

## ST-AIMS 5 : Approches créatives et critiques de l'apprentissage et de la formation au Management

---

### Responsables

**Isabelle Vandangeon-Derumez**, IRG, Université Paris Est  
[isabelle.derumez@u-pec.fr](mailto:isabelle.derumez@u-pec.fr)

**Eila Szendy-El Kurdi**, LED, Université Paris 8  
[alaa.szendy-el-kurdi02@univ-paris8.fr](mailto:alaa.szendy-el-kurdi02@univ-paris8.fr)

**Pierre Guillet de Monthoux**, Copenhagen Business School  
[pgm.mpp@cbs.dk](mailto:pgm.mpp@cbs.dk)

**Yvon Pesqueux**, LIRSA, CNAM  
[yvon.pesqueux@cnam.fr](mailto:yvon.pesqueux@cnam.fr)

**Mots-clés** : Réflexivité, Apprentissage, Pratiques pédagogiques, Management Education, innovation, Art-Based Methods

---

### Appel à communications

Nombre d'auteurs en Management s'accordent à dire et à penser que nous vivons un changement de paradigme en Management. Clarke et Clegg (2000) soulignent le caractère critique que revêtent les capacités d'apprentissage dans un contexte de changements importants de l'environnement « the capacity for learning becomes the most critical management attribute, enabling managers to adapt quickly to the unknown (...) the knowledge-based economy has arrived in which creativity, intelligence and ideas are the core capability for sustainable business » (Clarke, Clegg, 2000, p.45). Des conférences internationales invitent les chercheurs en Management et Organisation à envisager les façons de modifier leurs perspectives et leurs pratiques de recherche en vue d'encourager la réflexivité dans les organisations et de favoriser l'adaptation des individus et organisations 'en des temps incertains' («Reimagining, Rethinking, Reshaping : Organizational Scholarship in Unsettled Times », 2014).

Dans le même ordre d'idées, le monde multiculturel, global, hétérogène, virtuel, connecté dans lequel évolue nos étudiants (Serres, 2012), invite à repenser, revoir, réévaluer nos pratiques pédagogiques, et à réinventer l'éducation au Management. Les mutations liées à la large diffusion des connaissances et des savoirs amène à nous interroger sur la portée (et la pertinence) de nos enseignements en Sciences de Gestion et invite à nous engager dans une démarche d'innovation pédagogique (Antonacopoulou, 2010). Parmi les démarches pédagogiques innovantes développées ces dernières années on trouve les *Art-Based Methods*, parmi lesquelles les écritures créatives, théâtre, performances, photo, vidéo, et autres formes de dialogue avec l'Art contemporain, les Arts du cirque ou les musées, les *Design Methods*, simulations, jeux de rôle, jeux de construction et *serious games* etc. En quoi consistent ces méthodes ? Quel(s) effet(s) peut-on attendre de ces nouvelles approches pédagogiques ? En quoi sont-elles différentes ou Comment font-elles la différence ? A quels objectifs de formation ou d'acquisition de savoirs, compétences, habilités ces programmes répondent-ils ? Quelle serait en d'autres termes la philosophie de la connaissance qui sous-tend ces approches créatives ? Comment ce type de méthodes s'intègre-t-il aux différents programmes et cursus de Management (formation initiale, MBA, DBA etc.) ?

Rousseau (2012) rappelle justement que les pédagogies innovantes affectent le cadre institutionnel dans lequel elles interviennent et conduisent à des changements de cursus, de programmes, de cours. Comment nos structures et institutions d'enseignements, parfois anciennes, peuvent-elles soutenir ce type de démarche ? A quelles fins ? De quelles ressources disposent-elles pour porter et diffuser ces innovations pédagogiques ? Ce ST-AIMS invite donc également à interroger le contexte institutionnel dans lequel ces méthodes sont mises en œuvre. Et à apprécier comment celles-ci affectent la posture de l'enseignant, le rôle et la place des étudiants dans le processus d'innovation pédagogique.

## Bibliographie indicative

- Adler, N.J. (2011), "Leading Beautifully: The Creative Economy and Beyond", *Journal of Management Inquiry*, 20 : 3, 208-221.
- Aguinis, H., Shapiro, D.L., Antonacopoulou, E.P., Cummings, T.G. (2014), "Scholarly Impact: A Pluralistic Conceptualisation". *Academy of Management Learning and Education Journal*. Exemplary Contribution. 13: 4, 623-639.
- Alvesson, M. & Willmott, H. (2012), *Making sense of Management: A Critical Introduction*, 2<sup>nd</sup> edition London, Thousand Oaks, Calif. : Sage Publications
- Alvesson, M. & Deetz, S. A. (2006), Critical Theory and Postmodernism Approaches to Organizational Studies, in Clegg, Stewart, Hardy, Cynthia, Lawrence, Thomas, Nord, Walter R; (dir.) *The Sage Handbook of Organization Studies*, 2<sup>nd</sup> edition London, Thousand Oaks, Calif.: Sage Publications, 255-283.
- Antonacopoulou, E. P. (2010), Making the Business School More 'Critical': Reflexive Critique based on Phronesis as a Foundation for Impact. *British Journal of Management Special Issue 'Making The Business School More "Critical"'* 21: 6–25.
- Antonacopoulou, E.P. (2008) Mastering Business Action: Implications for Management Learning in Business Schools. In M. Bild, P. Mårtesson and K. Nilsson (dir.). *Teaching and Learning at Business Schools*, Hampshire: Gower, 279-293.
- Barry, D. & Meisiek, S. (2015), "Discovering the Business Studio", *Journal of Management Education*, 39: 1, p. 153-175.
- Barry, D. & Hansen, H. (2008), *The SAGE Handbook of New Approaches in Management and Organization*, London, Thousand Oaks, Calif. : Sage Publications.
- Clarke, T. & Clegg, S. (2000), Management paradigms for the new millenium, *International Journal of Management Reviews*, 2:1, 45-64.
- De Monthoux, P.G. (2013), Masters of Business Art: Visiting Art and Business in Europe 2000-2005, In Ian W. King; Jonathan Vickery (dir.), *Experiencing Organizations: New Aesthetic Perspectives*, Farringdon: Libri Publishing, 205-221.
- De Monthoux, P.G. (2004), *The Art firm: Aesthetic Management and Metaphysical Marketing*, Stanford, California: Stanford Business Books.
- Dehler, G.H. & Welsh, M.A. (2014), Against Spoon-Feeding. For Learning. Reflections on Students Claims to Knowledge, *Journal of Management Education*, 38 : 6, 875-893.
- Dunne, D. & Martin, R. (2006), Design Thinking and How It Will Change Management Education: An Interview and Discussion, *Academy of Management Learning and Education*, 5: 4, 512-523.
- Edwards, G., Elliott, C., Iszatt-White, M., Schedlitzki, D. (2013), Critical and alternative approaches to leadership learning and development, *Management Learning*, 44 :1, 3-10.
- Garvin, D. A. (2007), "Teaching executives and teaching MBA's: reflections on the case method", *Academy of Management Learning & Education*, 6: 3, 364-374.
- Hawes, J. M. (2004), "Teaching is not telling: the case method as a form of interactive learning", *Journal for Advancement of Marketing Education*, 5, 47-54.
- Keiser, A., Nicolai, A. and Seidl, D. (2015), The practical relevance of management research: Turning the debate on relevance into a rigorous scientific research program, *Academy of Management Annals*, 9: 1, 143-233.
- Kisfalvi, V. & Olivier, D. (2015), Creating and Maintaining a Safe Space in Experiential Learning, *Journal of Management Education* 39: 6, 713-740.
- Kolb, A.Y. & Kolb, D.A. (2005), Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education, *Academy of Management Learning and Education*, 4 : 2, 193-212.
- Linstead, S. & Höpfl, H. J. (2000), *The Aesthetics of Organization*, London, Thousand Oaks Calif. : Sage Publications.
- Mack, K. (2013), Taking an aesthetic risk in Management Education: reflections on an artistic-aesthetic approach, *Management Learning*, 24:3, 286-304.
- Minocha, S. & Reynolds, M. (2013), The Artistry of Practice or the Practice of Artistry. Embodying Art and Practice in a Business School Context, *Journal of Management Inquiry*, 22: 2, 173-192.
- Rousseau, D. (2012), Designing a Better Business School: Channelling Herbert Simon, Addressing the Critics, and Developing Actionable Knowledge for Professionalizing Managers, *Journal of Management Studies*, 49:3, 600-618.
- Rynes, S., Rousseau, D., Barends, E. (2014), From the Guest Editors: Change the World: Teach Evidence-Based Practice, *Academy of Management Learning and Education*, 13:3, 305-321.

- Springborg, C. (2012), Perceptual Refinement: Art-based Methods in Managerial Education, *Organizational Aesthetics*: 1:1, 116-137.
- Statler, M., (2014), Developing wisdom in a business school? Critical reflections on pedagogical practice, *Management Learning*, 45: 4, 397-417.
- Statler, M., & De Monthoux, P. G. (2015). Humanities and Arts in Management Education, The Emerging Carnegie Paradigm, *Journal of Management Education*, 39: 1, 3-15.
- Strati, A. (2007), Sensible Knowledge and Practice-based Learning, *Management Learning*, 38:1, 61-77.
- Strati, A. (2000), The Aesthetics Approach in Organization Studies, In Linstead, S., Höpfl, H. J. (Dir.), *The Aesthetics of Organization*, London, Thousand Oaks: Sage Publications, 13-34.
- Sutherland, I. & Jelinek, J. (2015), From Experiential Learning to Aesthetic Knowing. The Arts in Leadership Development, *Advances in Developing Human Resources*, 17:3, 289-306.
- Sutherland, I. (2013), Arts-based methods in leadership development: Affording aesthetic workspaces, reflexivity and memories with momentum, *Management Learning*, 44 :1, 25-43.
- Taylor, S. & Statler, M. (2014), Material Matters. Increasing Emotional Engagement in Learning, *Journal of Management Education*, 38: 4, 586-607.
- Taylor, S.S. & Ladkin, D. (2009). Understanding arts-based methods in managerial development, *Academy of Management Learning and Education*, 8: 1, 55-69.
- Taylor, S.S. & Ladkin, D. (2014). Leading as craftwork: The role of studio practices in developing artful leaders. *Scandinavian Journal of Management*, 30: 1, 95-103.
- Taylor, S.S. & Statler, M. (2014), Material matters: Increasing emotional engagement in learning, *Journal of Management Education*, 38:4, 586-607.
- Tomkins, L. & Ulus, E. (2016), 'Oh, was *that* "experiential learning"?!' Spaces, synergies and surprises with Kolb's learning cycle, *Management Learning*, 47:2, 158-178.
- Yamazaki, Y. & Kayes, C. (2004), An Experiential Approach to Cross-Cultural Learning: A Review and Integration of Competencies for Successful Expatriate Adaptation, *Academy of Management Learning and Education*, 3:4, 362-379.