

# “Some Reflection on Creativity in Management Education”

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## **ABSTRACT:**

Management Institutes are the most important educational institutes, which deals primarily with the degrees in Master in Business Administration. The demand for good Management Institutes in India has risen with the rise in popularity of the MBA degree in both Government as well as private sector of India. The basic purpose of any Management Institutes is to impart the business aptitude and skill that ensure better professional, skill development for employability.

Creativity is a key competency skill sought after by many employers. And yet, one of the major criticisms of management institutes relates to its lack of programs that promote creative and innovative thinking. This could be compounded by the fact that a large number of Management programs are currently offered. Consequently, the issue of whether Management Education smothers or enhances students' creativity is brought to the forefront.

The Management curriculum as contain from last two decades, not only water has flown through the river; but even they have changed their course during this period. So Management educational ethos, cultural and ethical values the economic thinking all have undergone some dramatic changes in the last couple of decades. As such the changes in this crucible are

bound to have its profound impact on the fabric of Management Education and industrial expectations. Viewed from this perspective the present study is sure to present some new insights into Management Education which can help the policy makers to reappraise and put creativity in the branch of the MBA curriculum to the settings of the contemporary society and bring it in tune with the requirement of the modern industrial expectations which driven economy of our country.

Also the outcome of present research paper is expected to assist academicians like, teachers and students as it will help them in understanding the creativity in Management curriculum in the context of the contemporary local and global economic scenario.

This paper consist of six parts first part contents Introduction, second part is Meaning of Creativity, third part is need of the Creativity in Management Education, forth part is Creativity in Management program, fifth part is Creative Teaching and sixth part contents Conclusion & Suggestions

**Keywords:** Creativity, Innovative thinking, Management, Education, Institutes, Industrial expectations etc.

## **INTRODUCTION**

The 21st Century will be the “Knowledge Century. The economic and social transformation of India in the 21st century will depend in large part on knowledge. Only knowledge can deliver the foundations of an inclusive society. This paper describes the initiative by Prime Minister of India, Dr. Manmohan Singh to reform the Indian economy into Knowledge Economy by making reformation in higher education of India. The Knowledge Commission has come forward with creative ideas to encourage the 'knowledge base' of Indian economy and to exploit the vast latent potential. The aim is to make India on the top of the world economy in knowledge by enhancing access to knowledge, reinvigorating institutions where knowledge concepts are imparted, creating a world class environment for creation of knowledge, promoting applications of knowledge for sustained and inclusive growth and using knowledge applications in efficient delivery of public places<sup>1</sup>

Contemporary society is characterized by rapid and complex change processes around all spheres of life. Creativity has been identified both as a key factor for efficiently addressing the challenges caused by these changes as well as a major driving force towards knowledge creation

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<sup>1</sup> Kareena Bhatia National Knowledge Commission – A Step towards India’s Higher Education Reforms on India’s Higher Education: ISSN 1450-2887 Issue 53 (2010)

and social and economic advancement through the development of a knowledge society.

Creativity has established a high degree of attention from scholars, professionals and policy makers alike in recent years. So far, little attention has been paid on creativity and innovation in academic specifically Management students<sup>2</sup>

Developing creative thinking among business students is no small assignment. Creating new business electives, developing corporate partnerships and exchange programs, consulting with entrepreneurs and executives are some of the means business schools are currently employing to enhance creativity and innovation in their curriculum. These methods are primarily based on the opinion that some form of traditional face-to-face or social interaction will be employed. However, in today’s business schools, a growing number of programs are focusing on technology mediated learning modes as supplements and alternatives to the traditional learning pedagogy.

With the growth and change in the education system, it is logical to pose the question, how will the Management Education impacts the students and how the corporate world will satisfy with this approach? For business schools, this question is especially critical for two reasons. First, a number of potential employers are worried about the academic quality. Second,

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<sup>2</sup> Creativity in Higher Education Report on the EUA creativity project 2006-07-EUA publication 2007

the question of whether creativity is moderated in management education<sup>3</sup>

In this paper the researcher have attempted to identify the creativity in management education to contribute to the advancement of the Management students and providing quality education with operational recommendations on how to foster Creativity

### **MEANING OF CREATIVITY:**

Creativity is the creation of new ideas that are fit for a particular business purpose<sup>4</sup>

Seeing what everyone else has seen, and thoughtful what no one else has thought.<sup>5</sup>

Creativity can be defined as an ability to bring into existence something new out of nothing, through imaginative skill, whether a new solution to a problem, a new method or device, or a new artistic objects or form.<sup>6</sup>

Creativity is a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts.

Creativity refers to the phenomenon whereby a person creates something new (a product, a solution, a work of art, a novel, a joke, etc.) that has some kind of value. What counts as "new"

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<sup>3</sup> Smruti Patre and Rashmi Gupta: the IUP journal of Management research Vol-X, No-4, article No-44

<sup>4</sup> Pryce, V. (2005) Creativity, Design and Business Performance DTI economics paper No. 15. November 2005 p.iv

<sup>5</sup> Einstein or Feynman, quoted in Pryce, V. (2005) Creativity, Design and Business Performance. DTI economics paper No. 15. November 2005. p.4.

<sup>6</sup>[www.answers.com/topic/creativity](http://www.answers.com/topic/creativity)

may be in reference to the individual designer, or to the society or domain within which the novelty occurs. What counts as "valuable" is similarly defined in a variety of ways<sup>7</sup>

‘Creativity, it has been said, consists largely of re-arranging what we know in order to find out what we do not know.’ George Kneller

From the above definition we can deduce that the creativity traditionally means Creativity is the creation of new ideas that are fit for a particular business purpose, but in the contemporary society the meaning of creativity undergone a sea change hence to find new meaning or the contemporary society has to evolve a new tools of creativity to meet the need of the present society

### **NEED OF THE CREATIVITY IN MANAGEMENT EDUCATION:**

The Management programs help aspiring managers to become effective decision makers in their fields through up-gradation of knowledge and managerial skills. The program broadens the overall perspective of the students so that they can become catalysts for change. It develops conceptual, interpersonal and management awareness for implementation of new structures and strategies. It also improves managerial effectiveness and prepares managers for more senior positions.

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<sup>7</sup> [www.wikipedia.com](http://www.wikipedia.com)

Management education trains candidates to resolve conflicting business issues, asked to take management decisions and see the business effects of such decisions, soon thereafter.

Management education is specifically designed to develop the business decision-making skills of managers. Conflicting situations induce the students to take decisions under predetermined criteria. These conditions closely resemble business events and are indistinguishable from real life events. For the candidates, the objective of learning is to understand complex business situations and solve problems. They learn to take operative and strategic decisions. Competition enhances their abilities not merely to survive but also to emerge as leader, for their organizations. A major learning gain is that they learn to cooperate with each other and work in teams

How can we enable our students to become more engaged, creative, and passionate in their learning? How can we discover the best of our students? How can we create positive and supportive learning environments that provide trust and hope for our students? These questions are at the heart of developing tomorrow's leaders. This paper represents an primary attempt to address these questions by introducing a new approach to Management education called "Creative Management Education".

Even some reasons to think about the creativity in management education are

## 1. Fundamental Changes in the Economy, Technology, Job profiles and Global Businesses

All management students need 21st century skills that will increase their marketability, employability and readiness for citizenship, such as:

- Thinking critically and making judgments about the barrage of information that comes their way every day—on the Web, in the media, in homes, workplaces and everywhere else
- Solving complex, multidisciplinary, open-ended problems that all workers, in every kind of workplace, encounter routinely. The challenges workers face don't come in a multiple choice format and typically don't have a single right answer.
- Creativity and entrepreneurial thinking, a skill set highly associated with job creation
- Communicating and collaborating with teams of people across cultural, geographic and language boundaries—a necessity in diverse and multinational workplaces and communities
- Making innovative use of knowledge, information and opportunities to create new services, processes and products. The global marketplace rewards organizations that rapidly and regularly find better ways of doing things.

Companies want workers who can contribute in this environment.

- Taking charge of financial, health and civic responsibilities and making wise choices.

## 2. New and different Skill Demands from market

The best employers the world over will be looking for the most competent, and most creative people on the face of the earth and will be willing to pay them very good salary for their services. This will be true not just for top professionals and managers, but up and down the length and breadth of the workforce.

### **CREATIVITY IN MANAGEMENT PROGRAM:**

While interpreting the term creativity Sir Ken Robinson said<sup>8</sup> “Creativity is as important in education as literacy and we should treat it with the same status.”

In light of the said meaning of the ‘Creativity’ in the context of Management education, its play a very crucial role in shaping the personality of management students

Management students are receiving training in the following areas and this program produce exceptionally talented professional with right attitude, right skills and knowledge as required current industry. Objective is to confirm personal reflection, introspection and

experimental learning. Following are some creative activities in management program

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<sup>8</sup>Sir Ken Robinson, international creativity expert, 2006

<b>Management Education Activities:</b>		
<b>1. Knowledge Based</b>	1.1	Class Room Lectures
	1.2	Guest Lectures
	1.3	Assignments
	1.4	Class Test / Exercises
	1.5	Quiz
<b>2. Comprehension &amp; Conceptual Understanding</b>	2.1	Personal Interview
	2.2	Group Discussion
	2.3	Power Point Presentations
	2.4	Individual Feedback
	2.5	Case Studies
	2.6	Role Play
	2.7	Mentor-ship
<b>3. Research, Application &amp; Evaluation</b>	3.1	Paper Writing and Presentations Program
	3.2	Seminar / Conferences
	3.3	Project Report
	3.4	Business Plan
<b>4. Work Experience, Skill Development, Analysis &amp; Synthesis</b>	4.1	Industrial Visit
	4.2	Environment tour
	4.3	Event Handling
	4.4	Confidence building activities
	4.5	Business English Training
	4.6	Soft skills Development Program
	4.7	Communication Skill
	4.8	Summer Internship Program

These are the primary ways that Management Education institutes can manage expectations, work to limit the disparity between institutions, and address primary gaps in knowledge and skills brought to light in this study. Education institutes should work to match Management students to industries based on their skills. Management faculty should study the student's progress and work to guide them toward the industry where their skill set will be most effective. Management Student will be more successful and fulfilled, and employers will be better served<sup>9</sup>

### **CREATIVE TEACHING:**

Creative teaching may be defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively might be described as teachers using imaginative approaches to make learning more interesting, engaging, exciting and effective. Teaching for creativity might best be described as using forms of teaching that are intended to develop students own creative thinking and behavior. However it would be fair to say that teaching for creativity must involve creative teaching. Management faculties cannot develop the creative abilities of their students if their own creative abilities are undiscovered or suppressed.

Teaching with creativity and teaching for creativity include all the characteristics of good

teaching including high motivation, high expectations, the ability to communicate and listen and the ability to interest, engage and inspire. Creative teachers need expertise in their particular fields but they need more than this. They need techniques that stimulate curiosity and raise self esteem and confidence. They must recognize when encouragement is needed and confidence threatened. They must balance structured learning with opportunities for self-direction and the management of groups while giving attention to individuals.

Teaching for creativity is not an easy option, but it can be enjoyable and deeply fulfilling. It can involve more time and planning to generate and develop ideas and to evaluate whether they have worked. It involves confidence to improvise and take detours, to pick up unexpected opportunities for learning; to live with uncertainty and to risk admitting that an idea led nowhere. Creative teachers are always willing to experiment but they recognize the need to learn from experience. All of this requires more, not less, expertise of teachers.

Creative teachers need confidence in their disciplines and themselves. There are many highly creative teachers in our institutes where creative approaches to teaching and learning are encouraged. But many institutes and faculties do not have access to the necessary practical support and guidance in developing these approaches. Consequently there are important issues of staff development.

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<sup>9</sup> Gabriel Hawawini, "The future of Business School"

It is important to reduce or eliminate the factors which inhibit the creative activity of teachers and learners and give priority to those that encourage it. There are, in education, extraordinarily high levels of prescription in relation to content and teaching methods. There are huge risks of de-skilling teachers and encouraging conformity and passivity in some. We have an interesting paradox. We have industry commentators saying that, for a successful future, we need people who think, are creative and innovative and yet our education systems seem to be working against this. At a national level government has a responsibility to reduce these risks and to promote higher levels of teacher autonomy and creativity in teaching and learning.<sup>10</sup>

### **CONCLUSION AND SUGGESTIONS:**

The authors of this paper are of the humble opinion that creativity is conceptualized in the context of management education and the emergence of a knowledge society. The issue of creativity in management education is broad, complex and comprehensive concepts.

The management educational ethos, cultural and ethical values the economic thinking all have undergone some dramatic changes in the last couple of decades. As such the changes in this crucible are bound to have its profound impact on the fabric of Management Education and

creativity as a tool of management education and industrial expectations. Viewed from this perspective the aged old tools used in the management education need a overall and add some new tools to reappraise and reconstruct the management education so as to realign the education to the settings of the contemporary society. The present authors of this paper is of the opinion that if the following tools incorporated in the management curriculum will delivered the desire results that includes a change in pedagogy towards a more permissive environment which cherishes students' ideas, encourages risk-taking and mistakes, and allows learners to assume ownership of their learning.

In addition to this there should be a continuous interaction between the industry personnel and the management students and institutes so as to inculcate the new creative techniques in the management students to meet the requirements of the industry and make them immediately employable in the contemporary requirement of the industry

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<sup>10</sup> Creativity Its place in Education By Wayne Morris  
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