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**POSITIVE MANAGEMENT EDUCATION: CREATING CREATIVE MINDS,
PASSIONATE HEARTS, AND KINDRED SPIRITS**

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**POSITIVE MANAGEMENT EDUCATION: CREATING CREATIVE MINDS,
PASSIONATE HEARTS, AND KINDRED SPIRITS**

ABSTRACT:

This goal of this article is to explore a new approach to management education called “Positive Management Education”. Positive management education is a practice based teaching and learning model centered on Positive Organizational Scholarship. The article introduces six signs of transformation in organizations and their impact on management education literature: Complexity, community, creativity, spirituality, flexibility, and positivity. Building upon these shifts and their influences in management education, the article introduces a model for positive management education based on these six dimensions: a) fostering integrative and holistic thinking, b) building sense of community through high quality relationships, c) developing creative brainstorming and skill building through innovative projects, d) integrating spirituality into the classroom, e) fostering flexibility and empowerment through individual attention and customization, f) designing positive enabling, nurturing learning platforms. Positive management education model is explained through the implementation of selected best practices from a pilot study of experiential organizational behavior course.

KEY WORDS: Positive organizational scholarship, positive management education, creativity, community, complexity, inspiration, spirituality, passion, compassion.

“Years before, I dreamed about teaching and about my future students.. I always said to myself: “One day... I will design such a course that all students will love the experience. I will design such a course that I will discover the pearl in each student. I will design such a course that it will have a positive impact in the lives of my students. I will design such a course that we will all learn from one another.” I am a humble, young, inexperienced traveler on the path of endless experimentation, inquiry, growth, and learning towards that ideal paradigm of teaching. I know I still have a long way to travel. I am deeply indebted to my students who shared their best skills, enthusiasm, commitment, creativity, time and insights with me. I dedicate this article to all my students and teachers who inspired me and supported me in my journey to become a more devoted teacher.”

How can we enable our students to become more engaged, creative, and passionate in their learning? How can we discover the best of our students? How can we create positive and supportive learning environments that provide trust and hope for our students? How do we reach out and bond with all our students? How can we build lifetime relationships with them? These questions are at the heart of developing tomorrow’s leaders who will act as agents of positive change to contribute to our common good in the 21st century. This article represents an initial attempt to address these questions by introducing a new approach to management education called “Positive Management Education”.

The objectives of this article are: a) to introduce positive management education (PME) model based on positive organizational scholarship; b) to review six signs of transformation in organizations that affect PME practices; c) to describe six dimensions of PME and associated teaching practices and instructional strategies.

I define positive management education (PME) as the pedagogy, principles, and practices that nurture the best of students, their skills, passions and dreams using positive organizational scholarship principles (based on Cameron, Dutton and Quinn, 2003). Positive management education (PME) is an innovative model of management education based on positive organizational scholarship that aims to create positive deviance and flourishing in management education. To introduce PME, we need to first review the approach of positive organizational scholarship.

Positive Organizational Scholarship

Positive organizational scholarship (POS) is the study of that which is positive, flourishing, and life-giving in organizations (Cameron & Caza, 2004). POS is an exciting strength-based movement that builds on the cutting edge work in the fields of positive psychology, organizational sciences and social sciences (Cameron and Caza, 2004). POS does not adopt one particular theory but draws from a wide spectrum of theories to understand, explain, and create the best of the human condition, positive deviance, flourishing, and vitality in organizations (Cameron, Dutton and Quinn, 2003; Cameron and Caza, 2004). POS scholars define the essence and boundaries of the field by delving into the meanings of “positive,” “organizational,” and “scholarship” (Cameron, Dutton, and Quinn, 2003):

- a) POS advocates a purposeful positive stance: “*Positive*” refers to the affirmative lens and positive perspective that POS adopts. Positive scholars invite researchers to deliberately focus more on positive phenomena or adopt a positive lens on traditional organizational issues (Cameron, Dutton, and Quinn, 2003).

b) POS advocates inquiry into organizational level issues and work contexts:

“*Organizational*” refers to the importance of contextual factors and dynamics related to positive processes or outcomes in organizations (Cameron, Dutton, and Quinn, 2003)

c) POS stresses the importance of rigorous scholarship and research methods:

“*Scholarship*” refers to careful theory development, rigorous empirical research, and advanced measurement and methods (Cameron, Dutton, and Quinn, 2003).

The core premise of positive organizational scholarship is that management and leadership excellence is fundamentally tied to creating organizational contexts that enable human strengths and unlock positive and generative dynamics of vibrant human communities (Cameron, Dutton and Quinn, 2003). This article is built on the assumption that scholars and instructors can benefit from the discipline of positive organizational scholarship (POS) in formulating positive principles and practices in management education. Application of POS approaches in management teaching and learning can provide scholars and instructors a wealth of innovative resources, methods, approaches and pedagogical tools. It is hoped that this article will be an introductory step and contribution towards this goal.

Positive organizational scholarship is particularly relevant for the purpose of this article for a number of reasons. There are several areas of inquiry along the lines of POS that support the objectives of this article. Juxtaposing a POS perspective on management education can offer new advancements and innovations both to the field of management education, but also to the POS body of knowledge. Therefore, this article is built on the assumption that there is untapped potential and synergy in bringing together these literatures together. The field of management education can benefit from a number of concepts in POS; including compassion (Dutton, et. al., 2002; Kanov et. al., 2004; Dutton, Worline, Frost, and Lilius, 2006), high

quality connections (Dutton, 2003a; Dutton and Heaphy, 2003), virtues at work (Park and Peterson, 2003), courageous principled action (Worline and Quinn, 2003), and reflected best-self portraits (Roberts, Dutton, Spreitzer, Heaphy, and Quinn, 2005). For example, management instructors can benefit extensively from theory and research on “high quality connections” to develop better and more sustainable relationships with their students. Instructors may also consider focusing more on material that uplifts students, creates positive energy in the classroom, and fosters individual and organizational flourishing. In addition, instructors offering business ethics courses can incorporate a charter of extraordinary virtues to their courses to foster a culture of vitality and to enable collective excellence in their classes. Some of the POS concepts are already being used in management education and the results are promising. For example, students at the University of Michigan compose their reflected best-self portraits, which are defined as people’s self-construal of how they employ strengths and capabilities in order to create a positive experience for self and others (Roberts, Dutton, Spreitzer, Heaphy, and Quinn, 2005). Research conducted on 200 MBA students demonstrated that completing reflected best-self portraits had positive impacts on self-identity and receiving best-self feedback enriched and broadened positive self-schemas (Roberts et al. 2005).

Positive Management Education Model

Positive Management Education (PME) model is built on six signs of transformation or “winds of change” sweeping organizations: a) complexity, b) community, c) creativity, d) spirituality, e) flexibility, and f) positivity. Building upon these shifts and their influences in management education, the article introduces the PME model; which is based on the following six dimensions: a) fostering integrative and holistic thinking, b) building sense of community through high quality relationships, c) creative brainstorming and skill building through

innovative projects, d) integrating spirituality into the classroom, e) fostering flexibility and empowerment through individual attention and customization, and f) designing positive, enabling, nurturing learning platforms. This article introduces six dimensions derived from six signs of transformation.

The call to introduce the pedagogy, principles, and practices of PME is timely for a number of reasons. First and foremost, there has been a growing literature criticising contemporary management education and focusing on its problems over the last few years (Swanson and Frederick, 2003; 2004; Swanson, 2003; Kochan, 2002; Giacalone, 2004; Pfeffer and Fong, 2002; Walsh, Weber, and Margolis, 2003), as management scholars express their concerns and take a critical stance on a number of issues raised by business schools and management instruction (Mintzberg, 2004; Bennis and O'Toole, 2005, Mitroff, 2004; Pfeffer and Fong, 2002). Among the problems that have been troubling management instructors, corporations, and business schools are the wide gap between theory and practice (Rynes, Bartunek, and Daft, 2001) and the threat of being irrelevant (Ford, 1994; Rynes and Trank, 1999). Similarly, there has been a growing literature on ethical and moral challenges in organizations (Schroth and Elliot, 2002) due to the increasing number of ethical scandals and frauds in corporations (Turnipseed, 2002). A multitude of causes and factors seem to exacerbate these organizational problems, such as increased uncertainty and chaos in today's workplaces (Biberman and Whitty, 1997), increased stress and burnout of employees (Ashmos and Duchon, 2000), declining job satisfaction and commitment of employees (Giacalone and Jurkiewicz, 2003; Duxbury and Higgins, 2002). On the global scale, organizations are also surrounded by complex problems such as global warming, post-modern terror, corporate scandals, pollution, and the divide between the rich and the poor (Karakas, 2006). As a result

of these shifts, the old management education models based on competition and hierarchy that served us in the past are not well suited to the global complexity, rapid change, and multifaceted challenges described above. There is a need for a new model of management education which is better suited to the unique challenges of the 21st century. Accordingly, there is a need for: a) a better and deeper understanding of how positive organizational scholarship can be used in management education; b) a description of the PME model and how it works; c) describing how PME principles can be used in the classroom.

We are currently experiencing an atmosphere of fear, coupled with a deep crisis of confidence in the world of business and financial markets due to the recent global financial crisis or the subprime mortgage crisis (Hutton, 2008; Steenland and Dreier, 2008; Greenhalgh, 2008). To maximize short term profits, some banks continued to sell homes to people who they knew could not afford (unethical practices), and some even showed people how to falsify documents to get mortgage (illegal practices). These resulted in the vicious cycle of the bubble in home prices, overextension of credits, foreclosures and bankruptcies, as well as a global credit crunch (Corkery and Hagerty, 2008). This credit crisis, known as the worst recession since the Great Depression, is evident in the bankruptcy of large investment banks, declines in world stock indexes, and increased unemployment and loss of jobs worldwide. Recent critics point out to the moral problems and ethical roots of the crisis; such as uncontrolled greed, which has resulted in a loss of confidence in management (Greenhalgh, 2008; Steenland, and Dreier, 2008; Heuvel, and Schlosser, 2008). In such a global economic crisis situation, our students' morale is lower than ever. This risky and pessimist atmosphere necessitates radical new approaches and models to our management education system. In this regard, positive

management education can serve as a fresh perspective that can be used to instill hope and trust to our students.

Six signs of transformation and PME

Much has been written about the extensive transformations and dramatic changes that are redefining the world of management and organizations. Management scholars have tried to describe these paradigm shifts in management theory and practice in the past decade using multiple explanations (Giacalone and Dafna, 2000; Capra, 1996; Ray and Rinzler, 1993). The paradigm shifts we witness in management and organizations deeply influence our management education context and practices. We are influenced by a global financial crisis, an interdependent global economy, heightened volatility, a deep crisis of confidence, and the need for a renewed sense of spirit at work. In response to these changes, organizations are designing self-organizing units, social innovation projects, creative ways of organizing work, meaningful work experiences, decentralized structures and flexible boundaries, and positive energy networks. This article introduces a typology of these shifts to make sense of the changing context of organizations and management education in the last decade. I argue that the changing landscape of organizations can be characterized by the following six signs of transformation (Figure 1):

(1) Complexity, which denotes the new conception of organizations as dynamic adaptive systems (the focus is on chaos and dynamism);

(2) Community, which is centered on the social responsibilities of organizations towards their stakeholders (the focus is on contribution to society and community service);

(3) Creativity, which denotes the new innovative ways of work in organizations (the focus is on innovative and creative thinking);

(4) Spirituality, which is based on the spirituality movement in organizations (the focus is on the inner landscapes and spiritual needs of organizational members);

(5) Flexibility, which denotes the new business models and organizational practices based on flexibility and adaptiveness (the focus is on empowerment, spontaneity, and diversity);

(6) Positivity, which is centered on positive organizational scholarship and strength-based approaches in organizations (the focus is on inspiration, vitality, hope, courage).

These six signs of transformation provide us a holistic perspective of the changes in organizations and illustrate the need for a new model of management education. These signs of transformation were selected as a result of a comprehensive literature survey based on the criteria of a) theoretical and practical relevance to the construct of positive management education, b) providing a holistic set of assumptions on what is changing in organizations in the last decade. These six signs of transformation are explained through the relevant literature below:

1) Complexity: The first sign of transformation is the need for integrative, non-linear, and dynamic thinking because of increasing complexity in management practices. This sign is evident in the changes from predictability to chaos (Gleick, 1987), from simplicity to complexity (Lewin, 1992), from top-down control to self-organization (Kauffman, 1995), from closed systems to complex adaptive systems (Dooley, 1997), from Newtonian thinking to the new sciences of quantum physics, self-organizing systems, and chaos (Wheatley, 1994), and from mechanistic thinking to interconnected thinking based on quantum physics, cybernetics, and cognitive science (Rose, 1990). New management education philosophy is built on the deeper epistemological paradigm shifts in natural and social sciences in the last decades. As a

result of the radical developments in complexity theory, quantum physics and chaos theory; there has been a paradigm shift from a machine-based clockwork conception of the universe to a complex adaptive living system perspective (Wheatley, 1994). In response, management education scholars have written on integrating complexity sciences (Axley and McMahon, 2006; Fairholm, 2004), paradoxical thinking (Lewis and Dehler, 2000), and interdisciplinary perspectives (Ducoffe, Tromley, and Tucker, 2006) into the management curriculum and instructional methods. The dominant paradigm of education has been shifting from utilizing static, repetitive, predictable, clockwork, and linear models toward using fluid, organic, dynamic and biological models (Waddock, 2007). According to this shift, the brain is no longer viewed as a computer to be programmed, but as a living, dynamic and self-adjusting neural network. Moreover, learning is no longer a passive knowledge accumulation process; instead it is a natural, dynamic, messy and emergent process of pattern formulation and meaning construction in the new paradigm.

2) Community: The second sign of transformation is the recent focus on social responsibility and community wellbeing; evidenced by changes from techno-centrism to sustainable development (Gladwin, Kennelly, and Krause, 1995), from “bottom line” focus to multiple and balanced scorecards of success (Kaplan and Norton, 1993), from an economic focus to a balance of profits, quality of life, spirituality, and social responsibility concerns (Walsh, Weber, and Margolis, 2003; DeFoore and Renesch, 1995), from self-centeredness to interconnectedness (Capra, 1993, Rose, 1990), and from self-interest to service and stewardship (Block, 1993; Neck and Milliman, 1994). Accordingly, there has been a thriving management education literature on caring and compassionate approaches to respond to social issues (Burton and Dunn, 2005), stakeholder engagement and sustainability (Collins and

Kearins, 2007), and learning in community services (Bartel, Saavedra, and Dyne, 2001). The most striking and visible illustration of this recent focus on community issues in management education is the emergence and rise of service learning as a viable and popular management education approach (McCarthy and Tucker, 2002; Vega, 2007). Service-learning is defined as a form of experiential education in which students participate in community service activities to apply and learn course concepts to develop an enhanced sense of civic responsibility (Bringle and Hatcher, 1995). Empirical research has demonstrated a number of benefits of service-learning for students including the development of problem solving skills (Bonar et al., 1996; Brown, 2000), and a deeper understanding of civic engagement, social responsibility, and ethical awareness (Stanton et al., 1999; Salimbene et al., 2005). The local community also benefits from student engagement and service-learning projects in a number of ways; as students bring their academic knowledge, tacit experiential knowledge, fresh insights and vision for the communities (Peters et al., 2006) to develop integral solutions to community problems (Valerius and Hamilton, 2001).

3) Creativity: The third sign of transformation is the prevalent usage of creativity and innovativeness in contemporary organizations. Organizations have been trying to introduce creative ways of organizing and work, such as building connections through networked organizations (Sproull and Kiesler, 1993), utilizing swarm intelligence (Bonabeau and Meyer, 2001) or creating collective intelligence in knowledge work teams (Fisher and Fisher, 1998). In the globally connected and competitive business landscape, companies can no longer afford to rely entirely on their own employees' ideas for innovation, but leverage internal and external sources of creative ideas (Chesbrough, 2006; Nambisan and Sawhney, 2007). This new model of innovation, which benefits from ideas coming from collaborators outside the boundaries of

the firm, is called open innovation (Chesbrough, 2006). This shift is also referred to as the wisdom of the crowds (Libert and Spector 2008) or group genius (Sawyer, 2007). Instead of relying on internal R&D groups, companies such as P&G, Google, or Boeing form trust-based long term relationships with external innovators and customers to build vibrant and innovative business ecosystems (Tapscott and Williams, 2006; Nambisan and Sawhney, 2007). They tap into the global brain and benefit from the global talent pool to spur innovation and creativity in the digital ecosystem. A striking example illustrating the open innovation model is the case of InnoCentive, a global community of scientists from diverse disciplines and from 170 countries that helps companies find solutions to their R&D problems (Tapscott and Williams, 2006; Nambisan and Sawhney, 2007). Open innovation methods centered on creativity and integrative thinking are becoming more important in the 21st century (Chesbrough, 2006) to find new ways to bridge some of the 21st century problems, wider global issues, social divides, and poverty gaps (Waddock, 2007). In line with this shift, management education scholars have recently been including artistic and creative processes in their approaches to management education (Adler, 2006; Tung, 2006; Pink, 2004; Pinard and Allio, 2005; Cowan, 2007; Huffaker and West, 2005; Boggs, Mickel, Holtom, 2007).

4) Spirituality: The fourth sign of transformation is the incorporation of spirituality at work; as seen in changes from materialistic to spiritual orientations (DeFoore and Renesch, 1995; Wagner-Marsh and Conley, 1999) and from rational systems with rules and order to a spiritual dimension of meaning, purpose, and a sense of community (Ashmos and Duchon, 2000; Conger, 1994). This need embodies employees' search for simplicity, meaning at work, more humane workplaces, self-expression, and interconnectedness to something higher (Bolman and Deal, 1995; Mitroff and Denton, 1999; Marques, Dhiman, and King, 2007). Over

the last decade, scholars report a dramatic and steady increase of interest in spirituality at work issues among management researchers and practitioners in North America (Giacalone and Jurkiewicz, 2003; Ashmos and Duchon, 2000). This growing interest is also evident in the business world; as large corporations such as Intel, Coca-Cola, and Sears, incorporate spirituality in their corporate strategies and cultures (Konz and Ryan, 1999). The spirituality at work literature reports a number of benefits of incorporating spirituality into workplace including increased employee motivation (Krishnakumar and Neck 2002), increased commitment to organizational goals (Delbecq, 1999), enhanced organizational learning (Bierly, Kessler, and Christensen, 2000), and reduced absenteeism and turnover (Giacalone and Jurkiewicz, 2003). Spirituality at work has also been found to be linked to improved organizational performance in a number of empirical studies (Milliman, Czaplewski and Ferguson 2003; Giacalone and Jurkiewicz, 2003). In line with this increasing interest in spirituality at work, there has been a growing body of literature on spirituality in management education (Neal, 1997; Barnett, Krell, and Sendry, 2000; Schmidt-Wilk, Heaton, and Steingard, 2000; Daniels, Franz, & Wong, 2000; Bento, 2000; Haroutiounian et al., 2000; Marcic, 2000; Lips-Wierma, 2004; and Kerochan, McCormick, and White, 2007).

5) Flexibility: The fifth sign of transformation is the increasing level of flexibility and diversity in organizational forms and practices; such as flexible work arrangements (Gottlieb, Kelloway, and Barham, 1998), telecommuting (Kugelmass, 1995), executive coaching (Kilburg, 1996), empowerment (Byman, 1991; Rose, 1990), employee involvement and participation (Hyman and Mason, 1995; Cotton, 1993), and diversity programs (Gottfredson, 1992). Business leaders today need to develop a new level of awareness and adaptiveness to operate constantly in flux, with the rapid pace of technological innovations, globalization,

financial shifts, reengineering, mergers and acquisitions (Waddock, 2007). In this era of flexibility, organizations design new business models where millions of connected people collaborate and participate in innovation, wealth creation, and social development on virtual global platforms (Tapscott and Williams, 2006). This shift to flexibility is described in the book of Tapscott and Williams (2006) as follows:

“While hierarchies are not vanishing, profound changes in the nature of technology, demographics, and the global economy are giving rise to powerful new models of production based on community, collaboration, and self-organization rather than on hierarchy and control. Masses of people can participate in the economy like never before; creating TV news stories, sequencing the human genome, remixing their favourite music, designing software, finding a cure for disease, editing school texts, inventing new cosmetics, and even building motorcycles. Employees drive performance by collaborating with peers across organizational boundaries, creating what we call a “wiki workplace.” (p. 1-2).

As a result of these shifts, management education scholars emphasize increasing students’ self-directed learning skills (Rhee, 2003), instructors’ response flexibility (Wheeler and McLeod, 2002), and student-directed learning (Kunkel, 2002). Similarly, Mundhenk (2004) has written on the meaning of being student-centered; contending that student centeredness goes beyond teaching techniques to being fully present with students and serving students’ learning needs in the best manner. Management scholars have also focused on the importance of “being moments” and being with students (Ramsey and Fitzgibbons, 2005), as well as a high degree of flexibility, spontaneity, and attentiveness during the classes (Mundhenk, 2004) in order to become fully present and mindful in the classroom.

6) Positivity: The sixth sign of transformation is the emergence and prevalence of strength-based approaches in organizational sciences and management practice. Based on recent research on positive emotions (Fredrickson, 2003), positivity emphasizes the centrality of positive sentiments like hope, inspiration, and joy as central elements to the change processes in human systems (Ludema et al., 1997; Cooperrider and Whitney, 2005). Strength-based approaches seem to be at the forefront of social sciences and have gained popularity among management scholars and practitioners in the last decade (For example, see Buckingham and Clifton, 2001; Buckingham, 2005). The leading strength based disciplines are *appreciative inquiry* (Cooperrider and Srisatva, 1987; Cooperrider and Whitney, 2000), the main strength-based methodology of change in organizational development; *positive psychology* (Seligman and Csikszentmihalyi, 2000; Snyder and Lopez, 2002), the original discipline and movement that provided inspiration for positive scholarship; *positive organizational behavior* (Luthans, 2002a; 2002b), the strength based approach focusing on micro-level behavioral capacities; and *positive organizational scholarship* (Cameron, Dutton, and Quinn, 2003; Cameron and Caza, 2004), the positive movement in organizational sciences. Of these disciplines, positive organizational scholarship is the most critical one for the scope of this article, as POS forms the theoretical basis of the PME model. POS utilizes a broad spectrum of theories and concepts to explain and enable top performance, excellence and vitality in organizations (Cameron and Caza, 2004). POS constitutes a wide collection of loosely related themes and constructs including virtuousness, resilience, authentic leadership, meaningfulness, and empowerment (Cameron et. al. 2003). The common thread in these concepts is to improve the human condition by enabling and empowering the human potential of our students.

Each of these signs is distinctive, coherent, and powerful; yet when taken together, they help capture a comprehensive picture of the dramatic changes occurring in the world of management and organizations. I contend that synthesizing these six signs of transformation can provide us an integrative perspective that can be used to develop a multidimensional model of positive management education. I believe such integration is useful in several ways. First, it is a step toward a holistic theory generation on positive management education. The emphasis on “positive” is critical here; as these signs of transformation create a context which is ripe for the need for positive management education practices. Second, these six signs of transformation provide a holistic set of assumptions on what is changing in our organizations and in our lives in the 21st century. Although one may articulate the existence of other additional signs of transformation and change in organizations, I propose that these six signs together make up a meaningful whole and they craft a big picture of the new landscape of management education. Accordingly, these six signs of transformation also form the basis of the six dimensions of positive management education. I have used these signs of transformation as the basis of the course designs and instructional methods. I also used them heavily in my courses; explaining them to my students and making sure that they reflect on the implications of these shifts.

Course Description

This article contends that positive organizational scholarship can be effectively used and applied in management education. The article introduces Positive Management Education model by using illustrative practices and exercises from an elective Organizational Behavior course. This section provides a basic description of the course to provide an overall feel of the context where these practices were used. The course was a required course for Management

undergraduate students, but they could elect from multiple sections offered at the university. The course was also open for undergraduate students in other departments and disciplines as an elective course. Students in their second, third, and last years could all take it. The student population was very diverse in terms of departments, majors, standing, and ethnic background. All the course sections were offered in the summer school (during either May-June or July-August), providing the instructor and the students more room and options for creativity, flexibility, and empowerment. Each course section had about 30-35 students. Each course lasted for seven weeks. The sessions were scheduled between 18.00 and 21.00 two times a week. The course was offered five times between 2005 and 2008. The course was designed from scratch as integrative, innovative, and interdisciplinary course. Although it was a regular undergraduate course, the course was designed as an “Intensive Organizational Behavior and Management Trainee Program” aimed at developing leadership skills. As the course format was untraditional, the first week served as the orientation week and a testing ground for students. Many students dropped the course because they thought they were not ready and/or they would not be able to work intensively and catch up with the intensive pace of the course. Some others dropped because they did not feel comfortable with the lack of a traditional structure in the course. Many other students added the course, because they thought the course would be a rare opportunity for them to develop their professional skills through project work. What is important is that the instructor explained students the nature of the course and the expectations very clearly. The result was the right mix of students who are really eager and passionate about learning and professional development at an intensive pace. Students provided written feedback during the course using university course evaluation systems. Quotations from these feedback and student comments are interspersed throughout the essay.

During the course of seven weeks, we had three-hour brainstorming sessions and professional development workshops to help students develop and apply OB knowledge as well as management and leadership skills for their career in the 21st century. Course learning objectives were as follows:

- To describe and apply the principles of organizational behavior to developing effective relationships with others in the workplace of the 21st century
- To learn, evaluate, and interpret latest trends and changing paradigms relevant to organizational behavior and management across the globe
- To develop integrative thinking and creative brainstorming skills through project work
- To develop insights into the human psyche, to reflect on the self, to evaluate core strengths and weaknesses, to build on own strengths
- To develop proficiency in the use of managerial and interpersonal skills in a simulated challenging business environment and in a team setting

Positive Management Education: Pedagogy, Principles, and Practices

Positive management education model is based on six principles and practices: 1) developing dynamic, holistic, systemic thinking skills of students; 2) building a collective spirit and sense of community through deep caring, concern, love and compassion for students; 3) developing innovative skills of students, encouraging creative self expression; 4) developing a sense of meaning and interconnectedness by integrating spirituality into the classroom; 5) deeply knowing students and designing flexible and customized learning experiences for them, 6) fostering hope and optimism in students, inspiring and mobilizing students through setting a positive climate for them. These dimensions can be seen as vital anchor points in crafting

meaningful student engagement and learning. They constitute the pedagogy, principles, and practices of positive management education (PME). Each of these six dimensions is associated with each of the respective sign of transformation introduced above. Figure 1 illustrates the PME model; indicating the relationships between six signs of transformation and the six dimensions of PME.

This section will now introduce the pedagogy, principles, and practices of PME through outlining its six dimensions. Each dimension will be illustrated through the associated pedagogy, principles, and practices using examples from the experiential elective OB course mentioned above. These practices and exercises are illustrative only. You may wish to adapt or customize these practices based on specific learning needs of your students. Alternatively; you may develop other exercises to meet similar needs.

1) Fostering integrative and holistic thinking: In line with the sign of *complexity*, the first principle of PME is developing students' integrative and holistic thinking skills. As organizational issues and problems become more multifaceted, multidimensional, and multi-focused; our students need to develop integrative, interdisciplinary, and holistic thinking skills to address these problems.

To help them in this regard, we wrote a book with our students, called "*100 Concepts for the 21st Century*". We first conducted a series of intensive brainstorming sessions on the 21st century where students reflect on new changes and trends in the 21st century. Together as a class, we formulated a list of top 100 concepts for managers and professionals to enable them to think holistically. Each of the students selected and wrote three chapters based on own interests and passion. The resulting book was a comprehensive trans-disciplinary list of concepts related to management, organizations, business, economics, society, science,

technology, innovation, arts, politics, and the global agenda. The book was an outline of new trends, creative concepts, fresh perspectives, new values, principles, or practices critical for the 21st century leader. There were 100 short chapters in the book including social innovation, global corporate citizenship, appreciative inquiry, complexity sciences, web 2.0/web 3.0, quantum physics, and nano-bio convergence. The book reflected the interests and learning of my students. The book is being revised and planned to be published in one year. The social innovation was that students acted as co-authors of this book. The book was organized by 100 mini-chapters organized by five main sections: a) organizational behavior and management, b) global trends, c) technological trends, d) social and environmental trends, e) psychological and lifestyle trends.

“This was the only course we were doing crazy stuff; like talking about Google’s innovation strategies, becoming part of the Pangea Day, viewing TED presentations, reading and summarizing tens of visionary books, brainstorming on quantum organizations, and what not! All at the same time! Course projects enabled us to think truly outside the box. We learned OB as well as beyond. We have even written a book, 30 co-authors working together. This is the big picture. The classic model of education is out of date; it was designed for our parents. It’s time for innovation.”

“This course made me thinking more widely about my future jobs, new careers, lifestyles, social responsibility and community service. We were provided the opportunity to bring out the spirit of our leadership, team work, talents, ability and creativity that we have inside.”

2) Building a sense of community through high quality relationships: In line with the sign of *community*, the second principle of PME is building a sense of community based on

high quality instructor and student relationships. The quality of the relationship between the professor and students is an important factor in the formation of a sense of community. I view this relationship as a lifetime holistic relationship; based on: a) individualized mentoring and counseling, b) high quality interactions, c) personal rapport and compassion, d) deep empathy and concern, and e) continuous feedback and interaction.

To form a sense of community; students have implemented service learning projects called “*What will be your legacy?*” as part of their course work. These projects turned out to be transformational, positive, and enriching experiences as well as a collective journey of learning and growth for both the students and the instructor. In their service-learning projects, students reflected on world problems, human and organization dimensions of global problems and positive change as well as how they could contribute to the world around them. They thought about how they could achieve positive change in their communities and in their spheres of influence. They chose a country and a context. They designed a social innovation project, such as starting an NGO which would have a positive impact on lives and wellbeing of people. Students then took an action to start their projects, such as designing a web site, doing a pilot research study, making a donation campaign video, or offering mentoring/guidance for youth. They took these initial actions in Montreal or they used online tools to start their international projects. They shared their stories, passions, ideals, reflections, and learning with the class through a presentation and a blog entry. We allocated one session for sharing the stories and reflections of students on their service learning projects. We designed the context of this session as an informal world-café conversation. As every student shared stories, his or her colleagues asked questions and related to their own projects and communities. The outcome of such a session was the formation of a sense of community based on shared humane

values and passionate story-telling. The positive energy and hope was contagious. As a class, we reflected on our collective journey and learning on how we can improve our communities and the world. Here were some of the titles of the “legacy” projects of students: *Reducing Pollution in Bangladesh, Overcoming Malnutrition in Honduras, My Contribution to Urban Development in Argentina, China Care, Fighting Childhood Obesity in USA, Fighting Poverty with Microfinance: The Advancement of Social Entrepreneurship in the Developing World, Examining the Crisis of AIDS in South Africa, World Link: Educating Nigeria into Development, Transforming Suburbs of Jakarta through Cultural Revitalization, A Step Towards the Eradication of Religious Intolerance in the Middle East, International Education Giveaway Program Proposal in South Korea, The Cry for a New Health Care Approach in China, My Butterfly Effect in Japan, “First Step” Program for Immigrants in Canada..* Throughout these courses, 90 students came up with 90 service-learning projects that were designed and applied in 32 different countries.

“We even had our chances to reflect on “what will be our legacy” and the opportunity to implement it in our communities; which is amazing. My project was about designing a wheels-on-meals service for elderly people in the ghetto, and I am so excited to implement it and see the results.”

“This course was cutting edge in terms of the relationship between the professor and us. We have a lifetime relationship and we feel part of a very special network of professionals. We know that the professor cares about us and he will communicate with us after the course is over.”

3) Creative brainstorming and skill building through innovative projects: In line with the sign of *creativity*, the third principle of PME concerns developing creative and

innovative skills of students through experiential, project based learning and applied skill development. The assumptions underlying this dimension are that a) leadership and management skills can be better developed by experiential learning and applied projects based on a craft work and tacit knowledge; b) students can best acquire and develop proficiency in managerial skills by applying and experiencing them in business-like contexts; c) students should get out of their comfort zones, their classrooms and campuses to become leaders who have an impact in the world of practice; d) students preparing to be leaders in the 21st century need to develop creative and innovative thinking skills. This dimension involves practices encouraging students not to focus heavily on the grades, but instead focusing on their independent learning for their careers, making their projects really useful for their own goals and life, going beyond the class to be creative and innovative, creating breakthrough projects for the future, and bringing their best contributions to the table.

As part of their “*Creative Mindworks*” project, students wrote innovative articles to be published in business magazines and the media. This project enabled students to enlarge their vision, by doing research and brainstorming about breakthrough global issues and ideas in management and organizations. Students had the total freedom to select subjects they feel passionate and curious about. The idea was to find inspiring, creative, intriguing ideas. Students built analogies between management and as diverse fields as music, arts, politics, microbiology, psychology, health care, chess, agriculture, or quantum physics. The topics varied from String Theory to the collective behavior of ants or bees. Many of these articles have been submitted to various magazines, newsletters or Internet sites. Some students looked at the last five years of “Breakthrough Ideas” of Harvard Business Review (2004-2008), analyzed recurrent themes across 100 breakthrough ideas, and wrote an integrative article

about what they thought would emerge next. One student came up with the project of McGill TED Platform inspired from the TED conferences (“Technology, Entertainment and Design”, www.ted.com) where McGill students would share their most creative ideas on science, business, arts and global issues passionately with each other in 18 minutes. Another student analyzed the 2008 Fast 50 list of the world’s most innovative companies and came up with a business magazine piece on what makes a company innovative. The more space and freedom I provided for my students, the more impressive projects turned out to be. Most students have experienced for the first time in their lives how it was to publish a piece they had written. The titles of the following projects illustrate the range, depth, and creativity of students’ thinking: *The Emperor Penguin as a Model for Corporate Teams; Quantum Skills, Leadership, and Music: The Parable of the Orchestral Conductor; Fast Innovation and Spider Networks; Building Bridges: Corporation/Management and Architecture/ Keystone; An Integrated Art, Science, and Design Fair: Expo3I, Inspiration, Imagination, and Innovation; Spiral Dynamics and the Global System; The 21st Century Organization: Designed from the Human Body; Creative Cities: Towards a Design Civilization; How to Bee A Leader; Global Mind, Global Heart, and Global Soul; Collective Visioning: Building Castles of Hope in the Sky; Network Idealism and Online Social Activism; Management and Gardening; The 2.0 Business and Collective Intelligence; Comic Books and Organizational Behavior..*

“I loved the fact that there were no midterms, quizzes or finals in this course. It was performance evaluation based on project work; which reflected real life.”

“This has been an interesting and rewarding course blending creativity, entrepreneurship, innovation, team work and management skills. We reflected on a plenty of current global future issues and concepts surrounding 21st century

entrepreneurs. The video clips were excellent for learning and the handouts were very inspiring and were absolutely useful for the future.”

4) Integrating spirituality into the classroom: In line with the sign of *spirituality*, the fourth principle of PME is integrating spirituality into the classroom. I define spirituality as the embodiment of an individual’s more balanced, profound, creative, and peaceful side. This principle involves embracing students as whole persons acknowledging them not only with their cognitive faculties, but also with their social, emotional, and spiritual faculties. It also emphasizes the need for bridging creative, reflective, spiritual, and artistic sides of students to bring out the best in themselves. The objective is to provide opportunities for students to explore meaning or purpose in their lives; to express their yearning for transcendence, joy and creativity; and to experience a deep connection to themselves, others and the wholeness of life.

To express their deepest selves, students submit a project called “*Reflection and Artwork*” where they reflect on what they learn in the course creatively and insightfully. They do this in a creative and personalized way that makes sense to them. This project is intended to help students discover and express their creativity through spiritual reflection. Previous literature demonstrates that creativity is positively associated with spirituality, higher self-awareness, and intuition (Freshman, 1999; Guillory, 2000; Harman and Hormann, 1990). The project is centered on the link between creativity and spirituality, as creativity is considered as a way of demonstrating one's spirituality. There are no format requirements or restrictions. Thinking out of the box; students create personal diaries, journals, pictures, stories, concept maps, videos, book drafts, CDs, and OB games. Students express themselves through various forms of art, such as music, dancing, singing, poetry, and painting to express their souls. Creativity is evident in student reflection projects and the crafts they make. Every student is a

special kind of artist. This project enables them to discover and express their inner gift of creativity, their spiritual self, and their authenticity. Students discover that deep within them this inner being is more spiritual and more creative than they have ever imagined. Many projects have surpassed the instructor's expectations in terms of the depth of spirit, reflection, insight, integration, and synthesis. We have organized an exhibition of these projects in the final ceremony (last class). Some of these reflection projects are: *An art gallery of compelling images for the 21st century; a heart-warming song of friendship and love; design of a spirituality workshop and creativity incubator; a video summarizing the spirit and essence of the class; a recipe for self-reflection and leadership in the 21st century (prepared in a cooking book format); a gift box including reflection quotes, inspirational stories, self-awareness cards, and flowers; an OB comic book: "A Caveman in the 21st Century"; a web 2.0 tool on authentic networks and spiritual circles; works of art demonstrating holistic, non-linear, and creative thinking in OB; "The Survival Book: What it is to be a Human in the 21st Century"; a creative personality test and reflective journal delving into the lives and spiritualities of nine personalities; a "thinking-out-of-the-box" box including learning cards and colored sketches on the spirit of learning..* These projects enable students to express themselves, their passions, and creative spirits in an unbound way.

"It has been a wonderful, spirit-nourishing experience for us. Personally, in this class, I did not feel like a student number but more like a person. Having a Professor care so much about their students is personally very motivating. It is rare to find this quality in an instructor, and the difference it makes is incredible."

"We were not seen as a statistic to be graded in this course. We were treated as professionals and as whole persons."

“This course is the first one I’ve ever taken in which the professor is so enthusiastic about the material and has high hopes and expectations about all his students. I really like the fact that you want to get to know each student personally and that your goal is too create a path to achieve our goals, but not to mention, strive for higher and more.”

5) Fostering flexibility and empowerment through individual attention and customization: In line with the sign of flexibility, the fifth principle of positive management education deals with the attention to each student and customization based on student needs. According to this perspective, each student is seen as an individual having different dreams, hopes, goals, aspirations and passions about their future. Each student has different unique gifts, richness, talents, strengths, and skills. The assumption is that students will be truly committed and inspired if they are provided the freedom to choose and create their own customized projects based on their strengths, dreams and passions. Students are more motivated if they develop rapport and individualized interactions with the professor.

I would like to share a sincere reflection and some of my personal insights on the relationship between the instructor and students in this section. The following reflections are purely idiosyncratic and maybe controversial for some of our colleagues teaching management, but still I would like to share them because they have deeply influenced my teaching philosophy. I believe in the following: It makes a great difference to really care about your students, to develop rapport and sincere relations, to meet with each of them, to build a lifetime relationship with them, and to provide them customized attention, guidance and feedback. Over and over, I have witnessed the tremendous impact and power of love in facilitating student learning. When I reflect back on my own courses and instructors, I detect the same pattern: The courses that I learned most and performed best were offered by the professors I

loved most. The more students love their instructors, the more they will be authentically engaged in their learning. To form a lifetime relationship with our students, we need to know them deeper. I acknowledge the inherent difficulty of trying to form a lifetime relationship with each student in the middle of tremendous research pressure and multiple academic commitments; since many of us are teaching more than a hundred students each semester. I was able to form and sustain a personal relationship with my students because I offered my courses in two months in the summer semester and I focused only on my teaching during these two months. In my experience, I have seen that investment of extra time and effort for students pays off exponentially. Devotion to students has not been depleting; in contrast, it has been extremely rewarding, enriching, and energizing for me. We indeed formed lifetime relationships with my students, going beyond the formal course contract. Note that I had 35 students at a maximum one semester and I was teaching for only six hours every week. However, I had to allocate at least 60 hours each week for my students to be able to provide them individualized coaching and mentoring. The most difficult part was providing customized, detailed, high quality feedback during the evaluation of five different projects for each student in each course. I acknowledge that this model may be very difficult to implement in our traditional university settings. However, even if we are extremely busy, we can consider incorporating some elements of customization and coaching in our courses. For example, we might consider incorporating an initial reflection assignment for our students at the start of the semester. Such an assignment will enable the instructor to know each of the students deeply; their past, their family, their values, passions, career plans, and dreams. I try to do something similar in the first week through the first project: *“Career Portfolio for Your Dream Job”*. In this project, students prepare a detailed portfolio to apply to their “dream job” after graduation;

and I act as the HR director of their dream company. The career portfolio students submit includes the following: An updated current CV, a cover letter, an ideal future CV, personal strategic plan, personal form, and a visual self-reflection exercise. Students include both their current CVs and their ideal CVs after 10 years. To bridge the gaps between their ideal career paths and their current situation, students come up with a two-page personal strategic plan outlining their short, medium, and long term goals (academic, professional, and personal learning and development goals). Moreover, students complete the “Personal Form”, providing information on their major successes, their reflection and learning from their failures, their course expectations, their hobbies, their own personality, what they want to change in their lives and careers, what contributions they want to make for their communities, and what they feel passionate about. Students also reflect on their role models, personal values, mission and vision. Finally, students draw a picture or a diagram on a white page reflecting on their personal values, goals, passions, and dreams. These portfolio elements are treated strictly confidential. I go over all these portfolios in the weekend and I conduct 15-20 minute interviews with each of my students during the second week. Using appreciative inquiry principles (Cooperrider and Whitney, 2000), we discuss on their career plans, passions, and strengths; as well as how we can make this course and course projects most useful for them. We brainstorm about potential projects that inspire and energize the student. I provide customized guidance, mentoring and coaching for each of my students and student teams every two weeks. These meetings not only develop rapport; but also clarify our expectations from each other.

“I find the applicability and flexibility of the course the most effective and useful so far, along with the different modes of teaching that the professor uses. It makes a big

difference that the professor seems to really care about the course making a difference in students' lives, that it is not just a "memorize and regurgitate to me" course. I have always found that an instructor's attitude and true interest in students' learning is the biggest factor of how impactful a course is."

"This course is less structured and allows room for adapting to students' individual lives, hopes and dreams. Other courses seem to not wholly care whether or not students actually learn and integrate material into their lives or if the students forget about the course the moment they leave the last class, but this course really applies and adapts. It tailors individual needs and interests that kept me excited and extremely willing to put in extra hours to develop my projects and myself. An opportunity like this to really learn for life rather than for grades is rare and valuable."

6b) Positive, enabling and nurturing learning platforms: In line with the sign of complexity, the sixth principle of positive management education is to create positive, enabling and nurturing learning platforms for students where they can grow intellectually and spiritually. The main objective is to find, reveal and develop "the best, the most positive, and the most creative" in students. This dimension involves practicing positive instructional values and principles (i.e. being supportive, helpful, encouraging, nurturing, and inspiring) to create a positive learning atmosphere for students. Students perform at their best in a positive climate based on hope, inspiration, passion, creativity, encouragement, and compassion. This is the reason why I prepare positive surprises for every class to make sure that every meeting is exciting, enjoyable, and rewarding for students. The positive surprises include outdoor team training programs, funny videos and film clips on leadership, accomplished leaders as guest speakers, knowledge competitions among teams, simulated board meetings, video recording of

team performances, authentic conversations and dialog circles, and a special leadership talent show. Acknowledging that the brain as a pattern-seeking, living system that grows in rich and dynamic environments, PME enables students to learn and grow in positive platforms. It carries utmost importance to inspire students by discovering their strengths and passions and building on them. Sharing your own enthusiasm and passions (free of fear and stress) encourages students to do the same. There is substantial research that supports the importance of positive emotions, images and expectations in enabling positive transformation and upward spirals of human functioning (Cooperrider, 1991; Fredrickson, 2002).

“Keep being passionate about the topic! It's great to have a teacher and a course like this one. Keep it up! When the students decide to invest themselves in the course, they can really learn a lot. This class was probably the best one I had so far. It demanded me to learn in different ways and to learn for myself.”

“I really loved taking this course. VERY encouraging and student centric learning environment! Professor did best in inspiring the students towards the future, and giving us a new joy to learn in Management. His encouraging attitude towards the course let us fully express ourselves throughout the course.”

“Because of this course, I am feeling more positive and more optimistic about possibilities of the future. The course really emphasizes the “no boundaries” and “you can do it” mindset.”

Assessment of Student Learning

To assess students' learning outcomes and skill development, I have used multidimensional performance evaluation for each of course projects. A sample performance

evaluation rubric included the following criteria, which were derived from the learning objectives of the course:

- Depth, rigor, and knowledge basis (usage and learning of OB theories, materials, readings, and principles: *quality of content*)
- Insight and vision (evaluation of changing OB trends and paradigms, future vision, paradigm-breaking ideas: *quality of ideas*)
- Applicability, contribution and impact (practical application of OB knowledge, innovation potential: *quality of practical implications*)
- Creative and integrative thinking (demonstration of out-of-the-box thinking, creativity, integration of concepts: *quality of thinking*)
- Self-reflection and self-expression (evaluating own strengths and weaknesses, clear articulation of values and passions: *quality of self-reflection*)

I have written a *performance evaluation and feedback letter* to each of my students after I evaluated each of their projects. I have provided them developmental feedback and suggestions on each of the criteria. I have written this feedback in the format of a personal letter, using a sincere and informal style. The tone of the feedback was always constructive. As the semester unfolded, I have witnessed 15% to 35% increase in students' performance results in course projects (on average), which demonstrated the effectiveness of customized projects, constructive feedback, and one-to-one mentoring. I witnessed how we were all transformed by the collective learning experience and positive atmosphere of these summer courses.

A final note on assessment and student evaluation: I have selected the best and most creative student projects every week. I presented special awards for the most creative and

innovative mini-projects of the week. I announced the “top 3” champions at the beginning of each week’s class and invited these students to present how they conceptualized and created their masterpieces. They shared their projects with the whole class. This practice was extremely effective, because a) it set a positive tone for the whole semester and for the upcoming week; b) it encouraged and motivated every student beyond grades; as students strived to go beyond the project guidelines and they really demonstrated creativity at their best; c) everyone learned from own colleagues, d) the process of celebration inspired the group as a whole and there was contagion of positive emotions.

Limitations and Boundaries

The PME model I have presented in this article has some limitations and boundaries. First, although this course has been offered five times in two different countries, the learning outcomes may not be generalizable to different cultural contexts and different samples of students. The principles and practices of positive management education will need adaptation for different courses offered for various student populations across different countries. For example, PME practices are more convenient for developing soft skills, such as interpersonal skills and emotional intelligence. Therefore, it is expected that PME is more compatible with qualitative and/or applied courses such as Human Resources Management or Leadership. Moreover, PME model better fits courses that require creativity or that have a component of project work. Therefore, Marketing, Strategy, and International Business courses would better fit than Accounting or Economics. However, instructors offering quantitative and technical courses may still consider incorporating a creative and customized project into their courses.

Second, I need to emphasize that the projects presented above may not work for all students. Several students have dropped the course because they felt other traditional course

sections with exams were more appropriate for them. These students have felt threatened by the lack of structure in the course. PME better works for students who are open to new experiences and new modes of learning, such as project-based work, team work, and creative art work. Students having an entrepreneurial mindset prefer open and less structured spaces where they feel empowered and they can take risks. Therefore, PME pedagogy and practices appeal to them and enable them to express their creativity.

Third, PME is a difficult model to emulate and apply, given time and space constraints of our academic institutions. Management instructors are dealing with multiple commitments, deadlines, and pressures. Knowing and meeting each student, providing them mentoring and guidance, evaluating their performance and progress, delivering high quality customized feedback, and designing personal learning and developmental experiences for students will take up tremendous amount of time and effort. I acknowledge that it is very challenging to apply PME principles realistically in our universities. Nevertheless, instructors may consider incorporating some elements of flexibility and customization, spiritual reflection, creative project work, and mentoring in their courses.

Conclusion:

Nagging Questions for Management Instructors in the 21st Century

How do we reconcile our profession with the deepest of our humanity and humane values? How do we design and create inspirational, supportive, and positive learning environments for our management students? How do we build lifetime relationships and high quality connections with all our students - irrespective of religious, racial, economic, and cultural differences? How do we enact, enable, and empower a community of learners with creative minds, passionate hearts, and kindred spirits? Although it is impossible to address all

the questions discussed above; nevertheless, I hope that this article can contribute to the overall discussion and conversation on the use of strength-based methodologies in management education. Using a butterfly effect analogy, I hope this article can make a difference by burning a spark inside us for a positive change in our academic and teaching environments. Using this article, management instructors can design and deliver management courses that operate on PME principles; and thus learn more about enabling a positive learning community where students feel connected to their inner selves, their colleagues, and their community.

Our current educational contract and philosophy in management is based upon a materialistic and competitive mindset that focuses only on short term efficiency and performance. We need more integrative and multidimensional performance outcome measures like fulfillment, legacy, sustainability, collaboration, wellbeing, virtuousness, community service, benevolence, and equity. What we now need is a personalized inspirational value-based covenant for the 21st century that enables spiritual growth, connection, meaning, high quality relationships and social responsibility in management education. Positive organizational scholarship urges that we replace the prevalent mechanistic, materialist, profit oriented, function based paradigm with an integrated, dynamic and systemic vision of a sustainable learning community that reflects universal human values and global consciousness. Therefore, Positive Management Education model, inspired by Positive Organizational Scholarship, aims to increase intellectual, social, spiritual, and emotional engagement of both students and instructors. Positive Management Education urges us to create new patterns, new instructional strategies and new environments that support and celebrate creativity, inspiration and spiritual growth.

In this article, an innovative paradigm and a new model for management education has been introduced by applying Positive Organizational Scholarship into the field of management education: Positive Management Education (PME). PME entails having a positive impact on the lives of our students. PME involves sharing our enthusiasm and passion for making a positive difference in our worlds. PME embraces having a deep caring, love, compassion, and concern for our students. PME embodies reaching and engaging minds, hearts, spirits of our students. PME ultimately aims to “breathe life into organizational life” (Dutton, 2003b). Positive Management Education is centered on designing and creating the unbounded realm of creative minds, passionate hearts, and kindred spirits. Using a butterfly effect analogy, it is hoped that PME can make a difference by burning a spark for a positive change in our academic and teaching environments.

This article has been an initial exploration towards a relatively untapped model in management education which can potentially offer enormous positive change in the lives of our students. Offering the courses based on the PME model and seeing the potential benefits of applying these strategies changed my whole life, how I see my academic journey as well as where I see promise in our profession of management teaching. PME pedagogy, principles, and practices have awakened me to the transformative potential and deep positive change we can lead in our lives, in our professions, and in the lives of our students. This new way of thinking in management education may have profound impacts on how we prepare our students for the social, spiritual, emotional, moral, and ethical challenges of the 21st century.

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FIGURE 1:
SIX SIGNS OF TRANSFORMATION AND
SIX DIMENSIONS OF POSITIVE MANAGEMENT EDUCATION

