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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>School</th>
<th>Course Code</th>
<th>Course Title</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>INM403</td>
<td>Technologies for Creativity and Innovation</td>
<td></td>
<td>INM404</td>
<td>Leading Creative Design</td>
<td></td>
</tr>
<tr>
<td>INM406</td>
<td>Creative Writing</td>
<td>SASS</td>
<td>INM410</td>
<td>Creativity and the Creative Industries</td>
<td>SASS</td>
</tr>
<tr>
<td>INM408</td>
<td>Creative Problem Solving and Leadership</td>
<td></td>
<td>INM405</td>
<td>Delivering Innovation – Turning Ideas into Action</td>
<td></td>
</tr>
<tr>
<td>INM409</td>
<td>The Law, Creativity and Innovation</td>
<td>School of Law</td>
<td>INM407</td>
<td>The Psychology of Creativity and Innovation</td>
<td>SASS</td>
</tr>
</tbody>
</table>
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?


- 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 Group performances
MICL Artefacts
Impersonal - Personal
MICL Artefact Show
13 April 2018

Source: © MICL student Sebastiano Conte 2018
Some references for Arts in Management research


