pp. 89–107.
- Anderson, L. and C. Mallanaphy (2020). 'Education-focused career tracks in UK business and management schools: current practice and recommendations for progress'. Retrieved from: <file://lancs/homes/26/masonkj/Downloads/MKE-White-Paper-Final.pdf>. Accessed 23 September 2023.
- Baker, D. F. and S. J. Baker (2012). 'To "catch the sparkling glow": a canvas for creativity in the management classroom', *Academy of Management Learning and Education*, **11**, pp. 704–721.
- Banerjee, S. B. and D. L. Arjaliès (2021). 'Celebrating the end of enlightenment: organization theory in the age of the Anthropocene and Gaia (and why neither is the solution to our ecological crisis)', *Organization Theory*, **2**, pp. 1–24.
- BBC News. (2012). 'Senior Lib Dems apologise over tuition fees pledge'. online, 20 September. Accessed 22 July 2023. <https://www.bbc.co.uk/news/uk-politics-1964731>
- Beech, N. and F. Anseel (2020). 'COVID-19 and its impact on management research and education: threats, opportunities and a manifesto', *British Journal of Management*, **31**, pp. 447–449.
- Bishop, G., A. Johnston and M. Hemmings (2022). 'Jazzing up the classroom: reflections on developing a critical pedagogy in M level teaching', *The International Journal of Management Education*, **20**, p. 100644.
- Blasco, M. (2012). 'Aligning the hidden curriculum of management education with PRME: an inquiry-based framework', *Journal of Management Education*, **36**, pp. 364–388.
- British Academy of Management. (2023). 'Becoming an education-focussed professor programme'. Retrieved from: <https://www.bam.ac.uk/events-landing/ems-event-calendar/becoming-an-education-focussed-professor-programme-efp-2023.html>. Accessed 25 July 2023.
- Brunstein, J., M. E. Walvoord and E. Cunliff (2021). 'Problem-posing in management classrooms for collective sustainability transformation', *International Journal of Sustainability in Higher Education*, **22**, pp. 477–496.
- Butler, N., H. Delaney and S. Spoelstra (2015). 'Problematising 'relevance' in the business school: the case of leadership studies', *British Journal of Management*, **26** pp. 731–744.
- Canals, J. and F. Heukamp (2020). *The Future of Management in an AI World*. London: Palgrave Macmillan.
- Callon, M. (2010). 'Performativity, misfires and politics', *Journal of Cultural Economy*, **3**, pp. 163–169.
- Callon, M. and F. Muniesa (2005). 'Peripheral vision: economic markets as calculative collective devices', *Organisation Studies*, **26**, pp. 1229–1250.
- Christopher, E., O. Laasch and J. Roberts (2017). 'Pedagogical innovation and paradigm shift in the introduction to management curriculum', *Journal of Management Education*, **41**, pp. 787–793.
- Collinson, D. and D. Tourish (2015). 'Teaching leadership critically: new directions for leadership pedagogy', *Academy of Management Learning and Education*, **14**, pp. 576–594.
- Colombo, L. A. (2023). 'Civilize the business school: for a civic management education', *Academy of Management Learning and Education*, **22**, pp. 132–149.
- Contu, A. (2020). 'Answering the crisis with intellectual activism: making a difference as business schools scholars', *Human Relations*, **73**, pp. 737–757.
- Cowburn, A. (2019). 'MPs make history by passing Commons motion to declare 'environment and climate change emergency''. *Independent*. 1 May. Accessed 6 August 2023. <https://www.independent.co.uk/news/uk/politics/climate-change-environment-emergency-commons-motion-mps-vote-latest-a8895456.html>
- Cowden, S. and G. Singh (2013). 'Critical pedagogy and the crisis in the contemporary university'. In S. Cowden and G. Singh (eds), *Acts of Knowing: Critical Pedagogy In, Against and Beyond the University*, pp. 1–12. London: Bloomsbury.
- Cullen, J. G. (2020). 'Varieties of responsible management learning: a review, typology and research agenda', *Journal of Business Ethics*, **162**, pp. 759–773.
- Cunliffe, A., J. M. Forray and D. Knights (2002). 'Considering management education: insights from critical management studies', *Journal of Management Education*, **26**, pp. 489–495.
- Department for Education. (2023). 'Crackdown on rip-off university degrees'. Retrieved from: <https://www.gov.uk/government/news/crackdown-on-rip-off-university-degrees>. Accessed 23 July 2023
- Dierksmeier, C. (2020). 'From Jensen to Jensen: mechanistic management education or humanistic management learning?', *Journal of Business Ethics*, **166**, pp. 73–87.
- Fougère, M., N. Solitander and S. Maheshwari (2020). 'Achieving responsible management learning through enriched reciprocal learning: service-learning projects and the role of boundary spanners', *Journal of Business Ethics*, **162**, pp. 795–812.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Penguin Random House UK.
- George, G., J. Howard-Grenville, A. Joshi and L. Tihanyi (2016). 'Understanding and tackling societal grand challenges through management research', *Academy of Management Journal*, **59**, pp. 1880–1895.
- Greenberg, D. and P. Hibbert (2022). 'Beyond legitimacy: a bold agenda for MLE scholarship', *Academy of Management Learning and Education*, **21**, pp. 161–166.
- Grey, C. (2004). 'Reinventing business schools: the contribution of critical management education', *Academy of Management Learning and Education*, **3**, pp. 178–186.
- Hawawini, G. (2005). 'The future of business schools', *Journal of Management Development*, **24**, pp. 770–782.
- Hinz, J., J. P. Stephens and E. B. Van Oosten (2022). 'Toward a pedagogy of connection: a critical view of being relational in listening', *Management Learning*, **53**, pp. 76–97.
- Hornstein, H. A. (2017). 'Student evaluations of teaching are an inadequate assessment tool for evaluating faculty performance', *Cogent Education*, **4**, p. 1304016, pp.1-8.
- Huang, P., A. L. Wright and S. Middleton (2022). 'How material objects shape student team learning processes', *Academy of Management Learning and Education*, **21**, pp. 35–60.
- Hurlbert, M. (2021). 'Transformative frames for climate threat in the Anthropocene', *Frontiers in Sociology*, **6**, p. 728024.
- Johnson, M. T. (2022). 'The knowledge exchange framework: understanding parameters and the capacity for transformative engagement', *Studies in Higher Education*, **47**, pp. 194–211.
- Kitchener, M. and R. Delbridge (2020). 'Lessons from creating a business school for public good: obliquity, waysetting, and wayfinding in substantively rational change', *Academy of Management Learning and Education*, **19**, pp. 307–322.
- Kitchenham, A. (2008). 'The evolution of John Mezirow's transformative learning theory', *Journal of Transformative Education*, **6**, pp. 104–123.
- Kornberger, M. (2017). 'The values of strategy: valuation practices, rivalry and strategic agency', *Organization Studies*, **38**, pp. 1753–1773.

- Laasch, O. and D. C. Moosmayer (2015). 'Responsible management learning: reflecting on the role and use of paradigms in sustainability, responsibility, ethics research', *CRME Working Paper 2-2015*, pp. 1–35.
- Laasch, O., D. C. Moosmayer and E. P. Antonacopoulou (2023). 'The interdisciplinary responsible management competence framework: an integrative review of ethics, responsibility, and sustainability competences', *Journal of Business Ethics*, **187**, pp. 733–757.
- Laszlo, C., S. Waddock and R. Sroufe (2017). 'Torn between two paradigms: a struggle for the soul of business schools', *AI Practitioner*, **19**, pp. 108–119.
- Lavine, M., A. Carlsen, G. Spreitzer, T. Peterson and L. M. Roberts (2022). 'Interweaving positive and critical perspectives in management learning and teaching', *Management Learning*, **53**, pp. 3–14.
- Lincoln, D. and M. L. Kearney (2019). 'Promoting critical thinking in higher education', *Studies in Higher Education*, **44**, pp. 799–800.
- MacIntosh, R., K. Mason, N. Beech and J. M. Bartunek (2021). *Delivering Impact in Management Research: When Does it Really Happen?* London: Routledge.
- Marques, M. and J. J. Powell (2020). 'Ratings, rankings, research evaluation: How do Schools of Education behave strategically within stratified UK higher education?' *Higher Education*, **79**, pp. 829–846.
- Mason, K. (2016). 'Innovating learning and teaching for excellence in management education', British Academy of Management, White Paper BAM0001-092016
- Mavin, S., J. James, N. Patterson, A. Stabler and S. Corlett (2023). 'Flipping the normative: developing and delivering a critical pedagogy for executive education in a UK business school', *Management Learning*, **13505076231162717**, pp. 1–25.
- McVitty, D. (2021). 'Public engagement in pedagogy is long overdue.' Retrieved from: <https://wonkhe.com/blogs/public-engagement-in-pedagogy-is-long-overdue/>. Accessed 23 August 2021.
- Millar, J. and M. Price (2018). 'Imagining management education: a critique of the contribution of the United Nations PRME to critical reflexivity and rethinking management education', *Management Learning*, **49**, pp. 346–362.
- Molesworth, M., E. Nixon and R. Scullion (2009). 'Having, being and higher education: the marketisation of the university and the transformation of the student into consumer', *Teaching in Higher Education*, **14**, pp. 277–287.
- Moosmayer, D. C., S. Waddock, L. Wang, M. P. Hühn, C. Dierksmeier and C. Gohl (2019). 'Leaving the road to Abilene: a pragmatic approach to addressing the normative paradox of responsible management education', *Journal of Business Ethics*, **157**, pp. 913–932.
- Motta, S. C. (2013). 'Teaching global and social justice as transgressive spaces of possibility', *Antipode*, **45**, pp. 80–100.
- Natale, S. M. and C. Doran (2012). 'Marketization of education: an ethical dilemma', *Journal of Business Ethics*, **105**, pp. 187–196.
- Office for National Statistics. (2022). Retrieved from: <https://www.ons.gov.uk/economy/governmentpublicsectorandtaxes/researchanddevelopmentexpenditure/bulletins/ukgovernmentexpenditureonscienceengineeringandtechnology/2021>. Accessed 6 August 2023.
- Oliver, C. (2023). *The Complete University Guide: University and subject league tables methodology*. Accessed 15 September 2023. <https://www.thecompleteuniversityguide.co.uk/sector/insights/university-and-subject-league-tables-methology>
- Parker, M. (2018). *Shut Down the Business School*. Chicago, IL: University of Chicago Press: Economics Books. Chicago, USA.
- Patriotta, G. and K. Starkey (2008). 'From utilitarian morality to moral imagination: reimagining the business school', *Journal of Management Inquiry*, **17**, pp. 319–327.
- Peters, M. L., Jackson, M., Papastephanou, P., Jandrić, G., Lazaroiu, C., Evers and S. Fuller (2023). 'AI and the future of humanity: chatGPT-4, philosophy and education – Critical responses', *Educational Philosophy and Theory*, pp. 1–35.
- Pies, I., M. Beckmann and S. Hielscher (2010). 'Value creation, management competencies, and global corporate citizenship: an ordonomic approach to business ethics in the age of globalization', *Journal of Business Ethics*, **94**, pp. 265–278.
- Pirson, M. (2017). *Humanistic Management: Protecting Dignity and Promoting Well-Being*, pp. 17–45. Cambridge, UK: Cambridge University Press.
- Podolny, J. M. (2009). 'The buck stops (and starts) at business school', *Harvard Business Review*, **87**, pp. 62–67.
- Pollock, N. and G. M. Campagnolo (2015). 'Subitizing practices and market decisions: the role of simple graphs in business valuations'. In M. Kornberger, L. Justesen, K. A. Madsen and J. Mouritsen (eds), *Making Things Valuable*, pp. 89–108. Oxford: Oxford University Press.
- Raelin, J. A. (2007). 'Toward an epistemology of practice', *Academy of Management Learning and Education*, **6**, pp. 495–519.
- Rasche, A. and D. U. Gilbert (2015). 'Decoupling responsible management education: why business schools may not walk their talk', *Journal of Management Inquiry*, **24**, pp. 239–252.
- Reynolds, M. and R. Vince (2007). *Handbook of Experiential Management Education*. Oxford: Open University Press
- Ryan, K. C. and K. G. Dayton (2023). 'In their own words: a classroom exercise to expose gender bias in student teams', *Management Teaching Review*, **8**, pp. 348–359.
- Samra-Fredericks, D. (2003). 'A proposal for developing a critical pedagogy in management from researching organizational members' everyday practice', *Management Learning*, **34**, pp. 291–312.
- Shulman, L. S. (2005). 'Signature pedagogies in the professions', *Daedalus*, **134**, pp. 52–59.
- Solitander, N., M. Fougère, A. Sobczak and H. Herlin (2012). 'We are the champions: organizational learning and change for responsible management education', *Journal of Management Education*, **36**, pp. 337–363.
- Stough, T., K. Ceulemans, M. Craps, L. Van Liedekerke and V. Cappuyns (2022). 'To shift a paradigm or not: worldviews at play in responsible management education literature', *Journal of Management Development*, **41**, pp. 133–146.
- Symons, J. (2019). *Ecomodernism: Technology, Politics and the Climate Crisis*. Cambridge MA, USA: John Wiley & Sons.
- Tomlinson, M. (2018). 'Conceptions of the value of higher education in a measured market', *Higher Education*, **75**, pp. 711–727.
- Van Maanen, J. (1988). *Tales of the Field: On Writing Ethnography*. Chicago, IL: University of Chicago Press.
- Vince, R. (2010). 'Anxiety, politics and critical management education', *British Journal of Management*, **21**, pp. s26–s39.
- Vos, L. and S. J. Page (2020). 'Marketization, performative environments, and the impact of organizational climate on teaching practice in business schools.' *Academy of Management Learning and Education*, **19**, pp. 59–80.
- Walder, A. M. (2014). 'The concept of pedagogical innovation in higher education', *Education Journal*, **3**, pp. 195–202.
- Walker, M. (2010). 'Critical capability pedagogies and university education', *Educational Philosophy and Theory*, **42**, pp. 898–917.
- Weale, S. (2023). 'Funding model for UK Higher Education is 'broken', say university VCs'. *The Guardian*. Retrieved from: <https://www.theguardian.com/education/2023/may/31/funding-model-for-uk-higher-education-is-broken-say-university-vs>. Accessed 21 July 2023.
- Willmott, H. (1994). 'Management education: provocations to a debate', *Management Learning*, **25**, pp. 105–136.
- Wright, A. L., G. L. Irving, S. Pereira and J. Staggs (2023). 'An instructional innovation that embeds group learning in case teaching: the table case method', *Journal of Management Education*, **10525629231216642**.
- Zizek, S. (2010). 'A permanent economic emergency', *New Left Review*, **64**, pp. 85–95.

Katy Mason is Professor of Markets and Management, Lancaster University, researching how actors make moral markets and learn to reimagine and reconfigure practice. She is President, Fellow, former Chair and Vice-Chair of Management Knowledge and Education (MKE) of the British Academy of Management (BAM), publishing in *Journal Management Studies*, *Organization Studies*, and *Academy of Management Learning and Education*.

Lisa Anderson is Professor of Management Development, University of Liverpool, and former Vice-Chair of MKE, BAM. She researches the impact of management education and research on scholarship in business schools, and has published in *Academy of Management Learning and Development*, *British Journal of Management* and *Management Learning* and textbooks for Doctorate of Business Administration (DBA) and Human Resource Management (HRM) students.

Kate Black is Professor of Management Learning and Education at Newcastle Business School and Vice-Chair of MKE, BAM. Kate researches in the field of identity studies, publishing in such journals as *Management Learning* and *Human Resource Development Review*. She also engages in pedagogic inquiry.

Ashley Roberts is Associate Professor at Warwick Business School and Vice-Chair of MKE, BAM. He researches organizational culture, creative learning and participatory pedagogies, publishing in *The Leadership Quarterly* and *Work, Employment and Society*.