

## **Risks of innovation in management education: Introducing a critical management perspective onto a project management MBA elective**

Svetlana Cicmil (Bristol Business School, UWE, UK)

[Svetlana.Cicmil@uwe.ac.uk](mailto:Svetlana.Cicmil@uwe.ac.uk)

and

Damian Hodgson (University of Manchester Business School, UK)

[damian.hodgson@manchester.ac.uk](mailto:damian.hodgson@manchester.ac.uk)

### **Introduction - Creating space for introspection and reflection**

This paper is a reflective account of our experiences with introducing critical social perspectives in the design and teaching of project management at the MBA level. It combines the theoretical concepts of critical pedagogy, management education and project management practice with the concrete empirical analysis of the lecturers' experiences, students' feedback and artefacts used in the teaching process, to illuminate (disruptive or otherwise) consequences of this innovation. When we have spent some time working with matters of business and management education, we eventually start questioning what it is that we are doing. For us, this paper has been a reflective exercise itself, an opportunity to deliberate about our own practices as well as about assumed values, benefits and the operation of power in the system of relations defined as academic management education.

Very broadly, the paper is underpinned by our concern as critical organisational researchers about the unquestioned promotion of the ideology of 'knowledge society', 'knowledge worker' and 'knowledge capital' and its implications for the identity, intellectual integrity, freedom, and perceived or expected role of academic management educators. Drawing on Thrift (1999), Elliott states (2002, p.415) '*While all academics are located in the same socio-economic position – where capitalism seems to be undergoing its own cultural turn, in which knowledge holds the key to business success – management educators might be considered to be in the vanguard of such movements*'. [emphasis ours]. From a critical perspective, the context of management education has become an ideological terrain, in which education is deemed as '*a socially valuable enterprise contributing to national economic prosperity, as well as a consumer good to be obtained by individuals to further their careers*' (Elliott, 2002, p.415). Elliott also suggests that the pedagogy of management education has to be a focus of critical management studies (CMS) to an equal extent as its content, if CMS is to live up to its emancipatory agenda. She concludes that '*research that observes what are*

*currently perceived as 'critical' and 'non-critical' management education classrooms must take place'* (Elliott, 2003, p.411) Moreover, if we embrace Read and Anthony's (1992) assertion that education, even for management, must ultimately be a matter of faith, or belief in values that are fundamental, it becomes inevitable to address critical ethical questions regarding the value and nature of management education, managerial behaviour and management knowledge itself. Some of the moral-ethical dilemmas which we recognise can be expressed in the form of questions:

- What assumptions are being made about the role, purpose, processes and *values of management education* and how are they understood and reflected in the choice of the module content and design?
- To what extent is the *political* role of a professional or legitimised body of knowledge (governing the given discipline) recognised?
- How could the risk of an intensification and *deprofessionalisation* of academic work by uncritically implanting 'the commodifying and instrumental logic of capitalism' (Holman, 2000, p.209) be avoided?
- What is it that we think we are doing as PM *lecturers*?

By taking these questions as its point of departure, the paper aspires to make a contribution to developing a critical and constructive approach to theory and practice of project management education. The approach we have taken in developing our argument is a combination of practical philosophical considerations and concrete empirical analysis, and is guided by the tradition of critical management studies. The issues that are of interest echo the contemporary debate in the literature around values, content, effectiveness, level of reflexivity in, and ethical and aesthetic aspects of, management courses and academic business education in general and their implications for society (see Mitroff and Linstone, 1993; Arbnor and Bjerke, 1997; Alvesson and Deetz, 2000; Holman, 2000; Flyvbjerg, 2001; Grey, 2002; Clegg and Ross-Smith 2003; Liessmann, 2006; among others). In an attempt to critically but constructively tackle the practice of organising, curriculum design and teaching of project management courses, we have given consideration to the above concerns.

Our argument for and discussion of our experiences with an innovative project management course will draw on the work of Holman (2000) who, building on Barnett's propositions (in Holman, 2000, p.197), identified a conceptual framework of five axioms, as useful in evaluating the purpose, nature and value of management education:

- **an epistemological axiom** – concerning assumptions about the nature of knowledge pursued;

- **a management-as-practice axiom** – referring to the nature of management practice
- **a social axiom** – concerning the perceived role of business and management education in society;
- **a pedagogical axiom** – concerning the nature of the learning process, its ideal outcomes, and teaching methods; and
- **an organisational axiom** – referring to the management and organisation of business courses within higher education; (actors, structures, and power)

In order to position our experiences with the innovative project management (PM) course design within a broader debate about *academic education*, *knowledge as commodity* and the nature and meaning of *personal development* in capitalist societies, we will use the above five axioms as a heuristic framework, while recognising that these axioms are intrinsically interrelated. The paper is also informed by a large body of empirical material which we have generated from a number of research enquiries to-date (reported elsewhere, see Hodgson, 2002; Cicmil and Greenwood, 2003; Hodgson 2004; Cicmil 2006; Cicmil and Hodgson, 2006; Hodgson and Cicmil, 2007) and by insights into our other experiences as lecturers at UK business schools and internationally, at post-graduate and undergraduate levels.

In the light of critical work in the field of management education and development, and drawing on our own research and academic practice, we strongly argue that reliance on the ‘orthodox’ pedagogical and epistemological objects has contributed to project management education gradually losing its ability to provide an intellectually credible account of social practices in project based work. In Cicmil and Hodgson (2006a, 2006b) we developed an argument for a theoretical shift in PM research and knowledge creation. We have discussed the critical management enterprise by contrasting its orientation away from ‘performativity’ exclusively based on capitalist market values, towards a broader range of considerations relevant to various communities and groups affected by projects, from the ideology of the ‘project’ as an inevitable organisational object towards denaturalising it, and from instrumental, control and implementation based doctrine of project managers’ role towards an emancipatory, ethical and reflexive understanding of praxis – of project management as social action in a specific context of power relations and values that construct and are constructed and reproduced by the project in question. We have also critically examined the prevailing surge for standardisation of project management ‘discipline’ and the limitations of such a strict and exclusive reliance on the propositions of various forms of PM body of knowledge in the design and of project management development and training curricula (Cicmil 2006, Morris et al 2006, Hodgson and Cicmil, 2007). Consequently, the assumption that

management education is unproblematically *linked* to management practice can be challenged because of its unquestioned premise that there exists a body of knowledge which is understood to be a standard of good practice, morally neutral and universally applicable, thus forming an ultimate base for professional training (Crawford et al 2006, Cicmil 2006, Smith 2007). Alvesson and Deetz have commented on the problems with narrow, conventional approaches to studying the phenomenon of management and the need to adopt a much more critical stance and varying theoretical lenses, as '*conventional, universal statements of what management is about and what managers do – planning, organizing, coordinating and controlling – do not tell us very much about organisational reality, which is often messy, ambiguous, fragmented and political in character.*' (Alvesson and Deetz, 2000, p.60) Without doubt this further reinforces the need for more reflection and constructive action by academics, students and other stakeholders of management education in their efforts to reconnect project management academic education with the experiences, views and needs of practitioners, organisations and a wider community.

In the following sections of the paper we will briefly outline our take on the key issues with the prevailing knowledge system that governs the field of project management and the potential pragmatic and conceptual contributions that the perspectives of critical social theory and critical management studies could bring to it. Simultaneously, we will comment on the approaches to and understandings of managerial *practice* and on inquiries into what it is that project managers do when they 'manage' in their local contexts, what knowledge is perceived as useful for managerial action, and how managers learn and develop their skills. Following from there, we will present the fundamental ideas and arguments behind our work on introducing and developing an innovative design of the curriculum for a project management module at the executive MBA level of a UK based business school since 2004, illustrate the key aspects of it and compare it with a more mainstream PM course contents. In the remainder of this paper we combine the analysis of the participating students' feedback with our own reflections on our academic practice in order to discuss various implications (intellectual, ethical, emotional, and economic) for the parties concerned with this exercise.

### **The nature of PM knowledge and its relationship to PM practice : Questions and tensions**

'While the demand for management education is sustained by the belief that improved economic performance requires more of it, ... the evidence of

improved competence is not easy to find. But education, even for management, must ultimately be a matter of faith, or belief in values that are fundamental.’ (Reed and Anthony, 1992, p.607)

In recent years, project management has attracted significant attention from an increasing number of researchers and practitioners across management disciplines, coincident with the increased ‘adoption’ of project-based work across industrial sectors (Packendorff, 1995; Kreiner, 1995; Cicmil, 2001; Hodgson, 2002). This inevitably resulted in a much higher demand for management development in the field, including an increase in popularity of academic courses and degrees in project management and a closer engagement of professional bodies in advising, governing and certifying academic provision in the field of project management.

The promotion of projects and project management continues to expand as knowledge-intensive firms increasingly based on project models have been acclaimed by many as the organisation of the future (Weick, 1995; Frame 1999). Projects and project teams have been hailed in both practitioner and academic discourses as unique economic and social processes on which the emerging ‘knowledge economy’ heavily relies (Frame 1994, 1995; Briner & Hastings, 1994; Cleland, 1997; Cleland & Ireland, 2002; Clarke, 1999; Young, 2003; Meredith & Mantel, 2003). They are promoted as universally applicable templates for integrating, by design, diverse functions of an organization that enable concentration of flexible, autonomous, and knowledgeable individuals in temporary project teams, for the focused accomplishment of goals efficiently, timely, and effectively, for customer satisfaction and company benefits. The contemporary surge in interest in ‘project management’ is typically explained by reference to the increasing recognition of ‘the Project’ as a versatile, flexible and predictable form of work organisation. Its image as a universal solution to organisational problems has been established on the promotion of specific techniques for planning, monitoring, and control, tried and tested in the operations of traditionally project-oriented industries such as defence, aerospace and construction (see, for example, Young, 1999 Frame, 1999; Maylor, 2001). Most textbooks and professional associations for project management promote this normative view of the field as practiced, which can be summarised as the application of knowledge, skills, tools and techniques to project activities to meet project requirements. Governed by the tradition of ‘natural sciences’ (e.g. systems theory), the project management body of knowledge emphasises the role of project actors and managers as ‘implementers’ narrowing down their role to the issues of control (time and cost) and content (planned scope of work), marginalising their wider potential role as competent social and political actors in complex project-labelled arrangements. Dissemination of ‘best

practice' carries a message about the possibility of the progressive rationalisation of action and a belief in the progressive and cumulative character of knowledge. This typically assumes rationality, universality, objectivity, and value-free decision-making, and the possibility of generating law-like predictions in knowledge.

Despite the levels of research founded on the presumptions of instrumental rationality in decision-making and control, it is increasingly apparent that accepting and applying such orthodoxy does not eliminate project failures, nor does it guarantee project success (Williams, 2004). Although the project management body of thought has been substantially modified over the last decade, the core concerns continue to shape academic enquiry and practitioners' discourses about projects and project management. Contemporary studies of project performance continue to indicate the disparity between the maturing body of project management know-how and the effectiveness of its application (Morris et al., 2000; Atkinson, 1999; Belassi & Tukel, 1996; Williams, 1995; Baker, Murphy and Fisher, 1983; Morris, 1997; Koskela & Howell, 2002; Frame 1994, 1995, 1999, and Maylor, 1999, 2001), as an increasing visibility is being given to the claims about project and project management failures, and about dissatisfaction with project performance and outcomes by affected stakeholders. Additionally, the exploration of the performance characteristics of public initiatives, such as large-scale engineering projects, has prompted the consideration of project performance measures to include a discussion of the role of institutions, risks and governance in project success (Miller & Lessard, 2000; Flyvbjerg et al., 2003).

Simultaneously, a growing body of literature, as well as a growing body of empirical evidence and the voices of numerous practitioners, supports the view that the very reason for using projects and project management as a methodology for organisational innovation and change is at the heart of project failures (Clarke, 1999; Thomas, 2000; Maylor, 2001). As a consequence, the dream of establishing project management as an exemplary field of management science is becoming increasingly remote. Clarke identifies the following as problematic in the application of project management as a vehicle of change; the rigid 'standardisation' of project management as the mode of change management which often causes cultural clashes; project management, or 'managing by projects' or becoming a 'project-based' organisation is often regarded as another control mechanism, a 'corporate reporting' tool; the inadequate formal completion of change projects; project overload syndrome; individual resistance to imposed procedures and practice, and a lack of confidence and motivation. It becomes obvious that, frequently, the very principles of effective, structured project management methodology are simultaneously its major causes of failure.

The focus on rationality in project related decision making, as promoted by traditional project management approaches, does not encourage nor create scope for alternative understandings of projects. Questions have been raised about the underlying belief system which exhibits a strong bias towards functionalist/unitarist tradition, reductionism, operational research, and 'how-to-do' prescriptive forms of intellectual output. (Packendorff, 1995; Kreiner, 1995; Buchanan & Badham, 1999; Lundin & Midler, 1998; Lundin & Hartman, 2000). Other authors suggest the need for a wider picture of what goes on in social construction of projects and project management by focusing on who is included in, and who is excluded from, the decision-making process, analysing what determines the position, agendas and power of different participants with respect to issues, and how these different agendas are combined and resolved in the process by which the decisions are arrived at (Flyvbjerg et al., 2003). In the context of IT/IS project failures, Taggart and Silbey (1986) cynically propose a political-development cycle of projects: wild enthusiasm, disillusionment, total confusion, search for the guilty, punishment of the innocent, and promotion of non-participants, in contrast to the conventional rational PLC (project life cycle model) which neatly unfolds as a succession of stages: conception and feasibility study, requirement analysis and specification, design and development, implementation/execution, and project termination.

As illuminated in a number of empirical studies, valuable pragmatic insights can be generated if projects are seen as products of on-going political and relational processes, power-asymmetries and dominant agendas in a specific environment (Cicmil, Williams, Thomas and Hodgson, 2006; Cicmil and Marshall, 2005; Hodgson, 2002; Cicmil 2006; Smith 2007). This has also been addressed in the recently accomplished process of EPSRC funded Rethinking Project Management network and some important critical directions for further development in PM research have been discussed and recommended (see Winter et al 2006). Our proposition is that without acknowledging and addressing these emerging concerns in the design and content of project management courses and textbooks, the connection between PM knowledge and praxis will become questionable if not rather indefensible and problematic in terms of both its truth claims and its ethics.

### **Intellectual and conceptual shift: A critical engagement**

More recently, work has emerged which applies a critical position to project management, its nostrums and methods (see, for example, Packendorff, 1995; Metcalfe, 1997; Gill, 2002; Hodgson, 2002; Bredillet, 2002, 2004; Buckle & Thomas, 2003; Cicmil, 2003; Hodgson & Cicmil, 2003; Cicmil & Hodgson, 2005 Cicmil, 2006). The most important requirement for the development of critical project management education is the inclusion of critical social

theory into the education (teaching and learning) process. The first important consequence of a critical PM education would be to engage directly with not merely project managers but with practitioners at all levels of the project hierarchy, as it is interested in specific local situations and the lived experiences of various project actors, often with the aim of initiating some transformative redefinition (Alvesson & Deetz, 2000) of actors' own perception of self, their voice and their influence in shaping their own social roles and place. A second important aspect of critical approaches in project management education is to re-examine the currently dominant imperative of performativity in relation to how this shapes the development of the body of knowledge and best practice in the field (particularly related to 'critical factors for project success') and illuminate the importance of considering other indicators of 'project success' beyond time, cost and quality performance, to encompass environment, health and safety, economy and ethics. And, thirdly, critical engagement in project management education would mean an increased sensitivity to the possibility of oppression and exploitation in project settings, an outcome which is especially likely given the pressurised environment of most projects, regardless of sector and scale. Arbnor and Bjerke (1997) critically argue that conventional approaches have exposed managers and other employees involved in problem solving and decision making to an overwhelming amount and range of, for example, behavioural techniques (empowerment, teamwork, flexibility), which in turn can be interpreted as 'covert tools of manipulation and exploitation' (Huczynski and Buchanan, 2001, p. xxi) There are other radical views from the writers such as Mitroff and Linstone (1993) and, more recently Stacey, addressing this issue:

Orthodox theories of organising and managing encourage belief in the possibility of identifying necessary skills in a clear way and defining steps to go through in order to acquire them. The essential *skills* I am pointing to are much fuzzier and the steps to achieving them more nebulous. The response might be to stay with orthodox management perspectives. After all, they have applications and prescriptions that are much easier to grasp. However, I believe that this easier option is not viable in the increasingly complex world of organisations. (Stacey, 2000, p.412 )

The important *appreciation of the pedagogic process* is another aspect of learning and knowledge acquisition, moving on from the analytical orientation to the social-action centred approach which develops skills and competencies relevant to practitioners in this increasingly projecticized society. The pedagogy of management knowledge and education must address the contemporary social order, changes in international business, and equality (gender and racial) issues.

We wanted to explore what it might take to introduce a critical intellectual framework within which project management academic education could be located (Cicmil, 2003), and to



evaluate the pedagogic impact (including the design and organisation of courses, classes, assessment, etc) resulting from the appropriation and embodiment of teaching and learning processes in an environment in which ‘discursive plurality is accepted and acknowledged, and where obstinate differences in domain assumptions are explicitly tolerated’ (Flyvbjerg, 2001, p. 85) Drawing on Critical Theory and particularly the contribution of Jurgen Habermas, Alvesson and Willmott (1996) suggest that intellectual efforts should be focused on encouraging inspiration from a variety of theories and ideas, as a counterforce to technicist and instrumental forms of rationality in project environments.

### **3. The Course Curriculum Design – An Experiment**

Concepts developed by the academic community ... must be recovered from operational and textbook definitions and reconnected to ways of seeing and thinking about the world. In the dialectics of the situation and the talk of individuals with different perspectives, the emergence of new ways of talking becomes possible. (Alvesson & Deetz, 2000, p.146)

What, therefore, might it mean for both the scholarly and the practitioner community, to encourage a different way of viewing and thinking about projects and project management as social phenomena through critical studies? We have explicitly taken up the challenge offered by Flyvbjerg (2001, p. 166) to incorporate an important dimension in our academic practice (both teaching and research) that ‘contributes to society’s capacity for value-rational deliberation and action’, by adopting phronetic social science as the underpinning intellectual tradition. Phronesis, an Aristotelian concept recently re-interpreted by Flyvbjerg (2001) as a relevant virtue of managerial expertise (see also Cicmil 2006, Cicmil et al 2006), calls into question the assumption that management can be understood (and taught) as ‘normal’ science which resonates the core of the above concerns about the PM knowledge system. Phronesis, according to Flyvbjerg, can be broadly understood as

- value-centred, action-oriented *form of knowledge* in the local context based on practical value-rationality (critical to the viability of any organisation or community)
- ‘Ethical practical wisdom’ or ‘prudence’ which demonstrates itself as ‘the relationship you have to *society* when you act’ (Flyvbjerg, 2001, p.55)
- involving judgements and decisions made in the manner of a ‘virtuoso social and political actor’,
- emphasising sensitivity to situational ethics (prudence, practical wisdom) rather than any kind of science: involves deliberations about what is ethically practical in the given context, or good / bad under a specific set of interests
- Ensures ethical employment of science and technology

In support of this, we draw on recent studies which indicate that the experiences of practicing project managers with managing complex projects echo the virtues of phronesis (Cicmil 2006,

Smith, 2007; Cicmil et al 2006). This section looks at the development and pedagogical implications of a phronesis centred approach to teaching, learning, and outcomes adopted in the curriculum design and organisation of the project management module (Project Management Executive) delivered on the MBA – Executive level at the Bristol Business School. Our discussion in the preceding sections reflects our dilemmas, orientation and aspirations that influenced the design and organisation of this academic course.

### **Content and Pedagogy of PM teaching at the BBS MBA programme**

By adopting the intellectual tradition of phronetic social science, we have attempted to justify a pragmatic shift from the ideal of natural sciences of formulating and disseminating cumulative and predictive project management theory in the classroom towards addressing with the students those problems that matter (economy, safety, environment and well being) in ways that matter to all relevant groups and communities within which contemporary projects are located (focusing on context, values and power). In this way, we wish to promote project management education as an activity which is participative, reflective, based on critical questioning and feedback, and ethical and emancipatory in character.

Our corresponding approach to the curriculum design and pedagogy incorporates:

- Encouraging ontological deliberations about the Project (representations and modelling) and awareness of the role of symbols and artefacts in constructing the PM rationality (denaturalisation of projects and PM)
- avoiding unnecessary theoretical closure
- Insisting on the processes of context-dependent decision making and the role of values, judgement, intuition, ethics and personal responsibility beyond mechanistic of project management discipline
- Emphasising the social axiom of PM education and encouraging reflection on one's own process of learning; the awareness of multiple perspectives, rationalities, values and agendas at play in projectified society (non-performative intent)
- Encourage students to read widely and to debate issues that are important to them drawing on their experiences with projects or in project environments

### **The curriculum – key details:**

The curriculum does not evolve around the model of project life cycle, a typical template for structuring the project management text-books, course syllabi, and practical procedures in project environments. Rather, the concept of co-operative joint interpretation of sophisticated

activity labelled 'project' by multiple parties involved in accomplishing an idea of something that does not yet exist is adopted as the key proposition, in parallel with the established rational PLC model. The use of multiple perspectives method and unbounded systems thinking (including bounded rationality position) encourage a critical but constructive approach to established 'managerialist principles' of project management (organisation, planning, control, motivation and evaluation, to risk management, communication and leadership skills, team building, stakeholder management, etc). The module emphasises a reflection on interest-based knowledge creation and legitimisation, the focus on the individual, emotions, anxiety and complexity of intersubjective communicative relating.

Key topics of the MBA PM module:

- Project related decision making: forecasting; investment planning; risk assessment and allocation; governance systems
- Multiple-perspective thinking; embracing complexity and coping with project goal ambiguity, power asymmetries, radical unpredictability, time-flux and paradox of project control
- Facilitated public reflection: dialogue; stakeholder participation; collaborative learning
- Project manager's skills: from instrumental rationality to practical wisdom

The introductory session of the course asks for a participative, reflective engagement of both students and lecturers in debating the purpose, values and expected outcomes of academic PM courses, and management education in general, and encourages a debate about what 'a useful, legitimate' project management knowledge might entail. Course participants commonly express an expectation that there might be a well defined and convincing body of project management knowledge and best practice and that project management courses and training should provide them with insights into that knowledge and understanding of how projects should properly be designed and managed, and what the secrets of the 'right' project management methodology are. Habermas's (1972) theory of knowledge constitutive interests is introduced at the start of the course as particularly helpful in enabling the comparison of knowledge driven by the 'technical' interest for control, performativity, and prediction with that driven by the 'practical' interest embedded in the human need to communicate with others and develop intersubjective understanding in the context in which they find themselves to be *together*, and with self-reflective knowledge driven by the "emancipatory" interest aimed at the realisation of autonomy from defective actions and utterances arising from social relations of power, domination, and alienation. (Olga, 1996, p.152)

Ontology of becoming (Chia, 2002) is introduced to reflect on ‘what do we do when we label something a project’ as opposed to the ‘ontology of being, where the key question is ‘what is project’. We are keen to open up the debate in the classroom about the dynamics of human nature and of social institutions. We insist on critical engagement in academic study and we support it by a coherent narrative throughout a course. We focus on students understanding that tension and paradox is fundamental to social practice and that it is what is lacking in the rational models promoting linear manifestations of project management.

The assignment, class discussions and empirical case studies drawn from the students’ and lecturer’s own experience (Cicmil, 2006; Hodgson and Cicmil, 2006), and supplemented by short but illustrative vignettes from published work, evolve around the following deliberations developed against the five steps of the human learning process suggested by the Dreyfus model (Table I, see Appendix)

Critical pedagogy induces feelings of anxiety, cynicism and disablement. To overcome these, we have heavily relied on guest speakers from industry providing examples of critically reflective practice and insisting on examples from students. The students are encouraged to reflect on what they learn and on what is presented to them as knowledge, to explore the adequacy of such knowledge in their particular organisational and project contexts. They are encouraged to take a role of practitioner/researcher and conduct constructive inquiries of their specific practices as part of their assignments and dissertations as well as part of their everyday professional activity, and to do it from the perspective of participative inquiry.

### **Students’ feedback – an analysis**

*I wish there were more definitive answers (but there aren't). We're on our own...(MBAr6)*

The module is offered as an elective at the final stage of the MBA programme. Typically the students would make elective options on the basis of a short presentation by module leaders, printed course syllabi, their own individual aspirations and interest, ‘word of mouth’ and occasionally following their employer’s advice. The module has run for two years now, altogether 18 students from two cohorts opted for this elective<sup>1</sup>, all of them experienced

---

<sup>1</sup> Note: The entry-requirement /prerequisite for the elective is the possession of knowledge of basic PM tools and techniques and/or adequate practical PM experience

managers practitioners across the functions and sectors, with academic degrees in a range of fields, including engineering. The classes were culturally and internationally diverse.

As the module is innovative and different in many ways from both the expectations normally associated with project management courses and possibly from the experiences with other modules on the MBA programme, it was of a great interest and value to participatively reflect on it. This joint reflection within the community of actors committed to the venture in question (Raelin, 2001) is also part of the overall philosophy underpinning the module and the lecturers' practice, and did not come as a surprise to the course participants. Nine students across the two cohorts participated in the evaluation, and are coded as:

- MBAr1 – senior engineer (male)
- MBAr2 – currently unemployed (male)
- MBAr3 – IT support manager (female)
- MBAr4 – Project manager – Defence Procurement Agency, MoD (male)
- MBAr5 – IT infrastructure manager (male)
- MBAr6 – MoD engineer (male)
- MBAr7 – Business Adviser, Business Link (female)
- MBAr8 – Army major (female)
- MBAr9 – Deputy division chief in Local Government /China (male)

#### Framework for Analysis

To generate feedback in some kind of a structured way, we used the key aspects of the social axiom of academic management education to trigger reflective accounts from the participants. We believe this type of questions brought to the surface important issues relevant to other axioms associated with the claimed roles of academic management courses. We have used the social postulates of academic management education as suggested by Holman (2000) to empirically evaluate the consequences of a non-orthodox approach to curriculum design and organisation of project management academic courses. Why do we feel this would provide a satisfactory interpretative framework to draw useful conclusions from the participant's accounts? In the preceding section, we outlined the guiding beliefs, values and intentions behind our decision to innovate with the project management course. What Holman terms the social axiom suggests the impact of education on society by assuming that individuals and social structures are interrelated by simultaneously forming and being formed by each other. As stated by numerous authors addressing the issue of quality, content, and effectiveness of business and management education, it is important to encourage the reflexive analysis and discussion of values and interests which is 'the prerequisite for an enlightened political, economic, and cultural development in any society' (Flyvbjerg, 2001, p.3)

In more concrete terms, the joint reflection attempted to explore:

- the students' views on values that the module has attempted to convey
- the students' reflections on key approaches to projects and project management that the module has promoted
- The extent to which the module has developed and achieved its;
  - **vocational role** (provided the necessary knowledge and skills to sustain a competitive economy)
  - **academic role** (increased knowledge and understanding about project management, projects and management education)
  - **critical role** (opened up some scope for critiques of management, management education and society by drawing attention to dialogues with a polyphony of voices in contemporary social order )
  - **cultural role** (attempted to address values and aspirations which are relevant to developing capable and cultivated citizens who are able to lead personally fulfilling lives and help sustain a democratic and learned culture)

*Reflections on Values and Approaches to Project Management Conveyed by the Course*

It is unusual but, in our view, important to encourage the students to reflect on how they perceive the values that underpinned the module which, as explained above, carried through the notion of value-rationality (including ethics) as intellectual virtue, and emphasised that value-rationality was as important as instrumental rationality for managerial practice. Responses varied due to individual student's understanding of the meaning of 'value', from;

*Open mind; the importance of multiple perspectives; integrity, trust, honesty; sharing of experience and knowledge; the complexity of project management*

to those equating 'values' with the key approach pursued by the module syllabus, such as;

*it constantly reminded us that we must remember the context; provided us with an opportunity to acquire a more profound and deeper understanding of PM issues .*

Overall, they demonstrate an emerging spirit and different quality of consciousness compared to our previous experiences with MBA teaching. Other reflective accounts demonstrate the level to which the module curriculum and delivery has encouraged the students' sensitivity to aspects of PM which are not 'value neutral'. For example, when commenting on their own expectations from, or on their ideal model of, project management education, some students express a belief in the need for the awareness above and beyond models and techniques traditionally equated with project management.

*This is what I wanted from the MBA module when I outlined my requirements; one comment I had was 'projects are more than just making plans' and I wanted to learn techniques/models that can help me expand my repertoire of skills. (MBAr1)*

*The opening up of the subject in terms of different approaches while incorporating conventional well used methods such as EVA – very good. The human skills in the project management arena were well explored too.(MBAr3)*

*I didn't really have an ideal model, all I really knew was the traditional model i.e. focused on Project Management process (such as the APM BOK). This module far exceeds the traditional approach by building on it and opens up a completely new way of looking at it. (MBAr4)*

Yet, it is obvious that some students have firm views about what is and what is not practically useful, as the statement illustrates;

*I felt that even at the level of master, industry tools such as PRINCE should have been explored, as some students do not have the experience of these tools. (MBAr2)*

*My thought patterns are different from what's been presented, but time will tell: a) what my ideal model of project management is?, b) whether the above has been definitive enough (MBAr6)*

We have explained in earlier sections that our curriculum design and pedagogical approach attempted to avoid the usual closure within project management syllabi related to theoretical debates and ontological flexibility. It was interesting to note that in their reflections, all the students commented on the complementary relationship between normative project management knowledge and sociological frameworks within which conventional techniques were analysed, as the key characteristics of the adopted approach.

#### Reflections on Vocational and Academic Roles of the Course:

The vocational role of an MBA module is always an important concern as there has been a lot of debate about what an MBA course should equip the students with. Although it is perceived a flagship master programme, the requirement for practical application of concepts is frequently imposed over academic or theoretical debates. Therefore it was not surprising to have a comment such as;

*Module was quite theoretical. It didn't state how to do project management, rather the issues around project management. (MBAr5)*

But equally:

*I am certain that the module crystallised this for me and that it will enable me to tackle project management with greater confidence should I go down this path. (MBAr8)*

*This module it is very helpful link my previous working experience with the academic studies for better understanding and learning of project management; provides me with interests for further study and will benefit my job in the future (MBAr9)*

*Having attended PRINCE 2 project management training in the past, this module furnishes me with a much, much wider perspective. The ability to look beyond the methodology and challenge some of the conventions e.g. iron triangle. It helped me to view problems from a number of perspectives to analyse the potential causes. This enables me to be more effective in a project manager role. (MBAr3)*

Also, there were responses that reflected some inner deliberations and sense making of what went on during the course;

*I began the module with some practical Project management experience, very much with the belief that Project Management was mainly about the processes involved. I have completed the module with a much broader understanding and more appropriate knowledge for my vocational role. I now know that Project Management is much more than processes, it is also to do with people, relationships, communication, and the context of an organisation. I also look at success in a different way! (MBAr4)*

*Understanding that all projects are intrinsically different and the true skill of project manager is the ability to deal with emerging issues/crisis with agility of thought. (MBAr6)*

Reflections on academic and vocational roles of the course in the students' accounts appear interwoven (see above). It is not clearly distinguishable that thinking and knowing presuppose doing. Also, there is a feeling that theory simultaneously informs and is being informed by practice.

*I have a much broader knowledge and my eyes have been opened to looking at Project Management from a variety of perspectives which I was not aware of before. I am aware now that Project Management is more than as outlined in the APM BOK – it introduced the multiple perspective framework. (MBAr4)*

As discussed in earlier sections, the aim of the module has been to take students beyond what is narrowly defined as vocational, but clearly (from the feedback above) this is not to become less relevant – indeed, it should help the students to become more effective, but not in the instrumentally rational sense i.e. delivering on predetermined goals without regard to wider consequences.

#### Critical Role and Cultural Role of the Course:

In terms of their appreciation of the critical role that the module might have had, the accounts vary but undoubtedly indicate that the course has prompted the students to look at the worlds



of project management practice through new lenses. Some thought it was inappropriately soon to comment on this aspect of the module, while others emphasised the impact that it made on their personal understanding of the world and the process of learning to look at things through different lenses:

*Having a perspective with which to analyse social order, networking, etc and applying this in a practical context as part of the assignment, this module has given both a cultural and critical understanding of management techniques. Project management is not naïve, neutral, or innocent; it is political and contextual. (MBAr1)*

*... has shifted our individual differing view points a way forward. (MBAr3)*

*... the module forced me to ask questions that previously I would not have done. (MBAr6)*  
*... the module forced me to engage in critical questioning of my own and experiences of others in this international class(MBAr8)*  
*... Ethical issues on project management have been covered during this module, with specific exploration of project risks to the local community, environment etc. ... very useful for students to understand responsibilities of project managers in the global economy (MBAr9)*

On reflection, what might be implied here is that students see long-term potential consequences of the changes effected during the course.

One of the aims of the ‘critical school’ approach taken with the focus on praxis is, in general terms, to engage the course participants in the debate over emancipatory goals as a knowledge constitutive interest. This is also understood as part of the indirect cultural role of management education, according to Holman’s assertion that the perceived cultural role of management academic education (within the social axiom) is always indirect as it is actualised in producing ‘capable and cultivated citizens who are able to lead personally fulfilling lives and to help sustain a democratic and learned culture.’ (Holman, 2000, p.200). Three different types of responses could be distinguished all of which support the dilemma about how realistic the emancipatory goal is. One reflects a degree of surprise that academic education could be considered a factor in ‘leading personally fulfilling lives’:

*The concept of education leading to a fulfilling life is not attainable; dreams are possibly fulfilment. (MBAr2)*

*The module is academic learning and while it can enrich my life and give me more ability in management it is the social elements of my life (family) which I hope to be personally fulfilling. (MBAr6)*

A second group relates to the need for a longer period of reflection:

*Not possible to tell at this stage as insufficient time has passed since undertaking the module and the completion of this questionnaire. (MBAr5)*

while the third group felt that some aspects of this role have been experienced:

*I feel that I value my discipline (Project Management) more, I believe that I will be better placed to deliver my aims and objectives in my role. (MBAr4)*

*I think all learning improves or enriches life in some way – if just to broaden horizons and perspectives, and give us more informed and balanced views. Can't say whether this helps lead more fulfilled lives but knowledge certainly gives increased confidence. (MBAr7)*

### **Risks of innovation - Discussion and Conclusions**

We were fully aware that a radical change in the approach to project management teaching would induce in students and the lecturers behavioural, intellectual, and emotional responses. Throughout the period of each delivery, the course participants expressed anxiety, impatience, and discomfort not least because of the requirement for a higher level of reading, intellectual engagement and reflection on their own practice. The lack of ready made case studies which they would analyse and comment on using a set of frameworks and models delivered in the lecture has noticeably caused a feeling of chaos and 'not knowing where to start' and how one is supposed to think about a certain project issue. Replacing a scientific grounding of academic 'project management' theory and models with more fluid debates of the issues of power, ideology, uncertainty and misbehaviour at workplace and in project environments was both an innovation and a source of risk. A few complaints throughout the running of the module related to an expectation to learn 'how to do' project management and to assimilate 'relevant' knowledge about 'best practice' that will make them be perceived as 'professional, 'knowledgeable', 'thinking, rational' project managers in their organisations. Both the lecturer and the students frequently felt tension and discomfort when facing the process of learning which simultaneously takes place at all levels of analysis.

On reflection, we believe that within its epistemological axiom, the course offered students subjective and experiential knowledge balanced by objective and instrumental input, yet highlighting connection between knowledge and power. In terms of its pedagogical axiom, the students' accounts confirm the experiential approach to learning where reflection, conceptualisation, and action in the context play an important role. They obviously approved of the teaching method which encouraged critical reflection, self-development and ability to ask new questions about the nature of project and project management, and discovering important local operations of power and rules. In terms of skills gained, interpersonal and technical skills are simultaneously appreciated, while the new awareness of multiple perspectives as emergent inquiry method in local situations is seen as contributing to the development of personal autonomy, practical virtuosity, critical practice. The students' performance in the assignment which, itself is in line with the philosophy of phronesis and

situated reflexive managerial practice, will be an additional source of material to assess and reflectively evaluate the experience.

The management educator is ‘an individual charged by a business school with the pedagogical responsibility for the transfer of “management knowledge” to students’ (Clegg and Ross-Smith, 2003, p.88) As the power plays a key role in designing and imposing the conditions and means for producing and spreading a certain ‘type’ of management knowledge and its history, other actors and their agendas come into play: politicians, government bureaucrats, the trade unions and employers representatives, professional bodies, etc. (Trank and Rynes, 2003) Management education itself is a powerful discourse, as is evident from the global reach of the MBA, ‘its most popular icon’ with the masses of people embarking on it across the world (Clegg and Ross-Smith, 2003). We need to be aware of the implied right of the sponsors of project management education (commercial groups – businesses, professional associations, etc) , to dictate the direction of academic activities and curricula, disguised under the claim for the pursuit of systematic knowledge about the pragmatic issues of managing projects, which can easily turn into a dogmatic purpose. Interpreting critical work on the topic, Raelin (2001) makes an important assertion about conscious or unconscious use of power, privilege, and voice to exert influence and suppress dissent in legitimising a particular form and content of the body of management knowledge . He asserts that ‘We need to examine whose interests are served by the forms of knowing *in popular use* be they instructional methods, curricula, or classroom technologies.’ (2001, p.18; emphasis added)

Finally, we would like to make a remark on the implications for the organisational axiom of the pedagogic and epistemological approach chosen. Maintaining the approach to project management education at an academic level of MBA/Masters that we experimented with, would require both Business School and lecturer autonomy and resistance to bureaucratization and commodification of academic work which is gradually taking place through modularisation, efficient compact delivery of weekend courses, and increased class sizes. This approach may run counter to the agendas of institutional actors in the field of business education (Trank and Rynes, 2003) including businesses, media rankings, professional bodies, business schools and students. Particularly challenging are the efforts to resist the requests for easier coursework, less theory, more tools and current ‘case studies’ weak ethics foundation, increased employability, preference for training in immediate skill needs, commodified specific knowledge (Liessmann, 2006), desire for ‘relevance’, promotion of market rhetoric and discourse to discuss education, and evaluation of lecturers ‘on the basis of grades and entertainment value’. (Trank and Hynes, 2003, p.201).

But what we believe is important to take into account is that the lecturer's autonomy, interests and philosophical orientation always play an important role in devising the curriculum, presenting it in a form of useful knowledge to the class, facilitating learning, and encouraging reflection, and this important factor will be subsequently discussed. Therefore, we must not ignore the ethical dimension to the responsibilities of management scholars and academia as well as risks associated with challenging the legitimate form and content of the body of knowledge of a given management discipline. Intellectual communities, including management scholars and educators, sustain themselves on the basis of a discourse that they create, contain, and reproduce. Business and management scholars, educators and other actors need to recognise that 'no divine rule or secular scientific law exists that dictates what constitutes management knowledge or who should shape this discourse' (Clegg and Ross-Smith 2003, p.89). Drawing on Habermas's work on knowledge constitutive interests, Clegg and Ross-Smith argue that 'the more democratic a discourse, the more legitimate will be the inevitable conflicts of interest that arise and the less there will be barriers to their expression'. (2003, p.95)

We have explored the risky avenues we adopted in the way we design, conduct and reflect on what we do – as both lecturers and researchers. We set ourselves a task to reflect in this paper on our practice and share it with the wider audience of colleagues by focusing on the interconnectedness of two aspects of the whole process, as mentioned in the introduction – the nature of the knowledge system underpinning the project management as an academic subject and the curriculum design, organisation and management of academic project management courses. Perhaps there are no finite conclusions to be made, just sharing of experience and creating more exciting opportunities for the future cohorts of students.

## References

- Alvesson M and Deetz S (2000) *Doing Critical Management Research* Sage: London
- Alvesson M and Willmott H (1996) *Making Sense of Management: A Critical Introduction*, SAGE: London
- Arbnor I and Bjerke B (1997) *Methodology for Creating Business Knowledge*, 2<sup>nd</sup> edit. Sage: Thousand Oaks, CA
- Bourdieu P (1990) *The Logic of Practice*, Stanford University Press: Stanford, CA
- Buchanan D and Badham R (1999) *Power, Politics, and Organisational Change: Winning the Turf Game*, SAGE:London
- Cicmil S (2003) 'Knowledge, Interaction, and Project Work: From Instrumental Rationality to Practical Wisdom' PhD Thesis; British Library
- Cicmil S and Greenwood M (2003) 'Learning (about) project management: Complexity and action' keynote paper at the 1<sup>st</sup> national workshop *Excellence in Teaching, Learning and Assessment in Project Management*, University of Bournemouth, September 2003
- Hodgson D and Cicmil S eds. (2006) *Making Projects Critical*, Palgrave McMillan :Basingstoke, UK and New York, USA
- Cicmil S and Hodgson D (2006a) 'Critical research in project management – An introduction' in Hodgson D and Cicmil S (eds) *Making Projects Critical* Palgrave McMillan :Basingstoke, UK and New York, USA, pp.1-28
- Cicmil S and Hodgson D (2006b) 'New Possibilities for Project Management Theory: A Critical Engagement' *Project Management Journal- Research Quarterly: Special PMI Research Conference 2006 Edition, Issue*, Vol. 37, Number 3; August, pp. 111-122
- Cicmil S, Williams, T, Thomas J, and Hodgson D (2006) . 'Rethinking Project Management: Researching the Actuality of Projects' *International Journal of Project Management: Special issue on Rethinking project management*, Vol 24, November 2006, 675-686
- Clarke A (1999) 'A practical use of key success factors to improve the effectiveness of project management' *International Journal of Project Management*, Vol.17, No.3, pp.139-145
- Clegg S and Ross-Smith A (2003) 'Revising the boundaries: Management education and learning in postpositivist world' *Academy of Management Learning and Education*, Vol. 2, No.1, 85-98
- Cleland D and King W R (1975) *Systems Analysis and Project Management*, 2<sup>nd</sup> ed, McGraw-Hill: New York
- Cleland D and King W R (1988) *Project Management Handbook*, 2<sup>nd</sup> ed, Van Nostrand Reinhold: New York
- Dreyfus H and Dreyfus S (1986, revised 1988) *Mind over Machine: The power of Human Intuition and Expertise in the Era of the Computer*, Free Press: New York
- Elliott C (2003) 'Representations of the Intellectual: Insights from Gramsci on Management Education' *Management Learning*, Vol. 34 (4) 411-427
- Flyvbjerg B (2001) *Making Social Science Matter: Why social inquiry fails and how it can succeed again* (reprinted 2003); Cambridge University Press: Cambridge
- Fournier, V. and Grey, C. (2000) "At the Critical Moment: Conditions and Prospects for Critical Management Studies." *Human Relations*, 53(1): 7-32
- Grey, C. (2002) "What are business schools for? On silence and voice in management education." *Journal of Management Education*, 26(5): 496-511
- Habermas J (1972) *Knowledge and Human Interest; Theory and Practice; Communication and the Evolution of Society*, J.J. SHAPIRO, trans. Heinemann: London
- Hodgson D (2002) 'Disciplining the Professional: the Case of Project Management' *Journal of Management Studies*, Issue 39, No. 7
- Hodgson, DE (2004) "Project Teams: The Legacy of Bureaucratic Control in the Post-Bureaucratic Organisation" in *Organization* 11 (1) pp. 81-100

- Hodgson D and Cicmil S (2003) 'Setting the Standards: the Construction of 'the Project' as an Organisational Object' Paper presented to 3<sup>rd</sup> Critical Management Studies Conference, Lancaster, July 2003
- Hodgson D and Cicmil S (2004) 'Are Projects Real?: Reconstructing the Foundations of Project Governance' Paper presented to EURAM 2004, St Andrews, May 2004
- Hodgson D and Cicmil S (2007) 'The Politics of Standards in Modern Management: Making 'the Project' a Reality' *Journal of Management Studies*, Issue 44, No.3 Summer 2007,
- Holman D (2000) 'Contemporary models of Management Education in the UK' *Management Learning*, Vol. 31 (2): 197-217
- Huczynski A and Buchanan D (2001) *Organizational Behaviour; An Introductory Text*, 4<sup>th</sup> ed. FT-Prentice Hall, Pearson Education Ltd: Harlow, UK
- Hughes T (1998) *Rescuing Prometheus*, Pantheon: NY
- Johnson P and Duberley J (2000) *Understanding Management Research - An Introduction to Epistemology*, SAGE: London
- Liessmann KP (2006) *Theorie der Unbildung: Die Irrtümer der Wissensgesellschaft* PaulZsolnay Verlag: Wien
- Lock D (1994) *Project Management*, 5<sup>th</sup> edit, Gower: Aldershot
- Meredith J R and Mantel S L, (2003) *Project Management - A Managerial Approach*, (5<sup>th</sup> ed.) John Wiley & Sons, USA,
- Mitroff I. I. and Linstone H. A. (1993), *The Unbounded Mind: Breaking the Chains of Traditional Business Thinking*, Oxford University Press, New York
- Oliga J C (1996) *Power Ideology and Control*, Plenum: New York
- Pinto J K (2000) 'Understanding the role of politics in successful project management' *International Journal of Project Management*, Vol.14, No.1, pp.5-18
- Raelin J A (2001) 'Public reflection as the basis of learning' in *Management Learning*, Vol.32 (1) pp.11-30
- Reed M I (1992) *The Sociology of Organisations: Themes, Perspectives, and Prospects*, Harvester Wheatsheaf: Hemel Hempstead
- Reed M and Anthony P (1992) 'Professionalizing management and managing professionalization: British management in the 1980s' *Journal of Management Studies*, 29:5, September
- Rome G and Putzel R (2003) 'Designing management education: Practice what you teach' *Simulation and Gaming*, Vol. 34 No.4, December, 512-530
- Romme G (2003) 'Organising Education by Drawing on Organization Studies' *Organization Studies*, 24 (5): 697-720
- Smith and Dodds (1997) *Developing Managers Through Project-based Learning* Aldershot/Vermont: Gower
- Stacey R (2000) *Strategic Management and Organisational Dynamics-The Challenge of Complexity*, 3rd edit. FT-Prentice Hall, Pearson: Harlow
- Stacey R (2001) *Complex Responsive Processes in Organisations: Learning and knowledge creation*, Routledge: London
- Townley, B. (2002) 'Managing With Modernity' in *Organization* 9 (4) pp. 549-573
- Trank C Q and Rynes S L (2003) 'Who moved our cheese? Reclaiming professionalism in business education' *Academy of Management Learning and Education*, Vol.2 No.2, 189-205
- Winter M, Smith C, Morris P and Cicmil S (2006) 'Directions for Future Research in Project Management: The Main Findings of an EPSRC Research Network' *International Journal of Project Management: Special issue on Rethinking project management*, Vol 24, November 2006, 638-649
- Young T (1998) *The Handbook of Project Management – A Practical Guide of Effective Policies and Procedures*, Institute of Directors – Kogan Page

Table I: Expertise, competence and knowledge in project work and management (adapted from Cicmil 2006)

Level	Experience	Action based on	Comment
<b>Novice</b>	Faces a given problem and a given situation in a given task area for the first time	<ul style="list-style-type: none"> <li>• Instructions (training course, PMBOK)</li> <li>• learning to recognise objective facts about and characteristics of the situation (models and definitions of project)</li> <li>• learning rules of action, as generalised for all similar situations on the basis of identified facts, thus context-independent (project management methodology, procedures, best practice)</li> </ul>	The rules are necessary for gaining initial experiences but they can quickly become a barrier to acquiring skills at higher levels
<b>Advanced beginner</b>	Achieves some real-life experience	<ul style="list-style-type: none"> <li>• Learning to recognise relevant elements in relevant situations on the basis of their similarities with previous examples (typology of projects)</li> <li>• The context of experience becomes important and decisive in the choice of relevant elements, in addition to context-independent rules (learning from experience, limited reflection) PMBOK</li> <li>• trial-and-error</li> </ul>	Personal experience via trial and error becomes more important than context-independent, verbally formulated facts and rules.
<b>Competent performer</b>	With more experience the number of recognisable elements and facts becomes overwhelming	<ul style="list-style-type: none"> <li>• Learning from own experience and from others to prioritise elements of the situation</li> <li>• Organising information by choosing a goal and a plan</li> <li>• Dealing only with a set of key factors relevant to the goal and plan, thus simplifying the task and obtaining improved results</li> <li>• The choice of a certain goal and plan and the need to have a plan is paradoxical (simultaneous subjectivity and objectivity) – it is not unproblematic and requires deliberation, the relationship of involvement between performer and environment</li> <li>• Elements-rules-goals-plans-decision: the model of analytical, proficient performer</li> <li>• Ability to think on one's feet (confidence, reflection, choice of action and risk taking)</li> </ul>	The individual learns to apply hierarchical, prioritising procedure for decision-making on the basis of set priorities rather than on total knowledge of the given situation Choosing the goal and plan is not unproblematic – it implies personal involvement in actions, hence responsibility/ethics
<b>Proficient performer</b>	Away from cognitivist, analytical rationality (rules, principles, and universal solutions) towards perceiving situations rapidly, intuitively, holistically, visually, bodily, relationally	<ul style="list-style-type: none"> <li>• The awareness of interpretation and judgement involved in such decision making, rather than logical information processing and analytical problem solving only</li> <li>• Deeply 'involved-in-the-world' manager/performer who already knows as he/she has evolved their understanding of the situation on the basis of prior actions and experience</li> <li>• Reflective understanding and participation in power relations</li> </ul>	Intuitively understands and organises the tasks in the local situation in the living present but continues to reflect analytically on what will happen as the emergent situation unfolds
<b>Expert or virtuoso</b>		<ul style="list-style-type: none"> <li>• 'emergent enquiry' – participative methodology of knowledge creation in context</li> <li>• intuitively, synchronously,</li> <li>• participative critical reflection over the intuition – the self and the group</li> <li>• the thought, body, knowledge, and action are inseparable, are simultaneously forming and are being form by one another; thinking-doing</li> <li>• understanding that power relating is an intrinsic part of intersubjective relating, always there</li> <li>• considerations for the present and deliberation about the future</li> </ul>	Characterised by effortless performance at the level of virtuosity; No thinking/doing, decision/action, or plan/implement divide; Action based on logic replaced by experientially based action; intuitive and rational at the same time