

# *Teaching and Learning at Business Schools*

Transforming Business Education

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# Preface

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The book you hold in your hand, *Teaching and Learning at Business Schools – Transforming Business Education*, is a by-product of the International Teachers Programme (ITP). We, the editors, had the privilege of being program directors when this rotating faculty development program was hosted by the Stockholm School of Economics (SSE) from 2003 to 2005.<sup>1</sup> We felt that the immense wisdom and experience imbedded in ‘our’ faculty members and in ‘our’ participants deserved an ever wider audience. That is the reason why this book has been written.

The volume is foremost about sharing experiences to improve teaching and learning at business schools. Using a metaphor, the book is like a smorgasbord. Not all the food in the world is there, but what is there has been carefully selected to be enriching. We invite you to taste the dishes (that is, the chapters); if there is one you enjoy please try more of it, if there is another you dislike, leave it for someone else. See what happens when you try the dishes in a different order.

We believe that the group of chefs (that is, the authors) is truly unique. There are award-winners, deans, editors and many more from various parts of the world, united in their passion for teaching and their deep interest in developing the conditions for the learner as well as the learning facilitator: the teacher.

There are numerous books on different teaching techniques and approaches used at business schools: case-teaching, problem-based learning, and so on. There are also many books on teaching and learning in general in higher education. We found, however, that there were fewer books focused on the broader aspects of teaching and learning in the specific setting of business schools. Business schools and their faculty are today facing challenges such as:

- an increased international competition;
- tougher assessment and evaluation criteria;
- higher mobility of the faculty;
- tighter financial restrictions;
- increased diversity in the student cohort;
- less tolerance for poor teaching.

In this dynamic environment, we have opted to write primarily for three target groups:

- *Individual faculty members* at business schools who want to improve their teaching and their course management activities.
- *People involved in faculty development activities* at business schools who search for a platform for discussions in different forms of faculty development initiatives.
- Last, but certainly not least, for *people in management positions at business schools*. We hope that the book can give valuable ideas about what measures one can take to improve teaching and learning at business schools.

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1 Learn more about the ITP in Chapter 20 by Ferdinando Pennarola in this volume.

Given the metaphor of a smorgasbord, it might seem contradictory that we have grouped the chapters in a specific order. But it isn't; even at a smorgasbord there is some structure. Our structure is built around two parts of the book: *Part A: Inside the Classroom* and *Part B: Outside the Classroom*. The objective of the first part is to highlight activities that relate to the specific teaching situation, considerations or issues you need to manage within the classroom. The second part deals with issues that relate to activities before you move into the classroom, or issues that have more to do with the preconditions for learning or teaching. Of course, some of the topics are not that easily directed to one or the other part, because what happens outside relates to inside the classroom or vice versa. But still, the structure will hopefully help you find your way at the smorgasbord.

In short, the content of the book is as follows. *Part I: Inside the Classroom*, is opened by a chapter by Christine Kelly (MIT, US) setting the stage, where the teacher as a facilitator of learning is discussed. The following block of six chapters deal with teaching techniques and approaches. In the first of these chapters, Chapter 2, Mel Silberman (Temple University, US) illustrates techniques that can be used for more active teaching. Mistakes in case-teaching are presented, based on personal experiences, by Kamran Kashani (IMD, Switzerland) in Chapter 3. Pierre Dussauge (HEC, France) argues in Chapter 4 that mini-cases can help teaching 'soft' subjects to MBAs. Pedro Parada and Josep Franch (ESADE, Spain) elaborate on the theme of team teaching in Chapter 5. Transformative management education is the topic of Chapter 6 written by Johan Roos (SSE, Sweden). Göran von Euler (Pocket, Sweden) describes in Chapter 7 how theatre can be used as a learning method.

*Part I: Inside the Classroom*, also contains a block of six chapters on the theme 'Dealing with Different Contexts'. In the first of these six chapters, Chapter 8, Aswath Damodaran (New York University, US) describes ways to teach large classes. In Chapter 9, Hellicy Ngambi (UNISA, South Africa) explores diversity dynamics in teaching. Seán Gaffney (SSE Riga, Latvia) presents, in Chapter 10, a mild polemic of teaching and learning in a multicultural environment. Some reflections on working with gender issues in the business school classroom are presented in Chapter 11 by Charlotte Holgersson (Royal Institute of Technology, Sweden). Thomas Lavelle (SSE, Sweden) discusses, in Chapter 12, how the challenge of English-medium instruction can be met in international business schools. Tutoring of doctoral students is the subject of Chapter 13, written by Udo Zander (SSE, Sweden).

*Part II: Outside the Classroom*, comprises three blocks of chapters. The first block deals with designing programs and learning environments. In the first chapter of that block, Chapter 14, Christer Karlsson (Copenhagen Business School, Denmark) suggests tools for program design and management. Kristina Nilsson (SSE, Sweden) shares some experiences from starting programs in Chapter 15. Learning teams and learning managers are explored in Chapter 16 on managerial competency development, written by Peter Daly and Isabelle Sequeira (EDHEC Business School, France).

The second block of chapters in *Part II: Outside the Classroom*, circles around individual development of faculty members. In Chapter 17, Tom Pugel (New York University, US) and Jan Shubert (Babson College, US) illustrate how feedback can be given and received between peers. Philippa Morrison (London Business School, UK) and Pär Mårtensson (SSE, Sweden) elaborate on individual professional development coaching in Chapter 18. Catharina Pramhäll (SSE and Swedish National Accounting Standards Board, Sweden) summarizes, in Chapter 19, pieces of advice given to new teachers by a group of experienced teachers.

In the last and third block of chapters in *Part II: Outside the Classroom*, issues related to leading and developing business schools are focused upon. In the first of these chapters,

Chapter 20, Ferdinando Pennarola (Bocconi, Italy) describes business schools' international networks for faculty development. In Chapter 21, Marie-Laure Djelic (ESSEC, France), Landis Gabel (INSEAD, France) and Andrea Sironi (Bocconi, Italy) share experiences of pedagogical leadership at business schools. Learning styles as vehicles for pedagogical development is the subject of Chapter 22 by Magnus Bild (Bild & Runsten, Sweden) and Pär Mårtensson (SSE, Sweden). Finally, Elena Antonacopoulou (University of Liverpool Management School, UK) elaborates on the theme of mastering business action and the implications for management learning in business schools.

We hope that you will enjoy reading the book and that it will help you in your ambitions to improve teaching and learning at your business school!