

Chapter 14

Innovative Andragogy: The Paradigm Shift to Heutagogy

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ABSTRACT

This chapter attempts to explain the management andragogies in use and demonstrate the paradigm shift to heutagogy by putting forth some of the innovative methods in their nascent stage in b-schools today. Previously college students learned from reading an assigned textbook, attending class, listening to the professor's lecture, and occasionally through research for term papers. Different methods are adopted to teach Management today ranging from tradition to co-operative and constructive methods. Use of art and literature is also a new trend. The focus, today now it has shifted from what the teacher can teach to what the learner can learn. Management concepts are continuously evolving. Consequently there is a need to develop in students the ability to sort through issues that resist discrete, pre-formulated solutions.

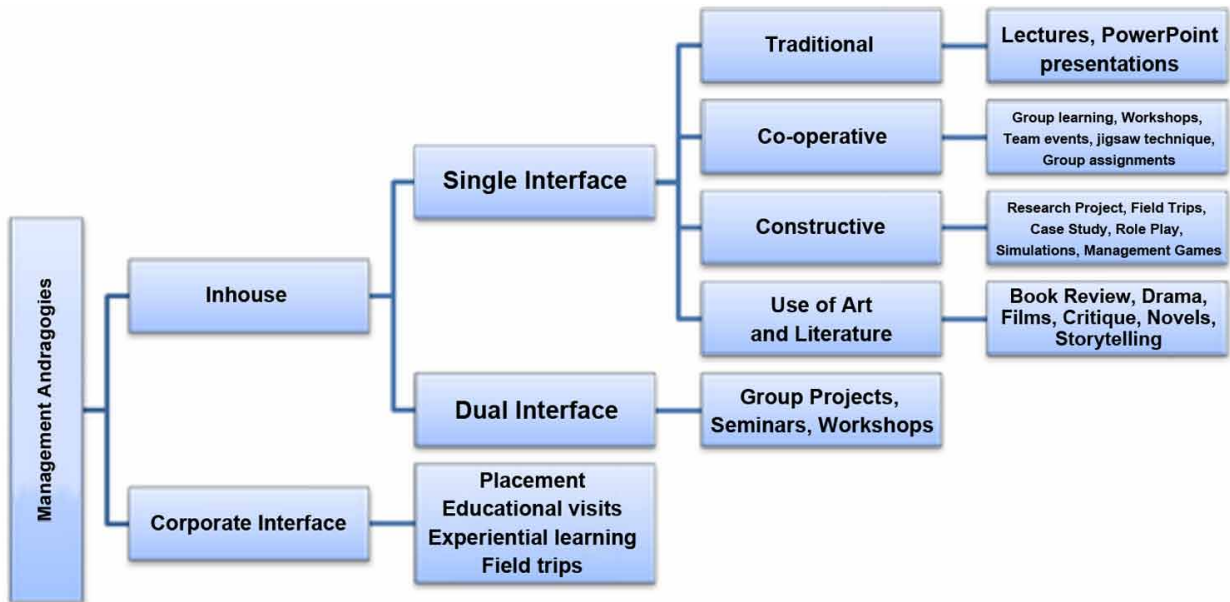
INTRODUCTION

Education begins in the form of pedagogy where the learning process is dependent on the teacher determining the style in which a prescribed curriculum is to be taught. Here, the focus of the learner is on advancing to the next stage. Knowles (1970) introduced the concept of andragogy where teachers facilitate the environment and learners use their own and other's experience. There has been a paradigm shift in education towards heutagogy where learning is not need based but is derived from the potential to learn in novel situations. In this case, the teacher may provide some resources, but the learning path is decided by the learner. Learning today is organized around life or work situations rather than subject matter units. The motivation factors have also shifted from external pressures & competition for grades to self-esteem and self-actualization. The scope of the study is to enumerate some of the management andragogies in use and demonstrate the paradigm shift to heutagogy by putting forth some of the innovative methods in their nascent stage in b-schools today.

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Innovative Andragogy

Figure 1. Management development methods and tools



MANAGEMENT ANDRAGOGY IN USE

Previously college students learned from reading an assigned textbook, attending class, listening to the professor's lecture, and occasionally through research for term papers. Different methods are adopted to teach Management today. Every graduate management program consists of a unique assembly of elements that, when packaged together, contribute to the overall student ratings for value and satisfaction with their educational experience.

Many of the topics taught in Management are inexact, filled with contradictions and inconsistencies (Harrington & Griffin, 1990) because concepts of what good management means are continually evolving. Issues and ideas surrounding the quality of life, leadership, motivation, and morality, for example, invite treatment from broad and various perspectives. Consequently there is a need to develop in students the ability to sort through issues that resist discrete, pre-formulated solutions. It is one thing to understand the theories of leadership, but it is another to be able to apply and know how to use these theories. "Students have a tendency to become easily confused and bored when faced with this material in a classroom situation" (Harrington & Griffin, 2001). Management concepts are best learned in the moment, and creating these moments can be difficult; however, these moments have been captured in simulation and case studies and can be created using literature.

Various methods are used to teach Management. The Management Andragogies in use are shown in Figure 1.

Students are either taught with in-house methods in the college premises, or they are placed in the actual Corporate Environment.

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