

# Chapter 11

## Future Opportunities in Imagineering Management

**Sonika Suman**

*Savitribai Phule Pune University, India*

**Matthew Kuofie**

*Saint Leo University, USA*

### ABSTRACT

*The question that arises is whether it is possible to train or coach Imagineering or can Imagineering management be built into the curriculum of modern education for its future potential and opportunities. For an answer to the question, it is essential to understand that Imagineering has manifold dimensions like art, craft, science, technology, and commerce or business. Imagineering management, which is a part of human ingenuity, will continue in the future, and the technology management education will facilitate such training through formal education of modern universities. The artists, designers, and engineers work together to bring out various themes of utility in human life, and later those themes are translated into commercial ventures for the purpose of business. Sometimes, the themes of utility will arise out of serendipity. Having understood its potential for business, institutions are coming up with educational curriculum, content, and programs to award degrees like MBAs in Imagineering Management.*

### INTRODUCTION

Imagineering, as is discussed in the relevant literature, is a frankenword brought forth in the 1940s by Alcoa to suggest the harmonious blending of two other terms like imagination and engineering. The same was used by Union Carbide in its in-house magazine for an article (Richard F Sailer, 1957). Then it was projected as “Brainstorming is IMAGinationengINEERING”. This meant that, what is usually done for finding out solutions for the existing problems through open mind, loud thinking in a group of knowledgeable people, which is a need and possible method as “IMAGinationengINEERING or the current fad as Imagineering. Notwithstanding the nature of the portmanteau, imagination and engineering had a long history of existence and evolution all through human history and its po-

DOI: 10.4018/978-1-7998-8327-2.ch011

### ***Future Opportunities in Imagineering Management***

tential for the future is immeasurable. More so for the future of technology and business education. Regardless of the portmanteau, in this case of Imagineering, the question which arises is whether Imagineering is possible to be trained or coached or Imagineering management can be built-in the curriculum of modern education for its future potential and opportunities. For an answer to the question, it is essential to understand that Imagineering has its manifold dimensions like the art, craft, science, technology and commerce or business. The future is full of opportunities for greater imagination and innovation in all aspects of human life with the advancing and exploding knowledge in all relevant areas. Arts, craft, science, technology and business are now taught in its varied dimensions and therefore, the future of business education has innumerable opportunities for Imagineering Management. The artists, designers and engineers work together to bring out various themes of utility in the human life and later those themes are translated into commercial ventures for the purpose of business. Sometimes, the themes of utility will arise out of serendipity. Having understood its potential for the business of the present times and also future, now institutions are coming up with educational curriculum, contents and programs to award degrees like MBA in Imagineering Management. The Breda University in Netherlands is a case in point. The historic example of Walt Disney is prominently known. There are innumerable career opportunities in the field of Imagineering, and Imagineering Management is, therefore, an attractive area for the duly talented. The universities and schools create content with innovative partners in order to offer the students with a better understanding of where their passions, academic learning and real-world applications intersect. The Universities work to advance equity and access in education by working with industry partners to create free educational content centred around student projects that reflect authentic challenges faced in the real-world. Though, the word was actually coined by Alcoa around 1940, and appeared widely in numerous publications of several disciplines such as urban design, geography and politics, evolutionary economics, corporate culture, engineering, architecture, designs and futures studies, its current utility is immense especially with the incredible and mind boggling Imagineering taking place in the futuristic realm through technology like the Computer Aided Design and Computer Aided Management. Modern Art combined with Computer Aided Design can open up infinite opportunities.

Breda University of Applied Sciences in the Netherlands christens a program as Master Imagineering and announces its Innovation from a human-centred approach. It asks the students if they “want to learn more about much-needed social and business innovations? The Imagineering is a new method which suits in a range of currently emerging complexity-based approaches trying at innovation through collective creativity. This graduate programme focuses on designing strategic narratives through engaging people in a creative manner. Imagination is invoked and stakeholders are involved as co-designers for the future. There are some other universities also like the University of Applied Sciences in Estonia, which have designed courses in Imagineering for their MBA programs. In the context of the increasing acceptance and use of Imagineering Management, there are wide and varied opportunities for the students and educational institutions to design contents, curricula, pedagogy and infrastructure for Imagineering Management as an integral part for the Future of Technology Management Education. In less formal settings, there are consultants who are training persons through the provision of “fun classes” as they address them. Steve Alcorn, the former Consultant to Disney Theme park has such classes meant for those who are interested. There, such aspects like Art Direction, Story Writing, Themed Architecture, Ride Control, Show Control, Audio and Video are taught. He also provides training in Lighting Mechanics and Hydraulics, Animatronics, “Blue Sky” Brainstorming. These have areas like

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/future-opportunities-in-imagineering-management/285363](http://www.igi-global.com/chapter/future-opportunities-in-imagineering-management/285363)

## Related Content

---

### The Use of Discrete-Event Simulation for Business Education: Learning by Observing, Simulating and Improving

Marijana Zeki-Sušac, Adela Hasand Marinela Kneževi (2021). *Research Anthology on Business and Technical Education in the Information Era* (pp. 538-555).

[www.irma-international.org/chapter/the-use-of-discrete-event-simulation-for-business-education/274382](http://www.irma-international.org/chapter/the-use-of-discrete-event-simulation-for-business-education/274382)

### Two Different Aspects of Technology Regarding Marketing Education

Amiram Porath (2016). *Global Perspectives on Contemporary Marketing Education* (pp. 153-161).

[www.irma-international.org/chapter/two-different-aspects-of-technology-regarding-marketing-education/147979](http://www.irma-international.org/chapter/two-different-aspects-of-technology-regarding-marketing-education/147979)

### Justification Based on Rational Training

Karim A. Remtulla (2010). *Socio-Cultural Impacts of Workplace E-Learning: Epistemology, Ontology and Pedagogy* (pp. 146-165).

[www.irma-international.org/chapter/justification-based-rational-training/42880](http://www.irma-international.org/chapter/justification-based-rational-training/42880)

### The Potential and Limitations of Entrepreneurship in Migratory Context: The ProMigra Experience

Zenaida Luisa Lauda-Rodriguez, Mariana Corallo Mello de Azevedo Kuhlmann, Victor A. Del Vecchio and Jael Sânera Sigales-Gonçalves (2020). *Multidisciplinary Approach to Entrepreneurship Education for Migrants* (pp. 97-111).

[www.irma-international.org/chapter/the-potential-and-limitations-of-entrepreneurship-in-migratory-context/258620](http://www.irma-international.org/chapter/the-potential-and-limitations-of-entrepreneurship-in-migratory-context/258620)

### Business Students as End-User Developers: Simulating "Real Life" Situations through Case Study Approach

Sandra Barker (2003). *Current Issues in IT Education* (pp. 304-312).

[www.irma-international.org/chapter/business-students-end-user-developers/7352](http://www.irma-international.org/chapter/business-students-end-user-developers/7352)