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Creating a Culture of Engagement in Business Schools

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ABSTRACT

Business schools, in the face of various external pressures, are confronted with the daunting challenge of better engaging their constituents to achieve their learning mission. We call for engagement to play a unifying role in a business school's culture. We incorporate relevant learning, marketing and change management concepts to first present conceptual tenets underlying our engagement model including co-creation of learning and students as works-in-progress. We then propose a plan for creating a culture of engagement in business schools to advance their learning mission, which broadly involves students, faculty, alumni, employers and administrators. The tactical plan is presented in four steps: assessment, redesign, implementation and evaluation of an engagement culture.

Business schools face increasing external pressures from accreditation bodies to better engage their constituents, including students, faculty, alumni and administrators when maximizing their impact (Brown & Rubin, 2017; Cooper, Parkes, & Blewitt, 2014). Accreditation bodies, such as AACSB (Association to Advance Colleges and Schools of Business), explicitly call for evidence of continuous improvement in stakeholder engagement in the preamble of their accreditation standards (AACSB International, 2017). As such, a contemporary challenge confronting many business schools is to orchestrate positive cultural change so they can achieve their learning mission, a process requiring a plan for addressing outmoded paradigms and practices. To institutionalize such a cultural shift (Katzenbach, Steffen, & Kronley, 2012) we offer a plan for concerted action, which engages relevant stakeholders in advancing student learning and success.

We view engagement (see Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2016; Furco, 2010) as playing a unifying role in a business school's learning mission and culture. While the role of academic-practitioner engagement has somewhat been explored as it relates to business school scholarship (Hughes, Bence, Grisoni, O'regan, & Wornham, 2011), a comprehensive examination is needed of the role of stakeholder engagement in a business school's learning culture. In this paper, we

incorporate relevant learning, marketing and change management concepts to first present conceptual tenets (i.e., co-creating learning and students as works-in-progress) underlying an engagement approach. We then advance a plan for creating a culture of engagement in business schools to collaboratively involve students, faculty, alumni, employers and administrators. Our tactical plan is presented in four steps: assessment, redesign, implementation and evaluation of an engagement culture.

Culture of engagement

Various organizations associated with higher education (e.g., The Carnegie Foundation, American Association of Colleges and Universities) have addressed the importance of creating more engaged institutions of higher education (cf. Fitzgerald et al., 2016). Engaged universities, as grounded in the higher education literature, are connected with their broader community via diverse partnerships to co-create solutions that inform their learning and discovery mission, thus producing impact (Fitzgerald et al., 2016). According to Furco (2010), the institutionalization of engagement in higher education is organized through philosophy/mission, faculty involvement, student support, community

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partnership and institutional infrastructure – hence, a multi-pronged approach.

Similar to Furco (2010), we assert that business schools can pursue an engagement model to address increased external demands and advance their learning mission. Such lofty goals, however, require a planned concerted effort to move interlocking systems, people and processes (e.g., Berman, Bowman, West, & Van Wart, 2012) in order to institutionalize the change. Without institutionalization, or integrating appropriate values and goals into the culture, innovation is likely to fail (Katzenbach et al., 2012; Vargo, Wieland, & Akaka, 2015).

We are clearly advancing a notable cultural shift that would involve many stakeholders. To depict this dramatic shift, Figure 1 visually contrasts a traditional learning philosophy in business schools with a culture of engagement, interlocking a broad array of constituents (e.g., faculty, students, alumni, employers, administrators). In a traditional learning context the instructor passively transmits knowledge to students, who are ultimate recipients of a college degree. However, in an engaged learning culture, needed skills and knowledge are based on varied stakeholder inputs, learning and innovation are co-created, and alumni are viewed as works-in-progress who possess a foundation for lifelong learning. Before outlining the steps to help business schools affect this cultural shift, we present major tenets that underlie our approach. If these views are not authentically espoused by the business school, a culture of engagement is unlikely achievable.

Underlying tenets of an engaged business school culture

Co-created learning

A major precept underlying our engagement model is the co-creation of learning, which higher education researchers have noted as integral in an engaged university culture (Fitzgerald et al., 2016). When business schools treat students as customers it reduces the student to an end result of the college experience, which promotes neither a continuous learning perspective nor workplace readiness. In such a paradigm "professors become subservient to their customers" (Bailey, 2000, p. 353) and other problems ensue; for example, classes become popularity contests, pedagogy becomes entertainment, students' desires drive programs, professors teach to student evaluation forms, and grade inflation runs rampant (Franz, 1998). In viewing co-creation of learning as instrumental to the student learning process, we build on work of authors like Gillespie and Parry (2009), who support instructor, employer and student collaboration to jointly generate learning. With co-creation, the instructor depends on the student to engage, and the student depends on the instructor to provide a rich and participative environment. Put simply, students collaboratively partner in their own development.

Lusch, Vargo, and O'Brien (2007) describe two alternative views of co-creation of value in the marketing literature. The first view is value-in-use, which is defined as "a customer's outcome purpose or objective

TRADITIONAL LEARNING CULTURE

- Instructor transmits knowledge.
- A customer focus predominates.
- Students viewed as recipient of a degree.

CULTURE OF ENGAGEMENT

- Diverse constituents co-create learning and innovation.
- Knowledge and skills developed are based on inputs from all stakeholders.
- Alumni are works-in-progress, possessing a solid foundation for lifetime learning.
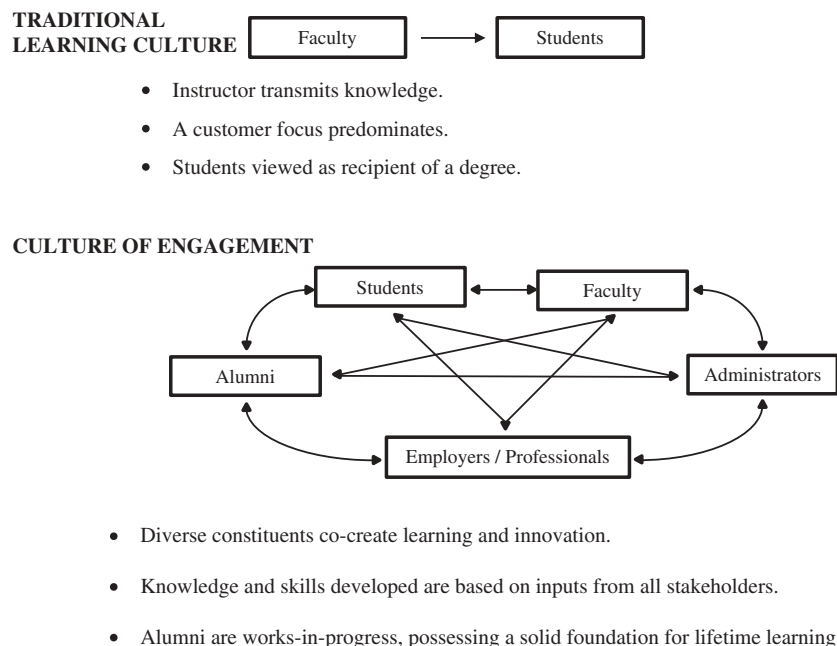
Figure 1. Contrasting a traditional learning culture with a culture of engagement.

that is achieved through a service" (McDonald, Wilson, Martinez, & Toossi, 2011, p. 671). The second view deals with shared inventiveness, shared production, and co-design, which occurs when a customer provides insights to an organization about individual desires concerning a particular product or service. Both value creation viewpoints can present advantages to all stakeholders in the higher education context (Normann, 2001). For example, from a shared production perspective, co-creation of learning casts students as active contributors in their development of knowledge and skill sets instead of passive beneficiaries of learning opportunities provided by instructors. From a value-in-use perspective, students apply their learning and enhance their learning by doing and applying.

Thus, co-creation of learning directly places students, and other stakeholders, in a position of engagement. For example, students should develop capabilities that indicate they can do business rather than simply know about business. Learning by participating and doing is tied to specific skill outcome improvements (Kuh & Hu, 2001) and is collaborative. Students work with other constituents (e.g., faculty, alumni, professionals) to craft co-creation of learning opportunities to improve their knowledge and skills outcomes and build a learning foundation.

The co-creation of value literature provides insight into the value of lifetime learning by suggesting "there is no value until an offering is used" (Vargo & Lusch, 2006, p. 44). In the case of education, learning value is co-created by students and subsequently used and re-created by those same students as alumni, who ultimately interface with others in the workplace. Alumni engage in continuous learning based on the learning foundation crafted while in college. Thus, implementing a lifelong learning lens effectively places students as a work in progress that are not yet complete, and still developing over time. To recap, a culture of engagement presumes the co-creation of learning, which can be summarized as:

(1) crafting a learning environment in which networks of constituents engage in constant dialogue. It is not about transferring knowledge to students.
(2) design of experiences related to the development of knowledge and skills, or a learning foundation. It is not about providing a degree to students.
(3) crafting of innovative experiences based on knowledge and skills required for workplace readiness as well as the needs and wants of all constituents. It is not about courses.
(4) the joint creation of learning by a team of constituents who serve as resources. It is not about customer (student) focus, does not elevate the student to "customer is king" status, and is not about educators simply trying to satisfy students.
(5) engaging constituents to co-create learning, which conveys future value to multiple constituents. It is not about providing excellent customer service or providing one directional instructional communication from teacher to students.

Works-in-progress

As aforementioned, viewing students as works-in-progress is integral to the co-creation of learning concept. A work in progress characterization of students implies that they actively participate in co-creating learning by using multiple resources to create a foundation – much like an artist's canvas upon which the brushstrokes of all educational opportunities contribute to the work. Works-in-progress implies that students are projects that are not yet complete or still developing as lifelong learners. In this way, the goal of business education is that students develop needed skills and knowledge for entrance into some facet of the professional world, given a learning foundation from which they can grow throughout their career and develop a sense of citizenship to become productive members of society.

We assert that the artist's canvas serves as a useful analogy for students as works-in-progress. Every paint stroke (i.e., every class, study session, network opportunity, and other learning opportunity) adds color, shape or context to the image on the canvas, which is the student's knowledge and skill set. We further assert that a student's canvas can contain many flawed brush strokes, but even with these color, shape and context are added. The entering college student is not a tabula rasa; they are like a canvas that is a work in progress, and it is important for educators to understand the status of the canvas. Alan Bloom (1987), in *The Closing of the American Mind*, provides perspective on students beginning their college journey:

"The real problem is those students who come hoping to find out what career they want to have, or are simply looking for an adventure with themselves. There are plenty of things for them to do – courses and disciplines enough to spend a lifetime on. Each department or great division of the university makes a pitch for itself, and each offers a course of study that will make the student an initiate. But how to choose among them? How do they relate to one another? The fact is that they do not address one

another. They are competing and contradictory, without being aware of it....The net effect of the student's encounter with the college catalog is bewilderment and often demoralization." (1987, p.339).

Many students enter college in a confused state, confronted with a bewildering mix of choices about classes, majors, social activities, work, teachers, and more. The seeming cacophonous atmosphere in which many of these choices are presented, can be overwhelming; information overload, pressures to make decisions (e.g., to choose a major), and pressures to fit in can lead to many quick and, sometimes, poor choices. The state of confusion that students can experience entering college (and how they manage it) simulates an artist's brushstrokes, some of which can go awry, and is exacerbated given that high school students often lack skills requisite for college success (Gewertz, 2007). Further, frequent musings by students enrolled in college classes also represent potential brushstrokes gone awry (e.g., "I don't think subject X is relevant, why do I have to take it?"). In addition, over time, they may add less rigorous education to their canvas, viewing course learning with too little regard for its long-term value.

Students should not shoulder all the blame for the poor perceptions of college alumni. Other brushstrokes have gone astray. As Anderson (1992) asserted long ago, "There are plenty of people who can be blamed for the decline of the American university" (p. 194). He places the primary burden for the university situation on trustees, overseers and regents; they have the power to act but have been derelict in their duties. Anderson also notes that faculty, as a group, have not exuded excellence, adding undesirable brushstrokes including too few being engaged in the enterprise of teaching.

The student canvas conveys an important underlying assumption in a culture of engagement model, which necessarily begins with faculty taking an initiative to lead the change to positively impact students' work readiness. However, students, employers, alumni and administrators also play key roles. Students should be encouraged to want to learn and taught how to learn, employers and alumni encouraged to provide input to the learning environment, and administrators encouraged to help build a culture of engagement conducive for continuous learning. To translate these ideas to action, we next advance a tactical plan for creating a culture of engagement to advance business schools' learning mission by involving students, faculty, alumni, employers and administrators. The plan is presented in four steps: assessment, redesign, implementation and evaluation of an engaged culture.

Assessment of resources for an engaged culture

An initial step for transitioning to a culture of engagement approach involves an assessment of current learning value vs. desired learning value, that is, a diagnostic identification of needs and goals for the exchange between student learners and business schools (Aarikka-Stenroos & Jaakkola, 2012). Table 1 provides an overview of some of the activities required during assessment. A culture of engagement that emphasizes students as works-in-progress will involve realignment of resources or program reshaping to best serve students effectively. A learning productivity focus (Johnstone, 1995) requires that business school educa-

Table 1. Assessing current vs desired learning mission.

- *Conduct needed interviews.* Understand what is being learned under current circumstances and gaps and redundancies that might exist.

- *Develop communication strategies to change mindsets.* Have stakeholders feel assured that they will have input to changes in policies and procedures and assure that there will be mentoring processes, progress reports, etc. Stakeholder buy-in is essential.

- *Acquire needed resources.* An on-going endeavor that includes the securing of needed resources, technology, physical learning environments, and assembling of key stakeholders (including faculty, students, and those outside the university) to champion the co-creation effort.

- *Establish consistency.* Have a common language used across all business discipline.

- *Create a knowledge assemblage and dissemination program.* Resources should be allocated to the collection and storage of knowledge concerning co-creation of learning – what works, why it works, how it can be done better. All stakeholders in the co-creation of learning process should be given access to this store of knowledge.

- *Treat the segue to engagement as a change process.* Detailed and continuous communication plans to make sure that stakeholders are aware of the change, understand and embrace the value of the change, and understand the rewards associated with improvements resulting from the change. Communications should state the need/frequency of meetings, the reporting of events, particularly successes, and the reporting of events that may not have worked as well as planned.

- *Create an inquiry foundation.* Stakeholders need to be willing to report on their experiences with the co-creation of learning processes in which they participate. Best practices should be clearly identified and communicated to all stakeholders

- *Conduct workshops.* Focus on transitioning from current practice to co-creation of learning practices. A critical focus should be a respect for the quality of education in the past as well as understanding of challenges faced in making the transition. Seek to assimilate effective past practices.

- *Define desired end results.* Any large-scale change in learning philosophy should result in improvements in students' performance and work readiness.

tors change their thinking and strategy to examine their educational offerings through the eyes of various constituents so that students evolve as works-in-progress and graduate as work-ready.

Assessment from a co-creation of learning necessarily requires consideration of desired learning outcomes for multiple constituents, not just students. Following the services literature logic (Vargo & Lusch, 2004), faculty should interact with students, workplace professionals, alumni and administrators to initiate an engagement focus that optimizes capabilities and resources as inputs leading to improved outcomes, a lifetime learning approach with a works-in-progress mentality on the part of the students. Effectively and efficiently employing all five constituent groups as resources comprises the dominant logic in moving to co-creation of learning. Again, the transition to co-creation of learning will require assessment of various opportunities for collaboration and can only emerge through interactions among stakeholders (Chen & Watanabe, 2007). We next discuss the specific role of various constituents.

Faculty stakeholders in the assessment phase

The adoption of a co-creation of learning model places the burden on faculty to lead assessment of: (1) students' understanding of the value of knowledge and skills available for learning, (2) ways they can use their full capabilities to create value for themselves, (3) the role of workplace professionals, alumni, and administration in the co-creation of learning, (4) methods for instilling a culture of lifetime learning such that students change their focus to building a learning foundation and growing skills beyond graduation, and (5) instructors' willingness to orchestrate relevant learning opportunities.

As stated earlier, transitioning business education to a co-creation of learning model necessarily begins with the faculty, who are the critical constituency for change because they provide the initial foundation for all learning in their classrooms. Faculty work in an environment in which criticisms abound about the level of students' work readiness, the perceived lack of relevance of classes, and the value of a college education. Thus, faculty must be attentive to the external environment and to stakeholders, engaging in assessment to initiate and measure changes needed to sustain successful execution of quality offerings.

Faculty, as a resource, bring many competencies and capabilities to the table when it comes to co-creation of learning, including specialized knowledge/skills, expert knowledge, accumulated knowledge, professional judgment, decision making skills, teaching methodologies, a sense of history, the ability to see the big picture, the ability to structure processes, and the ability to relate to

students with contemporary skills (Aarikka-Stenroos & Jaakkola, 2012). On the downside, faculty may voice reasons for resisting change, including a lack of understanding of program goals, given the perception that changes in education processes may violate their academic freedom (Koslowski, 2006). Faculty may also express concerns about their competence to engage in the change (e.g. Eisen & Barlett, 2006), perhaps legitimately or possibly as a veil for resisting the change. Still other faculty may argue that an increased workload is a reason to resist change, or the time required to make the change might inhibit their research (Haas & Keeley, 1998). Unfortunately, these manifestations of change-resistance (Connell & Ghedini, 2015) represent a kind of inertia, thus reducing the value of faculty as a resource.

Traditionally, faculty use specialized knowledge to ascertain what knowledge and skills students need to learn. However, as assessment of co-creation of learning proceeds, faculty can explore commonalities and differences among students, alumni, working professionals, administrators, and themselves to uncover students' knowledge and skill deficits as viewed by multiple constituent groups. To manage discovered commonalities and differences, a series of interviews or focus groups can provide inputs from key constituency groups concerning success factors that should be emphasized in the co-creation of learning. Faculty willing to embrace the change should be supported and rewarded (see Holland, 2016) for embracing the challenges associated with providing excellent co-creation opportunities that require discretionary effort of students willing to take initiative (Jaramillo & Spector, 2004).

Because some research-intensive faculty may balk at the time required for a co-creation effort, career path alternatives can be considered (see http://www.aacsb.edu). For example, Kennesaw State University lets each faculty choose the best mix of teaching and research while ensuring the collective faculty meet the college mission. Wake Forest University allows for six career paths, one for tenure-track faculty, one for non tenure-track clinical and teaching faculty and four possible paths for tenured faculty. Insper,in Brazil also allows for faculty choice in teaching versus research emphasis. All these approaches aim to better engage faculty resources to achieve the collective mission of the business school.

Student stakeholders in the assessment phase

Students are a resource that extends far beyond the tuition they pay. As resources students bring both known and unknown learning needs and wants, technological savvy, prior knowledge, experiences, as well

as a desire to learn and excel (Michel, Brown, & Gallan, 2008). Nevertheless, obstacles abound with involving students as stakeholders in the assessment phase. For example, do students know what they need to learn? Students can access information about courses, teachers, projects, cases, tests and student reactions from seemingly around the globe, but can they assess the quality of that information and make useful decisions? Student willingness and eagerness to learn or participate in co-creation of learning is variable and, perhaps, uncontrollable (McCollough & Gremler, 1999); as such, business schools must be creative in the use of student resources to persuade students of the wisdom of co-creation of learning.

Nonetheless, we perceive a way forward for involving students. Further, we contend that incorporating inputs of students concerning learning implies that business school programs, culture and processes will likely undergo some redesign (Sampson & Froehle, 2006). Table 2 describes a variety of co-creation of learning activities in which faculty can encourage students to engage effectively.

Table 2. Engaging students.

- Involve students in dialogue, both individually and as members of topical communities of learning.

- Generate ideas from students about curriculum and peer support mechanisms.

- Create an "ask the student" site that serves as a suggestion box. Students can provide feedback on any of their experiences with the caveat that if they are complaining, they must offer a remedy and if their experience is positive they should provide some tangible impact of the positive experience.

- Establish competitions where students design new education offerings to improve student engagement.

- Create a social networking site by which students generate content and dialogue; this would allow for the generation of collaborative efforts to innovate learning processes.

- Seek students to serve as champions to help in the diffusion of class and curriculum innovation.

- Seek students to share success stories concerning their experiences in various classes or learning activities.

- Have students participate in the crafting of promotional programs for the college by crafting videos, copy, testimonials, etc. as promotional devices.

- Create a global site in which students from around the world offer ideas.

Working professionals in the assessment phase

Working professionals represent another constituent group that business schools should engage during the assessment phase. Professionals have a stake in what students have learned as they seek to hire students with raw talents as well as the knowledge and skills learning foundation upon which to continue their development. We propose they become invested in how students learn in college experiences, particularly concerning professionals' overarching role in the co-creation of learning, by crafting strategic partnerships with business schools that align education with workforce needs, like those at North Carolina State University (The Nonwovens Institute) and University of Cincinnati (Procter & Gamble), for example. These partnerships allow for development of curricula that not only increases the work-readiness of the students upon graduation, but also bridges the disconnect that often exists between academia and industry. Much like students, faculty can be viewed as works-in-progress, and their development through engagement with working professionals can increase their ability to co-create value with the students. Toward this end, faculty can encourage the professional community to participate in co-creation in many ways, some of which are articulated in Table 3.

Administrative stakeholders in the assessment phase

Collectively, administrators and staff are instrumental in connecting constituents with students through activities such as curricular choices, scholarships, and financial aid availability. Administrators can be engaged as a resource for co-creation of learning by providing a vision that supports co-creation of learning endeavors as instrumental to the achievement of the goals of the university and incorporating co-creation activities into performance reviews, salary, and tenure and promotion decisions. Administrators also can lead in the development of strong relations among resource providers, help build faculty members' knowledge base of co-creation strategies and tactics and establish processes to monitor graduate quality.

Alumni stakeholders in the assessment phase

Alumni craft relationships in their local communities through active participation and thus they can bring innovative ideas to co-creating learning. Often alumni can be generous, good listeners, and good sharers in their communities. These invaluable assets can help

Table 3. Engaging working professionals/employers.

- Create a vision that elucidates the strategic objectives of the relationship among faculty, students, and the professional community.

- Craft a common understanding of workforce needs.

- Co-design and co-teach classes when possible.

- Sponsor client-based projects in which students present to professionals actionable recommendations for real business problems and opportunities.

- Participate in classes in a variety of ways including participating in panels that evaluate student work and promoting student learning in the context of workforce requirements.

- Provide internships so students can apply their education and have professionals evaluate student performance for feedback to the program.

- Participate in the crafting of evaluation practices to allow for continuous improvement of co-creation of learning activities.

- Play a mentoring role to validate learning occurring in the classroom.

- Participate on boards of advisors through which members play an active role in crafting messaging that elucidates current and future workforce requirements.

- Actively participate in developing learning opportunities consistent with workforce requirements, such as conducting "mock interviews" with students on campus.

- Provide resources to assist both students and faculty in understanding the needs of the workforce and the activities in which students should engage.

- Identify and create metrics for program goals.

- Assess resources available and resources needed as the program evolves.

- Identify key leadership roles that engage in: 1) identifying metrics for success, monitoring progress, and making changes as the program evolves, 2) coordinating co-creation activities, and 3) providing timely feedback on outcomes.

business schools construct a co-creation of learning approach. Alumni can also play a key role in the co-creation of learning by being ambassadors for the college, a source of funding, and influential mentors for students. As such, universities can encourage lifetime alumni involvement in the education they provide by stressing effective volunteer leadership, governance, and communication of experiences, as found in the Villanova University *Student Leadership Forum* (Gigliotti, 2015). Their Forum has capitalized on a

need in the community to integrate leadership education with other institutional goals and a diverse array of members of the community and students that indicates a strong desire for more connection between students and alumni. Of particular note is the dual intellectual and social/emotional outcomes of the program as a result of connecting alumni with current students. Students can learn more about leadership theory and practice when participating in the experiential program, but they can also cultivate connections with other students, staff and alumni. By bringing a view of leadership and ethics from "post-Villanova" life, the alumni help shape the discussion and the culture of the University. As stated by Gigliotti (2015), "above all, students, alumni, and staff involved in the experiential leadership program advance the mission of the institution by intentionally integrating the values of the institution with a broader discussion of leadership, ethics, and integrity. A central quality of the Villanova experience, 'community,' is co-constructed through these brief, yet meaningful interpersonal encounters (p. 156)." As evidenced by inaugural students' 100% intent to recommend others participate in the program, initiatives such as these foster alumni engagement.

In sum, during the assessment phase of creating an engaged culture, faculty, students, working professionals, administrators, and alumni can form new networks to collaborate and foster student learning of state-of-the-art information and the timely and timeless skills required for career success. The desired result of the assessment step is a blueprint for what a graduating student from the business school should look like – a work in progress with a foundation for lifetime learning (Meer & Chapman, 2014).

Redesigning for an engaged culture

As business schools redesign for a culture of engagement they will need to shift from a dominant logic of learning value created and distributed by instructors to one that uses multiple resources to create learning value. Indeed, it has been suggested that the focus should be on a value creating system (Saarijarvi, Kannan, & Kussela, 2013). As applied in the current paper, faculty, students, working professionals, alumni, and administrators are integral resources who can engage in the determination of learning value in a co-created learning system.

One outcome from the assessment stage is learning how constituents can affect the progress of redesign to a culture of engagement model. These components of systems change include clear guidelines for implementing a co-creation of learning approach, sufficient effort

applied by the relevant constituent groups, clearly defined roles for constituent groups, sufficient availability and/or use of resources, support of the administration, and communication of learning value (Knoster, Villa, & Thousand, 2000). In the redesign phase, we suggest three key components: leadership and management, program strategy, and business school processes. Each is discussed in turn.

Business school leadership

A key consideration in redesigning a business school's culture to be more engaged is making a concerted effort to obtain administrator and faculty buy-in to the engagement model from its earliest stages. It is paramount to recognize that a shift to co-creation of learning represents a fundamental change to the traditional teaching culture. Business school leaders should be willing to get in front of other constituents concerning how to embrace co-creation of learning and to effectively lead the change – as well as recognize a few caveats.

First, what internal business school leaders view as needed may not always be the right way to proceed; others' inputs are needed. Obtaining commitments from all constituent groups through active involvement will allow for buy-in during implementation of aspects of the change. Thus, champions (Jansen, Shipp, & Michael, 2016) from all constituent groups should be identified. Second, even when needed changes are agreed upon, the reasons (or why) behind the change (Katzenbach et al., 2012) should be presented with clarity to all constituents. Evaluating the rationale for change can be done from the perspective of business schools providing well-educated and trained students who are workplace ready. Faculty must embrace and take the lead on the idea that co-creation of learning contains a distinctive value proposition that meets the needs of multiple constituents. Third, hurried implementation will send the message that business school leaders have focused on selling the change rather than selling the need for collaboration to craft programs and processes for the new approach. While programs and processes that are misunderstood cannot be managed, it is also clear they cannot be managed if they require resources that are unavailable (Payne, Flynn, & Whitfield, 2008).

In creating constituent buy-in, Saarijarvi et al. (2013) pose several questions leaders can address in the redesign phase to encourage effort from all constituents:

(1) How can all constituent groups benefit from adopting a culture of engagement?
(2) How can constituents' participation in co-creation of learning be encouraged?
(3) What rewards and recognitions can constituents obtain by engaging in the co-creation of learning?
(4) How can the instructor's role in co-creation improve with insights from constituents?
(5) How will students' success further encourage constituents' participation?

Business school strategy

Strategic positioning (Porter, 1996) requires the performance of different educational programs/activities, or the performance of similar education programs/activities in different ways than competitors. Changing to a culture of engagement is not designed to gain competitive advantage over other business schools. Instead, the shift should be viewed from the perspective of seeking to create and position value propositions (Chandler & Lusch, 2015) as salient to the constituents and that will be made manifest via the performance of co-creation learning activities. Thus, business schools require a dynamic strategy to elucidate how resources will be deployed to impact student work-readiness through members of each of the constituent groups in the co-creation effort. This may require that constituent teams be assigned strategic tasks related to the shift to co-creation of learning. The strategy is about purposefully directing activities such as attracting/retaining faculty, building enrollment, and improving retention – all to build a culture of engagement. To affect student workplace readiness, in other words, there is a combination of activities that need to fit together for constituents to "see" excellence in goal attainment. A culture of engagement is about emphasis placed on an activity (e.g., teaching, research) in consideration of its relationship with other activities; however, if that point of excellence does not contribute to students' work readiness, the contribution to co-created learning is dubious.

Theory suggests two foci in implementing a co-creation of learning approach – content and process (e.g. Weir, Kochhar, LeBeau, & Edgerley, 2000). Content involves knowledge and skills development, while process refers to the creation, implementation, and evaluation of knowledge and skills learning opportunities. The move to co-creation of learning needs to include the assessment of how students learn. For example, learning by failure provides, per classic Piaget (1950), the incentive for a student to become resilient and invoke new concepts to avoid future failures. As such, students should be encouraged to avoid the often-preconceived version of the

answer – the challenge is to instill in students that learning is not rote. Some failure should be accepted for its learning value in life. Following are several co-creation of learning tenets that faculty can impart to students and other stakeholders:

(1) Declarative knowledge extended in the classroom is demonstrably useable.
(2) Students learn how to do business, not just about business.
(3) Students build their knowledge base by doing – knowledge does not have to precede all other learning activities.
(4) Opportunities for students to engage in discovery are made available.
(5) Experiential learning activities involve available resource providers and media.
(6) Materials of interest to students are presented with appropriate relevance and rigor, while remembering that students do not always know what they need to learn.
(7) Learning involves students assessing, creating, managing, evaluating, communicating, collaborating, and networking – and any other skills that represent activities frequently engaged in by professionals.

Business school processes

Hammer (1999) asserted that the key to recognizing a successful organization is to distinguish genuine superiority from luck; as such, business schools can programmatically redesign some of their processes to move toward an engagement model. Hammer (1999) further declared that there are two key process related ideas in change programs: the alignment of the organization around its processes and making major changes in how processes operate. Thus, to enhance the transition to co-creation of learning it is essential to identify for whom the value is created along with the processes required to effect change to co-creation. As outlined in Table 4, it is important to assess how non-classroom and classroom activities influence work readiness, and redesign where needed.

Traditionally, business schools have viewed the learning process as something that occurs in a dyad between instructor and student (Figure 1); however, in creating a co-creation environment, additional learning resources are summoned, such as workplace professionals, alumni, and administrators. Thus, it is critical to identify network activities of constituents that contribute to the co-creation of learning. Of these, two

Table 4. Organizational processes to encourage engagement.

- *Procedures and processes* – The value of each class, teaching approach, class exercise, etc., should be evaluated from the prospective of the value it provides. Consider elements of current education that are obsolete as well as new elements that can be added based to provide learning.

- *Technology* – Consideration should be given to the potential learning value provided by various technologies, and instructors should be trained in the use of these technology resources to engage them effectively in the co-creation of learning.

- *Rewards* – Instructors who embrace and champion the change should be rewarded for their efforts. Any rewards students will reap should be clearly be communicated. Neither instructor nor student will embrace change if they perceive zero value in the change.

- *Habitual behavior* – Any current practices hindering the change should be identified and either eliminated or modified.

- *Learning and unlearning* – As the move to co-creation of learning occurs, instructors and students should learn and unlearn certain things.

- *Communication* – The transition to co-creation will be iterative, i.e., as the change occurs, instructors, administrators and constituents should be alerted to issues arising.

- *Metrics* – As co-creation of learning emerges, measures of engagement might include, but are not be limited to, amount of experiential learning opportunities beyond the classroom, and classes that have undergone change because of co-creation, number of innovations proffered, or perceived reputation of the college from various constituents.

critical business school processes requiring redesign to support co-creation, which we discuss next.

Faculty support processes

A prime consideration in the shift to an engaged culture is the redesign of faculty support processes. This includes provision of resources for faculty crafting collaborative learning opportunities, employing other constituents' abilities and motivations to participate in co-creation, and developing metrics to assess effectiveness. Redesign will proceed most effectively when faculty work with other constituents to elevate student goals from mediocrity (e.g., "I want to pass the class" – a short-term goal) to excellence (e.g., "I want to use this class to learn and build a solid knowledge and skills foundation" – a long term goal). Without a clear long-term picture, short-term behaviors can change haphazardly. If learning is created jointly, with instructors as communicators and facilitators, and professionals, alumni and administrators as resources, improvements in students' work readiness can be achieved. As such, we advance in Table 5 various faculty support processes business administrators can consider.

Table 5. Engaging faculty.

- The identification of faculty who can serve as change agents and role models ready to act on the desired changes.

- Identify some number of role model champions to provide a beta test of co-creation of learning activities in selected venues.

- Craft success stories and set up means for communicating these in real time.

- Ensure that instructors serving as role models and change agents fully understand the nature of the change program and the roles each plays.

- Enabling a hot line or website through which various constituents can express viewpoints (both positive and negative) about changes as they are enabled.

- Identify resource and capability gaps that hinder knowledge and students' acquisition of skills. Real learning occurs because of thorough and open examinations of policies and processes, measured goals, and experimentation with new methodologies.

- Discontinue the use of evaluation items that do not measure educational elements like learning or faculty competence.

- Define the key performance indicators and hold regular information sessions concerning the achievement of those performance indicators or hindrances that occurred.

Teaching evaluation process

Some established research has demonstrated that evaluations of teaching are reliable (Wilson, 1982), and other work has correlated teaching evaluations and student learning (d'Apollonia & Abrami, 1997). However, some researchers assert that teaching scores capture factors irrelevant to teaching quality, thus introducing bias and reducing credibility (e.g. Koh & Tan, 1997; Langbein, 1994; Marsh & Roche, 1997), and others have concluded that the construct validity of teaching evaluation seems to be related more to context and method (Abrami, d'Apollonia, & Cohen, 1990). Langbein (1994) concluded that it is unclear what teaching evaluations really measure, that is, they might simply be a popularity contest, or they might be a valid measure of instruction quality. Regardless of one's reaction to teaching evaluations, a co-creation of learning approach requires that teaching evaluations be more comprehensive than simply asking students to express their opinions on a few scale items. Often, measurement of teaching quality incorporates students' views and are often based on the principle of customer satisfaction (Díaz-Méndez & Gummesson, 2012).

We contend a work in progress view of business students is a relevant focus for evaluation of co-created learning. As such, the redesign of teaching evaluations

would begin with a focus on what alumni should "look like." This long-term view is supported by Sakthivel and Raju (2006), who asserted that value involves both what students receive and what they invest, a kind of input-output focus. Teaching evaluation protocols should also provide insights about performance with actionable and specific recommendations for improvement and opportunities to correct them. For teaching evaluations to be consistent with an engaged business school culture, the following questions could be useful for informing change:

(1) How close are we to achieving a culture of engagement involving multiple stakeholders?
(2) How can we evaluate co-creation of learning from the perspective of the fit between what is taught and what is needed in the workplace?
(3) How can inputs from our faculty, professionals, alumni, and administration be garnered in the evaluation process?
(4) How can student evaluations reflect co-creation? Do we ask students about the "learning value" added by a course and to what extent they were actively engaged in co-creating the learning garnered?
(5) How can we assess the transfer from classroom to workplace of what is being learned?

To summarize, the redesign of business schools as they seek to fulfill their learning mission via a culture of engagement requires a blueprint for action. Redesign should include the delineation of networks of constituents and their roles and should specify co-creation of learning processes and the resources needed to implement them. Next, we discuss the implementation and evaluation of an engaged business school culture.

Implementing and evaluating an engaged culture

As business schools begin implementation of a culture of engagement, they will pursue a variety of activities to make the transition from redesign. During this phase, administrators and faculty should provide status updates regularly (e.g., email, digital newsletters, intranet), informing constituents about progress and mistakes made as well as obstacles overcome to institutionalize the changes (see Calegari, Sibley, & Turner, 2015). For example, classes and activities in the curriculum will likely still be judged by some students as irrelevant to their major due to a lack of congruence between the classroom and preparations needed for workplace readiness. Thus, it is imperative that instructors promote short-term

successes by being in sync with other constituents, so students are energized to rethink value by communicating the relevance to professional work experiences.

As implementation begins, the college can establish a benchmark program that begins with an assessment of all constituents' initial perceptions of alumni of the college. Periodically new perceptions of the work readiness of alumni of the college should be compared against the original benchmark. In addition, inputs from the various constituent groups can be evaluated for effectiveness and either continuance, discontinuance or modification. Some aspects of co-creation of learning programs will change over time because a cultural shift is necessarily dynamic (e.g., Kriz, Eiselen, & Manahl, 2014) – new courses, new cases, new teaching methodologies are likely.

In the implementation phase, students may require considerable explanation, direction, and nurturing concerning curricular and process decisions and changes. Additionally, professionals may require guidance concerning what forms of learning can occur in the education setting yet be of ultimate value in the workplace. Faculty will require inputs from constituents concerning the value of the learning opportunities they provide and might design. Very simply put, for all concerned to deliver on the value propositions, those value propositions must be known and championed (Bovil, Cook-Sather, Felten, Millard, & Moore-Cherry, 2016), and successful implementation requires that all constituents be part of an information network that continuously provides updates and insights into learning activities and outcomes. Given this, we suggest the following questions be considered when the emphasis on engagement reaches the implementation stage:

(1) Does our business school have the required funding and other resources to support the transition to a culture of engagement?
(2) Has our business school ensured that the appropriate communication mechanisms are in place so that current information is available to all constituents?
(3) Has our business school examined the effects that transitioning to co-creation of learning will have on faculty and staff?
(4) Is our business school ready to link all co-creation activities so that resources are being used optimally?

Finally, efforts should be undertaken to ensure that the shift toward an engaged culture is achieving what was intended. Evaluation requires ongoing data collection and analysis, the willingness to question activities with scrutiny, and the capacity to use what is learned to grow program standards. Table 6 provides a listing of areas by

which a constituent-driven culture of engagement can be evaluated. Of importance is the on-going collection and analysis of information to provide insights into the program operating as intended, as constituents will be seeking insights concerning program success and program challenges. Critical questions include whether the co-creation of learning is serving constituent groups, whether constituent groups are participating at optimal levels, and whether outcomes for constituent groups are trending in the right direction. Ramaswamy (2009) identified four other areas to evaluate whether co-creation of learning is effective, as shown in Table 7. For such evaluation criteria, benchmarks can be established at the outset of the program so progress can be assessed.

In addition to these evaluation themes, Biesta (2015) asserts that students must learn something, for a reason, and from someone. The "somethings" that students learn are commonly categorized as knowledge and wisdom; we add to this the work readiness of students. Further, learning to learn and learning to like learning are developable (Naude, Van Den Bergh, & Kruger, 2014). A common reason for students' learning of knowledge and skills is to get a job, but other things to learn include building a knowledge foundation on which to grow, cultivating the

Table 6. Evaluating engagement.

- Stakeholder suggestions should be encouraged and business schools can observe, evaluate, and learn from co-creation activities.

- Seek input from students/professionals and implement regular, programmed activities to seek insights.

- Generate and refine insights and new ideas by implementing a service development paradigm that includes idea generation, idea assessment from the perspective of multiple constituents, resource need assessment, and metrics for success.

- Experiment with new offerings and structure and then select suitable classes and willing instructors to pilot co-creation of learning ideas.

- Track experiences and accumulate knowledge of experiences with students/professionals and create a library of these experiences with a focus on their relative effectiveness.

- Employ networks to focus on student motivation and improved performance by engaging in continuous dialogue, feedback seeking, and question and answer sessions.

- Reduce the risk of program setbacks by holding regular evaluation sessions that engage students and professionals.

- Network with professionals to obtain increased quantity and quality of student/professional/faculty interactions with a focus on student workplace readiness.

- Graduate quality is in large part determined by employers.

Table 7. Outcomes to be evaluated.

Growth	Constituents' experience of value
• What are we learning from constituent behaviors? • How are constituent preferences changing as co-creation of learning is implemented? • Routinely conduct inquiries with constituents for new ideas • Experiment in the context of co-creation of learning experiences • Broaden and deepen relationships with engaged constituents	• Broaden and deepen participation in constituent networks • Continuous monitoring of co-creation of learning efforts to improve coordination, engagement and integration • Assessments of constituent satisfaction • Enhanced work readiness of students as viewed by constituents

Risks and costs	Student outcomes
• Increased desire of students to engage in co-creation activities due to word of mouth • Reduced risk of misguided co-creation efforts through continued understanding and insight • Reduced risk of constituent satisfaction with program	• Increased likelihood of workforce fit due to co-creation of learning • Improved "targeting" of learning experiences deemed important to the students' future development • Engagement in learning with various stakeholders

Source: Based upon Ramaswamy (2009). "Co-Creation of Value – Towards an Expanded Paradigm of Value Creation," *Marketing Review*, 11–17.

ability to think long-term about the value of learning, and accepting that they will engage in learning for a lifetime. The "someone" who students learn from traditionally is the instructor but can be expanded in co-creation of learning approaches to include students themselves, peers, professionals, administrators and other constituents. Improvements can be sought in the form of inputs from constituents, the impact on students, as well as a thorough retrospective.

In summary, we suggest that evaluation include a sense of history because it provides a timeless dimension to learning and a bridge to the future. History provides a context from which current and future issues can be understood (Bussiere, 2005; Hollander, Rassuli, & Nevett, 1998). As a culture of engagement is implemented, business schools can assess actual performance against forecasted outcomes for all constituents such as experiential learning opportunities beyond the classroom, improved student competencies, graduation rates, alumni' performance in the workplace, constituent involvement in the college, and college reputation among stakeholders. For the reader's benefit, Figure 2 summarizes the main proposed

ASSESSMENT

Key Facets: Co-created learning, Students as Works-in-progress, Lifelong learning

Design Learning Objectives and Outcomes Objectives for All Constituent Groups

Engage Key Constituents to Define Key Student Learning Needs as Well as Roles in Co-Creation of Learning

Create Mechanisms to Gain Insights on Constituents' Needs and Student Learning Requirements

REDESIGN

Link Co-Creation of Learning Activities to Constituent Requirements

Define Leadership Needs and Changes in Organizational Strategy and Process

IMPLEMENTATION

Implement Co-Creation model and Begin Evaluation against Desired Outcomes

EVALUATION

Improve Engagement Processes: Examine Impact on Constituents' Needs & Make Refinements

Figure 2. Summary: Shifting business schools to a culture of engagement.

activities that we believe can shift a business school toward a culture of engagement.

Conclusion

In this paper, we advance a plan for creating a culture of engagement in business schools, which collaboratively involves students, faculty, alumni, employers and administrators in the learning mission. We outlined strategic and tactical considerations across the four phases of assessment, redesign, implementation and evaluation. We should acknowledge the limitations of relying upon different stakeholders' views and perspectives throughout this cultural shift. Students, for instance, often don't know what they don't know and so business schools should avoid reliance on students' opinion of the extent they experienced an engaged culture. Faculty perspectives can also be limited as they are enmeshed in the current instructional context and may not stay abreast of workplace skill needs. In addition, practitioners primarily see graduate skill needs against the context of their own company requirements.

In sum, our emphasis on creating a culture of engagement suggests that students can change, grow and provide additional value beyond graduation from a business school. By viewing students as works-in-progress, rather than customers or trainees, business school stakeholders can collaboratively co-shape the work readiness of students with qualifications for both initial employment and the ability to use a learning foundation gained in the college for purposes of future learning, growth and development.

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