The SAGE Handbook of Management Learning, Education and Development
The SAGE Handbook of Management Learning, Education and Development

Edited by Steve Armstrong and Cynthia Fukami

Los Angeles • London • New Delhi • Singapore • Washington DC
# Contents

```
Foreword viii
List of contributors xi
1 Past, Present and Future Perspectives of Management Learning, Education and Development 1
   Steven J. Armstrong and Cynthia V. Fukami

PART I MANAGEMENT LEARNING: THEORETICAL ASPECTS OF LEARNING AND KNOWLEDGE ACQUISITION 23

2 The Nature of Knowledge and Knowing in the Context of Management Learning, Education and Development 25
   Robert Chia

3 Experiential Learning Theory: A dynamic, holistic approach to management learning, education and development 42
   Alice Y. Kolb and David A. Kolb

4 Collective Learning and Knowledge Transfer 69
   Gabriele Lakomski

5 Reflection, Reflective Practice and Organizing Reflection 89
   Russ Vince and Michael Reynolds

6 Critical Management Education Beyond the Siege 104
   David M. Boje and Khadija Al Arkoubi

7 Collaborative Learning 126
   Vivien E. Hodgson

8 State of the Art: Ethics and learning 141
   Charles J. Fornaciari and Kathy Lund Dean

9 Developing Leaders: Teaching about emotional intelligence and training in emotional skills 161
   Neal M. Ashkanasy, Marie T. Dasborough and Kaylene W. Ascough
```
PART II  MANAGEMENT EDUCATION: IN A FORMAL LEARNING CONTEXT  185

10  Artful Teaching: Using the Visual, Creative and Performing Arts in Contemporary Management Education  187  
   Joan V. Gallos

11  Technology in the Classroom  213  
   T. Grandon Gill

12  Distance Learning and Web-based Instruction in Management Education  231  
   J. B. Arbaugh and S. S. Warell

13  Learning-Centered Course Design  255  
   David A. Whetten, Travis D. Johnson and D. Lynn Sorenson

14  Mentoring Ph.D. Students within an Apprenticeship Framework  271  
   Gerald R. Ferris, Pamela L. Perrewé and M. Ronald Buckley

15  Diversity in the Context of Lifelong Learning  288  
   Myrtle P. Bell, Mustafa F. Özgilgin and Mine Karataş-Özkan

16  Cognitive Styles and Learning Strategies in Management Education  301  
   Eugene Sadler-Smith

17  Building Learning Teams: The key to harnessing the power of small groups in management education  325  
   Larry Michaelsen, Tim O. Peterson and Michael Sweet

18  Problem-based and Project-based Learning Approaches: Applying knowledge to authentic situations  344  
   Robert DeFillippi and Richard G. Milter

19  Assessment and Accreditation in Business Schools  364  
   Robert S. Rubin and Kathryn Martell

20  The Research-Teaching Nexus: Tensions and opportunities  385  
   Roy J. Lewicki and James R. Bailey

PART III  MANAGEMENT DEVELOPMENT: NON-CREDIT BASED LEARNING  403

21  Reflexivity, Learning and Reflexive Practice  405  
   Ann L. Cunliffe

22  Action Learning and Related Modalities  419  
   Joseph A. Raelin
CONTENTS

23 Developing Emotional, Social and Cognitive Intelligence Competencies in Managers and Leaders
   Richard E. Boyatzis
   439

24 A Framework for Leadership Development
   George A. Hrivnak Jr., Rebecca J. Reichard and Ronald E. Riggio
   456

25 Coaching and Mentoring in Support of Management Development
   David Clutterbuck
   476

26 Rethinking the Role of Management Development in Preparing Global Business Leaders
   Kathryn Aten, Luciara Nardon and Richard M. Steers
   497

27 Community of Practice or Practices of a Community?
   Silvia Gherardi
   514

28 Assessment and Accreditation of Non-Formal Management Education and Development Programmes
   Lichia Yiu and Raymond Saner
   531

29 The Pluralistic Future of Management Education
   James O’Toole
   547

Index
   559
Foreword

I have been ‘professing’ management within universities and through executive development programs for almost half a century. I offer two observations out of this experience in support of the importance of this Handbook. The first is this:

(1) Leaders within complex enterprises without contemporary management education and development are at a great disadvantage.

Let me cite but two suggestive examples.

I recall a number of years ago asking a group of business students to observe senior health care leaders conducting a problem solving effort dealing with a complex managerial decision challenge. These leaders were highly educated and exceptionally accomplished medical doctors just commencing a management program sponsored by the American College of Physician Executives. Yet, the business students were amazed at these leaders’ untutored group behavior (forcing and smoothing) and limited decision – processing skills (acting on insufficient knowledge). The students were able to quickly identify the deficiencies, label the errors, and suggest alternative approaches that would have been more productive. The students were certainly neither brighter nor more gifted than the senior healthcare leaders they critiqued. Rather, they had the advantage of already being initiated into conventional management knowledge that the healthcare leaders were just beginning to learn.

The second example will resonate with academic readers of this handbook whose home discipline is management. Have you not observed in your own interaction with faculty, department chairs and academic administrators trained in disciplines outside the social sciences experiencing difficulties in organizing, processing decisions and engaging in collaborative behavior? However deficient my personal leadership when I was Dean of the Leavey School of Business, I felt privileged to have at my fingertips a repertoire of tools for analysis, protocols for processing group decision, and an understanding of helpful organizational arrangements that my academic colleagues not trained in management sciences lacked.

To use an analogy, whatever the weaknesses western cultures, many immigrants from other countries struggle to enter the developed world because they perceive even greater deficiencies at home. In a similar fashion, those who have never been exposed to the concepts and developmental opportunities provided by management studies flock by the millions to community colleges, universities, corporate training programs, organizational development specialists and executive coaches for guidance. Their desire for management insight attests that our field is hardly a ‘non-productive desert,’ however apropos our own self - criticisms. Our lived experience testifies that education within a quality management program results in helpful knowledge when facing leadership challenges within organizations.
My second observation is this:

(2) In addition to the rich knowledge content of management studies, we are in a moment of a radical paradigm transition in our understanding of how individuals learn and develop as leaders.

Again, let me cite but two examples.

Twice in my career I focused a sabbatical leave to retool my teaching. The first occasion followed ten years of service as a dean. During that period of academic administration I did not teach in my area of specialization – organizational innovation. So I devoted 1989 to visiting gifted scholars, conversing regarding current research at knowledge centers, visiting doctoral students, and sitting in on classes at other universities. During the decade I had been absent from the classroom research had uncovered new findings and scholarly reflection had refined theory and practice. But in truth, it was comfortable and relatively easy to fold these new developments within the portfolio of knowledge I already held. What was startlingly different was the progress in pedagogy.

Classroom learning was much less instructor centered. Multi-media resources were not only incorporated but expected. Experiential learning had been integrated. Group work within teams was carefully constructed and modeled the new organizational realities wherein the complexity of problems, the multidisciplinary nature of solution search, and the need for boundary spanning across sub-specialties for implementation demanded new group skills. Thus, students internalized from their experience in study teams the protocols that would be required for organizational knowledge transfer. In short, approaches to teaching and learning that I had only begun to think about had flowered during the decade of my absence from the classroom. I discovered the most important challenges I faced in returning to the classroom were teaching and learning challenges, not knowledge content challenges.

A decade later (1999) I once again undertook a Sabbatical, this time to prepare to address the topic *Spirituality of Organizational Leadership*. Here I faced an entirely new arena of knowledge. Spirituality intersects religious studies, the wisdom literatures, psychology, East-West anthropology and human development. But again, there were additional teaching and learning challenges. Religious studies and theology, but also medicine, psychology, social work, and nursing were pioneering ahead of management how to address the intersections of spirit, heart, body and mind. Fortunately, the organization *Contemplative Mind in Society* and the American Academy of Learned Societies offered competitive fellowships providing training in the integration of one important spiritual discipline, meditation/contemplative practice, with classroom teaching. I was fortunate to receive a fellowship grant and during the sabbatical year met with faculty in humanities, arts, architecture, law, psychology, religious studies, etc. – a rainbow of disciplines from which gifted faculty exemplified models of how they integrated spiritual disciplines within their teaching. Thus, once again, a challenging aspect of preparation for a new teaching adventure was not simply the knowledge content. Teaching in the interdisciplinary nexus of spirituality and management required a pedagogy that integrated different dimensions of human experience than I had dealt with before in the classroom.

To conclude, my personal experience testifies that preparation to profess in management has moved beyond a restrictive focus on content. Examining new approaches to teaching and learning must be part of preparation whether one is teaching in a college, university, corporate or a consulting context. We can also expect that as technology continues to propel new modes of communication the challenges will only accelerate.

The editors of this timely handbook eloquently make the scholarly case for the legitimacy of teaching and learning as one central axis within the field of management. Here I have simply testified that my own experience as a teaching scholar echoes their claim.
FOREWORD

Our profession has always required of us an ascetic commitment to stay current with the ever-shifting knowledge content of management. It now requires we also incorporate this additional commitment to examine new approaches to teaching and learning. If we fail to do so, we will fail to generously serve those who come to us to drink from the well of management studies. As always this professional commitment requires both humility and selflessness.

Our calling (as teacher and scholar) is a profound personal challenge because it entails the continuous creation of a self.

Yet our mission can unfold properly only if we engage what has been put in front of us to do and to take on.

Thus, we can be grateful to the wise editors and exceptional authors who within this handbook share important insights. This seminal and summative anthology will help all of us dedicated to management education on behalf of a future generation be more aware of current knowledge regarding teaching and learning in the context of management studies.

Andre L. Delbecq
J. Thomas and Kathleen L. McCarthy
University Professor Department of Management
Santa Clara University
List of Contributors

Khadija Al Arkoubi is a doctoral candidate in Management at New Mexico State University in Las Cruces, New Mexico, USA. She holds a Master of Science degree in Human Resource Management (HRM) from the University of Manchester, UK. She was a lecturer in Human Resource Development at Al Akhawayn University in Ifrane, Morocco from 2002 to 2004. Before starting her academic career, Khadija was working as civil servant officer in the area of HRM in the Moroccan Ministry of Public Works. Her research interests include leadership, identity, storytelling, International Human Resource Management and Development.

J.B. (Ben) Arbaugh is a Professor of Strategy and Project Management at the University of Wisconsin Oshkosh. He is an Associate Editor of Academy of Management Learning & Education and a past chair of the Academy of Management’s Management Education and Development Division. Ben’s research interests are in online management education, graduate-level management education, and the intersection between spirituality and strategic management research. Some of his recent publications include articles in Academy of Management Learning & Education, Decision Sciences Journal of Innovative Education, Information & Management, Management Learning, the Journal of Management, Spirituality, and Religion, and the Journal of Management Education.

Kaylene Ascough is a Senior Research Officer and Project Manager in the UQ Business School at the University of Queensland. She has recently completed her Honours degree in Business Management. Her ongoing research interests are in ethical practice, emotions in the workplace, emotional intelligence and organizational culture and climate. Kaylene has an extensive history in organizational administration and support spanning over ten years and is the Managing Editor of the Journal of Organizational Behavior.

Neal Ashkanasy is Professor of Management in the UQ Business School at the University of Queensland. His Ph.D. is in Social and Organizational Psychology from UQ and he is a Fellow of the Society for Industrial and Organizational Psychology and the Australia and New Zealand Academy of Management. His research focuses on leadership, culture, ethics and, more recently, on the role of emotion in organizational life. He has published in journals such as the Academy of Management Review, the Journal of Management, and Organizational Behavior and Human Decision Processes. He is Editor-in-Chief of the Journal of Organizational Behavior, Associate Editor of Academy of Management Learning and Education and Emotion Review, and book series editor for Research on Emotion in Organizations. He administers two ListServes (Orgcult – The Organizational Culture Caucus; and Emonet – Emotions in Organizations), and is a past Chair of the Managerial and Organizational Cognition Division of the Academy of Management.
Kathryn Aten is a doctoral candidate in management in the Charles H. Lundquist College of Business at the University of Oregon. She received her Bachelor’s degree from California Polytechnic State University-San Luis Obispo and a Master’s degree from the Monterey Institute of International Studies. She also studied at the Universidad de Guadalajara and Instituto Tecnológico de Monterrey in Mexico. She currently teaches courses in management, negotiation, entrepreneurship, and international management. Her research explores the role of socio-cognitive institutions and national culture on the emergence and evolution of technology and innovation. She has presented papers at the Academy of Management National Meetings, the European Group for Organizational Studies, Association for Pacific Rim Universities Doctoral Student Conference, the West Coast Forum for Technology Entrepreneurship, and the United Nations-sponsored Business as an Agent of World Benefit Forum. She has also published in the *Journal of World Business*. Prior to her academic career, she worked in employee and management development for Apple Inc., Patagonia, Ralston Foods, and International Game Technology.

James R. Bailey is the Tucker Professor of Leadership and Director of Executive Development Programs at the George Washington University School of Business, and a Fellow in the Centre for Management Development, London Business School. He has been the recipient of many teaching distinctions, including the GWSB Outstanding Faculty Award in 2003, 2006 and 2007, and in 2006 was named one of the world’s top ten executive educators by the International Council for Executive Leadership Development. He has published over 50 academic papers and case studies, and is the author or editor of several books, including the award-winning, best-selling *Handbook of Organizational and Managerial Wisdom* (with E. Kessler) and the forthcoming *Riding the Change Curve: Leading Through Transition*. He has designed and delivered hundreds of executive programmes for firms such as Nestlé, UBS, Morgan Stanley and Lucent Technologies. Dr Bailey is a frequent keynote speaker who has appeared on broadcast programmes for the BBC and Fox News Network, and whose work has been cited in such outlets as *Fortune*, *Forbes*, and *Business 2.0*. He currently serves as Editor-in-Chief of the *Academy of Management Learning and Education*.

Myrtle P. Bell is an Associate Professor of Management at the University of Texas at Arlington. She has degrees from the University of Notre Dame, Louisiana State University, and UT-Arlington. As a black American woman, Myrtle has been living and doing diversity work throughout her life. At present, her research focuses on diversity and social issues at work, including sexual harassment, disability, age, weight, appearance and religion as aspects of diversity, and effects of partner violence on women and work. Myrtle’s research has appeared in leading academic journals and in numerous edited volumes. Her book, *Diversity in Organizations* (2007, Thomson), is the first comprehensive, research-based book of its kind for teaching diversity. Myrtle is the Professional Insights Editor of *Equal Opportunities International* and past chair of the Gender and Diversity in Organizations division of the Academy of Management.

David M. Boje is Bank of America Professor, and former Arthur Owens Anderson Professor in Business Administration in the Management Department at New Mexico State University. His main research is the interplay of story, strategy and complexity. He has published articles in *Administrative Science Quarterly, Management Science, Management Communication Quarterly, Organization Studies, Leadership Quarterly*, and other fine journals; see http://business.nmsu.edu/~dboje for more. He is President of Standing Conference for Management & Organization Inquiry (http://scmoi.org), editor of *Tamara Journal* (http://tamarajournal.com) and associated editor for *Qualitative Research in Organization &
Management (QROM). He serves on 13 other editorial boards when he is not riding his horse Nahdion in New Mexico.

Richard E. Boyatzis is Professor in the Departments of Organizational Behavior, Psychology, and Cognitive Science at Case Western Reserve University and in Human Resources at ESIDE. Before becoming a professor, he was CEO of McBer and Company for 11 years and COO of Yankelovich, Skelly & White for two years. He is the author of more than 100 articles on sustained, desired change, intentional change theory, behaviour change, leadership, competencies, emotional intelligence, and thematic analysis. His books include: The Competent Manager (in two languages); Transforming Qualitative Information (in two languages); Innovations in Professional Education (with Scott Cowen and David Kolb; co-author of the international best-seller, Primal Leadership, with Daniel Goleman and Annie McKee (in 28 languages); co-author, Resonant Leadership: Renewing Yourself and Connecting With Others Through Mindfulness, Hope, and Compassion, with Annie McKee (in 18 languages); and co-author of Becoming a Resonant Leader (with Annie McKee and Fran Johnston). Professor Boyatzis has a B.S. in Aeronautics and Astronautics from MIT, and a M.S. and Ph.D. in Social Psychology from Harvard University.

M. Ronald Buckley is the J.C. Penney Company Chair of Business Leadership in the Michael F Price College of Business, and Professor of Psychology at the University of Oklahoma. He received a Ph.D. in Industrial/Organizational Psychology from Auburn University. Buckley has research interests in, among other areas, organizational socialization processes and the performance evaluation process. He has published a number of articles in journals such as the Academy of Management Review, Journal of Applied Psychology, Journal of Management, Personnel Psychology, and Organizational Behavior and Human Decision Processes. During his 20 years in the field, Buckley has served on 25 doctoral dissertation committees and chaired eight.

Robert Chia holds a Sixth Century Chair in Management at the University of Aberdeen Business School where he teaches Business Strategy, International Management and Organizational Behaviour. He received his Ph.D. in Organization Studies from Lancaster University and publishes regularly in the leading international journals in organization and management studies. Robert initially trained as an aircraft engineer and has held senior positions in manufacturing management and human resource management for multinational corporations prior to embarking on an academic career. His research since then has been focused on the enhancement of life chances for all levels of society through the systematic analysis and understanding of the guiding principles underlying the general economy of effort involved in wealth creation.

David Clutterbuck is author of nearly 50 books on management and people development. He introduced the concept of structured mentoring to Europe in the early 1980s and has undertaken numerous studies into both fundamentals and practical application of mentoring. He co-founded the European Mentoring Centre, which evolved into the European Coaching and Mentoring Council, where he is currently chair of the UK Research Committee. He is Visiting Professor at the coaching and mentoring faculties of both Sheffield Hallam and Oxford Brookes Universities. He led the development of the International Standards for Mentoring Programmes in Employment and leads an international consultancy, Clutterbuck Associates, specializing in helping organizations build sustainable capability in coaching and mentoring. He is currently working on his 12th and 13th books on coaching and mentoring – a second volume of Techniques in Coaching and Mentoring and a good practice guide to virtual coaching and mentoring. David can be reached at david@clutterbuckassociates.co.uk +44 1628 661667.
LIST OF CONTRIBUTORS

Ann L. Cunliffe is currently Professor of Organization Theory at Hull University Business School and a Visiting Professor at Leeds and Strathclyde Universities. She was the Albert and Mary Jane Black Endowed Professor of Economic Development in the Anderson School of Management, University of New Mexico, and has held positions at California State University and the University of New Hampshire. Her recent publications include the book *Organization Theory*, collaborating with Mary Jo Hatch on the second edition of *Organization Theory: Modern, Symbolic, and Postmodern Perspectives*, and articles in the *Journal of Management Studies*, *Organization Studies*, *Human Relations*, and *Management Learning*. In 2002 she was awarded the ‘Breaking the Frame Award’ from the *Journal of Management Inquiry*, for the article ‘that best exemplifies a challenge to existing thought’. Ann is currently Associate Editor for *Management Learning* and *Qualitative Research in Organizations and Management*, and is on the Editorial Boards of *Organization Studies*, *Human Relations*, the *Journal of Organizational Change Management*, the *Canadian Journal of Administrative Sciences*, and the *Scandinavian Journal of Management*. She received her Ph.D. and M.Phil. from Lancaster University, UK.

Marie Dasborough is an Assistant Professor of Organizational Behavior at the William S. Spears School of Business, at Oklahoma State University, USA. She received her Ph.D. in Management from the University of Queensland, Australia in 2005. The quality of Marie’s doctoral work has been recognized in the academic community. She was named the winner of the 2003 Kenneth E. Clark Student Research Award for the Best Graduate Student Paper on Leadership at the Center for Creative Leadership in Greensboro. She also received an honourable mention in the 2005 Jablin Dissertation Award competition for the Best Dissertation in Leadership (Jepson School of Leadership Studies at Richmond University, and the International Leadership Association). Her current research interests are in leadership, emotions at work, emotional intelligence, team emotional climate, workplace friendship, and the role of friendship ties on human resource selection decisions. This research has been published in journals such as *The Leadership Quarterly*, *International Journal of Human Resources Management*, *Journal of Education in Business*, and the *Asia Pacific Journal of Human Resources Management*. Marie currently serves on editorial boards for *Journal of Management*, *Journal of Organizational Behavior*, and *The Leadership Quarterly*.

Kathy Lund Dean is Associate Professor of Management at Idaho State University. She earned her Ph.D. in Organizational Behaviour, with a minor in ethics classics, from Saint Louis University. Kathy has been active in both the *Organizational Behavior Teaching Society* and the *Academy of Management* for over a decade and is a founder of the Academy’s Management, Spirituality and Religion (MSR) interest group. Currently, she is researching non-traditional research methodologies (especially the use of art), business ethics and decision-making, and the potential downsides of spirituality in the workplace. Her most common consulting work includes strategic planning and executive coaching. Her research has appeared in a wide variety of management journals and she has served as Associate Editor for the *Journal of Management Education* for six years. Prior to entering higher education, Kathy enjoyed a career in retail banking and was partner in a small commercial business. When not involved somehow with a manuscript, Kathy is a room parent for her kindergartner and pre-schooler boys. She also strategizes on how to spend more time skiing.

Robert DeFillippi is Professor and Director, Center for Innovation and Change Leadership, Suffolk University, Boston, USA. His scholarly writing focuses on project-based innovation and his empirical research spans many high technology, entertainment and business service industries. His pedagogic practice includes his design and co-ordination of the global MBA
international internship projects at his university and his participation in the European consortium on Strategic Management of Projects, where he is an Erasmus Mundus visiting professor at Polytechnico di Milano and teaches Project-based Innovation and Knowledge Management within the consortium’s Master’s of Science programme. Professor DeFillippi is past chair of the Management Education and Development Division of the Academy of Management. He has also served as co-editor of the Research in Management Education and Development book series (Information Age Publishers) and has co-edited seven volumes in the series. He is also associate editor of the International Journal of Management Reviews and serves on the editorial board of Management Learning.

Gerald R. Ferris is the Francis Eppes Professor of Management and Professor of Psychology at Florida State University. He received a Ph.D. in Business Administration from the University of Illinois at Urbana-Champaign. Ferris has research interests in the areas of social influence and effectiveness processes in organizations, and the role of reputation in organizations. He is the author of articles published in such journals as the Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Organizational Dynamics, Personnel Psychology, Academy of Management Journal, Academy of Management Executive, and Academy of Management Review, and from 1981 to 2003, he served as editor of the annual research series, Research in Personnel and Human Resources Management. In 2001, he was the recipient of the Herbert G. Heneman Jr Award for Career Achievement, Human Resource Division, Academy of Management, and in 2006 he received the Graduate Faculty Mentor Award from Florida State University. During over 25 years in the field, Ferris has served on 85 doctoral dissertation committees, and chaired 20.

Charles J. Fornaciari is a Professor of Management and the Uncommon Friends Chair in Ethics at Florida Gulf Coast University in Fort Myers, Florida. He has published over a dozen journal articles in areas such as the role of spirituality and religion in management, ethics in business education, corporate strategic change, affective learning techniques, and the use of technology in education. His work has appeared in journals such as Journal of Organizational Change Management, Journal of Managerial Issues, Journal of Business Research, Journal of Management Education, Journal of Management, Spirituality and Religion, the Journal of Business Ethics Education, and the International Journal of Organizational Analysis. Charles is also a recipient of the Organizational Behavior Teaching Society’s prestigious New Educator Award. He currently serves as an associate editor for the Journal of Management Education and is an editorial review board member of the Decision Sciences Journal of Innovative Education.

Joan V. Gallos is Professor of Leadership at the Henry W. Bloch School of Business and Public Administration at the University of Missouri-Kansas City, where she has also served as Professor and Dean of Education, Coordinator of University Accreditation, Special Assistant to the Chancellor for Strategic Planning, and Director of the Higher Education Graduate Programs. Gallos holds a Bachelor’s degree cum laude in English from Princeton and Master’s and Doctoral degrees from the Harvard Graduate School of Education. She has published widely on leadership and management education; is co-author of two books, editor of two others, and creator of multiple sets of published teaching materials. She is recipient of both teaching and writing awards, and has served as president of the Organizational Behavior Teaching Society; as editor of the Journal of Management Education; and as Founding Director of the Truman Center for the Healing Arts, based at Kansas City’s public hospital, which received the Business Committee for the Arts 2004 Partnership Award as the best partnership between a large organization and the arts.
LIST OF CONTRIBUTORS

Silvia Gherardi is full Professor of Sociology of Work at the Faculty of Sociology of the University of Trento, Italy. Her work has focused on issues associated with workplace learning and knowing, gender policies, labour conditions and social responsibility of enterprises. In recent years she has worked with theories of practice, aiming to develop a sociological approach to practice-based studies. Since 1993 she co-ordinates the Research Unit on Communication Organizational Learning and Aesthetics. Areas of interest include the exploration of different ‘soft’ aspects of knowing in organizations, with a peculiar emphasis for cognitive, emotional, symbolic, and linguistic aspects of organizational process. Currently the research unit that she co-ordinates is working on an Equal project on gender segregation, on a project focused on networks of inter-organizational learning concerning the field of bio-technologies, and on a Master in gender politics. In 2005 she received the degree of ‘Doctor Honoris Causa’ from the Department of Social Sciences of the Danish Roskilde University.

Grandon Gill is an Associate Professor in the Information Systems and Decision Sciences department at the University of South Florida. He holds a doctorate in Management Information Systems from Harvard Business School, where he also received his MBA. His principal research focus is in the area of IS education, and he has published many articles describing how technologies and innovative pedagogies can be combined to increase the effectiveness of teaching across a broad range of IS topics. Currently, he teaches programming, database and managerial courses to both undergraduate and graduate students. He is also a Faculty Fellow at USF’s Center for 21st Century Teaching Excellence.

Vivien Hodgson is a Professor of Networked Management Learning in the department of Management Learning and Leadership at Lancaster University Management School in the UK. She has written extensively on the use of computer-mediated communications and online learning in higher education as well as co-ordinated and participated in many ‘e-learning’ research projects and the evaluation of development projects. Between 1995 and 1998 she was seconded to the European Commission’s ‘Socrates’ programme in Brussels where she was responsible for the Open and Distance Learning Action. She is the co-chair of international conference series ‘Networked Learning’. She is interested in theoretical debates that exist around notions of critical management learning and constructionist approaches to learning together with researching how changes and advances in information and communications technology impact on the nature and experience of learning.

George Allen Hrivnak Jr is an instructor and Doctoral Fellow at The George Washington University School of Business. He holds a Master’s degree in Adult Education from the University of South Florida and completed his undergraduate studies in business administration and Japanese at the Ohio State University. Prior to joining GW, he spent more than 12 years working in private industry, with extensive experience in leadership and business development roles which provide a practical grounding for his research and teaching. George leads undergraduate, graduate and executive courses in leadership, conflict management and negotiation, and other organizational topics. His research interests include leadership, leadership development, entrepreneurship development, identity, and social structures.

Travis D. Johnson is a Teaching and Learning Consultant in the Center for Teaching and Learning at Brigham Young University. He consults with faculty members, departments, and colleges to improve courses and programmes. He also helps direct the BYU online student rating system. Before joining the Center for Teaching and Learning, Travis was an assistant director in the BYU Faculty Center and also an adjunct instructor in the Instructional Psychology and Technology Department. He previously worked at the University of Illinois in
the Office of Instructional Resources, American College Testing (ACT), Syracuse University in
the Center for Instructional Development, and the University of Iowa – both in the Center
for Teaching and the Center for Evaluation and Assessment. Trav’s research and practice
focus on improving teaching and learning, particularly through the use of faculty and course
evaluation. His professional activities include numerous publications, conference presentations,
and professional consultations on educational evaluation and improvement.

Alice Kolb is Adjunct Professor of Organizational Behavior at the Weatherhead School of
Management, Case Western Reserve University. She is the President of Experience Based
Learning Systems, Inc., a research and development organization devoted to research and
application of experiential learning in organizations worldwide. She received her Ph.D. from
Case Western Reserve University in Organizational Behavior. Her current work is focused
on promoting learning in higher education through institution building. This work emphasizes
approaching an educational institution’s development by integrating development of curriculum,
faculty, students and resources around a vision and mission that is focused on learning. Her
research focus on learning spaces led to her 2005 paper ‘Learning styles and learning spaces:
Enhancing experiential learning in higher education’ published in Academy of Management
Learning and Education. Her upcoming publication, ‘Learning to play, playing to learn: A case
study of a ludic learning space’, to be published in the Journal of Organizational Change
Management, is part of her ongoing passion for creating spaces conducive to deep learning.

David Kolb is Professor of Organizational Behavior at the Weatherhead School of Management,
Case Western Reserve University. He received his B.A. in Psychology, Philosophy and Religion
at Knox College and his Ph.D. in Social Psychology from Harvard University. He is best
known for his research on experiential learning and learning styles described in Experiential
Learning: Experience as the Source of Learning and Development. Other books include,
Conversational Learning: An Experiential Approach to Knowledge Creation, Innovation in
Professional Education: Steps on a Journey from Teaching to Learning, and Organizational
Behavior: An Experiential Approach. In addition he has authored many journal articles and
book chapters on experiential learning. He currently serves on the editorial review boards of
Academy of Management Learning and Education, Human Relations, Simulation and Gaming,
and the Journal of Management Development. David’s current research activities include studies
of team learning, research on the cultural determinants of learning style and research on
experiential learning in conversation. He is involved in a number of learning focused institutional
development projects in education. David has received four honorary degrees recognizing his
contributions to experiential learning in higher education.

Gabriele Lakomski is a Professor at the University of Melbourne, Australia. She is best known
for her critical work on leadership and organizational learning in both public and private sector
organizations. Trained in philosophy of science and epistemology, her research is based on
the most recent scientific understanding of human knowledge acquisition and the processing
of information, developed by connectionist cognitive science. In her work, Gabriele examines
how such empirical knowledge affects current theories of organizational learning, leadership,
organizational culture and change, as well as the training of managers and administrators. Her
research programme includes the analysis of Knowledge Management (KM) as a new tool for
managing organizational development and change with particular emphasis on what knowledge
is, and on the human ability to codify and represent it. Gabriele is a member of the Academy of
Management and is an executive member of the Academy’s Management Education Division.
She recently served as Senior Editor of Organization Studies, and is a member of the editorial
board of Management Learning, among others.
LIST OF CONTRIBUTORS

Roy J. Lewicki is the Irving Abramowitz Memorial Professor of Business Ethics at the Max M. Fisher College of Business, the Ohio State University. Professor Lewicki maintains research and teaching interests in the fields of negotiation and dispute resolution, organizational leadership, and ethical decision making. Roy is an author or editor of 31 books in the areas of negotiation, conflict management, organizational justice and organizational change. His most recent books include Negotiation (5th edition, with B. Barry and D. Saunders), Making Sense of Intractable Environmental Conflicts (with B. Gray and M. Elliott), and Mastering Business Negotiations (with A. Hiam). He is also the author or co-author of over 80 book chapters and refereed journal articles. Roy is a past President of the International Association of Conflict Management. He is the recipient of the David Bradford Teaching Award from the Organizational Behavior Teaching Society, and the Distinguished Educator Award from the Academy of Management, as well as many teaching awards from the Ohio State University. He is the founding editor of Academy of Management Learning and Education. He is a graduate of Dartmouth College and received his Ph.D. from Columbia University.

Kathryn Martell (Ph.D. University of Maryland, B.A. University of Chicago) joined Montclair State University in 2002 as Associate Dean of the School of Business and Professor of Management. In addition to her teaching and Dean responsibilities, she has directed two BIE grants from the US Department of Education. Her projects using technology to link students in the US with students in other countries have received recognition from the AACS (Midwest Regional Award for Curriculum Innovation), ACE (Special Recognition for Cost Effective Curriculum Programs), AAUA (International Award for Innovation in Higher Education), and the US Department of Education. Dr Martell is a nationally known expert on the topic of assessing student learning. She is a frequent speaker at AACS (American Association of Collegiate Schools of Business) national and regional conferences. She developed the content for AACS’s online Assessment Resource Center (www.aacsb.edu/ARC). She recently edited a two-volume set Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way, published by AACS and the Association for Institutional Research. She has also published in Human Resource Management, R&D Management, Industrial Management, the Labor Law Journal, Research in Higher Education, Journal of Teaching in International Business, and the Journal of Business Education.

Larry Michaelsen (Ph.D. in Organizational Psychology from the University of Michigan) is David Ross Boyd Professor Emeritus at the University of Oklahoma, Professor of Management at Central Missouri State University, a Carnegie Scholar, a Fulbright Senior Scholar, and former editor of the Journal of Management Education. He is active in faculty development activities and has conducted workshops on teaching effectively with small groups in a wide variety of university and corporate settings. Dr Michaelsen has also received numerous college, university and national awards for his outstanding teaching and for his pioneering work in two areas. One is the development of Team-Based Learning <www.teambasedlearning.org>. The other is an Integrative Business Experience <ibe.ucmo.edu> programme that links student learning in three core business courses to their experience in creating, funding and operating an actual start-up business whose profits are used to finance a hands-on community service project.

Richard G. Milter is Director of the MBA Fellows Program, Interim Chair of MBA Programs, and Professor of Management at the Carey Business School at Johns Hopkins University. Rick has consulted or served as a training facilitator or organization effectiveness specialist for dozens of corporations and government agencies around the globe. His research and publications are in the areas of executive judgement, group decision-making processes, management information...
LIST OF CONTRIBUTORS

systems, negotiation strategies, managerial ethics, leadership, and innovative learning platforms. He has served as editor-in-chief of the Springer Science and Business series Educational Innovations in Economics and Business, serves as associate editor of the Springer Publishing series Advances in Business Education and Training, and serves on the editorial boards of the Information Age Publishing series Research in Management Education and Development and the Springer Verlag Publishing series Innovation and Change in Professional Education.

Luciara Nardon is an Assistant Professor of Management at the Vlerick Leuven Gent Management School, Belgium. She has taught courses on international management in Denmark, Belgium, Brazil and the US. She received her Bachelor’s degree in accounting from Universidade Federal do Rio Grande do Sul, Brazil, and a graduate degree in accounting from Fundação Getúlio Vargas, Brazil. In addition, she holds two Master’s degrees in business from the Universidad de Ciencias Empresariales y Sociales, Argentina, and the Peter F. Drucker Graduate School of Management, Claremont Graduate University. She holds a Ph.D. in international management and strategy from the University of Oregon. Her recent research has been published in the Journal of World Business, Organizational Dynamics and Advances in International Management. She is also the co-author (with Richard M. Steers) of Managing in the Global Economy (2006, Sharpe) and ‘The Culture Theory Jungle’, a chapter in the Handbook of Culture, Work, Organizations (Cambridge University Press, forthcoming). Prior to her academic career, Professor Nardon worked as a director of control systems and strategic planning for companies in Brazil, Portugal, and the US.

James O’Toole is the Daniels Distinguished Professor of Business Ethics at the University of Denver’s Daniels College of Business. Previously, at the University of Southern California’s business school he held the University Associates’ Chair of Management, served as Executive Director of the Leadership Institute, and was editor of New Management magazine. O’Toole’s research and writings have been in the areas of leadership, philosophy, ethics, and corporate culture. He has addressed dozens of major corporations and professional groups, and has over 100 published articles. Among his 16 books, Vanguard Management was named ‘One of the best business and economics books of 1985’ by the editors of BusinessWeek. His latest books are Creating the Good Life: Applying Aristotle’s Wisdom to Find Meaning and Happiness (2005), The New American Workplace (with Edward Lawler, 2006), and Transparency (with Warren Bennis and Daniel Goleman, 2008). O’Toole received his Doctorate in Social Anthropology from Oxford University, where he was a Rhodes Scholar. He served as a Special Assistant to Secretary of Health, Education and Welfare, Elliot Richardson, as Chairman of the Secretary’s Task Force on Work in America, and as Director of Field Investigations for President Nixon’s Commission on Campus Unrest. He won a Mitchell Prize for a paper on economic growth policy, has served on the Board of Editors of the Encyclopaedia Britannica, and was editor of The American Oxonian magazine. From 1994 to 1997 O’Toole was Executive Vice President of the Aspen Institute, and later, Mortimer J. Adler Senior Fellow at the Institute. He has also served as chair of the Booz/Allen/Hamilton Strategic Leadership Center. In 2007 he was named one of the ‘100 most influential people in business ethics’ by the editors of Ethisphere, and one of ‘the top 100 thought leaders on leadership’ by Leadership Excellence magazine.

Mustafa F. Özbilgin is Professor of Human Resource Management at the Norwich Business School, University of East Anglia, UK, and director of the research centre, DECERe (Diversity and Equality in Careers and Employment Research). He researches on equality, diversity and inclusion at work from contextual and comparative perspectives. He has authored and edited a number of books, including Global Diversity Management (2008, Palgrave), Career Choice in Management and Entrepreneurship (2007, Edward Elgar), Relational Perspectives in
LIST OF CONTRIBUTORS

Organizational Studies (2006, Edward Elgar), and Banking and Gender (2003, IB Tauris) and published numerous research papers and reports. He is editor of the journal Equal Opportunities International (Emerald Press). Having completed a Ph.D. in Organizational Sociology at the University of Bristol in 1998, he has previously worked at the University of Hertfordshire, UK, University of Surrey, UK, and at Queen Mary, University of London, as a lecturer in Employment Relations. He has held visiting researcher posts at CEPS-INESTAD (Luxembourg), Cornell University, USA, and the Japan Institute of Labour and Policy.

Mine Karataş Özkan is a Lecturer in Entrepreneurship at the School of Management, University of Southampton, UK. Her research interests include nascent entrepreneurship from a learning perspective, social and science entrepreneurship, and diversity aspects of entrepreneurship and knowledge work. She has published a number of research papers and reports in these areas, and is currently authoring a book entitled Nascent Entrepreneurship from a Learning Perspective (2008, Edward Elgar). She completed a Ph.D. in Entrepreneurship at the University of Southampton in 2006, and has previously worked at the University of Derby, UK, as a researcher.

Pamela L. Perrewé is the Distinguished Research Professor and Jim Moran Professor of Management at the College of Business at Florida State University. She received a Ph.D. in Management from the University of Nebraska – Lincoln. Dr Perrewé has focused her research in the areas of job stress, coping, organizational politics, emotion and personality. She has published several books, over 15 book chapters, and 80 journal articles in journals such as Academy of Management Journal, Journal of Management, Journal of Applied Psychology, and Organizational Behavior and Human Decision Processes. She is the co-editor of the annual series titled, Research in Occupational Stress and Well Being, published by Elsevier Science, Inc. Dr Perrewé has mentored many Ph.D. students over her more than 23 years in the field, has served on 67 doctoral dissertation committees, and chaired 14.

Tim O. Peterson is Clinical Associate Professor of Business. He is also the Director of Mays Business Fellows, a premier undergraduate professional development programme focused on developing team-oriented leaders. He is the architect of the Transitions Program that develops the vital competencies needed by all employees. His research interests are leadership, work life competencies, the scholarship of teaching, and the application of information technology to organizational issues. He has published in the Academy of Management Education and Learning, Academy of Management Executive, Performance Improvement Quarterly, Journal of Leadership Studies, Journal of Management Education, and Journal of Management Systems. He earned his Ph.D. from Texas A&M University in 1988.

Joe Raelin is an internationally recognized scholar in the field of work-based learning. He holds the Asa S. Knowles Chair of Practice-Oriented Education at Northeastern University and is also Director of the Center for Work and Learning. Formerly, he was Professor of Management at the Wallace E. Carroll School of Management. He received his Ph.D. from the State University of New York at Buffalo. His research has centred on executive and professional education and development. He is a prolific writer, having produced over 100 articles appearing in leading management journals. He is also a management consultant with over 30 years of experience working with a wide variety of organizational clients. His publications include The Clash of Cultures: Managers Managing Professionals (Harvard Business School Press, 1991), considered now to be a classic in the field of managing professionals; Creating Leaderful Organizations: How to Bring Out Leadership in Everyone (2003, Berrett-Koehler); and the new edition of Work-Based Learning: Bridging Knowledge and Action in the Workplace (2008, Jossey-Bass).
LIST OF CONTRIBUTORS

Rebecca J. Reichard, Ph.D., is Visiting Assistant Professor of Psychology at Claremont McKenna College and the Postdoctoral Research Fellow in Leadership at the Kravis Leadership Institute. Becky received her B.S. in Psychology from Missouri Western State University where she was also recently inducted into the Athletic Hall of Fame for her career playing women’s basketball. She earned her doctorate in Business from the Gallup Leadership Institute, University of Nebraska-Lincoln. Dr Reichard has ongoing research on evaluating the impact of leadership and undergraduate leadership education, understanding the motivational aspects driving leader self-development, and building the development of global mindset.

Michael Reynolds is Emeritus Professor of Management Learning at Lancaster University Management School and has been director of full-time and part-time postgraduate programmes in the department of Management Learning and Leadership. His research interests are in illuminating differences between tutor intentions and students’ experiences in experiential learning designs, and in the application of critical perspectives to management learning design. He was co-editor with John Burgoyne of Management Learning: Integrating Perspectives In Theory And Practice (1997) and with Russ Vince of Organising Reflection (2004) and the Handbook of Experiential Learning and Management Education (2007).

Ronald E. Riggio, Ph.D., is the Henry R. Kravis Professor of Leadership and Organizational Psychology and Director of the Kravis Leadership Institute at Claremont McKenna College. He received his B.S. in Psychology from Santa Clara University and M.A. and Ph.D. in Social/Personality Psychology from the University of California, Riverside. Professor Riggio is the author of over 100 books, book chapters, and research articles in the areas of leadership, assessment centres, organizational psychology and social psychology. His research work has included published studies on the role of social skills and emotions in leadership potential and leadership success, the use of assessment centre methodology for student outcome assessment, empathy, social intelligence and charisma. His most recent books are The Practice of Leadership and The Art of Followership (2007, 2008, Jossey-Bass), and Transformational Leadership (2nd edn), co-authored with Bernard M. Bass (2006, Erlbaum).

Bob Rubin is an Assistant Professor of Management at the Charles H. Kellstadt Graduate School of Business at DePaul University. Bob is an avid teacher specializing in the areas of organizational behaviour and human resource management. His current research interests include leadership, assessment, and management education. He has published in numerous books and leading academic journals including the Academy of Management Journal, Personnel Psychology, The Leadership Quarterly, Journal of Organizational Behavior and Academy of Management Learning & Education. Dr Rubin is currently an editorial board member for two journals, Academy of Management Learning & Education and Journal of Leadership and Organizational Studies. In addition, he recently co-authored a text titled Developing Management Skills: What Great Managers Know and Do focusing on building practical management capabilities in the classroom. Bob received his Ph.D. in Organizational Psychology from Saint Louis University.

Raymond Saner is an expert in international management, economic and social development and organizational change management with more than 20 years of experience in the above fields as teacher, consultant and researcher. He is Professor at Basle University (Economics Department, 1988–present), and teaches at the World Trade Institute in Berne (2000–present) and in the Master in Public Affairs programme of Sciences in Paris (2005–present). Raymond Saner is co-founder of CSEND, a Geneva based NGRDO (non-governmental research and development organization, 1993–present), partner of Organizational Consultants Ltd, Hong Kong (consulting company, 1989–present), and has consulted international organizations such as WTO, the WB,
UNDP, EBRD, ILO, UNICEF, BIS. He was the Swiss delegate to the ISO working group which drafted the ISO 10015 standard on training and has served as member of the peer review team which evaluated quality systems of Switzerland’s professional schools and universities of applied sciences.

**D. Lynn Sorenson** is a professional teaching-and-learning consultant at Brigham Young University (BYU). For 15 years she served in the BYU Faculty Center where she was assistant director. She is currently assigned to the BYU Center for Teaching and Learning. Prior to joining BYU in 1992, she worked with L. Dee Fink in the University of Oklahoma Instructional Development Program. She has researched, presented and published numerous articles and book chapters on a variety of subjects – most recently, valuing the student voice in faculty and instructional development, classroom strategies to enhance student learning, (online) student ratings of instruction, and course design for the achievement of student learning outcomes. She has served on the board of directors, chaired conferences, and reviewed journal manuscripts for the Professional and Organizational Development (POD) Network in Higher Education. In addition, she has served as a council delegate for the International Consortium for Educational Development (ICED). She is conference chair of the ICED 2008 Conference.

**Eugene Sadler-Smith** is Professor of Management Development and Organizational Behaviour in the School of Management, University of Surrey. After a successful career in the gas industry, during which time he completed his Ph.D. under the supervision of Richard J. Riding, at the University of Birmingham, 1988–1992 (part-time) on the subject of cognitive styles, he became a university lecturer in 1994. His research interests are centred upon the role of intuitive judgement in management decision making and management development. His research has been published widely in peer-reviewed journals such as the *Academy of Management Executive*, *Academy of Management Learning and Education*, *British Journal of Psychology*, *Journal of Occupational & Organizational Psychology*, *Journal of Organizational Behavior*, *Management Learning* and *Organisation Studies*, and many others. He is author of *Learning and Development for Managers: perspectives from research and practice* (2006, Blackwell), *Learning in Organisations: complexities and diversities* (with Peter J. Smith, 2006, Routledge) and *Inside Intuition* (2008, Routledge).

**Richard M. Steers** is Professor Emeritus of Organization and Management at the University of Oregon. He is a past President and Fellow of the Academy of Management and a Fellow of both the American Psychological Association and the American Psychological Society. He has published on various management topics, including work motivation, employee absenteeism and turnover, organizational effectiveness and international management. His most recent books include *Motivation and Work Behavior* (with Greg Bigley and Lyman W. Porter, 2003, McGraw-Hill), *Managing in the Global Economy* (with Luciara Nardon, 2006, M.E. Sharpe), and the *Handbook of Culture, Work, and Organizations* (with Rabi Bhagat; Cambridge University Press, forthcoming). In addition to his career at the University of Oregon, Professor Steers has taught at the Rotterdam School of Management and Nijmrode University (both in the Netherlands); Hanyang University (Korea); University of California, Irvine (USA); University of Cape Town (South Africa); and Oxford University (UK). Prior to his academic experience, he served in various management and employee development posts at the Dow Chemical Company.

**Michael Sweet** has worked in postsecondary faculty development since 1995, at universities and community colleges, and is currently an instructional consultant for the Division of Instructional Innovation and Assessment (DIIA) at the University of Texas at Austin. In over a decade of exposure to numerous classroom strategies, nothing has ignited Michael’s interest like the
motivational and instructional power of Team-Based Learning (TBL). As a result, Michael has an active research programme and publication history focusing mostly on the processes and outcomes of TBL in the college classroom. Michael recently co-edited a special issue of *Educational Psychology Review* on postsecondary collaborative learning research, and presents widely on practical ways to activate postsecondary learning.

**Russ Vince** is a management teacher and researcher who has taken a particular interest in researching and writing on the theory and practice of management learning and education. Russ is Professor of Leadership and Change in both the School of Management and the School for Health, the University of Bath, UK. He has authored five books and over a 100 scholarly papers, several of which have been published in international journals, including: *Human Relations*, the *Journal of Management Studies*, Organization Studies and the *Academy of Management Learning and Education*. His most recent books are: *The Handbook of Experiential Learning and Management Education* (Oxford University Press, 2007), *Rethinking Strategic Learning* (Routledge, 2004) and *Organizing Reflection* (Ashgate, 2004). Russ is Editor-in-Chief of the international academic journal *Management Learning*. He is an International Advisor to the *Doctoral School of Organizational Learning*, Copenhagen, Denmark; Academic Director, the *Leading Consultation* programme, Paris, France; and a Member of the Research Steering Committee of the Association of Business Schools. Russ has worked as an Associate Consultant with the International Institute for Organizational Change, Geneva, and the Ashridge Consulting Group, UK. He is an internationally recognized expert in organizational learning and action learning.

**Suzanne Scaffidi Warell** has expertise in several disciplines including intercultural communication, foreign languages, graduate business education, and online learning. Recently, she has designed and delivered online MBA courses to impact intercultural sensitivity development for graduate students. These courses have utilized case study material gathered from her cross-cultural management research in Brazil, China, and India. Previously, she was a medical device consultant for over 13 years and coordinated and conducted educational programmes in the United States, South America, and Europe. Suzanne received a Bachelor of Arts from the University of Minnesota in Spanish and Speech Communications, a Master of Arts in Adult Education from Carroll College in Waukesha, Wisconsin, and a Ph.D. in Educational Policy and Leadership from Marquette University in Milwaukee, Wisconsin. She also attended the University of Seville, Spain, where she was an English tutor for medical students and acquired a working knowledge of Spanish, Portuguese and German languages.

**David A. Whetten** is the Jack Wheatley Professor of Organizational Studies and Director of the Faculty Development Center at Brigham Young University. Prior to joining BYU in 1994 he was on the faculty at the University of Illinois, Urbana-Champaign, for 20 years. He has published numerous articles and books on a variety of subjects – most recently on organizational identity and identification, theory development, and management education. His pioneering and award-winning management text, *Developing Management Skills*, co-authored with Kim Cameron, is in its seventh edition. He has also served as editor of the *Foundations for Organizational Science*, an academic book series, and the *Academy of Management Review*. In 1991 he was elected an Academy of Management Fellow, he received the Academy’s Distinguished Service Award in 1994, and in 2004 he received the Academy of Management OMT Division Distinguished Scholar award. In addition, he served as President of the Academy of Management in 2000.

**Lichia Yiu** is co-founder and president of the Centre for Socio-Eco-Nomic Development, a Geneva-based research and development institute (CSEND, since 1993). She has designed
and conducted management training and OD projects for European and North America-based multinational companies in North America, Europe and Asia, and has developed institutional development platforms to support public sector reforms in China, Slovenia, Vietnam, Russia and English-speaking African countries for the United Nations, WHO, ILO, EBRD and bilateral development aid agencies (SDC, GTZ, DANIDA, SIDA, NORAD, CIDA). She has published seven books and more than 40 articles in publications such as *American Academy of Management Executive*, *Advances in International Comparative Management*, *Human Resource Quarterly*, *Performance Improvement Quarterly*, *Public Sector Management*, and *International Journal of Human Resource Management*. She holds an M.A. and Ed.D. in counselling psychology from Indiana University, Bloomington, and a Post-doctoral Fellowship in organizational psychology from Teachers College, Columbia University, New York. Lichia Yiu was a member of the OECD team which assessed China higher education sector at national level and continues to provide research and consulting input for the OECD on quality aspects of higher education and on the link between education and employability.