UFHRD 2022 Conference Proceedings

Practitioner research and learning and teaching

(Chapter 5 of 5)

MIND THE GAP
Bridging Theory and Practice in a Post-Covid Era

June 2022

Hosted by

Sheffield Hallam University

Editors Dr David Wren, Professor Sarah Fidment, Dr Paul Stokes, Dr Christine O'Leary

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Contents

Practitioner research and learning and teaching.

Introduction

The Learning & Teaching and Practitioner Research Stream focuses on sharing and debating practitioner-research from the perspective of:

> Practitioners who worked and researched to bring about change in national and international work organizations of all sectors, sizes and types;
>
> and
>
> Practitioners in HE focusing on developing their own and organizational practice in learning and teaching.

The thirteen papers presented at the conference encompassed both empirical and conceptual studies conducted in different parts of the world, including the UK, Saudi Arabia and Lebanon. All addressed the conference theme of 'Bridging Theory and Practice in the Post Covid Era' in different ways and from different perspectives: students, practitioner and Higher Education educators/ practitioners. Seven of these papers presentations and recordings have been included in these conference proceedings.

A number of theoretical frameworks were explored and discussed in relation to their contribution to student learning and practice in the workplace. Cox's study relating to the Dynamic Capabilities Framework tests the role of Organisational Culture, Organisational Learning, and Organisational Leadership as antecedent to the Dynamic Capabilities Framework. The study concludes that organisational culture, organisational learning, and organisational leadership are the means to producing the cultural, learning, and leadership outcomes required by dynamic capabilities, with related implications for staff development programme design.

Most of the empirical research presented related to studies focusing on HE pedagogy and the development of learning and teaching practices within a formal educational context or workplace setting. Some encompassed innovations or lessons learnt from the Covid 19 pandemic. In these proceedings, Jones' & Booth's integrate the learning from the Pandemic on student's academic and emotional needs and evaluate a pilot Higher Education buddying scheme, from an educator/ HE practitioner's perspective. The evaluation focuses on the learning gained from setting up the scheme, and its implication for other institutions planning similar schemes. Others focused on skills development both within a formal Higher Education context or in the workplace. For example Leinster's small scale's study on game-based learning and the development of durable skills can be of interest to practitioners or educators who use case studies in their teaching, and would like to explore the potential of using the same case study across different levels of learning to develop foundational cognitive and non-cognitive skills for learning effectively. The paper presentation demonstrates how to do this using the case study difficulty cube to foster the development of durable skills for future learning. Ramsay and Dandach's study of Lebanese Entrepreneurs' learning through making sense of failure focuses on professional/ workplace learning. and the role that failure plays in the development of entrepreneurs' learning. The learning opportunities' model could improve the performance of ventures but may also inform broader entreprising education focusing on the development of an entreprising mindset.

Shifting the focus from student learners to educator/ practitioner learners, the reciprocity of the learning process between staff and students is explored from a staff perspective in Trem's paper on the evaluation of staff reflection, whilst delivering a project supporting female managers in SMEs. The research reinforces previous findings in literature relating to the importance of reflection in personal and professional development. In addition to the benefits of networking, the paper identifies collaborating on the research project as a key influence on the personal growth and development of the participants, with some clear implications for staff development programme design. Combining the organisational context and a staff perspective, Myfanwy Davies et al's paper explores academics' identity and position in relation to a change process as compared to professional and management staff. The findings highlight their struggle to construct their identity within the multiple roles they occupy such as teachers, researchers, employees etc.

Whilst a number of the studies were set within an international context, de Pinho E Costa & Tome's paper considers the international/ cross-cultural dimension of education, with particular reference to global mobility. It discusses the development of human capital and personal development through exploring the impact of Erasmus Exchanges within Higher Education in Portugual. The study highlights the benefits of participating in global mobility initiatives in relation to the development of human capital and personal development.

In conclusion, the papers in this Chapter offer practical recommendations to develop students' learning such as an approach to working with case study and setting up a buddy scheme to be tested in other settings and different parts of the world. Others such as Cox's paper enhance or add to existing theories and consider the implications for practice. Reflection on learning to enhance/ transform practice is one of the key theme emerging from several of the studies. Practice had to change rapidly during the Covid 19 Pandemic but the legacy of these changes going forward and their impact on practice, learning and professional identity will need to be explored and evaluated in future studies.

Dr Christine O'Leary, Sheffield Hallam University.

Sharing learning from a pilot Higher Education buddying scheme launched in the Covid-19 pandemic

DR. JENNI JONES
University of Wolverhampton
DR. JANE BOOTH
University of Wolverhampton
Abstract #23

There are limited studies about the learning gained by both parties through buddying schemes within Higher Education (HE). Formal coaching and mentoring schemes have been well researched, as has the learning from such schemes for both parties (Jones, 2012; Jones & Smith, 2022), although less so in HE and even less so through the Covid-19 pandemic. This is the same for buddying.

This paper/presentation is an opportunity to better understand the learning gained through on-line buddying as a buddy but also for those being buddied, and aims to help bridge the gap between the theory and practice of student buddying in an on-line Covid-19 environment.

'A buddy is available to provide advice and support to ensure a smooth transition.' (Skills for Care, 2022 p.1) Buddying for the purpose of this paper/presentation is when a more experienced student provides one-point of access to share necessary information, to help fellow students to understand the new HE culture, context and climate that they are in, and to more smoothly settle in. Buddies in this study were second year students and those being buddied were first year students.

The Covid-19 pandemic has had a 'severe impact' on higher education (Schleicher, 2020 p.4) with students being excluded from campuses, missing out on social interactions and crucial relationship building opportunities with their peers and their tutors, not to mention the lack of face to face teaching and face to face support offered. A pilot on-line student to student buddying scheme was introduced to help support those new to university but 'lost students' physically and metaphorically outside the classroom.

The purpose of this paper/presentation is to share the learning from this pilot formal buddying scheme launched in the middle of the Covid-19 pandemic to support students. The aim of the programme was for experienced students to help/support those new to the university to settle in, develop and grow. The idea was that second years buddys would better understand what fellow students are going through as they were in their shoes once and in some respects, still are. Second year buddies were matched to 3-4 first year students each and were asked to meet up with each student on-line regularly to listen to their concerns, to signpost them to the right tutors and support for their course and to share hints and tips about the modules, the tutors and the way things worked around the university.

Training was given to the buddy's and for the students requesting a buddy, an expectations session was held. Buddies were matched to students based on the same course and regular catch up lessons were held with both parties, separately, to share their learning. The ultimate aim of this session/paper will be to share the setup of the buddying programme, the learning gained and the feedback shared in order to offer recommendations to others to better ensure buddying success in their own institution in the post Covid-19 era.

Keywords: buddying, HE, learning, skills, both parties, moderating factors

Paper

Not applicable.

Presentation – Sharing learning from a pilot Higher Education buddying scheme launched in the Covid-19 pandemic
Included below.

Sharing learning from a pilot Higher Education buddying scheme launched pre and post the Covid-19 pandemic

UFHRD Conference – June 2022

Dr Jenni Jones and Dr Jane Booth, University of Wolverhampton

1

Overview

- To share why we started the scheme
- To share details of the set up
- To share the key literature that drove our thinking
- To share the key insights from both parties
- To share thoughts and recommendations for the future
  - For HE
  - For HRD

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Why we started the scheme

- Recognising that some students were…
  - Feeling isolated
  - Finding it hard to settle in
  - Finding it hard to make friends
  - Unsure where to go for help

3

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How we started the scheme

- 2 academic years
  - Pilot first year (face to face)
  - 2nd year during Covid-19 (virtual)
- 4 courses, 2 Schools, 1 Faculty
- Total buddies: 30
- Total being buddied: 40
- Matched for 1 semester only x 2 years

Key literature @ buddying/peer support

- Buddying - 'a system for enabling peers to support each other by sharing experiences, offering advice and providing a sounding board for ideas and problems.' (Ortega et al, 2011/NCVO)
- 'Buddying is different from mentoring, which is a more formal and structured relationship where the mentor is typically in a more senior role than the mentee.' (Ortega et al, 2011/NCVO)
- Buddying – 'an informal role provided by a peer, usually of a similar role or level of responsibility.' (Skills for Care)
- Peer mentoring - four key components: goal setting support, psychological support, academic support and the provision of a role model (Nora & Crisp, 2007).

5

Key literature @ sense of belonging

- Belongingness – a fundamental psychological need to connect to others
  - Need frequent positive contact with others
  - Need perception of stable relationships with others
- Students moving from parents to peers, need to develop social r/ships
- Mature students (re)connecting with academic life
- Lower levels of emotional support = increased chance of depression
- Loneliness Vs hope study (Sun et al, 2020)
- Meaningfulness & self-control are distress buffers (Schnell & Krampe, 2020)
- On-line peer support reduces mental distress (Horgan et al, 2013)

10

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Key literature @ impact of Covid-19

- Student Covid Insights Survey (SCIS/ONS 2020) showed that student experience has changed because of the coronavirus
  - 29% of students reported being dissatisfied or very dissatisfied with their academic experience in the autumn term
  - Over half (53%) of students reported being dissatisfied or very dissatisfied with their social experience in the autumn term
  - Students reported lower levels of life satisfaction, life worthwhile and happiness
  - Students reported higher levels of anxiety, compared with the general population
- Results from three different (ONS 2020) surveys conducted during November 2020: over 50% students reporting worsened mental health and well-being as a result of the pandemic.

Coronavirus and the impact on students in higher education in England: September to December 2020 - Office for National Statistics

7

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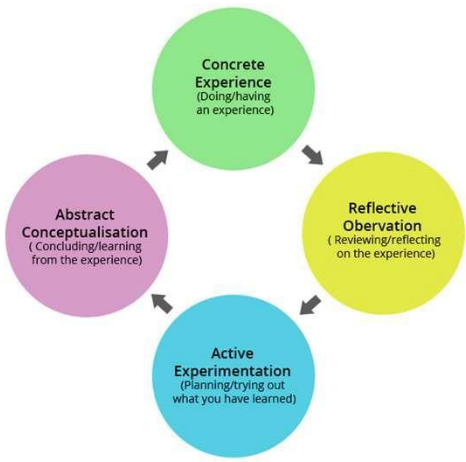
Key literature @ learning

- Learning is @ CHANGE
- Learning as a product (Merriam et al 2007)
- Learning as a process (Kolb 1984)
- Adult learning @ empowerment, being facilitated towards being self motivated about own personal development
- Social learning theory (Bandura 1976); By observing the actions of others, individuals form an understanding of acceptable behaviour that becomes guidelines for their future behaviour



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Key literature @ learning

- 4 potential areas for learning (Kraiger et al 1993; Wanberg et al 2003); cognitive, skills-based, affective & social networks
- 4 learning ‘windows’ (Hale 2000); Sharing experiences, sharing information, discussing politics of the organisation & reflection
- 3 ways mentees learn; observation, mentors’ explanations/advice/information given & reflection (Hezlett 2005)

9

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Set up of the scheme

- Launched at induction sessions
- Trained buddies
- Managed expectations session with those being buddied
- Matched by Course Leader
- Monthly email and group catch ups
- Shared Canvas topic with handbook etc.

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Key research questions

- What were those being buddied learning?
- What were buddies learning?
- How did this change their perception of their University experience?
- Impact on retention and progression?

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Methodology

- Regular group catch ups (but limited attendance) recorded
- MSoft Form for feedback
- Emailed for feedback too
- Ad hoc emails from students too
- Repeated questions about learning gained

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Key findings – Learning from those being buddied

- Knowledge
- Skills
- Social Networking
- Affective-related
  - Efficacy
  - Emotional Support

13

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Key findings – Knowledge

- Referencing skills; where to get help
- Initially getting into buildings/finding the rooms
- Assessment support e.g. writing style, word count, essay outline
  - Understanding assessments
  - Understanding/dealing with the feedback
- Supported re timetable – new system/so complicated
- Too much information given at induction, helped to consolidate

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Key findings – Skills & Social networks

- Referencing skills; citing references
- Writing style for assessments
- Survival skills
  - living alone and needing some additional support
  - How to find/approach lecturers
    skills to navigate the Uni IT systems
- Good to get support from peers who understand the course and who are likeminded (not always easy to ask tutors some questions)
- Buddies shared their books and literature to read

15

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Key findings – Affective related: Efficacy & Emotional

- Building confidence with coping and keeping up with the work
- Work life balance hints and tips
- Increased commitment to staying
- Hearing others sharing their passion for the course/subject
- Reminding that need to take it all 'one step at a time'
- Celebrate small wins
- Linked to survival skills e.g. living alone and needing some additional support
- Feeling reassured and supported
- "Buddying takes the loneliness out of
- A sounding board to share worries and concerns
- Signposting to additional help (inside and outside the Uni)

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Key findings – Learning from those being buddies

- Knowledge
- Skills
- Social Networking
- Affective-related
  - Efficacy
  - Emotional Support

17

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Learning from buddies

– Knowledge, Skills, Networks

I learnt some new digital skills, such as using MS Teams

The gap between level 4 and level 5 can be experienced as quite daunting, by some students including myself

Developing listening skills/need to be ‘tuned in’ to their

I learned how to give advice, how to signpost people and how to overcome barriers due to current Covid restrictions

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Learning from buddies – Affective-related: Efficacy

Learning that a little encouragement goes a long way

"Surprised myself with how much I know, so I can share this with others" – shows how far we've come

Feel more responsible, feel have to 'role model it' for the new starters

19

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Learning from buddies – Affective related: Emotional

I learnt a lot about myself and how I enjoy helping others

I found a friend; "we are like 2 peas in a pod"

Enjoying the sharing at the group catch ups with the other buddies on MS Teams

Key findings - How did this change their perception of their university experience? Impact on retention & progression?

- All those involved gained huge amount of learning
  - Shows that effort = the reward. Good learning for University life ☺
- Feel invested in by the University; more positive stories
- Feel better supported by the University; more likely to stay
- Those who were buddied will be 'buddies of the future'
  - Twice the return on the investment
- Took some pressure off Module/Course Leaders

Recommendations for Universities

- Make Buddying part of 'the offer'
- Be clear about the purpose; about increasing a sense of belonging, and boundaries
- Embed buddying in the induction/sell the benefits (case studies from prev years)
- Use higher level students to support earlier levels– both parties learn/develop
- **Match buddies where possible by similarity; helps rapport and belonging**
- Think about attaching to a module – to increase direct engagement, to link to employability skills and to recognise engagement/credit bearing
- Ensure training for buddies and expectation session with those to be buddied
- Show differentiation with helpful others; P/Tutors, A Coaches, Course Leaders
- Offer different options for accessibility e.g. face to face, MS Teams, emails etc.
- Have a system for keeping in touch as a group (feel less isolated)

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Recommendations for HRD Practitioners

- Be (more) aware of the need to create space for social interaction
- Develop as part of retention and progression strategies
- Be clear about the purpose and boundaries; use of contracting?
- Embed buddying into other organisational activities/sell the benefits
- Formal process but enough flexibility to let buddies find their own equilibrium
- Use experienced staff to support at all levels– both parties learn/develop
- **Match buddies where possible by similarity; helps rapport and belonging**
- Ensure training for buddies and expectation session with those to be buddied
- Show differentiation with helpful others; Line Managers, L&D/OD Dept.
- Offer different options for accessibility e.g. face to face, MS Teams, emails etc.
- Have a system for keeping in touch as a group (feel less isolated)
- Think about continuing CPD for buddies
- Create supporting resources e.g. handbook to shape the scheme

23

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24

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25

An argument that Organisational Culture, Organisational Learning, and Organisational Leadership are essential prerequisite antecedents to the Dynamic Capabilities Framework

DR. ANDREW COX
University of Portsmouth

Abstract #63

The COVID-19 pandemic and 'climate change' phenomena are major contributors to the extreme levels of environmental dynamism currently challenging the long-term survivability of businesses globally. The Dynamic Capabilities (DC) framework was conceived by the seminal authors (Teece et el) as a method that organisations could adopt to sustain competitive advantage and longevity by continually reviewing and maintaining alignment of their portfolio of capabilities (represented as tangible and intangible assets) with the changing business environment through processes of scanning, seizing and reconfiguration.

This paper presents an argument that in addition to being important components within the DC framework that facilitate the sensing, seizing, and reconfiguration capabilities, Organisational Culture, Organisational Learning, and Organisational Leadership should be considered essential prerequisite antecedents to the DC framework. Central to the argument is the notion that for capabilities to remain dynamic, a vigilant organizational environment that is conducive to continually questioning the status quo, 'letting go' of past decisions, and a readiness to adopt change, is required. In essence, the argument presented in this paper is that these capabilities serve two roles, they are foundational in that they are the means to producing outcomes necessary for the dynamic capabilities process (sensing, seizing, and reconfiguration).

A mixed-methods approach was used to collect data from a cross-section of organisations based in Saudi Arabia. Semi-structured interviews were conducted with eleven purposively selected senior Saudi executives. This qualitative data was thematically analysed to build contextual knowledge and established the relationship that organisational culture, organisational learning, and organisational leadership have as antecedents to the DC framework. An online survey instrument was used to collect quantitative data from a non-probability sample of seventy-five practitioners selected because of their experience, in roles such as management, performance measurement, process improvement, R&D, marketing, change management, and, learning and development.

Despite the study limitations of context and sample size, the implications to practitioners generally, particularly in the management consulting and HRD disciplines, is that organisational culture, organisational learning, and organisational leadership development programmes should be designed to reflect the strong correlations between each, and the causal relations each has with an organisation's ability to sense new opportunities, threats, and risks, make appropriate decisions, and continually realign its asset (tangible and intangible) portfolio with the environment in which it exists. In essence, as antecedents, organisational culture, organisational learning, and organisational leadership are a means to an end in producing the cultural, learning, and leadership outcomes required by dynamic capabilities.

NVivo was used to conduct the thematic analysis of the qualitative data, SPSS AMOS was used to confirm model fit, and SPS 25 was used to confirm causal relationships between each of the

antecedents, and each of the DC process clusters (sensing, seizing, and reconfiguration). The findings confirm the influence that the antecedents, when integrated, have in maintaining capabilities.

Key words: dynamic capabilities, organizational culture, organizational learning, organisational leadership

Paper

Not applicable.

Presentation – An argument that Organisational Culture, Organisational Learning, and Organisational Leadership are essential prerequisite antecedents to the Dynamic Capabilities Framework
Included below.

MIND THE GAP
Bridging Theory and Practice in the Post-Covid Era

The University Forum for Human Resource Development
Annual Conference 2022

Organisational Culture, Organisational Learning, and Organisational Leadership are essential prerequisite antecedents to the Dynamic Capabilities Framework

Practitioner Research Learning and Teaching Research Stream

Dr Andrew Lindsay Cox

1

Agenda

1) *Author's Bio*
2) *Objectives*
3) *What are Dynamic Capabilities (DC)*
4) *Towards a conceptual model*
5) *Proof of Concept*
6) *Conclusions*

Thursday, 27 April 2023 9:54 AM 2

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Author Bio

- ❖ I am a 'late-career' researcher with many years of work experience in Saudi Arabia, Australia, and Papua New Guinea assisting organizations (governments, airlines, oil & gas, and mining & manufacturing) manage complex transformations.
- ❖ 'Problem Solver' & 'Bridge' between industry and academia.
- ❖ I am keen to further my research and would welcome the opportunity to collaborate with practitioners and researchers.

3

3

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Objectives

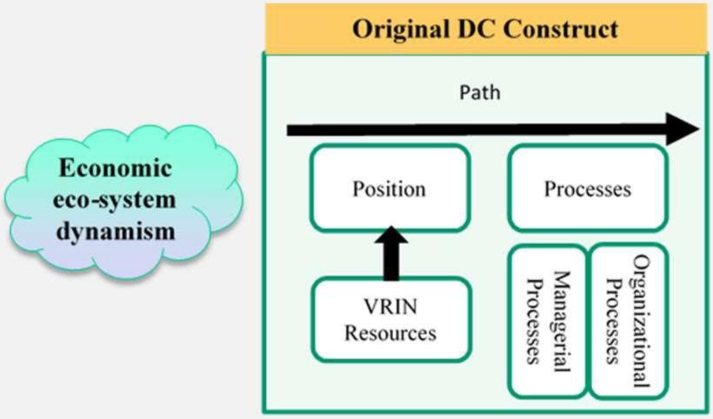
- To test the argument that Organisational Culture, Organisational Learning, and Organisational Leadership are essential prerequisite antecedents to the Dynamic Capabilities Framework

Thursday, 27 April 2023 9:54 AM

4

What are Dynamic Capabilities?

- Survivability
- Often viewed as an extension to the RBV theory
- However, Teece describes it as *'an analytic lens into the activities of organizations'*
- Capabilities = combination of processes and position
- *V – valuable*
- *R – rare*
- *I – inimitable*
- *N – non-substitutable*
- Resources – tangible & in-tangible



Teece, D. J., Pisano, G. P., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, *18*(7), 509–533.

What are Dynamic Capabilities?

Dynamic Capabilities are the capacity of an organization to continually acquire, renew, and/or divest/deploy its resource base (position).

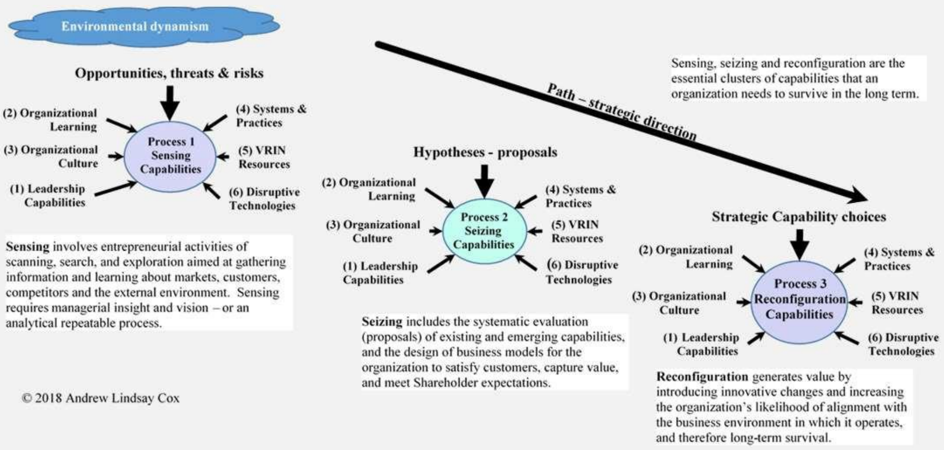
They are not –

- **Ad hoc problem solving techniques and methods.**
- **Creative improvising and "light bulb" moments**
- **Capabilities required to maintain "normal" operations in a stable environment to satisfy existing customers**

What are Dynamic Capabilities?

Sample definitions of dynamic capabilities	Author/s
“The firm’s ability to integrate, build, and reconfigure internal and external competences to address rapidly changing environments.”	(Teece et al., 1997).
“The firm’s processes that use resources – specifically the processes to integrate, reconfigure, gain and release resources – to match or even create market change. Dynamic capabilities thus are the organizational and strategic routines by which firms achieve new resources configurations as markets emerge, collide, split, evolve and die.”	(Eisenhardt & Martin, 2000).
“A dynamic capability is a learned and stable pattern of collective activity through which the organization systematically generates and modifies its operating routines in pursuit of improved effectiveness.”	(Zollo & Winter, 2002).
“A firm’s behavioural orientation constantly to integrate, reconfigure, renew and recreate its resources and capabilities and, most importantly, upgrade and reconstruct its core capabilities in response to the changing environment to attain and sustain competitive advantage”.	(Wang and Ahmed 2007)

What are Dynamic Capabilities?



Revised version of the DC framework (Teece, 2007)

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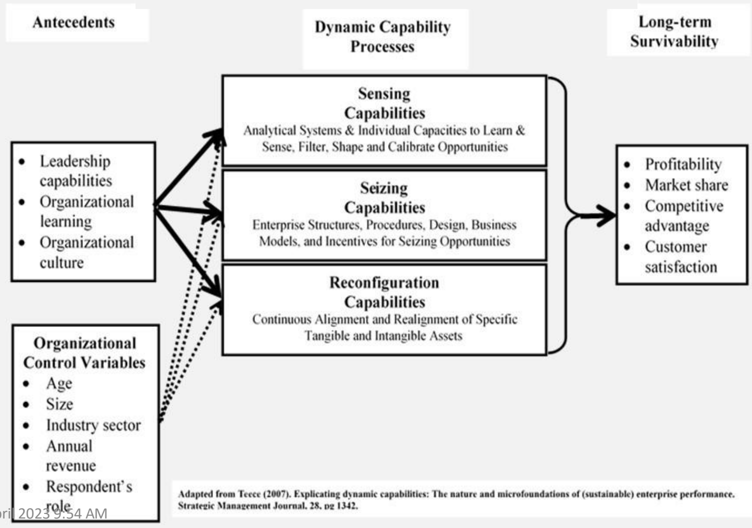
Towards a conceptual model



Adapted from Teece (2007). Explicating dynamic capabilities: The nature and microfoundations of (sustainable) enterprise performance. Strategic Management Journal, 28, pg 1342.

Thursday, 27 April 2023 9:54 AM 9

9

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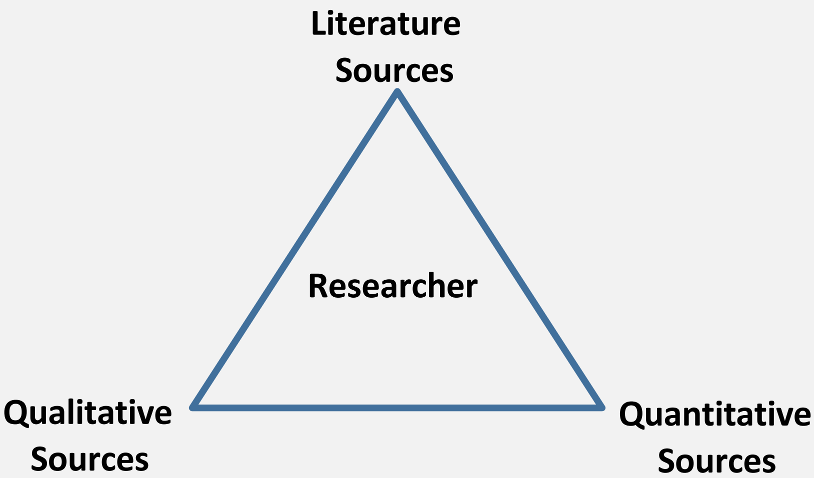
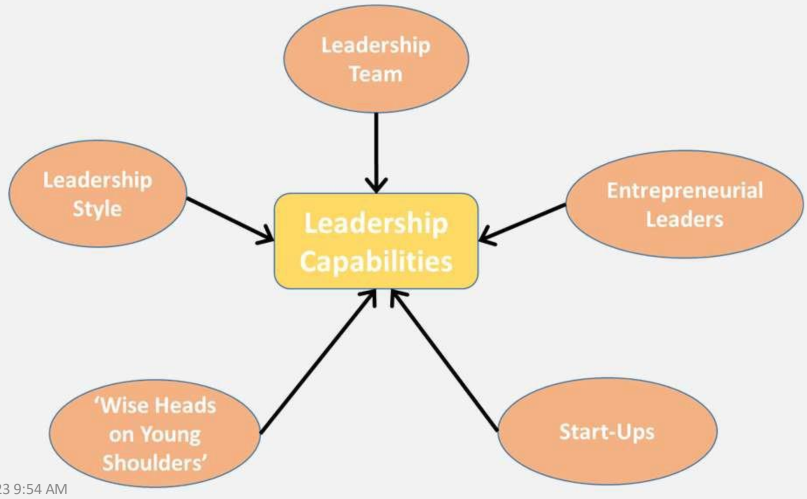
Proof of Concept



Thursday, 27 April 2023 9:54 AM 10

Thematic Analysis

Organisational Leadership



Thematic Analysis

Organisational Culture

Thematic Analysis

Organisational Learning

Thursday, 27 April 2023 9:54 AM 13

13

Quantitative Analysis

Model Fit

	Chi-square	df	Prob. Level	CMIN/DF	GFI	AGFI	CFI	PCFI	PCLOSE	PMSEA
Sensing	53.443	72	.950	.742	.967	.924	1.0	.571	1.000	.000
Seizing	12.250	9	.2	1.361	.957	.866	.986	.422	.324	.070
Reconfiguration	8.720	9	.464	.969	.963	.915	1.0	.600	.603	.000
Organizational Culture	44.787	26	.012	1.723	.880	.792	.954	.689	.061	.099
Organizational Learning	44.964	54	.805	.833	.920	.866	1.0	.692	.954	.000
Leadership	30.182	30	.456	1.006	.927	.866	1.0	.666	.705	.009

Thursday, 27 April 2023 9:54 AM 14

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Quantitative Analysis

Reliability of Scale

Factor	*N*	*M*	*SD*	Cronbach Alpha	Expected Cronbach Alpha
Q8. Measures of competition	7	26.80	4.711	.775	>.7(.886)
Q9. Industry dynamics	4	12.71	3.157	.730*	>.7 (.764)
Q10. Sensing capabilities	10	32.76	6.953	.858*	>.7 (.840)
Q11. Seizing capabilities	8	23.45	5.811	.850	>.7 (.849)
Q12. Reconfiguration capabilities	6	18.47	5.832	.913	>.7 (.823)
Q13. Organizational culture	9	27.67	7.646	.909	>.7 (.870)
Q14. Leadership capabilities	9	27.89	7.965	.927*	>.7 (.912)
Q15. Organizational learning	13	38.68	11.289	.946	>.7 (.965)

* Factor contains items that needed reversing of scores

Thursday, 27 April 2023 9:54 AM 15

15

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Quantitative Analysis

Correlation coefficients

	Variables	Mean	SD	1	2	3	4
1	Organizational Culture	3.0741	.84961	1			
2	Sensing Capabilities	3.2760	.69532	.630**	1		
3	Seizing Capabilities	2.9317	.72634	.513**	.681**	1	
	[illegible] Capabilities	3.0778	.97195	.741**	.688**	.630**	1

N = 75. **. Correlation is significant at the 0.01 level (2-tailed).

Thursday, 27 April 2023 9:54 AM 16

Sheffield Hallam University Knowledge Applied

Quantitative Analysis

Correlation coefficients

	Variables	Mean	SD	1	2	3	4
1	Leadership Capabilities	3.1387	.81372	1			
2	Sensing Capabilities	3.2760	.69532	.697**	1		
3	Seizing Capabilities	2.9317	.72634	.590**	.681**	1	
4	Reconfiguration Capabilities	3.0778	.97195	.795**	.688**	.630**	1

N = 75. **. Correlation is significant at the 0.01 level (2-tailed).

Thursday, 27 April 2023 9:54 AM 17

17

Sheffield Hallam University Knowledge Applied

Quantitative Analysis

Correlation coefficients

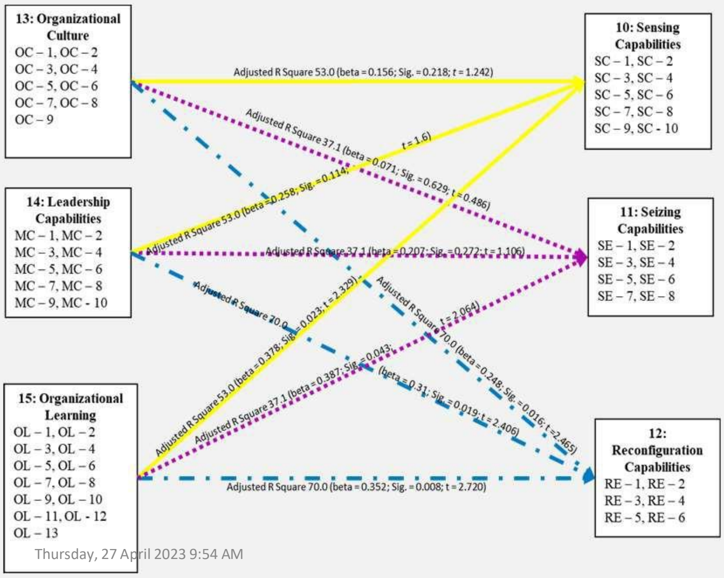
	Variables	Mean	SD	1	2	3	4
1	Organizational Learning	2.9754	.86837	1			
2	Sensing Capabilities	3.2760	.69532	.715**	1		
3	Seizing Capabilities	2.9317	.72634	.616**	.681**	1	
[illegible]	[illegible] Capabilities	3.0778	.97195	.802**	.688**	.630**	1

N = 75. **. Correlation is significant at the 0.01 level (2-tailed).

Thursday, 27 April 2023 9:54 AM 18

Quantitative Analysis

Regression testing



Thursday, 27 April 2023 9:54 AM 19

19

Quantitative Analysis

Regression testing

Dynamic Capability	Organizational Culture	Leadership Capabilities	Organizational Learning
Sensing Capabilities R^2 value .53	B = .156	B = .258	B = .378
Seizing Capabilities R^2 value .37	B = .071	B = .207	B = .387
Reconfiguration Capabilities R^2 value .70	B = .248	B = .310	B = .352

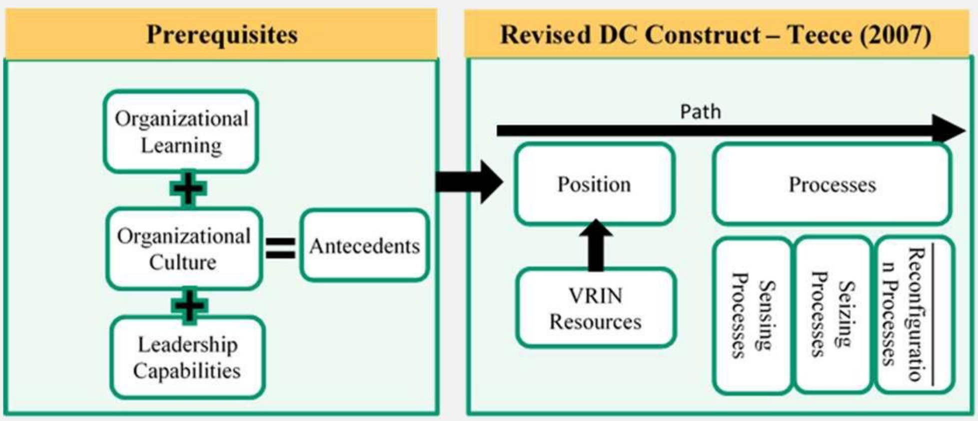
Thursday, 27 April 2023 9:54 AM 20

Conclusion

So what?

Conclusion

An Extended Framework?



ers and Non

Teacher

Conclusi

	Antecedent	Sensing	Seizing	Reconfiguration
Organisational Culture	A stable organizational culture will foster collaborative and collegial workplace behaviours that will facilitate information sharing and lead to shared commitments, acceptance of new ideas and innovations, and foster a willingness to change	Encourages discovery beyond existing technologies, markets, and problem-solving methods. Encourages the exchange of ideas among employees without fear of reprisals for threatening the status quo.	Encouraging the adoption of new ideas will facilitate constructive consensus on investment decisions and avoidance of 'program persistence' and 'success traps'.	A collaborative and collegial environment of trust will lead to higher commitment to change and effective coordination of change across boundaries.
Organisational Learning	Organizational learning involves rational and focused investments of time and funds in a mix of learning activities. How an organization creates knowledge, accumulates knowledge, and renews knowledge. Processes for retaining tacit knowledge, maintaining the corporate 'body of knowledge' repository, and disseminating knowledge.	Goal-based learning processes are more likely to satisfy the knowledge requirements of an organization. Determining sources of new knowledge (internal or external), who should collect new knowledge, knowledge sharing and, discovering changing customer requirements and new opportunities.	Processes that provide the knowledge and capabilities necessary to support fact-based and unbiased decisions, and a 'change' culture that facilitates open challenges to current business processes, organization structures, business models, and practices and procedures.	The accumulation of knowledge gained from past experiences and the integration of new knowledge into organizational capabilities.
Organisational Leadership	Cognitive capabilities, entrepreneurial orientation and cultural awareness are central to the antecedent leadership capacities of DC	Innovation-conscious and entrepreneurial leadership that can effectively manage the continual scanning for opportunities that lead to the creation, modification, or replacement of resources.	Strong leadership capabilities to counter the dysfunctional inertia and anti-innovation bias of existing structures, established practices, decision rules and resource allocation processes.	Leaders need capabilities to manage risk, uncertainty and counter anxieties associated with changes to practices and procedures.

23

Conclusion

- The antecedents are foundational capabilities (processes) that exhibit a level of stability or predictability and repeatability, but they need to be capable of facilitating the building of new capabilities.
- The outcomes reflect the level of environmental dynamism
- Developmental programs should be holistic to achieve the accumulative benefits.
- The collective sum of all three antecedents to dynamic capabilities is greater than the individual contribution of each.

Thursday, 27 April 2023 9:54 AM

25

Merging a purpose-built case study with game-based learning to develop workplace durable skills.

MR. JAMES LEINSTER
Nottingham Business School

Abstract #73

The purpose of this paper is to present the findings from a small study looking at the development of 'durable skills' of HR students in a UK Business School. Data was collected over three years using a questionnaire that contained both open and closed questions. Employers state that graduates leaving business schools are lacking or have a gap in the skills required for on-the-job (Seoane and Alvarez, 2010; OECD, 2016; ISE, 2018; Winterbotham et al, 2018). In 2018, Bloomberg surveyed 200 senior-level individuals, 100 each in academia and business, focusing on four primary themes: Preparedness, Skills, Collaboration and Planning, the results were: In Business, 65% reported graduates unprepared in some way; the most significant area in which graduates were lacking was in 'soft skills' 34%. In Academic institutions, 56% reported graduates unprepared in some way; the most significant area in which graduates were lacking was in 'soft skills' 44%.

The D2L (2019) report, suggests that the current systems of learning (including Higher Education) are not adequately addressing the durable skills needs of all students. It issues a challenge to Higher Education, to develop student durable skills, not just for now, but for the future. Durable skills are the cognitive and non-cognitive skills necessary to engage in, interact with, and adapt to any work environment (D2L:3) Durable skills include critical thinking, creativity, adaptability, emotional intelligence, and global competencies.

The research question that framed this study was: how can we develop 'durable' skills when most students find them boring to do? To narrow the skills gap, a global case study was designed incorporating elements of game mechanics with the aim of focusing on those skills as seen by employers as lacking in new graduates entering the workplace (Lowden, 2012). A global narrative based on a fictional manufacturing company with supporting data at regional and global levels was developed. The case study was tested with HR students in Moscow, Russia and Baku in Azerbaijan. An HRD strategy and associated policies were written to bring the case study to life. The rationale for a global narrative was to shine a light on the requirement of having global competencies. The Institute for Students Employers (2018), defines global competencies as "the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development."

This paper will be of interest to delegates who use case studies in their teaching and need a method to use the same case study across different levels of learning. It will be demonstrated how to do this using the case study difficulty cube to support the development of durable skills.

Key words: Durable skills, Case study, Global skills, Case study Difficulty Cube

Paper

Not applicable.

Presentation - Merging a purpose-built case study with game-based learning to develop workplace durable skills.
Included below.

UFHRD Conference 2022 Sheffield Hallam University 8th – 10th June 2022

Designing a case study to develop workplace durable skills.

James Leinster
Nottingham Business School
TILT Practice and Scholarship Group Chair – 'Games in Learning'
Nottingham Trent University, UK email:
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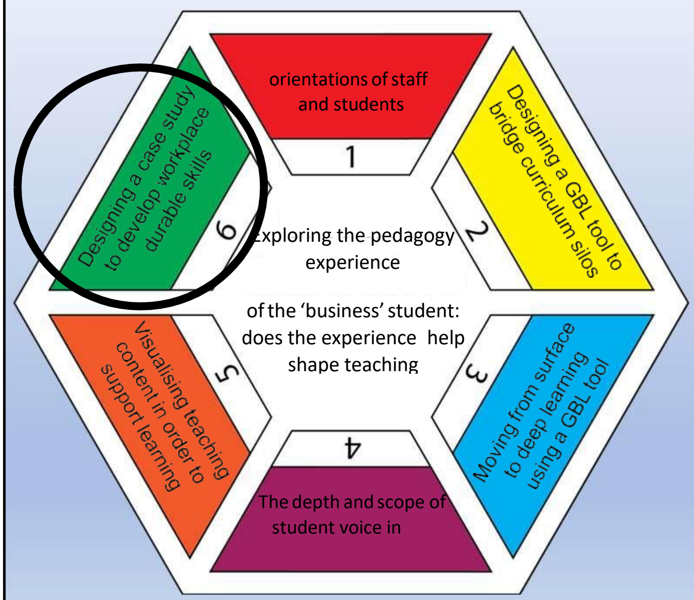
1

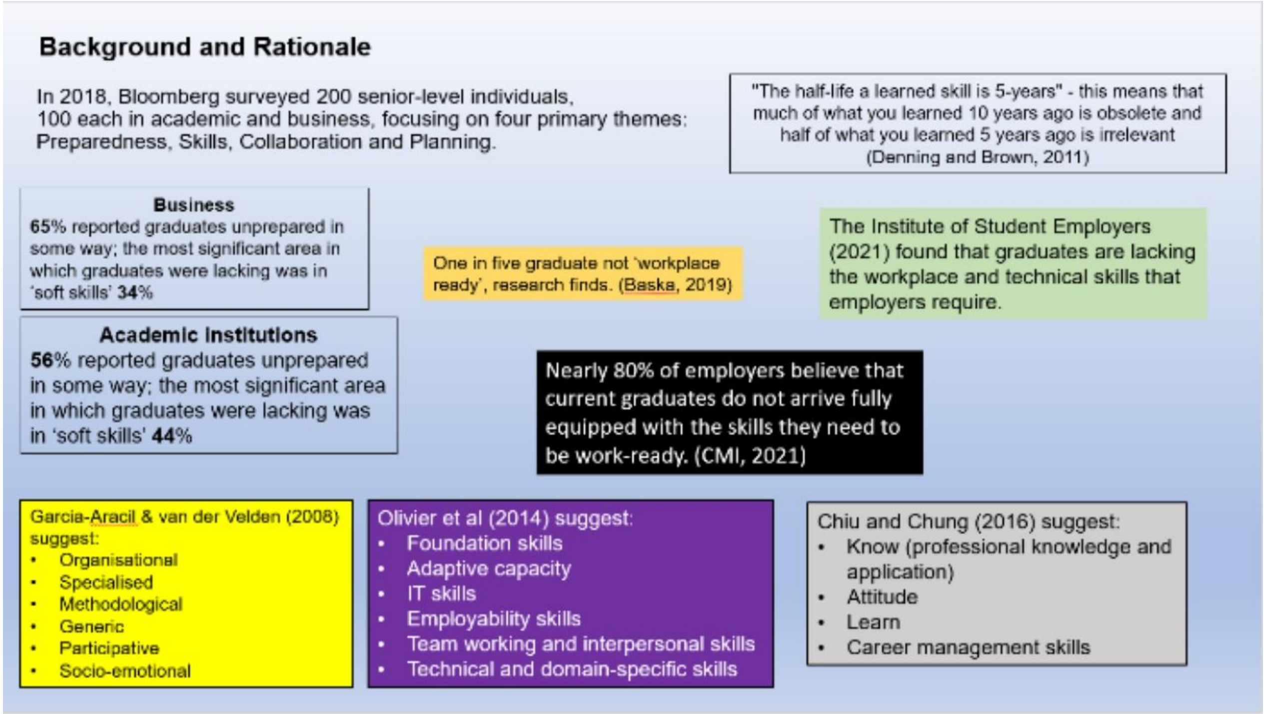
Introduction – This paper sits within a wider project of six papers:



The focus here is based on paper six, which is about developing 'durable skills' of HRM students.

Structure:

- Background and rationale
- The aim and purposes of the project
- The development of the case study
- The case study difficulty cube
- Data collection and headline findings
- Lesson learned and way forward
- Questions



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What are 'Durable' skills?

Durable skills are the cognitive and non-cognitive skills necessary to engage in, interact with, and adopt to any work environment (D2L, 2019:3).

Durable skills include:

- Critical thinking
- Creativity
- Adaptability
- Emotional intelligence
- Global competencies etc.

Global Competencies are defined as: "the capacity to examine local global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development."

The challenge is not new, it's been around for sometime!

The modularization of courses has created a fragmentation of student learning which has resulted in some students thinking is silos due to being taught in silos. This silo approach is not helpful to student learning, and as a result, many students don't consider knowledge and understanding gained in previous modules, there is a danger that scrap learning could occur (Mattox, et al, 2016).

The D2L (2019) report, suggests that the current systems of learning (including Higher Education) are not adequately addressing the durable skills needs of all students. It issues a challenge to Higher Education to develop students durable skills, not for just for now, but for the future.

Using the example of marketing courses, McArthur, et al (2017) also suggest that HE marketing courses are lacking in addressing this issues of workplace graduate with the right skills.

5

The aim of the project:
To develop a case study that meets the learning needs of students at different levels.

Purposes:

1. To provide a platform to facilitate the development of 'Durable' skills by nudging students to think about their professional and work-ready skills and behaviours linked to the CIPD professional standards.
2. To create an environment that has the potential to challenge students to move beyond their comfort zone to their 'stretched' zone.

Skills, knowledge and awareness that we wanted the case study to develop

- Increase general awareness of business acumen
- Appraisal of problems and problem-solving
- Facilitate the movement from surface to deep learning (ebb and flow, waving)
- Being creative with solutions
- Analysis of types of data, and generally understanding of use of data analytics
- Decision-making and self-analysis of the process
- Communications, presentations and listening to alternative positions
- Emotional intelligence within multicultural teams
- Professional development, linked to CIPD professional skills etc

The Design Thinking Process used in the Case Study

Consulted with CIPD professional standards framework, and the wider literature

Empathise

Learn about the target audience (our learners) both national and international wants and needs

Narrowed down what employers and professional bodies wanted/needed?

Define

Construct points of view based on learners' feedback

Brainstorm and come up with creative solutions

Ideate

Identification of skills needing to be used/developed
- Content identified under skills and knowledge

Visualised what were trying to do
- Designed frame for context "Dark" case study

Prototype

Key outcomes based on the target audience and input from CIPD standards and what employers want and need:
- Living narrative – updated to meet world issues
- Context – Global and Local
- Supporting data – Global and Local five Regions
- Flexible deployment, Individual, Group, Small and large
- Different levels of study, e.g., UG, Masters' and E Ed

Four phases of testing and review deployed on HRM UG and Masters' programmes

Test

Phase 1 testing – Moscow, Masters' HRM students
Phase 2 testing – Baku, Masters' HRM students
Phase 3 testing – NBS UG HRM students
Phase 4 testing – NBS Masters' HRM students

7

Alignment of Business Activities

Results

Nottingham Business School

The Newton Group

A unique business case study and simulation that reflects the strategic and practical nature of a global business

Automotive

Oil & Gas

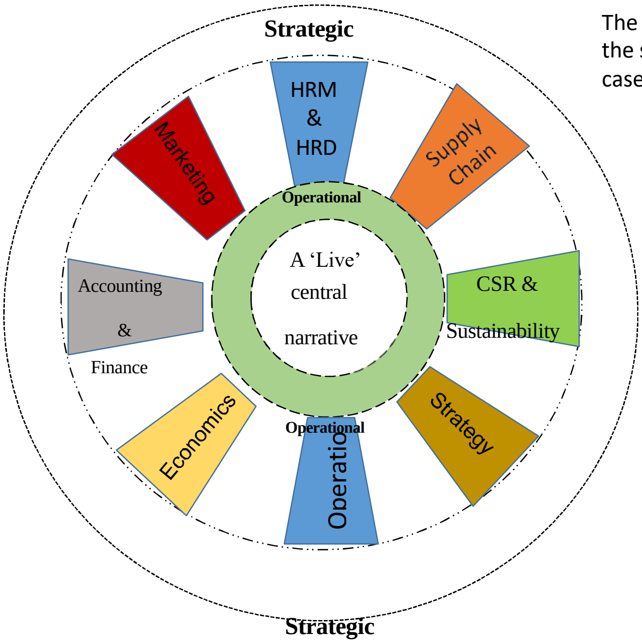
Health (PPE)

The Newton Group has been successfully operating for over 50 years across the world and has a well-earned reputation for quality and service delivery but also caring for the environment and local communities.

The case study simulation is able to consider the following themes:

- HRM Business planning
- Financial planning
- HR & HRD analytics
- Performance Management
- Managing a Global Workforce
- Employee engagement
- Sustainability.
- Marketing and Public Relations
- Risk and Contingency planning and more

This case study and simulation brings the learning experience to life!



The 'wheel' structure represents the strands of topics that the case study can switch between.

The central narrative can be updated as world events unfold. For example:

- 2011 – Tsunami hits Japan, impact on supply chain
- 2014 – Ebola outbreak in Africa, increased production of PPE
- 2015 – Zika virus outbreak in the Americas,
- Increased production of PPE
- 2016 – Brexit vote
- 2020 – Covid-19 pandemic, switch production
- priorities
- 2022 – War in Ukraine, impact on supply chain*

9

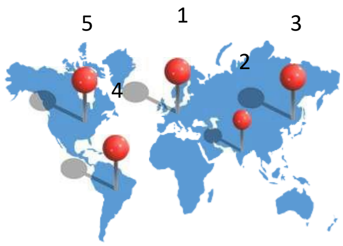
The Newton Group

Headquarters
Nottingham, UK

The Newton Group is one of the world's largest producer of rubber and plastic products for the automotive sector, the oil exploration industry and it supplies hospitals with a variety of products such as rubber gloves and personal protective clothing (PPE). It has sales of products to the following sectors:

50 per cent to the automotive industry. (Share of total global market 60%)
40 per cent to the health sectors worldwide. (Share of total global market 55%)
10 per cent to the oil industry. (Share of total global market 25%)

Global footprint - 5 regions



Region 1 - Western Europe - Main activities:

Global Head office in Nottingham, UK
(**15,000 employees**) and in Munich, Germany (**5,000** employees)
Main manufacturing, global distribution
Research & Development (R&D)

Region 2 – India - Main activities:

Manufacturing and Distribution (**15,000 employees**)

Region 3 – China and Japan - Main activities:

Manufacturing and Distribution (**18,000 employees**)

Region 4 – Brazil - Main activities:
Manufacturing and Distribution (**6,000 employees**)

Region 5 – North America - Main activities:
Manufacturing and Distribution (**3,000 employees**)

Data examples that students work with

Region 5 (North America) – Technical Graduates Recruited (2011 to 2019)												
Intake Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018***	**2019***	**Totals**	**Direction of travel**	***Percentage + or – within last two years**
Total recruited	134 (65F)	17 (8F)	19 (9F)	80 (37F)	75 (38F)	35 (15F)	50 (27F)	40 (19F)	38 (17F)	450	↘	Decrease of 5% (2014 to 2015)
Number leaving the company within 1 year of joining	3 (1F)	2	2	20 (7F)	22 (6F)	7 (2F)	4 (1F)	2		60	↘	Decrease of 50% (2013 to 2014)
Number staying within entry grade (I-H) after 3 years	111 (50F)	10 (1F)	16 (5F)	49 (20F)	49 (15F)	25 (8F)				260	↘	Decrease of 48.98% (2011 to 2012)
Number moving into grades E- G at the end of the 3 years	20 (8F)	5 (3F)	1	11 (4F)	4 (1F)	3				44	↘	Decrease of 25% (2011 to 2012)

Note: F = Female

Non-technical graduate retention rates for the period 2011 - 2019 for The Newton Group).

Note: Non-technological graduates are taken on to the 'Graduate scheme' for 3 years, at the end of which a decision is made on the graduates career prospects with the Newton group.

HRD 'Global' Survey data

HRD survey results by question	**Benchmark score**				**Direction of travel**			
	2016	**2017**	**2018**	**2019**	**2016**	**2017**	**2018**	**2019**
I am able to access the right learning and development opportunities I need to	63%	55%	54%	58%	↗	↘	↘	↗
Learning and development activities I have completed in the past 12 months have helps to improve my performance	51%	48%	46%	48%	↗	↘	↘	↗
There are opportunities for me to develop my career in [my business area]	39%	28%	31%	35%	↘	↘	↗	↗
Learning and development activities I have completed while working for [my business area] are helping me to develop my career.	44%	41%	40%	40%	↘	↘	—	—

Data collection methods

- End of module washup, using a "blank slate" approach posing general questions on using the case study
- Student feedback via end of module evaluation (qualitative and quantitative)
- Used questionnaire using the elements of the case study difficulty cube (qualitative and quantitative)

Themes emerged from the data
Phase 1 testing – Moscow, Russia – PGD/Masters' HRM students (Part-time)
- Wanted more data to increase the complexity of the case study
- Looking for tools that they could take away
- They liked the teaching approach from previous modules

Were working in HRM positions

Phase 2 testing – Baku, Azerbaijan - PGD/Masters' HRM students (Part-time)
- Wanted more supporting narrative aspects of the data, and general business
- Wanted more links to developing their personal skills module

Were working in HRM positions

Phase 3 testing – NBS UG HRM students
- HRD topic was 'new' and challenging but some indicated it's 'Fresh' – stretched some of them in terms of sub-topics
- Highlighted that they were not data-savvy
- Provided a dichotomy of 'soft' and 'hard' skills

context

- Business 'pitch' should attract marks towards final module marks

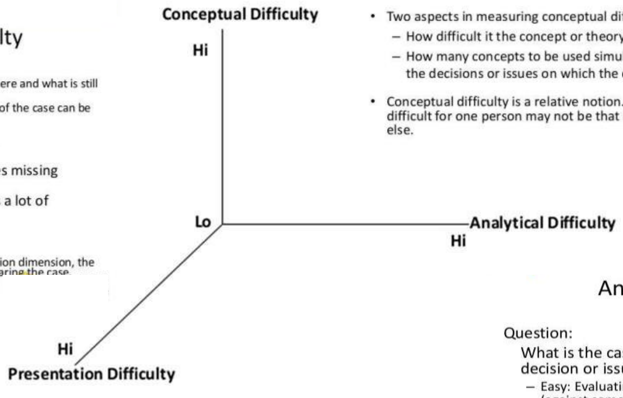
Phase 4 testing – NBS Masters' HRM students
- The case study was challenging in terms of data analysis (highlighted a 'real weakness' in data analytic skills)
- Business 'pitch' should attract marks towards final module marks

The Case Difficulty Cube
Mauffette-Leenders *et al* (2007)

Presentation Difficulty

Question:
What is really important and relevant information here and what is still missing?

- The degree of difficulty related to the presentation of the case can be increased by the following five points:
  - Short becomes long
  - Well-organized becomes disorganized
  - Available relevant information becomes missing relevant information
  - Little extraneous information becomes a lot of extraneous information
  - Multi format.
- The greater the degree of difficulty in the presentation dimension, the longer the participant needs to spend time on preparing the case



Conceptual Difficulty

Question:
What theories, concepts or techniques might be useful in the understanding and/or resolution of the case situation?

- Two aspects in measuring conceptual difficulty:
  - How difficult it the concept or theory in or of itself?
  - How many concepts to be used simultaneously to address the decisions or issues on which the case is focused?
- Conceptual difficulty is a relative notion. What may be difficult for one person may not be that difficult for someone else.

Analytical Difficulty

Question:
What is the case reader's task with respect to the key decision or issue of the case?
- Easy: Evaluating the decision that has been made in real life (against some theoretical criteria).
- Medium: Alternative decisions provided, yet generating additional alternative is advisable. Evaluate all alternative against specified decision criteria, make a decision, and to develop an action plan.
- Difficult: Decisions that needs to be made is not identified.

This allows the manipulation of the case study for different target audiences e.g. UG, PD and Ex Ed

13

Data was collected from final year BA (Hons) students on their experiences of

using the case study. The headline findings revealed:

Mesny (2013) argued that one of the key limitations of using a case study approach is a lack conclusive evidence regarding the effectiveness of the approach.

Students were asked to list what skills they had developed by using the case study	
Hard skills were developed	Soft skills were developed
Data analysis Problem identification Producing solutions Evaluating data/information Excel skills Report writing Adapting Prioritising Planning Working to deadlines Awareness of wider business issues Filtering information Real-world application Needs analysis Evaluation Pitching solutions Interpretation of data and getting agreement	Team/Group working Decision-making Communication Working in a multi-cultural team Managing people Time management Problem-solving Presenting Leadership Confidence Thinking Stress management

Students were asked to respond to questions like below:

(a). **Too short** – not enough details to answer the questions
(b). **Just right** – a reasonable amount of text to read/consider in the time

Dimensions are taken from the case study difficulty cube

Cohort and response rate	**Cohort A N21/43 (49%)**	**Cohort B n16/34 (47%)**	**Cohort C n22/36 (61%)**
Dimension 1 Conceptual or theoretical	Level 2 Medium (About right)	Level 2 Medium	Level 2 Medium
Dimension 2 Presentational	Level 2 Medium (Not Increase in extraneous info)	Level 2 Medium	Level 3 High More time is needed to read and sort data etc
Dimension 3 Analytical	Level 2 Medium (Level most commonly found in classes)	Level 2 Medium	Level 3 High This degree of analytical difficulty requires a lot of work

Lessons Learned and looking forward

- Extracts from some of the students across all three cohorts indicated that they felt ‘out of their comfort zone’ when working with data, and more time should be allocated to absorb the information
- More time for ‘reflection’ on knowledge and skills development
- Students had to reflect on their learning journey at NBS in another module, many used the engagement with the Newton Group case study as an ‘event’ to reflect upon.
- Teaching must be familiar with the case study and associated data

Looking forward

- Keep developing the case study
- A commercial company is interested in working with me to develop it into a digital simulation

Thank you for listening and any questions?

15

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The Erasmus programme and the development of human capital in Portugal

MS. DIANA SOFIA DE PINHO E COSTA
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DR. EDUARDO TOME
Universidade Lusofona de Humanidades e Tecnologias e Universidade de Aveiro GOVCOPP

Abstract #81

The world is constantly evolving perhaps this is why the need for mobility is imperative (Adey, 2006). Mobility is an indication of opportunity (Maasoumi, 1998) and is not a recent reality since movements, in response to population growth, climate change, and economic needs, have existed since primordials times (Castles, 2000). Education is such a relevant sector that some consider that the 21st century will eventually be called the century of education (Altbach & Teichler, 2001). There has been a significant increase in the number of students enrolled outside their country of citizenship, from 0.8 million in 1975 to 4.1 million in 2010 (OECD, 2012).

In Europe, the largest mobility program is the Erasmus program (Sigalas, 2010). The fostering and growing importance of the program is due to the world being increasingly globalized, in economic, social, and political terms (Brown & Lauder, 1996). In other words, the Erasmus program benefits from globalization and contributes to it.

According to the human capital theory, developed by Becker (1975), individuals make rational choices regarding investments in their human capital, i.e. people consider whether or not to invest time in their education, training, and/or experiences (Wayne et al., 1999). Therefore, an individual, organization, or country invests in Erasmus because expects the benefits of that investment to outweigh its costs.

This working paper aims to study participation in the Erasmus program as an integral part of people's human capital development through a systematic literature review, a qualitative and a quantitative study. To ensure that all participants of this program are involved, the interviews and questionnaires will be segmented: students, teaching staff and non-teaching staff. In order to gauge how this participation has promoted their personal development and, consequently, their employability, especially in a post-Covid era. Is this experience a crucial factor in the moment of recruitment?

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Keywords:

Paper

Not applicable.

Presentation – The Erasmus programme and the development of human capital in Portugal
Included below.

The Erasmus programme and the development of human capital in Portugal

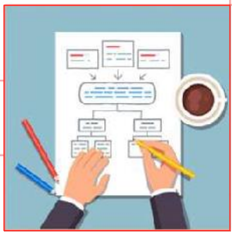
Diana Sofia de Pinho e Costa The University Forum for Human Resource Development Annual Conference 2022

1

Universidade Europeia

Brief Introduction

- Author
- Purpose of the study



Thesis Structure

- Literature review
- Qualitative study

Developments up to now

- Literature review:
  - Mobility
  - International Mobility
- Plan and discussion

Main Bibliographic References

2

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Universidade Europeia, Lisbon

2017-2018

Erasmus + Programme (5.0/5.0)

The Academy of Hotel Management and Catering Industry, Poznan, Polónia

2015 – 2018

Degree in Tourism (16/20)

Universidade Europeia, Lisbon

Previous conferences:

- 27th conference of ERECO-PGV
- 3rd International Conference on Tourism Research ICTR - 2020

Future conferences:

- TAKE Conference - The Multidisciplinary Conference on Intangibles

3

3

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The Erasmus programme and the development of human capital in Portugal

The purpose of this paper is to study participation in the Erasmus+ programme as an integral part of the human capital development of those involved.

An individual, organization or country embarks on an investment such as Erasmus since it expects the benefits of that investment to **outweigh** its **costs**. And, in this sense, the Erasmus programme should be considered an

4

Thesis Structure

Research Question:

How does participation in the Erasmus programme influence the development of human capital?

In order to answer this question, the thesis will be divided into three parts:

1. Literature review
2. Qualitative Study
3. Quantitative Study

These studies are motivated by the constant emphasis on the importance of the Erasmus programme, its continued growth and, consequently, its benefits for the employability of participants (European Commission, 2020).

Thesis Structure

So far, studies on the impact of Erasmus on Human Capital have been carried out, for example on the following topics:

English language skills (Simonova & Kostolanyova, 2020), employability (Soares & Mosquera, 2020), intercultural communication and language learning (Chirodea & Toca, 2012; Kurnaz, 2020; Užpalienė & Vaičiūnienė, 2012), reducing prejudice

The theoretical model, which will be developed and applied in the thesis has the following format:

Globalization → Human Capital → ERASMUS *Program* → Human Capital Development → Consequences for individuals, organizations and society

Why this topic?

The relevance of this topic will be justified in two ways:

Theoretical Importance ↔ Pratical Importance

Apart from the ERASMUS programme, there is not much information about other short-term mobility programmes (Rivza & Teichler, 2007).

The fact that participants in the ERASMUS programme have increased makes further research on this topic necessary (González et al., 2011). There is a lack of qualitative

Table 1 Results presented in Google Scholar

Concept	Number of Results	Search Date
Erasmus program	371 000	10/05/2022
European erasmus program	307 000	10/05/2022
Human Resources Development	7 920 000	10/05/2022
Employability	430 000	10/05/2022

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Why this topic?

Importance of the study, at a **pratical level**:

All conclusions about students who undertake mobility, under the ERASMUS programme, are extremely important for HEIs (Monteiro & Pereira, 2016).

- International Offices can build on this work to create strategies to promote participation in Erasmus. This promotion becomes crucial because participation in this program can increase partnerships with diferente universities and improve their rankings. It enables the development of appropriate strategies to improve their destination image and increase the efficiency of their campaigns (Kosmaczewska, 2020).

- From the companies' perspective these studies will be fundamental because they will be able to identify which workers are more employable and perhaps have a higher work engagement and commitment, and according to Bakker and Demerouti (2008) these are the workers who perform better.

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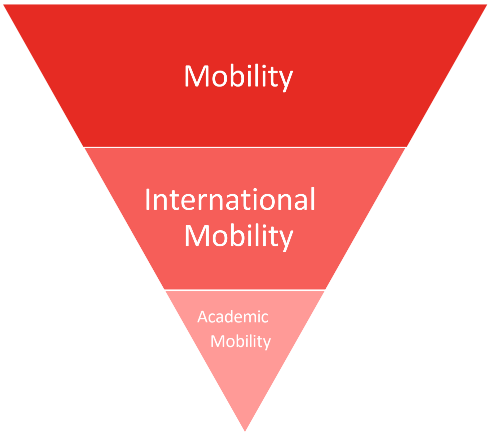
Literature Review

Mobility

- The world is constantly evolving perhaps this is why the need for mobility is imperative (Adey, 2006).
- Mobility is an indication of opportunity (Maasoumi, 1998) and is not a recent reality since movements, in response to population growth, climate change, and economic needs, have existed since primordials times (Castles, 2000).
- There are different types of mobility:
  - Transport Mobility;
  - Geographical Mobility;
  - Labour Mobility;
  - Emerging Mobility (encouraged by COVID).



Literature Review

International Mobility

International mobility implies a physical transition, across borders (Cerdin & Le Pargneux, 2014)

A global manager is an individual who has a long-term international career but does not stay long in the same destination (Suutari, 2003).

Brain drain has been characterised by Beine et al.

(2008) as the international transfer of resources, in the form of human capital.

The main benefits of this mobility are ambition and the belief that one will have career advancement (Miller & Cheng, 1978) and the fact that this is a mode of learning and development (Suutari, 2003).

The main barriers are access to political rights, healthcare, culture, education, housing, language, labour market, among others (Pereira, 2012).

International Mobility:

- ❑ General case
- ❑ Personal Characteristics
- ❑ Global Manager
- ❑ Brain drain
- ❑ Reasons for International Mobility
- ❑ Benefits of International Mobility
- ❑ Barriers to International Mobility
- ❑ Period After International Mobility

Literature Review

Academic International Mobility

General Case | Students | 3

- Tacit and Explicit Knowledge
- Choice of Destination and Institution of Higher Education

Thursday, 27 April 2023 9:54 AM

- General case
- Personal Characteristics
- Reasons for the AIM
- Benefits of the AIM
- Barriers to AIM

Period After the AIM[23]

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Student Academic International Mobility[24]

Topic	Author(es)	Concept
Reasons for Mobility	Monteiro and Pereira (2016)	Altruism Increased knowledge Finding a new adventure Seeking experience Seeking relaxation Seeking new stimuli Social relations (friendship)
Benefits for Mobility	Findlay et al. (2006)	Association with better employment prospects Increased independence Increased maturity Personal development Increases confidence
Barriers to Mobility	Doyle et al. (2010)	Integration difficulties Drugs and other influences on anti-social behaviour High direct costs Failure to meet course objectives Failure to meet expected study cycle costs Failure to get a suitable part-time job Missed opportunities at source destination Visa restrictions and frequent visa changes Family breakdown

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Teachers and Non Teachers Academic International Mobility

Topic	Author(es)	Concept
Reasons for Mobility	Ackers (2005)	Personal development associated with travel and experience of another culture Better research environment Better living conditions Better salaries Career development opportunities
Benefits for Mobility	Cañibano et al. (2008)	Broaden your perspectives Establish new networks Improve your skills
Barriers to Mobility	European Commission (2008)	Difficulties in getting funding Lack of recognition of the mobility experience, Quality of life issues: housing and family life Immigration rules Health care insurance

13

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ERASMUS PROGRAMME

- The ERASMUS programme, which is at the heart of the Bologna Process (González et al., 2011), was founded in 1987 (Altbach & Teichler, 2001) (Rivza & Teichler, 2007), with around 3250 students from 11 countries 6 (Mizikaci & Arslan, 2019; Van Mol, 2014). Since its inception it has been evaluated through a substantial number of studies (Teichler & Janson, 2007).
- Erasmus is a program, generated by the European Commission, for short-term mobility of students and university staff (Dineen, 1992) (Rivza, & Teichler, 2007), which contributes to self-sustaining integration (Sigalas, 2010). It is considered the driving program of European mobility (Teichler, 2001) and is at the same time famous for being a "success story" (Rivza, & Teichler, 2007). Not least because it is currently the most celebrated program (Papatsiba, 2005).

Figure 1 Evolution of the Erasmus programme in Portugal Source: European Commission (2020)

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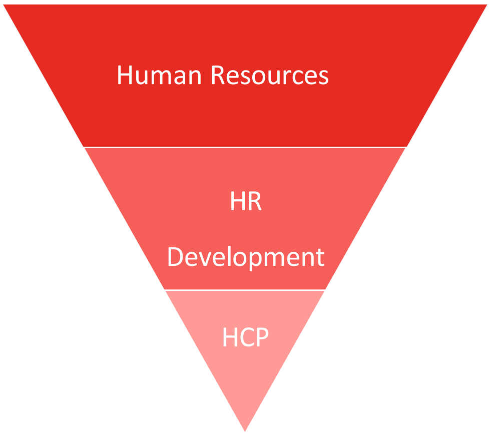
Literature Review

Human Resources Development

Human Capital Development

- We live in a world that is increasingly characterised by the globalisation of product markets and consequently human capital is increasing its importance as a resource that provides a competitive advantage for organisations (Wright & Kehoe, 2008).



15

15

Human Resources Development and Human Capital Development

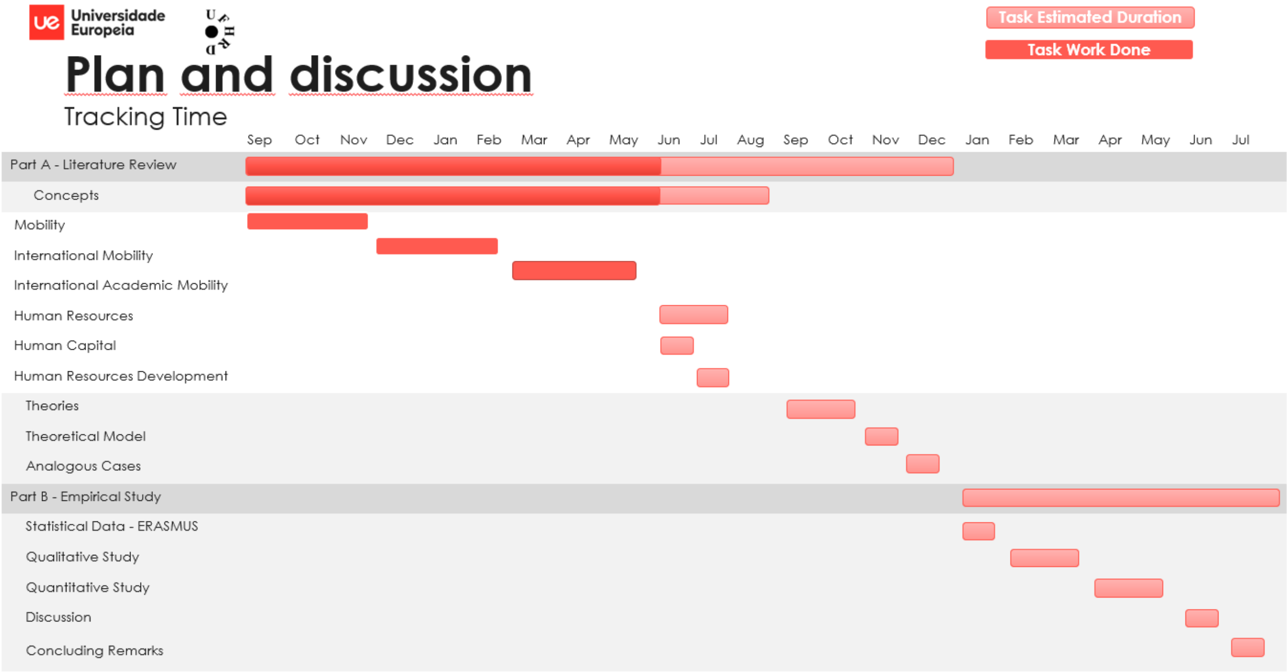
Human capital development is all activities carried out at or in relation to the workplace with a view to making individuals more competent (McGuire, 2012).

- Leadership skills
- Strategic thinking skills
- Ability to manage change
- Communication skills
- Capacity for intercultural dialogue and foreign languages
- Organizational commitment and work commitment

16

Plan and discussion

Tracking Time



17

Empirical Study

Qualitative Study (Interviews)

The aim is to study a representative sample of the population, since, the population is very voluminous and unreachable (Quivy, & Van Campenhoudt, 1992).

20 students (10 public and 10 private institutions)

20 teachers/researchers (10 public and 10 private institutions)

The scripts to be developed based on the literature review and the specificity of each group

The aim of this study is:

- Confirm if, in the Portuguese case, there is any aspect different from what was indicated in the literature review or if we can use the information collected.

Quantitative Study (Questionnaires)

Storage and analysis tools: Microsoft Excel and IBM SPSS software.

According to Bryman, Cramer, de Barros, Lopes, and de Lima (1992) this is the most widely used statistical analysis programme in the Social Sciences.

The aim of this study is:

- To conclude how Erasmus has contributed to the development of the human capital of those involved. If the development is confirmed, it may also have important consequences for the individuals, organisations and societies involved.

18

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The Erasmus programme and the development of human capital in Portugal

The University Forum for Human Resource Development Annual Conference 2022

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 19

From change project to conflicted identities: reflections on a practitioner led study in Higher Education

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Abstract #83

This paper will outline a practitioner-led change project that developed into a wider study exploring some of the ways that academics live with multiple identities and accountabilities. The paper will be of interest to those exploring professional and academic identities but may also be helpful to change managers.

In order to facilitate an institution-wide portfolio review, the lead author was tasked with delivering a risk-based and responsive approach to programme design, approval and review. Mindful of the potential criticisms of practitioner-led research (Fleming, 2018), she convened a research group with expertise in management research and teaching enhancement and including a full-time teaching and research academic to recruit and interview participants.

Given that several cohesive groups would need to be involved in the new programme process, Haslam and Reicher's Social Identity Approach was used to identify and build on areas and practices important to each and to establish shared goals. This focused on reflecting on valued practices, representing these in the change and providing the opportunity to realise them (Haslam & Reicher, 2016).

The initial sample comprised of Heads of Schools, Heads of Services, Student Union representatives, Senior Managers, members of the governing body and programme leads (N = 12).

Research questions focused on:

- the perception of the change (portfolio review) and
- aspects of developing, approving and reviewing teaching that were valued

In terms of findings from the "reflecting" phase, we will describe areas that were valued by members of groups and discuss some areas of commonality. We incorporated practices reflecting these into the new system which was presented to participants for consultation during phases of "representing" and "reflecting". Feedback on the new system and other indications such as throughput and an independent audit have been positive.

While participants from professional and management groups articulated a clear identity and position in relation to the change, academics struggled to construct acceptable versions of themselves as teachers, researchers, employees, and socially-situated actors in the face of a range of ongoing pressures. A further 10 interviews with academics were used to explore these tensions.

A number of studies have explored conflicts in professional identities or struggles to articulate identities in relation to new, liminal or stigmatized work. These accounts have also assumed that people seek to create unified accounts of themselves. In contrast, Beech and colleagues (2016) propose a concept of self-questioning identity work that consciously accommodates ongoing tension and may use it as motor for creativity (Beech, Gilmore & Hibbert, 2016). We will consider participant accounts of satisfying multiple performative demands using these insights and outline plans for further research around wider issues of academic identity using a self-questioning approach and the associated concept of identity-in-the-work.

The final section of the paper will outline a wider research agenda around emerging or conflicted professional identities in HE particularly in the context of intersectionality and will consider the positive contribution practitioner research can make to the field (Harris & Patton, 2019). The research team invite others to collaborate in further stages of this study.

Paper

Not applicable.

Presentation - From change project to conflicted identities: reflections on a practitioner led study in Higher Education
Included below.

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From change project to conflicted identities: reflections on a practitioner led study in Higher Education

Davies, M., Roushan, G., Williams, N., Clayton, S.

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Setting

- A traditional, non-specialist University
- Strong teaching performance, good/excellent REF, strong NSS 2013-2018.
- Exceptionally settled staff pool

- Sustained downward recruitment spiral 2015-2020
- Senior framing 2020 in terms of disruption: "reposition, realign, rebuild"

The Change

- Externally-lead portfolio review, 2020: categorised courses “at risk”, low recruiting but promising field, high recruiting in shrinking field, high recruiting in growing field.
- University decided that:
  - It would develop a concise core of courses aligned to applicant demand
  - It would consolidate programmes in areas of risk
  - It needed to devise a better understood and more responsive approval and review process
- Tasked with the redesign of the programme review system
- Insider researcher – knowledge of context, awareness of nuance (Fleming, 2018) vs “contaminated knowledge/bias” and Coercion in recruitment and selective participation?
- Team consisting of a senior enhancement academic, a former head of a teaching development centre and a teaching and research academic.

Other members of the team would undertake all participant-facing aspects of the work.

3

Our approach

- Stakeholder mapping is conducted when the change is already determined (Crane & Ruebottom, 2011)
- A number of distinct groups, with different and conflicting interests would need to work together
- Wanted to use groups to help define the new way of scrutinising the curriculum
- Social Identity theory: “Social identities shape thoughts, actions and orientations” (Tajfel & Turner, 1979)
- By recognising identities and championing aspects of value, dialogue can be used to change working practices (Haslam & Platow, 2011, Beech, 2017,
- Haslam and Reicher’s 3-Rs approach seeks to create a shared social identity through reflection, representation, and realization.
  - Reflection(i) ascertaining **what identities and shared goals are important** to people and bring these together
  - Representing: **making decisions in line with the characteristics** of the group/groups
  - Realizing the collective vision often involves **embedding it** through members of the groups

Initial focus and sample

- Those aspects of developing curricula that were important to groups would be identified, built into the change, prioritising areas of consensus. These would be discussed with participants and stakeholders and realised through modified practices.

- What is the perception of the curriculum review?
- What aspects of the process of developing and approving new teaching are valued?
- Is there common ground?

- Initial sample determined by discussion at main T&L forum – sample of 12 across QA, HoS, marketing and planning functions and SU.

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5

Evolving methodology

- Realised the value of an insider perspective (Fleming, 2018).
- Trust, ongoing commitment and "conversations with a purpose" (Burgess, 2005)
- Reviewed ethics so that I could also interview – both sides committed, providing more fluency and depth.
- 15 individuals, 24 interviews
- Thematic analysis, organised around groups – how we will present it today (Braun et al 2014).
- More recent interviews refined groups, concepts informed by the literature (Strauss and Corbin, 2008).

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Findings 2020/21: Reflection

Heads of Service: individual academic interest vs market- fit or innovation. A whole University approach. Data and senior management ownership crucial in programme development.

SU elected officers: Partnership with students defines institution, training student reviewers (2021 and 22), consultation - co-production (2020), expertise in assessment.

Governing body: Most valuable element is the data – sharpens our thinking. Secondly transparency: “no dark corners” Cross-institutional decision making more pragmatic: some programmes will fail, need to plan enough capacity to allow for that.

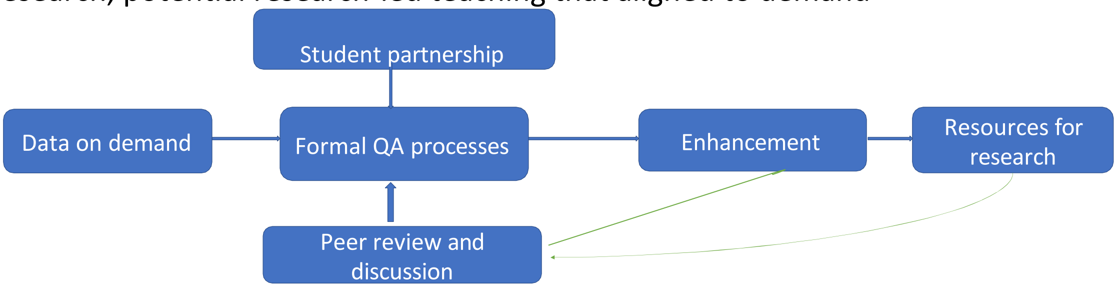
7

Member of Executive: 2020-22

Good foundation in relationships across University

Most valuable elements are use of data in planning, peer and student input throughout.

Continuum between the use of data, QA processes, enhancement – time for research, potential research-led teaching that aligned to demand



Heads of Schools 2020/1

Need for light touch – fast track where possible

Strong commitment to working with students and peer review

Expanding into areas with limited expertise

Expertise of staff needed to be harnessed but not always time to do so

- Restructure from 13 to 9 schools
- New auxiliary roles created for mid-career academics (APVCs, Executive Deans, temporary HoS).
- Most Heads of School interviewed were in interim or fixed term contract roles
- "It's a stretch to say we have the expertise now, but we will have it in place. It's not how I would choose to do things, but we are where we are".

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9

Heads of School 2021/2

Valuable aspects where were other academics pursued issues such as feasibility, resources or staffing

Small core of academics drove the review - difficult to find people willing to take on school-level roles or to lead programmes

Academics are pulled in many directions– own admin, research, increasingly publicising their research and adjunct roles.

Need to protect staff from unrealistic expectations and in some cases from student feedback

Good QA is essential for enhancement "in the good years"

Revered examples of excellent teaching or research in

Schools

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Academics 2021/22

- Most valuable aspect was support from the QA staff and positive tone of communication and meetings.
- Good QA and Enhancement were secondary to academic survival, seen in terms of research but also teaching (good feedback, NSS).
- Had to consider their profiles as part of restructuring
- Multiple accountabilities - had taken on additional school-level responsibilities or adjunct University- level roles.

- *"Being an academic is the polar opposite of how I imagined it. It's not comfortable. That's the problem with talking about QA, it should be fine but it happens in the middle of all these other demands… and most of the time I feel like an impostor anyway. But if something has to give, I'm sorry, but it can't be the research or the teaching."*
- *"I just need the time and space to string some original thoughts together"*

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11

Representing… and realizing

- Feedback through follow up discussions and consultation on the new processes with main teaching and groups and University Executive
- Enhanced valuable aspects of process particularly where there was overlap.
  - New process has a cross university strategic stage based in data, staffing, business plan and strategic fit
  - Academic approval is risk-based to free up academic time.
  - Mid-career academics are more involved, with recognition through HR
  - Peer and student reviewers at all levels albeit in different ways.
  - Enhance reporting to governing body
- Evidence of success? Considerable and sustained increase in capacity. Process cited widely in the 2021 fellowship applications, suggesting positive effects of new panel members.

Identity Struggles

- Heads of School – liminal position, management and academics, and team leaders. People in liminal positions deploy resources to create unified identities (Beech, 2011; Ellis and Ybema, 2010).
- Academics and heads of school – balancing competing demands but express a strong identity around autonomy and creativity. HoS – notion of academic superstars.
- Insecurity and "self-promotion"
- Beech and colleagues 2016 study of musicians in indy bands: analyses musicians' often conflicted attitudes towards a range of work practices and between creativity and profitability. Tension may inherent to the role.

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13

Next Steps

- What are academics' experiences of various core practices? Teaching, writing, research, also administration (QA and student experience)?
- Exploring Knights and Clarke's (2014) focus on the tension between deliverables and creativity
- How are academic identities constructed in relation to core practices?
- How are they inflected/experienced together with by other less-traditional identities? (Harris & Patton, 2019).
- Working class, minority language, migrant backgrounds and (female/non-binary) gender
- Precarity
- Mid-career academics (HoS and teams): competing managerial/academic identities

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New Research Agenda

- Beech, Gilmore and Hibbert (2016), demonstrate the value of understanding ambivalence and self- questioning identity at work.
- Can it be a focus for research? Trust but also potential exploitation (Knights & Clarke, 2014). Do people seek unified identities at work?
- Are tensions in academic identities resolvable or inherent?
- Might these issues be accommodated in a wider definition of “enhancement” (Exec participant)? Performative and like to evidence success.
- How are they experienced in other societies?

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15

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17

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Making Sense Of Failure: An Exploration Of Learning From Lebanese Entrepreneurs

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Abstract #89

Entrepreneur 'start-ups' face a high exit rate in the first years of their establishment (Page and Soderbom, 2015). Yet entrepreneurial guidelines have a bias towards success. This is 'anti-failure'. Whereas, entrepreneurial learning might be enhanced from understanding entrepreneurial mistakes or errors (Cope, 2011). A process which helps entrepreneurs (current, failing, and nascent) to learn from failure may improve more fully future opportunities for success (at the level of institutional and private - accelerators and financers). After all, a dominant concentration on the causes of failure limits thinking from more insightful dimensions, such as, the learning dynamics of the failure experience. Moving away from a predisposition for a 'causation approach' (Cressy, 2006) allows for further investigation into how entrepreneurs learn from failure. This provides additional opportunities to understand any potential impact for future venturing activities (Yamakawa and Cardon, 2015). Cognitive development progressed through causal ascriptions of how entrepreneurs make sense of failure, reflect on their journey, and transform through their experience leads to further learning. Only through an active, engaging, and deliberate learning process then might knowledge from the experience of failure lead to transformation (Fang He et al., 2018).

This paper emerges from a doctoral study which also recognised the necessity for more thorough entrepreneurial research outside the western cultural context. Whilst any cognitive process of failure attribution is under-explored, the field is further under-researched within the context of developing economies, (Fang He et al., 2018). By understanding the dimensions of entrepreneurs' failure in the Lebanese context, this research sought to expand the scholarly practice base through a Doctorate of Business Administration (DBA) inquiry.

Investigating reflections on failure also reveals findings around personalities, and connections established within the wider environment. This may assist entrepreneurs' future ability to deal with any crisis also (Lattacher and Wdowiak, 2020). Informed from views from entrepreneurs experiencing failure, this study considered possible learning processes to formulate a model. The research process revealed that major internal attributions of failure led to the highest forms of learning on the personal (transformative), business (double-loop), and market levels, thus emphasising the role of personal blame and responsibility on enhancing learning outcomes.

From this research, given the importance of learning from failure perceptions for enhancing future ventures and their potential sustainability, practical suggestions for entrepreneurs within the private sector are presented, (Yamakawa and Cardon, 2015) alongside the identification of future opportunities improving survival for other entrepreneurs (Boso et al., 2019). The learning opportunities model provide a foundation to improve the performance of ventures (Yamakawa et al., 2015; Boso et al., 2019). Within the wider marketplace or economy, this might potentially also revitalize the economic contribution of entrepreneurship.

Keywords: - entrepreneurship, failure, Lebanon, entrepreneurial learning

Paper - Making Sense Of Failure: An Exploration Of Learning From Lebanese Entrepreneurs
Included below.

Introduction

Researchers (e.g., Cope, 2011; Yamakawa and Cardon, 2015) have expanded the current knowledge about entrepreneurial failure and attempted to understand more the process of learning from failure on an academic and a practical level. Nevertheless, the majority of entrepreneurial research still focuses on successful enterprises and the learning experiences of successful entrepreneurs, embracing a bias for anti-failure. This has overlooked the fact that failure contexts provide a rich and relevant learning for entrepreneurs (Gong et al., 2009; Laguna and Razmus, 2019).

More specifically, through failure, entrepreneurs enhance the effectiveness of their behaviours and assists in revising their practices, business knowledge, and entrepreneurial skills (Cope, 2011). However, this particular process that transforms the experience of failure into a higher form of knowledge is still under-explored. The current contributions still need to be assembled within a definite system that provides an enriching source for the field of entrepreneurial failure (Wei et al., 2019). Taking into consideration the impact of failure on future entrepreneurial behaviour, it is therefore crucial to explore further the process of learning from failure (Boso et al., 2019).

Learning from failure is argued to not be an automatic process that is initiated after failure (Shepherd, 2003; Lin et al., 2019). It hence necessitates a deliberate initiation by the entrepreneur's curious soul (Pretorius and Le Roux, 2011). This process is thus a function of the sense-making of entrepreneurs that develops causal explanations for the occurrence of failure (Kolb, 1984; Mandl et al., 2016; Fang He et al., 2018). Nevertheless, this process of learning by causally ascribing failure has not been sufficiently explored yet (Fang He et al., 2018), calling for more research into this aspect of learning, mostly at the individuals' level (Ucbasaran et al., 2013; Yamakawa and Cardon, 2015). In responding to this call, this study focused on exploring the causal ascriptions of failure as developed by Lebanese entrepreneurs, and the impact of these ascriptions on their learning process and outcomes.

The entrepreneurs' stock of skills and knowledge is argued to be significantly enhanced through an effective learning process from failure. The individual skills and the business knowledge about business ventures and about the market and ecosystem are suggested to be mostly affected by this learning (Boso et al., 2019). Henceforth, learning from failure represents a critical opportunity for increasing the success rates of future entrepreneurial endeavours (Yamakawa et al., 2015). However, the significance of these outcomes relies on the effectiveness and understanding of the learning process itself and the learning behaviours of entrepreneurs (Lin et al., 2019).

The narration of the critical events that entrepreneurs go through such as the failure (Espinoza-Benavides and Diaz, 2019) identifies the learning process as continuously recurring, through which entrepreneurial identities evolve (Weick, 1995). Entrepreneurial minds have been explored in terms of decision-making and business behaviours from a cognitive approach, yet, the process of learning by these minds still requires a constructivist approach to understand it (Gergen, 1994). Therefore, this study adopted the narrative approach in collecting the stories of entrepreneurs, arguing that the subjective reflection within their discourses of the failure experience provides a more insightful approach (Rae and Carswell, 2000). Narratives allow entrepreneurs to extract meaningful lessons and insights from their experiences (Steyaert and Bouwen, 1997).

2. Main Body of Paper

The literature on entrepreneurial failure has expanded recently, providing a more enhanced understanding of failure and learning. Nevertheless, the attribution approach as a dimension of the learning process as for rationalising failure is still under-explored (Jenkins, 2012) mostly qualitatively in the developing countries (Yamakawa et al., 2015; Lattacher and Wdowiak, 2020). Consequently, this study aimed into exploring the learning process of entrepreneurs through the attribution's perspective and the resulting impact of these attributions on the learning outcomes. To allow for a more insightful and contributory investigation, the nature and dimensions of each attribution was examined as to its individual influence on the learning process and the learning outcomes in the context of a developing country. This study has moved beyond the common investigation of the root factors behind entrepreneurial failure and has therefore accentuated other aspects of failure which is the learning process. Emphasising more on the learning process than on the learning outcomes solely allows a significant addition to the field of entrepreneurial research. Entrepreneurial learning is an experiential process and therefore, it is essential to understand how this learning progresses over the entrepreneurial journey (Politis, 2005). By relying on the attribution theory (Weiner, 1975) in examining the learning process, our study has added to the current knowledge of the sense-making process of entrepreneurs over entrepreneurial failure. The findings have therefore accentuated the need to examine the attributions of failure in-depth rather than simply categorising these ascriptions as internal or external in order to understand more deeply how entrepreneurs learn.

Consequently, the study would have responded to the researchers' call (Yamakawa and Cardon, 2015; Walsh and Cunningham, 2017; Lin et al., 2019; Lattacher and Wdowiak, 2020) in understanding the learning process via the attribution lenses. The detailed analysis of entrepreneurs' reflection on entrepreneurial behaviours and decisions clarified how entrepreneurs ascribe failure, by assigning weights to the dimensions of each attribution, and how can each weight and dimension impact their learning outcomes. Our findings have developed practical implications to policymakers, business incubators, financing organisations, and entrepreneurs that aim to enhance entrepreneurial learning from failure.

3. Background Literature

Key notions of failure, attribution and learning provided the underpinning of the examination progressed within the paper.

Failure

Learning from entrepreneurial failure is a critical topic that requires insightful and further investigation compared to entrepreneurial success. Researching entrepreneurial success assists in confirming current theories and knowledge, while failure represents the need to further extend the current base of knowledge (Cope, 2011). In other words, failure implies that entrepreneurs went through several attempts of trials and errors and failed in managing their businesses. Consequently, failure is argued to represent a significant condition for an effective learning to occur which is also suggested to mould all over again the entrepreneurial cognition and mind (Cope, 2003).

Examining the issue of entrepreneurial failure necessitates first defining the notion of failure and the nature of investigative lenses to be adopted (objective vs subjective). Defining failure objectively implies the quantitative evaluation of the economic capability of the business to survive (Yamakawa et al., 2015). As this study focused more on comprehending the lived experiences of failure by adopting a qualitative approach, therefore, the definition of failure had also embraced a subjective perspective that involved the entrepreneurs' personal expectations and ambitions for the business (Jenkins and McKelvie, 2016). Under this notion, entrepreneurs whose businesses were economically incapable of surviving or failed to satisfy their initial ambitions and objectives were included in the population of interest as failing entrepreneurs.

Attribution

Learning from failure is essentially founded on the entrepreneurs' individual approach for defining and understanding failure (Jenkins, 2012; Yamakawa and Cardon, 2015). Business failure implies an incorrect implementation of business practices and therefore, reflecting on this failure incorporates rationalising it by developing causal explanations (Mandl et al., 2016). This process of formulating causal ascriptions for failure requires a retrospective thinking mechanism on what could have possibly gone wrong and why. Following back to its origin, the attribution theory emerges from the field of social psychology and represents the individual's cognitive process of explaining people and personal behaviours (Martinko et al., 2006). Weiner (1985) has defined the attribution theory according to three main dimensions: the locus of causality (is the reason for failure internal or external to the entrepreneur?), the controllability (is the reason for failure under the entrepreneur's level of control?), and the stability (is the reason for failure stable or does it change with time?). In ascribing failure, entrepreneurs tend to employ these three aspects interchangeably rather than separately, with more weight placed on the locus of causality. More specifically, the internal attributions of failure are argued to be unstable but controllable, whereas the external attributions are considered as more uncontrollable but stable (Yamakawa and Cardon, 2015).

The relevance of the attribution theory resides in its impact on the learning process and the resulting learning outcomes. More specifically, the unstable internal attributions are perceived as favourable, because these attributions provide entrepreneurs with the opportunity to amend their behaviours and cognitive mindset. Consecutively, the learning outcome is suggested to be of a higher level (Cope, 2011), raising the chances for future entrepreneurial success (Yamakawa and Cardon, 2015). The effectiveness of internal attributions on future endeavours is still a matter of intense discussion that requires further research (Lin et al., 2019). Nevertheless, researchers (e.g., Cope, 2011; Mantere et al., 2013; Yamakawa and Cardon. 2015) agreed that internal attributions promote the occurrence of an insightful learning not only at the business level but also at the individual's level. Emotional responses were also argued to be significantly influenced by the nature of attributions developed and would therefore impact the learning process (Cope, 2011). Interestingly, not only negative emotions were expressed in relation to internal attributions, but also positive emotions are found to be revealed by entrepreneurs, highlighting optimism and sense of relief. In contrary, entrepreneurs with external attributions are suggested to recuperate faster emotionally from failure and move forward to engage in subsequent ventures (Eggers and Song, 2015). In other words, these entrepreneurs do not blame themselves for the failure and would therefore exhibit less negative emotions. However, the lack of blame would induce little encouragement to engage in an effective learning process that would ultimately adjust their entrepreneurial behaviours (Yamakawa and Cardon, 2015; Yamakawa et al., 2015). Therefore, researching entrepreneurial failure on the individual's level enhances more our understanding of the impact of failure attributions on the learning process and its outcomes (Mantere et al., 2013).

Learning

Unlike the context of planned learning, learning from entrepreneurial experiences takes the unplanned nature as it occurs continuously throughout the experience and via the means of a thoughtful and deliberate reflection. Entrepreneurs have therefore to reveal an explicit readiness and willingness to learn from the event of failure (Pretorius and Le Roux, 2011). Such learning would allow the re-modelling of business behaviours and decisions for future ventures (Rae, 2013). More specifically, on the business level, learning from failure induces reflecting on the business strategies and tactics adopted and how can these decisions be more informed and effective. Consequently, entrepreneurs would witness a transformation in their knowledge and understanding capacity of the business environment and venturing opportunities (Lin et al., 2019).

The learning process from entrepreneurial failure is suggested to take place across three phases (Cardon and McGrath, 1999). The first phase involves the costs resulting immediately from failure (aftermath costs) and these can be psychological, social, and financial elements. Though failure usually results in a greater level of negative emotions, entrepreneurs still regarded the entrepreneurial experience as an enriching learning episode (Cope, 2011), and an inherent risk of the entrepreneurial career (Politis, 2008). More positively, entrepreneurs did not perceive failure to have a negative impact on their future careers, especially by anticipating the situation failure and grief (Shepherd et al., 2009; Cope, 2011). The second stage encompasses the critical reflection on the event of failure whereby entrepreneurs make sense of the experience and develop learning outcomes from failure. under this stage, entrepreneurs develop causal explanations for their failure which ultimately result in behavioural, emotional, and cognitive outcomes. These outcomes are usually manifested in the last stage, known as the reflexive action, where entrepreneurs implement new mechanisms in pursuing future endeavours. therefore, the success of the last stage relies significantly on the capacity of entrepreneurs in dealing with the first and the second stages (Dias and Martens, 2019).

In summary, the learning outcomes from the experience of failure depend on the failure itself, the resulting costs, and the reflection process of entrepreneurs (Mueller and Shepherd, 2016). when implemented in another entrepreneurial context, these outcomes exemplify the relevance of learning from failure for entrepreneurs (Cope, 2011). Outcomes span over behavioural, cognitive, and emotional layers; however, these levels are usually intertwined and result simultaneously and cooperatively (Ucbasaran et al., 2013; Yamakawa et al., 2015). In other words, “the responsive cycle of individuals involves embracing (cognitively), understanding (emotionally), and responding (behaviourally) to the failure experience” (Dandach, 2021, p. 37). The positive implementation of these outcomes in subsequent venturing activities provide resilient entrepreneurs with greater success opportunities than novice entrepreneurs (Lafuente et al., 2019). These entrepreneurs are argued to develop an enhanced cognition which will be reflected in more effective and informed business strategies (Corner et al., 2017).

Extant research, though limited, has already contributed to the field of entrepreneurial failure by examining the attribution theory and its significance on the entrepreneurial learning. Nevertheless, the process with which entrepreneurs develop causal attributions for failure and its impact on future venturing is yet to be more insightfully examined (e.g., Lin et al., 2019; Wei et al., 2019). Figure 1 below represents the categorisation of the current literature of entrepreneurial failure and learning according to the research approach and research focus.

Figure 1

Classification of relevant literature on entrepreneurial failure and learning

		Research Approach	
		Conceptual	**Empirical**
Research Focus		**Quadrant I**	**Quadrant II**
	Learning Process (sense-making, attribution, reflection)	Minniti and Bygrave (2001); Shepherd (2003); Ucbasaran *et al.* (2003); Cope (2005); Politis (2005); Rerup (2005); Pretorius (2008); Shepherd *et al.* (2009); Shepherd and Haynie (2011); Ucbasaran *et al.* (2013); Coad (2014); Jenkins and McKelvie (2016).	Cardon and McGrath (1999); Zacharakis *et al.* (1999); Rae (2000,2006); Rae and Carswell (2000); Cope (2003); Rogoff *et al.* (2004); Politis and Gabrielsson (2009); Ucbasaran *et al.* (2010); Cardon *et al.* (2011); Pretorius and Le Roux (2011); Ucbasaran *et al.* (2011); Heinze (2013); Mantere *et al.* (2013); Eggers and Song (2014); Jenkins *et al.* (2014); Byrne and Shepherd (2015); Singh *et al.* (2015); Yamakawa *et al.* (2015); Yamakawa and Cardon (2015); Mueller and Shepherd (2016); Nielsen and Sarasvathy (2016); Dias and Teixeira (2017); Walsh and Cunningham (2017).
		Quadrant III	**Quadrant IV**
	Outcomes (emotional, behavioural, and cognitive)	Shepherd (2003); Pretorius (2008); Shepherd *et al.* (2009); Hayward *et al.* (2010); Shepherd and Haynie (2011); Pittaway and Thorpe (2012); Wei *et al.* (2019).	Stokes and Blackburn (2002); Schutjens and Stam (2006); Singh *et al.* (2007); Vaillant and Lafuente (2007); Politis and Gabrielsson (2009); Ucbasaran *et al.* (2009); Cardon *et al.* (2011); Cope (2011); Heinze (2013); Parker (2013); Jenkins *et al.* (2014); Byrne and Shepherd (2015); Mueller and Shepherd (2016); Corner *et al.* (2017); Amankwah-Amoah *et al.* (2018); Fang He *et al.* (2018); Boso *et al.* (2019); Espinoza-Benavides and Diaz (2019); Dias and Martens (2019); Lafuente *et al.* (2019); Lin *et al.* (2019); Liu *et al.* (2019); Nahata (2019).

Source: Dandach (2021)

4. Methodology

This study adopted a qualitative interpretivist approach that collected the narratives of 14 Lebanese entrepreneurs. For a social phenomenon like entrepreneurship, the qualitative approach supported understanding the entrepreneurs' learning behaviours holistically (Shaw, 1999). We argued that entrepreneurs understand their personal experiences through the discursive expression of their past behaviours and practices (Rae, 2004). As a result, the qualitative interpretivist approach supported the subjects of this study (entrepreneurs) in sharing their stories and providing an insightful platform for understanding the learning process of entrepreneurs (Packard, 2017). While collecting qualitative data (narratives), the researchers interacted more closely with the entrepreneurs, in their attempt to understand their personal reflections and attributions of failure (Leitch et al., 2010).

Data Collection

When collecting the data, the researchers followed Elliot's (2005) study and accounted for the episodic phase of entrepreneurial failure during the life of entrepreneurs. However, it is quite important to re-emphasize at this stage that this study did not aim into accurately revealing the actual causes of failure, but it rather accentuated the subjective interpretations of entrepreneurs regarding their entrepreneurial failure (Mantere et al., 2013; Dandach. 2021).

The data collection involved asking the interviewees (entrepreneurs) about their entrepreneurial experience in a flexible and unstructured manner. More specifically, the interviews started with an open-ended question: "Could you please tell me the story of your business and what went wrong to discontinue it?" The flexible structure allowed the researcher to apply a more purposive interviewing for issues raised more than others (Kelly and Howie, 2007), by asking more specifically about the entrepreneurs' behaviours and decisions, following on Corner et al.'s (2017) work.

Table 1

Participants' information

Entrepreneur Code	Industry	Size	Business Life	External Funds	Area
E01	Service	Small	3 years	No	North
E02	Technology	Small	2 years	No	Central
E03	Manufacturing	Small	3 years	No	Central
E04	Technology	Small	5 years	Yes	Central
E05	Technology	Small	4 years	No	Central
E06	Commerce	Small	11 years	No	South
E07	Manufacturing	Small	3 years	No	North
E08	Hospitality	Small	4 years	No	Central
E09	Technology	Medium	7 years	Yes	Central
E10	Service	Small	2 years	Partial	Central
E11	Service	Small	3 years	Yes	Central
E12	Hospitality	Small	4 years	No	West
E13	Manufacturing	Small	3 years	No	West
E14	Service	Small	5 years	No	Central

Data Analysis

The narratives of entrepreneurs generated rich information regarding their entrepreneurial experience, occurrence of failure, discontinuation of business, and emotional and behavioural responses to the failure. Each interview lasted on average between 1.5 to 2 hours, giving the entrepreneurs the comfort to speak about such a sensitive topic (Mantere et al., 2013) The data was analysed over two stages: the holistic narrative analysis, and the categorical content analysis (Lieblich et al., 1998). In narrative studies, it has become more common for researchers to combine narrative analytical approaches rather than selecting one category over others (Robichaux and Clark, 2006).

Before initiating any analysis, the researcher familiarised herself with the data by following Polkinghorne's (1995) work on recognising the plot for each narrative. In our study, all entrepreneurs narrated their entrepreneurial experiences based on the life stage of their businesses (launch, rise, and exit). Identifying the plot of narratives was necessary to understand the chronological order of the story flow and the events that happened in each and accumulated to lead to the ending of the narrative (Polkinghorne, 2007). For the holistic content analysis, the researcher re-storied the narratives of each participant while highlighting the connection between the various elements of each and how it progressed the end of the narrative (Ollerenshaw and Creswell, 2002; Polkinhorne, 2007). Within these re-storied narratives, the focus was to identify the 'what', 'how', and 'who' components for each entrepreneur. Categories were therefore formed from these codes, each being highlighted in a different colour code (Iyengar, 2014). Eventually, a comprehensive re-story of each narrative was formulated showing the structure of each, the connection among the different codes, and the learning implied within each narrative (Polkinghorne, 2007).

Categories were essentially selected for representing decisions, behaviours, or events that influenced the entrepreneurial experience and led to the actual event of failure (Kelly and Howie, 2007). An additional milestone of the categorical content analysis is that it allowed the researcher to compare the various analyses of narratives and identify similarities among the entrepreneurs' interpretations (Earthy and Cornin, 2008). Theoretic notes were written for each entrepreneur, outlining the personal context and peculiarities which were later reflected in the emerging categorical themes (Iborra, 2007).

Table 2

Sample of holistic analysis undertaken to re-story the entrepreneurs' narratives

Raw Story of E07 extract	**Re-storied version of the same extract**
Honestly if it was up to us we wouldn't have done any reports, but we had to do them as the Ngo was following up on us, always asking us for updates and for our achievements, and what is our next step etc. we still have the documents, research one, but I don't think they are of any use nowadays. In my city here, it's very rare to have registered businesses as the government is absolutely absent in this city. Recently, after surveying the city, only few businesses were found to be registered, and the ones having like 200 staffs, but the small ones do not bother about it. We were not fully dedicated as I had another job. When I first went into this project, I thought we are gonna grow really big and we are gonna do really good, as every time I was telling someone about the project they would be astonished, and they would cheer us up. And I thought it would really grow properly. At the same time, I was asking for small warehouses that I can rent for the business, but it was difficult to keep up with a fixed cost at a time when we don't have revenues nor raised funds. We tried to go to neighbouring areas in the north, and we went for fundraising in the capital city in many competitors as I mentioned and in several exhibitions. But everything went in vain (he laughs).	He believed he was not putting enough efforts into the business. Planning and evaluation reports for instance were only prepared because of the pressure exerted by the supporting NGO. He also referred to the non-readiness of the assumed market to the product developed. a part of this was attributed to the lack of governmental support exhibited in entrepreneurs operating in the informal economy. It seemed that market research was conducted at a later stage. Referrals was made to the difficulty in accessing funds from financing competitions. This lack of funds made it more difficult to continue operating.

Table 3

Sample of categorical analysis by referring to extracts from E06 and E07

Analysis of Extract from E07	**Analysis of Extract from E06**
Overconfidence in the partners' skills and underestimation of the efforts needed to successfully lead the business	Underestimation of the skills needed to develop with little to no experience in management or entrepreneurship
Effortful entrepreneurial initiatives	Limited initiatives taken to address gap in entrepreneurial skills
Aware of the need to undertake market research but overlooked the function	Unaware of the importance of market research
Failed attempts to secure finance	Limited attempts in securing external finance and in developing networks

5. Discussion

Telling narratives allowed a more in-depth examination of the entrepreneur's experience with failure by listening to their own interpretations and reflection (Gartner, 2010). Such re- imagination of the entrepreneurial experience generates a deep and insightful engagement in making sense of failure (Boje 2008 as cited in Keeble-Ramsay and Keeble, 2018).

Interviewees selected belonged to the 25-55 age range and had their businesses operating in Lebanon across several industries to ensure the diversification of interviewees across the various economic sectors in the country. Given the lack for a comprehensive and accessible database about entrepreneurs in Lebanon, the researcher relied on purposive sampling supported by the snowballing sampling approach. In parallel with mitigating the risk of homogeneity among referrals of interviewees, the researcher considered ensuring the heterogeneous structure in selected participants (Penrod et al., 2003). The majority of interviews were conducted online via Zoom and Skype over a period of three months. Entrepreneurs narrated the stories of their entrepreneurial failure over three stages (launch, rise, and exit), and therefore, entrepreneurs explicitly reflected on their behaviours and actions at each stage.

The findings of this study concluded with four main attributions of failure according to the three dimensions of the attribution theory, with more emphasis placed on the locus of causality (Yamakawa et al., 2015). It is important to emphasise that these categorisations, though distinct, were actually intertwined and jointly expressed by entrepreneurs in several instances, combining the works of Yamakawa and Cardon (2015), Yamakawa et al. (2015), and Walsh and Cunningham (2017):

— Internal-individual: when the failure occurred due to the entrepreneurs' decisions and behaviours (controllable element)

— Ecosystematic-external: when the failure occurred due to the business ecosystem rather than internal factors (culture, market, government) (uncontrollable element)

— Fated-unescapable: despite all the 'necessary' and 'sufficient' efforts invested in the business, failure was inevitable, and entrepreneurs couldn't do anything to avoid it.

— Mistaken opportunity: the product or service offered was not actually solving a consumer's problem or satisfying a customer's need.

The failure attributions were investigated in a more insightful approach that highlighted minor and major attributions in the reflection process of entrepreneurs. Moving beyond what other researchers have concluded with as plainly internal or external attributions (e.g., Yamakawa and Cardon, 2015; Yamakawa et al., 2015; Walsh and Cunningham, 2017), the detailed expansion of failure attributions into minor and major supported a more exploratory examination on the learning mechanism of entrepreneurs.

Failure attributions that were considered as strictly internal in Walsh and Cunningham's study (2017) revealed in our study an additional external attribution and vice-versa. Accordingly, the learning outcomes and the learning process exhibited a wider perspective and a greater layer of learning. Focused on examining, and understanding failure attributions through detailed behaviours, actions, and events, in order to understand more holistically the learning process and its learning outcomes (Cope, 2011).

The learning outcomes from entrepreneurial failure were attached to each of their previous behaviours and actions, and implied within narratives (Singh et al., 2017). The nature of the entrepreneurs' initial motivations influences the failure attributions. Highly ambitious entrepreneurs with big objectives (Gabrielsson and Politis, 2011) tended to ascribe failure externally rather than internally. In their attempt to protect their self-esteem attached to the initial dreams, entrepreneurs did not bear responsibility for the failure and thus, forego the chance of learning from that event (Ucbasaran et al., 2013; Riar et al., 2021; Engel et al., 2021). This expanded on the understanding of the impact of motivation on failure attribution and learning from failure.

Table 4

Findings' summary of entrepreneurs' learning attributions

Attributive behaviour/decision	Internal Attributions	Qualitative evidence	External Attributions	Qualitative evidence
Insufficient market research	Lack in business understanding and entrepreneurial awareness about business functions	"I knew that it was important to do a proper market research initially, but I just overlooked it telling myself, it will be fine; no need to spend extra time or money on market research" – E07	Lack of sufficient funding due to high lending criteria	Funding competitions are almost impossible, and the bank doesn't really trust small businesses" – E02
Improper planning	Overlooking the need for planning and lack of entrepreneurial skills	"I didn't really take time to develop a proper plan and strategy for my business. I just thought that I need to start and then everything will go smooth" – E05	Lack of sufficient funding due to high lending criteria	"I was busy trying to secure funds so I overlooked dedicating time to plan efforts and strategy" – E07
Underestimation of efforts	Overconfidence in personal skills and capabilities	"I would say I thought I was good enough! I was totally aware that entrepreneurship is not easy, but I still didn't bother to go and improve my skills before I engage in my business" – E14	Unsuitability of Lebanese ecosystem Political and economic instability Cultural stigma towards failure Lack of governmental support	"Lebanon is not suitable for business – there is no proper regulation that support entrepreneur and the government is not willing to do anything about it" – E09
Overestimation of the business success	Overconfident attitude toward the business	"I think every entrepreneur believes that they have a million-dollar idea, and they think they will become the next	Unsuitability of Lebanese ecosystem Political and economic instability Cultural stigma	"After all, we are part of the regional conflicts and whether we like it or not, we are being impacted a lot! I lost a big

		Steve Jobs" – E11	towards failure Lack of governmental support	part of my business after the war in Syria broke out" – E03
Business initiatives	Lack of networking efforts	"There are basically no networking platforms in Lebanon. But if I wanted to I could have still managed to develop few [networks]. I just didn't want to ask for anyone's help" – E13	Unsuitability of Lebanese ecosystem Political and economic instability Cultural stigma towards failure Lack of governmental support	"Just to register your business, you need lawyers, a big amount of money, and a hectic procedure! How are entrepreneurs supposed to start peacefully then?" – E07

Interviewed entrepreneurs involved serial and novice entrepreneurs, allowing room for a comparison between both categories on the attribution, learning, and motivation levels. Novice entrepreneurs tended to blame themselves for the failure more than serial entrepreneurs, hence, attributing failure to internal factors, mainly the lack of entrepreneurial and business abilities. Interestingly, entrepreneurs explicitly stating the early recognition of this lack in skills during the entrepreneurial career have highlighted their initiatives in addressing this lack. Such initiatives prove that entrepreneurial learning can be actually instigated, particularly at the stage of anticipating failure (Costello, 1996). The efficiency of these initiatives was limited and when probed about it, entrepreneurs ascribed it jointly to external (financial resources) and internal factors (overconfidence) (Eggers and Song, 2014; Yamakawa et al., 2015). The learning at this stage was more hybrid given the intertwined attributions of failure for the lack of entrepreneurial skills, expanding the work of other researchers (e.g., Eggers and Song, 2014; Walsh and Cunningham, 2017).

The adoption of the attribution is sometimes counterattacked with the self-serving bias adopted by entrepreneurs to lessen the personal feeling of responsibility for the failure (Petkova, 2008). This bias was not existing among the majority of novice entrepreneurs in this study, but raised the issue of self-justification bias (Mantere et al., 2013). Entrepreneurs justified their wrong entrepreneurial behaviours and decisions with their immature identity at that time. The old self was blamed for the mistakes and failure, due to overconfidence, over- optimism, impulsiveness, and shortage in skills. Their recent identity therefore represents the highest form of learning, so-called the transformative learning (Cope, 2011).

This study has therefore accentuated the relevance of exploring in-depth the failure attributions as perceived by entrepreneurs in relation to the learning process and its outcomes. Similarly, at the human capital and recruitment wrongdoings surprisingly held an internal dimension of attribution, with the majority of entrepreneurs fully blaming themselves rather than their staff for the failure (Mantere et al., 2013).

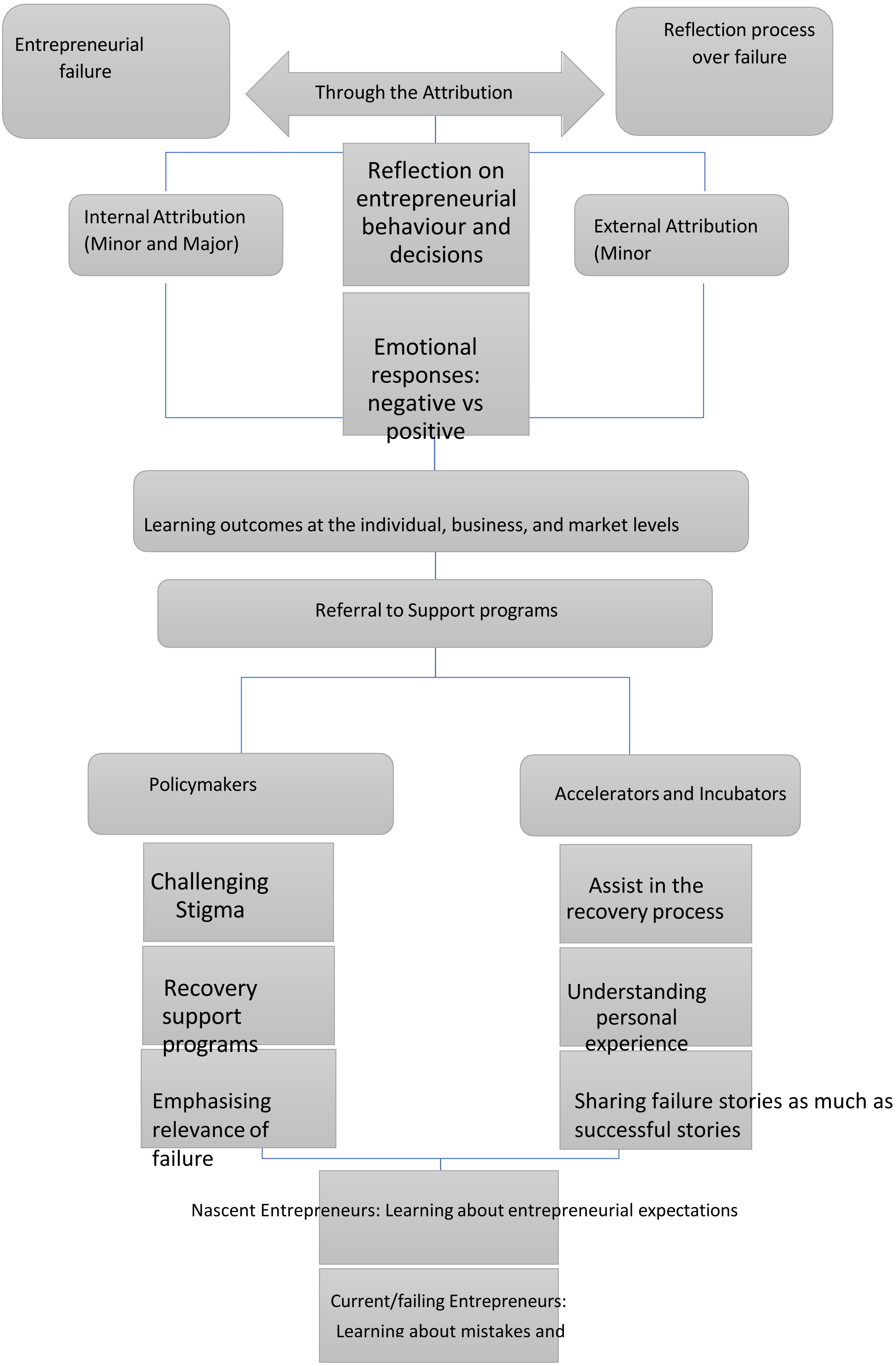
Serial entrepreneurs exhibited the least form of learning as the attributions were external in nature, holding little to no personal liability for the failure of their businesses (Engel et al., 2014; Yamakawa and Cardon, 2015). These entrepreneurs were therefore quicker to re-embark in subsequent venturing due to the low sense of personal responsibility and shame.

In return, the feeling of shame for novice entrepreneurs was much impacted by the cultural stigma towards failing entrepreneurs in the context of developing countries. This stigma decelerated the learning process initially due to the negative emotional wave faced subsequent to failure (Dias and Teixeira, 2017), and would have threatened the entrepreneurs' willingness to re-venture again (Politis and Gabrielsson, 2009). Interestingly, the majority of novice entrepreneurs re-embarked in business activities, which raises the window for future research to further investigate the impact of cultural intolerance to failure on the fast recuperation of entrepreneurs from failure, emotionally and behaviourally. Additionally, this study concluded with the entrepreneurs' ability to moderately control the activation of negative emotions (Shepherd et al., 2009). This emotional resilience (Wolfe and Shepherd, 2015) strengthened the learning process at a later stage founding motivational and knowledge attitudes to optimise the learning from failure (Fang He et al., 2018).

The study aimed into understanding more deeply the impact of the dimensions of failure ascriptions on the learning process and learning outcomes, following the lead of Yamakawa and Cardon, 2015; Yamakawa et al., 2015; Singh et al., 2015; Corner et al., 2017). The attributions perceived by entrepreneurs in this study revealed intertwined and overlapping ascriptions, classified as minor and major. These attributions revealed consequently intertwined levels of learning at the individual, business, and ecosystem levels (Walsh and Cunningham, 2017). The final level enhances the entrepreneurial knowledge about the business ecosystem, regulations in place, access to finance, and human capital available (Cope, 2005; Wash and Cunningham, 2017).

Figure 2

Practical Learning Process for entrepreneurial failure


Entrepreneurial failure
Through the Attribution
Reflection process over failure
Internal Attribution (Minor and Major)
Reflection on entrepreneurial behaviour and decisions
External Attribution (Minor
Emotional responses: negative vs positive
Learning outcomes at the individual, business, and market levels
Referral to Support programs
Policymakers
Accelerators and Incubators
Challenging Stigma
Assist in the recovery process
Recovery support programs
Understanding personal experience
Emphasising relevance of failure
Sharing failure stories as much as successful stories
Nascent Entrepreneurs: Learning about entrepreneurial expectations
Current/failing Entrepreneurs: Learning about mistakes and

6. Conclusion

The approach adopted in this study through the attribution theory enhanced understanding of the learning process via ascriptive lenses. The common classification of internal, hybrid, and external attributions was further expanded, clarifying the process with which entrepreneurs explain and rationalise failure, and the impact of detailed dimensional ascriptions on the learning process and outcomes. Consequently, the paper added to the limited understanding of how entrepreneurs recognise their wrongdoings and past failure and how knowledge is generated from that reflection (Politis, 2005).

Internal attributions that still comprised minor external elements promoted an advanced level of learning at the entrepreneur's personal level (skills, confidence, weaknesses, beliefs, and knowledge) (D'Amelio, 2011), the venture level (management skills, business weakness, decision-making), and the ecosystem level (market dynamics, rivalry, access to finance, networking platforms, governmental regulations).

We argue that higher forms of learning can be achieved not with internal attributions solely (Yamakawa and Cardon, 2015; Walsh and Cunningham, 2017). Rather, learning can occur at its optimum level when the major internal attribution is combined with minor external attribution, and that these attributions are rarely distinct. By challenging Mandl et al.'s (2016) argument that entrepreneurs with internal attributions refrain from engaging in subsequent venturing activities, the findings of this study revealed how the higher form of learning supported another entrepreneurial endeavour. Unlike earlier findings (Mantere et al., 2013; and Wash and Cunningham, 2017).

The second practical implication of this study lies in its ability to encourage vicarious learning (Bandura, 1977). More specifically, novice and nascent entrepreneurs may rely on these findings as an advisory tool for entrepreneurial areas of improvement. By learning from the stories of earlier entrepreneurs, the future entrepreneurial generation may envision the weaknesses and wrongdoings that led to the entrepreneurial failure. on a more professional level, and as little support is practically offered to failing entrepreneurs, this study encourages governments, financial institutions, and business incubators to support failing entrepreneurs in their recovery and learning processes from failure.

A final contribution of this study resides in the context of study, being a developing country. The majority of contributory studies in the field of entrepreneurial failure have focused on developed contexts such as the US, UK, Switzerland (Lattacher and Wdowiak, 2020).

Therefore, the limited research conducted in developing countries calls for further studies on learning from entrepreneurial failure (Yamakawa and Cardon, 2015), given the cultural and structural differences between the developing and developed contexts.

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Presentation - Making Sense Of Failure: An Exploration Of Learning From Lebanese Entrepreneurs
Included below.

Making Sense Of Failure: An Exploration Of Learning From Lebanese Entrepreneurs

Dr Ghiwa Dandach
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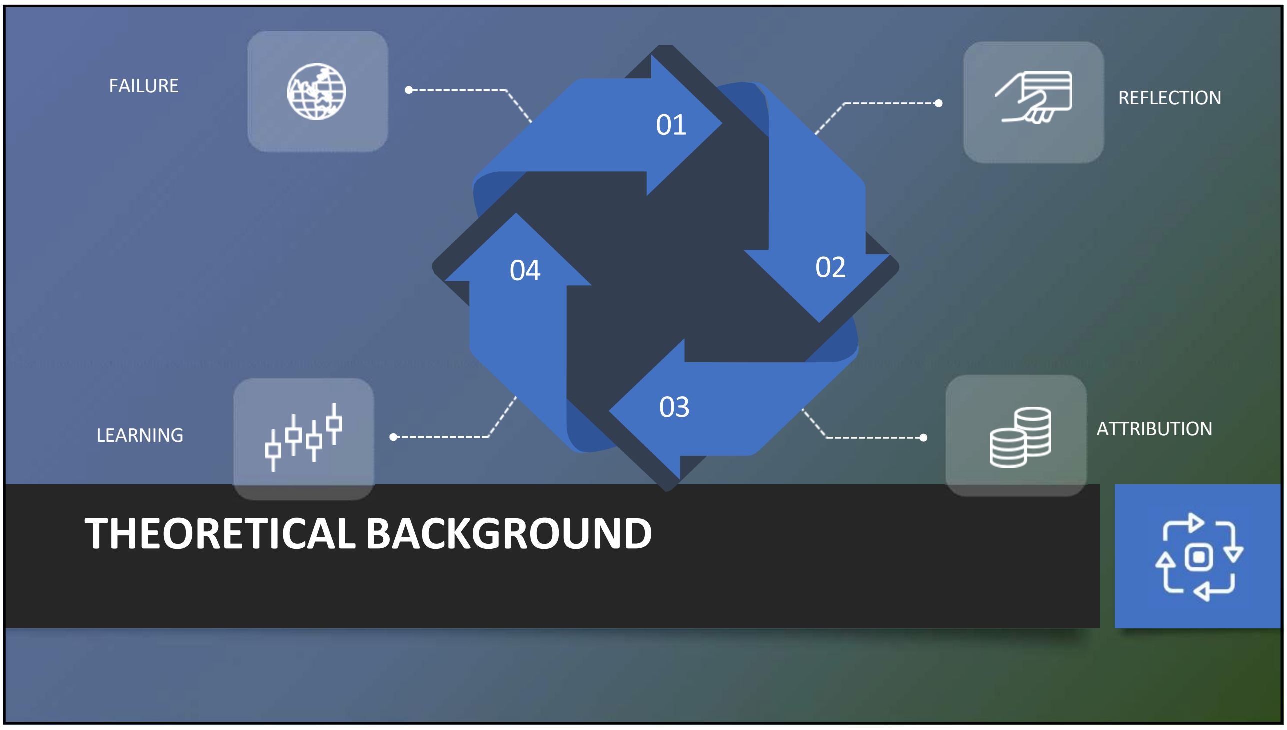
Dr Diane Keeble-Ramsay
University of Suffolk

1

RATIONALE

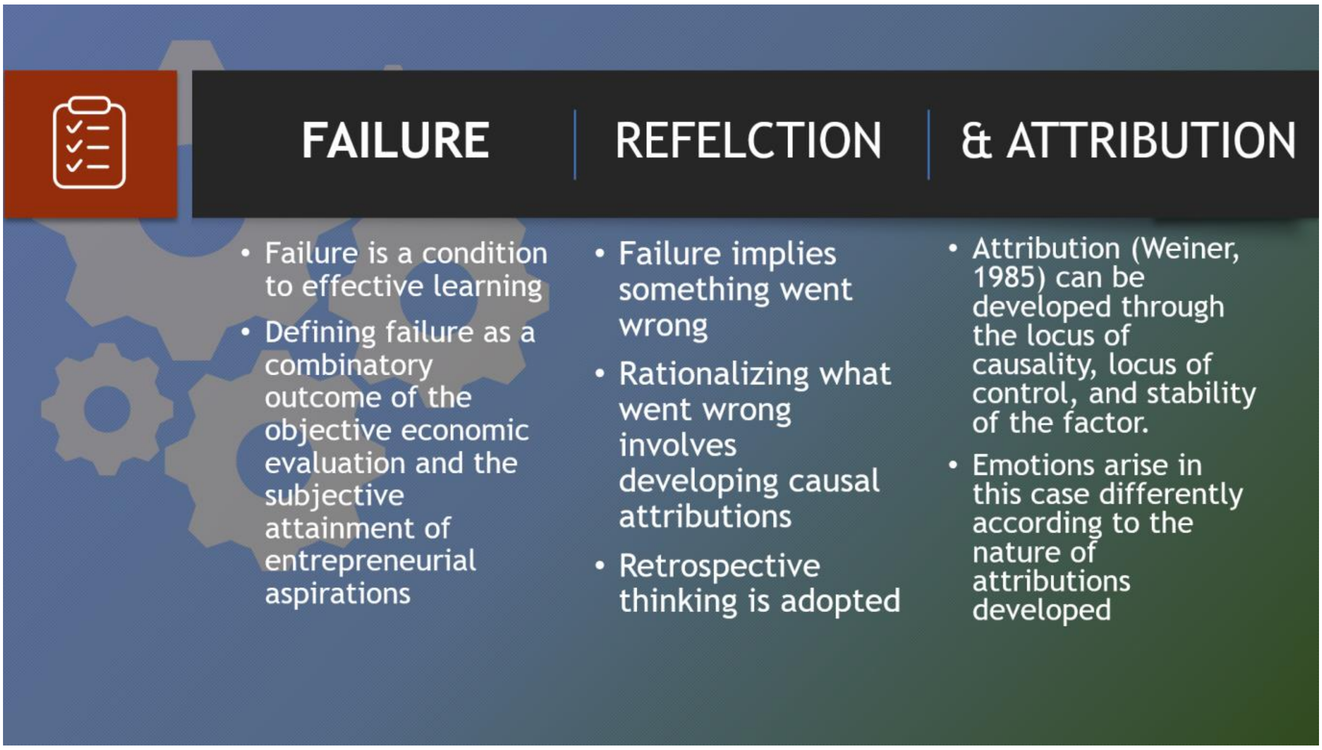
- Majority of entrepreneurial research focuses on success stories or failure factors
- Failure is as equally important as success because of learning generated
- Deliberate initiation for the learning process
- Focus on outcomes -> overlooking the process of reflecting on failure
- Reflection process entails causal ascriptions -> how do these attributions develop and eventually affect learning?

2



FAILURE
REFLECTION
01
02
03
04
LEARNING
ATTRIBUTION
THEORETICAL BACKGROUND

3



FAILURE
REFELCTION
& ATTRIBUTION
• Failure is a condition to effective learning
• Defining failure as a combinatory outcome of the objective economic evaluation and the subjective attainment of entrepreneurial aspirations
• Failure implies something went wrong
• Rationalizing what went wrong involves developing causal attributions
• Retrospective thinking is adopted
• Attribution (Weiner, 1985) can be developed through the locus of causality, locus of control, and stability of the factor.
• Emotions arise in this case differently according to the nature of attributions developed

4

LEARNING PROCESS AND OUTCOMES

Learning can be either higher-level or lover-level

I Unstable internal attributions are argued to lead to higher forms of learning (Cope, 201!)

Learning outcomes occur thus on business and individual levels (Mantere et al., 2013; Yamakawa and Cardon, 2015)

It has to include an active and deliberate sense-making and is dependent upon:

- Aftermath
- Reflection
- Reflexive action (Dias and Martens, 2019)

Enhanced learning is suggested to enhance future success opportunities in future entrepreneurial endeavours

But how do entrepreneurs develop attrbiutions and how these attributions can affect the ultimate learning outcomes??

5

METHODOLOGY AND DATA COLLECTION

- Interpretivist approach that embraces holistically a social phenomenon like entrepreneurship
- Qualitative interviews with 14 Lebanese entrepreneurs
- Accounting for the periodic phase of entrepreneurial failure
- An open-ended question initiated the collection of narratives with further probing throughout the interviews

6

DATA ANALYSIS

- The holistic content analysis was conducted first: re-storying the narratives
- Categorical content analysis was then adapted to allow for comparisons across the various accounts
- Both analyses allowed for the insightful understanding of attributions on the individual’s level as well as across individuals
- Researchers were considerate for not isolating the story from its context to preserve embedded meaning

7

DISCUSSION

- Emphasis was placed on locus of causality
- Entrepreneurs make sense of failure by reflecting on each phase of their entrepreneurial plot
- Within each phase, entrepreneurs sought to make sense of failure with respect to decisions made and entrepreneurial behaviours
- Causal attributions are intertwined rather than distinct categories
- Classifying internal and external attributions in-depth into minor and major helps assess the learning outcomes

8

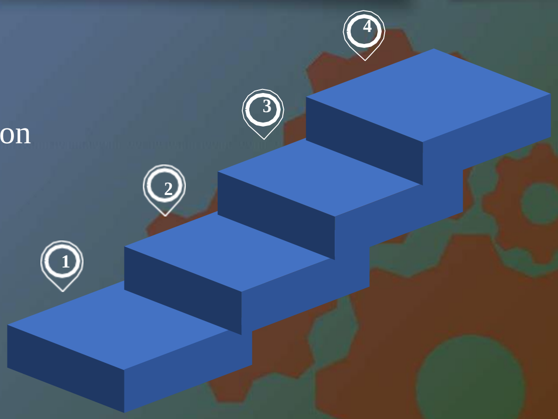
DISCUSSION (cont'd)

- Business functions were mostly hybrid, rationalising the internal and external responsibilities for the failure. i.g. market research
- Initial entrepreneurial motivations seem to impact failure attributions and eventually the learning outcomes: highly ambitious entrepreneurs ascribed failure externally.
- Self-serving bias was not much existing -> self-justification bias
- With external attribution -> protection of self-esteem -> low sense of responsibility -> very limited learning
- Social stigma and tolerance against failure impacted the speed recovery, the learning process, and the future engagement in entrepreneurial activities

9

Contributions

- Challenging anti-failure bias
- Expanding the current knowledge on failure attributions
- Initial motivations play a major role in determining nature of attributions
- Adding to the limited research on entrepreneurial learning from failure in developing contexts



10

PRACTICAL RECOMMENDATIONS

- Governments should emphasise on the importance of failure
- Challenge the anti-failure social stigma
- Recovery programs for failing entrepreneurs
- Failure stories are a social learning resource

11

THANK YOU FOR LISTENING

ANY QUESTIONS?

12

We are the facilitators; they are the learners – or are we learning too? A case study relating to HE staff involved in the delivery of a 3-year project supporting female managers in SME's – evaluating staff reflections on learning.

DR. KAREN TREM

Leeds Beckett University

Abstract #93

Leeds Business School (LBS) is delivering an externally funded three-year project to support the development of female managers' skills in SMEs through a combination of workshops, coaching, mentoring, and networking opportunities. Academic and other colleagues will facilitate these interventions and joined the project with varied experience in collaborative work of this scale and duration. Whilst the project officially started in December 2020, the first months focused on recruiting participant organizations to the project, therefore academic and other colleagues had little involvement other than networking with each other and familiarizing with project scope until summer 2021.

Formal success of the project will be measured through deliverables which relate to outcomes for participating organizations and their female managers. However, the project is also potentially rich with learning opportunities for participating colleagues, and this research seeks to capture their personal learning and development. The process of reflecting on learning will facilitate experiential learning for colleague participants (Fowler, 2007; Kolb, 1984; Cortese, 2005).

Focus of the paper:

The focus of the paper is to capture and analyze the experiential and reflective learning gained by staff as they participate in the project. Reflective practice is "the pearl grit in the oyster of practice and education," Bolton (2018, p1), and learning from experience is well documented (Fowler, 2007; Kolb, 1984; Cortese, 2005; Schon, 1983). It is therefore anticipated that there will be a rich mixture of learning and development gained over the duration of the project.

Objectives are to:

1) Map for each participant, their personal journey through the project, from beginning to end, including key activities undertaken

2) Gather reflective data from each participant on their experience and learning from project related activities at 6 monthly intervals throughout the project.

3) Identify trends in personal development and activities providing development opportunities

4) Evaluate the impact of involvement in the project on participants learning and personal development.

Summary of research methods:

This is mixed methods research, using a case study which is the three-year project at LBS relating to development of female manager's skills in local SME's. Participating colleagues keep a record of their involvement in the project (as evidence in the funding audit process). They will be asked to formally reflect on their learning throughout the project, to capture learning that would otherwise be unmeasured and unrecorded. They will also be asked to rate their skills level, in for instance

coaching, mentoring, facilitation and reflection at stages through the project. Data collection began September 2021 and will continue six-monthly until January 2024.

Participants are encouraged to reflect on formal and informal project activities, and to capture their learning and development, including for example improved colleague relationships and greater self-confidence. Resources on reflection will be made available to all participants, so all participants can develop similar reflective writing skills.

The written reflective data will be analyzed using thematic analysis (Clarke & Braun, 2006, 2017). Skills and competence levels will be rated using Likert scales and analyzed using Excel spreadsheets and simple statistical methods and charts.

Keywords: Experiential learning, Reflection, Reflexivity, Personal Development, Learning.

Paper - We are the facilitators; they are the learners – or are we learning too? A case study relating to HE staff involved in the delivery of a 3-year project supporting female managers in SME's – evaluating staff reflections on learning.
Included below.

Introduction

Leeds Business School (LBS) is delivering an externally funded three-year project to support the development of female managers' skills in Small and Medium Enterprises (SMEs) through a combination of qualifications, workshops, coaching, mentoring, and networking opportunities. One other University in the North of England is collaborating in the delivery of a number of the project outcomes. Academic and other professional and administrative colleagues from LBS (the majority of colleagues) and the partner University are facilitating and supporting these interventions and joined the project with varied experience in collaborative work of this scale and duration. Whilst the project officially started in December 2020, the first months focused on recruiting participant organizations to the project, therefore academic and other colleagues had little involvement other than networking with each other and familiarizing with project scope until summer 2021. Since that date, colleagues have been involved in recruitment and diagnostic work to engage organisations and their female employees in the project, and have also delivered workshops, face to face and online, and have organised and delivered a conference for around 150 delegates. In addition, a number of formal research projects fall within the scope of the main project. Some of these research projects aim to evaluate aspects of the project and its various outcomes; others aim to research issues directly relating to females in SMEs, in order to inform workshop content and identification of other relevant interventions to support participant organisations and their female employees. As a result of these research projects, academic colleagues have completed systematic literature reviews on women's networking, and also on the challenges that are faced by female entrepreneurs. Both of these research projects have resulted in published reports, and have also been written up as academic papers for journal publication. The research on networking identified work-based book clubs as a powerful way for women to network, and six of the project academics from LBS have formed a book club, meeting monthly. Each member suggested a book, the six books have now been read and reviewed, with the collaboration and learning from the process deemed so valuable that the book club is continuing; members are suggesting a further six books, with more meetings planned.

This researcher identified that in addition to the research relating to the main project, there would also be rich learning for participating LBS and University colleagues as they worked on the project in various facilitation, research and other project related roles which are different from day-to -day academic teaching roles. Thus, this research seeks to capture colleagues' personal learning and development. The process of reflecting on learning will facilitate experiential learning for colleague participants (Fowler, 2007; Kolb, 1984; Cortese, 2005).

The focus of the paper is to capture and analyse the experiential and reflective learning gained by staff as they participate in the project. Reflective practice is "the pearl grit in the oyster of practice and education," (Bolton & Delderfield, 2018, p. 1) and learning from experience is well documented (Fowler, 2007; Kolb, 1984; Cortese, 2005; Schon, 1983). It is therefore anticipated that there will be a rich mixture of learning and development gained over the duration of the project.

Aim

The aim of the research is to identify the personal learning and development of staff involved in the 3-year funded project.

Objectives

1) Map for each participant, their personal journey through the project, from beginning to end, including key activities undertaken

2) Gather reflective data from each participant on their experience and learning from project related activities at 6 monthly intervals throughout the project (starting in September 2021).

3) Identify trends in personal development and activities providing development opportunities

4) Evaluate the impact of involvement in the project on participants learning and personal development.

The reflections will be analysed six-monthly, and the results shared (with due regard to confidentiality and anonymity) with the participants so that there is an ‘action learning’ element to the learning process, which can become a part of the ongoing reflective learning and development process.

Literature and theory

The theory underpinning this research relates to reflection, reflexivity and experiential learning, definitions of these terms follow.

Reflection is an “ability to ‘turn things over,’ to look at matters deliberately, to judge whether the amount and kind of evidence requisite for decision is at hand,” (Dewey, 1997, pp. 66-67). The key focus of reflection is thus to apply a logical, cognitive approach to analysis of a situation or to one’s self to enhance understanding. A useful extension to the work of Dewey, is that of (Schon, 1983), who suggests that one may reflect both on-action, which occurs after the event, and in-action which is a spontaneous knowing, that occurs during actions or decision making. Arguably, the ability to effectively reflect in-action is developed through regular reflection on-action, which is learning from the analysis of experience.

Reflexivity is deeper than reflection and is “questioning taken-for-granted assumptions, practices and policies” (Cunliffe, 2020, p. 64) , enabling a more critical approach to intellectual strategies where both the means and the ends are of value. Whilst Cunliffe is referring primarily to the value of reflexivity for educators to encourage in students, she also proposes “becoming more reflexive ourselves as educators and researchers” (Cunliffe, 2020, p. 65). Greater understanding is developed if experiences are both reflected upon and also critiqued. In her explanation of the difference between reflection and reflexivity, Cunliffe, (2020, p. 65) argues that reflection is objective, whilst reflexivity is more subjectivist, since assumptions that are being questioned are personal, and the experience being analysed and evaluated cannot be separated from the person who is doing the critique. In reflexivity, the relationship between the individual and the social world are important, and the impact of actions, decisions and experiences is considered, encouraging personal responsibility. Self-reflexivity is deeper still, since it is the individuals “fundamental assumptions, values… core beliefs (and) understanding of particular events” that is questioned (Cunliffe & Jun, 2005, p. 229). Whilst Cortese’s (2005) focus was on managerial learning, he discusses the learning that can arise from the application of reflection and reflexivity to experience in the workplace, and in particular the power of storytelling in expressing the nature of the experience and the learning from it. Storytelling gives agency to the author, and enhances self-directed learning

(Cortese, 2005, p. 90). There is also a benefit to learning through teaching, where, in addition to the internal dialogue that exists in reflection and reflexivity, there is another dimension to the dialogue, which is the student, providing that the student is able to interact in the process, ask questions and give feedback (Cortese, 2005). The importance of self-reflection as a element of personal development is also advocated by Morales (2011), and the importance of feedback in the learning process is advocated by (Argyris, 1977).

Experiential learning is the product of reflecting on experience, where the nature of reflection and the quality of the experience impact the learning. Experiential learning can lead to a range of learning from the development of new skills, to the raising of social consciousness (Fowler, 2007). Experience needs first to be recognised, and Kolb (1984) calls this initial stage ‘prehension’, followed by reflection observation in a stage of ‘transformation’ where the individual organises their thoughts and makes sense of the situation. These two stages “contain dialectically opposed adaptive orientations and it is the resolution of the conflict between these orientations that results in learning” (Kolb, 1984). Prehension is a concrete experience, whilst transformation is abstract comprehension, (Fowler, 2007 p429). Kolb’s abstract comprehension is very different reflection from Dewey’s passive quietness; it is an active process of sense making.

Thus, reflection, reflexivity and experiential learning are different, but connected, and the greatest personal learning comes from a series of stages that begin with recognising the potential of an experience as a learning opportunity. The next stage is reflecting on the experience by making a systematic analysis of the situation, context, actions and processes involved, followed by the addition of gathering and considering feedback from others, and then including the subjectivist dimension of reflexivity.

Methodology

This research takes a mixed methods approach, using a case study which is the three-year project at LBS relating to development of female manager’s skills in local SME’s. Colleagues who are involved in the project are obliged to keep a record of the nature and duration of their associated activities as evidence in the project funding audit process. This is a useful record to refer back to as a reminder of project related interactions, since colleagues have been asked to consider the activities that they have undertaken, and to reflect on their associated learning in order to capture what would otherwise be unmeasured and unrecorded. Data collection began September 2021 and is due to continue six-monthly until January 2024.

Twenty-one people within LBU and the other university are involved in facilitation and other similar roles in the project, all were invited to participate in this reflective research. Participation information and consent forms were circulated to all 21 and a total of 11, including the researcher, agreed. Of these, 8 are participating in the research. All participants are from LBS, and the researcher submits reflections in the same format, and at the same time as other participants, to ensure that learning at each stage of the process is drawn from similar experiences to the rest of the participants, and not influenced by reflecting on their reflections.

Participants are sent a basic survey six-monthly, asking them to submit their written response to the two questions, and to record the project related activities they have undertaken since the previous request, and their self-perception of skills levels so that changes can be mapped through the lifetime of this longitudinal research.

Reflective data collection is qualitative, based around two questions; what have you learned from your participation in project related activities, and how have you applied your learning in your work, social or family life. Responses to these questions are written, with participants encouraged to be both reflective and reflexive, and whilst all LBS staff have access to a rich range of resources on reflection and different structured approaches to reflecting, they are, in this research encouraged to reflect in whatever way they feel most personally beneficial.

The written reflective data is analysed after each six-monthly submission, using thematic analysis (Clarke & Braun, 2006, 2017). Data relating to project interventions and to skills and competence levels is collected using yes/no answers and Likert scales and is collated and analysed using Excel spreadsheets and simple statistical methods.

Interim findings based on Survey 1, September 2021.

In the first survey, distributed in September 2021, all respondents chose free flow narrative as their means of reflecting, as opposed to using a formal structure such as Gibbs (1988) or Moon (1999), all contributions have included anecdotes and examples, akin to storytelling (Cortese, 2005).

Of the 8 respondents (hereinafter referred to as colleagues to avoid confusion with project participants who are from external businesses), 6 are academics in LBS, one is based in the Leadership centre, a commercially focused arm of LBS, and one is involved in non-academic aspects of the project administration and its delivery, and also employed by LBS. This reflects in the initial analysis of project experience, where there are just 1 or 2 colleagues involved in bid writing, design and delivery of diagnostics, introductory workshop delivery, project management and recruitment of business participants. All 8 have been involved in internal project meetings, 4 in ‘practice’ action learning sets with colleagues and in scoping and preparing specialist workshop materials, and 5 in project related research. Colleagues had been involved in the project for different periods of time; at the time of this survey, 1 colleague had been employed by LBS for one month, whilst the remaining 7 had been associated with the project since at least January 2021.

In terms of skills, colleagues were asked to rate their skill level between 1 and 5 where 1 is no experience and 5 is excellent; Across all skills, the average score for the group was 3.7 out of 5. Average scores for individual skills were below 3.7 in action learning sets, coaching, mentoring, leading meetings, project management, communication with external businesses, personal confidence and collaborative research. Workshop design, delivery and evaluation, reflection, and team work all scored an average above 3.7, with both workshop design and delivery each scoring an average of 4.25. At this stage in the project, although 5 of the 8 colleagues were involved in research, the average self-score for collaborative research skills was 3.6, below the group average score, perhaps reflecting a tendency to research alone rather than collaboratively under normal circumstances.

Reflection focussed on 2 questions, what have you learned, and how have you applied that learning. Analysis of responses is presented in that order.

An analysis of the reflective learning responses produced interesting results. Colleagues reflected on learning from different aspects of the project. Two had participated as delegates in formal certificated qualifications, with a view to familiarising with resources and eventually facilitating the same workshops for project participants. One had been able to access personal coaching and mentoring, one had delivered a workshop to project participants, and others reflected more generally on their experiences in meetings, research, networking within the project team, and observations on the nature and delivery of the project itself. All colleagues were both reflective and reflexive in what they wrote, including some objective reflection on delivery and process as described by Cunliffe (2020), and some more critical questioning of self and assumptions.

Since the learning opportunities selected were varied, so too was the learning. Some themes relate to the acquisition of knowledge, such as the Pomodoro technique (Cirillo, 2018) for time management, techniques for mindfulness, and an observation that of all the theories that are regularly used in training, the majority are written by men. Some learning came from discussion with delegates, the importance of putting theoretical knowledge into practice, and women's experience of a lack of respect for them in male dominated work environments. There was also learning about approaches to project management and to other policies and procedures within LBS; working in a different context exposes one to different aspects of the organisation and how it works. It was also noted that the project was an opportunity to "push myself out of my comfort zone." Of note were comments on the organic nature of the development of this project, academics are used to working with very specific objectives and deadlines; "The project also seemed very emergent and I found it difficult to get a hold on what was really wanted …. it's taken me some time to really grasp what's going on because it is pretty organic… this is partly because I find it easier if objectives are very clear." Another colleague commented in this context, that the emergent nature of the project resulted in discussions to clarify objectives and details, and that some of the time "could have been spent more productively."

One colleague noted that the nature of the project is "supportive" with "decisions made transparently", and therefore it is personally "empowering" and "motivating" to be a part of it, another mentioned the "resilience and enjoyment" they had observed in those participating, and that they too had developed greater resilience. The strongest themes related to collaboration, networking and communication, with 4 of the 8 colleagues mentioning the benefits they had gained from collaboration, and in particular from collaborative research. In the context of networking there were two references to the value of networking, while others mentioned that there was such a level of trust developing within this network that they were developing friendships, "letting go of our masks" and sharing information with colleagues they had known and worked with on a professional level for years, but had never really known as individuals or considered to be friends. One commented that in this group they "felt comfortable being vulnerable", while another was "overcoming fears about networking". Reference was also made to the "value of dialogue" with examples including realisation that "I felt some issues were assumed to be shared when actually they weren't," and "even the use of the phrase 'self-reflection' perhaps means something completely different to me than it does to most individuals." Dialogue enables one to explore and challenge assumptions about what is known, and what specific commonly used words and phrases mean. There was also some deep self-reflexivity, with one colleague noting what could be considered to be personal internal tension between a realisation "that although I enjoy and value collaboration, I also like working alone and being in control of my own destiny." In a similar vein, there was also a realisation of the extent to which background and upbringing influences outlook and deep personal assumptions, creating bias in interpretation.

Colleagues have also learned from the collaborative research, with some learning related to techniques such as systematic literature review, and other learning relating to the development of personal confidence.

Most of the comments on learning came from positive aspects of the project, however there was also as observation that not everyone who expresses an interest in collaboration follows through with it, “people can sound keen and supportive and disappear when the work actually starts.”

The second question asked of colleagues was how the learning had been applied. Most responses here related to work, with 2 colleagues mentioning time management; one applying the Pomodoro technique (Cirillo, 2018) whilst working through statutory training modules, and another developing strategies to prioritise research work. One colleague is reflecting more, and giving more consideration to the impact of “now on the future.” Mindfulness learning also had an impact, with 1 colleague doing more to manage stress, and another started taking daily walks to “improve wellbeing”, and applying other mindfulness and relaxation techniques “in personal life and also in teaching and research.”

Learning has impacted how colleagues feel, with 1 being “more positive”, 1 becoming “open to more organic, less structured approaches” and 2 developing greater personal confidence. The realisation about personal bias has resulted in a more nuanced approach to research, specifically in qualitative PhD research.

Conclusions about the lack of theory written by women, and the predominance of male role models has led that colleague to actively seek out more academic work by women and present more examples of female role models.

The final application of learning mentioned related to research, with application of skills relating to systematic literature review. This included how to select appropriate literature for review, and also the art of reading fast and extracting appropriate meaning and quotations from the literature. Four colleagues mentioned research in their comments about application of learning, and this seems to be an aspect of work which has benefitted in a number of ways, including confidence and an increase in research activity.

Conclusions

All 8 colleagues involved in this project have reported learning from their involvement in it, with learning coming from workshop delegates, colleagues and experiences and ranging from the development of new skills, to deep personal realisations.

Asking colleagues to reflect on learning has required them to recognise their experiences (Kolb, 1984), and this has resulted in ‘reflection on action’ (Schon, 1983) in the form of both reflection and reflexivity (Cunliffe, 2020).

Skills developed and applied include time management, mindfullness, stress management and research skills, and these have resulted in positive changes to personal habits and approaches to life and work.

Project delegates will benefit from more practical application of ideas, and more female centric workshop content, theories and role models.

Colleagues are developing greater personal confidence, resilience, motivation and coping strategies, and are recognising the value of trust and mutual support in collaboration and networking. Opening up to each other has resulted in greater questioning of assumptions, and in subsequent changes in attitude and recognition of personal preferences and bias. The most frequently mentioned context for the application of learning was research, and the most frequently mentioned type of learning related to communication, collaboration and networking.

Research has been the greatest beneficiary of learning thus far, with more participation in research by colleagues, more collaborative research taking place, greater confidence in colleague’s personal research-confidence and improved approaches to different aspects of the research process.

This working paper summarises learning from the first of what will be a total of 6 surveys; the learning so far is rich, illustrating the value to the organisation of including collaborative project work in the opportunities presented to colleagues. Of those who express an interest in participation, some will engage more actively than others; the richness of learning comes from engaging with experiences outside of one’s comfort zone.

Implications for practice:

Enabling staff to engage in activity outside their normal working remit is rich in potential learning. Creating opportunities to reflect and to be reflexive ensures that the learning is captured, analysed and internalised, and the greatest benefits come from encouraging and enabling application of learning.

Whilst individuals may work alongside one another for significant periods of time, it cannot be assumed that they will develop supportive, trusting, collaborative relationships. Effective collaboration and networking require regular time to be set aside and dedicated to quality communication and dialogue. Supportive teams engender trust, are motivating and enable participants to share information and vulnerabilities, and this in turn creates learning through the questioning and challenging of assumptions and meanings.

Female workshop delegates value exposure to female theorists, practitioners and role models. Developing female only networks within organisations is a good way to develop self-confidence and mutual respect, which may be missing in a male dominated work environment.

Further research

This is a longitudinal study, which will conclude in January 2024.

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<u>Presentation</u> - We are the facilitators; they are the learners – or are we learning too? A case study relating to HE staff involved in the delivery of a 3-year project supporting female managers in SME's – evaluating staff reflections on learning.
Included below.

We are the facilitators; they are the learners – or are we learning too?

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1

Objectives

- Research Purpose
- Theory
- Methodology
- Results to date
- Conclusions
- Interim recommendations
- Questions

2

Research purpose

- 3 year funded project supporting the development of female managers in SMEs
- Collaboration between 2 Universities in the North of England
- Outcome and Impact are measured for the female participants
- Opportunity for University staff – academic and others – to participate in the project

- This research looks at the learning associated with supporting and facilitating the project
- The project's unintended learning

3

Aim and Objectives:

Aim

The aim of the research is to identify the personal learning and development of staff involved in the 3-year funded project.

Objectives

1) Map for each participant, their personal journey through the project, from beginning to end, including key activities undertaken

2)Gather reflective data from each participant on their experience and learning from project related activities at 6 monthly intervals throughout the project (starting in September 2021).

3) Identify trends in personal development and activities providing development opportunities

4) Evaluate the impact of involvement in the project on participants learning and personal development.

4

Staff participation opportunities:

- **Direct involvement:**
- Opportunity to gain qualifications in coaching, and then to apply that learning by delivering the classes
- Coaching and mentoring
- Speaking and leading discussions at conferences
- Facilitating workshops and masterclasses
- Research activity
- **Indirect involvement:**
- Internal networking
- Research collaboration
- Practice sessions eg action learning sets prior to working with project participants
- Book club

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Theory

- Reflection is an "ability to 'turn things over,' to look at matters deliberately, to judge whether the amount and kind of evidence requisite for decision is at hand," (Dewey, 1997, pp. 66-67).
- Reflexivity is deeper than reflection and is "questioning taken-for-granted assumptions, practices and policies" (Cunliffe, 2020, p. 64)
- Reflection is objective, whilst reflexivity is more subjectivist, since assumptions that are being questioned are personal, and the experience being analysed and evaluated cannot be separated from the person who is doing the critique (Cunliffe, 2020)
- Storytelling gives agency to the author, and enhances self-directed learning (Cortese, 2005, p. 90).
- Experiential learning can lead to a range of learning from the development of new skills, to the raising of social consciousness (Fowler, 2007)

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Methodology

- Case study
- Mixed methods
- Longitudinal, data collection September 2021, then 6 monthly until January 2024 (project end)
- 8 participants (including the researcher)
- Data collection via survey; recording skills levels (quantitative analysis) and reflective writing (qualitative, thematic analysis)

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Results:

- **Learning came from experiences including:**
- Being coached/mentored
- Completing coaching qualifications
- Networking
- Collaborating
- Delivering workshops
- Research collaboration
- Book club

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8

Learning included:

- New research techniques such as systematic literature review
- Pomodoro technique
- Mindfulness techniques
- Observation that much of the theory we use is written by men
- Shared experiences of being women in the workplace
- Importance of discussion and sharing experiences
- Being pushed out of comfort zone
- Reflection on personal preferences in organisation skills and time management
- Empowerment and motivation that comes from a supportive, transparent work environment
- Resilience
- Benefits of collaboration, communication and networking
- Realisation of the impact of background and class in influencing perceptions
- Increasing in personal confidence

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9

Applications of learning:

- Increased research activity – individual and collaborative
- Increased confidence in the workplace and in research
- Use of different research approaches
- Managing personal stress and wellbeing
- Personal time management
- Seeking out more female role models and academic research to give students experience of a more balanced range of sources and resources
- Increased peer networking
- The power of a book club to develop close trusting relationships

- And this is after analysis of the first survey… there will be 5 more sets of data to add.

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10

Implications for practice

- Engagement in collaborative project work is a valuable contributor to personal development
- Reflection enables us to capture and appreciate the learning
- Networking and collaboration with peers develops better relationships, respect and trust, and builds personal confidence as well as skills
- Research in this case has seen the greatest benefits – with development of skills, confidence and research activity and outputs

- **State the obvious:**
- Reflection and reflexivity is a critical stage in experiential learning and in personal development.
- Involving academics in opportunities outside of individual research and teaching provides powerful learning which benefits the individual, the organisation and students.

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11

What next?

- This is a longitudinal study which concludes in January 2024

- Surveys will be distributed to participants:
- March 2022 (data collected and awaiting analysis)
- September 2022
- March 2023
- September 2023
- January 2024
- Interim reports will be written based on collected data, and fed back to the participants, project organisers and to the Business School management team.

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12

Thank you

Any questions?

13

<End of chapter>