

## Pedagogical Competence for Effective Teaching in Management Education

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### Abstract

Teachers are using different methods/skills to impart knowledge of their area of study. An effective teacher creates a compatible environment for student learning, as per the academic as well as the needs of the profession. Recent trends in higher education have increased the attention given to the quality of teaching and fulfillment of the skills required by the profession. Like many applied subjects including medicine, surgery, civil engineering and the likes, management is also an area which cannot teach by the books only. Developing a pedagogical framework based on evidence-based teaching is an important step toward achieving teaching objectives, and to give exposure to students to learn the subject matter with its applications in the field. Thus, this study has examined the pedagogical factors and determines the pedagogical practices relevant to teaching management.

**Keywords:** Pedagogical Competence, Teaching Management, Management, Pedagogy, Teaching Competency.

Management is a value-creating component of any business. Strategic orientation of management could contribute to the success of a business. Teaching management is not just a matter of following pre-specified practices outlined in the referred books, it is dynamically unique at every level of teaching, learning and practicing (Sonawalkar & Maheshkar, 2016). Though, "management is a dynamic practice responsible for identifying, anticipating and satisfying organizational requirements and profitably norms, with respect to the socio-economic environment of concerned human system". Thus, teaching management is greatly affected by the teachers' pedagogy, students' attitudes towards learning, and management practitioners' actions influenced by gaining the understanding from previous experiences connecting with their intuitions and theories in use (Stewart *et. al.*, 2009).

The business landscapes have changed swiftly in the past two consecutive decades, dramatically. Shifts in economic circumstances and strengthening global competition have given an increasingly central role to management education. Management as an established discipline, it is informative to identify that what changes have occurred and why they occurred in the management practices. All these would give insight that what pedagogical practices need to evolve. This is the area of study which requires practical experience and exposure to both, teachers to teach effectively and students to learn carefully the intricacies of the subject matter. It is obvious to teach management, teachers need to have practical exposure of real-time management operations. To prepare students for their future management roles, teachers of premier B-schools continuously trying to equip their students with practical exposure to various teaching tools such as live projects, case studies, experiential learning, industry visits, exchange programs, and the likes.

The intermediate stages of skill development and attending newer knowledge focus on managerial skill

development as an ongoing process. Determination of relevant pedagogy is not to think in terms of carefully pre-planned hierarchical concept-delivery structures, but, it is about fairly understanding the complex organization of stakeholders' interests and available practices that have a high probability of arising out of randomly behaving elements. To put it differently, the hierarchy is not the only conceivable form of organization in an educational environment. It is important that stakeholders have an awareness of academic elements, and vigorously contribute in determining and attaining the related goals. Pedagogy must maintain a vision of what is needed to allow students to be effective learners and force them to adapt their capabilities to meet the change. No matter how various teaching perspectives and practices are differing from one another, but these should support students' efforts and their interest in learning. Teachers should use methods which are agreeable, attentive and responsive; because it has a positive impact on the perceived learning of students. This perspective of teaching has inspired this study to align possible pedagogical factors and decide a common set of pedagogies for teaching management effectively.

### Purpose of the Study

The study is aimed to examine the pedagogical elements relevant to teach 'Management' effectively. The need for re-thinking in this realm is particularly obvious for matters of assessment and its relation to the current focus on teaching Management.

### Review of Literature

The teaching, its quality, and the learning environment could be measured on some certain parameters. Integration of student as a 'Self', and knowledge as an 'emancipatory aspect of higher education' (Patel, 2003) are significant for designing a teaching method. Feldman (1998) studied 17 dimensions

of teaching, which had a great impact on student achievement. He found that these dimensions (course organization, presentation clarity, perceived outcome of teaching, motivating subject study, encouragement of classroom discussion etc.) have a positive correlation with student performance. The teaching and learning processes are diverse and complicated, which always have some rigid ground on which they are settled. The diversity of students' perceptions on pedagogical styles of teachers that make them feel comfortable, confident, stimulated, encouraged and happy.

Management teachers are still facing challenges in developing important skills in students. A responsive pedagogy to student diversity requires a wide range of teaching strategies that are activated by sophisticated judgments based on controlled experiments, insightful explanation of actions, and continuous reflection. Dacko (2006) has stressed that there is an urgent need to review and evaluate management programs. According to Villardi & Vergara (2013), management teachers should be able to translate pedagogical knowledge and make instructional choices by considering the rooted assumptions of the related area of study and pedagogical dimensions of learning processes. A responsive teaching implies a capacity to engage students in systematic learning through practicing more generalized theory of teaching (Hammond & Snyder, 2000). The frequently mentioned attributes for the classroom are communication skills, enthusiasm, understanding, affinity, and use of real-life examples. Every teacher has a set of beliefs that determine his/her pedagogical priorities for how students acquire knowledge. Most of the teachers are using their authority to influence and manipulate students' decisions, which is one of the influential factors that manipulate student cognition. Teachers are responsible to ensure that their students have high-level critical thinking skills and the knowledge of practical applications of their respective area of study.

The higher education research has indicated that students' preferences for low-quality learning approaches are developed through monotonous and less lively pedagogic experiences (Prosser & Trigwell, 1999). Knowing these contexts may assist teachers to better understand how to help students to learn in ways that are more conducive to outcomes and demanded by their future profession. Many of present-day teachers believe that their primary task is to help students to enhance their abilities to think independently against less centralized and less rigid structures, including hands-on practices, multiple ways of knowing and thinking, group interactions, flexible specification of desired outcomes, and astute editing and feedback from teachers (Freire, 2000; Dewey, 1938).

AACSB (2011) also claims that business schools fail to provide the necessary tools (in problem-finding, problem-solving, communication, and people skills) and perspectives (viewing functional areas as part of a whole

and applying a global outlook) that are essential for college graduates. So, the pedagogical gaps need to be addressed (Toledano & Lapinid, 2010) in a holistic manner. Employers are looking for management professionals those who have the ability to identify problems, analyze and interpret data, make relevant decisions. In simple words, students must acquire skills to solve real-world management/business problems (Wilkins 2000) to be successfully placed in the profession. Many professional organizations like AACSB, AOM, and CIM are advocating the role specific and organizational level specific business competencies as per organized managerial roles. The review of the literature revealed that limited works have been performed on the determination of pedagogy or pedagogical practices, particularly for effective teaching of management. Therefore, despite all the works done in progressive education, this study continues to imagine and are often encouraged to believe that the most effective and efficient method involves a structured environment, in which teachers can impart carefully packaged information to students to digest and incorporate into their existing knowledge base.

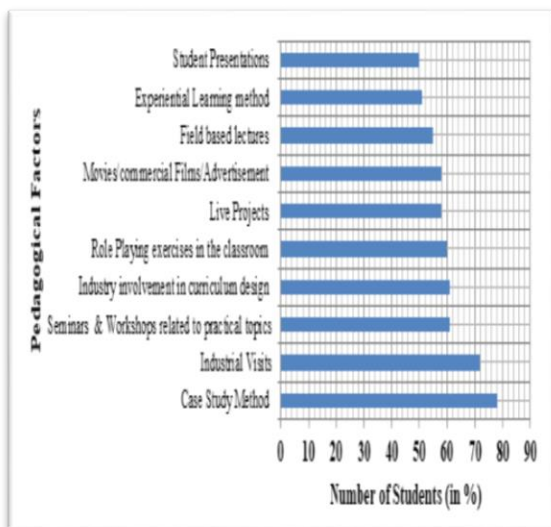
### Methodology

The exploratory design has been used to study the factors responsible for the development of pedagogical techniques for teaching management to MBA students effectively. The random convenient sampling has been used to collect the data. For the attainment of the purpose, it was decided to collect independent opinions of students, teachers, and professionals. Thus, this purposive sample has included– 1) student of business studies, 2) teachers from different B-schools and 3) management professionals from different companies in sufficient contact and reach.

A combination of independent and correlated pedagogical factors identified and arranged in a form of catalogs. These factors contain teaching tools and some cognitive items that significantly affect the teaching of management, either directly or indirectly. This catalog offered to stated respondents and requested for suggesting any ten out of the given aspects, which should be included in teaching practices to teach management. A sample size of 300 was decided, 100 for each i.e. students, teachers and professionals respectively. Pre-testing of the questionnaire was done on 5 % of the total sample size. On the basis of the observations recorded in pre-testing, necessary amendments were made in the questionnaires before implementing. Through descriptive statistical analysis, the frequency of preferences for each item has been calculated and then compared with each other in all respect to find out the common and justifiable pedagogy for teaching 'Management'. Spearman's rank correlation was also used to identify the relationship between the pedagogical choices of stakeholders.

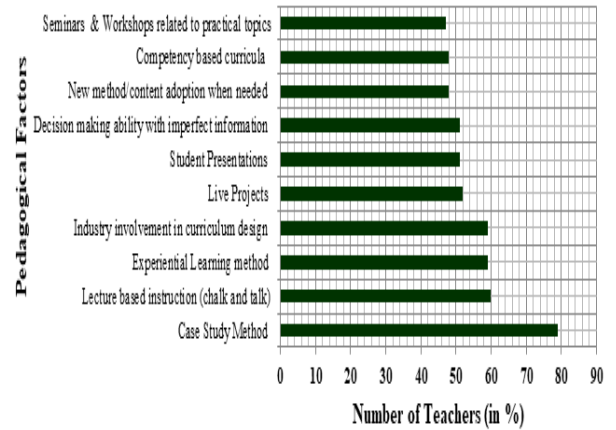
**Analysis**

Statistical analysis has shown (fig.1) case method (78%) and industrial visits (72%) are the teaching mechanisms highly preferred by the students to teach management effectively. Students have moderately selected seminars and workshops on the emerging topics (61%), industrial involvement in curriculum design (61%) and role playing exercises in the classroom (60%) for possible inclusion in pedagogy for classrooms. As they suggested, these three factors might connect their learning with the skills needed by the profession and content visibility. 58% of students believed live projects give them an idea about on the field realities and work culture. Many of students want to make teaching interesting and entertaining; so they are expecting the use of movies/videos/commercial advertisements and field-based lectures (58% and 55% respectively). Experiential learning method and student presentations received 51% and 50% responses respectively. These are moderately considerable choices for teaching management by the students.



**Fig. 1: Students' Pedagogical Preferences**

As displayed in fig. 2, case study method (79%) is a highly preferred teaching method by the teachers. Chalk-and-talk (traditional classroom lectures with the use of board and marker) is ever preferred mechanism of classroom teaching. It has gained 60% response of which most were from senior teachers. Teachers equally opted industry involvement in curriculum designing (59%) and experiential learning method (59%). They favored live projects (52%), student presentations (51%), and decision making ability with imperfect information (51%) more than seminars and workshops, competency-based curricula, and new method/content adoption, which are lies between 45-50%.



**Fig. 2: Teachers' Pedagogical Preferences**

Management professionals are highly favored case study method (68%). As shown in fig. 3, 63% professionals have notified that making students employable, B-schools must be included the competencies required to hold a managerial role in the curricula. Cross-culture compatibility exercises (62%) and experiential learning (62%) are equally liked by the professionals. For delivering the skills required in the profession, setting up live projects (61%) for students and industry involvement in curriculum designing and development are desirable. Professionals have justified this by stating that they are not receiving graduates with the practical knowledge in related areas and the skills required. A study by ASSOCHAM (The Associated Chambers of Commerce & Industry of India, 2016) has revealed that only 7% of total pass-outs are employable, except graduates from IIMs (The Indian Express, 2016; Business Standards, 2016). According to this study, B and C category B-schools producing un-employable graduates (ASSOCHAM, 2016), which is very shocking and raised the questions on standards of B-schools and their obligation for academic regulations and emerging global business perspectives. Further, student presentations (56%), decision making ability with imperfect information (55%), and use of research findings (55%) have received mediate attention for preparing future management professionals.



**Fig. 3: Professionals' top pedagogical preferences**

To reveal the proximity between the pedagogical choices of stakeholders, Spearman's rank correlation has been used through assigning the ranks to individual scores of each item of each category namely student, teacher, and professional respectively.

**Table 1: Correlation between Pedagogical Choices**

Coefficient		Students	Teachers	Professionals
Spearman's rho	Students	1.000	0.306	0.148
	Teachers	0.306	1.000	0.623**
	Professionals	0.148	0.623**	1.000

\*\*Correlation is significant at the 0.05 level (1-tailed)

The following results have been interpreted from table 1:

1. Spearman's rank coefficient of correlation exhibited a positive association between the pedagogical choices of students and teachers, but, the strength of the relationship is poor ( $r = 0.306$ ). The potential reason is the perceptual differences between students and teachers.
2. The pedagogical choices of teachers and professionals have mediate correlation ( $r = 0.623$ ). This is because in professional studies, many of the teachers have awareness about skill requirements of different functional areas of business and management, and they are trying to connect those aspects with their teaching.
3. Pedagogical choices of students and professionals hold positive, but a very poor association ( $r = 0.148$ ). In general, professionals are much concerned with their practice, whereas students are acquainted only with theoretical aspects of their functional area(s) of study. Here, suitability of course structure with skill requirements of the profession and required teaching competence are major reasons for skill deficient graduates.

**Pedagogical Practices for Effective Teaching of Management**

Pedagogy broadens the lens for disseminating knowledge and related competencies through the critical organization of teaching and learning practices. Students are usually expecting a balance between theory and practice in the curriculum, and the applications of management concepts under realistic conditions (Liu, 2010), which enable them to do the job (Stringfellow et al., 2006) effectively. Pedagogy should ideally facilitate

not only the key learning from teachers, but also simulate some elements of the real business world (Singh & Sinha, 2006). Therefore, on the basis of results obtained and considering all the possible aspects of skills needed by the profession, teaching competence of teachers and students' attitude toward learning, following pedagogical scheme can be proposed.

**Fig. 4: Suggested Pedagogy for Teaching Management**

The proposed scheme of pedagogies for teaching management effectively has considered three bundles of different pedagogies. These bundles of pedagogies are organized in accordance with different levels from developing an understanding of management concepts to higher-order critical thinking and decision making skills. Every pedagogical tool function under the standardized educational framework built with instructional practices, competency-based curricula, and evaluation, feedback, and review mechanism (as illustrated in Fig. 4). Nowadays, teachers in management education using these factors in a blended format, but some of them using just a couple of conventional methods with they are comfortable.

**Basic**

Empirical evidence has supported the fact that business students prefer pedagogies which are active and concrete (Young et al., 2003). The pedagogies of the basic group are fundamental to be familiarizing the student with foundational concepts and theories. Students prefer interactive and entertaining methods, which keep them interested in learning and encourage them to participate in learning activities. So, basic teaching tools are considered to serve fundamental concepts at the doorway through various activity-based teaching (e.g. role-playing and workshop) and adding some elements of entertainment.

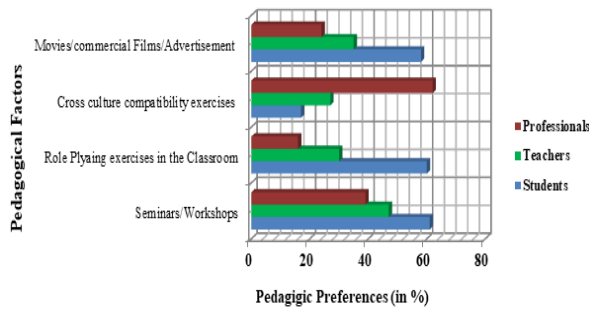


Fig. 5: 'Basic Practices' of Teaching Management

The comparative analysis has shown that students are highly interested in seminars/workshops, role-playing exercises in the classroom, and teaching through movies/commercial films/advertisement, whereas professionals have suggested that cross-cultural compatibility exercises are necessary to teach students how to deal and sustain within a multi-culture (/global) environment.

**Median**

These are the pedagogical practices compatible to connect students with ground realities and develop them with an understanding of different applications of management theories and principles. It is apparent from the Fig.6, students like the field lectures in higher extent. Industry professionals greatly worried about decision-making skills with imperfect information as well as the inclusion of 'presentation skills' and the use of 'cutting-edge research findings' in classroom teaching. These actions allow students to learn how to present their ideas, how to communicate, and how to make their communication informative with facts. Thus, this bundle holds pedagogies relevant to equip students with critical thinking, decision making, and presentation skill.

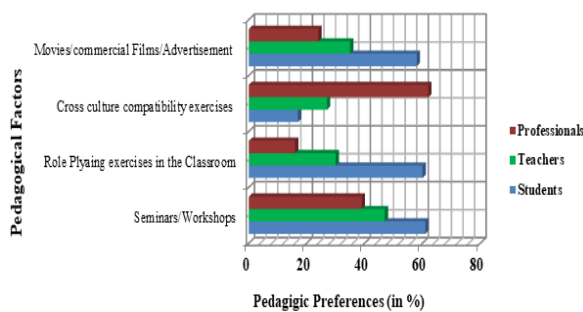


Fig. 6: Median Pedagogies of Teaching Management

**Higher Order**

These are the pedagogies used to develop students with critical thinking and analytical skills. Case studies, live-projects, and experiential learning are highly competent ways for delivering students strategic thinking abilities and give them the opportunity to learn the analytical and decision-making skills. Students, as well as practitioners, have expressed a need for industry

involvement in curriculum designing and development to accommodate probable competencies required to become a competent management practitioner.

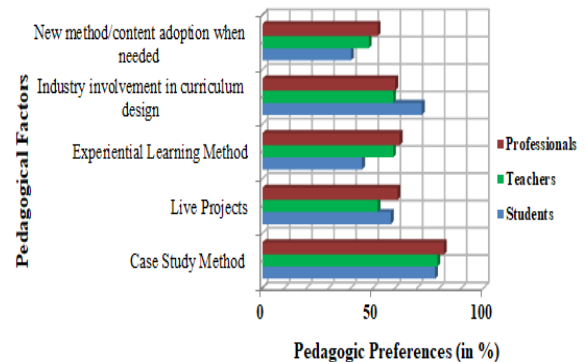


Fig. 7: Higher Order Pedagogies of teaching Management

A conventional pedagogical framework includes instructional practices (e.g. Chalk & Talk), pre-specified curricula, and a system for evaluation of student performance and giving them feedback on their performance. No matter, which method a teacher choose to teach, but matters its ability to connect students, teacher and subject (content). Teachers' conceptions guide their practice based on contextual realities and nuances inherent in their work. Despite what is being taught is important, but even more important is how a course/subject is taught; merely looking at the course content would not show the reflective attitude and the experimental pedagogies applied in the classroom (Jain & Kamal, 2010). Classically, lecture-based teaching format is appropriate for information dissemination all the walks of using any of pedagogical practice. An effective discussion connects students with the content and tools used to deliver the content. For effective teaching and learning practices, the significance of a curriculum cannot be neglected. Thus, it is important to B-school that how to develop and follow the curriculum to satisfy employment needs students and employers.

A business student is expected to have strong disciplinary knowledge as well as personal competencies such as communication skills, problem-solving skills, teamwork, and the likes. No teaching process can be completed without appropriate objectives, competency-based curricula, disciplined implementation strategy and an exhaustive evaluation process. En route to the same, most of the senior teachers around the world have contributed to giving their best. They developed elaborative ways to evaluate the learning outcomes. The proposed pedagogical framework would help teachers to enhance their teaching-learning practices in a highly personalized and mature manner.

**Conclusion**

Higher education has changed in the last two decades; students dramatically increased with great diversity in terms of finance, culture, and the



expectations they have. MBA programs intend to prepare their students for future managerial roles, help them to occupy a better understanding of the business world, and enrich their competencies relevant to their career choices. Teaching through cases, experiential learning (e.g. live projects, student presentations), use of latest research findings, decision-making exercises with imperfect information, field-based lectures, seminars and workshops on emerging trends and practices, role-playing, cross-culture compatibility exercises, movies/commercial films/advertisements are commonly noticed pedagogies. The recent developments and trends in management practices and the perception of the corporate world are significant to be included in pedagogical practices for effective teaching of management. Using a modest blend of these tools will facilitate students to understand management concepts effectively than the usual teaching practices. This would make students able to create, analyze, synthesize and apply knowledge in accordance with the demands of the profession.

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