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Academic excellence for
business and the professions



Learning to Lead through the Arts

Redesigning learning in the age of paradox - solving
problems and imagining futures, Cass Business
School – *Panel discussion, 21 June 2018*

Mary Ann Kernan

School of Arts and Social Sciences
maryann.kernan.1@city.ac.uk



Impersonal - Personal
MICL Artefact Show
13 April 2018

Source: © MICL student Sebastiano Conte 2018

Masters in Innovation, Creativity and Leadership (MICL)



INM403 Technologies for Creativity and Innovation

INM404 Leading Creative Design

INM406 Creative Writing
SASS

INM410 Creativity and the Creative Industries
SASS

INM408 Creative Problem Solving and Leadership

INM405 Delivering Innovation – Turning Ideas into Action

INM409 The Law, Creativity and Innovation
School of Law

INM407 The Psychology of Creativity and Innovation
SASS

What's a university *for*?

Barnett's four types of **university values / knowledge**:

- a) 'Ivory tower'
- b) 'The **professionalised university**'
- c) 'The **entrepreneurial university**'
- d) 'The **developmental university**' (Barnett, 2011, p.31)

In (d): '*Knowledge-in-the-world/Knowledge-for-the-world*:

This university is... intent on helping to improve the world – its knowledges are put to work for-the-world.'

(Barnett, 2011, p.32)

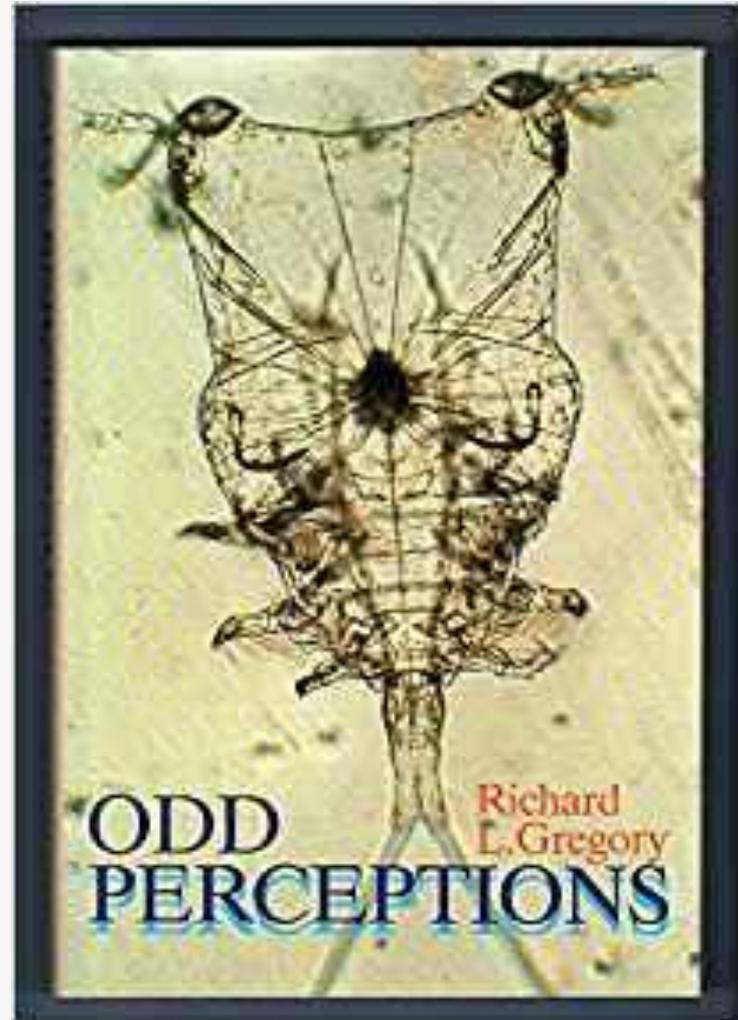
What's a Business School *for*?

- **The business school:** a '**holding environment**' for '**identity work**' (Petriglieri and Petriglieri, 2010, p.44, citing Winnicott, 1975)
- Provides '... a **social context** that... **facilitates sense making**' → '**identity stabilization (consolidating an existing identity)**' or '**identity transition**' (Petriglieri and Petriglieri, 2010, p.44)
- Increasingly '**fluid organizations**' don't provide '**a polished, decisive narrative**' for managers (Petriglieri and Petriglieri, 2010, p.56)
- **Awareness:** 'to see reality in a way that goes **beyond superficial appearances**... is a necessary precursor to **generative thinking**.' (Bartunek and Carboni, 2006, p.503)

Why the *arts*?

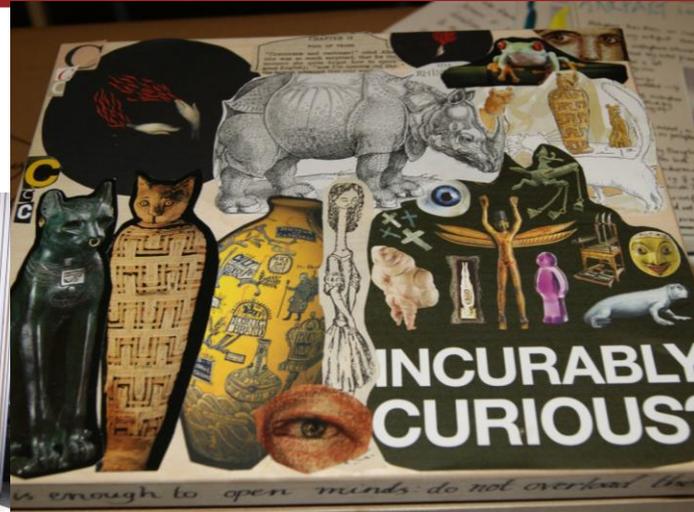
- **Adler**: urged 21st century leadership to find the courage to ‘**Envision Possibility**’ (2006, p.495): challenged management educators not to ‘collude with illusion... not settle for anything less than our highest levels of aspirations’ (Adler, 2006, p.497)
- Maak and Pless: argued for ‘**humanism on a global scale**’ in contemporary leadership: ethical action demands **self-awareness** (2009, p.546)
- The **arts, simulations and experiential learning** → ‘**transformation of experience into new forms of knowing**’ (Sutherland *et al.*, 2015, p.616)
- ‘**Design thinking**’: The arts in the development of spaces or products: management ‘as a **research-based design science**’ (Starkey *et al.*, 2014, p.281)

Learning as a shift in *perception*



Richard introducing the Ames Window
https://www.youtube.com/watch?v=tc_LqlaO2b8

MICL Artefacts





Impersonal - Personal
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13 April 2018

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City, University of London
Northampton Square
London
EC1V 0HB
United Kingdom

T: +44 (0)20 7040 5060
E: english@city.ac.uk
www.city.ac.uk/english

