

Developing critical, reflexive learners in teaching

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What has this got to do with AI?

New Zealand Education and Training Act 2020, S268, 2(d)

- universities have all the following characteristics...
 - (a) they are primarily concerned with more advanced learning, the principal aim being **to develop intellectual independence**:
 - (b) their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge:
 - (c) they meet international standards of research and teaching:
 - (d) they are a repository of knowledge and expertise:
 - (e) **they accept a role as critic and conscience of society**

“I see my books as supporting an ideology. But, of course, all textbooks sell an ideology. Organizational Behavior books... for the most part, support a managerial perspective. This reflects the market – business schools. We need to genuflect to the Gods of productivity, efficiency, goals, etc. We reflect business school values.”

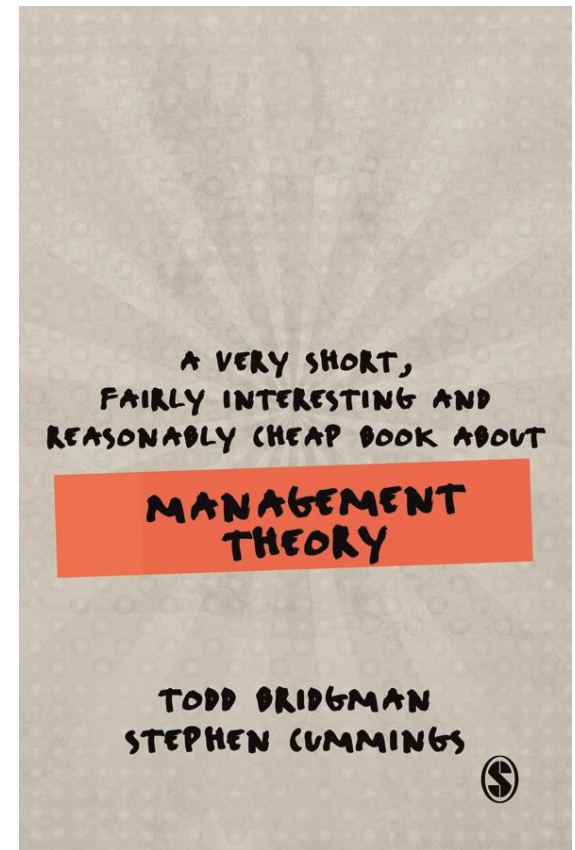
(Robbins in Cameron et al., 2003: 714)

Stephen Robbins,
world’s best-selling
management textbook
author

Teaching management differently

1. To encourage students to understand different perspectives
2. To teach them *how* to think, not *what* to think
3. To explain the historical context of management ideas
4. To look to different places for new management ideas

If we *teach* management differently,
perhaps we can *do* management
differently?



What is critical reflexivity?



Becoming aware of your and/or others' perspectives and assumptions and challenging that thinking to develop new insights



Enables us to think critically and creatively about management

‘Critical Reflectivity is the attempt to place one’s premises into question, to suspend the ‘obvious’, to listen to alternative framings of reality and to grapple with the comparative outcomes of multiple standpoints...this means an unrelenting concern with the blinding potential of the ‘taken for granted’...we must be prepared to doubt everything we have accepted as real, true, right, necessary or essential.’

Kenneth Gergen (2009) *An Invitation to Social Construction*, 2nd edn, Sage. p. 12-3.

Questions to prompt critical reflexivity



What do I think? Why do I think that way? What experiences have I had that have shaped by views? What assumptions are informing my thinking?



What do others think? Why do they think differently to me? What experiences have they had? What assumptions are they making?



Having considered my and others' perspectives, how might my thinking have developed?

ALL MANAGERIAL ACTION IS BASED ON THEORETICAL ASSUMPTIONS

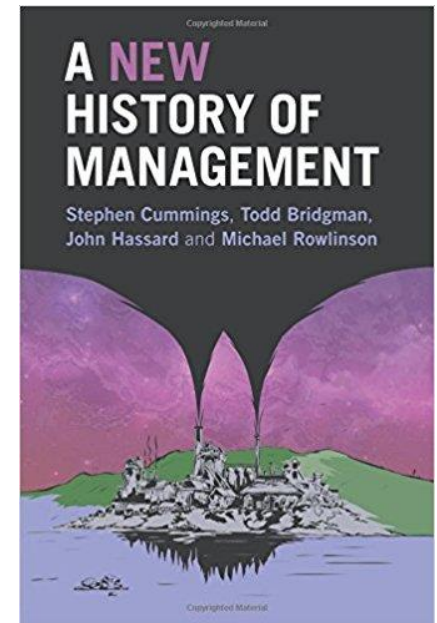
“It is possible to have more or less adequate theoretical assumptions; it is not possible to reach a managerial decision or take a managerial action uninfluenced by assumptions, whether adequate or not. The insistence on being practical really means, “Let’s accept *my* theoretical assumptions without argument or test.” The common practice of proceeding without explicit examination of theoretical assumptions leads, at times, to remarkable inconsistencies in managerial behaviour.”

(Douglas McGregor *The Human Side of Enterprise*, 1960, p.7)

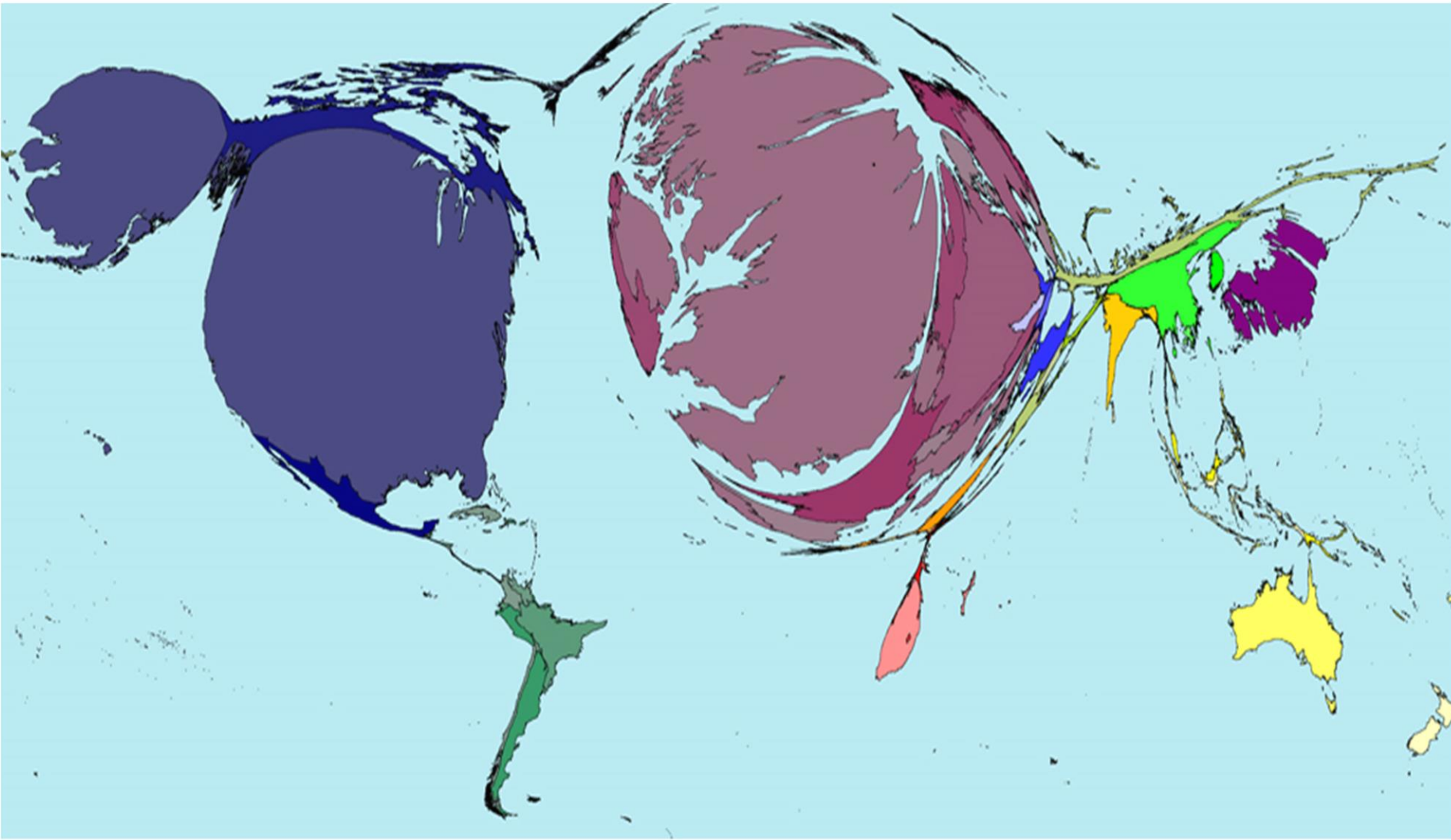


Reflecting critically about knowledge of 'management'

- Scrutinising the historical foundations of our field
- What knowledge is included/excluded?
- Whose interests are served by those inclusions/exclusions?
- Whose interests are marginalised?



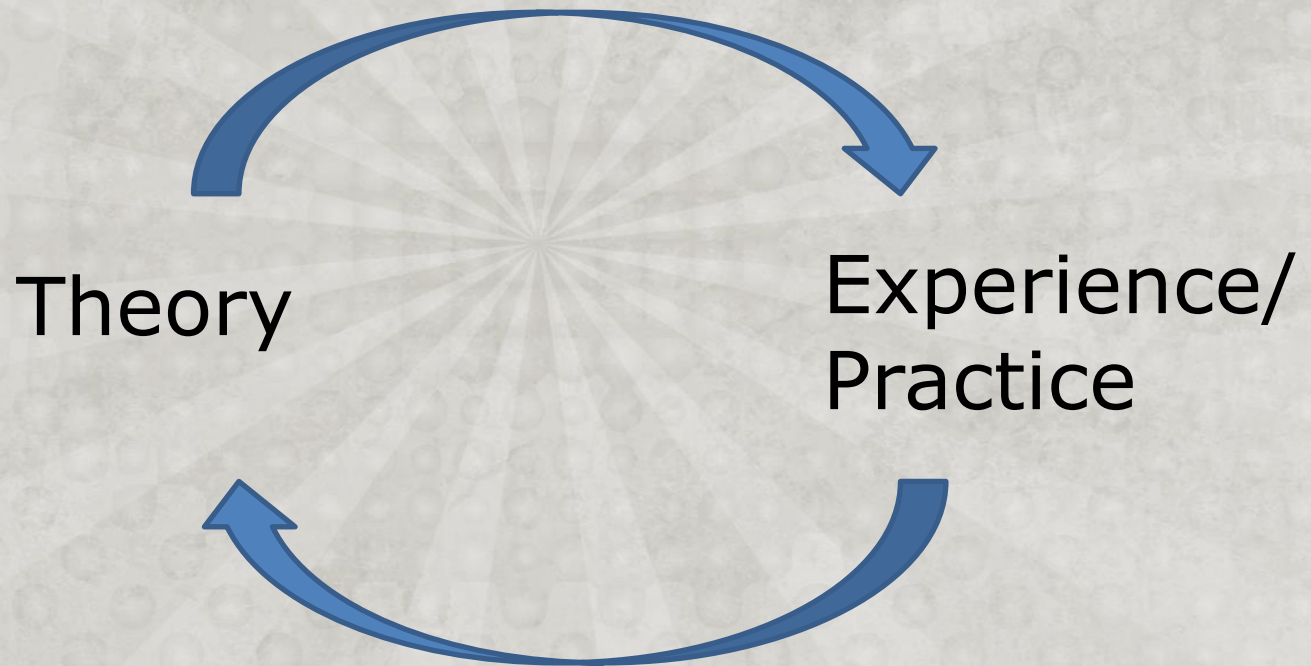
The world according to management history



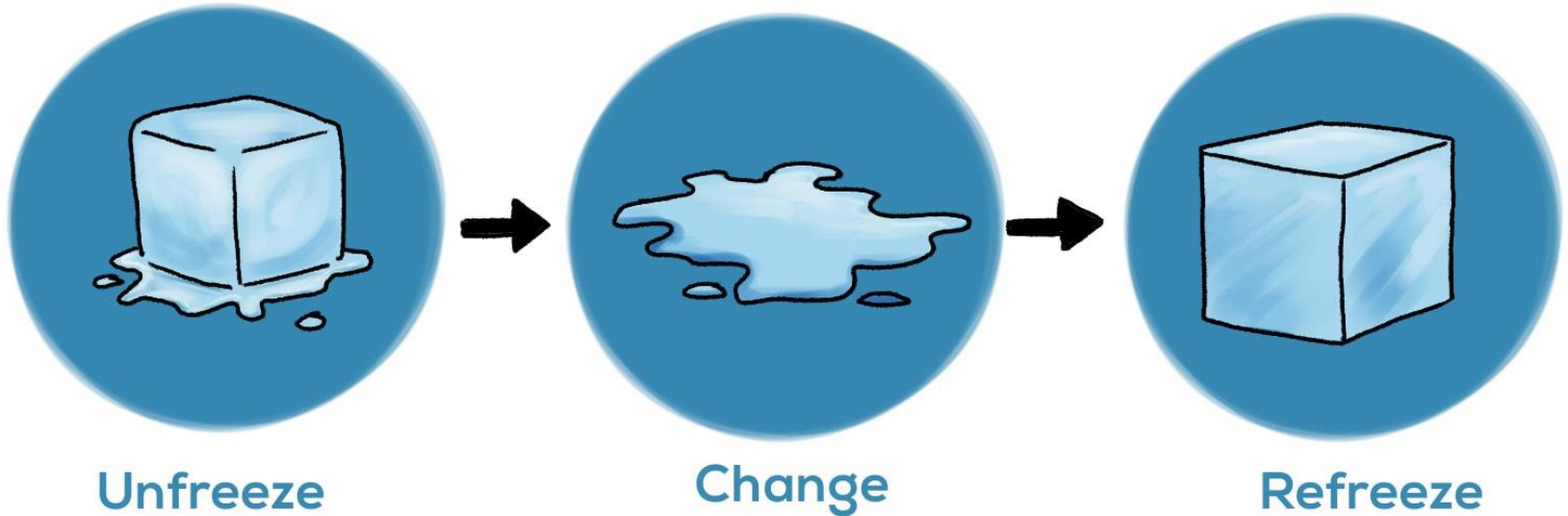
Assessing critical reflexivity

Learning journals are an excellent way to develop critical reflexivity. For each journal entry, choose an idea from the course textbook *A Very Short, Fairly Interesting and Reasonably Cheap Book about Management Theory* and reflect thoughtfully on this. You might relate the idea to an experience you've had, something you've read or watched, an event in the news, etc. The aim of the assessment is to demonstrate how your thinking on the idea has developed.

Critical reflexivity



Lewin's Change Management Template





**WHAT ASSUMPTIONS ARE MADE BY
LEWIN'S THREE STEP MODEL?**

WHY CRITICAL REFLEXIVITY?

- To challenge our common-sense understandings of management
- To create space for alternative understandings of management to grow
- To do management differently