



POSITIVE EDUCATION MANAGEMENT TO CREATE TRANSFORMATIVE TEACHING AND LEARNING ACTIVITIES IN BANTEN HEALTH VOCATIONAL SCHOOL INDONESIA

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ABSTRACT

This article is to explore a new approach to education management called positive education management (PEM) which has been implemented in Banten Health Vocational School as the research object. Management of positive education is a model of teaching and learning activities that are centered on positive knowledge organizations. This article introduces six aspects of transformation in the organization and their impact on the education management literature: complexity, community, creativity, spirituality, flexibility and positivity. Based on these elements of transformation, this article tries to introduce a positive education management model based on six dimensions: 1) encouraging integrative and holistic thinking, 2) building togetherness, 3) developing creativity and skills through innovative projects, 4) integrating spirituality into teaching and learning activities, 5) encourage flexibility and individual empowerment of students, and 6) design positive learning ideas. This positive education management model is elaborated and critically analysed through the application of the best practices of teaching and learning activities conducted in selected schools.

KEYWORDS : Positive Education Management; Positive Knowledge Organization; Transformative Teaching and Learning Activities.

INTRODUCTION

A few months before, the writers dreamed about teaching and about the future of his student. The writers always said to themselves "One day ... the writers will plan a learning program that makes students love their learning experience. The writers will make students find pearls stored in them. Both will make them realize the positive effects of the lessons they receive in life and make them learn from each other. Both are teachers who continue to be challenged to find an ideal learning model by considering that he still has time to find it. they is very indebted to the students who have shown the best ability, enthusiasm, commitment, creativity, time and sharing insights with the writers. Also, the writers dedicate this article to students and teachers who have inspired and supported the writers to aspire being better teachers and loyal to this noble profession.

Making students more involved, creative and passionate about learning, finding their "stored pearls", creating a positive and mutually supportive learning environment, finding ways to communicate effectively with them, and ways of building close relationships with them are challenges and issues that must be responded to prepare future leaders and future generations in the 21st century. This article is an initial attempt to answer these challenges, namely by introducing a new approach to education management, called positive education management.

By taking Banten Health Vocational School as the object, the objectives of this article are: a) introducing a positive education management model in the world of education; b) reviewing six elements of transformation in organizations that affect the implementation of positive education management; and c) describing the six dimensions of positive education management and implementation strategies.

THEORIES

The writers define positive education management (PEM) is a pedagogical principles and practical guidance to develop the potential, skills, interests and ideals of the students by using the principles of the positive organizational scholarship based on Cameron, Dutton & Quinn (2003). To introduce PEM, the writers will first review the positive organizational scholarship (POS) approach.

Positive organizational scholarship (POS) is the study of positive, developing and needed things in organizations (Cameron and Caza,

2004). POS is a great idea that has a great knowledge based in the field of psychology, organizational sciences and social sciences (Cameron & Caza, 2004; Mandel, 2013; Hillard, & Dent, 2017). POS does not adopt certain theories, but includes very broad theories to understand, explain, and create the best conditions for humans, positive behavior, development, and enthusiasm in organizations (Ratanjee, 2018)). The word 'positive' refers to a positive perspective in assessing phenomena that exist in traditional organizations (Luthans, Luthans, & Palmer, (2016), the word 'organizational' refers to contextual factors and dynamics associated with positive processes or positive results in the organization (Cameron, Dutton, and Quinn, 2003), and the word "scholarship" refers to theories and methods resulting from rigorous empirical research (Poole & Brown, 2009); Sprick, 2013).

The main premise of the positive organizational scholarship is that superior management and leadership are fundamentally related to creating an organization that allows humans to live in harmony and strengthen each other (Neal, 2014). This article is built on the assumption that teachers and school founders, in this case foundations, for example, can benefit from the theory of positive organizational scholarship (POS) to form positive principles and practices in education management. The application of the management theory of education at POS allows teachers and foundations, for example, to produce innovative and constructive methods and methods of teaching.

The positive organizational scholarship is very relevant for the purpose of this article for a number of reasons. Several aspects of POS support the purpose of this article. Therefore, this article is built on the assumption that there is an untapped potential and synergy in bringing this literature together. The field of management education can benefit from a number of concepts in POS; including compassion (Ratanjee, 2018), high quality connections (Neal, 2014.), virtues at work (Cameron, Dutton, & Quinn, 2011), courageous principled action (Cameron, Dutton, & Quinn, 2003), and reflected best self portraits (Roberts, Dutton, Spreitzer, Heaphy, and Quinn, 2005). For example, principals can benefit extensively from the theory and research on 'high quality connections' to develop better and more sustainable relationships with students. Principals can also focus more on learning materials that motivate students, create positive energy in the classroom, and encourage the development of individuals and organizations in schools.

Several POS concepts have been used in education management

and the results are evidently promising. For example, students at the University of Michigan wrote about their best self-image, which is defined as self-construal about how they use strength and ability to create positive experiences for themselves and others (Mandel, 2013; Neal, 2014).

Positive education management (PEM) is built on six elements of organizational transformation; a) complexity, b) society, c) creativity, d) spirituality, e) flexibility, and f) positivity. Based on these elements and their influence in education management, this article introduces PEM; in accordance to the following six dimensions: 1) encouraging integrative and holistic thinking, 2) building togetherness, 3) developing creativity and skills through innovative projects, 4) integrating spirituality into teaching and learning activities, 5) encouraging flexibility and empowering individuals students, and 6) design positive learning ideas.

There are several reasons the writers feel it is important to introduce PEM pedagogy, principles and practice. The first and foremost, the emergence of writings that criticize contemporary education management and the problems associated with it (Swanson and Frederick, 2003; 2004; Swanson, 2003; Kochan, 2002; Giacalone, & Jurkiewicz, 2003; Vega, 2007; Walsh, Weber, & Margolis, 2003; Neal, 2014; Luthans, Luthans, & Palmer, 2016). The management experts expressed their concern then criticized a number of issues posed by business schools and management (Wheeler & McLeod, 2002; Ratanjee, 2018). Among the problems that arise are the gap between theory and practice (Rynes, Bartunek, & Daft, 2001), and increasingly irrelevant threats (Wheatley, 1994; Mandel, 2013). As a result, the old education management model based on competition and hierarchy in the past does not match global complexity, rapid change, and challenges as described above. There is a need for new models of education management that are more suitable for the unique challenges of the 21st century. Thus, there is a need to: a) better and deeper understanding of how POS can be used in education management; b) description of the MEP model and how it works; c) describe how MEP principles can be used in the classroom.

Many experts have written articles about extra-transformation and dramatic changes that occur in the world of management and organization. Management experts have tried to describe the paradigm shift in management theory and practice with a great deal of explanation (Mandel, 2013; Neal, 2014). The paradigm shift that occurs in management and organization greatly influences the context and practice of education management. The shift is influenced by the global financial crisis, the global economy of interdependence, the crisis of confidence, and the need to generate new enthusiasm in the workplace. In response to these changes, organizations are required to be able to make social innovation projects, creative ways of organizing work, meaningful work experience, decentralized organizational structures and flexible boundaries, and positive energy networks. This article introduces the typology of this shift to understand the context of organizational change and management of education in the past decade.

The writers argue that changes in the organizational landscape can be characterized by six elements of transformation as follows; 1) complexity, which shows a new concept of organization, namely as a dynamic adaptive system (the focus is on chaos and dynamism); 2) communities, which focus on organizational social responsibility for their stakeholders (the focus is on contributing to the community and community service); 3) creativity, which shows innovative ways of working in organizations (the focus is on innovative and creative thinking); 4) spirituality, which is based on the movement of spirituality in the organization (the focus is on the inner conditions and spiritual needs of the members of the organization); 5) flexibility, which shows new organizational models and practices based on flexibility and adaptability (the focus is on empowerment, spontaneity, diversity); 6) positive, which focuses on the positive organizational scholarship and established theories about the

organization (the focus is on inspiration, vitality, hope, courage). The six elements of transformation provide us with a complete perspective on changes in organizations and illustrate the need for new models of education management. Elements of transformation were chosen as a result of a comprehensive literature survey based on criteria: a) theoretical and practical relevance to the concept of positive education management, b) the existence of complete assumptions about what changed in the organization. The six elements of transformation are explained through the relevant literature below:

First, complexity: the first element of transformation is the need for integrative, non-linear, and dynamic thinking because of the increasing complexity in management practice. This element is proven in the changes from predictability to chaos (Neal, 2014), from simplicity to complexity (Luthans, Luthans, & Palmer, 2016), from top-down control to self-organization (Hillard, & Dent, 2017)), and from mechanistic thinking to interconnected thinking based on quantum physics, cybernetics, and cognitive science (Sprick, 2013). The most recent educational management philosophy is built on an epistemological paradigm shift in the natural and social sciences.

Second, society: the second sign element of transformation is a new focus on social responsibility and community welfare; evidenced by the change from techno-centrism to sustainable development (Hillard, & Dent, 2017), from the economic focus to profit balance, quality of life, spirituality, and social responsibility (Walsh, Weber, and Margolis, 2003; Giacalone, Jurkiewicz, 2003; Ratanjee, 2018), from selfishness to attachment between one another (Kerry & Murdoch, 1992; 2), and from self-interest to service and management (Mandel, 2013).

Third, creativity: the third sign element of transformation is creativity and innovation used in contemporary organizations. Organizations have tried to introduce creative ways of organizing and working, such as building connections through network organizations (Sprick, 2013), utilizing group intelligence (Luthans, Luthans, & Palmer, 2016) or creating collective intelligence in work teams (Neal, 2014)

Fourth, spirituality: the fourth sign element of transformation is the incorporation of spirituality in the workplace; as seen in changes from materialistic to spiritual orientation (Kerry, & Murdoch, 1992; Wagner-Marsh and Conley 1999) and from rational systems with rules and instructions to the spiritual dimension of meaning, purpose, and sense of togetherness (Wheatley, 1994; Neal, 2014).

Fifth, flexibility: the fifth element of transformation is the increasing level of flexibility and diversity in organizational forms and practices; such as flexible work arrangements (Cameron, Dutton, & Quinn, 2011), executive coaching (Luthans, Luthans, & Palmer, 2016), empowerment (Wagner-Marsh, & Conley, 1999), and employee involvement and participation (Wheeler, & McLeod, 2002).

Sixth, positive: an element of the sixth transformation is the emergence of a power-based approach in organizational science and management practice. Based on recent research on positive emotions (Vega, 2007), positivity emphasizes the centrality of positive sentiments such as hope, inspiration, and joy as central elements for the process of change in human systems (Waddock, 2007). The positive approach seems to be at the forefront of social science and has gained a place among scientists and management practitioners in the past decade (For example, Valerius, & Hamilton, 2001). and positive organizational scholarship (Cameron, Dutton, & Quinn, 2011; Cameron & Caza, 2004), positive movements in organizational science. In this discipline, the Positive Organizational Scholarship is the most important for the scope of this article, as POS forms the theoretical basis of the PME model. POS utilizes a broad spectrum of theories and concepts to explain and enable the best performance, excellence and vitality in organizations (Turnipseed, 2002).

Each of these elements is distinctive, coherent, and strong; but when taken together, these elements help capture a comprehensive picture of the dramatic changes that occur in the world of management and organization. The writers argue that the synthesis of the six elements of transformation can provide us with an integrative perspective that can be used to develop a multidimensional model of positive management education. The writers also believe that integration is useful in several ways. First, it is a step towards holistic generation theory in the management of positive education. The emphasis on "positive" is very important here to create a mature context for the needs of the practice of positive education management. Second, the six elements of transformation provide a comprehensive assumption about what is changing in the organization and in life in the 21st century. Therefore, the six elements of transformation also form the basis of the six dimensions of positive education management.

METHOD

The writers use qualitative research methods that are exploratory and inductive. Both collect statements and/or experiences of the teachers, students and principal of Banten Health Vocational School as respondents through interviews and direct observation to obtain, develop, create and find concepts related to positive education management. The both methods are used to help the writers able to capture the implementation of management in the given schools. The efforts to create a productive teaching and learning activities also is analysed that in turn will create a competitive and qualified students and alumni. The writers also try to find out solutions and approaches taken by the principles, teachers and students on how solve the problems and obstacles when executing their positive managing roles

RESULT & ANALYSIS

The model of positive management education is based on six principles and practices: 1) developing dynamic, holistic and systemic thinking skills for students; 2) build a spirit of togetherness through caring, attention, love and affection; 3) develop innovative skills and encourage creative self-expression; 4) develop an understanding of noble values by integrating spirituality into the classroom; 5) identifying students through their learning experiences, 6) encouraging the hopes and optimism of students by creating a positive learning climate. These six principles are pedagogy, principles and practical sequences in implementing positive education management.

Banten Health Vocational School have been establishing pedagogical principles and practices through these six dimensions. Each dimension will be illustrated through pedagogy, principles, and the practice of teaching and learning.

First, fostering integrative and holistic thinking: In line with element of complexity, PEM's first principle is to develop integrative and holistic thinking skills of students. Along with the increasingly diverse problems that arise at this time, students must be able to develop integrative, cross-disciplinary and holistic thinking skills to overcome this problem.

Second, building togetherness through high-quality relationships: In line with community elements, the second principle of PEM is to build close togetherness between teachers and students. The quality of the relationship between teachers and students is an important factor in building a sense of togetherness. The writers assume this relationship as a lifelong holistic relationship; based on: a) individual guidance and counseling, b) intensive interaction, c) personal relationships and affection, d) empathy and deep attention, and e) continuous feedback and interaction.

To form a sense of togetherness; students and teachers of Banten Health Vocational School have implemented a service learning project called 'What will be your inheritance?' These projects turned out to be transformational, positive, and enrich the learning experience among fellow students and teachers. In this learning

process, students can measure the extent of their contribution to the surrounding environment. They think about how they can achieve positive change in their communities and within the scope of their influence. They design a social innovation project, such as playing an active role in a non-governmental organization (NGO) that will have a positive impact on people's lives and welfare. Then they share their stories, their colleagues ask questions related to their projects and their respective communities. The results of the project are the formation of a sense of togetherness based on human values. Positive energy and hope are contagious. Here are some of the titles of the students' 'heritage' projects: *Reducing Pollution in Jakarta, Overcoming Flood Disasters in Tangerang, My Contributions to the Development of Tangerang City.* "We even have our opportunity to reflect on" what will be our heritage "and the opportunity to implement it in our society; what is amazing. My project is about reducing pollution in Jakarta, and I am very excited to implement it and see the results."

This learning material and project are sophisticated in terms of the relationship between teachers and students. The students have a lifelong relationship and they feel they are part of a very professional network. They know that the teachers care about them and they will communicate with their students after learning is finished.

Third, the students and the teachers of Banten Health Vocational School try to build creativity and skills through innovative projects: In line with element of creativity, the third principle concerns PEM develops creative and innovative skills of students through experience, project-based learning and skill development. The assumptions underlying this dimension are that a) leadership and management skills can be further developed by learning experiences and applying knowledge projects; b) students can get the best and develop managerial abilities by applying and providing experience directly; c) students must get out of their comfort zone, class and campus to become effective leaders; and d) students must prepare themselves to become leaders in the 21st century by developing creative and innovative thinking skills. This dimension encourages students not to focus on values, but instead focuses on independent learning, making projects truly useful for their own goals and lives, creating breakthrough projects for the future, and bringing the best contribution to the surrounding community.

In this case, the writers ask the students of Banten Health Vocational School to write innovative articles on global issues, breakthroughs and ideas in management and organizations. They have total freedom to choose a theme that makes them feel excited to write it. The idea is to find inspiration, creativity and interesting ideas. Students build an analogy between management and other fields, such as music, art, politics, psychology, and health. One of them states "I like the fact that there are no midterms, quizzes or finals in this lesson. This evaluates learning performance based on project work; that reflects real life."

Fourth, Banten Health Vocational School is integrating spirituality into the classroom: In line with the sign of spirituality, PEM's fourth principle is to integrate spirituality into the classroom. The writers define spirituality as a manifestation of a person's life that is more balanced, creative, and peaceful. This principle of Banten Health Vocational School requires students to realize that the assessment of others against themselves is not only from cognitive abilities, but also social, emotional, and spiritual intelligence. This also emphasizes the need to bridge the creativity, reflectivity, spirituality, and artistic spirit of students to find the best side that is in themselves. The aim is to provide opportunities for students to explore the meaning or purpose in their lives; to express their longing for something transcendent; and build a close relationship between yourself and others.

To express their innermost selves, the students under the teachers supervision submit projects called 'Reflection and Art of Work' where they reflect on what they experience in attending the lesson. They

do this in a creative and unique way. This project is intended to help students discover and express their creativity through spiritual reflection. Previous literature shows that creativity is positively related to spirituality, higher self-awareness, and intuition (Poole, & Brown, 2009; Sprick, 2013; Luthans, Luthans, & Palmer, 2016). The project is centered on the connection between creativity and spirituality, creativity is seen as a way to show one's spirituality. There are no format requirements or restrictions. Think outside the box; students make personal diaries, journals, pictures, stories, concept maps, videos, draft books, and CDs. Students express themselves through various forms of art, such as music, dancing, singing, poetry, painting and expressing their souls. This project allows them to discover and express their natural creativity, spiritual self, and uniqueness. Learners find that deep inside they are more spiritual and more creative than they have imagined. Many projects have exceeded the teachers' expectations in terms of depth, reflection, insight, integration and synthesis.

Fifth, the school is also fostering flexibility and empowerment through individual attention: In line with the element of flexibility, the fifth principle of positive education management offers by paying attention to each student and customization based on needs. According to this perspective, each student is seen as an individual who has various dreams, hopes, goals, aspirations and passion about their future. Each student has different and unique gifts, wealth, talents, strengths, and skills. The assumption is that students will be truly committed and inspired if they are given the freedom to choose and make projects tailored to their strengths, dreams and passions. Students are more motivated if they develop relationships and individual interactions with the teacher.

The writers believe in the following: caring, sincere attention, intensive meetings, love and affection for students brings a very positive positive impact on the teachers' efforts to succeed in the learning activities.

Sixth, the school has been establishing positiveness in every aspect of management. In line with the element of complexity, the sixth principle of positive management education is to create positivity, the possibility and maintain a learning platform for students where they can grow intellectually and spiritually. The main goal is to find, express and develop 'the best, the most positive, and the most creative' for the students. This dimension involves the values and principles of positive learning (ie being supportive, helpful, encouraging, nurturing, and inspiring) to create a positive learning atmosphere for students. Students do what is best for them in a positive climate based on hope, inspiration, enthusiasm, creativity, encouragement, and affection. This is the reason why the writers prepare positive surprises for each class to ensure that each meeting is interesting, fun, and beneficial for students. Positive surprises include training programs, funny videos and movie clips about leadership.

The PEM model presented in this article has several limitations; first, learning outcomes may not be generalized to different cultural contexts and different samples from students. The principles and practices of management of positive education will require adaptation to the different programs offered to various populations of students in various regions. For example, PEM practices are more convenient for developing soft skills, such as interpersonal skills and emotional intelligence. Therefore, it is expected that PEM is more compatible with qualitative and/or applied courses such as human resource management or leadership.

Second, we must emphasize that the project presented above may not work for all students. Some students cannot follow this active learning model. PEM can be useful for students who are open to new experiences and new models of learning, such as project-based-work, teamwork, and creative artwork.

Third, PEM is a model that is difficult to replicate and implement, given the limited time and space available at certain educational

institutions. Management instructors deal with several commitments, deadlines, and pressures. Knowing and fulfilling the wishes of each student, providing mentoring and guidance, evaluating performance and progress, providing tailored feedback, and designing personal learning and developmental experiences for students will take a large amount of time and effort. Both writers acknowledge that it is very difficult to apply PEM principles in formal education institutions like now.

CONCLUSION

Making the students more involved, creative and passionate about learning, finding their 'stored pearls', creating a positive and mutually supportive learning environment, finding ways to communicate effectively with them, and ways of building close relationships with them are challenges that answers must be found to prepare future leaders and future generations in the 21st century. Although it is not possible to overcome all the challenges discussed above; Nevertheless, the writers hope that this article can contribute to the overall discussion and dialogue about the use of strong methodology in education management. By taking Banten Health Vocational School as an example of practice also will provide example and inspiration how to operate PEM successfully.

Using the analogy of the butterfly effect, the writers expect this article can make a difference to positive changes in the educational environment. Using this article, management instructor can design and organize management that operates on PEM principles; and thus learn more about creating a positive learning community where the students feel connected to themselves, their peers, and their communities.

In this article, innovative paradigms and new models for management education have been introduced by applying the Positive Organizational Scholarship into the field of education management in the case of Banten Health Vocational School. PEM has a positive impact on the lives of students. The model is able to spread enthusiasm and enthusiasm to make a positive difference in the world of education regardless its constraints.

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