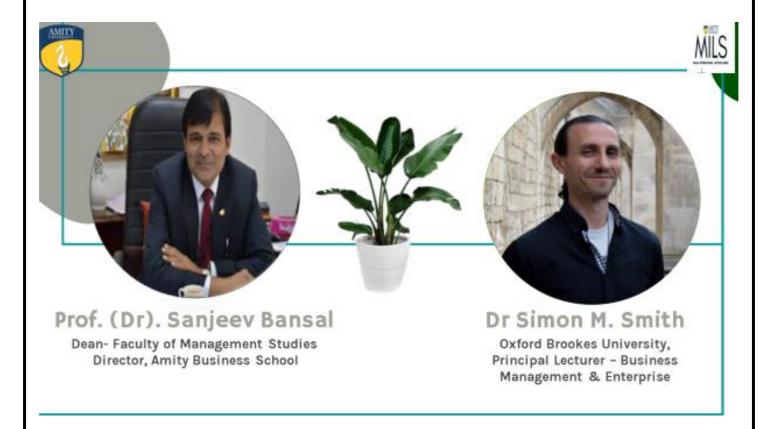




Mega International Lecture Series

The International Lecture was conducted on 10th February 2022 at 02:30 pm - 03:30 pm IST (+5.30GMT). Dean Prof. (Dr.) Sanjeev Bansal (Dean Faculty of Management Studies and Director and Head of Amity Business School) honoured Prof. (Dr.) Simon M. Smith with a sapling.



Prof. (Dr.) Anupama Rajesh (Head of Internationalization and Professor of Amity Business School) briefed the audience about MILS. Dr. Anupama welcomed Mr. Smith with warmth and grace.

A curtain-raiser for the lecture series showcasing all the speakers was run.





Prof (Dr) Martin Broad (28th Oct, 2021) University Of Winchester Dean Business, Law and

Digital Technologies



Dr. Karen Cripps (IIth Nov, 2021) University of Winchester, UK Principles of Responsible Management Education (PRME) Champion

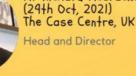


Mr. Tom Lowe (2nd Dec, 2021) University of Winchester,UK Director Centre for Student Engagement

Dr Simon M Smith (13th Jan, 2022) Oxford Brookes University, UK Principal Lecturer Business, Management & Enterprises







Mr Richard McCracken



Prof Ivan Coste Maniere (18th Nov, 2021) Skema Business School Director & Professor - Marketing Founder - MSc Luxury & Fashion Management SKEMA Business School, France



Prof (Dr) Peter Stokes (20th Jan, 2022) Leicester Castle Business School, De Montfort University

Professor Leadership & Professional Development

Prof (Dr) Leo Paul Dana Montpellier Business School

Visiting Professor (INSEAD) Marie Curie Fellow at Princeton University



Dr Anupama Rajesh Head Internationalization Cell Professor Amity Business School



Dr Sanjeev Bansal Dean

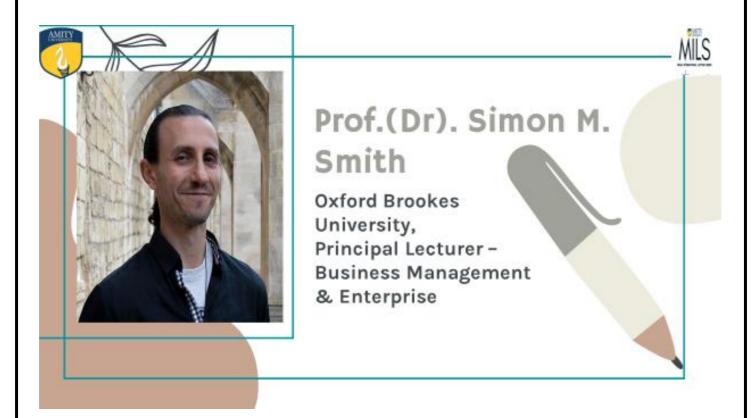
Management Studies Director & Head Amity Business School



Leading in the New Reality: Insights into Actions

16th - 18th February, 2022 Amity University Campus, Noida

For Further Details / Registration: https://www.amity.edu/abs/glrc2022 glrc@amity.edu The session was started by Dr. Simon M Smith(Principal Lecturer in Business, Management and Enterprise, Oxford Brookes Business School, Oxford Brookes University), with a warm welcome to the gathering.





Prof. Smith greeted the gathering with warm enthusiasm. He illuminated the gathering about "Examining paradox, the hidden curriculum and impact on leadership" and introduced PRME (the Principles for Responsible Management Education) as a United Nations-supported initiative designed to enhance the profile of sustainability in business and management schools around the world and inspire future leaders to balance economic and sustainability goals (PRME, 2021).

PRME exists to raise the profile of sustainability, transform management education, build research, and thought leadership globally, and promote awareness of the Sustainable Development Goals. Despite the efforts of PRME and their embedding into Business School curriculums, there remains a 'hidden curriculum' regarding the domination of neo-liberalistic/ capitalistic virtues within higher education delivery. Creating a paradoxical situation whereby there is a conflict of values and what business should look like. There is arguably still domination of capitalist characteristics, whether conscious or unconscious, i.e., business leaming to maximize profit over people and planet (the 3Ps) because success is often still measured through such quantitative (and arguably managerialism) methods.

LIVE on YouTube - GRecording



PRME and the Hidden Curriculum

- PRME (the Principles for Responsible Management Education) is a United Nations-supported initiative designed to enhance the profile of sustainability in business and management schools around the world, and inspire future leaders to balance economic and sustainability goals (PRME, 2021).
- PRME exists to raise the profile of sustainability, transform management education, build research and thought leadership globally, and promote 'awareness' the Sustainable Development Goals (SDGs) (Bradley, 2019; PRME, 2021).
- Despite the efforts of PRME and their embedding into Business School curriculums, there still remains a 'hidden curriculum' regarding the domination of neo-liberalistic/ capitalistic virtues within higher education delivery (Blasco, 2011, 2020).
- This creates a paradoxical situation, whereby there is a conflict of values and what business should look like.
- There is arguably still a domination of capitalist characteristics, whether conscious or unconscious, i.e. business learning to maximise profit over people and planet (the 3Ps), because success is often still measured through such quantitative (and arguably managerialist) methods.



He moved forward with the lecture, discussing the hidden curriculum and PRME. With this, Prof. Smith brings out the critical and urgent pressure on management education to respond to global crises and address the SDGs. A profit-first mindset at the institutional level is also often embedded in educational outcomes. He also warned about the risks of education contributing to an industrial mindset that "steer students towards individualism, materialism, and hyper-rationality. He elucidated with the help of Blasco notes that just as there can be diversity in approaches to responsible management education, each institution is likely to have its hidden curriculum, and this is best understood through awareness of how it manifests in order that strategies can be devised to overcomes any associated problems. This demands critical reflexivity across the institution, including discussion on the tensions and paradoxes between the principles of responsible management education and other forms of managerial thinking.

Further, along with the session, Prof. Smith explained the Organizational Ambidexterity through the following points: -

- Involves two opposites: Exploitative versus Explorative practices
- Potentially paradoxical if organizations attempt both the practices
- Significantly, there is a growing body of literature that suggests that, not only is this approach possible, but it is also becoming increasingly necessary for short-term survival and sustained success
- It is also argued that many organizations engage with ambidexterity, whether consciously or not

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 Explorative approaches focus on new knowledge and movements away from existing knowledge.
 Dr.Anupama Rajesh

- Other keywords within these approaches relate to experimentation, flexibility, innovation and divergent thinking.
- Comparisons can be made here to transformational leadership as perhaps aspects of, for example, coaching, mentoring and teaching become essential to achieving such an explorative approach successfully.
- Again, can we argue a need for this during the current world pandemic?



Explorative approaches focus on new knowledge and movements away from existing knowledge. Other keywords within these approaches relate to experimentation, flexibility, innovation, and divergent thinking. Comparisons can be made here to transformational leadership as perhaps aspects of, for example, coaching, mentoring, and teaching becomes essential to achieving such an explorative approach successfully.

Exploitative approaches focus upon existing customers and/or markets. Other keywords related to these approaches include efficiency refinement expanding what is generally known to the organization. Comparisons can be here to transactional leadership and McDonaldization. We can perhaps see a need for this primarily because of the world pandemic.

Prof. Smith also explained forward the examples of Normative leadership approaches: -

1. The transformational leader

- A leader seen as someone who can instil pride, faith, respect, and a sense of mission.
- It is suggested they have an ability to delegate, teach and coach employees whilst treating them as individuals.
- In addition, these leaders can encourage employees to think and act in new and creative ways.

2. The transactional leader

- A leader who rewards employees in accordance with their contracts and the efforts they exert.
- It is argued they avoid giving new direction if old practices are fulfilling the performance goals.



on YouTube - @Recording

PRME and the Hidden Curriculum [2]

- There is increasing pressure on management education to respond to global crises and address the SDGs.
- A 'profit-first' mindset at institutional level is also often embedded in educational outcomes (Lourenço *et al.*, 2012).
- Wals and Benavot (2017, p. 407) warn of the risks of education contributing to an 'industrial mind-set' which "steer students towards individualism, materialism and hyper-rationality".
- Blasco (2020) notes that just as there can be diversity in approaches to responsible management education, each institution is likely to have its own idiosyncratic hidden curriculum, and this is best understood through awareness of how it manifests in order that strategies can be devised to overcomes any associated problems.
- This demands critical reflexivity across the institution, including discussion on the tensions and paradoxes between the principles of responsible management education and other forms of managerial thinking.



Aashna Jain

Concluding the webinar, Prof. Smith brought forward the pointers examining the paradox: -

- The implementation and delivery of responsible management education and a drive to achieve SDGS are, by their very nature, paradoxical.
- The application of Organizational Ambidexterity is not a normal one.
- Analysing ambidexterity is a complicated juxtaposition the sustainability paradox could be argued to be insurmountable for many, if not most, organisations.
- Yet, we are at the point where change is a necessity.
- This journey can start in management education.
- With the hidden curriculum (conscious or unconscious), higher education academics can be a part of the problem, but it is time we became a true part of the solution.

YouTube link - <u>https://youtu.be/cr01Bq_f6ww</u>

LIVE on YouTube - ORecording

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Normative leadership approaches - examples

The transformational leader

- A leader seen as someone who can instill pride, faith, respect and a sense of mission.
- It is suggested they have an ability to delegate, teach and coach employees whilst treating them as individuals.
- In addition, these leaders can encourage employees to think and act in new and creative ways.
- A responsible leader?

The transactional leader

- A leader who rewards employees in accordance to their contracts and the efforts they exert.
- It is argued they avoid giving new direction if old practices are fulfilling the performance goals.





AMIT Aashna Jain Prof.(Dr).Simon M. MILS **Oxford Brookes** University, Principal Lecturer -**Business Management** & Enterprise AMITY G ▲ © € BROOKES CAN AMITY BUSINESS SCHOOL riona Aashna Jain MLS MLS

10th February,2022

Dr. Anupar

Head - Inter

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