

HETL 2013 — F7: Tuesday, January 15, 2013 — 8:00 - 9:30 AM

**FREE MANAGEMENT EDUCATION! ... *for the rest of us.* — *Who? & When?***

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In yesterday's C4 "Emerging Practices" roundtable session, we described the first two of three sets of lessons about **How**, **What**, and **When** students can use [real world Organization and Management experiences](#) to build conceptual foundations, shape career commitments, and hone practical skills essential to assuming managerial leadership in 21<sup>st</sup> Century organizations — to acquire 'instant street smarts.'

Our decisions about *process* — **how** we use experiential learning to engage, motivate and inform our students — and about *content* — **what** concepts and tools we select, organize and transform so our students can understand, remember and use them wisely — necessarily entail decisions about **who** are students are — **when** *they will be ready* and **when** *they'll need to know*. 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.

In this session, we describe and advocate undergraduate *general* management education — **central and liberating foundations for everybody** — aimed at enhancing knowledge about managerial activities and skills, assuring understanding about how society's key institutions are structured and governed, and honing skills necessary to coordinate and control cooperative efforts to solve society's most complex problems. In particular, we report results of ongoing experiential learning projects that effectively support transitions to adulthood and provide strong foundations for lifelong management learning.

Our students must learn to collaborate, lead and manage in *all* institutions, responding to pressing needs for all well-educated citizens — especially the prospective lawyers, journalists, legislators, scientists, engineers, doctors, teachers, and parents who wouldn't be caught dead in business schools — to work together with business managers to run society's key institutions.

People who will inevitably bear managerial responsibility and exercise formal authority must learn to think broadly and critically about their roles in society — about what it means to collaborate with and to conduct the cooperative affairs of others, to experience and assess what it takes, beyond "common sense," to organize and manage, and to grapple with questions about what's worth managing.

We can and must do this.