

HETL 2013 — C4: John Miller
EXPERIENCING MANAGEMENT: THE WORLD AS CLASSROOM

1. How?

*Create, implement and integrate reliable **experiential learning** infrastructures.*

Perform - Reflect - Design experiential learning cycles help people understand how to design, manage and **learn**, *from the real consequences of their own performances*, what the words and pictures mean on paper, **remember** these lessons because they know what they really feel like, and **use** these essential skills as a solid foundation for their own lifelong learning.



Perform — *Present*: “Here & Now” ; Enactment

Mindful — Active, Intentional, rather than ‘passive experience’ / Motives, Purposes

Skill — Practice fields; Expertise / Coaching / Mentoring / Support / Direction; Style

Theatre — Acts/ Roles / Transactions with Audience(s) / Emotional Engagements

Reflect — *Retrospective*: “Past” ; Critical Thinking; Best Practice; Scholarship

Accurate Description — Attention; Journals; Collaborative Witnesses

Storytelling — Time horizons; Coherent Plotlines; Critical Turning Points; Surprise

Analysis — Disciplines: Study; Models; What matters: Validity, Reliability, Utility.

Design — *Prospective*: “Future” ; Vision: Rationality & Intuition; Goals; Imagination

Technologies — Means-Ends Chains; Sequential Interdependencies; Time; Control

Scientific Method — Hypotheses; Experiments; Values / Intentions / Consequences

Incremental — Provisional; Tweaking; Imagination; Exploration; Risk & Uncertainty

2. What?

*Select, organize and **transform subject matter** so people can understand it clearly.*



A **Community + Effectiveness + Efficiency** [= *Caring Networks + Effective Projects + Efficient Functions*] **threshold conceptual framework** is rich and comprehensive enough for people to use it to make sense of complex academic management literatures, simple enough so that they can learn it through effective academic methods, and powerful enough so that it can provide practically useful starting points for critical thinking about management.

Ideas — Integrating webs of concepts. Disciplinary Forms of thinking. Lessons.

Coherent Conceptual Frameworks — Threshold / Foundational / Paradigms / Rhetoric

Effective Projects — Choice; Values; Judgment; Priorities; Ends; Commitments; Passion

Vision — Generalization; Differentiation & Integration; Creativity; Intelligence

Tools — Science: Space, Time, Energy; Tried and tested disciplinary methods; Machines

Praxis — Enacted lessons / embodied theories / “Yoga” / Learning fields

Competition — Markets; Games; Strategy & Tactics; Teamwork; Power; Legitimacy

Efficient Organization — Temporary; Technologies: Sequential interdependencies

Friends — Supportive Relationships; Reciprocity; Networks; Concentric circles. Ethics.

Community — Empathy. Identity. Relatedness. Growth. “Village” / Civilization.

Teamwork — Help: Talk. Collaborate. “Sticks > Boxes” (“God = spaces between people”)

Social Capital — Transitions to maturity; Security; Harmony; Respect; Trust; Resilience

HETL 2013 — F7: John Miller
FREE MANAGEMENT EDUCATION! ... for the rest of us.

3. Who? When?

Provide **general, transferable, liberating management education for everybody.**

Arts & Sciences Students

Everyone — especially those prospective lawyers, journalists, legislators, scientists, engineers, doctors, teachers, and parents who won't attend business schools — must help each other learn to meet pressing needs for well-educated citizens to lead, manage, govern and work in and with society's key institutions.

Pre-professional Students

People who will bear responsibility and exercise formal authority *in any institution* must learn to think broadly and critically about their roles in society — about what it means to collaborate with and to conduct the affairs of others, to experience what it takes, beyond "common sense," to manage, and to grapple with questions about what is, and what is not, worth managing.



Management Educators

- Select, organize and transform **ideas** — disciplinary contents and conceptual frameworks — so *everybody* can understand, remember and use them wisely.
- Design, implement and continuously adjust **tools** — pedagogical methods, technologies, infrastructures and support systems — so *everybody* can learn efficiently.
- Establish and enact supportive **relationships** — collaborative cultures and caring communities — through which *everybody* can help each other learn what we need to know, when we need to know it... and, above all, when we are ready to learn.

These decisions recursively shape each other: Successful teaching and learning experiences with scholars, executives, graduate professional school students, upper-division undergraduates, and general education students (including post-adolescent secondary school students) require essentially different decision priorities, curricular patterns and pedagogical methods. Consider (separately and together) the challenge:

Thresholds: Conceptual Frameworks: Normal Science → Paradigm shifts / Epiphanies / Layers
 Generalization — Data → Information → Wisdom / Facts → Patterns → Principles
 Evolutionary Layers — *Morphogenic Systems*: Variation → Selection → Retention
 Human Development: Stages / Transitions to Adulthood / Life Cycles / Lifelong Learning

Praxis: Skills; Lessons; Time Horizons; Rationality, Recursion & Integration; Infrastructures
 Habits / Attitudes / Motives / Values — "Common Sense" / Readiness / Mastery
 Single-, Double- & Triple-Loop Learning: Reflective Practice; Practice Fields; Surprise
 Technologies — Sequencing / Means - Ends Chains / Optimization /

Relationships: Support: Autonomy & Collaboration; Community; Respect; [Teach ↔ Learn]
 Helping — Trust / Harmony / Teamwork / Caring / Empathy / Communication / Belonging
 Interdependence — Diversity / Family → Clan → Village → Culture → Nation → Civilization
 Identity — "We - They" / "Sticks > Boxes" = "God between people"

The attached template / master schedule summarizes our current Bucknell course version, built on these integrative principles. In it, multiple projects serve as interdependent practice fields for general education students in which people can help each other learn how to mine and build on the complexity and salience of their own experiences in real collaborative enterprises, in any institutional setting.