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**Building adaptive management capability: The contribution of heutagogy to management development in turbulent times.**

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3 **Building adaptive management capability: The contribution of heutagogy to management**  
4 **development in turbulent times.**  
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10 **Structured abstract**

11 Purpose: The purpose of this paper is to **evaluate** the benefits to both organisations and individuals  
12 in adopting heutagogy within management education and development.  
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15 Design / Methodology This conceptual paper is based on a systematic review of the literature  
16 relating to heutagogy and learning theory.  
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18 Findings This paper calls for the adoption of heutagogic learning within management education. It  
19 provides several practical examples of how heutagogy may be implemented.  
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21 Research implications This paper contributes to the literature related to new forms of management  
22 development and, in particular, heutagogy.  
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24 Originality / value This paper is an original contribution to the discourse on student-centred learning  
25 and the contribution that heutagogy may make to the professional development of individuals.  
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29 **Keywords: Heutagogy; VUCA; Capability-based learning; Management development.**  
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35 **Introduction:**

36 Nicolaides and McCallum (2013, p. 248) raise a key issue for management educators: 'How do we  
37 help build adaptive capacity to lead in the face of evolutionary challenges?' **This concern informs**  
38 **the underpinning research question for this paper: what are the potential benefits to**  
39 **organisations and individuals in adopting heutagogic principles within management education and**  
40 **development?** For Spender (2017), the challenge that confront contemporary management  
41 educators is one that extends beyond the discourse on curriculum content to one that must  
42 address an epistemological gap of learning, work and identity. How do we then conceive our role  
43 and our contribution to management education and professional development? Hitherto, much of  
44 management education, particularly in the Anglo-American tradition, has prioritised the  
45 acquisition of functional knowledge **and role-defined skills** that are predicated upon a clearly  
46 defined but relatively limited understanding of organisational life. This preoccupation with  
47 content over process is not conducive to learning in a globalised, culturally diverse, and  
48 increasingly unpredictable world where responsiveness to context is needed. Management  
49 development must also respond to the diversity in need as well as expectations throughout the  
50 managerial cadre. As such, we need to consider the benefits of moving to more diverse  
51 conceptions of learning and what constitutes professional development.  
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### *Changing challenges for management.*

The challenges facing organisations, whether in the private or public sectors, are complex (Anderson, Hibbert, Mason and Rivers, 2018; Pederzini, 2018). The most immediate concern relates to the *raison d'être* of management education itself. Mintzberg (2004; 2018) argued that it is important that we first understand what is meant by managerial work before we embark on the construction of the management curriculum. In contrast to the relatively slow pace of change during the industrial age from eighteenth to the latter part of the twentieth century, the twenty-first is characterised by how information is managed. The traditional didactic model of knowledge transmission that has characterised much of management education and professional development in the past is increasingly viewed as being inadequate in preparing learners for their future careers (Chai and Kong, 2017). As developed economies move from the post-industrial to an information based and knowledge management epoch, expectations of managers are changing and being redefined by a range of concerns, not least how we interpret and respond to information. Indeed, a number of scholars have highlighted a need to reappraise how management information is conceived and actioned (Chiles, 2003; Langley, 2007; Tsoukas, 2017). For Tsoukas (2017) the problem that confronts contemporary management is the very complex nature of information management and decision-making in organisations. These notions of 'complexification' (Tsoukas, 2017) suggest that we should reappraise what we do not only as managers, but as management educators.

This reappraisal of the management function within organisations moves us away from the idea of professional development as outcome focussed to one that is much more process-dependent. In this respect, we should conceive management development as being beyond the acquisition of skills-sets to a more holistic understanding of what managers can be and what is meant by building individual and organisational capability. Lyons (2012) highlights the need to identify and develop individuals who are capable in responding to changing contexts. For Lyons (2012, p.413): 'our world economy is on a number of paths that simply cannot continue the nearly straight-line continuations they have been on over recent decades. A straight line will hit a wall.... Key to getting this right is having the right human capital to bend those paths. Path-bending leaders are not just CEOs, but people working at all levels in all kinds of organizations'. In a world characterised by volatility, uncertainty, complexity and ambiguity [VUCA] (Bennett and Lemoine, 2014; Chai and Kong, 2017) managers will need to be more responsive to changing contexts and demands, each of whom because of their personal professional context will have individual learning goals (Richardson, McGowan and Styger, 2017; van Laere and Lindblom, 2018). Consequently, those who devise management development programmes must realign their curricula in order to meet the challenges presented and develop future skills sets for our future management cadre.

**Given the changing nature of management, we have the opportunity to re-conceptualise what we understand by management development. Hitherto, much of the literature on management development has focussed on the development of role-specific skills, with Gold, Thorpe and Mumford (2013, p.19) defining it as 'a planned and deliberate process to help leaders and managers become more effective'. In addition, Fox (1997) differentiated between management development, which is market-driven and generally provided on site, and management education that is associated with Higher Education (HE). This functionalist conception of how we should approach the development of the management cadre is to narrow and invites critique, and as Mabey and Lees French (2008, pp. 33-35) recognise 'the enduring simplicity of this definition is deceptive... there has been a blurring of boundaries between management education and management development'. As universities develop corporate and executive education, this**

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3 **divide has narrowed with Higher Education now expected to increase its provision of management**  
4 **development (Bolden, 2010; The Management Development Council, 2010; Department of**  
5 **Business Innovation and Skills, 2012). Moreover as a number of scholars have highlighted, the**  
6 **distinction between leadership and management development (LMD) has also blurred as a result**  
7 **of growth in leadership and management development programmes that look to a more**  
8 **integrated approach to organisational learning (Bolden, 2010; Becker and Bish, 2016). So, for**  
9 **example, universities now provide a range of provision from day-long bespoke education and**  
10 **training, management coaching and online learning on issues such as diversity, people**  
11 **management and coaching. As HE develops its portfolio of provision, this movement towards**  
12 **'bite-size' and targeted learning challenges the historic distinction between education and**  
13 **training. That the notion of management development exists as a contested concept is recognised**  
14 **in the literature (Luoma, 2006; Mabey and Lees French, 2008; Bolden, 2010), but it is also**  
15 **contested because of our conceptions of what leadership and management are, or could become.**  
16 **Importantly, as Woodall and Winstanley (1998) recognise, the discourse relating to management**  
17 **development therefore extends beyond purposes and processes to our presuppositions of the**  
18 **concept itself.**  
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#### 25 **Literature review:**

##### 26 ***Reorienting the Business School curriculum***

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29 Henry Mintzberg has been a prominent critic of Business Schools arguing that they 'train the  
30 wrong people in the wrong ways with the wrong consequences (Mintzberg, 2004, p. 6; **Mintzberg**  
31 **2018). Gosling and Mintzberg (2006) and Mintzberg (2018) has argued that to 'teach' management**  
32 **is not only impractical but unproductive. Much of Mintzberg's critique of Business School**  
33 **education is predicated on the claim that management is not a profession akin to medicine or law**  
34 **where knowledge acquisition is paramount. For Mintzberg (2018) managerial skills are most**  
35 **effectively learnt through experience and reflection, not through abstract theorisation. Mintzberg's**  
36 **critique therefore articulates a need for curricula to be designed to meet the needs of practitioners.**  
37 **In short, this critique invites further discussion of those fundamental issues that are prioritised all**  
38 **curriculum designs, and what values underpin these concerns.**  
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42 In addition to Mintzberg's critique, a more holistic understanding of management development  
43 must address wider societal issues, such as responsibility and sustainability, that extend beyond  
44 traditional competency-based conceptions of what it means to be a manager. In order to deliver this  
45 change, greater emphasis upon the idea and realisation of individual capability in the workplace is  
46 required, and this could be realised through a shift from cohort-based notions of education to the  
47 idea of a personalised curriculum (Stoten, 2018). In recent decades, competency-based approaches  
48 to management education and development have dominated ideas of curriculum design.  
49 Management competence is defined by Albanese (1989, p. 66) as being 'a skill and/or personal  
50 characteristic that contributes to effective managerial performance'. Draganidis and Mentzas (2006,  
51 p. 56) state that, 'competencies are the building blocks of competency models' and 'the model can  
52 provide identification of the competencies employers need to develop in order to improve  
53 performance [and]... be useful in a skills gap analysis'. However, Sharma (2017, p. 11) argues that  
54 'there is a need for providing an alternative paradigm for management education which integrates  
55 principles of managing self, people and business and the various management functions with  
56 integrity and social responsibility'.  
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3 A traditional competency-based approach is therefore inadequate for our future needs. A focus on  
4 identifying those core professional skills may be foundational to an understanding of management  
5 development but this must also be supplemented with a focus on the capability of individuals. This  
6 shift towards capability must prepare future managers to be able to respond to a volatile and  
7 uncertain world in a transparent and responsible manner. This 'push' factor of a changing work  
8 context necessitates changes in how we envisage learning, learners and the design of learning  
9 opportunities.  
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### 12 13 14 ***The potential contribution of heutagogy in promoting individual capability***

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16 **The intellectual roots of heutagogy originated in complexity theory and the development of**  
17 **learning for complex adaptive systems (Hase, Tay and Goh, 2006). Heutagogy was developed in**  
18 **Australia where the military had identified the need to promote adaptive leadership in challenging**  
19 **circumstances. This approach to learning is associated with adaptive thinking, collaboration with**  
20 **others and individual capability rather than knowledge acquisition.**  
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22  
23 Although heutagogy has been described as only a framework for learning (Halsall, Powell and  
24 Snowden, 2016), others see it as having robust theoretical grounding in constructivist thought with  
25 particular applications in a work-based context. Heutagogy is seen as providing a suitable theoretical  
26 framework within which to promote learning within a professional context (Hase and Kenyon, 2000).  
27 It may be viewed as a development from the pioneering work on andragogy of Knowles (1984) in the  
28 sense that both represent a shift from teacher-led pedagogy towards greater learner-centred  
29 conceptions of learning. Hase and Kenyon (2000) differentiate heutagogy from pedagogy, where  
30 students are viewed as being led by their teacher to a defined body of knowledge, and andragogy in  
31 which the learner works with the support of a mentor. Luckin, Clarke, Garrett, Whitworth, Akass,  
32 Cook, and Robertson (2011) present heutagogy as being part of a continuum, with teacher-led  
33 pedagogy at one pole and student-led heutagogy at the opposing pole, with andragogy mediating a  
34 position between these two poles (see Table 1). This notion of a continuum is useful for a model of  
35 learning as it infers that a number of approaches may be appropriate at different points within a  
36 curriculum. Indeed, differing approaches to heutagogy have been offered ranging from the co-  
37 construction of learning goals and coaching to entirely self-determined learning (Collins, Carson, and  
38 Collins, 2016). Stoszkowski and Collins (2017, p. 6), argue that it is naïve simply to devolve all  
39 learning and that 'a strong case exists for an essential set of precursory skills, attitudes or  
40 characteristics which are essential if the desirable benefits of heutagogy are to be realised'. If we are  
41 to accept this view, then there remains a preparatory role for educators.  
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52 **Insert Table 1 here**  
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3 Heutagogy offers an approach to learning that is:  
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5 An extremely complex process that occurs within the learner, is unobserved and is not  
6 tied to the curriculum. Learning is associated with making new linkages in the brain  
7 involving ideas, emotions, and experience that leads to new understanding about self  
8 or the world. Thus, learning occurs in random and chaotic ways and is a response to  
9 personal need, and often, occurs to solve some ambiguity (Hase, 2011, p. 2).  
10

11 **Heutagogic learning is therefore not envisaged as a linear process with pre-determined learning**  
12 **goals. Instead, learning is non-linear and inherently learner-centred.** The characteristics of  
13 heutagogy are: the empowerment of learners to negotiate their own learning journey through a  
14 bespoke curriculum that meets their individual needs and is assessed by those criteria established by  
15 the learner. Heutagogy therefore represents an attempt to personalise a curriculum that is focussed  
16 on the development of personal professional capability.  
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19 For Blaschke (2011, p. 3) 'by teaching and guiding learners in the development of their reflective  
20 skills, educators thus support students in developing their capacity to learn and better prepare for  
21 lifelong learning'. Although the 'directional' role of the educator is substantially redefined in  
22 heutagogy, the role of the teacher as a 'collaborator' is still relevant in engaging the student.  
23 Bergman (2009) suggests that educators should focus on asking students open-ended questions that  
24 promote reflection and higher order creative thinking skills. This practice may be achieved through  
25 problem solving and team-based collaborative discussions. This approach is reported in a range of  
26 managerial contexts, such as in Human Resources postgraduate study (Gregory, 1994) and Business  
27 School teaching (Desai and Bedi, 2012; Bachmann, 2014). In general, heutagogic principles include  
28 encouraging learner participation; facilitating student-centred ownership over learning; situating  
29 learning within authentic contexts; placing formative assessment within authentic personal contexts;  
30 and providing technical support when using information technology.  
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34 **In addition to the promotion of reflection on learning, heutagogy supports reflexivity in practice.**  
35 **The value of reflexivity in professional learning is widely recognised (Schoen, 1983 Cunliffe, 2002;**  
36 **Maclean, Harvey and Chia, 2012), and is seen as one of the defining characteristics of**  
37 **contemporary professionalism (Cunliffe, 2002, 2016; Collinson and Tourish, 2015; Izatt-White,**  
38 **Kempster and Carroll, 2017). The capability to engage in critical reflexivity is regarded as being**  
39 **essential in responding to challenging managerial scenarios (Lindh and Thorgren 2016). Cunliffe,**  
40 **(2002, p. 42) views learning 'as an embodied reflexive dialogical process in which we are struck**  
41 **and moved to reflect on and/or reflexively question'. This idea of dialogue and reflexive thought**  
42 **shifts much of the cognitive process from the mastery of theoretical concepts to self-concepts and**  
43 **learning from within. For Colville, Pye and Brown (2016), sense-making is tied to reflection in**  
44 **action and to think openly, and this dialogic approach would facilitate socially-responsible**  
45 **management practice. Such a departure from past practices would as Dehler, Welsh and Lewis**  
46 **(2001, p. 498) necessitate a new paradigm of learning that would 'focus on contradictions and**  
47 **move away from naïve functionalism'. It is within this new paradigm of ethical management**  
48 **learning that heutagogy can make a contribution.**  
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## Research method

**This paper is concerned with establishing whether there is an evidential base within the research literature for the adoption of heutagogic principles within management development. The process of undertaking a systematic review of the literature in order to produce a conceptual paper is widely reported (Hallinger, 2013; Borrego, Foster and Froyd, 2014; Boell and Cecez-Kecmanovi, 2015; Lee, Chamberlain and Brandes, 2018; Arghode, Brieger and McLean, 2017). Three stages have been identified as fundamental for performing an effective systematic review: planning, conducting and reporting (Tranfield, Denyer and Smart, 2003). Lee, Chamberlain and Brandes (2018) identify the delineation of search terms and the boundaries of research as a first step in this process. According to Rowley and Slack (2004), this involves a 'building blocks approach' that establishes the scope of relevant literature and possible lines of interest. In this planning stage, the scope of the review was limited to concerns with management education with particular focus on the critique of the hegemonic Anglo-American model, excluding European Business Schools' practice. This review generated a range of literature that highlighted issues relating to relevance, socio-cultural awareness, and responsibility, as well as pedagogy.**

It is within the second stage of conducting the review that early decisions relating to useful concepts and thematic development were implemented. Hallinger (2013) usefully differentiated between relatively narrow 'selective', focussed 'bounded', and 'exhaustive' searches. **This stage of the review is the outcome of a bounded approach in which the search terms were aligned to management education, training and development, as well as theories of learning in higher education (HE). Given that the emergence of heutagogy is relatively recent, much of the literature is dominated by the pioneering contributions of a comparatively small number of scholars, most notably Hase and Kenyon (2000, 2007) and Blaschke (2012). A process of 'snow-balling' using these scholars as reference points generated additional findings. In addition to the use of theories of adult learning and leading scholars of heutagogy, other search terms included capability, reflexivity and metacognition. In general, although exceptions were made for seminal works, such as Schoen (1983), the literature was time-limited and aligned to the period since 2000 in which heutagogy has influenced the discourse on learning.**

**The review sought out examples of how heutagogy had been adopted in management education and development. A number of papers referred to case studies on how heutagogic principles could be implemented. Lokke and Dissing-Sorensen (2014) note that not only do case studies provide description of the issue but also support theory-building and theory testing. Crabtree and Miller (1997, p. 7) claim that the purpose of theory-testing is 'to test explanatory theory by evaluating it in different contexts'. If we are to integrate heutagogy more extensively within management development, then it should be substantiated through real-world insights that can be provided through case studies (Stake, 1978; Yin, 2014). For Lokke and Dissing-Sorensen (2014, p. 67), this use of case studies enable research to progress along a 'concept-driven' theoretical pathway and is instrumental in testing hypotheses or address questions such as: 'Is the original theory correct? Does the original theory fit other circumstances?' (Crabtree and Miller 1999: p. 7). Although criticism of case studies often centres on the lack of generalisability of their findings, Yin (2014) claims that such an approach can lead to analytic generalisation. Moreover, Kogan, Johnson, Packwood and Whitaker (1984, p. 107) suggest that 'the case study method has as one of its strengths the ability to explore diversity in practice'.**

**Importantly, for Lokke and Dissing-Sorensen (2014, p. 71), 'generalisation in theory-testing case studies is closely related to the issue of sampling. It is, however, not merely a function of the number of cases observed, but rather the range of characteristics of the units and the range of**



conditions occurred'. In reporting on the literature, examples of case studies were derived from undergraduate education, professional practice and executive coaching. In exploring and reporting on a number of examples in a range of contexts the external validity of the findings of the review is enhanced. For Kogan et al (2014, p. 107), this process should be informed by reputational sampling and systematic coverage in order to facilitate the comparability of findings. The issue of reputational sampling was addressed through the choice of leading academic journals such as *Management Learning*, *Journal of Management Studies*, *Journal of Management Education*, *Journal of Management Development*, as well as HE journals, such as *Studies in Higher Education*, as well as conference papers that had driven the discourse on heutagogy.

The final stage of the literature search- reporting- represents the outcome for this systematic literature review. **Although Boell and Cecez-Kecmanovic (2015) concede that no review of literature can be entirely objective, this process can nevertheless promote scholarly debate through critical insight and theory-building.** There are, of course, limitations in any review of the literature, not least acceptance of the dominant discourse **within management education, its prevailing issues, as well as** its attendant value-system. However, Haddaway, Woodcock, Macura and Collins (2015, p. 1596) acknowledge that even highly structured reviews of the literature 'are susceptible to a number of biases during the identification, selection, and synthesis of individual included studies'.

## Discussion:

### *How can heutagogy promote adaptive learning behaviour?*

Heutagogic learning is iterative in nature in that it requires the learner to revisit experience, context and performance continually. This representation of heutagogy is predicated on two precepts. The first precept views the learner as an autonomous person capable of identifying their aspirations and learning goals independently. So, in addition to enhancing professional reflexivity, heutagogy promotes metacognition and effective self-regulated learning. The second precept is that the learner should be able to develop both their emotional and cognitive resources in order to understand how **they** approach to learning, and how they behave as autonomous learners within a social context. For Fearon, van Vuuren, McLaughlin and Nachmias (2019), this enhances individuals' people-management and communication skills which are pre-requisites for effective management practice, as well as their employability.

Heifetz, Linsky and Grashow (2009) call for the adoption of adaptive forms of leadership and management that display innovative ways in solving problems. Hase (2014, p. 105) claims that:

The capacity to learn is dependent on the ability for someone to be reflexive, to be able to challenge his or her own dogmas and beliefs in the face of contradictory evidence. It involves double and triple loop learning.

Romme and Witteloostuijn (1999) highlight the potential benefits of moving to innovative ways of learning and making decisions within organisations. For Nicolaidis and McCallum (2013, p. 248), we should look to 'an evolution of the way we learn and the way we lead'. It is within this context of the reappraisal of 'classical decision making modelling' (Collins and Collins, 2015), that we should look to identify and develop innovative ways of management learning that are attuned to the exigencies of an uncertain environment. In devolving learning to individuals, we may empower them to think independently, **exercise** initiative and practise leadership when called upon rather than wait for

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3 direction. Heutagogy offers management educators a theoretical framework within which to  
4 conceive new ways of professional development.  
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### 6 *How can we implement heutagogy within management development?*

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8 **As with any approach to management learning and professional development, heutagogy is not**  
9 **without its limitations and challenges. In particular, there are two areas of concern. Firstly, how**  
10 **can heutagogy be integrated into contemporary management development? Secondly, how will**  
11 **heutagogic-informed qualifications be judged by students, employers and providers.**

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14 Heutagogy has been criticised as being idealistic and difficult to operationalise particularly  
15 within Business Schools. Belt (2014) alludes to the challenges in the adopting heutagogy and  
16 differentiates between the idealised 'autodidactic' version 1 of heutagogy, and the 'bound  
17 autodidactic' version 2, which is intended to accommodate the constraints imposed by formal and  
18 accredited programmes. For Belt (2014), version 2 provides an accessible and supportive structure  
19 within which learners may elicit information but also enables their ownership of the learning  
20 experience. The key to the effective implementation of version 2 is tied not only to the  
21 underpinning conception of the learning journey itself, but its purpose, processes and relevance to  
22 its professional context. The DBA serves as an example of how 'bound autodidacticism' may  
23 support senior leadership and management development through the undertaking of individual  
24 research in order to address an organisational problem. However, relatively few managers  
25 undertake doctoral study and, in general, their needs do not justify such a protracted commitment  
26 to academic study. In practice, most managers benefit from short, intensive issue-oriented  
27 experiences that tackle an immediate concern. Take, for example, the investment by many  
28 organisations in management training in order to respond to the introduction of the General Data  
29 Protection Regulation in 2018, Government equality and diversity policy, or health and safety  
30 requirements. As the management training and development market becomes more attractive to  
31 HE as a revenue stream, universities are now marketing to employers as leaders in management  
32 development, with a range of customised corporate training, day-release, or episodic  
33 management development programmes (Aston University, 2020; Northumbria University;  
34 Teesside University, 2020).

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37 Although the 'bound autodidactic' version of heutagogy represents a pragmatic accommodation  
38 with the established education and training regime, there are still perceived risks involved in  
39 adopting heutagogic approaches. This concern is shared by a range of important stakeholders,  
40 particularly educators, learners and employers. Although Winter, McAuliffe, Hargreaves and  
41 Chadwick (2009, p. 2) argue that heutagogy is 'seen primarily as applicable to vocational education  
42 and training', Hase (2011, p. 2 and P. 1) readily concedes that 'my observation of training  
43 programs is that the teacher-centric approach is preferred to one that is learner-centric', and that  
44 'it has not always been easy... to convince CEOs... that we should do something a little different'.  
45 Moreover, For those learners who view didacticism as the definitive approach to training, the shift  
46 to heutagogy may generate resistance. For example, Kapasi and Grekova (2017) reported that  
47 some learners were concerned about how a self-determined programme would be viewed by  
48 employers who were more familiar with pedagogically-driven curricula. A number of scholars have  
49 also referred to the potential for 'learner voice' to inhibit departures from the established norm  
50 (Adams 2014; Halsall, Powell and Snowden, 2016). If heutagogic principles are to be incorporated  
51 in management education and training programmes, this should be prefaced with a  
52 comprehensive induction into the approach that explicates its relevance to life-long learning and  
53 professional growth.  
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**Version 2 heutagogy in practice:**

Although critics of heutagogy may see the implementation of heutagogic ideas as somewhat hypothetical, it is possible to point to examples in both professional and HE settings.

For example, a number of professional bodies recognise the benefits of learners being able to control their learning journey through the provision of flexibility in the curriculum offer, the mode and pace of studying, and personalised learning contracts. Take for example the Level 7 Diploma in HRM offered by the Chartered Institute of Personnel Development (CIPD) in the United Kingdom (UK) that recognises the advantages of students being able to pace their study and exercise a degree of choice in what they learn, and in a way that is convenient to them whether this is through blended or online learning, or more traditional ways. For Chivers and Cheetham (2001, p.4), 'sitting down and talking with professionals about their training, their learning needs and their learning blocks can play a very important role in helping them'. A genuine commitment to empowering professionals to identify their own developmental goals through dialogue is not just a feature of heutagogy but also imperative in developing individual capability within complex organisations.

The maintenance of a learning diary is one way by which professionals may identify their own developmental targets (Haar, Roche and Brummenhuis, 2017). In contrast to the annual corporate staff review process, a learning diary provides a 'safe space' for self-analysis (Wilson and Western 2000; Prowse and Prowse, 2009). Rausch (2013) reported on the use of learning diaries as a method of workplace learning in a variety of business contexts in Germany, including in the telecommunications industry, the banking and automotive sectors, and Orpen (1994) reported on the use of diaries in training within Australian manufacturing companies. Professions, such as the Royal Pharmaceutical Society, The Royal College of General Practitioners and the Nursing and Midwifery Council in the UK also require the maintenance of learning diaries as evidence of professional development. Professional learning diaries can promote immediate reflection on a professional crisis at work and act as a cathartic process, as well as supporting reflection following training, or wider professional concerns. Amabile and Kramer (2011) suggest that keeping a work diary may facilitate focus, patience, planning and personal growth and, as such, are of value for organisational leaders as they meet the daily challenges presented in an increasingly volatile and competitive business environment.

**Given the focus on the individual within heutagogy, one area that could usefully adopt heutagogic practice is executive education, particularly customised coaching. Towell and Hall (2016) report that coaching is used extensively in management development programmes and is particularly suited to the development of inter-personal skills. For Reid, Cook, Viedge and Scheepers (2020, p. 7)**

**Coaching improves individual performance, by directly affecting productivity and goal-achievement and improving people management capability through better interpersonal skills. It supports individual performance indirectly by modelling effective leadership behaviours and enhancing individual well-being and self-confidence.**

**Coaching is one way of addressing the call from Datar, Garvin and Cullen (2011) for Business Schools to rebalance from 'knowing' to 'doing' and 'being' through personalised forms of learning. Closs and Antonella (2011, p. 65) claim that the demands of contemporary management practice necessitate 'critical reflexivity, examining taken-for-granted assumptions, norms, and values, objectives that transformative learning theory addresses'. In short, future executive education**

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3 must think in terms of a wider appreciation of socially situated management practice. For Kets De  
4 Vries and Korotov (2007, p. 26), 'creating and delivering an impact-oriented executive  
5 development program allows participants and faculty to discover new ways of embracing  
6 opportunities and coping with the challenges of life'.  
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9 A third area of version 2 heutagogy that offers significant scope for heutagogic practice is e-  
10 learning, m-learning and cusotmised training packages. Blaschke and Hase (2016) argue that the  
11 development of interactive information technology restructures the ways in which learners obtain  
12 and use knowledge. This reappraisal of what it means to learn provides the opportunity to create  
13 a heutagogy-centred curriculum design that **involves**: defining the learning contract and its  
14 learning goals, developing learning activity that facilitate cognitive challenge, learner autonomy  
15 and coaching support, and negotiated assessment (Blaschke, 2012; Blaschke and Hase, 2016).  
16 Moldoveanu and Narayandas (2019) suggest that learning be enabled through each individual's  
17 Personalised Learning Cloud (PLC) and Blascke (2012, p.62) highlights the potential of m-learning  
18 through the use of mobile phones to promote team-based learning through 'connectivity with  
19 others, information discovery and sharing'. Many organisations now outsource management  
20 development projects to online short-courses that provide rudimentary training and assessment,  
21 as well as certification, in areas such as diversity in the workplace, health and safety and data  
22 protection. These cusotmised e-learning packages enable managers to take the course and its  
23 assessment over an extended period, and at their pace. For Moldoveanu and Narayandas (2019, p.  
24 47), this means that 'people will be able to map out personalized learning journeys that heed both  
25 the needs of their organizations and their own development and career-related needs and  
26 interests'. Given the flexibility afforded by e-learning, this area offers significant opportunities for  
27 innovative approaches to management development.  
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33 The three illustrations referred to above are indicative of the way in which version 2 heutagogy  
34 contributes to contemporary management development. Table 2 provides a framework to describe  
35 differing dimensions to the implementation of heutagogic principles across management  
36 education, training and development. This overview contextualises management development  
37 within four ancient precepts that underpin management practice: episteme, praxis, techne and  
38 phronesis. Each of these precepts is linked to examples of enactment and professional status,  
39 together with management skills and professional qualifications. In providing this summary  
40 framework, Table 2 coalesces a number of attendant issues relating to implementing heutagogic  
41 principles within management development, such as how authentic settings or coaching may  
42 enhance learning and development. This discussion has sought to test the relevance and utility of  
43 heutagogy with management development. In doing so, this paper has offered a significant  
44 evidential base to justify further exploration of the benefits of heutagogy in management  
45 development as we search for more engaging ways of developing adaptive capability.  
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**INSERT TABLE 2 HERE**

## Conclusion:

**This conceptual paper set out to test the benefits to both organisations and individuals in adopting heutagogy within management education and development. In doing so, it sought to address an issue raised by Nicolaidis and McCallum (2013) of how we build adaptive capacity in challenging times. In testing the potential benefits of heutagogy, this paper searched the literature on management learning, vocational preparation and heutagogy in order to establish an evidential base. This review of the literature generated a number of case studies that could be categorised into three distinct clusters: professional journals, coaching and the use of information technology.**

**This paper coalesces a number of issues that pertain to the adoption of heutagogic principles within management development and makes an important contribution to the discourse on adaptive capacity building. As organisations search for solutions on how to tackle an increasingly complex and challenging environment, developing the capacity of individuals to act creatively and solve a range of problems is becoming more imperative in management development. As management practice continues to evolve because of its context and demands, so must the way we prepare the future management cadre at all levels. This paper provides insight into how heutagogy can facilitate learning and development in a range of contexts.** One of the core claims made for heutagogy is that it is particularly effective in promoting reflexivity and metacognition within professional practice. There are a number of ways that this may be facilitated. For example, learning diaries provide a means of promoting metacognitive awareness and personal development, and are as such invaluable in heutagogical learning where critical reflexivity is key to wider professional growth.

Future research could usefully explore how heutagogy may develop into a 'net-centric' theory of management learning (Blaschke, 2012, p. 57), where learners benefit from the flexibility that online technologies provide. **In particular, future research could explore the use of customised training packages that can be taken when convenient and 'plug a gap' in the expertise of middle-managers or analyse the value of self-determined problem-based projects in addressing organisational issues. The implementation of heutagogy is not without its challenges, not least resistance from those who prefer passive and highly directed forms of learning, whether these are learners or their erstwhile educators. Heutagogy may not be a one-stop solution to all the expectations associated with management development but it has a part to play in developing individuals' capacity to think, adapt and manage.**

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Characteristic	Pedagogy	Andragogy	Heutagogy
Definition	"Leading the child"	Self-directed learning	Self-determined learning
Student context	Student is largely passive and receptive	The learner is independent but conforms to an imposed curriculum or task	The learner is concerned with solving problems in their own way
Educator context	Educator is in control of the learning event- the educator as an 'expert'	A joint exercise between educator and learner- the educator is a 'facilitator'	Learner in control over the learning journey- the educator is a 'coach'
Learning context	Learning is focussed on meeting learning objectives and assessment criteria	Learning is task-driven and often multi-disciplinary in nature, with learner autonomy	Learning is enquiry-based and determined by the learner, and is not necessarily linear in practice
Curriculum context	Formalised, common to all and inflexible	Development of self-concept through developmental support	Self-created, meeting the needs of an individual and their real-world context
Cognition context	Cognitive- the process of acquiring necessary knowledge in order to understand	Metacognitive- reflection on how one's own learning takes places and how this can improve	Epistemic- thinking about the meaning of an individual's position in a wider societal context
Motivation context	Motivation is influenced by external context- i.e. family, peer group, etc.	Motivation is intrinsic, with self-worth linked to achievement	Motivation is associated with the benefits of learning how to learn and adaptation to new life challenges
Knowledge production context	To understand the facts / knowledge domain of a subject	To arrive at a negotiated understanding of what should be achieved	To create new knowledge for the individual and a new understanding of their real-world environment

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Institutional context	Schools sector- foundational education	Adult learning sector- short programmes and basic skills development	University sector- researcher-oriented doctoral study
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Table 1. A summary of pedagogy, andragogy and heutagogy

Journal of Management Development

Aspect	<b>Episteme</b> (systematic understanding)	<b>Praxis</b> (process of applying theory in practice)	<b>Techne</b> (context-dependent doing)	<b>Phronesis</b> (Practical wisdom)
Developmental focus	Knowledge acquisition	Demonstrating skills	Possessing capability	Reflexive analysis
Enacted through	Knowing	Doing	Becoming	Being
Evidenced in	Formal, institutional, and accredited education	In-house, episodic and customised training	Work placement, secondments, mentoring and coaching	Professional identity formation, reputational capital
Examples of learning scenario informed by heutagogic principles	Team-based competitions  Employability self-audits  e-learning	Experiential learning  Business clinics Work placement  e-learning	Consultancy reporting  Business clinics  e-learning	Executive coaching and self-evaluation  Doctoral research  e-learning
Applicable to	Graduate entrants, supervisory and junior management	Line managers and team-leaders	Departmental and section heads	Senior managers
Relevant qualifications comparator	CMI L3 Principles of Management and Leadership CMI L4/L5 Management and Leadership	CMI L6 Management and Leadership  Honours degree	CMI L7 Strategic Management and Leadership,  MBA degree	CMI L8 Strategic Direction and Leadership  DBA degree
CMI descriptor	Affiliate, Associate Member	Chartered member	Chartered member	Chartered Member, Fellow or Companion
Management dimension	Theory and knowledge	Skills and competence	Professional attributes	Status as senior professional

Mapping management development across the management cadre.

<https://www.managers.org.uk/individuals/become-a-member/membership-grades>