

ture of the questions asked and answered, it seems incumbent in a multiple-perspectives approach that such issues be raised. For example, in chapter 1, the authors introduce a series of questions about the field of management development and later answer these questions from the perspective of the various Discourses in chapter 10. This strategy provides reinforcement for the basic premise of the text—that the significance of the field can only be understood by understanding the contrasting views and contradictions through which it is constructed. What isn't discussed, however, are the underlying epistemological and ontological assumptions that such an approach and the questions asked requires. Perhaps it isn't that we can only answer apparently contradictory or paradoxical questions about management development through multiple lenses, but that we cannot even begin to ask such questions without acknowledging that the asking is only possible through a particular Discourse . . .

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The Sage Handbook of Management Learning, Education and Development, edited by Steven J. Armstrong and Cynthia V. Fukami. London: SAGE Publications Ltd., 2009. 600 pages, hard cover.

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The globalization of business, the technological revolution, as well as the requirements of the knowledge society in the 21st century and—not to forget—the recent global financial and economic crisis, which some consider a “crisis of management” and that “management education appears to be a significant part” (Mintzberg, 2009) all cry for radical and rapid reforms in the education of future managers in business schools (e.g., Goshal, 2005; Gosling & Mintzberg, 2006; O’Toole, 2009). One major problem of many business schools at universities today—among other things, such as

the emphasis on discipline-based publications in top-tier journals at the expense of quality of teaching or the misleading assessment and accreditation practice of business schools that focuses on prestige and quantifiable aspects—is the lack of a clear vision and purpose of management education. However, in order to survive in an increasingly competitive worldwide market offering education (as compared to “just” training), that is, innovative MBA programs developing students’ capacity to learn and preparing them for a lifetime of leadership seems to be the comparative competitive advantage of higher education institutions. In general, two important questions can be asked to strengthen the foundations of management learning, education, and development: (1) What managerial competencies, i.e., knowledge, skills, and attitudes do educated managers need to act successfully in today’s rapidly changing business environment (MBA curriculum development)? (2) How do we learn, teach, and assess effectively in management education (pedagogy)? This promising Handbook focuses on the latter, while *AMLE* recently published an issue concentrating on the educational needs of aspiring managers, that is, on curriculum theory and development in management education with regard to the importance of developing reflective executives (De Déa Roglio & Light, 2009), the alignment of required curricula and managerial competencies (Rubin & Dierdorff, 2009), and emotional intelligence (Lindebaum, 2009).

This SAGE Handbook is another benchmark volume presenting an account of the “state of the art” in management learning, education, and development (MLED), identifying key debates and issues that concern management educators today as well as future perspectives of this interdisciplinary field. Fifty-three leading international scholars in the field give a retrospective and prospective overview and critical assessment of the role of management teaching and learning, introduce alternative modes of learning, and offer practical implications for management education as well as ideas for its improvement. As the editors, Steven J. Armstrong and Cynthia V. Fukami, state: “The focus of the Handbook is on the education and development of managers, which will necessarily embrace theoretical aspects of individual and collective learning, the delivery of formal management education, and the facilitation of management development in educational and non-educational contexts” (2). The management learner is brought back to center stage, and a variety of formal and informal learning approaches are covered, as both forms are considered to be comple-

mentary and crucial for management learning. The editors distinguish between *management education* which "is taken to imply formal learning which takes place under the auspices of academic institutions within credit-bearing courses to enhance managers' analytic and critical skills," and *management development* as informal learning offering "a more effective approach by emphasizing on-the-job learning that occurs experientially in culturally embedded ways, situated in communities of practice within work-based organizations" (2). Management education (formal learning) fosters the acquisition of explicit or declarative knowledge, while management development (informal learning) results in the acquisition of tacit or procedural knowledge crucial for successful managers.

Apart from a comprehensive introduction by the editors and a compelling concluding chapter on future perspectives (J. O'Toole), the Handbook contains three main parts, whose authors seek to advance management theory and practice by analyzing, promoting, and critiquing the role of MLED. Part 1 covers theoretical aspects and knowledge acquisition in the context of *management learning*. The authors tackle themes such as the nature of "knowledge" and "knowing" (R. Chia); experiential learning theory (A. Y. Kolb & D. A. Kolb); distributed cognition (G. Lakomski); reflection in learning (R. Vince & M. Reynolds); critical management education (D. M. Boje & K. Al Arkoubi); collaborative learning (V. E. Hodgson); ethics pedagogy (C. J. Fornaciari & K. Lund Dean); and the role of emotions and emotional intelligence (N. M. Ashkanasy, M. T. Dasborough, & K. W. Ascough). Part 2 offers *management education* in a formal learning context. Topics covered are as follows: arts-based pedagogy (J. V. Gallos); technology use (T. Grandon Gill); on-line management education and learning (J. B. Arbaugh & S. S. Warell); learning-centered course design approaches (D. A. Whetten, T. D. Johnson, & D. L. Sorenson); the role of mentoring PhD students (G. R. Ferris, P. L. Perrewé, & M. R. Buckley); effectively managing diversity (M. P. Bell, M. F. Özbilgin, & M. Karataş-Özkan); cognitive styles and learning strategies (E. Sadler-Smith); models of team-based learning (L. Michaelsen, T. O. Peterson, & M. Sweet); problem-based and project-based learning approaches (R. DeFillippi & R. G. Milter); assessment and accreditation in business schools (R. S. Rubin & K. Martell); and the relationship between research and teaching (R. J. Lewicki & J. R. Bailey). Part 3 offers *management development* in noncredit based, nonformal contexts encompassing the following issues: reflexivity in management education (A. L. Cunliffe);

action learning (J. A. Raelin); competency development related to effective managers and leaders (R. E. Boyatzis); best practices and theoretical and empirical advances in leadership development (G. A. Hrivnak, Jr., R. J. Reichard, & R. E. Riggio); coaching and mentoring in management development (D. Clutterbuck); intercultural interaction learning model (K. Aten, L. Nardon, & R. M. Steers); concept of communities of practice and practices of a community (S. Gherardi); and assessment and accreditation of nonformal management education and development programs (L. Yiu & R. Saner).

The Handbook introduces a diversity of viewpoints and perspectives representing the fragmentation that exists in the field of management education as regards content and methods. As there is still a huge gap between management knowledge and its (successful) application in the ever-changing business world, the editors point out the following challenges in management education: the need for (1) a well-balanced relationship between scientific rigor and practical relevance; (2) management educators with both knowledge of and experience in scientific research and management practice, and (3) new learning models to bridge the gap between research and practice (see also Bennis & O'Toole, 2005). In this impressive 600-page volume, the authors provide literature reviews, develop new learning models and ideas, draw implications, make suggestions, and provide readers with applicable solutions in facing the theory-practice dilemma. In this context, some chapters also highlight the importance and acquisition of "soft" management competencies such as team skills (e.g., V. E. Hodgson, or L. Michaelsen, T. O. Peterson, & M. Sweet); ethical behavior (e.g., C. J. Fornaciari & K. Lund Dean); reflexivity and reflective practice (e.g., R. Vince & M. Reynolds, or A. L. Cunliffe); or emotional intelligence (e.g., R. E. Boyatzis), allowing for a more holistic—human and social—management education. While there is no doubt that analytical and quantitative skills as well as knowledge are essential in the fundamental practices of business such as finance, leadership, or strategy, it becomes clear that prospective managers also need to develop a capacity for negotiation, teamwork, judgment, ethical behavior, emotions, critical thinking and decision making. Throughout the Handbook, best practices in university, corporate, consultancy, and independent college settings are identified and examined to bridge management theory and practice, and thus tackle the lack of relevance of the traditional MBA curricula and create ethical leaders and responsible decision-makers who are will-

ing and able to act effectively in a competitive global economy.

Those business schools applying the traditional MBA model are selling "a flawed product," in that curricula lack substance, (i.e., ideas, relevant and transferable content; O'Toole, 2009) as well as competence orientation (e.g., Boyatzis, 2009). The authors take first steps to reconsider management education and provide thoughtful and seminal contributions to the field. That one book cannot cover it all is understood. Hence, some aspects are highlighted while others have been left out, for example, the value of traditional teaching methods and business case studies (e.g., Ellet, 2007); the importance of the acquisition of research (management) competencies to manage projects (e.g., research methods, data analysis, report writing); the importance of changes in the assessment of learning (e.g., the notion of constructive alignment (Biggs & Tang, 2007); or the perception of managers as knowledge workers with knowledge viewed as a key currency in organizations (Nonaka, 2005).

This book is designed for academics, researchers, educators, program directors, deans of business schools, advanced postgraduate students, and practitioners in corporate education. It offers a wealth of great ideas and especially inspires management educators and graduate students, providing the reader with breadth and depth and a sound combination of theory and real-world examples. The chapters mirror the state of the art, they are based on practical business needs, and they provide applicable suggestions relevant for business schools and education organizations.

As O'Toole points out in the final chapter:

There is no single future of management education but, instead, a plurality of futures. The numerous articles found in this colloquy are variously practical, theoretical, research-based, anecdotal, philosophical, prescriptive, descriptive, abstract, concrete, derivative, original, discipline-based, broad-based, and narrowly focused. This eclectic grab bag examines undergraduate, graduate, and continuing management learning, jumping from education to training, to personal and professional development. There is surely something here to fit every interest and bias: every thoughtful reader can find something that is personally useful, as well as something that is idiosyncratically upsetting. In short, the diversity of viewpoints and perspectives represented in these pages is a perfect reflection of

the fragmentation that exists in the field of management education.

Together with the latest curriculum-related *AMLE* publications, this Handbook can be considered a major cornerstone in moving toward an integrated management curricula and innovative pedagogy that supersedes the traditional MBA model, helping to strengthen the field's foundation and shaping the direction of future research. The time would be right for politicians, decision-makers in business schools and businesses, and educators to quickly and bravely move forward on the promising path the authors set forth to face the contemporary challenges of management indicating a major shift in business schools and management learning, education, and development.

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