

Developing Creative Leadership through Inter-Disciplinarity

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Developing Creative Leadership ...

- MBA long established, formerly elite now popular award
- Structured along disciplinary lines
 - emphasis on reason, structured thought and primacy of theory over practice
 - Managerial skills ‘crowded out’ by technical academic content

Developing Creative Leadership ...

Context:

- Critique, lack of confidence post 2008 crash
- Globalisation
- Rapid technological change
- ‘Wicked’ problems
 - Ill-formed, information, confusing and conflicting values
 - Solutions need to be creative

Developing Creative Leadership ...

- Overall lack of stability means instrumental rationality from discrete disciplines is inadequate response
- Need attitude shift
 - From seeing problems as coming ‘pre-packaged’ and within disciplinary boundaries
 - from seeing unavoidable constraints as problem to seeing them as challenge and opportunity

Developing Creative Leadership ..

- Central Saint Martins
 - based in Kings Cross, London
 - world famous arts and design college
 - institution originates from two art and design schools founded in mid- and late 19th century
 - pioneered educational approach that removed barriers between intellectualism of design and practical skills of production

- Birkbeck, University of London
 - based in Bloomsbury, London
 - Research-intensive
 - origins in early 19th century
 - founded to provide education for working people - a radical concept that led to founder being accused of '*scattering the seeds of evil*'

Developing Creative Leadership ...

- Design attitude common in creative disciplines where focus is on production through practice
- Informal social production of knowledge common in the workplace
- In contrast to cognitive perspective of management disciplines design takes embodied experiential perspective integrating different 'knowledges': formal, tacit, experiential, social

Developing Creative Leadership ...

- Uses ‘signature pedagogy’ to model role expectations for students
- Emphasis on group experience and creativity, supported by ‘flipped classroom’
- Disciplines combined through thematic approach
 - uses formal disciplinary knowledge on ‘toolbox’ basis – ensuring available when needed for problem solving

Developing Creative Leadership ...

- Programme theoretically-informed, rather than theoretically-driven and integrates explicit consideration of value systems
- Delivered via blended learning, involving a series of 'Sprints'
- Concludes with applied interventionist project drawing on concept of Mode 2 knowledge = knowledge produced in the context of its application

Developing Creative Leadership ...

- Integrative pedagogy designed to produce integrative approach in students
 - enabling them to consciously use full range of knowledges in practice
- Consideration of different value systems supports more socially-accountable managerial style
 - a professional perspective
- Transformation in perspective offers more effective response to current/future challenges

Developing Creative Leadership ...

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