
A Research Note on the Managerial Intellectual Learning Capability-Building Mechanism (MILCBM)

JOSEPH KIM-KEUNG HO
Independent Trainer
Hong Kong, China

Abstract:

As a teacher, this writer attests that many part-time students in business management, who are practicing managers, experience difficulties in managerial intellectual learning. Based on the literature review of the writer, the factors that are vital for driving effective managerial intellectual learning are identified and synthesized into a theoretical notion called the managerial intellectual learning capability-building mechanism (MILCBM). The writer asserts that the main managerial intellectual learning difficulties can be explained as a malfunctioning of this very MILCBM. To redress this malfunctioning, the writer recommends practicing managers to make use of this notion of intellectual learning capability-building mechanism as a diagnosis tool to tackle their own managerial intellectual learning problems. The notion also contributes to the theoretical development of the concept of managerial intellectual learning and the Multi-perspective, Systems-based (MPSB) Research, reflecting the academic value of MILCBM as a result.

Key words: the managerial intellectual learning capability-building mechanism (MILCBM), the managerial intellectual learning, mindfulness, reflection, the Multi-perspective, Systems-based (MPSB) Research

Introduction

The topic of managerial intellectual learning is pertinent to the understanding of how practicing managers as well as students of business management are able to carry out effective management development. Nevertheless, from the writer's experience as a part-time teacher to adult students studying for university degree programs in business management, many students experience much difficulty to learn in their study. Such learning difficulty appears to be related to students' limited personal resources and an inappropriate mindset on management learning. The following three episodes from the writer are illustrative:

Episode 1: During a Research Methods lecture, one of the writer's students asked the following question: "Sir, could you tell me how I am able to do well in my dissertation project, given that I have no money to buy textbooks on Research Methods, no time to go to library, and no time to read academic articles?" This question has been shared by quite some of the writer's students, as the writer subsequently discovered.

Episode 2: On receiving the feedback comments on her submitted dissertation proposal from the UK Lecturer, a dissertation student contacted this writer, who was the local tutor on dissertation projects in Hong Kong, with the following question: "Sir, I got the comments from the UK lecturer, who said that my research questions are not clearly formulated, my literature review is weak and my research method is vague. I am very confused and do not know what to do now? Please give me some advice." From the discussion with the student, the writer learned that she, being busy, had not spared time to read any textbooks on Research Methods at all.

Episode 3: During a dissertation project meeting with a business administration student, the student showed to this writer, who was the student's dissertation project supervisor, a pile of academic articles she had read on Corporate Governance.

Apparently, the student had browsed through the articles but was still unable to formulate a dissertation proposal, including what management theories to use, what research methods to employ and, what are the objectives of her dissertation proposal. She was barely able to say that she was interested in the topic of non-compliance by directors. The writer noticed that the student was not familiar with the subject of Research Methods though she had attended this writer's Research Methods class six months' ago. Meantime, she was busy studying another management subject of her Degree programme.

In many of these cases that the writer has encountered, the general reply from the writer has been: "Please try to spend more time to study Research Methods textbooks and read some academic articles/ sample dissertation reports to learn how to improve your dissertation report quality in an incessant way. Then keep trying to conduct your dissertation project, write up and refine your dissertation report. In case of problems, please feel free to contact me for a chat...". These three episodes indicate the general difficulties experienced on managerial intellectual learning by mature part-time students in business management, many of whom are practicing managers. In the paper, the writer is going to examine managerial intellectual learning with a view to addressing these prevailing learning difficulties.

An examination on the managerial intellectual learning process

Ho (2013a) proposed a managerial intellectual learning model in a rough sketch. Managerial intellectual learning is directed at learning the various notions, theories and approaches from the academic and professional communities in various management disciplines, which are then employed to comprehend the appreciated management practices in the real

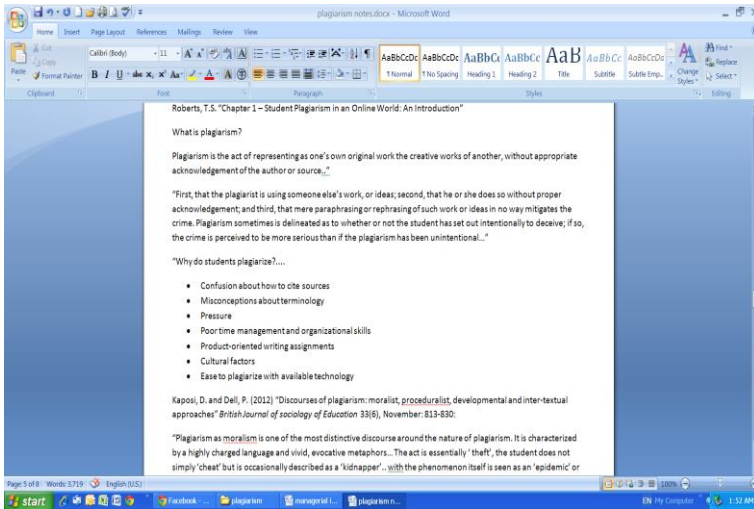
world. It is a sub-topic in management learning. While managerial intellectual learning can be individual, group and organization-based, the main ‘reference point’ in the management learning literature is on the individual learner (Perriton and Hodgson, 2012), as this paper also does. For Kolb (1984) as cited by Gelter (2003), the learning process itself has two dimensions: (i) *appreciation*, which summarizes “our sensations” and (ii) *comprehension*, which introduces “order in such sensations” and makes them “communicable”. The management knowledge gained from managerial intellectual learning is made up of three knowledge domains: (i) *intellectual knowledge*, (ii) *wisdom-related knowledge* (Ardelt, 2000) and (iii) *critical theory* employed in critical reflection (a topic in management learning) (Reynolds, 1998). *Intellectual knowledge* is described as impersonal, particularistic, time-bound, scientific and experientially detached while *wisdom-related knowledge* is depicted as spiritual, personal, timeless, comprehensive, and experientially personal. In the management literature that we have in academic and professional publications, most of the management knowledge is related to *intellectual knowledge* rather than to *wisdom-related knowledge*. This is mainly due to the fact that management professionals, especially the young ones, have a high priority to learn professional knowledge which is “specialized, firmly bounded, scientific, and standardized” (Schön, 1996). Such professional knowledge is in short more affiliated to *intellectual knowledge* than to *wisdom-related knowledge*. Still, there are a few academic journals that focus on *wisdom-related management knowledge* such as the *Journal of Human Values* (SAGE) and *Journal of Business Ethics* (Springer). Discussion of *critical theory* has come up in the management learning literature, e.g. *Management Learning* (SAGE), from time to time.

The managerial intellectual learning process (Ho, 2013a) is described below, followed by an elaboration of its underlying

managerial intellectual learning capability-building mechanism (MILCBM). The managerial intellectual learning process model has 4 phases. Phases 1 to 3 have a roughly sequential order, reflecting an initial exploratory literature review effort (Phase 1), followed by a more focused and exploitative literature review endeavor (Phases 2 to 3). Phase* is a concurrent, experiential, problem and theory-driven learning process that interacts with Phases 1 to 3 all the time.

Phase 1 - Data Management: it is about browsing, indexing and storing readings/ writings online and offline that are related to business management. These are the academic journals, professional journals, textbooks, newspapers, Youtube videos as well as reflective materials/ journals (Boud, 2001). As an intellectual endeavor, it is exploratory in nature, and is typically done in initial literature review for the conduct of a Management Research project (Saunders *et al.*, 2012, p. 72). The main tool to use is the search engine, which is available in Youtube.com, Blogger.com, Google.com (including the Google Scholar for scholarly articles) and in academic publishers' websites. One practice carried out by the writer at Phase 1 is to shortlist relevant articles on a research theme under review and type a note from these articles into a Winword file, see Exhibit 1, for subsequent *Absorbed reading* (Phase 2). Multi-tasking with an Internet-connected computer is more important than absorbed reading in a solitary study environment with Phase 1 learning.

Exhibit 1: A typed note from a shortlist of articles on a research theme under review



Phase 2 - Absorbed reading: it is a kind of more focused literature review as described in Research Methods textbooks; it tries to understand, evaluate, synthesize, reconfigure and develop various management concepts, management theories and management approaches so as to apply them on more specific concerns and phenomena in the world of management practices. Such intellectual learning effort requires absorbed reading and mindfulness/theory-driven reflection to be successful. At this phase, some additional literature searching is also carried out (a Phase 1 activity), but it is more focused. Phase 2 learning enriches a manager's cognitive structure of management knowledge. This phase of intellectual learning is quite detached. Furthermore, it cannot be done effectively on the road while also multi-tasking with an Internet-accessed mobile device. That is why it is called *Absorbed reading*.

Phase 3 - the Multi-perspective, Systems-based (MPSB) knowledge compilation: it is a kind of literature review exercise, based on Critical Systems Thinking, to examine a management discipline at either an individual concept level or the whole discipline level, resulting in the construction or enhancement of

the MPSB Frameworks that make the management discipline coherent and understandable (Ho, 2014a; 2014b). As a result, the MPSB cognitive filter for management is enhanced; some MPSB Frameworks and related systems diagrams are constructed. Readers are referred to Ho (2014a) for further discussion on the MPSB cognitive filter for management. Again, this form of intellectual learning is detached. The required learning environment is similar to that of Phase 2. That is, an environment with minimal disturbances.

Phase - Practice-based intellectual learning:* This kind of managerial intellectual learning endorses the notions of “knowing in practice”, “work-based learning” (Hotho *et al.*, 2013), “the relational, site and context specific conception of knowledge” (Perriton and Hodgson, 2012), reflection (Gelter, 2003), action learning mindset (Stephens and Haslett, 2002), management learning by walking around (Zundel, 2012) and the underlying views that learning is a social process that is “based on mutual engagement in activities and situated in a wider community” (Hotho *et al.*, 2013). It is carried out by practicing managers on an ongoing basis in the world of management practices, as informed by Phases 1-3 intellectual learning all the time, and vice versa. This type of managerial intellectual learning (i.e. Phase*) resonates with Perriton and Hodgson (2012)’s view that learning (in our case, managerial intellectual learning) “cannot be separated from the active involvement of the individual in the context of their own practice”; this learning is therefore non-detached. The sign * is used to label this ever ongoing Phase of learning. When done well, the interaction between Phase* and Phases 1-3 can reduce management theory-practice gap and produce valuable actionable management knowledge (Ho, 2014d). Practice-based intellectual learning can be facilitated with journal writing, which enhances “reflective practice” (Boud, 2001). The linkages between the four phases are further explained in Table 1.

Table 1: Linkages between the four phases of the managerial intellectual learning process

<i>Linkages</i>	<i>Descriptions</i>
Linkage between Phase 1 (Data management) and Phase 2 (Absorbed reading)	<ul style="list-style-type: none"> Data management (Phase 1) captures relevant reading materials for Absorbed reading (Phase 2) to dwell on. Absorbed reading (Phase 2) generates new perspectives to study a management topic, which triggers another Data management (Phase 1) exercise.
Linkage between Phase 2 (Absorbed reading) and Phase 3 (the MPSB knowledge compilation)	<ul style="list-style-type: none"> Absorbed reading (Phase 2) enhances mastery of the relevant management concepts on a management theme, which enables a high-quality MPSB knowledge compilation (Phase 3). In the process of the MPSB knowledge compilation (Phase 3), new research questions and knowledge gaps can be recognized, which require additional Absorbed reading (Phase 2) [plus Phase 1 effort] to address.
Linkage between Phase 3 (the MPSB knowledge compilation) and Phase 1 (Data management)	<ul style="list-style-type: none"> In the process of the MPSB knowledge compilation (Phase 3), new research questions and knowledge gaps can be recognized, which require additional exploratory Data management endeavour (Phase 1) to address. In the Data management (Phase 1) process, interesting management themes and management phenomena may coincidentally be spotted that can be further examined by the MPSB Research, thus prompting an MPSB knowledge compilation (Phase 3) exercise.
Linkage between Phase* (Practice-based intellectual learning) and Phases 1 to 3	<ul style="list-style-type: none"> Phases 1-3 activities build up sophisticated theory-driven analysis competence and management knowledge to support Practice-based intellectual learning (Phase*). Practice-based intellectual learning sustains intellectual curiosity and generates management themes that require Phases 1-3 activities to examine. Practice-based intellectual learning requires translation of academic jargons from Phases 1-3 intellectual learning to make the management knowledge comprehensible to practicing managers and their colleagues. Management knowledge gained from Practice-based intellectual learning needs to be interpreted in terms of academic management jargons employed in Phase 1-3 learning as a proper theory-driven reflection.

Phase 3 is related to the MPSB Research theme. For a generic managerial intellectual learning process that does not involve the MPSB Research, there are only three Phases: Phase 1, Phase 2, and Phase*. Roughly speaking, Phase 1 is more about exploration learning while Phases 2 and 3 spare more effort on

exploitation learning. Phases 1 to 3 learning are relatively detached. As to Phase*, it embraces both explorative and exploitative managerial intellectual learning; it is quite context-specific and non-detached. Overall, the managerial intellectual learning model offers an organized conceptual framework to examine real-world managerial intellectual learning which is inevitably messy.

An examination on the managerial intellectual learning capability-building mechanism

Besides the managerial intellectual learning process, there is also a need to understand the intellectual capability-building mechanism (MILCBM) that propels the managerial intellectual learning process. In this sense, the MILCBM possesses the (learning) energy-acquisition and combustion function, performing as a self-sustaining engine to drive the managerial intellectual learning process. The components of the MILCBM are as follows:

Component 1: The motivator factors: Motivation is a person's psychological forces that determine a person's behavioural direction, efforts and persistence made so as to meet a person's goals. Most of the management literature on motivation is on how to motivate employees in the workplaces. Nevertheless, it is not difficult conceptually to adapt motivation theories to apply in managerial intellectual learning. The question, in this paper, is: what are the motivating factors on managerial intellectual learning? From the management literature on motivation, the writer discerns three main types of motivation theories, i.e. the static-content theories, the process theories (Bowditch *et al.*, 2008) and the integrated model (Robbins, 2003, pp. 175-177). These types of motivation theories suggest a set of motivating factors on managerial intellectual learning (Bowditch *et al.*, 2008, Chapter 3; Robbins, 2003, Chapter 6):

1. *The static-content theories:* major factors include:

Maslow's hierarchy of needs (physiological needs, security needs, social needs, self-esteem needs and self-actualization needs), Alderfer's ERG Theory (existence needs (E), relatedness needs (R), and growth needs (G)) and Herzberg's Motivation-Hygiene Theory (hygiene factors, motivators), etc.

2. *The process theories:* the major factors are: expectancy theory (effort-performance expectation, performance-outcome perception, and the value of a given reward). Regarding managerial intellectual learning, the motivated learning process can be related to studying a management subject, e.g. talent management. Performance expectation can be expected improved supervisory skills to manage one's subordinates in the workplace. An expected outcome can be improvement in a person's subordinates' work performance. The reward to the learning manager can be an increase in year-end performance bonus.
3. *The integrated model:* the main factors include those covered in the static-content theories and the process theories, plus a few additional ones, e.g. ability, objective performance evaluation system, performance evaluation criteria, reinforcement, equity comparison, personal goals, and opportunity.

It would be quite a typical application of motivation theories to study why and how a practicing manager is motivated to exert effort in managerial intellectual learning so as to improve his/her job performance, subsequently to enjoy certain intrinsic and extrinsic rewards. On the other hand, to use motivation theories to examine how and why a practicing manager is motivated to learn so as to improve his/her career prospect and quality of life would require some adaptation of the existing motivation theories. For example, motivation factors such as objective performance evaluation system or performance

evaluation criteria need to be replaced with motivation factors more relevant to this context, e.g. personal career-related performance evaluation criteria; intrinsic rewards can be ones offered by family members, rather than by a company's management.

Component 2: Mindfulness and theory-driven reflection: There are two types of mindfulness: (i) the eastern version and (ii) the western version (Weick and Putnam, 2006). For the eastern version, mindfulness means "having the ability to hang on to current objects; remember them; and not lose sight of them through distraction, wandering attention, associative thinking, explaining away, or rejection" (Weick and Putnam, 2006). The western version of mindfulness means: "(a) active differentiation and refinement of existing distinctions.. (b) creation of new discrete categories out of the continuous streams of events that flow through activities, and (c) more nuanced appreciation of context and of alternative ways to deal with it" (Weick and Putnam, 2006). Both versions of mindfulness are vital for effective managerial intellectual learning in all of the four phases of managerial intellectual learning: For Phase 1 - Data management, the exploratory learning effort requires sustained attention as well as readiness to appreciate management phenomena and management themes in alternative ways in order to direct a meaningful exploratory intellectual endeavor. As to Phases 2 and 3 of managerial intellectual learning, which require focused intellectual efforts to review the management literature, the value of mindfulness is quite obvious. Finally, Phase* requires mindfulness to support theory-driven reflective thinking on experienced management practice and concerns in the workplace, even though theory-driven reflective thinking¹ is

¹ *Reflection* is "a conscious, active process of focused and structured thinking" and is "a historically resented learned feature" (Gelter, 2003). Mindfulness implies *reflection* in managerial intellectual learning.

difficult to sustain, and has to be “learned and encouraged” (Gelter, 2003). Nonetheless, the ability to carry out both reflection (“a key element of problem-solving” (Reynolds, 1998).) and critical reflection (“a cornerstone of emancipatory approaches to education” (Reynolds, 1998).) is required for effective managerial intellectual learning.

Component 3: Personal resource management: Managerial intellectual learning requires personal resource. For Greenblatt (2002), such personal resource is made up of four types of personal resources, namely, (i) physical, (ii) psychological, (iii) cognitive and (iv) social resources. A person needs personal resource management skill (Greenblatt, 2002), such as overdosing avoidance and strategic sequencing, to acquire and make effective use of personal resource (the learning energy) to fuel the person’s MILCBM engine. In this respect, personal resource management includes time management. There are linkages between the three components of the MILCBM. They are summarized in Table 2.

Table 2: Linkages between the three components of the managerial intellectual learning capability-building mechanism (MILCBM)

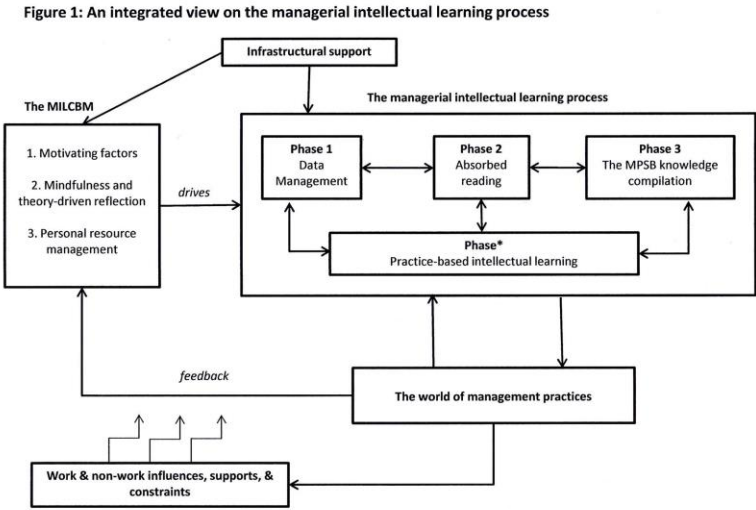
<i>Component linkage</i>	<i>Descriptions</i>
Linkage between the motivating factors (component 1) and mindfulness and theory-driven reflection (component 2)	<ul style="list-style-type: none"> • Strong mindfulness and theory-driven reflection competence are a motivating factor of ability. • Strong motivation to learn involves effort to achieve strong mindfulness and theory-driven reflection competence.
Linkage between the motivating factors (component 1) and personal resource management (component 3)	<ul style="list-style-type: none"> • Strong motivation to learn involves commitment to acquire the four types of personal resources. • Good personal resource management skill is a motivating factor of ability.
Linkage between the mindfulness and theory-driven reflection (component 2) and personal resource management	<ul style="list-style-type: none"> • Good personal resource management skill and satisfactory level of personal resource enable strong mindfulness and theory-driven reflection. • Strong mindfulness and theory-driven reflection promote responsible personal resource management practices that are conducive to effective managerial

(component 3)	intellectual learning.
---------------	------------------------

These three components of MILCBM are chosen by the writer, based on literature review and the writer's own reflective thinking, to explain why and how to drive the managerial intellectual learning process. For example, a practising manager may think that his life-goal is to be a scholar-practitioner in management accounting (Ho, 2014a; 2014b). This motivates him to (i) make good use of his personal resource management skills, (ii) develop an appropriate lifestyle and (iii) actively influence his work and non-work environment that reinforce his managerial intellectual learning efforts. As a result, this manager is able to obtain his desired intrinsic and extrinsic rewards from his strengthened managerial intellectual learning effort. In this illustrative hypothetical scenario, the writer makes use of the concept of the MILCBM to explain why and how the practising manager is able to and is committed to improve his managerial intellectual learning performance. Apparently, this illustrative scenario is not suggesting that, using the MILCBM, a practising manager is able to develop into a mature scholar-practitioner in management accounting quickly and with ease. More often than not, building up a stronger MILCBM has a transformative impact on a person's lifestyle. Practicing managers who are interested in strengthening their personal MILCBMs are encouraged to develop their own MILCBM models based on more specific factors in the three MILCBM components. Such an intellectual exercise on tailor-making a personalized MILCBM is useful because each person has his/her unique career aspiration, unique workplace and non-work environment, and a specific personal resource management condition at a certain time. Finally, it is postulated that managers with strong managerial intellectual learning capability tend to favour self-directed learning over teacher-directed learning.

An integrated view on the managerial intellectual learning process

The writer now synthesizes the ideas discussed into an integrated view on managerial intellectual learning, as depicted in Figure 1.



In Figure 1, the MILCBM is the propelling engine that drives the managerial learning process. The mechanism is made up of three components, i.e. (i) motivating factors, (ii) mindfulness and theory-driven reflection, and (iii) personal resource management. They have been explained in the previous section of this paper. The managerial intellectual learning process consists of four phases. This managerial intellectual learning model was initially introduced in Ho (2013), and further elaborated on and enhanced in the previous section. The *infrastructural support* includes (i) all the online and offline data, information, and references, (ii) the management education sector as well as (iii) the e-learning/ social networking support (see Ho, 2013b; Moisiso and Smeds, 2004). It supports both the MILCBM and the managerial learning process direct. Many of the infrastructural support services are

delivered via the Internet these days. Nevertheless, it is important to note that not all impacts of the Internet are benign to managerial intellectual learning. The Internet has the effect of promoting multi-tasking and reliance on external storage to store information and knowledge, which can weaken learners' mindfulness on managerial intellectual learning (Ho, 2013a). The *feedback* link in Figure 1 mainly comprises the job performance and work-life balance status due to managerial intellectual learning, whose performance level is affected by the MILCBM. The main examples of the job performance and work-life balance outcomes are intrinsic and extrinsic rewards for improved job performance or work-life balance condition. The *work and non-work influences, supports and constraints* in Figure 1 refer to (i) demands from various work and non-work-related stakeholders, e.g. office colleagues, friends and family members, that consume a person's personal resource and (ii) social and organizational influences, supports and constraints, e.g. workplace social support² and quality of work life³, on a person's formulation of career aspiration and career plan which affect the MILCBM of the person concerned. Such work and non-work influences also affect the managerial intellectual learning process, which is never a purely private one for an individual practicing manager. For example, in the workplace, the managerial intellectual learning process for a manager is influenced by an organization's human resource management practices, its organizational culture, organizational structure and the broader institutional structures, see, for example, Hotho *et al.* (2014). At the same time, a manager's intellectual

² *Workplace social support* is "the belief that the worker is loved, valued, and his well-being is cared about as part of a social network of mutual obligation" (Molino *et al.*, 2012).

³ *Quality of work life (QWL)* can be defined as "an opportunity to exercise one's talents and capabilities, to face challenges and situations that require independent initiative and self-direction" (Ahmad, 2013); major dimensions of QWL are: (i) Health and Safety, (ii) Employment Security, (iii) Job Satisfaction, (iv) Occupational Stress, (v) Work Environment, (vi) Work-Life Balance, and (vii) Human Relations (Ahmad, 2013).

learning and management practices also have impacts on the *work and non-work influences, supports and constraints*. Thus, the influences are mutual. Taken as a whole, the integrated view as portrayed in Figure 1 serves as a comprehensive motivation model on managerial intellectual learning.

Using the integrated view on managerial intellectual learning as depicted in Figure 1, the writer's diagnosis on the problems in Episodes 1 to 3 is that these problems fundamentally reflect defective MILCBM on the students' part, which consequently hampers their managerial intellectual learning process. To address their managerial intellectual learning difficulties, these students need to review their own MILCBMs and managerial intellectual learning process, then find out by themselves how they can reconfigure their MILCBMs to improve their support on their managerial intellectual learning. By making this suggestion, the writer endorses a coaching approach to tackle managerial intellectual learning problems by facilitating practicing managers (the coachees) to find out their own solutions to their learning problems rather than imposing a coach's "ideal" solutions on them.

Concluding remarks

The managerial intellectual learning concept has been examined in Ho (2013a) as a topic in the Multi-perspective, Systems-based (PMSB) Research. Moreover, Ho (2014a) discusses how such learning contributes to the construction of the MPSB cognitive filter for management and, more generally, to the MPSB Research, practice-oriented management research and management praxis (Ho, 2014d). In this paper, the managerial intellectual learning concept is further enhanced. Also, it examines a vexing and common issue in managerial intellectual learning: why do practicing managers experience difficulties in managerial intellectual learning? Here, the main

factors that cause learning difficulties are related to the malfunctioning of the MILCBM. With this argument, the writer recommends practicing managers to diagnose their managerial intellectual learning problems by themselves with this conceptual tool. In the same vein, management educators and coaches are recommended to make use of the MILCBM conceptual tool to facilitate practicing managers to discover their own solutions to their learning problems. Academically, the notion of the MILCBM contributes to the theoretical development of managerial intellectual learning. Lastly, the newly formulated MILCBM concept needs to be further tested and developed with more management research.

BIBLIOGRAPHY:

- Ahmad, S. 2013. "Paradigms of Quality of Work Life" *Journal of Human Values* 19 (1). SAGE: 73-82.
- Ardelt, M. 2000. "Intellectual versus wisdom-related knowledge: the case for a different kind of learning in the later years of life" *Educational Gerontology* 26. Taylor & Francis: 771-789.
- Boud, D. 2001. "Chapter 1: Using Journal Writing to Enhance Reflective Practice" *New Directions for Adult and Continuing Education* 90, Summer. Wiley: 9-17.
- Bowditch, J.L., A.F. Buono and M.M. Stewart. 2008. "Chapter 3: Motivation" *A Primer on Organizational Behavior*. John Wiley & Sons.
- Gelter, H. 2003. "Why is Reflective Thinking Uncommon?" *Reflective Practice* 4(3), October. Taylor & Francis: 1470-1103.
- Greenblatt, E. 2002. "Work/Life Balance: Wisdom or Whining" *Organizational Dynamics* 31(2). Elsevier Science: 177-193.
- Ho, J.K.K. 2013a. "A Research Note: An exploration on the

- intellectual learning process of systems thinking by managers in the digital social media ecosystem” *European Academic Research* Vol. 1(5), August: 636-649.
- Ho, J.K.K. 2013b. “A research paper: Providing e-learning support to part-time students in business disciplines using Facebook from the Multi-perspective, Systems-based (MPSB) perspective” *Systems Research and Behavioural Science* 30. Wiley: 86-97.
- Ho, J.K.K. 2014a. “A Research Note on the Concept of the Multi-perspective, Systems-based (MPSB) Cognitive Filter for Management” *European Academic Research* 2(1), April: 686-704.
- Ho, J.K.K. 2014b. “An exploratory exercise to establish the profile of a double-hybrid management accountant with justifications” *European Academic Research* 1(11), Feb.: 4261-4273.
- Ho, J.K.K. 2014c. “A theoretical review on the professional development to be a scholar practitioner in business management” *European Academic Research* 1(12), March.: 5393-5422.
- Ho, J.K.K. 2014d. “A Review of the Multi-perspective, Systems-based (MPSB) Research with an MPSB Knowledge Supply Chain Framework” *European Academic Research* 2(1), April: 705-729.
- Hotho, J., A. Saka-Helmhout and F. Becker-Ritterspach. 2014. “Bringing context and structure back into situated learning” *Management Learning* 45(1). SAGE Publications: 57-80.
- Kolb, D.A. 1984. *Experiential Learning. Experience as the Source of Learning and Development*. Prince Hall. New Jersey.
- Moisio, A. and R. Smeds. 2004. “Research Article: E-Learning: A Service Offering” *Knowledge and Process Management* 11(4). Wiley: 252-260.
- Molino, M., C. Ghislieri and C.G. Cortese. 2012. “When work

- enriches family-life: the mediational role of professional development opportunities” *Journal of Workplace Learning* 25(2). Emerald: 98-113.
- Perriton, L. and V. Hodgson, V. 2012. “Positioning theory and practice question(s) within the field of management learning” *Management Learning* 44(2). SAGE: 144-160.
- Reynolds, M. 1998. “Reflection and Critical Reflection in Management Learning” *Management Learning* 29(2). SAGE: 183-200.
- Robbins, S.P. 2003. *Organizational Behavior*. Prentice Hall. Upper Saddle River. New Jersey.
- Saunders, M., P. Lewis and A. Thornhill. 2012. *Research Methods for Business Students*. Pearson. Harlow. England.
- Schön, D. 1996. “Chapter 1: From technical rationality to reflection-in-action” in Edwards, R., A. Hanson and P. Raggatt (editors) *Adult Learners, Education and Training 1: Boundaries of Adult Learning*. The Open University. Routledge. London: 8-31.
- Stephens, J. and T. Haslett. 2002. “Action Learning as a Mindset – The Evolution of PICCO” *Systemic Practice and Action Research* 15(6). Plenum Publishing Corporation: 485-507.
- Weick, K. and T. Putnam. 2006. “Organizing for Mindfulness: Eastern Wisdom and Western Knowledge” *Journal of Management Inquiry* 15(3), September. SAGE Publications: 275-287.
- Zundel, M. 2012. “Walking to learn: Rethinking reflection for management learning” *Management Learning* 44(2). SAGE: 109-126.