Chapter 2
REVIEW OF THE LITERATURE
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I was conscious that not a tenth part of the wisdom was my own which he ascribed to me, but rather the gleanings I had made of the sense of all ages and nations. (Franklin, 1757)

We all think that management is a twentieth-century, newly invented skill, but its roots go back thousands of years. ... we cannot deal with today's problems without understanding yesterday's. (Leonard A. Lauder, 1999)

Searching the literature is the starting point of all research and is the process of exploring all sources of published information. This information, whether it is textual, statistical or diagrammatic, is secondary. Probing the literature enables us to ascertain what has been published and by whom, increase our knowledge and understanding of the topic, assess whether the research topic is feasible, possibly narrow the topic down, refine or amend the research questions and gives us some ideas about the approaches, methods and analysis.

This Chapter reviews published research related to the purpose and objectives of the thesis. A review of the literature relates to the hypotheses, definition and operationalization of variables, methodology and data analysis that follow. It is an attempt to summarize the results of previous studies that have reported relationships among the variables included in the proposed research. An important function of the literature review is to provide a theoretical explanation of the relationships among the variables of interest. It is most important that the review explain what mechanisms link the variables. The review can also provide descriptive information about related problems, intervention programs and target populations.

The literature review addresses three areas: Topic or problem area, Methodology and comparison studies. The different approaches to Management Andragogy have been explained in detail and the research methods used in previous investigations in the area have been reviewed. An endeavour is made to review the studies done to compare teaching methods, globally and in an Indian environment in an effort to establish the research gap and thus frame the hypothesis on the basis of the review of the literature.

Using Literature as a Management Teaching Tool
Section 2.1 of the literature review covers material directly related to the problem being studied namely the various management andragogies in use. This section is segregated into three sub sections. The first sub section 2.1.1 comprises of In-house methods which consider andragogies used within the college premises. In-house methods are further categorized into single and dual interface methods. Single interface includes case study, group discussions, lectures, Management games and role playing. Dual interface includes group projects, presentation, projects, seminars and workshops. The next sub section 2.1.2 on Corporate Interface discusses methods whereby students interact with the corporate world in terms of placement, educational visits, experiential learning and field trips. The Use of Art and Literature is discussed in sub section 2.1.3 in terms of book review, dramatic skits, films, critiquing, novels, poetry and storytelling.

This thesis proposes the use of a contemporary fictional novel to teach Management. Hence research methods used in previous investigations in the area have been reviewed in Section 2.2. In Section 2.3, an endeavour is made to review the studies done to compare teaching methods, globally and in an Indian environment. Section 2.4 establishes the research gap and thus frames the hypothesis on the basis of the review of the literature. The chapter is reviewed in the final section 2.5.

2.1 Topic Area – Management Andragogies

Faculty members have to make use of a variety of teaching methods. A teacher is required to have knowledge of the subject, communication, language and presentation skills. Constant repetition of a single method of teaching would create dullness about the subject and would destroy the interest of the students. Methods of teaching must be designed to foster independence of judgment and originality of thought from students. Effective teaching requires meticulous planning and execution of the teaching plan with full commitment.

Thomas (1998) suggests that an assessment of the congruence of the outcomes of different methods with the stated goals of the course should be a crucial factor in the choice of pedagogical tools. According to her, the field of business policy and strategy has evolved and changed over the past 30 years. The accumulation of a body of scholarly work based on empirical and theoretical investigation, the shift in the type of student, and a transformation of the business arena through technological and global forces have all changed the context of the management
course. As a consequence, sole reliance on the traditional case method is no longer sufficient. Instead, multiple methods like case study, simulation, article critique assignments and storytelling that encourage participation, critical thinking, communication, integration and the translation of theory to practice, are necessary.

Various methods are used to teach Management. This section will deal with some of the management development methods and tools as shown in Fig. 2.1.

FIGURE 2.1 : MANAGEMENT DEVELOPMENT METHODS AND TOOLS

2.1.1 In house Methods

Methods which are used by lecturers in the college premises fall in this category. They include Single Interface and Dual Interface methods.
2.1.1.1 Single Interface

Single Interface is when the students attend classes on campus and the college is the single interface they are exposed to. Lectures, Group Discussion, Case Study, Role Play and Management Games are some of the tools adopted in this method of teaching.

2.1.1.1.1 Lecture

Lectures are formal sessions and provide an invaluable way to access information as a basis for further study and research. It is a method of teaching by which the teacher makes oral presentation of the content and the students usually takes notes. Proponents of the lecture method point out that business school case studies do not present a realistic picture of a real world case study. Hence, they argue, MBA programs should stick to their traditional strengths of teaching the theories and concepts that students can apply when they re-enter the work force. They also point out the very limited opportunities for students to gain the theory and concepts explanations in the business sector. An effective lecture requires both extensive research and preparation. Effective delivery skills are required to maintain students' attention and motivation.

In the present day, technological aids are used to enhance this age old method. E-lectures, E-notes, OHP, Radio, Television, Slides, Films, LCD, Videos and other multi media format may be used.

Edirne (1976) attempts to highlight the advantages of the lecture method by first summarizing the ten bad listening habits as found in an experiment by Dr. Ralph Nichols, Chairman of the Department of Rhetoric at the University of Minnesota. He further elaborates that lecturing is not thought of as a good method to teach organizational behaviour but he enumerates four points where lectures would be an useful tool. First, it can persuade people to do some specific things they might otherwise not do. Second, lectures can be useful as a familiar beginning from which to launch into new and more effective behavior. Third, a lecture can be used after a role play or other experiential activity to conceptualize central themes, overall schemes and to generalize from that specific incident to other situations. Fourth, organizational behaviour contains a wealth of factual knowledge and lecture is the quickest and most effective way to teach this.
Callahan, Kiker & Cross (2003) discuss the implications of using random factors meta-analysis to explore the effects of three instructional methods (lecture, modelling, and active participation) and four instructional factors (materials, feedback, pacing, and group size) on observed training performance. The results reveal that all three instructional methods and two instructional factors, self-pacing and group size, explain unique variance in observed training performance. Self-pacing explained the greatest proportion of the observed variance.

Miner (1992) conducted a study where he analysed large and small class differences as a framework for planning for and teaching a large class. Using this conceptualization, he discusses and analyses the process of developing and offering an organizational behavior class to 141 students and provides specific suggestions, various tactics and strategies to improve teaching effectiveness by minimizing the psychological and physical distances inherent in such an environment, redistributing resources, and increasing the personalization of the course. The results of the study seemed to indicate that the framework developed and suggestions provided are applicable to other andragogies and courses.

2.1.1.1.2 Group Discussion

Large-scale assessment programs are beginning to design group assessment tasks in which small groups of students collaborate to solve problems or complete projects. Little is known, however, about the effects of collaboration on students' cognitive processes and performance on such tests. Fall, Webb and Chudowsky (2000) conducted a study comparing student performance on language arts tests in which they either were or were not permitted to discuss the story they were required to read and interpret. The analyses compared the quality of student responses on test forms with and without collaboration, examined qualitative changes in students' responses before and after collaboration, and examined students' reflections about the impact of collaboration on their understanding of the story. They found better outcomes when students simply talked with a peer about what they read than when they spend the same amount of classtime highlighting important information after reading.

Franz and Larson, Jr. (2002) conducted experiments where experts were predicted to impact information sharing during discussion in two ways. First, expert members were expected to contribute more information themselves during discussion; and second, they were expected to
cause nonexpert members to contribute more. Furthermore, it was predicted that identification of the expert and the task type would accentuate these differences. These predictions were tested in a study where one third of the groups had an identified expert, one third had an unidentified expert, and one third had no expert. Half the groups were asked to identify a correct answer, whereas the other half were asked to give their opinion. Results provided support for experts’ contributing more information to group discussion; however, no support was found for their increasing other members’ contributions. Identification of expertise and task type both accentuated information sharing by experts. The authors discuss the results in terms of implications of experts on information sampling and decision-making groups.

Corden (2001) explains that student-led discussion during small group work is now a familiar feature in many schools. However, simply organizing students in small groups does not mean they will automatically participate in collaborative discussion. He reports on a small-scale research project as they worked in discussion groups; highlights the importance of explicit and unambiguous teacher guidance; and the apparent paradox of encouraging critical and open discussion of texts within a structured framework is examined.

Larson, Jr. and Harmon (2007) proved that the often-found tendency of groups to repeat more of the shared than unshared information that gets mentioned during unconstrained group discussions may be due in part to differences that exist in group members' ability to recall already-mentioned shared versus unshared information. University students participated in structured four-person group discussions in which they described to the group, and heard other group members describe, information pertaining to a to-be-made decision. Beforehand, participants had read all of the information that they themselves described, but only half of the information that they heard others describe. It was predicted and found that, following discussion, participants (a) better remembered the information that they heard others describe if they had already read that information prior to discussion, and (b) remembered best of all the information that they themselves described during discussion.

2.1.1.3 Case Study

The case study method probably the most widely used approach in the teaching of management skills was originally developed by a Harvard Law school in 1869. The instructor presents the
case study which concentrates on a specific aspect of the problem involving an entire organization or a singular department. The cases are usually assigned ahead of time to allow the students a chance to read through the materials and be prepared with their analyses for the class discussion. The professor leads the class discussion and encourages debate between the students. An environment is created for discussion which provokes debate and acts as a catalyst in guiding the critical thinking ability of students. There is a large following of MBA students and graduates who believe this is the best way to learn in business school.

Barnes, Christensen and Hansen (1994), in their book delve into the special role of teacher and students in the case method learning process. They attempt to show how the method can be applied in a liberal arts setting. The book focuses on a wide range of knotty problems faced by most instructors, experienced or new, creating an opportunity for them to learn from each other.

Haynes and Helms (1993) advocates the need for increased participation in the case study method. They provide a model to increase student participation incrementally focusing on a shift from professor directed discussions to student directed discussions.

According to Lundberg and Lundberg (1993) Management educators usually experience one or more of the following responses for case study. Students do not systematically analyze a case study; they do not appreciate the utility and functionality of case studies; or they are unable to apply their knowledge to case studies. The authors, with a goal to enhance case analysis, share a set of exercises that link ideas to case facts, clarify types of ideas, show how to assess them and how to relate ideas together.

2.1.1.4 Role Playing

Role Playing is a common technique first popularized by Norman Maier (1957). It focuses on real life issues and deal with situations participants have already encountered or are likely to face in the future. The emphasis is on problem solving and it can be used to achieve a range of objectives such as practicing a skill or demonstrating a situation for discussion.

To understand the relevance of the teaching approach to effective learning, the quality of teaching should be better understood. To help in this, Baruch (2006) presents a two-dimensional model of roles, based on three streams of knowledge—education, behavioural sciences and
drama. It is a generic model, which proposes a conceptual framework for analysing, comparing and contrasting metaphorical masks that lecturers may utilize in their teaching, with particular relevance for management education and learning. It clarifies what these roles are, and how they can be practised to improve the effectiveness of teaching and enhance learning. A number of cases demonstrate the descriptive and analytical power of the model.

Comer and Vega (2006) present a role-play exercise to make the topic of whistle-blowing personally salient to undergraduates. Students identify with the prospective whistle-blower, whose decision affects several stakeholders. The protagonist merely suspects her manager of stealing, until she hears concrete evidence of his thefts from her assistant manager, who does not want to take action. The exercise helps prepare students to decide how to act if they observe workplace wrongdoing, demonstrates that different ethical frameworks may point to different decisions, promotes examination of possible consequences of whistle-blowing, and highlights how organizational factors affect employees’ ethical behavior and the outcomes of their behavior.

Quarstein and McAfee (1993) present a multiple-role-play technique used in teaching business policy and strategy. Students are immersed in the role play for eight weeks and must alternate among four different roles. According to the authors, this methodology captures the benefits of in-depth analysis of a single case and variety obtained through the use of several cases. It also affords ample time for lecture and discussion of strategy and policy concepts, provides for integration of previously learned material, and affords students an opportunity to witness strategy and policy in the making from three different viewpoints: those of executive, consultant, and employee.

2.1.1.5 Management Games / Simulation

The method of Role Playing, Simulation, Teaching Games are difficult to adopt as they create a different atmosphere and requires different conventions in the classroom and hence consumes more time, ensuring accuracy and relevance of what is learnt is a challenging task and there is a lack of availability of resources and resource persons.

Keys (1997) suggests that management games are becoming much more robust and much more strategic. He describes seven currently available management games commonly used in the
strategic management course within colleges and universities. He tabulates the dimensions of the
games reviewed, the factors categorized as the external environment and industry factors,
marketing variables, production variables, and financial variables. Variables included by all of
the seven games are first reviewed in each table, and then unique variables are itemized for each
game.

Ulysses & Keys (1997) explain that the practice of teaching strategic management using
management games is growing throughout the world. Games are used to assist in teaching
students to integrate the functional areas of business and to provide a working knowledge of the
strategic management process. Games also provide valuable experience in team skill
development. The authors feel that the tactics chosen by an instructor are critical to success as
more skill is required to teach a game-oriented course than to teach a lecture- or case-oriented
strategy course.

For decades, the Beer Game has taught complex principles of supply chain management in a
finished good inventory supply chain. Anderson and Morrice, Douglas (2000) propose a
simulation game designed to teach service-oriented supply chain management principles and to
test whether managers use them effectively. Using a sample of typical student results, they
determined that student managers can effectively use end-user demand information to reduce
backlog and capacity adjustment costs. The game also demonstrated the impact of demand
variability and reduced capacity adjustment time and lead times.

Schumann, Anderson and Scott (1997) discuss how to introduce ethical dilemmas into computer-
based business simulation exercise to teach business ethics. Simulations have an inherent
advantage over other andragogies for teaching ethics because simulations provide students with
both an intellectual and a behavioral exposure to the topic. Issues addressed include
considerations before writing ethical dilemmas, the writing of ethical dilemmas, and process
issues for introducing ethical dilemmas. An example is developed and discussed. Through the
process described, instructors can better prepare students for a lifetime of tough business
decisions.

According to Wolfe & Rogé (1997), the strategic management course continues to experience the
greatest use of general, top management business games, and a number of games are available to
the strategic management instructor. Many are classical in their design, whereas others are of more recent vintage. Due to dramatic changes in the field of strategic management from its beginnings in the late 1950s, the authors examined a representative sample of games based on their ability to service both the field's current knowledge domain and its unique analytical tools and devices. Depending on the instructor's desired learning outcomes, some games are more capable than others in accomplishing those results. They found that no game provided perfect coverage of the strategic management field, thereby requiring the use of compensatory activities on the instructor's part.

A practical teaching difficulty provided the opportunity to turn a problem into a useful case study with generic implications for the pedagogical effectiveness of simulation games in teaching entrepreneurship. Hindle (2002) had students playing the simulation game, submit written assessments that became the units of analysis for a single-case research project. Analysis produced a grounded theory consisting of four attribute categories and associated properties required of a simulation game to make it an effective teaching device in entrepreneurship contexts. The author tries to provides a useful checklist for teachers of entrepreneurship and a basis for developing a quality standard for educational simulation games.

Wolfe & Fritzsche (1998) state that because of an apparent decrease in the business world's sense of ethics and an increase in illegal activities by many executives, America's business schools have taken steps to correct the situation through the education process. Management games, which are played in many schools and simulate the types of competitive conditions faced by real-world executives, may be useful devices for teaching ethics and helping managers to deal with the moral and ethical dilemmas they will face in their careers. A review of the games available, however, reveals that few directly deal with ethical issues or punish firms for engaging in illegal activities within their simulation models. The authors describe how vignettes created by the game administrator can correct these inadequacies.

2.1.1.2 Dual Interface

Dual Interface is when students have to interact with the college as well as the corporate world. They comprise of projects, research assignments, seminars, workshops and event management.
2.1.1.2.1 Projects

Most Management programmes include a project element, which students work on either as an individual or as part of a group. Projects vary enormously, from researching a subject and preparing a detailed report to visiting outside organisations and observing real issues in the workplace. Working within a small team or study group is a valuable component of many programmes, which enables one to develop valuable team working skills.

According to Ettington & Camp (2002) one objective in using group projects is to help prepare students to be effective team members in organizations. In pursuing this objective, it is assumed that students will develop skills by completing these projects that they will later transfer to work teams in organizations. Their observations as teachers and consultants suggest that group projects are often not effectively preparing students for work teams. With the objective of improving the use of group projects, they review basic principles about transfer of learning, and findings from the research on work team effectiveness, and apply them to the educational setting. But Fisher, Shaw & Ryder (1994) feel that it is rather optimistic to expect positive attitude towards group work and development of team skills spontaneously with time and grade pressures. Conflicts, lack of leadership, free riding, miscommunication are some of the lacunae. The authors develop a three part case for MBA students to be able to work in a heterogenous group. In response to the challenge of assigning and conducting group projects, O'Connor & Leodones (2007) lay out a brief context for team projects and put forth a positive vision of teams and leadership. The authors provide some guiding values, tools, and goals and propose a model that expands the usual conceptualization of the student-team leadership challenge. The authors also share a number of project worksheets that they have developed over the years that have helped increase the learning that occurs through group projects.

As organizations have adopted team-based work arrangements, the use of group projects in education has also grown. One objective is to help prepare students to be effective team members in organizations. Yet, student comments and instructor observations suggest that the objective may not be achieved. Ettington & Camp (2002) show how to apply transfer of learning principles, and findings related to work team effectiveness, to improve the chances of skill transfer between school and work. They also give recommendations including specific ideas for instructors to use before, during, and after group work, and for faculty to consider from a
program-level perspective. Daly & Worrell (1993) discuss the difficulties of determining group composition, demonstrating relevance and appraising member’s contribution. A method of structuring project groups as miniature organizations that has shown potential in minimizing these difficulties is demonstrated by them.

2.1.1.2.2 Research / Assignments

The responsibility for teaching students to research companies often falls to business communication instructors. While textbooks provide useful information related to company research, some instructors may need more detailed assistance in guiding their students’ first efforts in researching companies. Kaiser & Levinson (1994) provide a step-by-step guide for researching public and private companies. A sample assignment provides a context for practicing the research skills. Garner & Siegel (1991) suggest that controversial contemporary issues are highly involving topics for student research projects. These issues lend themselves to research investigation as well as meaningful discussions of ethical issues in marketing.

2.1.1.2.3 Seminar

Seminars provide an opportunity for a group to discuss or debate a topic usually following an introduction by the tutor or by one or more students. Seminars encourage a free flow of ideas and thoughts, providing a stimulating learning environment. The limitations are that participation from everyone may be difficult, students may lose interest in reading, thinking that information shared through seminar is sufficient.

Hai (1979) describes a program called Student Seminar Series in which students plan and conduct day-long workshops in management development for executives and administrators. The program was offered to organizational behavior course students.

2.1.1.2.4 Workshop

Workshops bring together people who are experienced in a particular field to explore issues of mutual interest. The facilitator’s role is to establish conditions which will promote mutual learning by supplying materials required, co-ordinating exercises and technical procedures and providing access to learning resources. A workshop begins with an introductory session followed
by discussions, sub groups working on problems or themes and culminates with some form of
group evaluation, identifying good and bad points about the workshop and how it was run

Kelley(1951) after familiarizing himself with the activities initiated and conducted by the
workshop, concludes that it supplies the missing and much needed factor in the development of
the theory of progressive education, for it applies to the training of teachers the principles that
have been set forth as applicable to and in the education of those under instruction.

Wetmore & Heumann (1988) present the results of a survey sent to all accredited schools of
planning in the United States in 1984. The analysis describes the evolution in the use of
workshop courses over time. They found that there had been a transition from a three-workshop
series at the heart of the core curriculum in the mid-1950s to several distinct patterns of workshop
in use today. Among other characteristics, the larger the number of degrees offered by a planning
school, and the larger the student/ faculty ratio, the fewer the number of workshops required.
They also discovered that the workshop is still central to the curriculum at many schools: 72%
require at least one workshop for all students and nearly 65% require two or more.

2.1.1.2.5 Event Management

Students are asked to conduct a large scale event for the college on their own. They have to
organize all the activities. They have to interact with corporates to arrange for sponsorship. It
may be an intra or inter collegiate festival or a conference which involves academicians and the
corporate world. It could even be a marketing fair like the one conducted by the Management
Students of Pillai’s Institute of Management and Research (Navi Mumbai) the students organize
the entire event called Sambhav from getting sponsors, selling stall space to arranging the civic
permissions and acoustics.

2.1.2 Corporate Interface

B-schools encourage interaction of students with the corporate world in an attempt to give
students exposure to the real world. Doh (2004) elaborates how challenges in reconciling trade
liberalization policies and efforts to protect the natural environment provide useful illustrations
to underscore important concepts in management education. In particular, the three-way
interactions among government, business, and nongovernmental organizations (NGOs) over economic and environmental trade-offs serve to reinforce the managerial complexities of resolving disputes between parties over differences in economic and social priorities. He describes a simulation on trade-environment interactions in which student groups prepare and present arguments before a global trade (GATT/WTO) panel.

2.1.2.1. Visiting Faculty from Corporate World

Management Colleges also host visits from specially invited guest lecturers who are experts in their particular field. O’Connell, McCarthy & Hall (2004) feel that Case teaching has the potential to involve students in complex decision settings, enhancing their identification with protagonists facing difficult challenges. They explore the impact of teaching a printed leadership case study with the appearance of the CEO in the class in person as against on video. Their investigation shows that the leader’s presence, even through video, significantly affects student engagement and can substantially enhance impressions of leadership effectiveness.

2.1.2.2. Industrial Visits / field trip

Experiential learning involves the application of theory to a real-world business problem. Proponents of this approach believe that it gives the students a hands-on training approach to management as well as invaluable networking amongst the management of the company where they are applying their knowledge. Research suggests that cross-cultural competence can best be developed through face-to-face contact with other cultures. In light of this, many universities seek ways to provide strong, cross-cultural exposure to students. Douglas & Young (1997) describe an innovative eight day sojourn to Mexico, in which students and faculty experience cross-cultural immersion through activity-based learning. They discuss the design issues and key earnings for educators who seek to develop or enhance cross-cultural management education programs and feedback from student and faculty participants.

2.1.2.3 Short Industry Assignments

Interns learn how companies work and how to use that information with their students. They observe corporate educational practices and consider applications of those practices in schools.
Clark (1990) describes a full-time paid internship with a corporation that is part of a 15-month master's degree program for prospective teachers. Corporate educators are involved in recruitment, selection, teaching, placement, and supervision of prospective teachers. He provides evidence, from his five years of experience with 100 graduates, of the personal and professional benefits of participation in the program.

2.1.2.4 Summer Training / Concurrent Projects

Management education always include work placements. Students are placed as trainees for a short duration during their vacations in companies. They do a project for the company under the guidance of one of the employees. These enable them to gain practical experience in a relevant organization, and to apply the skills they learn there. They may also take up Concurrent Projects i.e. other than summers. The desired culminating experience for most marketing graduates is career placement. Goldgehn (1989) conducted a research in an effort to assist undergraduate marketing students in gaining entrance to the job market and to give marketing academics timely and accurate information with which to advise their students.

2.1.3 Use of Art and Literature

This section considers the use of art and literature to teach Management. The use of book reviewing, dramatic skits, poetry, storytelling, literary criticism and novels are some of the tools used. Most of these methods could be listed under the In-house methods. But, as this thesis deals with the use of literature as a management teaching tool, this separate sub section deals with the use of art and literature as a management andragogy.

2.1.3.1 Book Review

After assessing various book reviews, students are asked to write a relevant review for a book relevant to the course. The similarities and differences in perceptions and judgements are examined. This approach can be also used to practice the skills of abstraction and processing information. A word limit is usually specified.

Dehler (1996) elaborates differences between the traditional model of instruction, which is teacher-centered and focuses on content knowledge, and the more contemporary model of book
reviewing, which is meaning-centered and focuses on merging knowledge, thinking, and learning to enhance students' problem-solving skills. Book critiques challenges the students to examine how the material present in the book influences their existing knowledge of the topic. Morgan & Sherlock (2005) assert that the book critique is a powerful tool for management education which responds to employers' need for managers with critical thinking and higher-order learning abilities. They explain that the alignment of the assignment with critical thinking, high-order learning, and leadership theories, followed by a detailed discussion of the assignment's mechanics, including book selection, book critique outlines, student insecurities about writing the critique, as well as grading considerations.

2.1.3.2 Dramatic Skits

Dramatic skits enable knowledge and experience to presented in a matter which encourages the audience to become emotionally involved. Abstract concepts and theories may be clarified by portraying them into realistic situations in which the audience can identify and the opportunity to relate to the various characters in turn helps the audience to gain insights into their feelings and attitudes. The Globe theatre in London in association with Cranfield school of management offers a two day “Stepping into Management” course. Although it is based on Shakespeare's texts, it neither analyses them nor teaches them acting techniques. The plays are used to explore issues encountered by the characters which are also faced by contemporary managers. The Royal Shakespeare Company also offers management consultancy drawing on the theatre (Huczynski, 2001). Huffaker & West (2005) describe the three primary learning objectives that the authors hoped to accomplish using improvisational theatre technique, a detailed account of how the tools were used, the classroom outcomes, along with observations and feedback from the students. Improvised tools is often defined as spontaneous scene work by actors on stage. In addition, instructions for three easily implemented improvised forms are provided so the reader can experiment with them in the classroom if desired. Their three primary objectives in using improvised tools were (a) to build community and encourage risk taking to create an environment conducive to learning, (b) to facilitate experiential learning about key course themes, and (c) to provide a dynamic alternative to traditional classroom discussion, capitalizing on creative, nonlinear expression and idea exchange. The course in which these techniques were used was a 10-week business management elective looking at issues of soul and spirit—personal
development and values, sense of humanity and community, creativity, and transformational leadership—and its current relevance to business.

Greenberg and Miller (1991) contend that many instructors are skilled performers and consciously or unconsciously use communication methods similar to theatre professionals. They emphasize on organizational behavior instruction whereby the role of a teacher in enacting is explained.

Interactive drama increases student engagement and explores complex issues in management. It features scenes from organizational life being performed live by trained actors before a student audience, stopping at pivotal points so the audience can interact with the actors. These sessions result in highly energized students wanting to participate in lively discussions. As the vivid scenes are so memorable, the students are able later to connect them effectively to management theory or their own experiences in reflective journals or other written assessments. Boggs, Mickel and Holtom (2007) introduce interactive drama as an alternative to student role-plays. After describing why instructors should consider using interactive drama, they explain how to use it in the management classroom and conclude by providing five detailed examples of interactive drama scenes.

**2.1.3.3 Poetry**

Poetry can be a valuable tool in a management classroom or training centre and it is often used to stimulate creativity. Like dance, mask work, metaphor, painting, sculpting, storytelling and visualization, it is useful when exploring relationships between tradition and management development issues and those of self development psychotherapeutic concerns and spirituality. Vaill (1981) uses two poems by Robert Graves: *Cool Web* to demonstrate the paradoxes of Business Communication and *In Broken Images* to explain concepts of organizational behavior.

**2.1.3.4 Films**

Training films produced for sale and hire by companies such as the BBC, Fenman, Gower and Video Arts can be used either as a supplement to other training methods or as the main vehicle of learning and the instructor’s notes which accompanies the films. Hobbs (1998) reviews some
characteristics of video-based educational materials by describing the intellectual heritage of the movement to include media analysis and media productions as basic skills for the information age. He identifies the opportunities and challenges that management educators face in their use of video-based tools in both business settings and higher education.

Movies feature films have long been used in management education and training to illustrate aspects of those topics and provide a basis for class discussions. Sometimes an entire film may be shown, the instructor pausing to occasionally initiate a discussion about what has happened and why. The movies which have been used in this way include *Twelve O'clock High* (Bognar, 2008) and *Aliens* (Harrington & Griffin, 1990) to show different leadership styles. It is often preferable to use a simple scene or section for example the recruitment scene at the start of *The Magnificent Seven* (Huczynski, 1994) is popular for illustrating Maslow's hierarchy of needs theory.

Bumpus (2005) feels that motion pictures and television shows can provide mediums to facilitate the learning of management and organizational behavior theories and concepts. Although the motion pictures and television shows cited in the literature cover a broad range of cinematic categories, racial inclusion is limited. In her article she documents the exclusivity, provides possible explanations for the exclusivity, expands the current literature by providing motion picture options that feature actors of color in leading roles, demonstrates that movies with actors of color in leading roles are applicable for teaching topics other than diversity, and advocate an infusion approach to diversity.

Champoux (1999) discusses using film as a resource for teaching organizational behavior and management theories and concepts. He draws from the film theory and film studies literature to describe film's unique qualities as a communication medium. He describes how films enhance the learning process in ways unavailable in other media. He also enumerates various ways of using films in organizational behavior and management courses, using examples of scenes from several well-known films.

Sudbrack & Trombley (2007) claim that some of the most revealing aspects about leadership can be evidenced through the examination of leaders facing extreme challenges. They use J. J. Abram’s television program, *Lost*, to illustrate the study of leadership during such times of trial.
They demonstrate how the passengers begin to demonstrate and reveal their leadership qualities and skills confronted with the constant struggle for survival in the context of bizarre occurrences. The authors analyze five different leadership theories (trait, skills, path-goal, leader-member exchange, and team) using eight different characters from the television series J. J. Abram’s television program, *Lost*, to demonstrate leadership theory in practice. They conclude with different teaching activities for facilitators to use when teaching various leadership theories and practices.

2.1.3.5 Storytelling

Storytelling is much more than an effective method to teach students to use management concepts to make sense of real life experiences. Practice in storytelling builds students' performance and learning skills. In addition, story skill training may enhance management performance. Tales are a potent force in human consciousness. Parkin (1998) demonstrates how this holds true in organizations, and how stories can serve to crystallize and carry important business messages and themes. Schor, Sims and Dennehy (1996) describes a two-part classroom exercise that can be used to increase students' sensitivity to workforce diversity and related issues of power. Through reflections on past experiences, storytelling, and interaction with others, students heighten their awareness of their own and others' experiences with human diversity and begin to develop links between diversity and power dynamics. They discuss lessons about power, the workplace, and self-understanding. Boje (1991) suggests a method that can help students become better storytellers. Each student should be sent out to see a manager who would describe a problem they have experienced. The student then outline the sequence of events separating the background from the main occurrences to determine the story’s underlying theme and connecting it to a relevant theory, concept or research finding in their subject. Grover and Greenberg (1983) contend that war stories used in combination with scientific evidence can serve complementary functions in the educational process. According to them, war stories represent powerful tools to teach organizational behavior but have to be used carefully as a story that either misrepresents or contradicts a phenomenon, even if supplemented by a wealth of supportive scientific data may interfere with the ultimate teaching of that phenomenon.
Zipes (1995) developed a programme for schools and libraries in which storytelling becomes an integral part of the curriculum, not just an entertainment. He discusses the different kinds of tales and offers specific telling techniques that can facilitate the kind of experience he thinks storytelling should be. He looks at classic tales, so often featuring abused children, and correlates them to what is happening with child abuse today.

2.1.3.6. Literary Criticism

A wide range of texts can be used to explore management issues including nonfiction works, autobiographies & which deal with aspects of organizational life. A variety of the literary criticism techniques can be used to help students look more deeply into their reaction to such texts and the issues they portray.

Stern (1990) proposes the addition of concepts drawn from literary criticism to philosophical and historical ones in order to provide insights into "reading" marketing theory. She sets forth three modes of literary criticism applicable to the analysis of marketing theory-psychobiographical, editorial, and structural. She offers as an illustrative example a reading of the history of Ernest Dichter's motivation research movement using these methods. According to her, the addition of literary analysis demonstrates how textual clues can enrich the historian's study of the rise and fall of marketing phenomena over time.

The use of fiction in management education, as described in recent management publications, implies the employment of a common-sense model of reading and interpretation. The analysis of fiction within management education offers the possibility of exploring a form of literary criticism that may support a management education that (among other attributes) questions its own content and context. Cohen (1998) describes some of her own uses of fiction within the management classroom and concludes that the management educator needs to employ a bold and imaginative approach to 'literary criticism' with students, if the use of fiction is to be fully exploited.
2.1.3.7 Novels

Management courses based on novels have a long history. Sucher (2007) presents a comprehensive, practical manual to help instructors integrate moral leadership in their own courses, drawing from the experience and resources of the Harvard Business School course *The Moral Leader*, an MBA elective taken by thousands of HBS students over nearly twenty years. Through the close study of literature—novels, plays, and historical accounts—followed by rigorous classroom discussion, this innovative course encourages students to confront fundamental moral challenges, to develop skills in moral analysis and judgment, and to come to terms with their own definition of moral leadership.

As this thesis focuses on the use of novels to teach management, the next section is dedicated to a review of the methodology of using of novels in teaching management.

2.2 Methodology – Use of Literature in Management Studies

Management instructors have long recognized the benefits of using literature. It is not surprising that students find fiction more appealing than their typical textbooks (de Lisser, 2000). Payne and Holmes (1998) recommended that management educators appeal to traditional undergraduates with stories and entertainment. In this section, a review of the literature is done for the use of literary novels to teach management.

2.2.1 Shakespeare

It will come as no surprise that by far the greatest inspiration for this new exploration of management thinking has so far been the playwright William Shakespeare. One could find the entire gambit of good, indifferent and appalling leadership and management concepts in his works like Henry V, King Lear, Macbeth, Antony, Richard II.

Corrigan (2000) in his book *Shakespeare on Management* elucidates that while Management may appear to be a part of modern society, the experience of running organizations is actually an old one. He relates Shakespeare’s stories to modern Management issues. In the book, the author quotes extensively from Shakespearean plays to illustrate how lessons of leadership can be
learned from the immortal characters like Richard II, King Lear, Antony, Macbeth and Coriolanus.

Whitney & Packer (2000) take an interesting and useful look at what Shakespeare has to teach leaders about the use and abuse of power, the skills of communication and persuasion crucial to a leader's success in achieving objectives, and reconciling and balancing values and responsibilities. Rather than merely attaching the human strengths and weaknesses exemplified by Shakespearean characters to any and every corporate success or failure they can pull out of the bag, the authors conduct careful examinations of exactly what it is that the playwright is attempting to convey. Only after demonstrating a perceptive grasp of the underlying messages of the dramatic action do they then apply that insight to contemporary, real-life businesspeople and environments. The messages range from the seemingly obvious though often ignored comments on power--"Use It Wisely or Lose It"--to the subtle complexities surrounding the development of an Iago character bent on evil revenge. The applications include examples from the authors' own experiences, as well as touching briefly on those of leaders such as Katherine Graham at the Washington Post, Larry Bossidy at Allied Signal, and the business consultant Dr. W. Edwards Deming.

Augustine & Adelman (1999) have modeled their book *Shakespeare in Charge: The Bard's Guide to Leading and Succeeding on the Business Stage*, after a typical Shakespeare play. The authors use the prologue and epilogue to make a case for learning present day As in Shakespeare's plays, the heart of the book is broken into five Acts. Each Act is a study of a character from one of the bard's plays and is followed by acting lessons which draw on scores of present day business examples to further illuminate the points made. The characters examined are Henry V (Henry V, Leadership), Petruchio (Taming of the Shrew, Change); Caesar, Cassius, Brutus, & Antony (Julius Ceaser, Making your play in business); Portia (Merchant of Venice, Risk Management) and Claudius (Hamlet, Crisis Management). The authors cite dozens of real-life business examples some as well known as Amazon.com, Southwest Airlines, and Coca-Cola; and less known ones such as Half Price Books, Mine Safety Appliances Company, and Rachel's Bus Company.

Shafritz (1999) points out that William Shakespeare's vast and important contributions to literature have long been acknowledged, but his shrewd insights into business and management

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have been all but ignored—until now. His book is a concise collection of wise business musings from the bard. It captures entertaining and uncannily accurate reflections on fifty-six of the most popular topics in business today, from mergers and acquisitions to office politics, power lunches to public relations. He demonstrates using Hamlet, the poignant case of too-sensitive young executive who fails to move up the corporate ladder because of his inability to make decisions, Julius Caesar, which is an attempt at a hostile takeover by disgruntled stockholders and King Lear, a warning to all executives of family businesses the perils of divestiture and early retirement.

Stevenson (1996) describes an attempt to use Shakespeare's plays to teach management principles in a leadership course whereby brief synopses of the plays, videos, a quiz, and student group presentations were used to convey the leadership principles in the plays. According to the author, Henry V and Richard III provide contrasting examples of leadership behavior. The author accentuates that a survey of student opinion indicated that the preparatory materials aided student understanding, and the plays were well received.

2.2.2 The Bible

The parables from the bible are also a strong contender. Briner's (2005) *The Management Methods of Jesus: Ancient Wisdom for Modern Business* is loaded with insights on real-life situations, managers and business people face every day and deals with topics such as planning and preparation, recruitment and hiring, communications, conflict resolution, public relations and business ethics, employee satisfaction and family friendliness. Manz (2005) elucidates how the deeper vision of the gospels can teach business leaders to emphasize commitment over a bottom-line agenda by recognizing the value and contribution of every individual. Applying lessons from Jesus' parables to the corporation, the author illustrates the effectiveness of "mustard-seed power": that truthfulness, humility, compassion, forgiveness, and love are the farthest-reaching approaches a leader can use to inspire others to contribute their best work efforts. Remarkably contemporary and deeply resonant with the approaches taken by today's most successful business leaders, the lessons he presents point to a fresh approach that can enable both leaders and followers to maintain their integrity, live on a higher plane and ultimately, reach their personal
and professional goals. Collier and Williams (2004) advocate the need of biblical leaders who are people of integrity and humility and who are willing to be different.

Jones advocates in all her books that Jesus can be a role model for team leaders everywhere. Her book *Teach Your Team to Fish* (2002) gives an insight into how the ideas of Jesus can be used to enhance performance. The book cites innumerable illustrations from the Bible depicting how Jesus manage his team of disciples and other followers, with suggestions for how to apply these lessons to real-world teambuilding and management problems. In *Jesus, Entrepreneur* (2001) she shows how increasing dissatisfaction with the workplace, growing numbers of downsized workers hoping to start their own enterprises, the internet, and an apparent rising newfound desire by many to contribute something meaningful to society have all helped create a new kind of businessperson, Jones has dubbed the "spiritreneur." It is potential "spiritreneurs" she hopes to inspire with this collection of sermonettes that are based on biblical passages and that Jones uses to illustrate basic business principles. In her book *Jesus, CEO* (1996) she presents a bold yet sensitive inspirational guide for leadership success with principles embedded in spirituality, ethics and strength. The book cites the example of Jesus, a "CEO" who took a disorganized "staff" of twelve and built a thriving enterprise. Ford (1993) presents Jesus the leader as strategist, a seer, a seeker, a servant, a struggler and a sustainer.

### 2.2.3 Sun Tzu

For years, business schools and professional consultants have turned to Sun Tzu’s 2500 year old Chinese text for its invaluable commentary on such topics as leadership, strategy, organization, competition and co-operation and the principles of competitive success. Michaelson and Michaelson (2003) interpret Sun Tzu's classic battle strategies specifically to help salespeople win on the increasingly competitive sales battlefield. He also transforms Sun Tzu's wisdom into contemporary sales advice, object lessons, and real-life "how-tos," such as determining the strategy, having a unique selling proposition, knowing your competitor, aiming for big wins, learning from lost sales and winning without fighting.

McNeilly (1996) synthesizes the ideas of Sun Tzu--the Chinese general who wrote *The Art of War* over two millenia ago, into six strategic principles for the business executive. As he puts it "Leadership is a matter of intelligence, trustworthiness, humaneness, courage and sternness - a
general should have these five virtues... When one has all five virtues together, each appropriate to its function, one can be a military leader." Krause (1995) interpretes the ancient wisdom of Sun Tzu’s classic text for today’s business reader. The tone and insight of the original classic remain, while incorporating the ideas of contemporary business philosophers like Peters, Drucker and Bennis.

2.2.4 Indian Classics

The ancient wisdom of the Indian Classics are also related to the modern Management principles. Educators and practitioners have sought motivation through traditional Indian approaches.

Singh (2008) provides managers and educators a thorough treatment of management according to the Lord Krishna through the teachings in the Bhagavad Gita and Song of Wisdom. The result is a fascinating analysis of the Lord Krishna as a manager and leader, a master of the concept of karma, and a uniquely suitable role model for western managers and entrepreneurs. He provides comprehensive study guides and thoroughly explains concepts new to Western readers. Vittachi’s (2007) The Kama Sutra of Business is based on Indian history and literature, drawing lessons for business and life from the remarkable stories of great leaders like Siddartha, King Ashoka and Chandragupta Maurya and their adventures. Vittachi uses these sources, including the Bhagavad-Gita, the Rigveda and even the Kama Sutra to present valuable management lessons and introduce the world's first management guru, Kautilya Chanakya whose classic management book written twenty three centuries ago still resonate powerfully today. He looks at good business practices from a fascinating historical perspective. Roka (2006) presents the ancient leadership wisdom that is very relevant to today’s world. It defines what a leader must be and the things leaders should do to be effective. It cites instances from the Bhagavad Gita to become a more compassionate and selfless leader. Srinivasan (2006) gleans insights from poetic verses Thirukural that are more than 2,000 years old and relates them to management and the workplace. Bhattathiri (2005) elucidates that the critical question in all manager’s minds is how to be effective in their job. He illustrates that the Bhagavad Gita, written thousands of years ago, enlightens us on all managerial techniques leading us towards a harmonious and blissful state of affairs in place of the conflict, tensions, poor productivity, absence of motivation etc. He
advocates that the modern management concepts of vision, leadership, motivation, excellence in work, achieving goals, giving work meaning, decision making and planning, are all discussed in the *Bhagavad Gita*. Khandelwal (2001) draws upon the rich material on self-management, communicating skills, leadership qualities, staffing patterns, organizational behaviour, stress management, and meditation available in the *Mahabharata*. In this book, the author attempts to show that Ved Vyas, Krishna, Bhishma, Vidur, Duryodhana and Drona had advanced knowledge of management. He recommends the management philosophy which abounds in this epic, to be of great contemporary relevance.

### 2.2.5 Assorted Fiction

Besides, there are various books which discuss the use of literature to teach Management concepts. Brawer (2001) incorporates maintaining individuality, the power of company doctrine, and mitigating interpersonal conflicts using disparate sources range from Geoffrey Chaucer's 14th-century *The Canterbury Tales* to David Mamet's contemporary *Glengarry Glen Ross*. He also shows that *Connecticut Yankee* by Mark Twain, *Rabbit Is Rich* by John Updike, *Death of a Salesman* by Arthur Miller, and Sloan Wilson’s *The Man in the Gray Flannel Suit* can also provide appropriate guidance in the world of business.

Clemens & Mayer (1999) tap the collective wisdom found in the classic works of Western literature and apply it to the problems of modern managers and leaders. Drawing on sources that range from Homer's time to Arthur Miller's, this treasure trove of passages and stories offers invaluable advice for solving today's most difficult business dilemmas. According to the author, the *Iliad* is still a valuable guide for steering the right course in today's tricky business world, Shakespeare's *King Lear* has more to say about succession, delegation, and decentralization than do most management texts and Thoreau's *Walden* offers astute observations on what can happen when an organization gets too big.

Taking the collective wisdom in the classic works of literature, March & Weil (2005) use four characters to establish the dilemmas of leadership. With Shakespeare’s *Othello*, they try to convey the concept of power and prime motivations for leadership actions. Saint Joan, a historical character is cited as an epitome of creative leadership. All the characters of Leo Tolstoy’s novel *War and Peace* are depicted as non heroes but all of them achieve a certain
amount of wisdom through experience. To illustrate how imagination and vision can flourish in an organization, Cervantes’ character Don Quixote in the novel of the same name is used.

There have been innumerable articles where people have experimented or suggested the use of literary fiction in management education. In *Dealing with Swindlers and Devils: Literature and Business Ethics*, Michaelson (2005) investigates the claim that literature can contribute to our understanding of business conduct and improve moral conduct in business. He explains that one instrumental function of literature is to imitate life, thereby expanding our vision beyond our parochial interests; to see literature merely as a didactic instrument to serve business interests misses the point that literature should expand understanding, our sense of what in addition to business is interesting and valuable. Rusinko (2003) proposes that literature may be a valuable tool in adapting teaching methods to the online environment, particularly developing experiential exercises, and in helping students become better international managers by building communication skills, team building skills, and contextual understanding of cultural diversity issues. She illustrates how the folk tale *Stone Soup* was used to develop an introductory exercise for an international management class. Bumpus (2000) describes how the full-length novel *Brothers and Sisters* was used to teach an introductory management of human resources course. The author elucidates that in an attempt to increase students’ appreciation for the richness of different perspectives on management issues, a novel teaching approach was used to explore human resources management issues, concepts, and theories within the context of the multi-dimensional lives of characters in a novel. Shepard, Goldsby and Gerde (1997) examine the lacks of a vocabulary of ethics in America's economic ideology. According to the authors if it is assumed an economic system requires a moral component for long-term survival, students in business schools must be exposed to a vocabulary of ethics that is consistent with the ideology of capitalism. The study presents a vocabulary of ethics and illustrates an approach to teaching business ethics based on business-related classic literature and moral philosophy.

Kreidler and Hale (1995) in their book *Teaching Conflict Resolution Through Children's Literature* propose children's literature as an ideal vehicle for teaching conflict resolution and other social skills. Directed at classrooms, each chapter of this book features an introduction to the conflict resolution concept; introductory activities and extension activities; books to reinforce and extend the concept, discussion questions and follow-up activities. Over 25 children's titles
Mockler (1996) elucidates that there are many ways to gain insights into and develop approaches to acquiring and enhancing management skills. He explores analogies between strategic management and the creative arts fields, especially drama and dramatic literature and the experiences of symphony conductors. The article investigates a variety of ways in which these art fields have been and are being used to enrich management learning experiences. McAdams (1993) argues for the use of F. Scott Fitzgerald's novel, *The Great Gatsby*, as a text for studying business ethics. The author presents a documented analysis of the major ethics themes in the book including, for example, moral growth, Gatsby's life of illusion, the withering of the American Dream, and the parallels between the 1920s and the 1980s. Data examining the incidence of lying in contemporary American life, a review of Lawrence Kohlberg's theory of moral development, and data-based studies of wealth distribution in America are among those strands of evidence. In effect, the author presents a lesson plan for teaching *The Great Gatsby* as a general introduction to ethics and American values which is designed to precede a more pragmatic and specific inquiry employing conventional business cases.

Benson (1992) advocates that the classics can be used as a vehicle for teaching business and managerial ethics. He exemplifies the fact citing Herman Melville's *Moby Dick* as a useful tool to help students learn the importance of balance and perspective. He represents Captain Ahab’s determination to catch the whale regardless of the consequences at two levels: as an entrepreneur who pursues his dreams of business success regardless of the consequences to his family, marriage or health and on another level, as the heroic, against-all-odds type of struggle that most entrepreneurs find they must wage to realize their dreams. Other literary examples cited include Machiavelli's *The Prince*, Thoreau's *Walden*, and Plato's *Republic* and Shakespeare’s *King Lear*.

### 2.3 Comparison of Teaching Methods

Carpenter (2006) in his study used descriptive and inferential statistical techniques to examine the effectiveness of five teaching methods (lecture, lecture/discussion combination, jigsaw, case
study, team project) in a large class setting. In addition, student preferences for class size and teaching methods are explored. The findings provide valuable direction for faculty teaching large classes.

Ali (2011) conducted a study on students’ performance after two groups of students were each exposed to different teaching methods; cooperative learning and traditional lecture formats. A pre-test and a post-test were administered and assessed. The results of this study infer that there is no significant difference in learning as a consequence of different teaching methods with regard to knowledge and application in a project management course at a tertiary level institution in Trinidad and Tobago, and that there is no silver bullet for teaching and learning.

When content is difficult to relate to and the teacher wants to develop critical thinking skills in a didactic lecture Cardoso, Cristiano and Arent (2009) recommend the need for the development and implementation of new educational practices to make classrooms more interesting and interactive even in a lecture format.

Black & Wingfield, (2008) made comparisons between marketing and management faculty, between faculty teaching at private and public institutions, between male and female faculty, and between tenured and non-tenured faculty. Results indicate that faculty at private universities, faculty with less teaching experience, and faculty with fewer class preparations are more likely to use active methods in their classrooms.

In a study conducted at Babson College (Boston) which is one of the world’s top entrepreneurship schools by Lourenço & Jones (2006) in developing entrepreneurship education, whereby they compared traditional and alternative teaching approaches. The programme involved a wide range of learning approaches including conventional lectures, role-play activities, visits to entrepreneurial firms in Silicon Valley and periods of self reflection. As a way of exploring these issues, data are presented on a unique pedagogical approach used during an intensive two-week training programme for twenty scholars from the UK’s New Entrepreneur Scholarship. The key outcome of this research, for both academics and training providers, was the importance of combining traditional and alternative approaches in the delivery of courses aimed at encouraging students to fulfil their potential as entrepreneurs.
Johnson & Mighten (2005) compared two teaching strategies: lecture notes combined with structured group discussion versus lecture only. They sought to help nurse educators identify the most effective teaching strategies for nursing students. They compared the examination scores of two groups of students who took a 3-credit medical-surgical nursing course. The control group (N = 88) received lecture only as the teaching method, whereas the experimental group (N = 81) received word-processed lecture notes along with structured group discussion. The results showed a statistically significant difference between the means of the experimental and control groups. However, no statistically significant difference existed between the course-passing rate of students in the experimental group and that of students in the control group. These results provide strong support for the use of lecture notes in conjunction with structured group discussion as a teaching strategy.

Hunt, Haidet, Coverdale, and Richards (2003) examined student performance in team learning methods, finding positive learning outcomes as compared to traditional lecture-based methods. In contrast to these findings, a study by Barnes & Blevins (2003) suggests that active, discussion-based methods are inferior to the traditional lecture-based method.

Miller (2003) compared student outcomes following the use of problem based learning versus traditional lectures for teaching in a theoretical graduate pharmacology course over a semester. She found that while the lecture delivery was a more effective way of teaching particular material, the final course averages produced a normal distribution in both groups of students; those exposed to problem-based learning and those exposed to the traditional lecture. The findings infer that there is virtually no difference with respect to student performance.

Overall, the results of recent studies concerning the effectiveness of teaching methods favor constructivist, active learning methods. The findings of a study by De Caprariis, Barman, & Magee (2001) suggest that lecture leads to the ability to recall facts, but discussion produces higher level comprehension. Further, research on group-oriented discussion methods has shown that team learning and student-led discussions not only produce favorable student performance outcomes, but also foster greater participation, self confidence and leadership ability (Perkins & Saris, 2001; Yoder & Hochevar, 2005).
A comparison of lecture combined with discussion versus active, cooperative learning methods by Morgan, Whorton, and Gunsalus (2000) demonstrated that the use of the lecture combined with discussion resulted in superior retention of material among students.

Dehler (1996) elaborates differences between the traditional model of instruction, which is teacher-centered and focuses on content knowledge, and the more contemporary model of book reviewing, which is meaning-centered and focuses on merging knowledge, thinking, and learning to enhance students' problem-solving skills. He demonstrates that writing assignments that are explicitly knowledge transforming, rather than knowledge telling, illustrate ways of advancing intentional learning skills.

In a three-year research project at the University of Exeter, a series of tape-slides was produced for a pilot comparison with the lecture method in the first year; in the second year, an updated version of the tape-slide sequences was used in a main trial comparison. The teaching trials carried out were of a balanced design, involving variables such as course of study, age, sex, previous knowledge of statistics and tape-slides and tutor, and existing methods of assessment were mainly used. Results indicate no observable academic differences between the groups taught by each method. The economics of the two methods are found to be comparable. (Harding, Riley & Bligh, 1981)

Comparison of teaching methods have also been researched in the fields of biology, bioengineering, mathematics.

Constructivist teaching techniques have been shown to work well in a variety of instructional settings, but many teachers remain skeptical because there is a lack of quantitative data supporting this model. Lord, Travis, Magill, & King (2005) conducted a study comparing an undergraduate non-majors biology lab section taught in a traditional teacher-centered style with a similar section taught as a constructivist class. Weekly lab quiz scores, attendance, a science attitude test and analysis of videotapes were used to determine whether student interest and performance were affected by the teaching style used in the classroom. Statistical tests showed many significant differences between the groups and demonstrated that the constructivist class had higher quiz scores, more appreciation of science, better attendance and increased participation in the lab activities than the traditional group.
Mendez & Garcia (2001) conducted a teaching experiment using software in the subjects of Calculus, where the traditional teaching method was compared with another alternative method in which the pupils received the instruction in these subjects by means of software applications. The analysis was made by means of elements of Descriptive Statistic, since the sizes of the samples are small, and with data collected before and after the experiments.

A comparison of interactive teaching methods on bioengineering and biomaterials modules at two Russell group universities was undertaken by Joyce & Dunne (2010). Each module was taken by fourth year MEng students as well as taught MSc students therefore cohorts were similar in this respect, as were student numbers. Another similarity is that these modules are not part of bioengineering or biomaterials degrees, but options of mechanical engineering and materials degree programs. At each university, techniques included invited industrial lectures, small group assignments and presentations, alongside traditional lecturing practice. Student feedback showed that the range of teaching approaches were positively received and appreciated.

Pedro (2005) describes the results of an experiment aimed at comparing the academic performance of two equivalent groups of students of the same subject, one receiving ordinary, lecture-based teaching and the other being taught with the use of ICTs.

The traditional passive view of learning involves situations where material is delivered to students using a lecture-based format. In contrast, a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussion and/or collaborative activities (Fosnot, 1989).

2.4 Research Gap

Many professors only teach by lecturing and expect rote memorization from their students. This happens often because of the “overwhelming amount of material contained in a typical state social studies curriculum framework” (Vogler and Virtue, 2007, p 55). The teachers have so much information they are required to cover that they “have trouble getting beyond the ‘just the facts’ content coverage and into higher-level, critical historical thinking, especially because of the limited class time available” (Vogler and Virtue, 2007, p 55).

One main reason teachers have to cover so much information is because of high stakes testing. Researchers have found “that teachers under the pressure of high stakes tend to increase their
dependency on teacher-centered instructional practices (e.g. lecture) and the superficial coverage of content driven textbooks” (Vogler and Virtue, 2007, p 56). High stakes testing has caused teachers to move away from student-centered approaches “such as discussion, role-play, research papers, and cooperative learning” because they need to learn “just the facts” because that is what the tests cover (Vogler and Virtue, 2007, p 55).

Results indicate that faculty at private universities, faculty with less teaching experience, and faculty with fewer class preparations are more likely to use active methods in their classrooms. (Black & Wingfield, 2008). What is disturbing about these facts is that research has shown that students learn more from student centered approaches. The information becomes more meaningful to them; therefore, they retain it for longer periods of time. As seen in the review of related literature, although Management instructors have long recognized the benefits of using literature, relatively few studies have attempted to compare teaching methods experimentally for its effectiveness in Management education.

Research on methods of teaching have focused on a varied range of topics from ethics, marketing, entrepreneurship, decision making and planning, Stress management, Whistle blowing, strategy, organization, competition and co-operation and the principles of competitive success, problem-solving skills, communicating skills, cultural diversity, management of human resources to organizational behavior theories and concepts such as motivation, team building, conflict resolution, leadership Maslow's hierarchy of needs theory.

A sizeable number of research has experimented with Organizational Behaviour studies. Twelve O'clock High (Bognar, 2008) and Aliens (Harrington & Griffin, 1990) has been used to show different leadership styles.. O'Connor & Leodones (2007) lay out a brief context for team projects and put forth a positive vision of teams and leadership. Sudbrack & Trombley (2007) analyze five different leadership theories (trait, skills, path-goal, leadermember exchange, and team) using eight different characters from the television series J. J. Abram’s television program, Lost, to demonstrate leadership theory in practice. Bhattachiri (2005) elucidates that the critical question in all manager’s minds is how to be effective in their job. He illustrates that the Bhagavad Gita, written thousands of years ago, enlightens us on all managerial techniques leading us towards a harmonious and blissful state of affairs in place of the conflict, tensions, poor productivity, absence of motivation. Bumpus (2005) feels that motion pictures and

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television shows can provide mediums to facilitate the learning of management and organizational behavior theories and concepts. Huffaker & West (2005) have tried experimenting with transformational leadership. O’Connell, McCarthy & Hall (2004) explore the impact of teaching a printed leadership case study with the appearance of the CEO in the class in person as against on video. Corrigan (2000) in his book Shakespeare on Management the book, quotes extensively from Shakespearean plays to illustrate how lessons of leadership can be learned from the immortal characters like Richard II, King Lear, Antony, Macbeth and Coriolanus. Jones advocates in all her books that Jesus can be a role model for team leaders everywhere. Teach Your Team to Fish (2002) cites innumerable illustrations from the Bible depicting how Jesus manage his team of disciples and other followers, with suggestions for how to apply these lessons to real-world teambuilding and management problems. According to Ettington & Camp (2002) one objective in using group projects is to help prepare students to be effective team members in organizations. Champoux (1999) discusses using film as a resource for teaching organizational behavior and management theories and concepts. Ulysses & Keys (1997) explain that the practice of teaching strategic management provide valuable experience in team skill development. Stevenson (1996) describes an attempt to use Shakespeare's plays to teach management principles in a leadership course. Kreidler, J. William., & Hale, G. James (1995) in their book Teaching Conflict Resolution Through Children's Literature propose Children's literature as an ideal vehicle for teaching conflict resolution and other social skills. The example the recruitment scene at the start of The Magnificent Seven (Huczynski, 1994) is popular for illustrating Maslow's hierarchy of needs theory. Fisher, Shaw & Ryder (1994) feel that it is rather optimistic to expect positive attitude towards group work and development of team skills spontaneously with time and grade pressures. Conflicts, lack of leadership, free riding, miscommunication are some of the lacunae. Daly & Worrell (1993) discuss the difficulties of determining group composition, demonstrating relevance and appraising member’s contribution and demonstrate a method of structuring project groups as miniature organizations that has shown potential in minimizing these difficulties. Miner (1992) conducted a study where he analysed large and small class differences as a framework for planning for and teaching a large class. Using this conceptualization, he discusses and analyses the process of developing and offering an organizational behavior. Vaill (1981) uses the poem In Broken
*Images* by Robert Graves to explain concepts of organizational behaviour. Odiorne (1976) elaborates that lecturing is not thought of as a good method to teach organizational behaviour,

Various methods have also been adopted to teach ethical issues. O’Connell, McCarthy &. Hall (2004) felt that Case teaching has the potential to involve students in complex decision settings, enhancing their identification with protagonists facing difficult challenges. Comer & Vega (2006) presented a role-play exercise to make the topic of whistle-blowing personally salient to undergraduates. Schumann, Anderson & Scott (1997) in their paper discussed how to introduce ethical dilemmas into computer-based business simulation exercise to teach business ethics. Wolfe & Fritzsche (1998) advocated the use of Management games, to simulate the types of competitive conditions faced by real-world executives, which would be useful devices for teaching ethics and helping managers to deal with the moral and ethical dilemmas they would face in their careers. McAdams (1993) in his article *The Great Gatsby as a Business Ethics Inquiry* argues for the use of F. Scott Fitzgerald's novel, The Great Gatsby, as a “text” for studying business ethics. *’ethics into the MBA program.* Giri (1997) examines the issue of teaching of ethics in management education with specific reference to the debate on this and pedagogic interventions in India and the United States through new case teaching plan development and faculty workshop. Stillman (2006) explores films to gather lessons for ethical leadership. Garner & Siegel(1991) suggest controversial contemporary issues are highly involving topics for student research projects. These issues lend themselves to research investigation as well as meaningful discussions of ethical issues.

Findings in the few studies attempted to compare teaching methods have not been very conclusive. Ali (2011) infer that there is no significant difference in learning as a consequence of different teaching methods with regard to knowledge and application in a project management. The key outcome of the research, conducted by Lourenço & Jones (2006) for both academics and training providers, was the importance of combining traditional and alternative approaches in the delivery of courses aimed at encouraging students to fulfil their potential as entrepreneurs. Carpenter (2006) findings suggest that faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever possible. Structured, controlled collaboration (e.g., jigsaw, case study) would probably be most comfortable to students as opposed to uncontrolled, unstructured experiences (i.e., team projects) as they also appear to

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produce significant improvement in terms of learning outcomes. The results of the study conducted by Johnson & Mighten (2005) provide strong support for the use of lecture notes in conjunction with structured group discussion as a teaching strategy. Hunt, Haidet, Coverdale, and Richards (2003) examined student performance in team learning methods, finding positive learning outcomes as compared to traditional lecture-based methods. In contrast to these findings, a study by Barnes & Blevins (2003) suggests that active, discussion-based methods are inferior to the traditional lecture-based method. Miller (2003) findings infer that there is virtually no difference with respect to student performance. Caprariis, Barman, & Magee (2001) suggest that lecture leads to the ability to recall facts, but discussion produces higher level comprehension. Research on group-oriented discussion methods has shown that team learning and student-led discussions not only produce favorable student performance outcomes, but also foster greater participation, self confidence and leadership ability (Perkins & Saris, 2001; Yoder & Hochevar, 2005). Morgan, Whorton, & Gunsalus (2000) demonstrated that the use of the lecture combined with discussion resulted in superior retention of material among students. Results indicate no observable academic differences between the groups taught by each method. Harding, Riley & Bligh (1981) In a three-year research project at the University of Exeter, a series of tape-slides was produced for a pilot comparison with the lecture method.

There have been very few instances of comparing the use of literary fiction as a Management teaching tool with other teaching methods. The researcher attempted to study the area of using literature to teach Management students with regards to student performance. The endeavour was to compare regular teaching methods vis-à-vis the use of literature to teach Management students and establish the impact of the teaching methods on student performance. The study also attempted to see if the educational background, age, gender, entry qualifications, work experience and social class of the students had any impact on the student performance.

From the above review of literature, it can be seen that there are several studies done on lectures and case studies as teaching methods. Experiments have been conducted for co-operative learning methods as well as constructivist learning methods. The impact of teaching methods on various parameters like critical thinking, student engagement, motivation, knowledge, comprehension and application ability of students have been researched. There are very rare instances of comparing the use of literature as a teaching tool with other teaching methods.
Internationally, there have been various instances of the novel being used to teach Management, but in the Indian scenario, it is not widely used. Lately, there have been reports of IIM using this methodology. In the international and Indian scenario, comparison studies of literature as a Management teaching tool with other andragogies are not found.

Based on literature review the researcher felt that literary fiction could be used to teach Management in such a manner as to make Management students perform and understand better than the conventional method of teaching. The researcher would also like to study the effectiveness of this andragogy on Management students in terms of performance and perception. This gives rise to the following research questions:

1. Does using literature to teach Management students have an effect on student performance, perception or retention?

2. Would there be a significant difference in the performance of differently qualified students?

3. Do the CET scores make an impact on the performance?

4. Would the age of the student impact the performance?

5. Do male and female students perform differently?

6. Would work experience have an impact on the performance?

7. Does the social class affect the student performance?

The researcher also wanted to study all of the above in Indian context.

2.5 Review of the Chapter

The review of literature reveals that there have been advocates of different andragogies like case teaching, role play, computer-based business simulation exercise, Management games, novels and films. Varied literature ranging from the religious Bible, the bard Shakespeare, war strategies, Indian mythology, classics, children stories and even Harry Potter has been used to teach Management. Researchers have also compared various type of teaching methods in different subjects in an attempt to establish their impact. Several subjects including
organizational behavior concepts have been experimented with. Findings have varied in the research studies done.

In conclusion to the review of existing literature, it can be established that there is no doubt that literature can be used as a Management teaching tool. Most of the research studies on teaching methodologies have been in various fields but there has been no study to compare the effect on student performance with conventional teaching methods for Management vis-a-vis the use of literature as a Management Tool. This study tries to establish whether students perform better, if they are taught Management subjects through the use of literature. An effort was made to teach Management students Organizational Behaviour, Business Ethics and Corporate Governance using fictional novels *Lord of the Flies* by William Golding and *The Devil and Miss Prym* by Paulo Coelho. It also intends to identify whether teaching through literatures gives a better understanding of Management studies than conventional teaching tools.

Based on previous literature and the emerging gaps, the following hypotheses have been framed:

1. There is no significant difference in the mean scores of the cognitive achievement in Selected Management concepts in experimental & control groups
2. There is no significant difference in the mean scores of the cognitive achievement (knowledge) in Selected Management concepts in experimental & control groups
3. There is no significant difference in the mean scores of the cognitive achievement (comprehension) in Selected Management concepts in experimental & control groups
4. There is no significant difference in the mean scores of the cognitive achievement (application) in Selected Management concepts in experimental & control groups
5. There is no significant difference in the mean scores of the student’s perception in the experimental and control groups
6. There is no significant difference in the mean of the student’s retention in the experimental and control groups
7A. There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to age.
7B. There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to age.

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There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to age.

There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to age.

There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to gender.

There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to gender.

There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to gender.

There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to gender.

There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to CET scores.

There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to CET scores.

There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to CET scores.

There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to CET scores.

There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to Social
class.

10B There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to Social class.

10C There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to Social class.

10D There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to Social class.

11A There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to Work experience.

11B There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to Work experience.

11C There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to Work experience.

11D There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to Work experience.

12A There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to entry qualifications.

12B There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to entry qualifications.
12C There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to entry qualifications.

12D There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to entry qualifications.

Having illustrated all the major hypotheses, the next chapter offer a detailed view of the research methodology adopted for the research.