

## **Teaching Methods: Voice of Inner thoughts, transformation and Excellence in B-Schools -**

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### **Introduction**

As an educator, a parent, and an education research writer, I have spent many hours in my children's schools and did observe and have felt that teaching, management graduates needs a lot of transformation. For Business Schools, I discovered very quickly that there are essentially only two types of B-schools -- successful B-schools and unsuccessful B-schools. In the most successful B-schools, parents expect their children to get a good education. In the others, parents hope their children are getting one. What is teaching? and what is management teaching had made me reflect upon few issues and that is the emergence of this conceptual article on teaching methods in B-schools.

### **What is teaching?**

Teaching is important for endless reasons. I have been in the classroom for almost 20 years as a student and now as a teacher for 15 years. I realize that I have taught my whole life each and every day and do just different things in different ways. I have realized that being a teacher means that I have a lot to learn myself. In fact, I have never needed to learn more than

I do now, even though ironically I am now the one teaching. Each day, each class, every student with whom I interact, I have the unique opportunity to touch their life in many different ways. In my classroom teaching I can already see the transformational nature of my student's career. But ultimately, teaching is important to me because teaching is my future.

Most People forget that parents are the second teachers to their children. Teaching is learning. Teaching is enriching. Teaching is challenging. Teaching is caring. Teaching is motivating, it's inspiring. Teaching is energizing. Teaching is collaborating. Teaching is growing. Teaching is discriminating. Teaching is equalizing. Teaching is loving and finally for me teaching is a blessing.

### **Review of Literature on Ethical Teaching:**

The pressure to succeed at any cost is creating a 'cheating culture' (Callahan, 2005) and this threatens to undermine academia as well as the social and economic fabric of society. Instances of unethical conduct fill the daily news to the point where many are now largely unmoved by stories of misconduct and wrongdoing (Morant, 2005). Business

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students were found to be reportedly far more likely to engage in unethical conduct than others, based in part on their belief that ‘you have to do whatever it takes to get ahead’ (Goodpaster, 2006). A recent survey identified that programs in ethics tend to rely too heavily on asking individuals to do the right thing and disregarded the impact of organisational culture on people’s behaviour (Callahan, 2004). Having a code of conduct in and of, itself does not appear to be a sufficient deterrent of unethical behaviour. To be more effective we need to ‘integrate ethical values into daily routines’ and enforce penalties for non-compliance (Callahan, 2004: 282).

### **Challenges of Teaching in B-Schools:**

With many B-schools closing down today at a rapid speed without students and without placements for management students, one needs to realize the urgency and impact of this issue that adversely affects the Indian economy. Evidence from a number of disciplines suggests that oral presentations to large groups of passive students contribute very little to real learning. Management education being only 55 years old has always been seen as a doorway through which students enter the corporate world. It is harder to teach today. It is harder still to teach in B-schools with a preponderance of low quality students. B-school student’s life styles have changed. Their parents have changed. Society has changed. Educators or teachers cannot throw complaints simply because they are no longer greeted each morning by students who are ready and eager to learn. Most B-Schools have to change too, though some already have changed.

### **Teachers known from my experience:**

Teaching ethics education has become increasingly important in recent years, given press coverage of corporate scandals, political corruption and scientific misconduct (Kolp and Rea, 2006; Callahan, 2005; Hellman, 2001; Mallor et al, 2005).

A number of teachers as observers in B-schools have decried what they see as a deepening erosion of core values (Callahan, 2004; Slovic, 1999; Cowe and Williams, 2000; Guinn, 2005; McGee, 2002). Why teaching is left? We can see many teachers who are unethical in their approach to students in their administrative work and in their interpersonal relationship with colleagues etc. We tend to react to ethical situations in the workplace in a specific way, depending on our background, level of training, and personality. Here are the four ethical types I have found and experienced during my teaching experience:

1. **The conformist** is teacher of a kind who follows rules rather than questions authority figures. We might think this person could be counted on always to do the right thing. The conformist might look the other way, however, if a higher-up were acting unethically. After all, the head of the department is supposed to be obeyed. This person will run into work-related conflicts unless there are strict rules and well-defined consequences for not following them.
2. **The negotiator** is a teacher who tries to make up rules as he goes. The negotiator is a person who changes the rules according to what seems easiest at the time. He

will eventually encounter ethics-related trouble if he exercise judgment without guidelines, because he will act according to the situation and will try to prove that the other person is the one who committed the wrong doing.

3. **The navigator** is someone who, when confronted with a situation in which people are behaving unethically, is able to rely on an innate ethical sense to guide his/her actions, even if these decisions are not going to be easy. This kind of teacher has a sound moral compass, which provides the flexibility to make choices, even unpopular ones. The navigator-teacher's ethical sense imbues him/her with qualities of leadership. Other people respect, and count on this person. The navigator will succeed in most organizations but will leave a company that is unethical or perceives to be unethical.
4. **The wiggler** does not give a lot of thought to what is right. Instead, this person takes the route that's most advantageous to him. For example, he may lie to appease a supervisor. The wiggler is motivated by self-interest—getting on a manager's good side or avoiding conflict. The wiggler will run into trouble when others sense that he dodges ethical issues to protect his own interests.

There are certain tools you can use to become a more ethical teacher and a problem solver. With practice, you can make ethical decisions more easily, and more quickly see and follow the right path.

### **Strategies to Simplify Management Teaching:**

- **Keep the students informed well in advance of your class planning:** Prepare students for the day's lesson by quickly summarizing the order of various activities planned and keep them well informed about new activities/programmes that are coming up.
- **Review Previous Lessons:** Review Previous lessons and encourage questions from both ends.
- **Design and Inform Learning Expectations:** Make the communication very clear and precise of what is expected out of the students. State what students are expected to learn from the lesson.
- **Set behavioral expectations:** Describe how students are expected to behave during the lesson. For example, keep them informed that they may talk quietly to their classmates or groupmates while discussing a case. They even be told to do their deskwork or they may raise their hands to get the attention of teachers.

**Provide and help the students from where they can collect the materials required for assignments /home work/project work etc.** Most of the teachers loose their connectivity with the students when they do not help students in return. This is only to convey that simple search should be shared so as to motivate the students leading to a real excellence for the same.

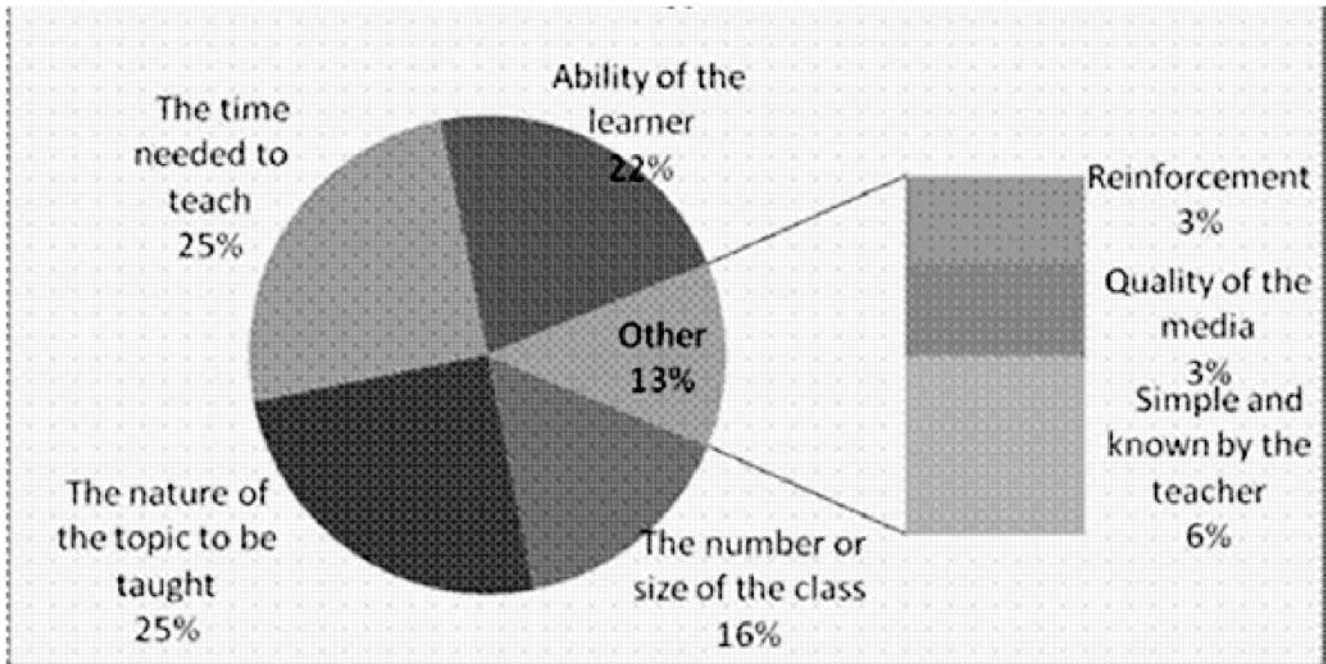


Fig 1 - Criteria used in the teaching methods.

- **Simplify instructions and scheduling.** The simpler the expectations communicated to students the more likely it is that he or she will comprehend and complete them in a timely and productive manner.

**Comparing 19th Century India to Present-day India: Are we better, now?**

In the Indian Gurukul days, education was holistic and more comprehensive in order to make individuals competent for management of entire life. Education was really character building, consisting of ethics, morals, values, culture and humanism. At the same time it also imbibed the ability to run a business or profession. The Gurukul also consisted of business or profession, transactions, managing relationships, family and helped one to face retired life. But this is not the case today. Swami Vivekananda said of Education: “Education is the manifestation of perfection

already in man”. He said that education which does not enable a person to stand on his own feet, does not teach him self-confidence and self-respect, is useless. This is applicable to all B-school teachers. Education should be man-making, life giving and character-building. He also said that children should be given “positive education”, i.e they should be encouraged to learn new things till they gain self-confidence and self-respect. He stressed that one should bear in mind, that only cowards and those who are weak commit sin and tell lies. The brave will be always moral and he advises the teachers to be moral, to be brave and to be sympathetic.

Management teachers should make their students to get inspiration from any faith but here the insights are given from Swami Vivekananda to help and shape up the management students future. Dr Bharath Chandrashekar, Senior Manager of IP Infusion



Software India Pvt Ltd ,who is general counselor and a management Teacher for Private B Schools differentiated between ethics within and outside the workplace. He says that there are Two situations to a poker game. There are people who bluff and deceive but bluffing and deception are not considered immoral in a poker game, though they exist very much in the real world. The business world is similar to a poker game.”

The Indian economy is growing. All the economic indicators show a positive sign of development. India has been rated as the most attractive investment destination by eminent consulting firms. India is on the top of the list of the countries in the Global Retail Development Index. The momentum of the entrepreneurial culture is increasing.

In Vivekananda’s method, teach something if need be, but more than that, arouse interest and help the students to learn by themselves. He emphasizes on providing “positive education”, i.e encourage learning, encourage questioning, pamper and pat every right answer till the student gains confidence in the subject and is able to think on their own. Hence, by Vivekananda’s method of Education, even below-average children can be taught difficult concepts and be able to think on their own feet. The other practical strategies to make the class very interesting to the management students are:

- Use paradoxes, puzzles and apparent contradictions to engage students.
- Make connections to current events and everyday phenomena.
- Begin each class with something familiar

and important to students.

- End each class by summarizing the main points you have made.
- Demonstrations can be very effective for illustrating concepts in class, but can result in passive learning without careful attention to engaging students.
- To lead an effective discussion, the teacher must be a good facilitator by ensuring that key points are covered and monitoring the group dynamics.

To conclude, irrespective of successful or unsuccessful B-Schools the overall teaching methods have to be improvised. This need has to be understood by every teacher and student.

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