Enhancing phronetic learning
A case study on the project course in social and environmental responsibility at Hanken

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Abstract:
The pressure on managers to deal with the complexity of competing demands in today's business is growing, and business schools have needed to develop ways to look more broadly at what they are teaching. Through a PRME initiative launched by the UN Global Compact, business schools have developed their curricula's in order to enhance skills and abilities in dealing with the challenges related to ethics, sustainability and responsibility.

This thesis examines how a project course in social and environmental responsibility at Hanken School of Economics provides students with learning experiences that develop certain abilities. The purpose of this study is to examine different learning experiences of the students during the project course, and how these learning experiences support students in developing abilities. The thesis identifies tensions during the projects in order to map out abilities and skills that students learn during the projects. In addition the thesis examines how students are exposed to different vocabularies and develop moral imagination.

The thesis uses a case study methodology, with a qualitative, abductive research design. The data consists of a total of three projects including seven students, two NGOs and one business network. Multiple data collecting methods (learning diaries, semi structured in depth interviews, final assignment, two presentations, and informal discussions) allows for triangulation of the findings.

The results of this study show, that the project course on social and environmental responsibility develop student learning experiences in a way that abilities linked to moral imagination and vocabularies occur. In addition to this, students question their own perceived knowledge and the knowledge of the NGO in order to better understand what the outcomes of the project are, who is benefitting and from which point of view. These support development of a phronetic approach and development of practical wisdom, which in turn support students in navigating through the competing demands in today's businesses with regards to ethics, responsibility and sustainability.

Keywords: Learning experiences, vocabularies, management education, moral imagination, phronesis, reflexivity.
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1 INTRODUCTION

Today’s managers are facing a rapidly changing world where decisions are made with a limited amount of information and expectations on responsible behaviour and sustainable solutions are gaining more and more attention in society (Cunliffe, 2004; Mintzberg, 2005; UN Global Compact, 2014). Societies, researchers and leaders of the 21st century are putting more focus globally on how to work with different stakeholders and develop guidelines for where our world is heading (Ghoshal, 2005; UN Global Compact, 2014). There are many multi-layered debates around sustainability and responsibility; debates on a global and national level, debates involving politicians and businesses, as well as between ordinary citizens. Events such as corporate scandals have raised people’s attentions towards ethical and moral questions in management (Cunliffe, 2004). Furthermore, the financial crisis that started in 2008 has been drawing some attention towards leaders, managers and how management education may be seen as partly responsible for unethical practices (Khurana and Nohria, 2008).

The issues at hand have no easy solutions. Issues such as over-utilization of natural resources, business impacts on global warming, pollution, societies, communities, as well as issues of poverty, hunger, equality, corruption and human rights are all increasingly important and widely debated (e.g. UN, 2014; UN Global Compact, 2014). In addition, information is becoming increasingly easy to share as well as spreading faster to larger audiences. Hence, the amount of information on what is going on in the world related to business ethics, sustainability and responsibility keeps growing and a variety of viewpoints are represented. Furthermore, the amount of Non-Governmental Organisations (NGO’s) has grown rapidly in recent years (Brower, 2011). NGO’s play a part in educating for example civil society on how to take part in raising awareness among people about issues on ethics, sustainability and responsibility as well as how to play a role in the current debates and discussions around the issues. Due to this, many of the existing theories are challenged to consider better solutions’ for a ‘better tomorrow’.

Due to this trend, problems within the existing structures of management theories and management education have been pointed out by researchers. Ghoshal published an article in 2005 with the topic “bad management theories are destroying good management practices” (Ghoshal, 2005 p. 75). The criticism towards management education includes the notion of MBA programs that seem to be quite standardized around the world (see e.g. Mintzberg and Gosling, 2004; Khurana and Nohria, 2008),
as well as criticism towards the content of teaching in management education (Gosling and Mintzberg, 2004). The criticism is mostly around the inability of existing theories to reflecting the complex challenges managers face (Wilson & McKiernan, 2011), partly because they are too abstracted from real-life management work (Mintzberg, 2005), but scholars are also taking issue with the way these theories are presented as value-free and objective (Fougère, et al., 2014). According to critical scholars, management education is not value-free, and there is a need for encouraging a learning environment that allows the “exploration of values and value tensions in the class room” (Fougère et al., 2014 p. 174).

As the questions in relation to education and around management theories and how they affect the management practices in today's world have been put on the agenda, some structures in developing this have been put forward. The United Nations (UN) Global Compact initiated the PRME or PRiME, Principles for Responsible Management Education in 2007 (PRiME, 2014a). The PRME was established to support business schools that wanted to advance social responsibility in their activities as well as incorporate values in regards of ethics in their teaching (PRiME, 2014a). The PRME has been developed in order to look at the education and practices of business schools and support business schools in developing their teachings and behaviour to respond to the increasing need of understanding the complex matters related to ethics, sustainability and responsibility.

The challenge for managers is not only about being aware of the issues in relation to ethics, sustainability and responsibility, but also on adapting existing theories and models into practice. Cunliffe (2004) discusses the difficulties in management theories of translating theories into the practical work of managing. Still more research on how to in practice work on the curricula’s in business schools to enhance new innovative management practices are needed (Mintzberg, 2010).

PRME supports working on various ways of educating and exposing students to issues and questions related to sustainability and responsibility. There are several focus points of PRME depending on the viewpoint; for some it is about finding and developing best practices for universities for others an open a space where ideas and thoughts on how to bring sustainability and responsibility into management education can be discussed and shared. In addition to management education the PRME encourages and brings forward the importance of including ethics, sustainability and responsibility aspects in research.
Business schools worldwide have drawn attention to sustainability by adding certificate programs, majors and other similar ways of addressing the issues. Mintzberg (2010) calls this process “one of the most important and existing development in green business education” (Mintzberg, 2010 p. 378). The next steps of responsible and sustainable management education do not seem to be around adding courses to the curricula, but rather “to elevate sustainability topics to the top of their [business schools] education priorities” alongside with profit, quality, globalisation and technology (Mintzberg, 2010).

As working on ways of addressing sustainable development in business schools is no easy matter, the PRME launched in 2013 a leadership group called PRME Champions to work on the “next level of responsible management education and leadership education” (PRIme, 2014c). The challenges PRME champions face, in addition to the complexity of ethics, sustainability and responsibility issues, have been in addressing the shared barriers in relation to making responsible management education a reality. Hence, the PRME Champions are facing the challenge of incorporating ethics, sustainability and responsibility as a part of management education, instead of having theories on these as standalone courses or add on courses to the curricula. The PRME Champions are currently experimenting with different teaching methods and forms of management education to develop and enhance managers’ abilities to act in more ethical, sustainable and responsible ways. The PRME Champions are reporting on the findings and their different approaches to the PRME community.

1.1 Problem formulation

As business schools are working on how to educate current and future managers, a variety of ways in working on this has been brought forward. Studies on different methods of working with implementing ethics in business schools in the curricula as well as cross disciplinary practices in business schools are discussed and reported (e.g. Young and Nagpal, 2013; Stephens et al., 2009; Shriberg, 2002). According to this research, management education plays a key role in changing behaviour at the workplace (Stephens et al., 2008; Sibbel 2009). Thus developing methods that challenge students in looking critically at existing management theories and practices are needed in addition to innovative ways of educating a new generation of managers.

The focus seems to be in developing new models and theories as well as in better understanding how to teach and educate both existing and future managers and leaders to meet the demands of the 21st century. Still, more work on the learning experiences of
the activities in the business schools seems to be needed (Mintzberg, 2010). Developments in regards of the curricula in order to support students in their learning experiences have been put forward (Cunliffe 2004; Gosling and Mintzberg, 2004; Fougère et al., 2014). The PRME Champions have also initiated a project focusing on learning in a social context (PRiME time, 2014). The project focuses on the abilities that students develop during learning and experiences in a social context. Hence, different studies that contribute to understanding the learning experiences and how students develop abilities in real life situations seem to be needed.

1.2 Aim and research questions

This thesis examines how a project course in social and environmental responsibility at Hanken School of Economics provides students with learning experiences that develop certain abilities. The learning experiences are created when students work on a project for organisations (in this study, two projects with an NGO and one project in a business network). Their projects are linked back to their education both in regards of management education as well as knowledge on issues related to sustainability and responsibility.

The purpose of this study is to examine different learning experiences of the students during the project course, and how these learning experiences support students in developing abilities, for example through being exposed to different vocabularies. In addition to this, this study examines what additional knowledge and abilities this kind of a course may help the students develop. The research questions are:

1) What kinds of learning experiences students have during the project course in social and environmental responsibility?

2) What abilities do students develop as a result of their learning experiences and how might these abilities make them better equipped for their future activities as managers?

The aim of this study is to identify the learning experiences and examine if the learning experiences link back to developing abilities. I will look at how the abilities present in the learnings of the students link back to the challenges modern business schools are facing in educating responsible future managers. In other words, it is not only about mapping out the learnings of the students, but the learnings that support students into developing skills and abilities to act in forms of more ethical, sustainable and responsible ways.
A total of 7 students participated in the pilot project course arranged at Hanken School of Economics during spring 2013. They worked 100 hours on the project for their respective organizations – each working on issues related to sustainability and responsibility – and 100 hours on an academic report documenting the project and connecting it to relevant academic literature.

1.3 Delimitations

From the data collected I have identified three different learning experiences that could be examined, the learning experiences of the university, the learning experiences of the students, and the learning experiences of the NGO/organisation. In this thesis, I will only be looking at the learning experiences of the students. As my focus is on understanding how business schools could develop curricula that support students learning in regards of ethics, sustainability and responsibility, I will focus on a more in-depth examination of the learning experiences.

1.4 Definitions

As the definitions of key words that are used in this thesis are debated, I provide a definition for keywords used in this thesis in this chapter.

1.4.1 Ethics, sustainability and responsibility

Ethics, sustainability and responsibility are in many of the current discussions used as broad terms, under which current issues such as over-utilization of natural resources, business impacts on global warming, pollution, societies, communities, as well as issues of poverty, hunger, equality, corruption and human rights and many more fit (eg UN, 2014; UN Global Compact, 2014).

In the literature review and the introduction, these terms are used as broad umbrellas under which most of the current debates fit. Still, it is important to note, that in the analysis, discussion and conclusion, these terms link back to the issues of the projects that is, human rights, collaboration between businesses and NGO’s and NGO member preferences.

1.4.2 Management Education and Responsible Management Education (ME & RME)

In this thesis the term management education and responsible management education includes MBA education programs as well as master and bachelor education. In the
case study, students are from master programs at Hanken School of Economics but also University of Helsinki master programs, doing a module in sustainable development. Management education refers to general part of management education whereas responsible management education refers to the courses and programs with a focus on sustainability, responsibility and ethics.

1.4.3 Project course in social and environmental responsibility
The project course is not to be mixed with corporate project courses. In this study student’s work with NGO’s typically on issues related to Corporate Social Responsibility (CSR). These issues are most of the time not related to corporations but rather human rights, nature and environment, and social impact.

1.4.4 Learning opportunity and learning experience
I talk mostly in my thesis about learning experiences. The difference I make in my thesis between learning experience and learning opportunity is, that learning experience is something that occurs due to the path chosen and the decisions made. Learning opportunity refers more to possible pathways that could have been chosen, and in that case the learning experience might have been different.

1.4.5 Sociocultural Environment
As ethics, responsibility and sustainability are brought into the concept, it is good to clarify what is meant by the term sociocultural environment. If we assume, that ethics is not a steady stat, but situational (eg. Clegg, Kornberger and Rhodes, 2007) we also need to take into account the context of the study. In this case, the sociocultural environment plays a role in the setting of ethical, sustainable and responsible activities. As students are working with NGO’s that are focusing on issues related to sustainability, responsibility and ethics, the sociocultural aspect plays a key role.

Sociocultural environment can be defined as follows:
“A set of beliefs, customs, practices and behaviour that exist within a population” (Businessdisctionary.com, 2014).

In this case, the sociocultural environment refers to the environment in which students are working and how the different sets of beliefs, customs, practices and behaviour impact their understanding of the situational ethics, sustainability and responsibility decisions.
1.4.6 Episteme

Aristotle has defined three types of knowledge, Episteme, Techne and Phronesis. Episteme corresponds to the knowledge expressed in natural sciences (Flyvbjerg, 2006). This form of knowledge reaches for a high level of legitimation, sometimes seen as the ‘absolute truth’ or ‘universal truth’ or “our ideal modern scientific project” (Flyvbjerg, 2006 p.371). Aristotle defines episteme as “Scientific knowledge [...] demonstrative state (i.e. a state of mind capable of demonstrating what it knows)” (from Flyvbjerg, 2006). The definition by Flyvbjerg and Aristotle is that episteme is the level of knowledge we can argue for and legitimize. Episteme stands for know why (Flyvbjerg, 2006). In this thesis episteme is related to scientific knowledge.

1.4.7 Techne

Techne is the sense of craft or art of work (Flyvbjerg, 2006). The skills are the technical knowledge and are mostly bound to instrumental know-how and rationality (Flyvbjerg, 2006). Aristotle defines techne as “an art [techne] [...] concerned with brining something into being” (from Flyvbjerg, 2006). Techne can also be seen as the practical part of getting to a set goal, as completing a task or assignment (Flyvbjerg, 2006). The definition by Aristotle and Flyvbjerg is that techne is the practical approach to reaching a set goal. Techne focuses on knowing how (Flyvbjerg, 2006). In this thesis, techne is seen as know-how and skills that students develop.

1.4.8 Phronesis

Phronesis notes, that practical wisdom is connected to managing situations in a specific time, space and context where there are no ‘absolute truths’ (Flyvbjerg, 2006). Phronesis is a tacit (silent) skill that is related to ethics rather than theories, models or solutions. Aristotle defines phronesis as “a true state, reasoned, and capable of action with regard to things that are good or bad for man” (from Flyvbjerg, 2006). The definition of phronesis is simply put that “things that are good and bad for man” (Flyvbjerg, 2006 p. 372). In this thesis phronesis is related to how practical wisdom in terms of practical knowledge and practical ethics.

1.4.9 Abilities

I this thesis the term abilities is used to represent knowledge linked to practical wisdom and practical ethics that develop during the project course. Abilities are more than knowledge (episteme) and skills/know-how (techne) and liked to phronesis. The
abilities mapped out in this thesis are linked to the projects and how students develop practical wisdom in working with tensions in the projects.

1.5 Structure

The first chapter has introduced the topic of this study. In the chapter the research aim, research questions, delimitation and definitions are presented. Chapter two will look at previous research, concepts and theories to provide an overview of previous research and studies. Looking at previous research will provide a frame for the study and a better understanding of why the topic of this thesis is suitable to look at. The third chapter looks at the data and the method of analysing the data. The third chapter introduces the suitable research design. It provides an understanding of the data used in this study as well as how the data has been collected, analysed and processed. The fourth chapter presents the analysis and results of the data and interesting findings of the data in relation to research questions and method used. The fifth chapter discusses the impact and implications of the results, concludes the thesis by answering the research aim and questions. The fifth chapter has a contribution statement, implications for management education and suggestions for future research. The final chapter is a summary of the thesis in Swedish.
2 LITERATURE REVIEW / FRAMEWORK

In this chapter I will look at previous research in order to formulate a frame for this study. The first section is focused on research in the field of ethics in business. The second section deals with research on management education. The third section introduces critical management education concepts and research. The third section provides and understanding of the problems in current models of management education and the criticism of business schools. The fourth section focuses on the new methods, models and research within business schools as business schools are trying to respond to the criticism towards business schools. The fourth section presents models and ideas that work as a frame of the study in this thesis. The final section summarises the literature on the topic and highlights the most important parts of the literature review for this thesis.

2.1 Management and ethics and sustainability

Society and political decision makers have been putting more focus on the practices of businesses with regards to ethics, sustainability and responsibility (eg TIME 2014a). After scandals as Enron, and scandals that surfaced due to the financial crises, where managers are being accused of opportunistic behaviour and short term gain (Cunliffe, 2004; Currie, Knights and Starkley, 2010) more focus has been put on managers and the decision makers (Khurana and Nohria, 2008). This has put more focus on the ethical dilemmas in organisations and on the questions of ethics (Donaldson, 2002).

The pressure from the outside and the growing attention on decision makers has put forward the need for corporations and businesses to reshape themselves (Wicks and Freeman, 1998). As cases and issues in relation to ethics are complex, new ways of looking at organisational research as well as the organisations themselves have been required. As managers are being looked at in regards of making decisions with concern for ethics, (Cunliffe, 2004) they have an appetite for topics on sustainability, responsibility, and ethics as they seem both “relevant and intellectually challenging” (Wilson and McKiernan, 2011 p. 468).

As managers struggle with the complexity of issues on ethics, sustainability and responsibility, they turn for support from research and business schools. Montgomery and Rasmus (2011) point out, that students seem to have an interest for topics related to issues on ethics, sustainability and responsibility. In addition to this, Donaldson
(2002) has noticed that there is an interest among students to add ethics to ‘their way of being’.

2.1.1 The role of UN Global Compact and PRME

The United Nation Global Compact was launched 15 years ago, when a small group of leaders came up with this visionary proposal:

“to align corporate practices with ten universal principles; to mobilise the global business community to advance UN goals; and to build a sustainable, inclusive global economy in which both business and society can thrive, within the environmental limits of the planet” (UN Global Compact, 2015)

The UN Global Compact works on developing leadership and businesses in terms of caring for issues on sustainability, responsibility and ethics (UN Global Compact, 2015). The Un Global Compact is a network, where countries, businesses and leaders are welcomed to set future trends and pathways of developing our own future. The recommendations of the UN Global compact are widely accepted around the world.

The UN Global Compact initiated the PRME to support business schools in developing their education in order to respond to the desire of existing and future managers to gain knowledge on the issues at hand and the complexity of the 21st century. The PRME looks at best practices with regards to teaching as well as curricula development and relevant research. The PRME focuses on a broad approach to management education, as the issues differ from region to region as well as the solutions and forms of solutions.

The PRME focuses on providing as many tools and ideas to universities as possible, so that they themselves can develop suitable methods for their region and university. Nevertheless, for some, the PRME is a way of developing best practices that can be copied and adapted to other universities. The PRME initiative demonstrates the polyphony of solutions, purposes and methods within the planning and development of the 21st century’s responsible management education.

2.1.2 The role of research and business schools

Within research, new areas within ethics, sustainability and responsibility are being reported. There are many journals with a focus on issues like ethics, sustainability and responsibility such as the Journal of Ethics, Journal of Sustainable Development, and Journal of Business Ethics that take different perspectives on the issues at hand. New theories on sustainability, responsibility, and ethics are being developed and a deeper
understanding of these issues are put forward (Mintzberg, 2010). Furthermore, universities have been developing courses on ethics, sustainability and responsibility together with masters programs, certificates and degrees on the topic (Cornuel, 2005; Mintzberg, 2010). As many developments within the field have been made, there have also been debates around how to deal with the complexity of the issues and where the responsibility lies to address the complexity.

2.1.2.1 Ethics, an individual or organizational issue?

In regards of responsibility and ethics, one debate has been on the different views on ethics being an organisational or individual issue. Watson (2003) argues, that ethics is mostly and individual responsibility, whereas du Gay (2000) argues, that ethics can and should be introduces to organisations through structures and bureaucracy. Gilligan (1987) states that ethics is not a matter of “moral agent[s] acting alone on the basis of his principles” (p. 304). As ethical problems many times are complex, and the effects of unethical behaviour are affecting mostly the business itself, it would seem suitable to view ethics in organisations as broader than an individual issue. As Baumann and Tester (2001) state “being moral means knowing that things may be good or bad. But it does not mean knowing, let alone knowing for sure, which things are good and which things are bad” (p. 46). The struggle is around drawing the base line for the issues at hand, saying that ethics is almost always individual or that ethics is almost always organisational. The complexity of issues on ethics, sustainability and responsibility makes it hard to formulate ‘absolute rules’ or ways of acting. The struggle lies in trying to find a model or a principle that ‘fits all’.

One outcome of the difficulties in determining the bottom line or a model with regards to ethics, sustainability and responsibility that would fit all is that there has been a shift from looking at ethics more as theory towards looking at ethics as practice (Clegg et al., 2007). Practice is in this case referred to as something done, rather than an understanding of how things work. Previously, ethics has been more about organisations developing a set of values (Kant, 1998) rather than developing a process through which organisations can evaluate if their actions are ethical. Organisations many times make decisions under unclear conditions and with limited information. Clegg et al. (2007) argue, that the process of evaluating ethics in organisations is based on “debate and contestation over moral choices” (p. 108). The moral choices at hand vary depending on the amount of information and the complexity of the issue.
When we start looking at ethics as practice rather than just based on documents such as codes of conduct, we need to deal with the complexity and context of the issues at hand. The issues of ethics, sustainability and responsibility have no easy answers and depend on the information we have available. Clegg et al. (2007) state, that ethics are dependent on contextual factors. These contextual factors can be the sociocultural environment, the form of the organisation and the history of the organisation. Ethics become important in organisations where their environment and people they work with are sensitive to ethical issues. It is not enough that organisations claim to behave in an ethical manner e.g. towards employees, they need to act upon the promises made and prove that they are working on achieving higher ethical standards. From here we can see, that if we accept what Clegg et al. (2007) suggest, that ethics are dependent on the contextual factors, ethics cannot only rely on individual decision-making, but it becomes an organisational issue and no standardised answers on how to deal with the issues can be formulated, as it always depends on the context. Still, the individual’s notions of ethics are important, as it affect how sensitive the organisations sociocultural environment is to ethical issues.

2.1.3 Summary

In addition to ethics being an organisational issue, ethics is in constant dialogue both internally and externally. As ethics is about making sense of the situation and decision making in various situations, it becomes important to understand and deal with the variety of choices managers face every day, and how to make decisions among all of the choices, that serve the broad variety of responsibilities and expectations in the organisations and outside the organisation (Clegg et al., 2007). The focus is not really on what is ethical and what is not, but rather on how organisations work in relation to and with ethics (Clegg et al., 2007).

As ethics has become and already is at the very heart of organisations and it has become an organisational issue in addition to being an individual issue, managers and organisations need tools on how to deal with this complex issue. It is not only about realising and developing an understanding of ethics, responsibility and sustainability and issues related to that, and not only about making policies and creating values for the organisations that are according to the expectations of ethically sensitive surroundings, but more importantly about the actions and the practices of the organisations and how the organisations work in relation to these issues.
2.2 Management Education

Due to the additional focus on ethics in organisations and the complex situations managers are facing in the organisations, educating managers with abilities to deal with these challenges has become increasingly important. Thus, management education research fields have during recent years seen a more focus on sustainability and responsibility issues. Focus has been put on critically looking at what management education actually is teaching and what skills different management education programs are developing for future and present managers (Mintzberg, 2010). The focus has been on the theories that are taught in business schools as well as teaching methods.

The change of behaviour in the workplace based on management education has been one focus of management education research (Shriberg, 2002; Stephens et al., 2008; Young and Nagpal, 2013). In this line of research, universities and other higher education institutes are seen as agents that impact change in organisations and society (Stephens et al., 2008; Sibbel, 2009). According to Neubaum et al. (2009) ethics develop and change while students are in business schools. Thus, the role of business schools in developing ways on how to impact students ethical development in order to teach critically thinking individuals for organisations have gained more attention.

2.2.1 The role of experience and practice

Kolbs (1984) research suggests, that experience combined with theory changes how we view the world. According to Kolb (1984) experience is central in the learning process, as knowledge is not a steady state but should rather be viewed as a process. In the process of gaining knowledge, there is a dialogue between perceived knowledge and experience (Kolb, 1984). If we view knowledge as unsteady, it can be modified by different things we learn as well as different experiences in life and at the work place. Hence, learning becomes a combination of experience and theory and “no thoughts are ever the same, since experience intervenes” (Kolb, 1984 p. 84).

The focus on combining theory with practice has as well gained more attention within the field of management education. Mintzberg (2005) claims, that as management is practice, it cannot be taught only based on theory. Still, management education has a lot of focus on theory rather than practice. In fact many study management without really having any management practice to reflect upon.
As business schools have been focusing on theoretical education in regards of management education Gosling and Mintzberg (2004) have noted that “management is neither a science nor a profession, neither a function nor a combination of functions. Management is a practice – it has to be appreciated through experience, in context” (p. 19). Kolb (1984) has noted, that a big part of learning happens though experience. According to Kolb (1984) experience plays a key role in the sense making of learning. If knowledge is viewed as a process rather than a state of mind that is none changing, experience becomes increasingly important in developing skills and problem solving skills for future.

Still, how to provide students with management practice skills during their management studies, if they are not yet in a suitable position, is a challenge. In addition to this, how to provide students with an understanding of issues in relation to sustainability and responsibility and the practice of management is an even bigger challenge.

2.2.2 Educational pedagogy and service learning

Educational pedagogy research has been looking at service-learning practices in business schools. Service learning research, which is a fairly new field of research, is looking at bridging between theory and practice. Service learning, however, focuses on communities and how to combine service for the communities with learning, and then using this knowledge in impacting on decision making on a political level and in organisations. Billing (2002) defines service learning as “a teaching method that involves students performing community service in order to learn knowledge and skills connected to curricular objectives. Service-learning usually involves meeting authentic community needs, student involvement in planning and implementing service activities, reflection to gain greater insights and learning from the service experience, and celebration or recognition of accomplishments” (p 184). Service-learning practices enhance the double-loop learning mechanisms, where both organisations and students learn from each other during a collaboration exercise (Rowe, 2007). Double loop learning is a specific kind of collaborations where two different parts learn from each other (Rowe, 2007: Brundiers, Wiek and Redman, 2010).

Service learning approaches are mostly focusing on sustainable community development and social enterprises (Brower, 2011). It focuses on problem based learning and interaction with communities. A service learning approach adapted in
learning has shown positive impacts on students “socio-personal development, academic achievements, citizenship, and career awareness” (Billing, 2002 p. 188). According to Brower (2011) service learning in management education has been enhancing areas such as critical thinking and problem solving, civic engagement and volunteerism, social responsibility and values development, and self-efficacy and confidence. Still, service-learning is mostly focused on educating students in working with and towards communities, not necessarily on developing management skills and alternative practices in global enterprises.

2.2.3 **Summary**

Business schools have also developed courses on sustainable development that are added in the curricula in order to respond to the growing demand for knowledge in the fields of business ethics, sustainable development and responsibility (eg. Ghoshal, 2005). Still, according to Mintzberg and Gosling (2002) the soft skills developed to managers by these courses do not seem to be enough as business models require new solutions rather than courses that are added to the existing ones.

Even though management education has put focus on educating students and managers in relations to ethics and sustainability, it seems not to really get to the heart of the challenges of the organisations. In the next section I will look at the criticisms towards management education.

2.3 **Responsible Management Education (RME)**

The challenges that business schools face are how to develop an education system that integrates sustainability, responsibility and ethics in the teaching, rather than as separate courses. In addition to this, business schools struggle with the notion of management being practice not only theory and models. Few studies have been done on developing management education in a way that supports bridging between theory and practice and providing students with practical experience rather than case studies and putting the already learned skills within sustainability, responsibility and ethics into practice.

The criticism towards business schools emphasises that it is not enough to develop new courses to the existing curricula (Ghoshal, 2005). As Young and Nagpal (2013) state “experts in the field now believe that there should be a reduced focus on agency and economics in order to integrate more ‘responsible’ models” (p. 2). Thus, management education is critically looking at what we are teaching in business schools and what the
outcomes of what we are teaching in universities are. Different ways of approaching this have been put forward in order to help business schools network and work on the current challenges.

2.3.1 UN initiative: Principles for Responsible Management Education

One of the ways in which business schools have been stimulated to responsibilize their approaches has been through the launch of the PRME. The PRME was formalised by the UN Global Compact in 2007 and has six principles that follow the internationally accepted values, such as the UN Global compact’s ten principles (Haertle and Miura, 2014). The PRME aims at inspiring and challenging universities to develop the responsible management education and research (Heartele and Miura, 2014). Through this, it hopes to contribute in developing a new generation of business leaders who have the skills and capabilities to manage the complexity of the modern world and the broad variety of challenges of the 21st century (Heartele and Miura, 2014).

The principles of PRME are purpose, values, method, research, partnership and dialogue (Heartele and Miura, 2014). Signatory universities report on the principles every 1.5 year to the PRME secretariat. The idea is that the universities look at their contributions, achievements as well as challenges and points of development through these principles (Heartele and Miura, 2014). The principles are as follows:

“Principle 1, Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”

PRiME, 2015a

The PRME principles both allow and challenge for a more holistic view of sustainable development; they are not bound to a specific topic or to a specific line of studies. Furthermore, they allow the business schools to adapt the principles to what they are currently doing, and to modify and develop their way of being in a way that fits their context. The principles function as a guide or a framework to follow. It allows business schools to develop their own best practices.

As the principles are mostly setting a frame and formulated as an inspiration for change, working groups and champions that look deeper in to the issues at hand and work on methods and tools on bringing about the change have been needed. As a result different forms of working groups and champions have been formulated under the PRME umbrella. The PRME supports working groups where collaboration and dialogue between different signatory universities and issues can be organised (Haertle and Miura, 2014).

2.3.1.1 PRME champions

The PRME Champions was created in 2013 by 25 higher education institutions. The focus of the group is on looking at the so-called “next level” responsible management education and leadership (PRiME, 2015b). The aim of the group is to develop and promote activities as well as identify barriers in the development of responsible management education. The group “work[s] to refine what leadership means in the space of responsible management education, identify criteria for recognition of progress, and lay out a roadmap for continuous improvement by all in the PRME community” (PRiME, 2015b). The main focus of the group is not on developing the consensus but more on how to incorporate the issues and initiate change.

Within the PRME champions one focus in the curricula development has been on learning in a social context (LSC) (Appendix 1). In this project, the focus is on advancing the curricula development. The project identifies, that responsible management skills are developed when learning in a social context (Appendix 1). The role of experience in learning has been put forward as well as the importance of learning in a social context rather than a business or multinational corporation context
(Appendix 1). LSC has in comparison to learning in a business context made students more aware of issues in community and society. Thus, the project notices, that LSC programs usually help students recognise how to bring community issues into their education, make a difference in community while pursuing other goals as a degree or other interests (Appendix 1). Students develop skills as “analytical, reflective, interpersonal, emotional and value-based leadership skills (Appendix 1).

In addition to looking at curricula development and having the PRME Champions looking at different ways of bringing responsible management education to meet the challenges of the modern world, the PRME has developed a network where issues, barriers, developments and educational methods can be discussed (Haertle and Miura, 2014). The network identifies discourses, learning’s and actions on responsible management, leadership and education. The “Sharing Information on Progress (SIP)” Report (PRiME 2014a) looks at the implementation of the six principles and progress. The reports are open for anyone, so they also function as a way to share information, experience and knowledge (PRiME, 2014a).

2.3.2 Summary

The PRME initiative has been one way of dealing with the issue of supporting business schools in developing managers for the 21st century challenges and the complexity of the modern world. It has recognised that the existing theories and “add on courses” has not been enough to answer the demand of societies and businesses. Hence, the PRME has been a way to develop a new era for responsible management education by activating universities around the world to look at the issues at hand and the methods from a more integrated, holistic perspective. The PRME challenges business schools to rethinking and reinventing themselves and seeing education as a place where skills and capabilities for the future are developed and formulated. Through the initiative of rethinking management education, different approaches have been developing.

Nevertheless, the PRME is not mandatory for universities. Also, it does not make explicit how to bring a change in future leaders career development and way of viewing the world. The PRME functions as an umbrella, where different issues can be developed and discussed, but the PRME is not focusing on what kind of skills and change different activities bring to the students.

At Hanken School of Economics (from where I draw my data) the approach on developing management education to respond to the need of 21st century management has been focusing on critical management studies. In critical management studies,
reflexivity and developing a phronetic approach have been some among other approaches in working on student skills and abilities. In the following part I will present research that has been focusing on developing skills and final vocabulary of students, exposing students to new learning’s and challenging students with the complexity of the 21st century.

2.4 Critical management education

As has been established in the previous sections, management education is in a central role in shaping and developing both future and present leaders and managers in organisations. Researchers have in recent years had a rather critical approach towards the exciting teachings methods and management. As an example Ghoshal (2005) wrote a research article with the topic “Bad management theories are destroying good management practices” (p.75).

The criticism towards management education is largely about business schools needing to realise their role and responsibility in creating “Enron’s” and other scandals that we hear about in the media (Ghoshal, 2005). The solution so far has been more in adding responsibility and sustainability to the curricula’s rather than really looking at what we are teaching in business schools (Ghoshal, 2005) and trying to invent new solutions that respond to the needs of the modern world (Mintzberg and Gosling, 2002).

2.4.1 The role and legitimacy of business schools in developing managers and managing abilities questioned

The education of managers and management practices taught in business schools have also received more attention (eg Mintzberg and Gosling, 2002; Ghoshal 2005; Mintzberg, 2010; Wilson and McKiernan, 2011). Interestingly, in 2005 the CEO of the European Foundation for Management Education published an article where he stated that “the legitimacy of business schools will no longer be questioned” (Cornuel, 2005 p. 819). Not long after this, the financial crises started (in 2008) and in 2010 Currie et al. (2010) argued that the teachings of business schools in relation to management theories and practices is to be questioned and that business schools are “complicit in the current financial crisis” (p.1). According to Wilson and McKiernan (2011) many of the existing business models “obscure rather than clarify” what really goes on in organisations, teaching solutions to problems rather than problem solving skills. As noted in the previous section, if we accept that ethics and sustainability are situational, there are no models or “one fits all” solutions to these issues.
2.4.2 The problem of bridging between theory and practice left to students alone

Wilson and McKiernan (2011) also state that “research in business schools face strong internal and external criticism for the production of theoretically grounded but irrelevant research (irrelevant to either the needs of the practitioners or the need of society more widely)” (p. 458). The challenge has been on placing ethics and social responsibility at the heart of education, rather than as additions to the existing programs (Wilson and McKiernan, 2011). This goes back to both the issues of finding a theory or solution that would always work and the problem of add on courses to management education. The problem with add on courses are, that drawing the connection between ethics, sustainability and responsibility and other management theories is solely left to the student (Gosling and Mintzberg, 2004; Mintzberg, 2010). In many cases, the students are incapable of connecting these, especially if they lack practical experience (Gosling and Mintzberg, 2004; Mintzberg, 2010). Thus, it becomes easier for students to adapt solutions and models, without really understanding the heart and reasons behind the issues. These solutions are many times (as they are based in solid research) presented as universal, but unfortunately, the notion of ethics, sustainability and responsibility being tied to the context has not been addressed, as the context is usually only known to the manager, who is left alone in bridging between theory and the practical implications in this specific context of the theory.

According to Gitsham and Lenssen’s study (2009), CEOs of organisations are asking for more skills in relation to sustainable development to fill in the blank spots and the gaps of manager’s knowledge on sustainability, responsibility and ethics in organisations. Traditional management education focusing on management theories and practices in theory do not seem to be enough anymore (Stubbs and Cocklin, 2007) and there has been a strong movement in management towards a more sustainability focused way of educating (Brower, 2011). Still, management education has a long way to go if moving away from adding sustainability and responsibility to the curricula to really integrating it throughout the education (Ghoshal, 2005) making it a part of all the things taught in a business school, supporting the students in making the links between different models and theories.

2.4.3 Management as practice

According to Mintzberg (2010) it is not enough to focus on the content of what we are teaching. Gosling and Mintzberg (2004) are putting a strong emphasis on moving away
from teaching management, as it would be theory, and moving towards the realisation that management is practice. Thus, it does not seem to be enough to teach good management theories, if students do not have any practice to compare their learning’s to.

If we adapt the idea of Mintzberg and Gosling (2002), then managers cannot be created in a classroom. Still, the persons who have experiences in management are many times sponsored by the organisation to participate in the courses, but unfortunately they are not always there to be students in the classroom. This means, that it is not enough to only teach and then leave the managers to figure out what the teachings means in real life situations, it is up to the teacher to ensure learning really occurs, and that the realisation between theory and practice occurs. Even though students usually learn in the classroom thorough case studies etc., practice is required in order for managers to acquire skills on how to manage real life situations. In addition, if adapting experience rather than case studies, the teachers also learn new things as one never really knows what will happen and the issues become more real than in case studies. It is about not leaving the managers with the responsibility of linking the teachings to the practice all by themselves, but to use the classroom as a place to build the bridges between experience and learning.

The criticism towards current models of management education has also brought forward some interesting developments where the focus is not only on the theoretical learning of students, but also on the skills and practical implications of their learning. In the next section I will look at some of the advancements in moving management education more towards the challenging demands of the 21st century management.

2.4.4 Reflexivity and social constructions

The PRME is challenging business schools to look at their education and the outcome of what we are teaching in business schools. Still, little of the focus of the PRME is on how to look at developments in student learning and thinking as well as if students develop a critical way of thinking and problem solving skills.

2.4.4.1 Transmission of values in education

One pride of business schools has been the notion of education as value free (Fougère et al., 2014). Freire (1972) supports this claim by noting that traditional pedagogies assume that social reality is objective, learning is disembodied, structured, cognitive activity, and we can apply knowledge to practice and use it to change situations, people
and events (from Cunliffe, 2004). If we accept this notion, teaching becomes a rational way of decision making, where systems and relationships between things as well as power come to play a role (Cunliffe, 2004). These methods require us to separate ourselves from decision making and look at reality from an objective point of view (Cunliffe 2004).

According to Fougère et al. (2014) this is not the case; classrooms are not value free and objective places where knowledge is transmitted. According to Thomas (1977) management education is transmitting values when transmitting knowledge. Thus it has become increasingly important to know what values and objectives are transmitted in our teaching and how they are perceived and received by the students. In other words, it becomes important to understand what sort of values there are out there as well as what values we are transmitting in our education.

According to Fougère et al. (2014) it is a good thing that classrooms are not free of value as it allows us to explore the polyphony of values present in the classroom. According to Fougère et al. (2014), classrooms are a good place to raise different voices and achieve learning beyond the teachings of the curricula. The approach of critical thinking has a humanistic approach where we recognise and analyse the impact of actions, focusing especially our own actions (Freire, 1972). By doing so, we get to unpack how we construct our realities and our understanding of things happening around us.

2.4.4.2 Social realities

As has been pointed out earlier, business schools are the place, where students can challenge themselves, and thoughts and views of the world can be developed and modified. According to eg Weick (1995) and Cunliffe (2001) we create our own social realities every day. Our social realities are created through language, both oral and written (Cunliffe, 2001). Social realities are not a steady state, and should rather be seen as an on-going progress, which is not fully under control by any of us (Cunliffe, 2004). According to Prasad and Caprioni (1997) we interact with our surroundings and strive to make sense of our surroundings. Thus, education plays a crucial role in this on-going process of developing social realities around us.

Having said that, developing our social realities and our sense making is strongly linked to our own reflexivity based in past experiences and sometimes in strengthening the current understanding of the world. According to Gouldner (1970) all of our knowledge is in relation to our own reflexivity. Thus, ways of understanding our own assumptions
and ways of viewing the world becomes as important, as exposing students to the polyphony of values.

The debate around the values in management education has been ongoing for some time already (Fougère et al., 2014). Thus, this is not an unknown topic for academics, but in the last years more attention has been brought on how to teach using the polyphony of values and students reflexivity. By adapting a pedagogy where final vocabularies of the students are questioned and different voices raised, it shows the complexity and diversity of vocabularies that exist in the classroom, and also in the organisation and society.

2.4.4.3 Reflexivity

By examining our own reflexivity, we get in touch with our underlying assumptions and based on which we make decisions. Cunliffe (2004) suggests in her research, that a reflexive approach allows for questioning and examining assumptions such as decision making being solely based on profit and efficiency. In addition to this Cunliffe (2004) suggests, that reflexivity allows for us to consider if we as professionals would know what is best for others. Through reflexivity we become more aware of the polyphony of values and options as well as different perspectives and possibilities. This in turn allows us to see new solutions and develop greater awareness. When we recognise, that our own reflexivity plays a role in our problem solving and decision making, we become responsible for creating our social and organizational realities, where other things than rational decision making solely based on profit and efficiency is questioned (Cunliffe, 2004).

Cunliffe (2004) suggests, that a reflexive practice “embraces subjectivity and understandings of reality as a basis for thinking more critically about the impact of assumptions, values, and actions on others” (p.407). Pollner (1991) defines reflexivity as “an ‘unsettling’ i.e. an insecurity regarding the basic assumptions, discourse and practices used on describing reality” (p. 370). A reflexive practice helps better understand how realities are constituted in our minds (Cunliffe, 2004). When better understanding our identities and how realities are created, we can also explore and develop “more collaborative and responsive ways of managing organisations” (Cunliffe, 2004 p. 407) and impacting other individuals. As has been pointed out earlier, managers are in a position to affect “individuals, communities, societies, and the environment” (Reynolds, 1999 in Cunliffe 2004).
2.4.4.4 Being struck as a way of allowing learning to occur

If we accept, that knowledge is not a steady state, but it develops over time, learning becomes a process where many things come to play a role. Thus, we find moments, where our perceived knowledge is challenged by something, and these are the moments where learning can occur (Cunliffe, 2004). Wittgenstein (1980) talks about being “struck”. Being “struck” or having your perceived knowledge challenged allows for a space where learning and modification of thoughts can happen. The modification usually happens to our reflexive way of being and the spontaneous reactions to things (Cunliffe, 2004). Cunliffe (2004) defines spontaneous to be emotional, psychological and cognitive responses to our surroundings.

Even if being “struck” allows for learning, the challenge is in having students recognizing these points of learning. Cunliffe (2004) points out that students should be encouraged to recognize these moments, as it is one of the critical points of developing new trains of thought. By developing an understanding for what happens when being struck, students will also realize, that different things trigger the possibilities for learning for different individuals, and understand that learning is actually up to themselves. Recognising where and why you are struck is mostly up to yourself as an individual, and dependent on our knowledge and when this perceived knowledge is challenged. As Cunliffe (2004) put it “instead of applying theory to practice critical reflexivity emphasizes praxis – questioning our own assumptions and taken-for-granted actions, thinking about where/who we are and where/who we would like to be, challenging our conceptions of reality and exploring new possibilities” (p. 411).

2.4.4.5 Summary

If we aim at educating more critically thinking individuals, a reflexive practice seems to be in place. Still, it is not enough to just better understand our own reflexivity and our own values. In the following section I will look at the importance of exploring the polyphony of voices, in order to modify knowledge and develop new ways of critical thinking and problem solving skills and becoming more tolerant and aware.

2.4.5 Values, final vocabularies and moral imagination

If we accept that decision making is not solely based on rational thinking but also values and our understanding of the world comes to play a role, it becomes important to understand ourselves and our underlying assumptions, reflexivity better (Cunliffe, 2004). Nevertheless, much of the work has been on curricula changes and practice, less
on the understanding of values and issues related to values. Exposing values and value tensions in the classroom has been a new way of challenging dominant business models (Fougère et al., 2014). By not only exploring and understanding your own values, but also being exposed to different values and reflexivity, we develop abilities where we can better see different solution paths and thus make better decisions (Fougère et al., 2014).

2.4.5.1 Sensitivity and awareness through exposing to a polyphony of values

In schools a variety of reflexive activities have been explored in order to challenge students to examine their own assumptions and become more sensitive towards the variety of “realities” that coexist, even if the raw data and information available as well as theories that are used would be the same. Understanding and developing our own tacit knowledge opens possibilities for self-development and broadening our problem solving capabilities (Cunliffe, 2004). This in turn challenges our ways of acting and behaving, also when it is unconscious. But in order to challenge ourselves, we first need to be “struck” or have our perceived knowledge challenged by something (Cunliffe, 2004).

If we combine the notion of sustainability, responsibility and ethics being bound to context, and there thus being no one solution fits all, the important lesson learnt becomes around realising, that in a given situation some solutions and theories fit better than others. Fougère et al. (2014) talks about moving away from having students try to develop an understanding that “corresponds with reality” (p. 176) and instead moving towards an understanding where some “vocabulary work better than another for a given purpose” (Fougère et al., 2014, p. 176).

Vocabularies serve as a baseline for students through which students understand and see the world. Vocabularies, or in this case final vocabularies, are defined by Rorty (1989) as “a set of words which they [humans] employ to justify their own actions” (p. 11). By exploring and exposing students to the different vocabulary present in the classroom, that is, the different ways of viewing an issue, we challenge students perceived knowledge. When developing abilities, where students become more sensitive to their own actions and their surroundings they become more aware of the polyphony of values present in the classroom or the organisations. In the following part I will look at how this sensitivity and awareness will support students in developing their moral imagination abilities.
2.4.5.2 Development of moral imagination

When challenging the vocabulary of the student and the perceived knowledge, moral imagination develops (Fougère et al., 2014). Moral development happens when we use our moral imagination, meaning that we create empathy with members with different values and different vocabulary (Gold, 2010). According to Gold (2010) when we develop our moral imagination, we “extend our level of human solidarity and foster social hope” (p.301). For moral development to occur, we need to be aware of our own vocabulary and exposed to a broad variety of vocabulary that challenges our own perceived knowledge, and thus results in us being “struck”.

When looking at vocabularies we notice, that these are imbedded in everything. The dominant vocabularies are the ones usually taught in business schools (Fougère et al., 2014). When students never get a chance to challenge these “truth claims” or reflections of reality, they lack the capability of challenging the dominating vocabulary, truth claims and dominant paradigms in organisations and societies (Fougère et al., 2014). Thus, students do not really develop the skills of becoming critical thinkers, questioning the current state of things and developing problem solving skills, but rather fall into the pattern of thinking in the same way as has always been taught in business schools (Fougère et al., 2014).

The current teaching methods are challenged by notions of values, moral imagination and final vocabularies, as it recognises that there are values attached to the dominant vocabularies and that current models lack the diversity of vocabularies that are out there. Thus, this new line of research is looking at exposing students to a variety of voices and vocabularies, to have the diversity exposed and help students become more critical and question existing dominant models (Fougère et al., 2014). In addition to this, the new line of research is looking at helping students better understand their own reflexivity and identify learning opportunities that they come across through exposure to polyphony of values and vocabulary in order to help modify and develop their own final vocabulary (Cunliffe, 2008, Fougère et al., 2014).

When exposed to the polyphony of values while being more sensitive to own values and vocabularies and the surrounding, students develop abilities, where moral imagination happens (Fougère et al., 2014). Moral imagination supports students in finding alternative solutions and imagining different viewpoint for the issues at hand. As Fougère et al (2014) noticed, moral imagination shows students a broader variety of
options and thus develops problem solving skills, final vocabularies and sensitivity to the surrounding.

2.4.5.3 Dealing with reflexivity and reflexes in decision making

As issues around sustainability, responsibility and ethics are bound to context and our reflexivity and none of our final vocabularies can be seen as the ultimate truth, we need to develop skills to deal with this complexity and polyphony of options as well as be able to see the broad variety of options out there. Gold (2010) talks about allowing and exposing a variety of vocabularies in the classroom. Through this, Gold suggests that managers develop skills in realising the diversity as well as the broad variety of perceived knowledge that exist in organisations as they exist already in the classroom.

When stimulating students and teachers through exploring and exposing different values, we develop new solutions, for issues related to sustainability responsibility, and ethics, as we become more aware of a broader variety of options (Gold, 2010; Fougère et al., 2014). This again provides more information and a broader understanding for managers in situations where decisions are made with usually a limited amount of information.

In order to expose values and vocabulary, we first need to understand our own vocabulary and values. This involves critically thinking about their assumptions, actions, and the situations students encounter, seeing a variety of perspectives and constructions of reality (Cunliffe, 2004). Reflexive practices is according to Cunliffe (2004) linked to the reflex, meaning, that it is “instantaneous, unselfconscious, reacting-in-the-moment dialogue and action that characterizes much of our experience. We respond […] on the basis of instinct, habit, and/or memory (reflex), […] and draw on our tacit knowing”. Cunliffe means by this, that we do not always consciously react to our surroundings and the people around us, but that our intuitive and subconscious are the ones steering our response to our surrounding. This way of acting is about making connections and understanding the situation and how we react to it (Cunliffe 2004).

By challenging students to both explore their own values and vocabulary through reflecting upon things past or future, while being exposed to other values and vocabularies, students will have a chance of questioning and challenging themselves and others. When doing so in the safety of the classroom, students will develop skills where they can actually imagine how things are from another point of view, and how things would impact them, in other words moral imagination (Fougère et al., 2014).
Through critical reflexivity students develop an understanding of actions and knowledge and how they come to play a role in different situations (Cunliffe, 2004).

2.4.5.4 Summary

Cunliffe (2004) talks about challenging students to look at how their actions, practices and ways of making sense of a situation create a “sense of reality” by bringing forward tacit knowledge and knowing (Cunliffe 2004). Fougère et al. (2014) talks about exploring final vocabularies for the purpose of understanding the polyphony of vocabularies and develop a broader sense of final vocabularies. Gold (2010) talks about developing moral imagination as well as recognising solidarity and empathy. These all sum up in students developing a broader variety of choices and through moral imagination developing skills where they realise that some vocabularies are more efficient for a specific purpose than others, and being able to adapt their vocabulary depending on the context.

The developing of moral imagination and the exposure to final vocabulary helps students deal with the complexity of the 21st century responsible management education. A reflexive method helps students make sense of the change, and thus, the learning and change is usually also more powerful than any imposed theories from the external surrounding (Cunliffe, 2004). Cunliffe (2004) also points out the importance of situating the learning in practical circumstances, as experience also challenges the perceived knowledge. In order for this learning to occur, reflexivity is required as it allows us to examine our unspoken assumptions that influence our behaviour in a situation and otherwise would be a reflex rather than something rational and carefully thought through. The process involves recognising opportunities of learning (Cunliffe, 2014) and the students the willingness or how open minded students are to change their own personal final vocabularies (Gold, 2010). By exposing students to different vocabularies and challenging students to question existing dominant vocabularies students develop a moral imagination and ways to critically assess existing models and ways of being, developing problem solving skills and communication skills (Cunliffe, 2008; Gold, 2010; Fougère et al., 2014).

When students deal with polyphonies of values, the notion of good and bad cannot be ignored (Flyvbjerg, 2006). Students also need to learn to deal with how to evaluate, what is good and what is bad and for whom (Flyvbjerg, 2006). The next part will look at how students deal with the struggle of phronesis, which is the notion that “things are good and bad for man” (Flyvbjerg, 2006).
2.5 Values and phronesis

Phronesis, in difference to scientific knowledge (episteme) and the technical know-how (techne), involves values. As argued in the chapter above, management education has traditionally been seen as free of value (see. Fougère et al., 2014). If we accept the notion, that our actions and knowledge is not purely technical or intellectual, but a combination between knowledge and our vocabulary and values, it becomes important to look and understand how our notion of good and bad plays a role in our problem solving and decision making (Flyvbjerg, 2006).

Traditionally, research and organisational research has been searching for “generic truths about organization and organizing” (Flyvbjerg, 2006 p. 371). Thus, it has been a mainstream research and one of the mainstreams in teaching. When talking about developing skills or a specific knowledge of how things are done that is bound to context, we many times refer to techne (Flyvbjerg, 2006). This line of research is the one focusing on “better running organisations by means of instrumental rationality, where “better” is defined in terms of the values and goals of those who employ the consultants” (Flyvbjerg, 2006 p. 371).

Phronesis focuses on the notion of practice and practical knowhow and “is often translated into ‘practical common sense’ ” (Flyvbjerg, 2006 p.371). Phronesis takes into account, that no situation is ever the same, and thus that no “absolute truths” (episteme) nor ways of doing (techne) will work as a solution for issues where ethics interfere (Flyvbjerg, 2006).

Flyvbjerg (2006) points out the importance of looking at things being good and bad. Still, the emphasis of good and bad is context bound through the questions of good and /or bad for whom, and in relation to what in order for the notion to have a meaning (Flyvbjerg, 2006). In responsible management education and theories on responsibility and sustainability, we can see signs of an attempt in making the phronesis epistemic, that is a way of absolute truth in relation to good and bad (Flyvbjerg, 2006). Still, the very notion of phronesis operates as a combination of judgement and experience. As discusses earlier, experience and judgement is bound to context, and thus it becomes hard if not impossible to identify absolute truths or one fits all solutions in regards of phronesis.

Thus phronetic approach has derived at four questions around understanding phronesis;
Where are we going?
Is this development desirable?
What, if anything, should we do about it?
Who gains and who loses, and by which mechanisms of power?

(Flyvbjerg, 2006 p.374)

In order to provide answers to these questions reflection and an understanding of own values is needed. The values examined are according to Flyvbjerg (2006) not universally grounded, nor all equally good, but rather examined from a contextual point of view, where a specific set of values seem to work better than another for a given purpose (Flyvbjerg, 2006). This is in line with what Fougère et al. (2014) noticed when exposing students to a different set of values in the classroom. Students realised, that different vocabularies work better for given purposes than others.

The notion of phronesis and values being present in all things we do, supports the importance of understanding different a variety of values and final vocabularies as well as our own reflexivity. Another dynamic that comes to play a role in values and final vocabularies is their relation to power. Flyvbjerg (2006) points out the importance of understanding the power dynamics present. In the next part I will look at some power relations and how they come to play a part in learning opportunities, phronesis and moral imagination.

2.6 Power dynamics in interaction

In the previous section, exposure to a different set of vocabulary as well as exploring your own reflexivity is presented as ways to develop moral imagination. When exploring vocabularies, tensions arise (Fougère et al., 2014). These tensions are usually created, when students are put in the position with problems where the “traditional theories” do not necessary apply (Fougère et al., 2014). These problems are usually linked to human rights, social issues, political issues and issues around the environment (Fougère et al., 2014). Fougère et al. (2014) notes that the teacher’s role is not only to bring forward the tensions created by the narrow vocabularies of students and “open up and moderate discussions that relate to situations that decision-makers have to navigate and come to terms with” (p. 6). By supporting the discussions around the different vocabularies and allowing people to explore and examine these vocabularies, tensions develop as well as a broader variety of vocabularies.
2.6.1 Phronesis

Another way of looking at this is through phronesis, that is the realisation, that things are good and bad for man (Flyvbjerg, 2006). Phronesis bring in the power relation into the process of change (Fougère et al., 2013). Maguire (1997) suggests, that power issues are present all the time and thus, the more students are exposed and learn to deal with these things and the tensions between business and society, the better judgement and decision making skills they will develop for the future.

If we add the importance of context, we move away from providing students with models and solutions and more towards developing skills where vocabularies and an understanding of both power setting and use of a variety of vocabularies come to play a role in decision making. This means, that students develop skills to navigate through complex situations, where justifying decision making can become complex, and have good judging skills realising what works better in a given context (Fougère et al., 2014). Students have better tools to work with the complex issues of the 21st century and include these issues in the decision making as well as in their career development.

When making this sort of moral imagination possible through different activities, roles and power comes to play a role. Usually for example in the class room, the teacher is many times traditionally seen as a person who transmits knowledge and “has the right answer” for the issues. This is challenging, as it might not support students in raising especially a differing opinion due to the worries about being “wrong” and the teachers opinion being “right”.

This power relation is challenged when the role of the teacher is challenged. The teachers role moves away from being the one with all the answers towards providing a safe space where different values can be explored (Fougère et al., 2014) and functioning as a moderator in the discussion. The notion of right and wrong, especially in the context of the “right answer” or the “wrong answer” becomes less interesting, as the goal is more to note the broad variety of issues and viewpoints available (Fougère et al., 2014).

2.6.2 Power: dominance, compromise and integration

When tensions occur there are usually three things that can happen when working with and through the tensions. Follett (1995) divides the possible outcomes into three categories: domination, compromise and integration (Follett, 1995).
2.6.2.1 Dominance

Dominance is naturally the part, where one part wins over the other part (Follett, 1995). In a long run, this is usually not really a successful way of solving issues and tensions. In situations where the issues at hand are complex, dominance of one part, thought or vocabulary is not usually helpful, as it does not bring about change nor necessarily support moral imagination.

2.6.2.2 Compromise

The second way of dealing with conflict or tensions is compromise. According to Follett (1995), this is one of the most used ways of settling conflicts. Compromise, as Follett (1995) puts it is that “each side gives up a little in order to have peace, or, to speak more accurately, in order that the activity which has been interrupted by conflict may go on” (p.68). Trade unions are a good example of compromises (Follett 1995). Still, compromises biggest issue is, that compromise involves both parts giving up a bit of what they want.

2.6.2.3 Integration

Follett (1995) defines the third, integration, as follows: “when two desires are integrated, that means that a solution has been found in which both desires have found a place, that neither side has had to sacrifice anything” (p.68-69). According to Follett (1995) integration is about creating something new. In compromise and domination the solutions and possible outcomes are to some extent already there and we never seem to move away from those things already in front of us.

2.6.3 Summary

Unfortunately, integration is not always possible. According to Follett (1995) integration is hard to reach, as we are more used to solving conflicts through dominance or compromise. One of the biggest obstacles of integration is according to Follett (1995) due to language. Follett (1995) means, that we many times use language or make interpretations based on the language used. Follett (1995) uses as n example that when asking to talk about a bill, the service person immediately responds in a way, assuming that the question is related to a complaint. Even if we use careful language, integration and misinterpretations happen, that stand in the way of integration.

Conflicts and tensions drives us to invent new solutions and it allows for new values to be formulated (Follett, 1995). The first step of integration is bringing the differences
into the open. This supports the thought of Fougère et al. (2014) where vocabularies and values should be explored. Follett (1995) points out, that we first need to become aware of our differences, in order for integration and new trains of thought to develop.

In order to uncover the differences, tensions and conflicts, we need to first understand our own desires, thoughts and desired outcomes while letting the others express their thoughts, desires and desired outcomes (Follett, 1995). Cunliffe (2004) talks about the importance of understanding ourselves and our own reflexivity. In order for exchange of thoughts values and vocabularies to occur, you need to understand yourself and be able to express your thoughts values and desires in a way that allows you to express which things are important to you and why (Follett, 1995). In addition to this, you need to be open minded (Follett, 1995) and allow that your thoughts, values and vocabularies can be challenged and changed by other values and vocabularies in the situation (Cunliffe, 2004, Fougère et al., 2014).

Obstacles of integration can be seen in our limited way of expressing the things of real importance to us, and our limited ability to see things from a different view point (Gold, 2010, Fougère et al., 2014). Follett (1995) also stresses that domination many times includes the “thrill of conquest” to it (p. 82). Nevertheless, one of the biggest obstacles of integration seems to be our lack in training for it, both in ways of expressing ourselves as well as in supporting the other part in expressing themselves (Follett, 1995). In addition to this, Follett (1995) is adding the idea of not dominating but rather discussing and understanding, in order to make decisions. Follett (1995, p. 73) states that "If, then, we do not think that differing [opinions] necessarily means fighting [...] integration is more profitable than conquering or compromising (p. 73). According to this, conflicts can be constructive if we can communicate the differences. With this in mind, moral imagination and development of final vocabularies becomes more about developing an understanding different voices and values out there and what the different opinions, trains of thought and ideas with regards to the issues at hand are. Hence, it moves us away from the traditional studies around situations of dominance, power and struggles.

By understanding when dominance, compromise and integration occurs when different voices, vocabularies and social constructions are brought forward, we can better understand how our own way of viewing the world develops or if it develops. Thus, understanding the power relations between business and society, in various contexts and understanding in the decision making if dominance, compromise or integration is
occurring, will help us better understand if moral imagination and new trains of thought as well as learnings occur in different situations.

2.7 Summary

Even though business schools have been working on developing their curricula due to the critics towards business schools, there seems to be little research on mapping out the learning of students where responsibility has been integrated or partly integrated in education. The PRME has been established to support and inspire business schools to look at what they are teaching and what kind of leaders and skills are developing. Nevertheless, PRME serving as a framework for responsible management education does not solve the issue itself, it just sets a context where it is possible to develop suitable tools.

Cunliffe has been focusing on how to become more aware of our own values and ways of being through exposing and examining reflexivity (Cunliffe 2004). Fougère et al. (2014) focus on exposing student to a variety of final vocabularies in order to develop moral imagination. Through developing moral imagination, students can make better decisions and better understand the complexity of the 21st century (Gold, 2010). In addition to this, students realise, the importance of context, and that some vocabularies work better in some situations than others, rather than that there is a “one fits all” solution as purposed by some of the existing dominant theories (Fougère et al., 2014).

Still, none of these practices really map out when learning experiences and learning opportunities for students occur. Mintzberg points out the importance of practice, and the PRME LSC program points out, the importance of having students exposed to learning a social context, not only a business context. Cunliffe (2004) and Kolb (1984) talk about the importance of experience, as it challenges our perceived knowledge. Fougère et al. (2014) talk about exposing students to different vocabularies in the classroom and giving these a voice. Fougère et al. (2014) note, that the role of experience in this sense comes to play a role, as these leanings are usually reflected in their final vocabularies.

Still, more research and a better understanding of which things develop moral imagination and develop skills and abilities are needed. Furthermore an understanding of how learning experiences of the students in different contexts and situations that challenge the perceived knowledge of students, and how this supports students in changing and develop our final vocabularies are needed. Hence, this study aims at examining a project course practice in a business school where students use reflection
as a way of gaining experience from a project and reflecting on theories learnt in school to develop additional skills and knowledge in bridging between theory and practice. In this study, I aim at looking at when students are “struck” (Cunliffe, 2004) and what happens after they are struck to better see, if learning experiences occur, and moral imagination develops. Further, I will examine what kinds of learning experiences and knowledge students develop over the project course and learning in a social environment, rather than a business context. The abilities and skills that students develop support getting more knowledge on how students develop practical wisdom. Developing practical wisdom answer to the need of understanding the complexity of sustainability, responsibility and ethics in the 21st century management education. In the following chapter I will clarify the methods used in conducting the study.
3 METHOD

In this section I will look at the method used in this study to examine the research questions and the aim of the study. I will start with the aim and research questions in section one. In section two, I clarify for the research design and the timeframe of my data. Section three focuses on my research approach, and clarifies the relation between existing theories and models to my data and analysis. The fourth section explains my data collecting method. The fifth section goes more into details of the different types of data and in this thesis. Section six clarifies my analysis of the data and methods used for analysing the different types of data in this thesis. The seventh section clarifies my role and my relation to the projects and the data. The final section summarises the method chapter.

3.1 Aim and research questions

The purpose of this study is to examine different learning experiences of the students during the project course. The research questions are:

1) What kinds of learning experiences students have during the project course in social and environmental responsibility?

2) What abilities do students develop as a result of their learning experiences and how might these abilities make them better equipped for their future activities as managers?

The aim of this study is to identify the learning experiences and examine if the learning experiences link back to developing abilities. My choice of study is based in in the challenges introduced in the literature introduction and literature review.

3.2 Research design and timeframe

The choice of a suitable research method is based on the central questions of the research, the ontological relation to the research subject and the data as well as the time aspect of the study (Yin, 2003). The aim of my research is to identify if learning experiences occur during the project course. In order to do so, I focus on what leanings occur and how they occur during the project course.

A case study approach is suitable in this study in order to map out the process and different events in the process of learning (Eisenhardt, 1989). As I am analysing three cases from the same project course, during the same period of time, I am able to compare the results and look for similarities in the activities and outcomes of the
different cases (Lundahl & Skärvad, 1999). This will give me better insight in the phenomenon and the learning experiences.

A case study is also suitable, as I am looking at current events (Yin, 2003). The learnings of the students occur naturally in my data, meaning, that even if I myself am in the position of working with students, I do not have a chance to manipulate or impact the learnings that occur in the projects (Yin, 2003) as the process goes on between the students and the NGO. The course setting is also made in such a way, that I do not have any set questions or things that the students are asked to pay attention to during the course. The learning experiences and notions of the students emerge naturally in the data.

The learning diaries are written based on the students experience in the NGO and the formulation of the final assignment is based on the work student do with and for the NGO’s. This allows me to better see what really happens when students are working with the NGO, and develop a better understanding of the challenges and learning opportunities and learning experiences. The reason for separating between learning opportunities and learning experiences is, that learning experience is in my study based on something that has occurred. The learning opportunity is something that might have occurred but was not realised or ratified in the data.

In my thesis I focus on the learning experiences, as they are more solid to track and are more firmly based in my data. Thus, I can use my data as evidence to track the experiences. In comparison, learning opportunities are more vague. Learning opportunities in my data are more based on what might have happened and thus, it also becomes more linked to my personal reflexivity and how well I can imagine different situations and possible outcomes. Hence, learning opportunities are not as interesting or important in order to understand the learning’s of the students, as it mostly would reflect my ability to imagine a variety of outcomes.

The study is longitudinal, as the activities started in January 2013 and went on until end of May 2013. This allows us to see the development throughout the course. Interviews were conducted shortly after the course was finished. The longitudinal study allows me to better see the progress and process of the students’ moral development and development of vocabularies, when exposed to a new surrounding and new issues.

In addition to this, I get to examine how students’ perceived knowledge comes to play a role in the project and if it develops through the experience. The learning diaries and informal discussions took place throughout the course. The reflective diaries and
interviews support me in identifying learning experiences and see if students are exposed to different vocabularies. Multiple data collection methods allows for triangulation of the findings (Eisenhardt, 1989).

### 3.3 Research approach

A case study approach allows for both a qualitative study and an abductive research design where patterns emerge in a flexible way in relation to the data (Lundahl & Skärvärd, 1999). And explorative approach to the data is needed, as the learning experiences are not yet mapped out.

Qualitative research supports my purpose of exploring and describing what happens in the learning process of the students during the project course (Lundahl & Skärvärd, 1999). Qualitative data and a qualitative approach help in finding patterns, identifying the actions of groups and individuals in their behaviour (Lundahl & Skärvärd, 1999). Thus this approach is suitable when looking at what goes on in the students learning process and how it develops over a period of time during the project course experience. A qualitative approach shows values, how students’ values develop and how students get exposed to vocabularies and develop their own vocabularies throughout the course. The learning diaries and in depth interviews are a main source of data for mapping out these developments.

The abductive relation between theories and the data supports in discovering patterns and points of interest in the data. Former research provides a good frame in identifying for example exposure to vocabularies (our way of justifying our point of view and decisions) and development of final vocabularies (Fougère et al., 2014) but also development of phronesis (realising the power issues in a context and making good judgement in difficult situations) (Flyvbjerg, 2001).

In my study, I map out what triggers the learning experiences as a way of identifying the vocabularies. I am not trying to support or contradict any existing theories or hypothesis. To take account to the power relations I also pay attention to Follett’s (1995) notion of domination, compromise and integration to see, how the different sets of values work together and modify each other, if they modify each other. Follett’s notion of power especially during tensions help me better understand if the students are being dominated, if a compromise is reached or if integration occurs and thus how that dynamic plays a role in the experience.
My study is framed based on the aim and the research questions. Because there are three cases, I get to compare the results from each case with each other for a better understanding of the learning experiences and the abilities and skills students develop. In addition the different form of data allows inspecting the results from multiple points of view, which allows for triangulation and thus the results become more reliable.

3.4 Data collection method

This study uses only primary data (Eisenhardt, 1989, Lundahl & Skärvad, 1999; Patton, 2002) in forms of interviews, learning diaries, final assignments and presentations of the projects. The interviews have been transcribed. The interviews have been conducted with a semi-structured interview guide. The data has been collected as a part of a project course at Hanken School of Economics in 2013. The data has been coded and analysed for this study.

3.4.1 The project course suitability for the purpose of the study

The project course activity was put forward as a part of development of responsible management education at Hanken School of Economics. As signatories to the PRME, Hanken School of Economics is continuously developing new methods of teaching responsible management education and developing better tools for future managers. My role at Hanken School of Economics was as coordinator for the module in corporate responsibility and the PRME activities.

The choice of data was based on convenience selection (Saunders, Lewis and Thornhill, 2009) as I worked as the coordinator of the project course activity. As a coordinator I worked on getting the case NGO’s for students to work on, the projects students could work on as well as in the process of finding suitable students for the course. Thus, I have a good insight in the course, the aim of the course and learning opportunities involved. Due to this in depth analysis of the project course and the support of the teachers involved in the project course, I hope to promote special patterns and relations that occur during the course with concern to my study aim.

I only analyse the outcomes of one project course. The broad data and different collecting methods supports my purpose for a deeper understanding (Miles and Huberman 1994) on how experience supports students in developing the knowledge learnt in the classrooms to different skills and abilities and to develop their final vocabularies in real life situations. As the aim of the project course is to provide students with the possibility to work with issues on sustainability, and bring the learned
concepts into practice, it is a suitable case and data for the aim of my study. Brining and challenging your own final vocabularies as well as going into a different environment than the ones you are used to working in (all of the students had past experience of working for businesses) allows students to challenge their final vocabularies and become more aware of their own reflexivity (Cunliffe 2004, Fougère et al., 2014). In addition, this the study adds valuable insights to existing research in regards of how to develop responsible management education in business schools (Eisenhardt, 1989) and develop students’ tolerance and final vocabularies (Gold, 2010; Mintzberg, 2010).

The students who were involved in the project course had basic knowledge of corporate responsibility related issues. The NGOs are currently working on different issues related to responsibility. Thus, it is safe for me to assume, that the objective of studying how students understanding of sustainability, responsibility, ethics and moral develop over the project course activity is suitable for my purpose (Holme and Solvang, 1997). Nevertheless, I am aware that any findings cannot be generalised and only apply for this study. Still, this study allows us to better understand and see, what can happen during a project course activity and thus, contributes to the field of research on a general level.

All parts included in the study have given their permission to use the data included in my study (Eisenhardt, 1989).

Adapting a case study methodology allows us to really see what goes on during the project course in the university, as all three parts involved, students, university and NGOs are both knowers and learners (Gudz, 2004). In this study, I only focus on students being both in the role of knowers and learners, their exposure to values and vocabularies and the learning experiences. The university and NGO function as activators for learning experiences. By looking at the three individual cases and linking them together I can find and identify what triggers learning experiences and how they develop in the different cases.

3.4.2 Mapping out learning experiences, values and vocabularies

In addition to case study methodology, this study examines reflection as a practice to look at the learning process of the students during this activity. Students write a learning diary and they have a final report that is submitted at the end of the course. In the final report students look at the project they have been working on as well as combine it with already learned theories. The report and what they report on is chosen by the students while working on the project.
According to Cunliffe (2004) reflection allows students to look at “difficult to translate conceptual aspects into practical implications for managing” (p.408). As students are gaining practical experience in addition to the theory they have learnt they are forced to think about how to adapt the theories they have learnt into practice while examining how the organisation has adapted some of the theories into real life situations. As many of the students participating in the course lack experience in relation to responsible management as well as working in the field of sustainable development, this experience allows them to gain practical experience to then reflect upon during their learning process.

In addition to this, the “practice of reflexivity is of particular importance to management education because by thinking more critically about your own assumptions and actions, we can develop more collaborative, responsive, and ethical ways of managing organisations” (Cunliffe, 2004 p.408). As managers are important influencers of others (Reynolds, 1999) it becomes important to develop skills on how to bring forward the theoretical knowledge learnt in school and adapt it in to practice in the organisations. Reflection also allows the students to critically assess their own assumptions and reflexivity.

Still, it is not enough to just be aware of your own reflexivity. Cunliffe (2004) calls for situations, where students are “struck” and their perceived knowledge is challenged. Fougère et al. (2014) point out the importance of exposing students to a variety of vocabularies. Through doing so, existing and dominant vocabularies that are used to justify actions are challenged (Fougère et al., 2014). Exposing students to different vocabularies can be done in the classroom, but in this case, students are challenging their own perceived knowledge and vocabularies, by going in to a different context.

When students encounter this different context, they also encounter different ways of justifying, that is, a different set of values and vocabularies in contrast to the traditional ones taught in business schools (Fougère et al., 2014). This exposure to values allows me to examine how the learning and perceived knowledge develops over time and identify when and why learning experiences occur. This is of particular importance in this study.

Furthermore, moral imagination of the students develops, as they are put into a situation where they have not yet been. None of the students involved have previously been working in an NGO on a project related to sustainable development. Thus, this challenges students to see a different viewpoint to issues that might be familiar
beforehand. This supports the claim of developing moral imagination, as moral according to Gold (2010) allows us to “become aware of more alternatives, ideas, inventing new forms of life” (p. 301).

Learning experiences and vocabularies are affected by power structures. In this case, I am not particular interested in the power relations of the issues between governance, business and society, but rather in the power relation of the different values and how they play a role and coexist. For realising where power struggles are present, and the dynamics of the power struggles, I am using Follett’s (1995) notion of dominance (one thought rules over the other), compromise (both parts need to give up something in order to gain some) and integration (something new develops through the conflict). This helps me to better understand how the different sets of values and vocabularies play a role in the learning experiences and how the tensions between students and the NGO’s are solved in different cases. Through this I develop a deeper understanding of learning experiences and the outcomes of the situations and tensions.

The power dynamics links back to a phronetic approach. According to Flyvbjerg (2006) power struggles in relation to values and vocabularies can be linked to four questions “where are we going, is this development desirable, what, if anything, should we do about it, who gains and who loses, and by which mechanisms of power” (p. 374). When finding tensions and identifying the dynamics of the tensions, we can also see traces of a phronetic approach in the data. The phronetic approach helps better understand the tensions and the development of vocabularies and values of the students.

The data collected takes into account these different forms of identifying the learning experiences, what triggers learning and allows for a better understanding of the different types of development of the students during the project course. The data allows me to examine the phenomenon from different viewpoints, as the data consists of many different collection methods. The data allows to take into account nuances and emotions that otherwise would be hard to identify. These nuances and emotions also help in better understanding triggers for learning and power relations.

### 3.5 Data

The pilot project course in 2013 consisted of three projects, each with a different organization. In the projects there were a team of two students working with a NGO and in one project a group of three students working with a business network. From the three different NGO’s I have one contact person from each. Informal discussions have been on going with all parts throughout the project course. Still, due to challenges in
finding suitable time, one student and one NGO contact person did not have time for the in-depth interview. The NGO contact person has nevertheless been actively involved in open discussions throughout the process, and this data is used in order to draw upon the NGO perspective in this case.

Each student submitted a total of 4 learning diaries throughout the course. In addition, students did two presentations on the projects they were working on, a final assignment, and evaluation of the team and the individuals in the team. In addition to this, 6 out of 7 students agreed to a semi-structured in-depth interview after the project course to reflect on the project course, their learning’s and provide feedback on the course. The student who could not participate in the interview had time limitations, and agreed for me to use all other materials for the study. The interviews lasted on average 35-45 min / interview. All parts involved have agreed for me to use all materials for my study. Of the students that participated, 2 were men and 5 were women.

The NGOs participated in informal discussions throughout the project course. For the semi-structured in-depth interviews, 2 out of 3 representatives of the projects from the NGOs participated. The one who did not participate had to withdraw from the in-depth interview due to time limitations, but agreed for me to use any of the materials needed nevertheless. The interviews lasted 40 min in average. In the case of the third organisation I was allowed to draw upon notes from the informal discussions as well as on the feedback provided via email and during the presentations. Two of the representatives from the NGOs were women and one representative was man.

Each team also submitted a final report. The final report was combining existing theories with the experience from the projects in order to examine practical implications for the organisation and deeper understanding of the work of the NGO’s. Students looked at the projects they worked with and on existing theories in order to provide a report on how the projects help NGO’s in their aim. The report also provided suggestions for further implications for the NGO’s.

3.6 Data analysis

In order to map out where learning occurs I have coded my data. Miles and Huberman (1994) define coding as follows:

“Codes are tags or labels for assessing units of meaning to the descriptive or inferential information complied during a study. Codes are attached to “chunks” of varying size—, words,
I have used codes to identify where students get “struck” and what triggers students being struck. The coding was done throughout all of the material. I focused on identifying when students were “struck”, what it was that triggered students being “struck”, if students realised the learning opportunity, what vocabularies and values that come to play a role in that moment, the moral imagination (different pathways that occurs), the activators and passivators of the learning experience (dominance, etc.). By identifying the moments where students were “struck”, I could identify situations where skills and abilities developed and the outcome of the situation (that is if the aim or the focus changes from the original one when different pathways or possibilities are identified).

Identifying the moments when students are struck helped me narrow down the data to critical moments during the project course, when students have an opportunity to learn. Identifying these moments helped me in realising crucial events or triggers of learning. The learning after the triggers could go on over a longer period of time, or be a situational thing that passes quickly.

I then moved on to looking at the vocabulary and values involved. I also look at how these come to play with each other, that is, how the students report on the interaction in these situations of “conflict”. My focus is mostly around domination, compromise and integration as they play a role in the development of vocabulary and moral imagination as well as identifying different possibilities.

Finally I look at the outcome and at what methods students have used to make sense of the situation, justify their point of view and understand the other side. I call these skills and abilities that are developed. I compare the different triggers and situations with the other cases to see, if the different cases go through similar situations and if the power relations and outcomes are similar or different.

3.7 My own role and my relation to the students and data

My aim is to not have my own interpretation or values affect the outcome of the study (Lundahl and Skärvad, 1999). This is also why I focus on the learning experiences rather than learning opportunities, as less of my own interpretation is involved in things that are solidly based in my data. Still, it is impossible to totally remove myself from the equation and the understanding of what is going on in the different cases is to some extent formulated by my interpretation of the situation.
To avoid this playing too much of a role, I found my argumentation strongly in the data. I have also had several discussions with the teacher of the project course, which is very familiar with the data in order to verify that my notions are not just my interpretation of the situation, but grounded in the data.

I avoid taking stands as right or wrong and rather focus on understanding what is going on and the connections between different events. By doing so, I remove my own values and judgement of the situation and the outcome from the study. I report on what is going on during the project course activity and reflect upon the observations during the activity and the data at my disposal.

3.8 Summary

In this chapter I have clarified the purpose, aim, research questions of my study and how my research design supports me in answering those in my study. I have clarified the nature of my study, the data collection method, the different types of data included and the different ways of working with my data. In the following chapter I will look more closely at the analysis of my data in the light of my research methods and the purpose, aim and research questions.
4 ANALYSIS AND RESULTS

In this section I will look at the projects and which things that have lead me towards the outcomes of the study. In the first section I clarify for the background and setting of the project course. The following section clarifies for the setting of the projects the students work on. In the third section I focus on an oversight of my analysis. In this analysis I focus on the purpose and aim of my study. In the fourth section I focus on findings, linked to abilities students learn and link those abilities to phronesis and vocabularies. The last section will summarise the main points of the analysis.

4.1 Background and setting

Hanken School of Economics developed a project course that took place January – May 2013. The project course started out with negotiations with organisations working on issues related to sustainability and responsibility around projects that students could work on together with the organisations. Three organisations agreed to take students to their organisations and work on specific projects. Three cases were put in place;

1) Collecting signatures for a petition on trade unions and human rights in Colombia
2) Creating a platform for the case NGO with information on existing NGO’s that are willing to collaborate with organisations
3) Making and analysing a survey on NGO’s members’ preferences and interests.

Students were chosen to the project course based on their application as well as on their experience (ETCS credits in courses on CSR) in regards of sustainability and responsibility. Once the projects and the organisations were clear, students had a chance to apply for the project course. Student’s applications were due before Christmas 2012. Student’s preferences and student’s knowledge were then adapted to suitable projects and teams. In early January 2014 the students were contacted and informed in which project and what team they will be working. At this time, the NGO’s were also informed about the team sizes and members.

The project course had an orientation day in mid-January where students and organisations got to hear a bit about the different projects and a about the students involved in the course. During the introduction day students and organisations got to plan their schedule for the project as well as discuss more in detail the project and the expectations from the NGO. During this time, students and organisations made a plan
on what needed to be done, in what time frame and how they would get the project done.

The projects started right after the introduction day. The projects went on until early May. During the projects I had informal discussion with the organisations in order to know how the projects were advancing and how the students were responding to the challenges. Students were in touch with the instructor or me. Students also wrote learning diaries throughout the project. Students also did two presentations on the project, one where they presented the project and one where they looked at existing theories and how those could support the organisation in the project they were working on. The second presentation would also help the students with the final assignment, writing a report on the project and combining that with existing theories, coming up with suggestions for the organisation for further development. The final report was submitted by the team.

4.2 The three projects

In the following part I will look at the three projects and main trends in the projects. All three projects have different things that stand out from them. Even though students were many times facing similar issues, the main characteristics of the projects are fairly different. Next I will look more deeply at this.

4.2.1 Project 1: Trade unions and Human rights

The first project was done by two students and a couple of members of the NGO. The project was on raising awareness human rights violations especially towards trade union members and defenders. The aim was to get as many as possible to sign a petition to the president of Colombia to demand the ending of violations of human rights towards trade unions.

Students got to participate in the NGOs different meetings and activities. Students got to set up goals for the project as well as consider different ways of reaching out to people in order to collect signatures. Students also got to participate in educational activities of the organisation in order to get a better understanding of the different projects the organisation is working on and how they are working on different issues. Students read reports on the case they were working on in order to understand the dynamics and circumstances better, and better make a campaign that raised awareness.

At the end of the project, students participated in maailma kylässä event in Helsinki, reaching out to people by handing out post cards so that people in that way could
become aware of the issue, sign the post card and send it back to the organisation free of charge. After this event, the campaign was closed. Students got to be a part of the life cycle of this campaign.

The campaign was not one of the main campaigns that the NGO was focusing on. Nevertheless, it had pulled together two NGO’s to work on the campaign and approach. Student’s had in the beginning fairly free hands to work on the campaign, but later on as the project advanced, and they were a part of meetings with several representatives, the different viewpoints and approaches started to become more visible. In addition to this, this was the first time students were exposed to this sort of material and issues as well as the cruelty of human rights violations. The NGO’s very direct way of expressing the issue shortened the psychic distance and made the case feel more “real” to students.

This project is a good example of learning that is mostly triggered by being exposed to information and a way of communicating that is very upfront, and sometimes “brutal” in detail. The reality of the Columbian trade union defenders and the lack of government involvement in the human right violations strike students working on this project. The significant thing for this project is how students relate, adapt and sympathise with people and issues that are occurring very far away and with people they personally have not and probably never will be in contact with. Still, students develop a strong empathy for the case and the people they are working for.

The final report focuses on the theories on trade unions in the global market, and the role of business, government and society. The report brings forward the distress of trade union defenders and how the campaign in Finland was done. Students also question the incentives of multinational organisations working in Colombia and their lack of engagement in the issue. Students seem to take a strong standpoint in defending the people fighting for trade unions in Colombia and sympathise with them. Students adapt a role “of being the voice” in Finland of the “victims” in Colombia.

4.2.2 Project 2: Platform for organisations and NGOs to collaborate

In the second project, three students went working for a business network to build a platform with information on different NGO’s activities and competences. The aim is to enhance and develop corporation and NGO collaboration in the future. The business network was renewing their webpage, and in that process they were putting up a page where corporations can find NGOs and learn about the work the NOG’s are doing. The aim of this platform called järjestötori is to allow for better collaboration between
corporations and NGOs. The idea was to have a brief explanation of the NGO’s and examples of NGO and corporation collaboration as inspiration.

In order to build up järjestötori, students were supposed to collect information on different NGO’s as well as examples on collaboration between NGOs and corporations. Student’s planned a survey for NGO’s to answer in order to collect information on the existing NGO’s for the platform. For this project, corporations will receive information about the existence of järjestötori at the same time as the organisation will inform corporations about their renewed webpage, but no marketing or work on combining corporations with the NGO’s was done in this project.

Students planned the project, the survey and the platform themselves. They got some help from the business network in regards of frameworks and what in their view would be useful information for the students. Before sending out the survey to the NGO’s the business network looked through it and commented on it. In addition to the survey, the students also contacted the NGO by calling them in order to receive as many answers as possible, and getting as many NGOs to participate as possible. In order to identify the NGO’s students used their own networks as well as the business networks contacts to reach out to NGOs.

The webpage was launched at the end of spring and by then, the students had collected the first NGO’s that participated in the platform. The platform is an ongoing process, where the business network seeks out new NGO’s, and add information over time. Thus it will be cumulative approach to the webpage. Students build up the base for the platform, formulate how NGO’s present themselves and what information that was included on the platform. At the end of the project the platform was published and student’s provided suggestions on further development on the platform.

The main character of this project is the conflict in who the benefiter of järjestötori is, and which viewpoint to adapt. Students noticed that NGO’s in many cases lacked interest in joining the platform and interest to work with businesses not to mention working with corporations. Students also struggled with making sense of the aim of the business network. Students noticed that the business network had more corporation collaboration partners than NGO partners, and thus the business network also struggled in attracting NGO’s.

Student’s found themselves in a situation of being a bit in between. In order to attract NGO’s to the project, students needed to bring järjestötori closer to the NGO’s and find ways of attracting NGO’s to provide information about themselves to the corporations.
At the same time, the business network was mainly focusing on helping corporations find information and possible collaboration partners. Thus, students felt strongly, that the project of developing järjestötori was important and that it should be seen as a win-win situation where the business network also has an opportunity to work a bit closer with NGO's. Still, the importance of the project slowly became evident for the students and they noticed, that it was actually not of such great importance to the business network as they had initially thought.

Students also struggled with lack of freedom. The felt they were much more controlled than in their opinion would have been needed. The students struggled with the goal of attracting a set amount of NGO’s to participate, when their hands were tied and could not develop the project towards a real “win-win” situation where the NGO’s expectations and interests were understood, heard and met. Students saw a lot of potential in the project, but felt the potential was not noticed by the business network at this stage.

The final report focuses on the role of NGO’s and collaboration between NGOs and corporations. The viewpoint of the report is around win-win situations between NGO’s and corporations and both of them working towards a common goal. The students look at the project and at the business network as a way of enhancing NGO and corporation collaboration. At the same time they also report on järjestötori being a good way of NGO’s to promote their know-how and expertise. Students point out in the report that more examples of collaboration would be needed. Students take a strong standing point for NGOs and corporation collaboration in the project.

4.2.3 Project 3: Member survey and analysis

In this project two students worked for a NGO that worked on issues related to nature and environment in Finland. They mostly reach out to the Finnish-Swedish minority in Finland and produce the information in Swedish. Two students with the native langue Swedish went to this organisation to work. Their task was to do a membership survey in order to sort out the demographics of the NGO’s members and the members’ expectations and preferences in relation to the NGO.

Student’s put together the survey and got comments on the survey from the NGO. The NGO was very active in working with the students on the project and providing students with clear guidelines as well as information and ideas. Students were allowed access to the membership register, and the survey was sent to the members. Students collected the results and analysed them. From the results the students submitted the
final report on where the organisation stands now. Students also included future implications and suggestions of the NGO based on the findings of the survey.

The NGO was actively working with the students on all parts of the project, and they had regular meetings where they all worked on the process of the project as well as the next steps. The aim of the survey and what analysis can be done and is needed was differing a bit between the NGO and the students. In addition, the students felt that the NGO was impacting the survey too much in terms of having the survey support the NGO’s knowledge of their members. During the project, there was a conflict in how to do the survey and the aim of the project. This conflict also caused tensions in how the analysis of the results should be done.

This project’s significant indicator is a generation gap. The aim of the survey and what the information could be used for became unclear along the way, as the NGO was looking for a survey on existing members and their preferences, whereas students took a strong standpoint in how to bring the NGO to this century and attract more active members and young blood to the NGO. The students sometimes felt that their voices were not really heard. Still, the NGO pointed out that they are interested in future development suggestions of the students, but they also kept a firm line in getting the survey of current members and their preferences done.

In the final report students analyse the results. They look at the existing members and their preferences and interests. In the report they consider how the data is presented and what conclusions can be drawn from it. The report also focuses on the issue students have identified, the lack of younger members and the passivity of members. Students provide suggestions for the NGO on how to attract more young students in future and how to activate existing and future members.

The generation gap can be seen in most things in this case. It creates some communicational challenges, the way of working on the issues at hand and the direction and aim of the NGO differs. The students work hard on legitimizing their position and point of view. Students take a strong standpoint in questioning the future of the NGO and the future development and direction of the NGO, not in terms of issues they are focusing on addressing and raising awareness around, but members’ demography and impact.
4.3 Overview of the results

In this chapter I will provide an oversight of the results from the case studies in regards of what learning experiences the students have during the project course.

The first part will look at different learning experiences. It clarifies the difference between individual learning and collective learning. Table 1 provides an oversight of the individual and collective learning experiences.

The second part focuses in more detail on triggers of learning, power dynamics, based on Follett’s (1995) notion of power dynamics, identification of learning opportunities and learning experiences, and mapping out skills and abilities that students develop. In table 2-4 I have in detail looked at the different projects individually in terms of tensions, learning opportunities, learning experiences and skills and abilities. In table 5 I have summarised the findings to make it easier to compare the outcomes between the different projects.

In the third part I have gone deeper into my data and explained how vocabularies, phronesis and values fit in the analysis. I have drawn to the learnings of the students and the abilities of the students during the experience.

In the final part I summarise the main findings of the analysis. The analysis has been made in the way described in the method chapter and by finding and defining the learning opportunities and identifying learning experiences.

4.3.1 Individual and collective learning

The first findings of my data are in relation to learning. What I found was, that students learning experiences are linked to two types of learning, individual and collective learning. Students report in their learning diaries, and in the interviews, that they shared information with each other, to formulate a better understanding collectively of what is going on in the organisation and what is expected of the students in the project. In addition to this, students also thought about their own role, and their own learning, that is not necessarily in line with the other students learning from the same team.

Hence, we can see that there are two types of learning experiences emerging: collective learning and individual learning. The individual learning’s are mostly based on personal reflection and understanding of the project from your own personal view and linked to your own personal values, vocabularies, experience and reflexivity. Collective learning is based in the double loop learning between students and between the NGO and the students. Collective learning is where the thoughts of the students in each team.
become similar to one another, and these are usually the thoughts and ideas that are presented to the NGO.

In the table below I have mapped out the different individual and collective learning experiences in each project. The learning experiences are usually linked to some event in the project, which has the students think about their approach to the project, and thus, seek out information and understanding of the issue at hand. These are not necessarily results of tensions, more linked to a process of making sense of the project, the context and the situation. Table 1 focuses on demonstrating the two different types of learning experiences identified.
<table>
<thead>
<tr>
<th>Table 1: Individual and collective learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project 1</strong></td>
</tr>
<tr>
<td><strong>Collective learning</strong></td>
</tr>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Sharing information</td>
</tr>
<tr>
<td>Collecting information</td>
</tr>
<tr>
<td>Understanding what the organisation is about and what the aim is</td>
</tr>
<tr>
<td><strong>Values</strong></td>
</tr>
<tr>
<td>What is important to us?</td>
</tr>
<tr>
<td>How are my values and thoughts aligned with the ones of the NGO?</td>
</tr>
<tr>
<td>How are my values aligned with the project</td>
</tr>
<tr>
<td>Adapting the role of bringing forward the voice of the distressed trade union defenders</td>
</tr>
<tr>
<td>What vocabularies are suitable for using not to take too much of a political stand etc.?</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
</tr>
<tr>
<td>What are we trying to accomplish?</td>
</tr>
<tr>
<td>How will we accomplish it?</td>
</tr>
<tr>
<td>Who’s attention are we seeking and how will we get it?</td>
</tr>
<tr>
<td><strong>Power trust</strong></td>
</tr>
<tr>
<td>We as a team with a unified thought and idea have more legitimacy than if individual thoughts</td>
</tr>
<tr>
<td>Struggles between the two NGO’s</td>
</tr>
<tr>
<td><strong>Standing point</strong></td>
</tr>
<tr>
<td>On the side of the victims of human rights in Colombia, speaking for them</td>
</tr>
<tr>
<td>What is expected and who are we serving, Taking the stand of pushing for collaboration between NGO’s and corporations</td>
</tr>
</tbody>
</table>
Students were, during the project, provided with valuable insights on the work of the NGO’s. The NGO’s provided students with information on the issue at hand, and students soon developed a basic understanding of the current state of the issue. From the interviews and the learning diaries, you can see that the information gathering and building competence in relation to the issue at hand occurred in all of the projects collectively, as the students shared information during the presentations with each other.

The learning diaries show that students within the team shared knowledge and information in order to collectively formulate an understanding of the NGO’s current state and where the organisation is heading. From this, students collectively in their teams worked on making a plan on how to reach the set goal and how to present their ideas to the NGO.

In the interviews with the students and the individual learning diaries, you can find that students challenged the organisation as well as the plans for the project. As some of the students had similar work experience from before (handling projects), students could put that knowledge into use in the project and share that knowledge with team members. In addition to that, students were able to challenge existing assumptions as seen in the following citation from one of the one on one interviews:

“We many times challenged the organisation to tell us what the impact of the project be. It seemed to be so, that they think it’s interesting, but pushing for publishing the information or sharing as well as pushing for them [NGO] to take concrete actions based on the project in the organisation was more challenging. It is still unclear if they will, as it seemed like they didn’t really do anything based on the last project, it was more as a nice to know thing. We also challenged them [NGO] in regards of the information they requested out of the project. E.g What concrete actions will the organisation be able to take based on having the knowledge on women’s preferences and men’s preferences in order to develop their own activities and organisation. In our opinion the project results should be looked at in order to really come up with concrete activities and not only nice to know things.”

In this project, students challenge the NGO in regards of the project and the outcomes of the project. The NGO was still seen as the expert in their own field but throughout the project, students have become experts on their own project. Hence, students questions some of the NGO’s request and build up good argumentations for their own reasoning in the project and how to get as much as possible out of the project they were
working on. While doing so, students discuss with each other to formulate strong arguments and clear points, supporting their viewpoint, which students then present to the NGO.

When formulating the opinion and viewpoint that students present to the NGO, they share information, knowledge and expertise and together formulate arguments and a way of presenting their points where all members can agree and identify themselves. In the data, you can see that this action sometimes changes a bit the way students work on the issues as the individual thoughts are challenged by the ones of the team. This becomes most clear in the interviews when students look back at what they thought in the beginning of the project and how the team developed their thoughts of the project. Students realise, that when presenting their thoughts and ideas to the NGO, they need to present the thoughts and ideas as a team in order to get more legitimation power in matters, where thoughts between students and the NGO differ.

When students realise the importance of legitimation power, as the NGOs tend to see themselves as the experts on the projects especially in the beginning, it became increasingly important for students to collectively work on ways to impact the NGO. In the quotations below from one of the one on one interview you can see how students resolved gaining legitimation in the project:

“Many times people in the organisation didn’t really seem to know what the idea was of our project. It was left a bit in the shadow of the other things happening at the NGO. We really needed to carefully think about our argumentations, how to get attention and how to get people from outside this NGO to participate in the project.”

“Working as a team was really valuable as we could solve problems together and also unpack the things together and build up argumentations to challenge the organisation. The learning between us was extensive. We also learnt how important it is to have updated information on things related to CSR in order to build up good argumentations for the changes you are imposing.”

Having students learn both in collaboration and individually challenges their perceived knowledge in various ways. Students realised, that when it comes to arguing for a differing opinion or viewpoint, it is important that the students, as a team, pull together to gain legitimacy and power in the NGO. In addition, it was also important to be able to argue and open up your trains of thought to the NGO.
If we look at the learning from a power point of view based on Kolb, one sort of integration seems to emerge when students discuss with each other. In the NGO the means of reaching integration where new ideas and different vocabularies are developed seems to be more challenging, and thus stronger and more solid opinions with carefully thought legitimation strategies are considered among the students.

The learning that takes place here is in forms of getting a better understanding of the work of the NGO’s and how they organise themselves. This learning can be discovered in the interviews with the students where they point out, that after the project course, they can see themselves developing skills and also seeking to work in NGO's in the future.

According to Mintzberg (2010) (and others) students enrolled in business schools are in a state where their thoughts and knowledge can still be modified. They are receptive to new suggestions and new ideas. This thought is supported in my data. Students adapt both the role of being experts, but also the role of learners. They are willing to hear and learn the viewpoint of the organisation in order to better understand what is expected of them.

Nevertheless, students are also bringing forward challenging thoughts ideas and viewpoints. They are themselves being challenged by the organisation and their existing way of legitimising and arguing for things is not working according to what they are used to. Thus, students get a better understanding of the aim of the project and the values of the organisation, to better adapt their argumentation, aim and views to the current situation. This supports the claim of sustainability and responsibility as well as decision making and leadership being bound to context.

Two types of learnings occur, learning that is realised by the student and more tangible, and learnings that students might not realise is occurring. To clarify what I mean with this I'll draw to an example. In this example, the student is struggling with realising the learning that has occurred, while pointing out that they managed to get a suitable result for the aim of the project:

“Biggest challenge that we met was the lack of contribution from the NGOs. We kind of knew that it will be difficult to reach the right person and to get our ideas sold to them, but I think it was more difficult than we anticipated. In the end we managed to get 26 NGOs which was the amount that [the organisation] required. [...] I learned something but that, kind of deeper learning, never materialized. [...] If they [the organisation] could have concentrated more on our project the results would have been better”
In this quote, we can see, that the student is focusing the learning more towards tangible outcomes, e.g. things that can be mentioned in the CV. These are in my analysis referred to as skills and can be linked back to Flyvbjergs (2006) term, techne.

Still, in addition to the learning of how to work on a project like this, the realisation of how hard it was to attract NGOs and still being able to modify, be creative and get NGO involvement is a learning in itself. Thus, the students have clearly learnt something about the values of the NGO and how to get their engagement in the project. These are more intangible abilities than skills and can be linked back to Flyvbjergs (2006) notion of phronesis. Students have also learnt how difficult the engagement is and thus also some of the students in this project question if the collaboration between corporations and NGOs will occur and to what extent. These types of learning will be looked at in more detail later in the analysis (part two and three).

For the purpose and aim of my study, it is important to understand that learning experiences develop on two levels, individual and collective. Thus, the learning experience differs between each individual and each project. Still, in order to map out, and better understand the learning experiences that occur and how the project course supports student learning experiences and developing abilities and skills for the future challenges in management in the 21st century complex world, I have chosen to focus mostly on the different types of learning experiences that modify and develop students vocabularies and values. These learnings are mostly a combination of individual and collective learning.

In the following part I will look more in depth at why learning experiences occur, what the different event support the learning experiences and learning opportunities, and how these link to in the different projects. I look at what skills (techne) and abilities (vocabularies and phronesis) students develop during the projects. The notion of there being different two types of learning in an activity like this (tangible and intangible or skills and abilities) will be looked at in more depth in the following part.

4.3.2 Developing skills and abilities: polyphony of vocabularies, techne, phronesis, (final) vocabularies and practical wisdom

As pointed out in the literature review learning opportunities and learning experiences seem to emerge when students are “struck” (Cunliffe, 2004) or when students encounter tensions. I have mapped out which tensions are present in the projects and can be identified in my data.
In the tables below you can see the different tensions that are identified in the data. In many of the cases learning experiences or possibilities to learn emerge due to tensions. The tensions are created when the way of seeing the issue at hand or the solutions for the issues differ from one another. When this happens, both parts defend their positions and share their viewpoints. Due to this, students become more aware of other options and/or other ways of seeing the issues and possible solutions and ways of working on the projects. These in turn modify the aim and the project and also develop abilities of the students.

The different viewpoint many times link back to context, values and vocabularies. The tensions identified are reported across all of the data in different forms. The tensions reported are from a student viewpoint. The columns are to demonstrate the learning path of students, as they need to deal with the tensions in some way.

The learning paths have basically four things going on, through which the students deal with the tensions. The things going on are divided into columns in the tables. There are four main groups (columns); questions students work on, possible outcomes, outcome, developed skills and abilities.

In the questions students work on column, I identify and clarify the questions that students work on in relation to the tensions. In order for students to better understand how to work with the tension, they are looking for clarity on how things work and how they can impact the situation.

Possible outcomes are when students are still making sense of the situation and the project. Throughout the project, students map out different possible outcomes around the tensions before choosing what path to follow. The learning experiences are linked to the path chosen, and learning opportunities are linked to other things that could have occurred if the students would have chosen a different path. In my analysis I focus on the learning experiences, that is the learning’s of the chosen path.

The outcome is how the pieces fell into place during and at the end of the project around that specific tension. As the tensions are reported on across the data, the tensions are present over a longer period of time and in some of the cases the ending of the project is what resolves the tension, as the outcome and results are reported on and the project is over.

The skills and abilities developed column are in relation to tangible and intangible learnings. These can also be referred to as techne and phronesis. These learnings are the ones I could identify that students have used to deal with the tension and work with
and around the tensions during the project, but also what might have caused the tensions during and in the project.

In the following parts I will look more closely at the tensions in the different projects. I will then combine the main trends of each project in a summarizing table at the end of this part.

4.3.2.1 Project 1

Project 1 aimed at collecting signatures for a petition on ending human right violations in Colombia for trade union defenders. In the table below, I have mapped out the tensions and how the tensions in this project develop students skills and abilities.
<table>
<thead>
<tr>
<th>Tensions</th>
<th>Questions students worked on</th>
<th>Possible outcomes</th>
<th>Outcome</th>
<th>Skills developed</th>
<th>Abilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim and stand point / point of view</strong></td>
<td>Whose attention are we aiming to get? How will we get the attention of the ones we are reaching out to? Why are we reaching out to the ones we are reaching out to? How will we make a difference? Is it enough to only collect signatures or should we raise awareness as well?</td>
<td>Focus on a specific group, e.g., Political decision makers, or focus on just collecting as many signatures as possible Focus on raising awareness, or just getting people to sign</td>
<td>Project aimed at any audiences in eg social media and at Maailma kysyä eihu. No specific target audience. Target to collect a minimum amount of signatures to the petition</td>
<td>Negotiation skills Legitimation skills Team work Project management, aim and deadlines in projects Dealing with conflict</td>
<td>Coping with different vocabularies Understanding different values Different viewpoints and setting and how they interplay with each other</td>
</tr>
<tr>
<td><strong>Power relations</strong></td>
<td>Who is in charge? Who is making the final decisions? Who are the NGO serving? What is our role and possibilities to impact in this project and the outcome of the project? Who gains most out of the project? Are all needed stakeholder voices heard in the matter? Is there any viewpoint that should be brought forward that is not?</td>
<td>The NGO students are working with provides students with freedom to plan the project The NGO takes a strong leadership role and plans and makes the final decisions The NGO and its collaboration partners are in charge The students are in charge considering the NGO and collaboration partners viewpoints The collaboration partner is in charge.</td>
<td>The collaboration partner was most in charge but was happy to hear the suggestions and ideas of the students, especially around including social media. Still the collaboration partner was the one making the final call.</td>
<td>Negotiation Legitimation Collaboration between partners</td>
<td>Power dynamics and working with them How some vocabularies work better in a given context than others Empathy Awareness of polyphony of values</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Are we being watched? Why do we not have more freedom? Do they trust us with the sensitive material on people and persons in Colombia? Do they trust us with information on the projects that are not getting attention? Do they trust us to allow us to participate in other activities at the NGO?</td>
<td>The NGO trusts the students and allows them to represent the NGO as a whole. Students get access to sensitive information etc. The NGO trusts the students to be a part of meetings etc. as a part of the team The NGO trust the students enough to provide them with limited information and access to information The Ngor trusts students enough to provide them with tasks</td>
<td>The NGO trust students enough to have them primarily in charge from their NGO in terms of the project. The students are allowed access to all training etc. of the NGO to get a deeper and better understanding of the NGO and thus act as missionaries also among collaboration partners. To avoid being dominated by collaboration partners, students get support from their NGO in meetings etc.</td>
<td>Negotiation Seeking information How to deal with sensitive information</td>
<td>How to gain trust in an organisation Values and vocabularies Moral imagination Adapting to a specific context and seeing multiple viewpoints</td>
</tr>
<tr>
<td><strong>Psychic- / moral distance</strong></td>
<td>What is the situation in Latin America? How do things work there? What are the situations of trade unions and how is the situation in Colombia? How are trade unions working and how do they function?</td>
<td>Students adapt and realise the different contexts with the help of the NGO Students think they realise the context and the situation Students moral- and psychic distance becomes no shorter and decisions are made on the understanding of the context in Finland.</td>
<td>The students become more aware of the values of the NGO and align with them while also becoming more aware and involved in the cause of the project. Students Psychic distance to both the cause and the NGO becomes shorter Students seek out a lot of information on the setting in Colombia and on trade unions in order to better understand why this matters and what is causing the frictions in Colombia.</td>
<td>Development of seeing different settings and seeking information to fill in blank spots Decision making Our own limits of knowledge</td>
<td>Work with multiple view points Empathy Awareness of own reflexivity Bringing forward other and new viewpoints Development of own standing point</td>
</tr>
<tr>
<td><strong>NGO / organization involvement</strong></td>
<td>How much support can we count on? How much resistance will there be to the new ideas we are bringing? How much freedom in doing the project can we get?</td>
<td>NGO strongly involved in helping students understand the context but no in fulfilling the project and aim in Finland NGO strongly involved in providing info on the context and fulfilling the aim in Finland</td>
<td>NGO that students were working with did not put so strong emphasis on how to do the project. The expectations came more strongly form the collaboration partner and students needed to adapt to that. The NGO more focused on educating the students on the context providing them with information and training on human rights.</td>
<td>Collaboration Dialogue Team work Handling a project Networking</td>
<td>Problem solving Creativity Vocabularies and how to work with different vocabularies in different settings</td>
</tr>
</tbody>
</table>

Table 2: Tensions and learning paths in project 1

<table>
<thead>
<tr>
<th>Tensions</th>
<th>Questions students worked on</th>
<th>Possible outcomes</th>
<th>Outcome</th>
<th>Skills developed</th>
<th>Abilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim and stand point / point of view</strong></td>
<td>Whose attention are we aiming to get? How will we get the attention of the ones we are reaching out to? Why are we reaching out to the ones we are reaching out to? How will we make a difference? Is it enough to only collect signatures or should we raise awareness as well?</td>
<td>Focus on a specific group, e.g., Political decision makers, or focus on just collecting as many signatures as possible Focus on raising awareness, or just getting people to sign</td>
<td>Project aimed at any audiences in eg social media and at Maailma kysyä eihu. No specific target audience. Target to collect a minimum amount of signatures to the petition</td>
<td>Negotiation skills Legitimation skills Team work Project management, aim and deadlines in projects Dealing with conflict</td>
<td>Coping with different vocabularies Understanding different values Different viewpoints and setting and how they interplay with each other</td>
</tr>
<tr>
<td><strong>Power relations</strong></td>
<td>Who is in charge? Who is making the final decisions? Who are the NGO serving? What is our role and possibilities to impact in this project and the outcome of the project? Who gains most out of the project? Are all needed stakeholder voices heard in the matter? Is there any viewpoint that should be brought forward that is not?</td>
<td>The NGO students are working with provides students with freedom to plan the project The NGO takes a strong leadership role and plans and makes the final decisions The NGO and its collaboration partners are in charge The students are in charge considering the NGO and collaboration partners viewpoints The collaboration partner is in charge.</td>
<td>The collaboration partner was most in charge but was happy to hear the suggestions and ideas of the students, especially around including social media. Still the collaboration partner was the one making the final call.</td>
<td>Negotiation Legitimation Collaboration between partners</td>
<td>Power dynamics and working with them How some vocabularies work better in a given context than others Empathy Awareness of polyphony of values</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Are we being watched? Why do we not have more freedom? Do they trust us with the sensitive material on people and persons in Colombia? Do they trust us with information on the projects that are not getting attention? Do they trust us to allow us to participate in other activities at the NGO?</td>
<td>The NGO trusts the students and allows them to represent the NGO as a whole. Students get access to sensitive information etc. The NGO trusts the students to be a part of meetings etc. as a part of the team The NGO trust the students enough to provide them with limited information and access to information The Ngor trusts students enough to provide them with tasks</td>
<td>The NGO trust students enough to have them primarily in charge from their NGO in terms of the project. The students are allowed access to all training etc. of the NGO to get a deeper and better understanding of the NGO and thus act as missionaries also among collaboration partners. To avoid being dominated by collaboration partners, students get support from their NGO in meetings etc.</td>
<td>Negotiation Seeking information How to deal with sensitive information</td>
<td>How to gain trust in an organisation Values and vocabularies Moral imagination Adapting to a specific context and seeing multiple viewpoints</td>
</tr>
<tr>
<td><strong>Psychic- / moral distance</strong></td>
<td>What is the situation in Latin America? How do things work there? What are the situations of trade unions and how is the situation in Colombia? How are trade unions working and how do they function?</td>
<td>Students adapt and realise the different contexts with the help of the NGO Students think they realise the context and the situation Students moral- and psychic distance becomes no shorter and decisions are made on the understanding of the context in Finland.</td>
<td>The students become more aware of the values of the NGO and align with them while also becoming more aware and involved in the cause of the project. Students Psychic distance to both the cause and the NGO becomes shorter Students seek out a lot of information on the setting in Colombia and on trade unions in order to better understand why this matters and what is causing the frictions in Colombia.</td>
<td>Development of seeing different settings and seeking information to fill in blank spots Decision making Our own limits of knowledge</td>
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<td><strong>NGO / organization involvement</strong></td>
<td>How much support can we count on? How much resistance will there be to the new ideas we are bringing? How much freedom in doing the project can we get?</td>
<td>NGO strongly involved in helping students understand the context but no in fulfilling the project and aim in Finland NGO strongly involved in providing info on the context and fulfilling the aim in Finland</td>
<td>NGO that students were working with did not put so strong emphasis on how to do the project. The expectations came more strongly form the collaboration partner and students needed to adapt to that. The NGO more focused on educating the students on the context providing them with information and training on human rights.</td>
<td>Collaboration Dialogue Team work Handling a project Networking</td>
<td>Problem solving Creativity Vocabularies and how to work with different vocabularies in different settings</td>
</tr>
</tbody>
</table>
4.3.2.1.1 Aim and standpoint / point of view

The tension of gaining credibility was present in all projects. Students needed to spend a lot of time thinking about how to present their ideas in a way that the NGO’s would take their thoughts and ideas into consideration. In the beginning the NGO’s were mostly eager to hear the fresh and new ideas of the students. Still, problems started to occur in all the projects when the thoughts and ideas were put into practice.

The aim of the project is presented in more detail to the students at the introduction session. At this point the aim of the projects seems to be very clear. During the project, the students in project 1 do not question the aim of the project, which is, collecting the signatures for the petition, but more how to collect the signatures, and how to really make a difference. It was unclear for the students how the collecting of signatures would impact the human right violations in Colombia.

The NGO offered students training and support in making sense of the work of the NGO and the impact of the NGO’s way of working on issues at hand. This allowed students to better see and understand how their project comes to play a role in changing the situation and circumstances in Colombia.

From the final assignment, you can still see, that students are unsure if the impact of the signatures will be enough to end the human right violations in Colombia. Students turn to a perspective, where they urge businesses and political decision makers to intervene in the human right violations in Colombia and demand them to stop. This viewpoint is what has created some tensions in the aim of the project. Students are uncertain if they should target a specific audience, or if the audience itself is less important than the amount of signatures.

At the end, the project aims at both. Students want to raise the awareness of people on the human rights violations in Colombia, while collecting the signatures. Students develop their own knowledge among the role of trade unions from an economic perspective and thus also defend the existence of trade unions.

Skills that students develop are in terms of making sense of the aim of the project and how to impact the aim. While making sense of the aim of the project, students also develop skills in project handling. They make clear goals and work on ways to achieve those goals. These skills can be referred to as technical skills, or as Flyvbjerg (2006) points out techne. In order to develop these skills students rely on the learning experiences in the process as well as on the knowledge they have from courses and work experiences.
The abilities that develop are more in line with exposure to vocabularies and a sense for seeing things from different viewpoints and different values. Students need to adapt to the context of the NGO. The vocabularies that students bring with them from school do not seem to work in terms of arguing for their ideas. Students need to adapt their way of justifying actions according to the setting. This adaptation develops and challenges students vocabularies. It is not that the ideas of the students would be bad or unsuitable, it is just that the way of presenting the ideas is not realised by the NGO. Thus, students need to work on how to present ideas so that they align their arguments with things that make sense for the NGO.

As a result, students develop both abilities and skills through developing and working on different options and paths of achieving the goal of the project. By choosing one path, students get experiences where they notice that in different settings some solutions and some arguments work better than others.

4.3.2.1.2 Power relations

The power relations students experienced in the projects were much due to existing tensions in the organisation, between collaboration partners but also due to different viewpoints to the issues at hand. Here as well, students needed to make sense of the power structures in the organisation in order to adapt their vocabularies and build up suitable legitimation for the project and their suggestions. In project one, the students had already made a plan, which had been accepted and received good feedback, but when taking it to the collaboration partners, they needed to redo all of the work.

Power and dealing with power in different circumstances is important especially from the point of view of getting attention to your ideas and suggestions. Students are willing to bring forward their knowledge, thoughts and ideas and they gather information and participate in training in order to better learn and adapt to the sociocultural environment. By doing so, they are better equipped in understanding the hierarchy of the NGO and also how to bring their thoughts, ideas and viewpoints forward in a way that they get heard. Depending on how much attention and how much power the students are able to attract, they are better able to impact the outcome and the way the project is done.

The power dynamics also bring in one tension that is much raised by the students in the projects. It is not so much about power, but related to it, trust.
4.3.2.1.3 Trust

The term trust is something all of the students bring up in all of the projects and during different times. In Project 1 the students talk in a positive tone about trust. They feel that the organisation trusts them a lot in the project and has allowed them access to any training and any information they desire. This trust that they are feeling makes the students also think about how to make sure they are not misusing the trust or letting the NGO down. Students are dealing with very personal and delicate information and thus need to be careful in not giving out delicate information to people whom it does not concern.

The tensions in trust develop student’s abilities to collaborate with the NGO’s and with each other. In project 1 there are some issues on trust within the student team. Even if the students seem to get a lot of freedom from the NGO, students struggle between each other to trust that the other part will handle their part of the project. This is a dynamic that is not visible to the NGO, but that students report on in the interview and the learning diary, as well as informal discussion.

Students also soon realise, that trust is not something that can be argued for or legitimised verbally; it is something that builds up between individuals over time and through actions. In the first project, trust is earned by being active, present and participating beyond the expectations of the NGO.

Trust is important in order to get things done and to get information. If we are expected to examine our own reflexivity and share it with others we need to feel safe and that the others are trustworthy. Sharing our reflexivity and our viewpoints links to another tension in the projects, psychic distance. In the next part I will look more at psychic distance in the projects.

4.3.2.1.4 Psychic-/ moral distance

Psychic distance is in this case present as the background and reflexivity of the NGO and the students is present. When students start working on the projects, the sociocultural context of the NGO is unfamiliar to them.

In project one the psychic distance is strongly present. In project 1, students are working on human right issues occurring in Colombia. The situation of trade union defender’s is unfamiliar to the students in the beginning. Interestingly towards the end of the project, the students become strong voices in raising awareness and sympathising with the trade union defenders in Colombia and their situation.
In addition to the geographical distance and thus, students struggling to really understand how things are in Colombia (none of the students have ever visited Colombia), students also struggle with not really being familiar with the work of trade unions. Trade unions and how they function in a Finnish context is very different from the context of Colombia. Students spend a lot of time on understanding the context in Colombia, and becoming more aware of their own reflexivity.

But the reflexivity is not only related to the county and the differences between Finland and Colombia. Students are also working with having a very economic orientated approach in the beginning. Hence, students vocabularies are based in the ones learnt in school such as how to manage the project in an efficient way, how to impact leaders and decision makers and similar. The NGO and the work of the trade union are more focused on activating civil engagement, which is slightly different from the students vocabularies. When adding to this that only a part of trade union work is based in economic benefits of the country, the students struggle with really understanding why it would be a problem for Colombia to allow the work of trade unions.

Shortening the psychic and moral distance occurs when students notice that the ways of justifying actions is not working in the NGO. This has students reformulate and re-evaluate their argumentations and assumptions. This in turn nurtures empathy, development of vocabularies and a possibility to see different viewpoints and notice different values. The involvement of the NGO becomes important in shortening the psychic distance, as depending on how much time and effort the NGO puts in understanding the student point of view and sharing their own point of view and vocabularies, the shorter the psychic distance can be. Still it is not only up to the NGO to shorten the distance, the students need to be open minded and receptive as well.

4.3.2.1.5 NGO involvement

The involvement of the NGO is crucial and in some cases key to many of the tensions created in the projects. If the NGO would be very distant from the project and not play an active role, the tensions would be less and most likely harder to identify. As all the NGOs are present in different ways during different stages of the projects tensions occur, as the viewpoints and expectations differ and thus need to be discussed.

In all of the cases, it depends on the matter where the NGO is very present and in what way they are present. In project 1, the NGO students are working for is present in supporting students in the project, not as much in questioning and being critical. The
NGO supports student learning and exposing students to a variety of vocabularies, and shortening of moral and psychic distance.

The NGO in project one is mostly acting on the basis of supporting and helping students. What is clear is that the more the NGO is present, the more the students problem solving skills develop and final vocabularies get challenged. The presence of the NGO forces students to legitimise and argue for their ideas and thus to unpack where the ideas come from.

4.3.2.2 Project 2

In project 2 students worked on developing a platform called järjestötäori. On the platform NGO’s present themselves and their area of expertise so that businesses can find the NGO’s and look for suitable collaboration partners. Students worked for the business network in order to collect info on the NGO’s so that businesses can learn of the work and expertise of the NGO’s. Students also worked on finding inspiring examples of collaboration between businesses and NGO’s. In table 3 below, I have mapped out the tensions and how they affect the learning experiences of the students in project 2.
### Table 3: Tensions and learning paths in project 2

<table>
<thead>
<tr>
<th>Tensions</th>
<th>Questions students worked on</th>
<th>Possible outcomes</th>
<th>Outcome</th>
<th>Skills developed</th>
<th>Abilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim and stand point / point of view</strong></td>
<td>Who is this project aimed at? The NGO's or the businesses? Whom interests are we serving? The NGO or the businesses or the business network? Who will benefit from the project? Who is our target audience? What are we and the NGO trying to accomplish? Are the businesses and NGO interests the same? Should they be? How do we reach out to the NGO’s?</td>
<td>A platform for both NGO’s and businesses A platform where NGO’s can present themselves for businesses A platform where NGO’s can &quot;sell&quot; their &quot;services&quot; and know how to the businesses A platform where businesses can find and map out which NGO’s that are active in the area and take them into consideration while considering collaboration with the willing ones. A place where NGO’s can work with businesses and impact them.</td>
<td>A platform for businesses to find and identify possible NGO’s as collaboration partners, but also in terms of considering that those NGO’s are active in the field the business is working in.</td>
<td>Negotiation</td>
<td>Different vocabularies; the vocabularies of different NGO’s and the vocabularies of the business network and how to cope with those</td>
</tr>
<tr>
<td><strong>Power relations</strong></td>
<td>Who is in charge? Who is making the final decisions? Who are business network serving? Who are their clients? What is our role and possibilities to impact in this project and the outcome of the project? Who gains most out of the project? The businesses, the NGO’s or the business network? Is there a win-win situation to develop here?</td>
<td>The students are in charge of järjestötori with mostly technological and financial limits to the project The business network is in charge and students are allowed to bring viewpoint to the project Students act as agents for the NGO’s they are contacting to develop järjestötori but under the supervision of the business network they are working with. Students work as “experts” on how to develop collaboration between businesses and NGO’s.</td>
<td>Students adapting a role of brining the business network’s vision to the knowledge of NGO’s that they were reaching out to, but also the role of brining the concerns etc. of the contacted NGO’s to the knowledge of the business network.</td>
<td>Negotiation</td>
<td>Vocabulary, some work better in a given context than others</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Why are we being watched? Why do we not have more freedom? Why do they not trust our judgement? How do we get to impact more? Why is not the business network listening to our ideas?</td>
<td>The business network trusts the students and allows them to represent the business network when contacting the NGO’s. The business network trusts the students to be a part of the process in reaching out to the NGO’s. The business network trusts the students enough to provide them with limited information and access to information. The business network trusts students enough to provide them with tasks.</td>
<td>Students are in charge of developing järjestötori, but with micromanagement happening in the back ground. It is clear, that the students are not in charge of the project, and that all things need to be runned through their supervisor for acceptance before being pursued. Students feel it is lack of trust in their doing and expertise. The business network is careful on sharing confidential information with students especially information that in the business networks opinion is not in relation to the project the students are working on.</td>
<td>Collaboration</td>
<td>Values and vocabularies, students are exposed to a polyphony of values and vocabularies.</td>
</tr>
</tbody>
</table>


### Tensions and Possible Outcomes

<table>
<thead>
<tr>
<th>Tensions</th>
<th>Questions students worked on</th>
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<th>Outcome</th>
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<th>Abilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychic / moral distance</td>
<td>Why do the NGO not understand what we are saying? Where are the thoughts and viewpoint coming from? What is it that their members/collaborators want?</td>
<td>The students become more close to the values and views of the business network or the NGO’s or both. The students become more in touch with the cause of the project The students keep their reflexivity and the distance does not become shorter There is no need to shorten psychic or moral distance The groups become more polarised</td>
<td>The students become closer aligned with the cause of the project, but not with the business network. Students take a strong standpoint in defending collaboration between businesses and NGO and stress the difficulties in attracting NGOs to järjestötöri to the business network. The business network is more serving businesses than NGOs and thus the psychic distance between students and NGO’s is not shortened. Students felt the project was of great importance whereas the business network did not feel this is a focus of theirs. The moral and psychic distance is not long to begin with as the organisation and project is in the Finnish context. The biggest distance was between students and NGO’s who did not have any desire to collaborate with businesses.</td>
<td>Brining forward other and new viewpoints Development of own standing point</td>
<td>Moral imagination Empathy Awareness of own reflexivity A broader variety of viewpoint and how to bring them forward in the organisation</td>
</tr>
<tr>
<td>NGO involvement</td>
<td>How much support can we count on? How much resistance will there be to the new ideas we are bringing? How much freedom in doing the project can we get?</td>
<td>NGO strongly involved in the project NGO not so strongly involved in setting the directions of the project NGO involved but more in giving opinions and thoughts NGO not involved in the project or impacting the outcome</td>
<td>NGO strongly involved, but students having free hands in thinking about suitable solutions and options for presenting the information. Students working on järjestötöri but under the supervision of the NGO. NGO willing to support student ideas but also limiting their possibilities and much guiding the direction of the students.</td>
<td>Collaboration Networking</td>
<td>Problem solving Creativity</td>
</tr>
</tbody>
</table>
4.3.2.2.1 Aim and stand point / point of view

During the introduction session, the business network presented the project to the students. At this point, all seems to be very clear. Towards the end of the project, changes have nevertheless happened to the project. During the first session, the students are provided with the business network’s viewpoint on the project and how to handle the project. The business network naturally has a vision of what the result of the project will be like and how the students will go about the project. When students start working on the project and gather information, they also develop an understanding of the project and the desired outcome of the project.

This is where the tension is created. Rarely does the vision of the project or the outcomes match totally as our own values and reflexivity play a role in the matter. When discussing the matter and making decisions on how to move forward the students try to influence the business network as much as possible. In order for the students to influence the business network, they soon realise, that they need to show the business network that they understand the aim and the goal of the business network and that they work according to their values.

Some of the things around the sociocultural environment were so clear for the people working in the business network that the business network had failed to communicate these values and ways of thinking to the students. Thus, questions like who is the project aimed at and whose interests are we serving became important questions for the students in order to make sense of the task they were expected to perform.

In project 2 students put a lot of effort into planning the project and presenting their idea to the business network. When they realised that their project was merely a small part of a much bigger change the business network was working on, they naturally got disappointed. The aim of the project slightly changed, as they noticed that the whole business idea of the business network was not around järjestötori. Still, students continued working on building up arguments on why järjestötori is important and why more focus should be put on supporting business and NGO collaboration.

4.3.2.2.2 Power relations

Power is in many things related to students being confused about who is making the decisions. In order for students to build up the arguments students want to know the power dynamics in the business network. In the project students had a contact person that they reported to, but the students soon noticed that the decisions in regards of the
project were decided in some other meetings. These meetings and forums students were not invited to. Thus, students struggled in knowing that their thoughts and ideas were actually presented and how to push forward their ideas and the issues they had. In addition they felt that the processes were a bit bureaucratic. Students ended up making some decisions by themselves, but also in a situation where the business network had done the same work as the students had done.

The power relations and how they come to play a role are in this project sternly related to trust. Students talk about power and trust a lot in the project. In the next part I will look more in depth at trust in project 2.

4.3.2.2.3 Trust

In project 2 students feel they are not trusted enough, as all of the things need to be reported and approved by the business network. Students talk about the business network not trusting them to make decisions and work on the project in the business network’s best interests. As the project advances, the students get more and more freedom in project 2, mostly due to time restraints.

Students and the business network are still working for a common goal, attracting NGO’s to participate in järjestötori to enhance collaboration between businesses and NGO’s. The paths towards the goal differ a bit, but the goal is still the same. Students are in the beginning hesitant if the supervisor of the project really takes all of their suggestions and ideas to the other in the business network. At the same time, the students feel the business network is hesitant if the students fully understand the project aim and what information they want to have on the NGO’s at järjestötori. Both parts work on communicating with each other on actions taken. Communicating and transparency helps the business network see where the project are heading but also the students to make better sense of what is going on in the business network on a larger scale. Due to this, trust is slowly building up between students and the business network and students get more freedom over time.

In contradiction to project 1 students in project 2 talks about lack of trust. Students feel they are being watched and that their judgements in the project are not trusted. In project 2 trust actually develops over time and as the project moves further on, and students start towards the end of the project make decisions more freely. The students do not in their learning diaries or the interview know what the reason for this is, but mostly think it is due to the business network and students being able to find some principles according to which the project is done.
Within the team the students strongly trust and rely on each other. Students shared thoughts, ideas and information freely and trusted each other to do their part of the project and the work. Students also trusted that their team members would have their back and that they get each other’s support when presenting thoughts and ideas to the business network.

4.3.2.2.4 Psychic-/ moral distance

The psychic and moral distance is not that strong or a big issue in this project. The business network, the NGO’s and the students have all a background in Finland, which also means that the students know how things work and the role of the different actors in the project. Still, in the psychic and moral distance, you can find evidence where the vocabularies are not meeting.

In the interviews students report on the business network not at first realising the ideas and thoughts of the students. Still, more towards the end of the project, the business network starts to realise the ideas of the students as well as the issues students are reporting on. The ideas have not changed, but the way students are presenting their ideas and the things they are bringing to the attention of the business network changes. Thus, this can be seen as a development in students’ vocabularies.

The furthest moral and psychic distance that can be found in this project is found in the interviews. Students report, that they do not understand why some NGO’s have little or no interest in working with businesses. Students are struggling to understand why collaboration between a NGO and a business would not be beneficial for both parts involved. This challenges the strong standing point of the students and forces students to defend collaboration between NGO’s and businesses based in for example cases of successful collaboration. Still, this distance is fairly small compared to the one in project 1.

4.3.2.2.5 NGO involvement

In project 2, the business network is mostly present in making sure that the NGO and the businesses interests are met in the project. The business network has mostly businesses’ as partners, and hence, the business network has aimed the project towards businesses. The business network is strongly involved in the project, as the students, while talking to the NGO’s get a better understanding of the NGO’s desires for järjestötori. Still the business network maintains a strong emphasis on järjestötori functioning in a way, where businesses can find NGO’s to collaborate with.
Students struggle with the strong involvement of the business network. As I have pointed out earlier, students report both in their final report, the learning diaries and the interviews that they see the business networks strong involvement as lack of trust and the business network maintaining power in the project.

4.3.2.3 Project 3

In project 3 students did a member survey for the NGO. The survey was to determine the preferences of the existing members. In table 4 I have summarised the tensions and learning experiences of the students in project 3.
<table>
<thead>
<tr>
<th>Tensions</th>
<th>Questions students worked on</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim and stand point / point of view</strong></td>
<td>Who is this project aimed at? Whose interests are we serving? Who will benefit from the project? Who is our target audience? What are we and the NGO trying to accomplish? What can be analysed from the data and what conclusions can be drawn? How can we set the questions to get a good understanding of the real thoughts of members and not direct the answers to much.</td>
<td>A survey to confirm the thoughts of the NGO on their knowledge of member preferences A survey to map out current member preferences A survey to map out current state and determine future directions A survey to map out future trends and what actions the NGO should take A survey to help NGO solve the current problem on inactive members A survey on how to attract young and new members to the NGO.</td>
<td>A survey to look at current member preferences with consideration to attracting new members, young members and activating members both present and future.</td>
<td>Negotiation Legitimation Collaboration Teamwork Problem solving Decision making Dealing with conflict Research ethics, how to do the survey so, that the results are reliable and trustworthy</td>
<td>Moral imagination Coping with different vocabularies Research ethics, values in relation to what is ethical research and what is not, for example in relation to not having subjective questions.</td>
</tr>
<tr>
<td><strong>Power relations</strong></td>
<td>Who is in charge? Who is making the final decisions? Who are the NGO serving? What is our role and possibilities to impact in this project and the outcome of the project? Who gains most out of the project? Are all needed stakeholder voices heard in the matter? Is there any viewpoint that should be brought forward that is not? Who will make sure that the suggestions and implications of the study done will be done?</td>
<td>Students are the experts on how to do a survey and are in charge of the project The NGO is the expert on how to do a survey to their members and are in charge of the project The NGO and students both work on understanding what members want The students and the NGO collaborate in making the survey about future directions The Students and NGO work together to make the survey about activating and finding younger members.</td>
<td>Students followed the instructions of the NGO to do a survey on member expectations and preferences, bus at the same time took a strong stand in seeking out future trends and future members to secure the continuity of the NGO.</td>
<td>Negotiation Building up argumentation Doing a survey and managing it</td>
<td>Different vocabularies and how to use them and work with them Moral imagination Empathy Awareness on polyphony of values</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Why are we being watched? Why do we not have more freedom? Why do they not trust our judgement? How do we get to impact more? Why are not the NGO listening to our ideas? Does the NGO trust us with the decisions? Do they trust us as researchers?</td>
<td>The NGO trusts the students and allows them to represent the NGO as a whole. The NGO trusts the students to be a part of meetings etc. as a part of the team The NGO trust the students enough to provide them with limited information and access to information The Ngo trusts students enough to provide them with tasks</td>
<td>The students are in charge of the survey, but face strong conflicting interests with the NGO. Students feel they aren’t trusted in the NGO and that the NGO is thus steering them to do things their way. The NGO is sometimes lacking trust that the students are performing the task set to them.</td>
<td>How to gain trust in an organisation Collaboration Team work Negotiation Adapting to a specific context and seeing multiple view points</td>
<td>Values and polyphony of values Vocabularies, how to work with different vocabularies</td>
</tr>
<tr>
<td><strong>Tensions</strong></td>
<td>Questions students worked on</td>
<td>Possible outcomes</td>
<td>Outcome</td>
<td>Skills developed</td>
<td>Abilities developed</td>
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<tr>
<td>Psychic / moral distance</td>
<td>Why do the NGO not understand what we are saying? Where are these thoughts and viewpoint coming from? What is it that their members/collaborators want? What are the things that are important to the NGO and why?</td>
<td>The students become more close to the values and views of the NGO The students become more in touch with the cause of the project The students keep their reflexivity and the distance does not become shorter There is no need to shorten psychic distance The groups become more polarised</td>
<td>The different aim of the NGO and students is polarising the groups. The aim of the students becomes increasingly much stronger in their own generation and the future of the NGO whereas the NGO becomes more strongly focused on the current state and current members and their preferences. Both groups drift more apart from each other. Generation gap vs. “old-style environmentalist culture” (the problems are there to stay, no need to enhance demand for environmentalism) vs. contemporary business school students (need for supporting the ‘market’)</td>
<td>Bringing forward other and new viewpoints Development of own standing point and defending it</td>
<td>Empathy Awareness of own reflexivity Different viewpoints and how to bring them forward in the organisation Generation gap and how to work with the generation gap</td>
</tr>
<tr>
<td>NGO involvement</td>
<td>How much support can we count on? How much resistance will there be to the new ideas we are bringing? How much freedom in doing the project can we get?</td>
<td>NGO strongly involved in the project NGO not so strongly involved in setting the directions of the project NGO involved but more in giving opinions and thoughts NGO not involved in the project or impacting the outcome</td>
<td>NGO very strongly involved and managing the project. NGO making all final decisions and student focusing on how to impact the decision-making of the NGO.</td>
<td>Problem solving Collaboration Networking</td>
<td>Creativity Empathy How the context comes to play a role in legitimising ideas and how vocabularies play a role in relation to the context of the issues.</td>
</tr>
</tbody>
</table>
4.3.2.3.1 Aim and stand point / point of view

The aim of project 3 was one of the biggest tensions in this project. In the beginning the aim seemed very clear. Still, as the project advances, it becomes unclear how to do the survey, what the outcomes of the survey are and what the aim of the survey is. Students focus on identified issues in the NGO, such as lack of participation and lack of younger members, and thus want to build the survey around understanding how to increase the meaning of the NGO. The NGO is then again more interested in knowing current member preferences and wants to focus on maintaining current members rather than look for new members.

This conflict in aim, is the base of the rest of the tensions in the project. In this project, the discussions and work between the NGO and the students became at times difficult. Much of the things were due to the students and the NGO having so different values and viewpoints. Still, interestingly enough, students feel that they do understand and see the NGO viewpoint and aim, but that the NGO does not realise the students’ viewpoint and ideas.

The tension around aim provided students with a lot of learning experiences. In this project learning experiences could have been unrealised and have actually ended up in only strengthening students own vocabularies, but from the learning diaries and interviews one can see, that the thinking of the students changes over time. Still, the aim of the students does not change, nor the aim of the NGO. The final report becomes a compromise of both sides; understanding the needs and interest of current members and how to get new young and active members.

4.3.2.3.2 Power relations

The tension in relation to power is ongoing throughout the projects. The tension in relation to power varies over the time and changes depending on what the students are working on. The abilities the power relations develop are dependent on the students and how strong standing points they take. In situations where students do not feel or identify themselves strongly with an issue, more empathy, moral imagination and negotiation abilities are developed. In cases where students feel strongly about an issue, students struggle to see the other side and other viewpoints. Power plays a role in this in terms of students needing to adapt to the decisions made from the NGO point of view, even if it would differ from their own.
In the 3rd project, students at the end develop a compromise, where both their interests and viewpoint as well as the NGO’s are met. If the power dynamics would have been such that the students would have been in charge of the project but under supervision of the NGO, it would not have supported the students in working on various ways of communicating with the NGO, and it is more likely that one part would have been dominating the other. The fairly even distribution of power, where students are the ones with the knowledge of what type of data that can be analysed and what type of questions can be set within the boundaries of good research ethics, and the NGO having the knowhow of their members, the students and the NGO had to discuss the different options and different solutions.

The power dynamics worked both to the students advantage and disadvantage. In some cases, the NGO made decisions where their expertise on environmental stuff was needed, and the students had very limited or little chance of impacting these decisions. Still, in situations where the more technical knowledge on how to do a survey and the analysis of the survey was needed, students had a chance to impact the project a lot.

4.3.2.3.3 Trust

In project 3, the two parts (students and NGO) have started to drift a part. Students take a strong standpoint in emphasising the importance of activating members and attracting new members. The NGO takes a strong standpoint in wanting to focus on current members and their preferences. As these views do not in this case match, the NGO takes a strong role in determining what the students will do. The students see this as a lack of trust in their capabilities and knowledge. Students try to legitimise their viewpoint but feel that the NGO is only drifting further from their ideas and thoughts. Students do not trust, that the work they are doing will actually have any impact on the NGO and the work of the NGO.

4.3.2.3.4 Psychic-/ moral distance

In project 3 the psychic distance is different, as the distance is due to a gap in generation. This distance is much linked to own identity and this is also harder to work around and modify. There are two distances that can be seen that impact the project; a generation gap and a gap between a business school approach and an environmentalist approach. The generation gap is much due to most members of the NGO being more mature of age, whereas the students are fairly young. Hence both have slightly different approaches to the issue at hand. Students are concerned with the demographics of the NGO being based in very mature members and the lack of young members is evident.
The NGO does not see it as a problem, that the members are mature at age. The generation gap brings forward the students concerns of the future of the NGO and how they will maintain sufficient economic income. The NGO is convinced, that there will always be an interest in environmental issues, and thus there will always be new members. The students also feel that the NGO is stuck in past times and would need to bring the NGO to the next generation by for example having better webpages, and using email addresses. Still, the NGO emphasises, that most of their members do not use email, and thus there is no need to change the behaviour of the NGO, as it is at the moment aligned with the preferences of their current members.

Much of the students arguments come down to the economic background of the students. Students feel, that in order for an NGO to exist, they need to support the work of a greater good and justify the existence. The NGO then again sees it as such, that there will always be environmental concerns and thus, the need for their NGO.

The moral and psychic distance of the two parties are not shortened much during the project. Still, both parts actively challenge the current existing values and vocabularies. In the interviews after the project course, the students are actually very grateful for the challenging project as it really has forced them to open up new trains of thought and to become more aware of their own reflexivity and assumptions.

4.3.2.3.5 NGO involvement

In project 3 the NGO is present in supervising and determining the direction and outcome of the project. The NGO is very present and there are several meetings and discussions concerning the project, the aim and how to work on the project. In projects 2 and 1, meeting are less frequent and the meetings function more in terms of making decisions and reporting on progress. In project 3 the NGO is very active, and the project is one of their main activities during spring. Thus the students end up with a lot of different people that are making decisions and giving their input on the survey.

The NGO playing a very active and dominating role in the project is also what causes more visible frictions in the project. The students are challenged by working in a different context and at the same time making sense of the very different way the NGO is operating. This causes confusion and tensions in the project and while the students appreciate the support and interest of the NGO in the project, they also feel that they would appreciate more space and more leverage in making decisions.
4.3.2.4 Summary

Table 5: Comparison of tensions, skills and abilities and how they interplay in the different projects.

<table>
<thead>
<tr>
<th>Tensions</th>
<th>Skills</th>
<th>Abilities</th>
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</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>Aim and standpoint / point of view</td>
<td>Negotiation</td>
</tr>
<tr>
<td>Power relations</td>
<td>Legitimation</td>
<td>Understanding different vocabularies</td>
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<tr>
<td>Trust</td>
<td>Teamwork</td>
<td>Different viewpoints and contexts and how they interplay with each other</td>
</tr>
<tr>
<td>Psychic- / moral distance</td>
<td>Project management (aim and deadlines in projects)</td>
<td>Power dynamics and working with them</td>
</tr>
<tr>
<td>NGO / Organisation involvement</td>
<td>Dealing with conflict</td>
<td>How some vocabularies work better in a given context than others</td>
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<tr>
<td></td>
<td>Collaboration between partners</td>
<td>Empathy</td>
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<tr>
<td></td>
<td>Seeking information</td>
<td>Awareness of polyphony of values</td>
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<tr>
<td></td>
<td>How to deal with sensitive information</td>
<td>How to gain trust in an organisation</td>
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<tr>
<td></td>
<td>Development of seeing different contexts and seeking information to fill in the blank spots</td>
<td>Moral imagination</td>
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<tr>
<td></td>
<td>Decision making</td>
<td>Adapting of vocabularies pting to a specific context and seeing multiple viewpoints</td>
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<td></td>
<td>Our own limits of knowledge</td>
<td>Awareness of own reflexivity</td>
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<td></td>
<td>Dialogue</td>
<td>Brining forward new viewpoints</td>
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<td>Development of standing point</td>
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<td></td>
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<td>Problem solving</td>
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<td></td>
<td></td>
<td>Creativity</td>
</tr>
<tr>
<td>Project 2</td>
<td>Aim and standpoint / point of view</td>
<td>Negotiation</td>
</tr>
<tr>
<td>Power relations</td>
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<td>Understanding different vocabularies</td>
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<tr>
<td>Trust</td>
<td>Collaboration</td>
<td>Vocabulary, some work better in a given context than others</td>
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<tr>
<td>Psychic- / moral distance</td>
<td>Team work</td>
<td>Empathy</td>
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<tr>
<td>NGO / Organisation involvement</td>
<td>Decision making</td>
<td>Awareness on polyphony of values</td>
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<td></td>
<td>Dealing with conflict</td>
<td>Moral imagination</td>
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<td></td>
<td>How to handle and manage a project</td>
<td>How to gain trust in an organisation</td>
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<td></td>
<td>Power dynamics and working with them</td>
<td>Adapting to a specific context and seeing multiple view points</td>
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<td></td>
<td>The importance of knowing where decisions are made and the hierarchy of the organisation</td>
<td>Awareness of own reflexivity</td>
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<td>Brining forward other and new viewpoints</td>
<td>A broader variety of viewpoint and how to bring them forward in the organisation</td>
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<td>Development of own standing point</td>
<td>Problem solving</td>
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<td>Networking</td>
<td>Creativity</td>
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<tr>
<td>Project 3</td>
<td>Aim and standpoint / point of view</td>
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<tr>
<td>Power relations</td>
<td>Legitimation</td>
<td>Coping with different vocabularies</td>
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<tr>
<td>Trust</td>
<td>Collaboration</td>
<td>Research ethics, values in relation to what is ethical research and what is not, for example in relation to not having subjektive questions</td>
</tr>
<tr>
<td>Psychic- / moral distance</td>
<td>Team work</td>
<td>Different vocabularies and how to use them and work with them</td>
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<td>NGO / Organisation involvement</td>
<td>Decision making</td>
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<td>Dealing with conflict</td>
<td>Empathy</td>
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<tr>
<td></td>
<td>Research ethics, how to do the survey so, that the results are reliable and trustworthy</td>
<td>Awareness on polyphony of values</td>
</tr>
<tr>
<td></td>
<td>Negotiation</td>
<td>Different viewpoints and how to bring them forward in the organisation</td>
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<tr>
<td></td>
<td>Building up argumentation</td>
<td>How the context comes to play a role in legitimising ideas and how vocabularies play a role in relation to the context of the issues</td>
</tr>
<tr>
<td></td>
<td>Doing a survey and managing it</td>
<td>Creativity</td>
</tr>
<tr>
<td></td>
<td>How to gain trust in an organisation</td>
<td>Generation gap and how to work with the generation gap</td>
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</tbody>
</table>

From the different projects we can see that the characteristics of the projects are fairly different. In order to better compare the projects I have summarised the main findings.
in table 5. In the table 5, I have identified which tensions which are strong in the projects, to show the different dynamics and the different characteristics of the projects. The **bolded** parts are the ones that are strongly present in the projects and thus, also set the characteristics of the projects. Due to students not being able to ignore the tensions that are present, students develop a bit different skills and abilities during the projects, which is better seen in table 5.

The learning's of the students in the projects mainly results of tensions. Tensions support learning as students need to argue for their point of view, open up their thoughts and ideas for other view points and to find ways of legitimizing and explaining their viewpoints.

Students in these projects learn both on an individual level and a collaborative level. In order for students to work on the tensions and with the tensions, they discuss together the situation and formulate an opinion. When doing so, they share information with each other and try to make sense of the situation. As students way of legitimising decisions and arguing for their viewpoint gets challenged students also develop new ways of arguing and legitimising decisions and ideas in the new setting. Understanding the context and becoming aware, that some vocabularies working better than others in different setting is one of the key learning of the project course.

In the projects students also develop a sense for critical thinking. In this form of critical thinking students do not only question the tensions mentioned in table2, but also values in terms of what is good and bad, for whom and why. This is the type of thinking that supports developing final vocabularies (Fougère et al., 2014; Cunliffe, 2004).

But critical thinking and vocabularies are not the only things that develop. Students also start asking very interesting questions such as who is the change for and from which perspective are we looking at the issue or issues at hand. In the next section I will clarify more why these findings are interesting.

### 4.3.3 Tracing vocabularies, values and phronesis

In the projects, students develop more critical thinking as they are exposed to different vocabularies and need to focus on their own way of looking at the issues. Students thoughts on how the world works, and which things to focus on, develop during the projects. As can be seen from the analysis above, students raise questions and over the period of time the project is going on, they look for information and develop a deeper and better understanding of their work and the NGO.
The sociocultural environment around students and the sense making of it supports students in developing their own social reality. While doing this, they also raise questions around the sociocultural environment, their perceived knowledge of reality and the realities they are creating. The questions students work on are questions like;

- Why are we serving the members we are serving?
- Does the NGO really know their audience that well?
- Who is the NGO serving and why?
- Should the NGO take into account other viewpoints? If so, which ones?
- Are the ones who gain most out of the projects the ones we should focus on or is some stakeholder not noted?
- Is the development desirable? If so for who is it desirable?
- From which perspective are we looking at the issues at hand and why are we looking at the issues from this perspective?

The complexity of the real world becomes clearer for students during the projects as does the polyphony of vocabularies. Students note that the polyphony of vocabularies do not only exist between organisations but within them as well. Through the projects, students become aware of their possibility to impact communities and businesses. Through this the students start questioning in which way they want to impact societies and businesses. Furthermore, students start questioning if the way they are trying to impact businesses and society, actually is a useful way of impacting.

Through the projects students question current “truths” and ways of doing things. The questioning is both directed at their own knowledge and truths as well as the truths of the NGO. As students reasoning and arguing for viewpoints and ideas are not in all cases just accepted by the NGO students have, what Cunliffe (2004) refers to as, been “struck”. These are the moments when students reasoning and motivations are not enough to meet the NGO’s way of seeing the issues at hand. At this point, students re-evaluate and seek more information on the matter, to better build up argumentation and adapt to the new environment. During this process, their values views and thoughts also change.

Students do not only question the project, students question the models that they are taught in school and their own perceived knowledge. In addition to this, students become eager to learn more and get more viewpoints. Only at the stage, when students have taken a standpoint in the project, they stop questioning themselves, but still question the NGO and the theories and “truths” presented to them. Students formulate
their opinion on the project and the desired outcome of the project collectively. Still, when formulating the collective opinion on the project, all individuals bring in their points of view and thoughts. This also challenges students as they question each other and learn from each other. When making decisions, they also prioritise issues and think about what works best in the sociocultural environment and what development is most desirable for the ones they are serving. Through this, students formulate an opinion on what is important and what should be done in what way.

But questioning and critical assessment of the NGO, the project and themselves is not the only thing that is happening. Students start to formulate an understanding of good and bad in the context and in terms of making decisions in the projects. This is leading to critical thinking linked to development in phronesis. In the following part I will look at traces of development in values and phronesis of the students.

4.3.3.1 Traces of change in values, phronesis and development of moral imagination

What occurs during the projects is not only, that the students start questioning and looking critically at the NGO, theories and themselves. They also develop values and their values are modified. Flyvbjerg (2006) suggest that questions such as “where are we going, is this development desirable, what, if anything, should we do about it, who gains and who loses, by which mechanisms of power?” point to students developing a deeper understanding of practical wisdom in terms of a phronetic approach. If we look at the questions the students are working with, many of them are linked to values and what is ‘good and bad’. Through making sense of these things, students’ values get modified and their vocabularies develop.

This development can be found in for example the students taking a strong standpoint in the projects. In project 1, students take a strong stand as messengers and persons whom speak up for the people suffering of human rights violation in Colombia, as they themselves cannot speak and tell their stories in Finland. The reason for taking a standpoint in the project is linked to what role the students feel they need to have and need to bring forward to succeed with the project. As there are no absolute truths on how to deal with the issues at hand, students rely on common sense and practical information at hand. Students use past experience and combine it with the knowledge they are gathering of the situation when developing their standing point.

Students tend to mainly report on skills linked to techne and episteme. Much of this has to do with organisational research presenting abilities and skills from this point of
view. Still, in the data you can find traces of phronesis. In all projects, students develop a sense where they question if actions taken are good or bad and for whom they are good or bad. For example in project 2 putting up the platform, students evaluated what information to provide and in what way. In the beginning they thought the platform to be very good for both NGO’s and businesses, but as the project advanced, they realised that the good outcomes are very small for the NGO in comparison to the businesses. Thus, they needed to develop other ideas in order for the project to be more of a win-win situation.

In all projects students are able to see more possible outcomes for the project and adapt different viewpoints. These viewpoints link back to experience and a sense of judgement in the context they are working. For students to understand better what sort of decisions to draw on, students look more critically at their own reflexivity but also the reflexivity of the NGO they are working for. This also makes students realise, that some solutions work better for a given purpose than others. For example in project 1 providing people with information on the cruelty and human right violations towards trade union defenders draws on the emotional side of people and empathy and thus people might end up signing the petition. Adapting a model where you raise awareness on the issue and put focus on every individual being able to make a difference in the world by signing, you draw upon different ways of engaging people. Both ways work towards the same goals, but in different ways. In the project students decided to draw upon emotions and empathy of the audience, as that was the strongest motivator for the students to work on the project.

4.4 Summary

From the data we can see that there are two types of learning occurring. Students have both individual and collaborative learning taking place during the projects. In addition to this, tensions occur during the projects. The tensions that are identified are in forms of aim, power, trust, psychic / moral distance, and the involvement of the NGO. These tensions make it possible for students to have learning experiences. In these learning experiences students question the projects, themselves and the NGO. The learning experiences allow students to develop skills like problem solving, project management, information seeking, dialogue, legitimation and creativity. The learning experiences also foster abilities such as critical thinking, development of vocabularies and empathy.

From the projects, we can also see, that students develop a sense of what is good and bad for whom and from which perspective. Students also question the dominant
models and how the world is perceived to be functioning. Students’ values and understanding of the world develops and students see the complexity of situations and making decisions in relation to sustainability, responsibility, ethics and moral. These are all things that researchers developing management education are calling for, especially the ability to make sense of the complex world and work in different contexts. In the next chapter I will look more at how my findings contribute to the current research in the field of management education.
5 DISCUSSION AND CONCLUSION

Responsibility, sustainability and ethics are broadly discussed issues in management education (Fougère et al., 2014; Mintzberg, 2010). The pressure on managers to deal with the complexity of competing demands in today’s business is growing, and business schools have needed to develop ways to look more broadly at what they are teaching (Cornuel, 2004; Mintzberg, 2010). The complexity of the competing demands, has also led to a broad discussion on the existing theories and models available and their lack of providing future leaders with suitable tools (Mintzberg, 2010).

Bauman and Tester (2001) point out the importance of knowing and understanding which things are good and bad. Flyvbjerg (2006) talks about developing phronesis as a way of realising, that in a given context things are good and bad for different audiences. During the project course, students need to work through the polyphony of values and vocabularies available and question the purpose of the project from different perspectives. In addition to this, students need to work with the tensions that occur during the projects, in order to reach the set goal of the projects.

When students argue for their standpoint, students need to adapt their vocabularies according to the audience they are trying to impact. If the NGO they are working with is not profit orientated, profit maximisation or making money will not be values or arguments that will work. Thus, students need to work on understanding the values of the NGO and find a way of legitimising their ideas and thoughts that works for the given purpose. This supports Fougère et al.’s (2014) view where students develop moral imagination and critical thinking when exposed to polyphony of values and vocabularies.

Students also realise that ethics is about doing things rather than theories and models. There are a variety of ideas and suggestions for example from NGO’s on how to deal with ethics and sustainability, but as most of the actions are based in free will, practical wisdom and an understanding of the issue and the context becomes increasingly important. A set of values where we determine right from wrong and good from bad is not useful if not put into practice. For example in project one, determining a set of values for businesses where they state that the human right violations going on in Columbia are wrong and bad will not help change the situation. Hence, in this project students turn to drawing attention on to the issue and finding ways to work on better conditions for the people victims of human right violations in Colombia. This supports
Clegg et al.’s (2007) argumentation on ethics being practice and based on doing things, rather than a set value and codes of conducts.

Impacting businesses and society has been discussed by for example Stephens et al. (2009). In the projects, students impact both society and the NGOs through knowledge and experience. According to Kolb (1984) knowledge is not a steady state, as experience intervenes. In the projects students impact the organisations with their knowledge, but the experience of working with the project in the NGO also impacts the students and their perceived knowledge. In project 2, students were struck by how hard it was to attract NGO’s to participate in the platform. Students soon realised, that their approach was too much based on a business mentality, and thus how the solutions and suggestions of the students would help the NGO’s towards their goals and the impact and gaining of the NGO, were left unclear. Students needed to adapt their way of thinking and bring it closer to an NGO mind set. This development supports both the argument, that knowledge gets challenged by experience, and that students can impact NGO’s and societies.

The criticism towards management education for lacking real life situations and cases, where students perceived knowledge gets challenged by experience from real life complex situations (Gosling and Mintzberg, 2004) is challenged in this exercise. Students working on the projects realise, that management is not a profession or a function, but rather actions, decisions and adapting vocabularies to a specific setting in order to impact the social environment towards a set goal. In project 3 for example the students spent a lot of time both adapting to the social context of the NGO while legitimising and bringing forward new ideas and insights. The existing models and methods functioned more as support but did not provide solutions on how to get the NGO to pay more attention to the concerns and viewpoints of the students. In addition to this, students needed to combine their knowledge and experience in a way that made sense for the context of the NGO. By doing this, students were able to adapt the theories, models and knowledge in this specific context and gain experience on how to adapt theory into practice. This in turn develops students problem solving abilities.

Developing methods that change and foster a new way of thinking, answers to the challenge of management education. Through practices as the project course, students get first-hand experience in the challenges and the complexity of issues related to sustainability, responsibility and ethics. The UN PRME Learning in a social context initiative supports students in bringing societal issues into their education and training (Appendix 1). As seen in the project course activity, students do bring the societal issues
they are working on into their education in CSR and students develop analytical, reflective and value-based leadership abilities.

By adapting a reflexive approach to the activities, students unpack their own set of values while getting exposed to different sets of values. When becoming more aware of our own personal reflexivity and the different set of values that exist in different surroundings, we also become more able to deal with them in suitable ways. In project 2, students had many different viewpoints and sets of values to navigate through. When making sense of the situation while critically through reflexive practice looking at personal values, students were able to find common ground and a viewpoint that supported them in setting a goal and aim for the project. Questioning what are we trying to accomplish and whom is this project good and bad for were central questions in making sense of the focus, aim and vocabularies of the project in the specific setting.

According to Freire (1972) unpacking our own actions and the impact of our actions is important in understanding our own reflexivity and our own values. When doing so, we also unpack the constructed realities in our minds. In the projects students, though moral imagination, try to map out different scenarios and impacts of decisions made in the context they are working. By doing so, students also need to take into account their own realities and understanding of the world. In project 3 this becomes very evident through the generation gap, where students reality is reflected in the project with concern for the future of the NGO and the NGO having a role in the discussions on social media. The NGO then again is more focused on current members, who are at a more mature age and thus do not necessarily even have email.

The complexity of the real world and the issues around finding one fits all solutions become evident in the project course activity. Learning is not based on finding the suitable formula or learning theories by heart, it comes as a combination of knowledge and experience and being able to understand the context and values of the situation at hand. Abilities such as sensitivity to the polyphony of values and moral imagination help managers deal with the complexity of the 21st century.

The tensions that students are exposed to may lead them to challenging the dominant models and existing realities. According to Fougère et al. (2014) tensions develop our abilities to see different viewpoints and paths to solutions. As is shown in the data, students do through tensions raise questions and see different outcomes of the projects. By seeing different paths students can in the complex situations make better decisions for the purpose of the project with consideration of their target group and their
interests. This develops students’ ability of realising that some solutions and vocabularies work better for a given purpose than others. The notion of right and wrong solutions and options becomes less important.

The abilities and learnings that students report back on are mostly linked to generic truths about how things work, also called episteme (Flyvbjerg, 2006). Truth seeking has for long been the way of solving problems and understanding the world around us. Through the projects students worked with, the sense of truth seeking becomes unclear. There are different options and ways of working on issues depending on the audience and what we are trying to accomplish. The practical know how and common sense start to play a role in our decision making, and questions around decision making in relation to what and whom get more attention (Flyvbjerg, 2006). Students in the projects put a lot of emphasis on not only developing a good practice for the project, but understanding why they are working in a specific way and why some things work better in some situations while other solutions work better in other situations.

Students questioning things such as where are we going, what development is desirable and for whom are key traces of a phonetic approach to the projects. According to Flyvbjerg (2004) values are examined and explored and linked to context and theoretical models in order to make sense of reality. This also supports the notion of students developing moral imagination, by putting themselves in others’ shoes as well as working to make sense on which things work best in a specific context.

Power comes to play a role in the projects especially in the form of legitimizing a viewpoint and seeking support for a thought or idea. When our traditional ideas and vocabularies do not work, tensions occur. Tensions can according to Follett (1995) be resolved through 3 different possibilities, dominance, compromise and integration. The most desired outcome of tensions would be some kind of integration.

In the projects the truth or the “right way” of doing things become unclear. As this happens dominance becomes harder, as it becomes hard to prove right and wrong. This also opens up the possibility for impacting each other and double loop learning, where both parties serve as learners and teachers. In the projects the discussions and on-going process of making sense of the situation supports the notion of dominance not occurring. Still, when decisions are made, dominance occurs mostly due to lack of time and lack of finding common ground.

Examples of dominance can be found in project 3 where students’ ideas and thoughts on how to do the survey are considered only to a limited extent. One reason for this is
the conflicting aims of the project. Students are looking at the survey from a point of view of it providing information on future trends and focus points, whereas the NGO is focusing on understanding and verifying current members preferences. Students get dominated by the NGO and have little impact on the format of the survey. Still, they manage to impact in a small amount and students do bring forward their concerns in the final report. This proves some extent of compromise between the NGO and the students. The exchange of knowledge and viewpoint is tense, but integration in the form of both developing and moving on to a new lever of understanding does not occur. Still, the tension itself develops problem solving skills and moral imagination as students are challenged to work through the values of the organisation and bring forward their contrasting opinions time and time again.

An example of integration is seen in project 1 where students put strong emphasis on social media. Through social media students argue, that the information of the project spreads fast and awareness on the issue is raised. The NGO raises concerns with social media and the free movement of information over social media, but at the end of the project, students and the NGO have put up a social media campaign on the issue and developed ways of monitoring the outcome and spread of information. Neither part has needed to sacrifice anything and both parts gain from the solution. The tension that the differing values and viewpoints brought has helped the NGO and the students come up with a suitable solution for the aim of the project, and idea that would probably not have been as functioning without the tension.

5.1 Conclusion

In this section I will first look at the research questions and the aim of my study and answer my research questions. In the following section I will state the contribution of this study followed by a section of implications for management education. The final section has implications for further research.

5.1.1 Answering research questions

This thesis examines how a project course in social and environmental responsibility at Hanken School of Economics provides learning experiences for students. The learning experiences are due to tensions in aim, power, trust, psychic- / moral distance, and involvement of NGO. These tensions have students questioning different things going on around them which in turn allows for learning opportunities and learning
experiences to occur. The learning experiences and learning opportunities in turn develop students’ skills and abilities.

When mapping out the learning experiences and how and why they occur, the mapping of abilities and skills became possible. As the data is longitudinal, the change in vocabularies and values can be seen in the learning diaries and in the in depth interviews. The abilities and experiences from the project course help students make sense of the given context and help students realise the complexity of issues related to sustainability, responsibility and ethics. In the following two parts I will answer the research questions more in depth.

The aim of this study was to identify the learning experiences and examine if the learning experiences link back to developing abilities. I have looked at how the abilities present in the learnings of the students link back to the challenges modern business schools are facing in educating responsible managers with abilities to deal with ethics and sustainability. I have focused on mapping out the learnings of the students that support students in developing skills and abilities to act in forms of more ethical, sustainable and responsible ways.

5.1.1.1 What kinds of learning experiences do students have during the project course in social and environmental responsibility?

In my thesis I have identified two different types of learnings, individual and collective learning. When students work on the projects, they learn collectively and seek support and information from one another but at the same time, students also develop on an individual level. In chapter 4.3.1 and table 1 I have clarified for the individual learnings and the collective learnings in more detail. The main reason for individual learning is that students question themselves and the knowledge they have in the light of experience and the new context they are working in. The collective learning is much based on how students get legitimation power and a better chance of impacting the NGO.

As can be seen from the analysis and results, Students have different learning experiences in different projects. The learning experiences are linked to the context and the nature of the tensions in the projects. The tensions were already earlier explained to be related to aim and standpoint / point of view, power relations, trust, psychic- / moral distance, and NGO / organisation involvement. The learning experiences are due to students working in a different context, where their vocabularies and ways of legitimising their opinions, thoughts and suggestions do not seem to work. Hence,
students need to form a better understanding of the context and the NGO in order to be better able to work on the project and the goals of the project.

Students question the perceived knowledge, their own values and how they view the world. As Cunliffe (2004) puts it, students start to view their own reflexivity and their own way of understanding the world. Fougère et al. (2014) frames it in the way that students are exposed to a different set of values and vocabularies, and need to make sense of the situation. The learning experiences of the students are that exposure to different values and vocabularies. These create tensions and also allows students to develop abilities and skills, which I will look into when in the next part answering my second research question.

5.1.1.2 What abilities do students develop as a result of their learning experiences and how might these abilities make them better equipped for their future activities as managers?

As demonstrated in section 4.3.2, students develop a large set of abilities during the project course. The abilities are demonstrated in tables 2-5 and in section 4.3.2. Students develop abilities:

- like coping with different vocabularies,
- understanding different vocabularies,
- different viewpoints and contexts and how they interplay with each other,
- empathy,
- working with power dynamics,
- how to gain trust in an organisation,
- moral imagination,
- creativity,
- adaptation of vocabularies in different situations
- awareness of own reflexivity

These are just some of the abilities that students develop. These abilities can be linked back to what Flyvbjerg (2006) calls practical wisdom. Practical wisdom is related to phronesis in the way, that students think about what development is desirable, for who the development is desirable and from which perspective the development is desirable. By having students work in a different context and encounter tensions, students need to make sense of their own constructed realities, their reflexivity and find ways of reaching the set goals. When doing so, students develop their vocabularies, values and moral
imagination. Furthermore, students look for answers for the questions they are raising in order to develop their stand points and ideas of the projects they are working on.

When initiating learning and developing students’ vocabularies, experience and working with tension seems to be key. Tensions and experience challenge the existing knowledge of students and develop abilities such as moral imagination, different vocabularies, empathy, dealing with complexity and navigating through many ideas and thoughts. Decision-making does not become reliant on finding the ultimate truth, but in understanding which vocabularies and solutions work best for which given purpose. The given purpose becomes evaluated with a phronetic approach, where students consider if the development is desirable, and if the decisions are good or bad from whom and from which perspective. This is in line with the suggestions of Flyvbjerg (2006) on adapting a phronetic approach to develop practical wisdom and Fougère et al. (2014) notion of fostering students moral imagination and development of vocabularies.

The development of a phonetic approach, where questions on what development is desirable and for whom among questions such as where are we going and who are the winners and losers by which mechanisms of power are central in order to better understand the outcomes of decisions made. Critically thinking and questioning existing models and our own constructed realities become key in developing critically thinking individuals.

5.1.2 Summary

In the experience, students develop a better understanding of how vocabularies work in different contexts. Ethics, sustainability and responsibility have no one fits all solutions, but are bound to context and situation. The learning around sustainability and responsibility for future managers seems to be more in providing students with a large set of vocabularies, abilities such as moral imagination and a phronetic approach to issues, where questions on values are being considered. By developing abilities like this, managers are better equipped in dealing with the changing world and considering the impact decisions made have on a larger scale.

Activities like the project course where students need to work with real life situations support the development of these abilities. Dealing with tensions and being in a situation where our constructed realities can be impacted through experiences and being in a different context, challenges the dominant views of students.
By exposing students to real life situations with the complexity of the modern world, learning experiences that develop abilities such as problem solving skills, moral imagination, legitimation, negotiation, team work, sensitivity to different viewpoints and critical thinking develops. In addition to this students develop abilities where they use theories and models to analyse situations and combine it with experience from the work they are doing. The projects students work on show evidence of students developing abilities that support critical thinking and questioning of dominant discourses, theories and models. In addition to this, students become more aware of their own construction of reality and how they have made sense of things.

5.2 Contribution statement

Previous research of Cunliffe (2004), Fougère et al. (2014) and Flyvbjerg (2006) point out how to develop abilities that support students in acting in more ethical, sustainable and responsible ways. Cunliffe (2004) focuses on students being struck and through this exploring their personal reflexivity. In this thesis, students do not only explore their own reflexivity, but also the reflexivity of the NGO they are working with. In order for students to work with the tensions that are created in the projects, students need to understand the context and the NGO and adapt to adapt their vocabularies to that context. This differs from Cunliffe (2004) research, where the main focus is on students becoming more aware of own reflexivity, social realities and values.

Fougère et al. (2014) focuses on exposing students to a polyphony of values and vocabularies present in the classroom. By doing so, students develop their final vocabularies and moral imagination. The difference in this case is, that students cannot ignore or escape the tensions they are facing in the NGO. As students are in this study working in a different context than they are used to and they are in charge of completing the projects, students cannot take a passive role or the role of an observer as is possible in a classroom setting. Students need to actively work on their own reflexivity and challenge the perceived knowledge of themselves and the NGO in order to find solutions and complete the projects. The tensions that arise and the nature of the project support students becoming struck and needing to make sense of the situations where they are struck.

Flyvbjerg (2006) calls adapting a phronetic approach in order to develop practical wisdom. Flyvbjergs (2006) research has little focus on how phronesis develop abilities that link to practical wisdom. In this study, the link on how abilities develop from learning experiences during a project course on social and environmental responsibility
is made. In addition, the study shows, that the project course develop students thinking in terms of a phronetic approach, as students start asking questions that can be linked back to Flyvbjergs (2006) approach on phronesis. Hence, this study contributes in a deeper understanding on how a phronetic approach fostering practical wisdom linked to real life work and situations can be applied in management education.

5.3 Limitations, self-critique

In the method chapter I discuss how the research design has framed the analysis of my data. Even if the results of this study are contributing to current research, the results are not necessarily adaptable in a different context or during a different period of time. Learning experiences and development of abilities and skills are from an ontological and epistemic approach difficult objects to study due to the nature of personal interpretation of the situations and how open minded the students are. As this study focuses on complex multi layered things such as reflexivity and values, where many things both in the surrounding impact the outcome, generalising the skills and abilities developed becomes difficult.

In addition to this, the context of the study is a limitation in itself. The students all have a Finnish background and the two NGO’s and one business network are all based in Finland. Even if one of the project has a focus on an issue abroad, the people working on the project and the target audience were all in Finland. Hence, generalising on an international level is not applicable in this study.

This study has a limited amount of data in terms of focusing on a n in depth analysis of one project course at a specific time. Thus, the results of this study should not be generalised to other similar project courses as the project students work on might have different issues and tensions that in turn lead to different outcomes and developments in the projects.

5.4 Implications for management education

Management education has been focusing on how to deal with reflexivity (Cunliffe, 2004), exposing students to polyphony of values and vocabularies in the classroom (Fougère et al., 2014) and adapting a phronetic approach to research (Flyvbjerg, 2006). These all contribute to develop skills and abilities for students to deal with the complexity of working with ethics, sustainability and responsibility. Still, management education is being criticised for lacking real life situation and challenging students in solving real life situations. The project course supports students developing abilities
and linking their knowledge to real life situations while getting exposed to values and vocabularies.

Mintzberg (2010) calls for developing a better understanding of how experience develops students’ abilities and skills while enhancing critical thinking and problem solving. The skills and abilities that students develop are linked to ethics, responsibility and sustainability, as students in the project course work on projects relating to social and environmental issues. Hence, students also get exposed to a different context, which develops students’ moral imagination.

This study suggests, that a project course on social and environmental responsibility should be added to the curricula in business schools in order to enhance students in developing abilities and skills that form more ethical, sustainable and responsible ways of acting. Adding a course like the project course removes the possibility of students “escaping” or passively observing as the tensions created by different vocabularies and values are exposed. When students deal with these, they become more aware of their own reflexivity while noticing the broad variety of values and vocabularies out there.

This study purposes, that management education research would benefit from examining the learning experiences of a similar activity, as we can better understand how students develop practical wisdom through these learning experiences. By examining and better understanding the learning experiences and how they develop students’ abilities and questioning thins as what is good for whom and from which perspective would help further develop management education in preparing future managements for the complexity of competing demands in today’s businesses.

5.5 Suggestions for further research

My suggestion for further research is on developing a better understanding of students’ learning experiences, and the abilities students develop. A more in depth analysis of what goes on during the tensions and how they link back to developing abilities and questioning themselves and the NGO would be needed. For this purpose, a larger set of data consisting of multiple projects during different periods of time and in different contexts would be useful. Comparing data from similar project courses at different universities and a broader variety of data could help in developing a deeper understanding and generalising some of the findings.

Another interesting approach would be to look at the different learning of the different actors involved in the project course. Including the learning and how the tensions have
impacted and developed the university, the NGO’s and the students would be interesting. Through this, one could also see, if students have managed in impacting the NGO and which ways of challenging the NGO’s their values and vocabularies that have been useful. In addition one could look at how the students have managed to expose the NGO’s to a different set of vocabularies and values.

Finally, I suggest an ethnographic research approach. Ethnography would allow to identify different nuances in the learning experiences and also better expose the tacit and non verbal interaction and exchange that goes on during the projects. It would be interesting to see, if students for example adapt to the NGO’s customs and habits or if they are able to impact each other on this “unconscious” level. These learnings could then be explored to make students more aware of how non to use nonverbal ways of impacting organisations and people.
SVENSK SAMMANFATTNING

Introduktion


Som en följd av kritiken mot det nuvarande sättet att vara, har också universitet (speciellt handelshögskolorna som utbildar framtida ledare) och de befintliga modellerna och teorierna fått kritik (Ghoshal, 2005; Mintzberg och Gosling, 2004). Kritiken ligger främst i att teorierna och modellerna inte utger ett tillräckligt kunnande för företagsledare att hantera utmaningarna i dagens värld (Wilson och McKiernan, 2011). I kritiken framhävs bland annat att existerande teorier, modeller och utbildningssystem inte är förknippade med det praktiska och förenklar den komplexa
verkligheten för mycket (Mintzberg, 2005). Dessutom är teorier, modeller och utbildningssystem oftast förknippade med en absolut sanning, och kritiska forskare menar att hållbar utveckling, samhällsansvar, etik och moral inte har några absoluta sanningar (se t.ex. Mintzberg, 2004)

**Problemformulering**


**Syfte**

Denna avhandling ser på hur en projektkurs på Hanken svenska handelshögskolan ger studerande en annorlunda inläarningsmöjlighet för att utveckla färdigheter som hjälper dem navigera i den moderna komplexa världen. Syftet med avhandlingen är att identifiera studerandes inläarningsmöjligheter under projektkursen. Genom att se på inläarningsmöjligheterna kan jag bättre se om projektkursen hjälper studerande utveckla färdigheter som problemlösning och kritiskt tänkande.

**Begränsningar**

Från mina data är det möjligt att se på inläarningsmöjligheter hos studerande, den icke-statliga organisationen och universitetet. I min avhandling ser jag enbart på inläarningsmöjligheterna hos studerande, eftersom jag vill förstå om projektkursen hjälper studerande utveckla kunskap och färdigheter som hjälper dem jobba med hållbar utveckling, företagsansvar, etik och moral i framtiden.
Definitioner

Ledarskapsutbildning och ansvarsfull ledarskapsutbildning


Projektkurs i sociala frågor och miljöfrågor

Projektkursen ska inte blandas med kurser och projekt som ordnas av företag. I projektkursen jobbar studerande med icke-statliga organisationer kring frågor som är relaterade till företagens sociala ansvar.

Sociokulturell omgivning

Sociokulturell omgivning (eng. sociocultural environment) definieras som ”mening, vanor, praxis och beteende av en given mängd personer” (businessdictionary.com, 2014, min övers.). I detta fall är den sociokulturella omgivningen den där studerande utför sina projekt, alltså den som utgörs av de icke-statliga organisationerna.

Episteme


Tekhne


Fronesis

**Litteraturgenomgång**

**Etik i näringslivet**


al. (2007) menar att teorier och modeller inte fungerar, eftersom hållbar utveckling, etik, moral och ansvarsfrågor är bundna till kontext, inte till absoluta sanningar som alltid gäller. Därmed handlar det mer om vad som görs i praktiken och hur man hanterar de olika situationerna, än det handlar om att hitta modeller som löser problemen en gång för alla.

Eftersom företagens efterfrågan på kunskap kring etik, moral, hållbar utveckling och företagsansvar har ökat, har också olika modeller och teorier utvecklats och en hel del forskning inom området gjorts (Young och Nagpal, 2013; Stephens et al., 2008; Shriberg, 2002). Om vi tar i beaktande att problemet ligger i att det inte finns några modeller och teorier som löser problemen, utan allting är bundet till kontext, betonas utbildning och hur man utbildar framtida ledare på ett sådant sätt att de kan hantera problemen med hänsyn till kontexten.


Ansvarsfull ledarskapsutbildning har fokuserat på utvecklande av modeller och teorier som svarar på frågor kring hållbar utveckling och samhällsansvar. Handelshögskolor har utvecklat kurser, program och moduler som ska hjälpa företagsledare bearbeta frågor kring etik, moral, hållbar utveckling och ansvar på företaget (Goshal, 2005). Problemet med dessa är, att de har förenklat verkligheten för mycket (Goshal, 2005; Mintzberg, 2004). Handelshögskolor och universitet har kritiserats för att ha skapat
bland annat situationer som Enron-skandalen, genom modeller och teorier som inte motsvarar den komplexa verkligheten (Goshal, 2005).

Kritiska studier kring ledarskapsutbildningen har sett på bland annat problematiken med att utbildningen möjliggör ett oansvarsfullt beteende (Currie et al., 2010), en begränsad förståelse över hur复杂复杂en är (Wilson och McKiernan, 2011), bristfälliga kunskaper i att adaptera modeller och teorier i verkliga situationer (Mintzberg, 2005) och ett djupare medvetande om ens egen reflexivitet (Cunliffe, 2004) och värderingar (Fougére et al., 2014). Ledarskapsutbildningen har traditionellt sett som objektiv (Freire, 1972) men enligt bland annat Fougére et al. (2014) är klassrummen inte alls en plats, där objektivt informationsutbyte sker, utan värden och värderingar delas och förmedlas också. Thomas (1977) stöder detta argument, då han säger, att kunskapsöverförande automatiskt medför också överförande av värden och värderingar. Enligt Fougére et al. (2014) är det en bra sak att värden och värderingar är närvarande i utbildningen, men utmaningen ligger i att få studerande att inse den polyfoni av värden och värderingar som är närvarande i olika sammanhang.


Värderingarna baserar sig oftast på en uppfattning om att något är bra och dåligt (Flyvbjerg, 2006). Denna uppfattning kallas också foronesis (Flyvbjerg, 2006). Att vi upplever vissa beslut eller vissa värderingar som bra eller dåliga för människan, hänger


**Metod**

I min avhandling ser jag på hur en projektkurs på Hanken svenska handelshögskolan ger studerande en annorlunda inlärningsmöjlighet för att utveckla färdigheter som
hjälper dem navigera i den moderna komplexa världen. Syftet med avhandlingen är att identifiera studerandes inlärningsmöjligheter under projektkursen.


Jag använder mig av en kvalitativ och abduktiv forskningsmetod där mönster uppkommer naturligt och flexibelt till mina data och existerande teorier (Lundahl och skärvad, 1999). En kvalitativ forskningsmetod är lämplig då jag vill beskriva inlärningen under projektkursen och se på gruppens och individernas beteende (Lundahl och Skärvad, 1999). Den abduktiva forskningsmetoden tillåter mig att kartlägga intressanta moment från tidigare forskning, men ändå flexibelt se olika mönster och former av inlärning som framkommer ut mina data.


För att analysera materialet med hänsyn till min frågeställning har jag kodat materialet. Kodning är lämpligt för att känna igen var olika former av inlärning sker (Miles och Huberman, 1994). I kodningen har jag sökt efter stunder där du kan hitta olika
maktstrukturer och/eller var studerandes sätt att motivera sina beslut och förslag inte har fungerat, och de har varit tvungna och utveckla nya formuleringar. Detta är i linje med den förståelse litteraturen ger för hur studerande utvecklar en förståelse för olika värderingar och olika synvinklar (se Cunliffe, 2004 och Fougère et al., 2014).

Min roll i relation till data och projektkursen är att jag arbetat som koordinator för projektkursen. Under kursens lopp har jag undvikit att ta ställning till rätt och fel för att inte påverka studerandes inlärning och utveckling av värderingar. De resultat som presenteras i avhandlingen kan hänvisas till mitt data, och därmed är min egen tolkning i en mindre roll. Genom att grunda min analys i mina data, påverkar inte mina egna värderingar utfallet av min studie (Lundahl och Skärvad, 1999).

**Analys**

**Projekten**

I mina data har jag tre grupper med studerande som jobbar på tre olika projekt. Projekt 1 handlar om fackföreningar i Colombia och mänskliga rättigheter. Två studerande jobbade på projektet. Projektet handlade om att samla underskrifter för en petition eller begäran riktad till Colombias president för att avsluta våldsamma handlingar mot dem som försvarade fackföreningar i Colombia. Studerande utvecklade en stark åsikt där de agerade som en röst i Finland för att framhäva brotten mot mänskliga rättigheter som äger rum i Colombia.


I projekt 3 jobbade två studerande med en icke-statlig organisation som fokuserade på natur och miljöfrågor i Finland. Projektet handlade om att göra en medlemsundersökning där de nuvarande medlemmarnas intressen och preferenser kartlades. Studerande utvecklade under projektet en stark åsikt där de talade för att den icke-statliga organisationen borde föryngra sig och locka till sig yngre och aktivare medlemmar.
Individuell och kollektiv inlärning

Från data kan man se två typer av inlärning, individuell och kollektiv inlärning. Individuell inlärning är ofta relaterad till egna reflektioner och en utökad förståelse av projektet på individuell nivå. Kollektiv inlärning handlar om att studerande diskuterar tillsammans och kunskap och information överförs från den ena till den andra. Under projekten använde studerandes sig av kollektiv inlärning för att skapa en starkare och bättre utgångspunkt för att påverka företaget och beslutfattandet. Då studerande tillsammans presenterade sina idéer som en gemensam idé, hade de bättre möjlighet att få andras uppmärksamhet, än då de presenterade individuella idéer. Den individuella inlärrningen handlade om att förstå sin egen personliga roll och relation till projektet, gruppen och temat de jobbade med. Individuellt var det också svårare för studerande att lösa problem jämt att hitta lösningar i grupp. Ur intervjuer med studerande och deras inlärningsdagböcker kan man se att inlärning sker på individuell och kollektiv nivå; studerande blir genom tiden mera ensame om viss saker, medan de i andra saker förstår olika synvinklar men håller sig till sina egna värderingar och åsikter. I avhandlingen illustrerar tabell 1 de individuella och kollektiva inlärningsmöjligheterna som framkommer av data.

Inlärningsmöjligheter och inlärningserfarenheter


De spänningar och konflikter som framgår av mina data är konflikter gällande syfte, makt, tillit, psykisk och moralisk distans och hur mycket den icke-statliga organisationen är involverad i projektet. Konflikter i syftet handlar om att studerande

**Diskussion och slutsatser**

I min avhandling har jag studerat hur olika typer av inlärningsmöjligheter hjälper studerande att bearbeta saker i relation till etik, moral, hållbar utveckling och ansvarsfrågor och utveckla ett kritiskt tänkande och en förmåga att hantera den moderna komplexa världen. Eftersom kritik har riktats mot handelshögskolor för att


Genom en rad konflikter som studerande utsätts för i projekten skapas inlärningsmöjligheter och inlärningserfarenheter hos studerande. Inlärningsmöjligheterna får studerande och ifrågasätta sig själva, den icke-statliga organisationen och det som ses som kunskap, alltså inlärda teorier och modeller. Studerande utvecklar kunskaper som förmågan att se saker ur olika synvinklar och problemlösning. I tillägg till detta utvecklar studerande inte bara en förmåga att se att saker är bra och dåliga för människan, men också en förmåga genom vilken studerande ifrågasätter ”bra” och ”dåligt” för vem och ur vilket perspektiv. Detta visar att studerande utvecklar en förmåga som går att förknippa med frønesis (Flyvbjerg, 2006).

I min avhandling har jag kartlagt de olika inlärningsmöjligheterna som en projektkurs möjliggör. Jag har visat att inlärningsmöjligheterna utvecklar kritiskt tänkande individer och fostrar problemlösningsförmåga och en förmåga att se saker ur olika synvinklar. Dessa förmågor och egenskaper svarar till någon grad på behovet att utveckla ledare som kan hantera den moderna komplexa världen och på kritiken mot handelshögskolor för att inte hjälpa ledare skapa kunskaper och egenskaper som hjälper dem navigera i en komplex realitet där inga universella svar och modeller finns.
REFERENCES


Time, (2014b) 25 People to blame for the Financial Crisis, The good intentions, bad managers and greed behind the meltdown, [online] Available at: http://content.time.com/time/specials/packages/article/0,28804,1877351_1877350_1877339,00.html [Accessed on October 28th, 2014]


APPENDIX 1

PRME Champions: Curriculum Development

Project 2

Learning in a Social Context (LSC) – Survey

Mission:
This draft is a research proposal for advancing curriculum development in the context or the Principles for Responsible Management Education (PRME). This preliminary research aims at gathering the scholarship and impacts of current initiatives. The purpose is also to identify and define strategic guidelines about which of the responsible management skills are involved when learning is developed in a social context.

Proposal:
The aim of this research is to identify and analyse the different experiences and models of ‘learning in a social context’ (LSC) developed by PRME business school signatories. LSC is a provisional designation that encompasses education proposals at all course levels that share at least four characteristics:

- Take place outside the classroom;
- Have a strong experimental component;
- Require the integration of different subjects and skills;
- Are carried out in a social rather than business orientated context.

Areas of Exploration:
To extract some common patterns and particularities, we will start by identifying which business schools offer a curricula or extra-curricula experience in a social context. We will analyze activities with and without official/curricular recognition. In relation to the curricular activities, we will look at how credits are awarded for service, as well as the academic work integrating the service experience.

LSC involves participants in applying management skills and abilities in a non-company content. According to business school (BS) criteria, this can take various forms:

<table>
<thead>
<tr>
<th>Service learning</th>
<th>Social internships</th>
<th>Community engagement</th>
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<tbody>
<tr>
<td>Social mentoring</td>
<td>Support for social entrepreneurs and social incubators</td>
<td>University development service</td>
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</tbody>
</table>
LSC programs usually:

- Recognize students for integrating community engagement into their educational experience.
- Encourage students to simultaneously pursue their interests, meet their educational goals, and make a difference in their community.
- Provide students with a foundation of analytical, reflective, interpersonal, emotional, and value-based leadership skills through real-world experience.
- Support the BS's mission of public engagement and outreach by fostering connections between the BS, its students, and their community.

**Package objectives:**

This research aims to offer BS PRME signatories an information and inspirational package with the following additional objectives:

- Generate extensive inputs on skills present at the intersection of management and social/environmental values;
- Collect and systematize the learning goals, methodologies, and assurance learning applied in these programs through the implementation of a survey
- Collect and index proposed learning objectives;
- Identify the development phases of these experiences from design to learning assurance.

Beyond the research descriptive components, the analysis should enable us to:

- Describe current LSC experiences;
- Systematize different LSC models;
- Extract conclusions about how to address the most relevant issues;
- Describe skills considered necessary in the responsible management education;
- Improve understanding of business education and practices related with various models of business education.
- Reinforce quantitative elements with interviews with individuals responsible for the most significant experiences.

**Main outputs:**

- A PRME package (at least in pdf)
- Eventually, host a workshop or webinar

**Timeline:**

<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
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<tbody>
<tr>
<td>October – December 2013</td>
<td>Draft and finalize data collection template</td>
</tr>
<tr>
<td></td>
<td>Launch of the survey among the PRME Champions and signatories (data collection deadline 6 DEC)</td>
</tr>
<tr>
<td></td>
<td>SIPS analysis</td>
</tr>
<tr>
<td>December 2013 – January 2014</td>
<td>Quantitative analysis</td>
</tr>
<tr>
<td>February 2014</td>
<td>Qualitative analysis (interviews)</td>
</tr>
<tr>
<td>March 2014</td>
<td>Delivery of preliminary report</td>
</tr>
<tr>
<td>April 2014</td>
<td>Publication</td>
</tr>
</tbody>
</table>

**Project co-leaders:**
ESADE – Josep Lozano, Maria Prandi, Janette Martell
Fordham – Donna Rapaccioli, Carey Weiss
University of Cape Town: Walter Baets, Nosokhere Griffin-el

Project participants/contributors:

- The sub-group is open for all interested PRME signatories
- Please sign up for the group by notifying Josep Lozano