

22nd ANZAM 2008 Conference Workshop Template

• Workshop Title		
"Teaching strategy wrong: why conventional approaches to teaching strategy diminish students' capabilities and what we can do about it"		
• Summary of the Workshop objectives and Workshop activities		
<ol style="list-style-type: none"> 1. Critically evaluate conventional methods of teaching strategy 2. Establish a better understanding of the gaps between these conventions and the sort of students they promote and how strategy students might be expected to contribute to organizations when they leave university 3. Examine/discuss new ways of teaching strategy 		
• A 300 word (maximum) description of the Workshop		
<p>Contrast a conventional strategic management textbook with the reality of business and large gaps become apparent. Chapters that are so long that most students will not read them, backed up with slides that make them think they don't need to, creating a situation where students skim the theory, without applying and adapting it. Cases that are so comprehensive they create the impression that all that is needed to answer the questions is contained in the case.</p> <p>Students are taught to <u>consume</u> strategy when to add value to the organizations they work for and with they need to <u>produce</u> it. They will not be given cases, they will have to identify problems and opportunities and produce their own cases. They should not be applying theory 'off the shelf', but co-creating it by blending theories with the particular conditions they are working with.</p> <p>This seminar examines the gaps between the way we have taught strategy and what effective strategists do, and, most importantly, examines new forms of pedagogy that will help to add to students' capabilities in this regard rather than detract from them.</p>		
• Relevance of the Workshop to ANZAM members		
This workshop will encourage critical reflection about the gaps between the way we have taught strategy and what effective strategists do (and by associate management and effective managers more generally), and examines new forms of pedagogy that will help to develop students' capabilities in this regard rather than detract from them.		
• Names, titles and affiliations of the organiser(s) and other presenters		
1. Professor	Stephen Cummings	Victoria University of Wellington
• Targeted attendees		
Strategy academics and students		