



A MODEL FOR REFLECTIVE PEDAGOGY

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Business schools have been sharply criticized for institutional cultures and reward systems that promote scholarship at the expense of pedagogy. Over 50% of surveyed faculty members, for example, feel that the focus of their activity should be research, whereas only 10% believe it should be teaching (Porter & McKibbin, 1988). Critics argue that this state of affairs neglects the value of teaching, adversely affecting the quality of education, the satisfaction of recruiters and students, and public opinion (Behrman & Levin, 1984; Linder & Smith, 1992); and in a defining review, Porter and McKibbin (1988) strenuously urged business schools to reorient their priorities according to these social, educational, and commercial demands.

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The charge that research dominates resources is hardly unique to business schools. All higher education has been subject to growing public concern precipitated by (a) the decline in college-bound students and diminishing government expenditures, and (b) national reports that decry the lack of pedagogical training in graduate programs, despite the fact that full-time teaching is a major job for doctoral candidates (see Cuseo, 1989). Indeed, nearly 50% of the professors surveyed stated that teaching methods and effectiveness had never been discussed during their career, and only 25% stated that they had held such a discussion more than once (Cuseo, 1989). These forces have given rise to a reexamination of faculty roles and the mission of higher education, with special emphasis on accountability for teaching and learning outcomes (Olsen & Simmons, 1994; Richlin, 1995).

The lack of pedagogical development can be traced, at least in part, to historical tensions between teaching and research. A common assumption is that if one has mastered a body of knowledge, then one can teach it. The focus has been content oriented (i.e., how much one knows about one's field), not process oriented (i.e., whether or not one can convey that knowledge effectively). Many professors believe that they already have pedagogical skills; they distrust student and peer evaluations; and they see teaching as a private matter between professor and student (Olsen & Simmons, 1994). Further, with scholarship carrying more weight in tenure recommendations than teaching (Kasten, 1984), it is no surprise that faculty priorities more often favor research.

We argue that to achieve a balance between pedagogy and scholarship, faculty must approach teaching, like research, as a *reflective practice*. As a basis for conscientious intervention, we draw from the growing movement toward reflective learning in professional education and present a model that we developed and implemented for encouraging such practice. The data on workability and effect suggest that the model is a practical means of promoting teaching as a professional endeavor that merits care and pride.

Reflective Learning in Professional Education

Facing parallel pressures to reform, business schools specifically, and higher education more generally, must rediscover pedagogy as a valued component of their mission without compromising the integrity of scholarship. The favored means for doing so include didactic instruction on teaching-related tasks, such as preparing a syllabus, delivering an effective lecture, structuring group activities, or teaching business cases (see Gaff & Simpson,

1994, for a review). Although such conventional intervention can be useful, there is growing recognition that the most important tasks of the teacher occur in an *indeterminate zone* of practice (Schon, 1983, 1987). Indeterminate refers to the unpredictable, ambiguous, unstable, and conflictual reality of the classroom. These dynamics are common to all professional arenas and are engaged by a form of artistry that requires a different kind of pedagogical instruction to develop. To navigate this zone, faculty members need strategies to think about teaching in ways that are grounded in direct experiences and struggles.

The most fully developed model of this process is that of reflective practice (Schon, 1983, 1987). Schon argues that the dominant paradigm of professional knowledge is technical rationality, which involves a fairly strict application of content to situations that are "specialized, firmly bounded, scientific, and standardized" (1983, p. 23). But this paradigm falls short because practice is characterized by indeterminacy, and what distinguishes the excellent practitioner from the merely adequate one is the ability to render indeterminate situations determinate. Professional artistry, then, requires transcending the rules and plans of technical rationality to "reflect in action." Such reflection allows one to solve unique problems by spontaneously and seamlessly reshaping interpretations and courses of action by evoking a repertoire of past professional experiences, images, successes, and failures.

In this way, reflective practice is a form of expertise. To acquire it, Schon holds that "professional education should be redesigned to combine the teaching of applied science with coaching in the artistry of reflection-in-action" (1987, p. xii). He specifically recommends that professional training involve a dialogue between a mentor and a novice. The purpose of mentors is to provoke novices to draw lessons from surprising, unsuccessful, or frustrating professional episodes, thereby developing flexible schemata that facilitate action. Schon's (1983, 1987) model is broadly adaptable across disciplinary contexts, having been applied to architecture, town planning, management, and organizational consulting. Interestingly, however, it has not been applied directly to the training of faculty in business schools.

Encouraging reflective pedagogy has gained some acceptance, but there have been few attempts to date to design intervention models that are practical, cost efficient, and suitable for relatively large groups of trainees. The remainder of this article describes one such model, implemented with 24 business instructors at Rutgers University. This model draws heavily from the spirit and concept of Schon's seminal work, in a way that is maximally responsive to the constraints and realities of business school education.

Reflective Pedagogy Training Model

OVERVIEW AND PARTICIPANTS

The model was organized around two principles of developing reflective skills (Schon, 1983, 1987): (a) a dialogue between mentors and novices whereby the latter are encouraged to make explicit the tacit beliefs and ideas that guided their practice in specific situations and (b) the fact that the specific situations involve episodes of surprise, failure, and frustration (these principles are discussed in more detail below). To provide feedback upon which to reflect, we made use of Teaching Portfolios and diagnostic student evaluations, both recognized approaches to faculty development (Centra, 1994). Both methods focus participants on becoming self-conscious about their teaching practices by providing them with either self- or student-generated feedback and a supportive and structured mentoring context in which to deliberate. The model culminated with a workshop designed to foster reflection about the results of both methods and to instill the habit of entertaining pedagogy as a career-long developmental activity.

Participants were 24 instructors (average age = 33.2; 17 males, 7 females) from five different departments at the Faculty of Management, Rutgers University. All participants were Ph.D. students who had complete instructional responsibility for an undergraduate business course and were required to participate as a stipulation of their continued funding. The decision to use Ph.D. students was partially because they were more available than full-time faculty members and partially because they will constitute the next generation of the professoriate (forecasts are that in the next 20 years, nearly 500,000 new faculty will be required to replace retirees) (Richlin, 1995).

At the start of the spring semester of 1995, participants were introduced to the training model via a 2-hr seminar conducted by the staff of the Rutgers University Teaching Excellence Center-Newark (TEC-N). The seminar reviewed trends in business education, sketched the process and purpose of the specific vehicles to be used to develop reflective practice, introduced participants to the training requirements and deadlines, and assigned each to one of three faculty mentors.

THE TEACHING PORTFOLIO

The Teaching Portfolio is a broad and adaptable document that provides self-generated philosophical and methodological feedback that can be used as a foundation for reflection and improvement (Seldin, Annis, & Zubizarreta, 1995). Although portfolios vary widely to accommodate differences in

discipline, approach, and experience, they typically include sections on (a) teaching responsibilities (e.g., courses taught, size of sections); (b) pedagogical philosophy (e.g., beliefs about educational purpose and process); (c) teaching methods (e.g., preferences for techniques in illustrating concepts); and (d) teaching evaluation (e.g., means used to generate feedback from students). The portfolio also includes appendices with supporting documents, such as syllabi, examples of assignments or exams, teaching evaluations, peer evaluations, and products of good teaching (see Seldin & Associates, 1993, for a thorough description and examples).

During the course of the semester, each participant compiled a portfolio under the advisement of a mentor with whom they met with at least six times (the average was 7.2 meetings, for approximately 1.5 hrs each). Mentors were full-time professors who had completed their own teaching portfolios with the guidance of the TEC-N. Their duty was to support both the form and substance of participants' portfolios. So, in addition to such tasks as critiquing writing, mentors encouraged participants to articulate their assumptions, examine the connection between their methods and intentions, and formulate specific ideas regarding learning objectives. In essence, mentors probed why one teaches as one does. Additionally, they were instructed to familiarize themselves with the research interests of participants and to suggest areas in which those interests complemented teaching concepts or methods.

DIAGNOSTIC STUDENT EVALUATIONS

One component of instructional development is providing systematic student feedback, usually via a survey at the end of the semester. Although useful, this method tends to reflect general satisfaction with the course or instructor, and the results are known only after the course is completed. Hence such instruments have limited applicability in identifying areas for improvement and designing corrective actions. For more meaningful student feedback, the reflective model employed here opted for a diagnostic approach that (a) focused on behavioral dimensions of teaching and (b) was administered in midsemester so that the feedback could be immediately useful.

Augmented midterm evaluation forms. This form included all 12 questions from the Official Rutgers University Teaching Evaluation Form and an additional 20 questions that were diagnostic of specific teaching behaviors. Regarding the former, sample questions were, "The instructor assigned grades fairly" and "I would recommend this course," responded to on a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The 20 behavioral items were taken from the Teacher Behaviors Inventory (1988) and asked

students to indicate the frequency with which their instructor exhibits certain behaviors on a scale of 1 (*almost never*) to 5 (*almost always*). Representative behaviors included

- Uses concrete everyday examples to explain concepts and principles;
- Encourages students' questions and comments during lectures;
- Gives preliminary overviews of each lecture;
- Explains how each topic fits into the course as a whole;
- Periodically summarizes points previously made.

The instrument was administered, tallied, and returned in midsemester, and participants were prompted to reflect on the meaning of the feedback and to discuss them with their mentor.

Small group instruction diagnosis. If properly designed, surveys can identify instructional strengths and areas for improvement. But one major problem of any survey is that its structure necessarily limits the respondent. This problem is precluded by the Small Group Instructional Diagnosis (SGID) technique. During an SGID, the instructor leaves the classroom and a trained facilitator organizes students into small groups of four to six. Groups are then asked to respond to three questions: (a) What do you like most about this class?; (b) What do you like least about this class?; and (c) What would you change about this class? One student in each group is asked to record all responses. The facilitator then reassembles the class as a whole, reads each statement aloud, and asks for a hand count of how many students agree with that particular statement. A report of the results is generated and returned to the instructor. This technique produces a student-constructed course evaluation, the results of which often significantly depart from standard evaluations. Generally, students appreciate SGID because it gives them an opportunity to voice their thoughts and opinions in an open format. SGIDs were conducted during the last week of the semester by a TEC-N facilitator, with reports completed and returned the next week.

REFLECTIVE PRACTITIONER WORKSHOP

In May, the 24 participants, three mentors, and the director of the Ph.D. program gathered for a workshop coordinated by the TEC-N. The workshop was intended to introduce participants to strategies that reinforce the enduring practice of thoughtful pedagogy that they had experienced. The rationale was that what is most challenging and problematic in any complex professional

activity, such as law, medicine, or teaching, lies in an indeterminate zone in which didactic rules and formal logical appeals have limited value. The notion here is that both novices and mentors have implicit, intuitive awareness of what is effective in the classroom and why. More importantly, this awareness can be made explicit through reflective, ruminative process, thereby providing a rich store of experiences that can be conveyed to others and drawn on to solve immediate problems.

The TEC-N facilitator posed questions regarding the training experience to the participants that revolved around the three themes recommended by Schon (1983): (a) what was surprising, (b) what was unsuccessful, and (c) what was frustrating. Schon (1983) contends that focusing on these themes is the most developmentally useful means for sustaining long-term reflective practice. Still, this general injunction has not yet produced vehicles that are efficient and practical for training large groups. Hence the workshop was structured around the focal data and activities of the teaching portfolio and evaluations. These provided the grist for the reflective mill.

Finally, to assess the efficacy of the training model, participants completed a survey and conducted an SGID, the results of which are reported below.

Participants' Evaluation of the Effect of the Reflective Model

EVALUATION SURVEY

Participants completed a 17-item survey using a 4-point Likert-type scale with 1 (*very much disagree*) and 4 (*very much agree*) as endpoints. The questions were designed around four themes relating to the training: (a) overall evaluation; (b) diagnostic value; (c) developmental value, and (d) self-efficacy beliefs. Results of the survey are reported in Table 1, inspection of which clearly shows that participants perceived the training to be beneficial and that it helped them to identify strengths and weaknesses, would be useful in career development, and increased their confidence in their teaching abilities.

SMALL GROUP INSTRUCTIONAL DIAGNOSIS

Once the survey was completed, participants were left alone and a TEC-N facilitator conducted an SGID (see Table 2 for results). Again, participants indicated a high degree of satisfaction with the process but also identified several areas for future improvement, especially those related to the timing of the training and the functional expertise of the mentor.

TABLE 1
Participants' Evaluation of the Reflective Pedagogy Model

<i>Theme/Question</i>	<i>Mean</i>	<i>SD</i>
Overall evaluation		
Overall, I have benefited from the process	3.69	0.48
The process was worth the time and effort	3.63	0.62
The process would be beneficial for all teaching assistants	3.75	0.58
The augmented midterm evaluations were useful	3.30	0.95
The SGID information was useful	3.64	0.67
Diagnostic value		
The process helped me to identify my teaching strengths	3.44	0.81
The process helped me to identify my teaching weaknesses	3.50	0.82
The process helped me to examine my assumptions about teaching	3.50	0.63
The process helped me to think about why I do what I do in the classroom	3.81	0.40
The process helped to better connect what I wanted to accomplish in the classroom with how I attempt to accomplish it	3.44	0.63
Developmental value		
The process will have a long-term influence on my teaching	3.60	0.51
I intend on using the process as a means to continually improve my teaching	3.40	0.74
I will alter my future courses because of what I experienced in the process	3.56	0.63
I will use at least part of my completed Teaching Portfolio in application packets for jobs	3.53	0.64
Self-efficacy beliefs		
The process increased my enthusiasm for teaching	3.00	0.76
The process increased my confidence in my teaching ability	3.27	0.59
The process has helped to make me a more thoughtful, reflective teacher	3.44	0.63

NOTE: Process = entire training process of the Reflective Pedagogy Model. Responses range from 1 (*very much disagree*) to 4 (*very much agree*).

Discussion

The purpose of this project was to promote the practice of reflective pedagogy by grounding the examination of teaching in concrete experiences of surprise, failure, and frustration. As to the efficacy of the reflective training model as a development tool, results provide at least qualified support that it prepares instructors to carefully examine and execute their teaching duties. Participants reported that they benefited from the experience, better understood how to link intent with method, and felt more confident in their abilities. More importantly, participants expressed an intention to use what they had learned throughout their careers.

Testimony that reflective episodes were sparked by the training came from the mentors and participants during the concluding workshop. For instance, one participant reported that she made a point during lectures to often repeat

TABLE 2
Participants' Small Group Instruction Diagnosis

<i>Question/Comment</i>	<i>Percentage Agreement</i>
What did you like most about the training?	
The process was introspective	100
The use of individualized mentors	92
The process was organized with clear objectives	75
The process was organizationally effective	75
It will be useful in job applications	60
Provides more complete student evaluations	50
Learning about a process that may become standard practice in universities	50
What did you like least about the training?	
The process should be not be done during the fall or spring semesters	75
Timing within the Ph.D. program should be addressed	58
Skeptical about acceptance of process by present faculty and future employers	42
What would you change about the training?	
Teaching portfolios should be a long-term process	100
Academic career counseling (e.g., curriculum vitae, research, etc.) should be included	100
Participants should be mentored by multiple faculty members	75
Mentor should be a faculty member from one's own department	65

key concepts. However, based on the results of the augmented midterm evaluations, she was surprised to find that students did not perceive her to exhibit that behavior. Through discussion with her mentor, it was determined that she did indeed repeat key concepts but that the examples she used were often so complicated that it was difficult for students to comprehend the meaning. She subsequently adjusted her lectures by using basic examples to ensure a new concept was well understood before progressing to more complex cases. Another episode comes from a participant who voiced extreme frustration at conveying the effect of government borrowing on interest rates in his aggregate economic analysis course. The mentor suggested that he consider visual metaphors that effectively capture the dynamics embodied in this difficult concept. As a result, the participant developed a brief demonstration on fluid displacement and conservation using paper cups, instructing students to note the effects using a predetermined vocabulary. The participant reported that this exercise helped students to quickly grasp the intended concept. Although anecdotal, these episodes are illustrative of the kind of reflection that characterized this training and the professional thinking advocated by Schon (1983, 1987).

As business schools struggle to design appropriate strategies for pedagogical intervention, the model tested here provides an attractive vehicle. First, it is easily integrated into the structure of existing programs. Second, it is cost effective, requiring no resources beyond about 10 hrs of the faculty's and mentors' time. Third, the process provides an opportunity to introduce new faculty members to the traditions and expectations of their particular program. Fourth, the contact between mentor and faculty member can facilitate exploring of common research interests. Fifth, the completed teaching portfolios can serve as a basis for teaching assignments or awards. Finally, faculty members can use all or part of their teaching portfolios to support their tenure or promotion packages.

In retrospect, several refinements could appreciably improve the model. To help participants grasp the nature of practice that the training was geared to elicit, the notion of an indeterminate zone of practice should be more fully elaborated at the outset. It could also spark a more constructive dialogue to pair novices with mentors from the same functional discipline. Moreover, a longitudinal study with quantifiable outcome measures (e.g., the extent to which the training improved the quality of instruction; whether the habits of reflective practice were evident in participants at some future date) could have enhanced evaluation of effect. Also, because the model was intended as a faculty intervention, another potential shortcoming was the use of Ph.D. student instructors (though they did have complete course responsibility). Doctoral students may have been especially eager to please their faculty mentors and therefore motivated to engage the process for instrumental as opposed to developmental reasons.

As to this last point, training Ph.D. students nevertheless holds advantages that may be attractive to graduate programs. Because most doctoral candidates will pursue careers in education, early developmental interventions provide a socialization function that contributes to long-term effect (Gaff & Simpson, 1994). Another benefit is that Ph.D. students are more open to discussions about the elements of effective pedagogy, and less resistant to altering their classroom strategies, than are faculty members (Olsen & Simmons, 1994). Further, because Ph.D. students often have considerable contact with undergraduate populations, either through serving as teaching assistants or as instructors with complete classroom responsibility, there could be an immediate effect on the quality of education (Richlin, 1995). Finally, this process can serve as a competitive advantage in that it demonstrates to potential employers that a given graduate program is serious about training its students as educators as well as scholars.

RESEARCH AND MANAGEMENT AS REFLECTIVE PRACTICES

The model presented and implemented here is based on theory and research into reflective practice (Schon, 1983, 1987). As a professional activity, reflective practice entails being conscious about one's intentions and the actions designed to bring about those intentions. Schon points out that people reflect-in-action as a matter of course in their everyday life. Thus when people learn the artistry of practice, they are largely transferring a competency they already possess to a new arena.

One such sharply honed competency among faculty members is the research enterprise. Formulating hypotheses, designing methodology, controlling for alternative explanations, examining data, and framing interpretations—despite pretenses of pure objectivity—contain elements of craft and artistry that require mastery of an indeterminate zone that lies beyond formal logical appeals (Bailey & Ford, 1994). Indeed, research skill was actually nurtured by a mentor (i.e., adviser), who endlessly prodded his or her charges to reconcile competing theoretical positions or empirical results, weigh the unintended consequences of a given methodology, and so forth (see Frost & Stablein, 1992, for more on the qualities of exemplary research). As a product of extensive training and long exposure, faculty are quite acute practitioners of research.

We would suggest that this acumen for research, especially the insight into and experience of the scholarly process itself, furnishes an extraordinarily rich and accessible basis by which thoughtful pedagogy can be developed. The oft-repeated aphorism that research and teaching are complementary takes on new meaning here. Research should continue to inform teaching as to advances in knowledge. But, more importantly, understanding the practice of research should inform the practice of teaching as the reflective skills acquired in one arena are transferred to the other. Ironically, the emphasis on research that has been so bemoaned by national reports and public opinion can serve as the springboard for reinvigorating teaching.

Reflective practice should resonate with business school faculty members for another reason. The very mission of business education is to cultivate skilled managers. Monitoring environments, identifying threats or opportunities, fashioning strategies, resolving conflicts, negotiating outsource agreements, and deploying scarce resources are just a few of the exigencies that characterize today's business climate. In each case, such exigencies possess indeterminant qualities that violate formal prescriptions and are not encapsulated by policy and procedure. Hence good managers are clinicians who learn to reflect in action. Indeed, it is on this point that Schon has joined forces

with management theorist Chris Argyris to propose models of administrative behavior and design in which diagnosis and action are grounded in reasoning about experience (see Argyris & Schon, 1996, for a review).

If the purpose of business education is to produce reflective managers, then it follows that faculty would want to reinforce reflective practice. One means for doing so is the Socratic approach to case studies, whereby students are prompted to state the rationale behind and outcomes anticipated by their proposed actions. But another productive means by which faculty members could instill reflective practice is by serving as an example. Because social learning theory has shown time and time again that modeling is a powerful educational tool, faculty members who practice reflective teaching will provide a more coherent basis by which students can learn reflective management. To cite another proverbial aphorism, faculty members should, quite literally, practice what they preach so that students may learn to reflect-in-action by witnessing it firsthand.

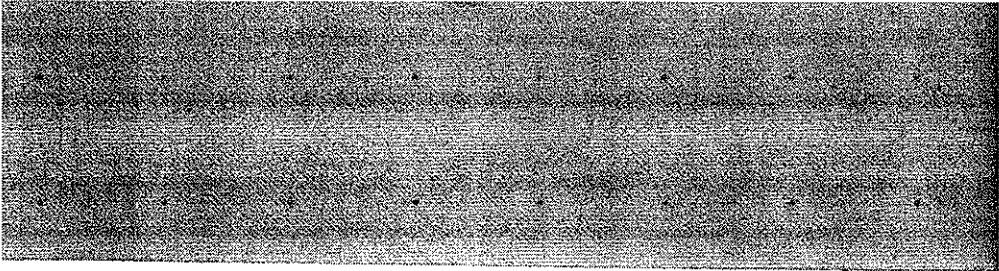
Conclusion

Scholarship and management are themselves reflective practices highly prized by business school faculty members. But they are not inherently so. One learned to be a good researcher or manager, and over time the activities involved became almost second nature. So it can be with teaching. All instructors intend to convey a body of knowledge and instill a way of thinking about issues or problems. However, it is rare that any given instructor has carefully considered how classroom methods are designed to achieve those intentions and rarer still that any means beyond tests are used to examine whether or not intentions are being realized. The training process described here is unique in that it was structured to develop faculty by playing off what they already know and admire. The desire to better prepare students to face the challenges of today's fragile business climate should animate faculty members to transfer the skills they possess as researchers, and those that they hope to impart to managers, to their own teaching. Teaching should be approached, like scholarship, management, or any other professional undertaking, with care, precision, and reflection.

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**FROM TOUR GUIDE TO TEACHER:
DEEPENING CROSS-CULTURAL
COMPETENCE THROUGH
INTERNATIONAL EXPERIENCE-
BASED EDUCATION**

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An old adage states: What one hears, one forgets; what one sees, one remembers; and what one does, one knows. This also summarizes the results of efforts made by business schools to develop global cross-cultural awareness in students.

What students hear about international business in the classroom is often forgotten as they struggle to bridge theory and real world practice. Meanwhile, students in programs involving international travel frequently see a new cultural world, often with visits to offices strikingly similar to those in their home country. Such a trip may be memorable, but does it transform? Does it really prepare participants to deal sensitively with cultures dissimilar to their own? Probably not, unless components are built into the travel that involve doing.

A new breed of programs seeks to build an active component into overseas travel. One, developed by the University of Denver Daniels College of

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