

ASERS

Journal of Research in Educational Sciences

Bi-annually

Volume XV,

Issue 1 (17), Summer 2024

ISSN: 2068 – 8407

Journal DOI: <https://doi.org/10.14505/jres>

ASERS
Publishing





Who we are ...

ASERS Publishing was founded in 2010 and is one of the first online academic publishers of Romania.

Its objectives are excellence in research, scholarship, and education by publishing worldwide. We publish for a range of audiences in print and digital formats that work best for them. Our academic publishing program serves scholars, instructors, and researchers, publishing and discovering research across subject areas in the social sciences, sciences, and humanities.

Mission

ASERS Publishing serves the needs of the academic community with a mission to help them accelerate knowledge for a better, more innovative and knowledge-intensive world, and we do this by facilitating critical information and decision-making for customers in the global research and academic ecosystems, and making science open – so that scientists can collaborate better and innovate faster.

Research is the foundation of modern society and it's thanks to advances in science that we enjoy longer, healthier and more prosperous lives than ever before in human history. We want to make science even more powerful by ensuring it is openly available. This way, society will be able to generate more knowledge and accelerate innovation, health and prosperity for all.

Our core values are a golden thread through everything we do, and are key to achieving our mission. We are unwavering in our mission and act with urgency to make all science openly available. We know that immediate, free access to high-quality research is vital for achieving this. With open access publishing, knowledge is being shared immediately, without restrictions, enabling researchers to collaborate better and innovate faster to solve the critical challenges we face as humanity.

Scientists power modern society. It is thanks to advances in science that we enjoy longer, healthier and more prosperous lives than ever before in human history. That's why every decision we make starts with one consideration: what's best for the researcher – the people doing the science? Our role is to provide the world's scientists with the best, the fastest, and the most efficient publishing experience. This approach forms the basis of our core values, which we believe are crucial to achieving our mission.

Collaboration. We are dedicated to building communities and working together to empower each other.

Innovation. We are bold in our decision-making, driven by technology and innovation, and constantly making improvements.

Because informed decisions lead to better outcomes. We are proud to help research and academic community advance science and improve health outcomes by combining quality information and data sets with analytical tools to facilitate insights and critical decisions. We help researchers share knowledge, collaborate and make discoveries. We deliver insights that help universities, research institutions, governments and funders achieve strategic goals. ASERS Publishing supports RandD-intensive corporations, research institutes and universities with data-led insights that drive innovation.

Serving the research community. We place the researcher at the center of everything we do.

Driving confidence in research. Building on more than 15 years of collaboration with the research community we help ensure that quality research can be accessed, trusted, shared and built upon to accelerate progress in society. We work to ensure information is validated and discoverable so that your work can make a difference, and we create tools and platforms to help you showcase your impact.

Helping people access quality research. We are rigorous in everything we do and committed to only the highest quality standards. Every researcher has a fundamental right to publish in the way that works for them. We offer you a choice of publishing open access or through the subscription model depending on what is right for you.

Inclusion diversity, and equity in research. By bringing together diverse ideas and different perspectives gender, race, ethnicity, and geography we can help you drive progress more effectively. With a diverse group of people creating solutions for customers worldwide, ASERS Publishing is helping to lay the groundwork for more diverse communities in science, and helping you create a more equitable future.

Vision

Our vision is to support the seekers, the changers, the Innovators, those who see knowledge as a force for a better, more innovative and Knowledge intensive world and building bridges to knowledge — supporting the development of ideas through the research process.

Editor in Chief
Laura UNGUREANU
Spiru Haret University, Romania

Editorial Advisory Board

Annalisa Ianniello
University of Madeira, Portugal

Santiago Budria
University of Salerno, Italy

Margarida Chagas Lopes
SOCIOUS, ISEG, Technical
University of Lisbon, Portugal

Felice Corona
University of Salerno, Italy

Mădălina Constantinescu
Spiru Haret University, Romania

Piotr Misztal
The Jan Kochanowski University in
Kielce, Faculty of Management and
Administration, Poland

Lavinia Motoc
Mayfield School Girls East Sussex,
UK

Rachel Price-Kreitz
Ecole de Management de Strasbourg,
France

Ajay Singh
University of Oregon, USA

Hans-Jürgen Weißbach
University of Applied Sciences -
Frankfurt am Main, Germany

Table of Contents

1	Empowering Vulnerable Populations through Technology: Innovations and Challenges in Social Work Minh Khang PHAM, Thi Lac An NHAN, Nguyen Toan Thien VUONG, Mai Bao Thy NGUYEN, Phuong Nam NGUYEN, Shridevi SANDIRAMOURTY, Thi Tu Uyen NGUYEN, Ngoc Gia Bao PHAM, Truong Thanh Hai NGUYEN	...5
2	Examining the Impact of Chatbot-based Language Learning Support, Adaptive Learning Algorithms, and Virtual Reality Language Immersion on EFL Learners' Language Learning Proficiency and Self-Regulated Learning Skills Akbar BAHARI, Matt SMITH, Howard SCOTT	...17
3	Access to Education under U.S. Law and Some Recommendations for Vietnam Duy Thuyen TRINH, Truong Thanh Hai NGUYEN, Pham Bao Tran MAI	...34
4	Innovations in Teaching Strategic Management Rajesh K. PILLANIA	...45
5	Teaching Staff Competencies from the Perspective of Effective Educational Management Mihail-Cristian NEGULESCU, Cristina-Mihaela BARBU, Delia-Iuliana MIHALCEA	...50
6	Statistics in Social Sciences Laura UNGUREANU	...57

Call for Papers

Volume XV, Issue 2(18), Winter 2024

Journal of Research in Educational Sciences

The Journal is designed to promote scholars' thought in the field of education with the clear mission to provide an interdisciplinary forum for discussion and debate about education's most vital issues. We intend to publish papers that contribute to the expanding boundaries of knowledge in education and focus on research, theory, current issues and applied practice in this area.

The Editor in Chief would like to invite submissions for the **Volume XV, Issue 2(18), Winter 2024** of the **Journal of Research in Educational Sciences** (JRES).

The primary aim of the Journal has been and remains the provision of a forum for the dissemination of a variety of international issues, empirical research and other matters of interest to researchers and practitioners in a diversity of subject areas linked to the broad theme of educational sciences.

The aims and scope of the Journal includes, but is not limited to; the following major topics as they relate to the Educational Sciences:

- Educational Psychology;
- Engagement and Community;
- Leadership in Education;
- School Improvement;
- Human Resources in Education;
- Education and Information Science;
- Global strategies in Higher Education;
- Learner's Needs in the 21st Century;
- The Role of Education in The Globalization World;
- Technology-Based Learning.

All papers will first be considered by the Editors for general relevance, originality and significance. If accepted for review, papers will then be subject to double blind peer review.

Deadline for Submission:	25 th November 2024
Expected Publication Date:	December 2024
Web:	https://journals.aserspublishing.eu/jres
E-mail:	jres@aserspublishing.eu



[https://doi.org/10.14505/jres.v15.1\(17\).04](https://doi.org/10.14505/jres.v15.1(17).04)

Innovations in Teaching Strategic Management

Rajesh K PILLANIA

Management Development Institute, India

ORCID: 0009-0003-7098-0972

rajeshpillania@mdi.ac.in

Article info: Received 29 April 2024; Received in revised form 12 May 2024; Accepted 28 May 2024; Published 28 June 2024. Copyright© 2024 The Author(s). Published by ASERS Publishing 2024. This is an open access article distributed under the terms of CC-BY 4.0 license.

Abstract: Strategy is a very important but complex discipline. Innovation is necessary for effective teaching of strategy and strategy management. Innovations in teaching strategy and strategic management must focus on four important areas: the teaching goal, the teaching approach, the teaching content, and the learning outcomes. Continuous innovation in teaching strategy and strategic management is necessary to add value to the participants and, through them, to the organizations they work for. When participants and the organizations for which they work realize value by learning strategy and strategic management, it will help achieve the purpose of strategy and strategic management, which is to add value and make an impact. This paper has implications for the practice of strategy and strategic management in industry and academia. The work has limitations as it is based on the experiences of one academic, but that creates the scope for future research. More researchers, practitioners, and academicians can conduct more experiments to establish the suggested innovations further.

Keywords: strategy; strategic management; strategy teaching; innovation; value; impact.

JEL Classification: M10; I25.

Introduction

Strategy is a very important discipline. It plays a very important role in the success and failures of the business world. It is a major part of the lives of CEOs in firms and consultants in strategy consultancy firms - it is where the limelight, excitement and money are! Though it is a very important discipline, it is also a complex subject, full of jargon and fraught with challenges and failures!

Strategy is a young discipline compared to other management disciplines. It has evolved a lot over the last 75 years (Tarifi 2021; Farrukh *et al.* 2020), yet it is far from a near-perfect science. The complexities, challenges, failures, and high expectations can be daunting for strategy experts. They must continuously develop innovations to face emerging environmental challenges, handle strategy, add value to the firm and create impact.

Within the strategy discipline, innovation has emerged as a major stream. Many newer concepts have emerged in innovation, such as open innovation, design thinking, the Medici effect, disruptive innovation, value innovation, innovators' DNA, reverse innovation, business model innovation etc. (Farida and Doddy 2022; Amit and Christoph 2020; Johansson 2017; Christensen *et al.* 2013; Govindarajan and Euchner 2012; Dyer *et al.* 2009; Brown 2008; Chesbrough and Appleyard 2007; Kim and Mauborgne 2004). These multiple concepts have created a lot of value for individuals, firms, industries and countries.

Since strategy is a complex, comprehensive, unifying discipline, its teaching and understanding are challenging (Dyer *et al.* 2021; Pillania 2020; Napshin and Gaia 2017; Okumus *et al.* 2009; Kachra and Schnietz 2008; Scott 2008; Okumus and Wong, 2004; Schneider and Lieb 2004). As shared above, there has been a lot of growth in innovative concepts and innovations in strategic management. Unfortunately, the innovations have not kept pace in teaching strategic management. There is an urgent need for the field of strategy and strategic management to use innovative teaching to make its teaching more effective, add value to the participants and their organizations, and create impact.

Innovations in Teaching Strategic Management

Though many innovative concepts have been developed, there is a lack of innovation in teaching strategy and strategic management. Innovations need not be big breakthroughs. Even small innovations can add a lot of value.

Innovations in teaching strategy and strategic management must focus on four important areas: the teaching goal, the teaching approach, the teaching content, and the learning outcomes.

A. Teaching Goal

The teaching goal must be set initially and shared with the participants. It should focus on gaining a deep understanding of the subject, generating the ability to experience it, apply it, remember it and create value and impact.

B. Teaching Approach

For a successful teaching of strategic management, the teaching approach should focus on seven key elements.

Surprise and generating interest: An element of surprise in class creates more interest among participants (Tomlinson 2023; Brod, 2021; Filhona *et al.* 2020). This can be created in several ways. One way is to keep changing the class format, *i.e.*, start with a fun video, another day start with a story, another day starts with a guest speaker, another day start with a role play, another day with a one-page case, another day with a news item, another day start with participants questions on a topic and so on (Pillania 2018).

Simplicity: Because of their complexity, complex strategy concepts need to be explained in simple ways (Pillania 2020; Pillania 2018).

Fun and humor: Use humor in strategy teaching. Humor creates a better connection and makes learning fun (Pillania 2020; Pillania 2018).

Experience, engagement, and application: The participants must experience, engage with and apply the concepts for effective learning (Hiver *et al.* 2024; Kong, 2021; Bell and Bell, 2020). It can be done by involving them in applying the concepts in their lives and the small organizations around them.

Utility and benefits: It is important to show the concept's utility and benefits to the participants. Once they see them, they will take the concept seriously.

Takeaways: To ensure the participants remember the concepts, summaries the key takeaways at the end of each session. Participants can also be encouraged to share their key takeaways from the session.

Getting their hands dirty: Last but not least, at the end of the session, motivate the participants to apply the concept discussed in their lives or small organizations surrounding them, such as a tea stall, a shop, a house help, a campus canteen, etc. within the week of discussion of the concept. The practice of applying the concepts will greatly impact their overall learning.

C. Teaching Content

Having the right teaching content is very important for the teaching approach shared. The content needs to be simple, fun, and something the participants can relate to generate interest and engage them meaningfully in the topic.

The teaching content can use the traditional case method to some extent but must involve a lot of innovative content such as TV serials and movies, sports, politics, news, small organizations in their daily lives, and small case lets on industries from their daily lives.

One example will make it easy to understand.

Example 1: Explaining Industry Analysis through the popular American TV serial The Big Bang Theory.

The Five-Force analysis tool is used for industry analysis. The collective strength of these five forces determines an industry's ultimate profit potential or attractiveness (Porter 2008).

Here is a hilarious video from TBBT for participants, season 4, episode 12. Here are a few excerpts from the video.

Scene: The university cafeteria

Leonard: I had a great idea. You know how we're always having to stop and solve differential equations,I was thinking, we could write a little app that would use handwriting recognition, and then run it through a symbolic evaluation engine. You just use your smartphone, take a picture of the equation and bam!..Oh, yay for me. What about you guys? I can't promise anything, but people do make money off stuff like this. (Source: TBBT, series 4, episode 12)

In this video, Leonard suggests an app for solving differential equations. Participants can be encouraged to examine the industry analysis for this app.

Competitive Rivalry: Since no other application solves differential equations by clicking a picture, there is no competition in the market.

Bargaining Power of Buyer: The application has no alternatives in the market, so buyer power is weak.

Bargaining Power of Supplier: Supplier power is weak because they themselves are the main suppliers for creating this app, and the main input in this app is the knowledge for creating it, which they have.

Threat of New Entrants: The application's development requires advanced scientific and mathematical knowledge, which limits its entry into the market since few people would be able to develop such an application.

Threat of Substitutes: Right now, the only substitute is doing it manually, which is inconvenient. In the future, other apps may come.

This analysis shows that this is a profitable industry for them to enter.

After this, the participants need to be encouraged to answer two sets of questions, as shared here:

Questions for participants' individual personal life

- 1.How is industry analysis for any part of your personal life?
- 2.Is it profitable? If yes, why?
- 3.How will you take care of it if it is not profitable?

Questions for participants' professional life

- 1.How is industry analysis for the organization you are working for or aspire to work in the future?
- 2.Is it profitable? If yes, why?
- 3.How will you take care of it if it is not profitable?

D. Learning Outcomes

The learning outcomes should be in line with the learning goals shared above. It is a good approach to measure the participants on the four learning goals before the beginning of the course and after the completion of the course.

Discussion and Conclusion

The teaching innovations discussed above might not look like big innovations, but they are effective ways to teach strategic management. The author has practiced these over the last 25 years of teaching and has found that they work great.

Every teacher is different and so is every student. There cannot be only one best strategy for every teacher and every student. So, different teachers need to apply these tested innovations in strategic teaching, find out what works for them and choose the ones that work for them. For what doesn't work for them, they need to experiment more and find their own small innovations to teach strategy and strategic management in a more effective way.

The author himself continuously experiments and innovates for different students and different countries to come up with effective ways to teach strategy and strategic management to students, senior executives, government officials, the judiciary, law enforcement agencies, and even teachers of strategy and strategic management.

The overall idea of reexamining the existing ways of teaching, questioning these ways, and innovating in goal setting, teaching approach, teaching content, and learning outcomes is a good way to effectively teach strategy and strategic management.

This paper's novelty is that it suggests practical innovations in teaching strategic management. Based on years of practical experience, it shares innovative ways to teach strategic management and create more value and impact for participants and organisations with effective teaching of strategic management.

Implications, Limitations and Directions for Future Research

This paper has implications for the practice of strategy and strategic management both in industry and academia. Continuous innovation in teaching strategy and strategic management is necessary for adding value to the participants and, through them, to the organizations they are working for. When participants and the organization's for which the participants are working realize value by learning strategy and strategic management, it will help achieve the purpose of strategy and strategic management, which is to add value and make an impact.

The work has limitations as it is based on the experiences of one academic, but that creates the scope for future research. More researchers, practitioners, and academicians can conduct more experiments to establish the suggested innovations further.

Credit Authorship Contribution Statement:

This complete article is contributed by and written by only one author Prof Rajesh K Pillania.

Dr Rajesh K. Pillania is ranked jointly number one in average research productivity among management faculty in India. He is developing a new theory at the intersection of happiness and strategy. He is on the advisory board of many esteemed research journals and has published and presented over 100 papers and 12 books. He is a Professor at the Management Development Institute (MDI), Gurgaon.

Declaration of Competing Interest:

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Declaration of Use of Generative AI and AI-Assisted Technologies:

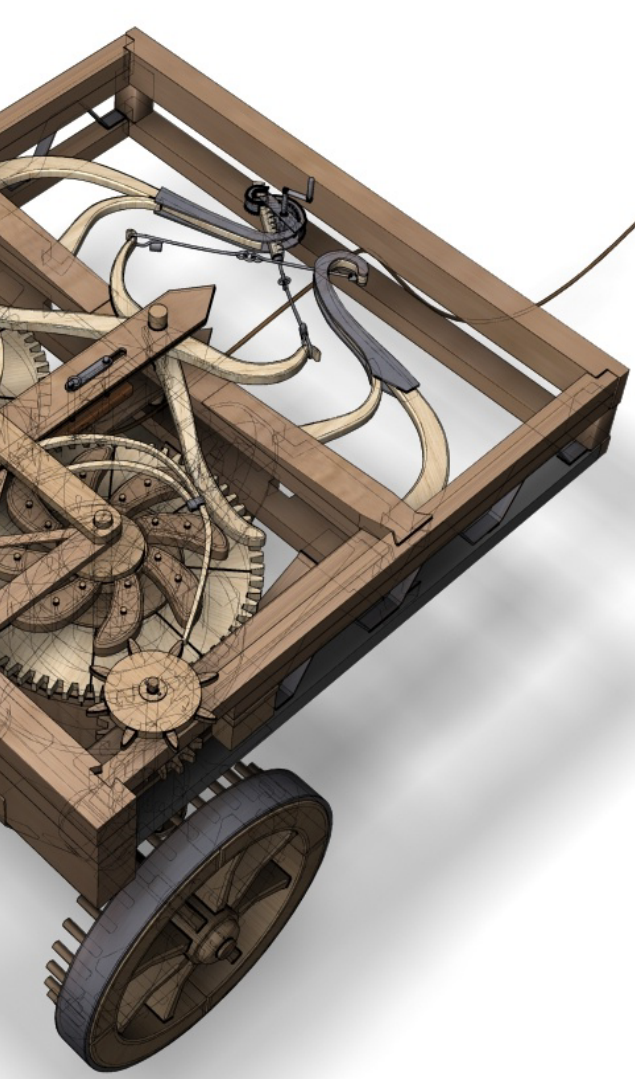
The author declares that he has not used generative AI and AI-assisted technologies during the preparation of this work.

References

- [1] Amit, Raphael, and Christoph Zott (2020). Business model innovation strategy: Transformational concepts and tools for entrepreneurial leaders. John Wiley and Sons.
- [2] Bell, Robin, and Heather Bell (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, 27(6): 987-1004.
- [3] Brod, Garvin (2021). Predicting as a learning strategy. *Psychonomic Bulletin and Review*, 28(6): 1839-1847.
- [4] Brown, Tim (2008). Design thinking. *Harvard business review*, 86(6): 84.
- [5] Chesbrough, Henry W., and Melissa M. Appleyard (2007). Open innovation and strategy. *California management review*, 50(1): 57-76.
- [6] Christensen, Clay, Michael E. Raynor, and Rory McDonald (2013). *Disruptive innovation*. Brighton, MA, USA: Harvard Business Review.
- [7] Dyer, Jeffrey H., Hal B. Gregersen, and Clayton M. Christensen (2009). The innovator's DNA. *Harvard business review*, 87(12): 60-67.
- [8] Dyer, Jeffrey H., Paul C. Godfrey, Robert J. Jensen, and David J. Bryce (2021). Strategic management: Concepts and cases. John Wiley and Sons.
- [9] Farida, Ida, and Doddy Setiawan (2022). Business strategies and competitive advantage: the role of performance and innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(3): 163.
- [10] Farrukh, Muhammad, Fanchen Meng, Yihua Wu, and Kalsoom Nawaz (2020). Twenty-eight years of business strategy and the environment research: A bibliometric analysis. *Business Strategy and the Environment*, 29(6): 2572-2582.
- [11] Govindarajan, Vijay, and Jim Euchner (2012). Reverse innovation. *Research-Technology Management*, 55(6): 13-17.
- [12] Hiver, Phil, Ali H. Al-Hoorie, Joseph P. Vitta, and Janice Wu (2024). Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language teaching research*, 28(1): 201-230.
- [13] Johansson, Frans (2017). *The Medici Effect, with a new preface and discussion guide: what elephants and epidemics can teach us about innovation*. Harvard Business Review Press.
- [14] Kachra, Ariff, and Karen Schnietz (2008). The capstone strategy course: what might real integration look like? *Journal of Management Education*, 32(4): 476-508.
- [15] Kim, W. Chan, and Renée Mauborgne (2004). Value innovation. *Harvard business review*, 82(7/8): 172-180.
- [16] Kong, Yangtao (2021). The role of experiential learning on students' motivation and classroom engagement. *Frontiers in Psychology*, 12: 771272.
- [17] Okumus, Fevzi, and Kevin Wong (2004). A critical review and evaluation of teaching methods of strategic management in tourism and hospitality schools. *Journal of Hospitality and Tourism Education*, 16(2): 22-33.
- [18] Okumus, Fevzi, Kevin KF Wong, and Levent Altinay (2009). Are we teaching strategic management right?." *Journal of Teaching in Travel and Tourism*, 8(4): 329-350.
- [19] Pillania Rajesh K. (2020). *Happiness Strategy: Strategy and Happiness for Everyone*, Invincible Publishers, 5-6.

- [20] Pillania Rajesh K. (2018). *Startup Strategy Humor: Democratising Strategy*, Business Expert Press, 7-8.
- [21] Porter, Michael E. (2008). The five competitive forces that shape strategy. *Harvard business review*, 86(1): 78.
- [22] Schneider, Marguerite, and Pamela Lieb (2004). The challenges of teaching strategic management: Working toward successful inclusion of the resource-based view. *Journal of management education*, 28(2): 170-187.
- [23] Scott, Noel (2008). An evaluation of the effects of using case method on student learning outcomes in a tourism strategic planning course. *Journal of Teaching in Travel and Tourism* 7(2): 21-34.
- [24] Tarifi, Nabil (2021). A critical review of theoretical aspects of strategic planning and firm performance. *Open Journal of Business and Management*, 9(4): 1980-1996.
- [25] The Big Bang Theory, The Bus Pants Utilization, Session 4, Episode 12, 2011. Weblink: <https://www.youtube.com/watch?v=rqn3RoFluTQ>
- [26] Filgona, Jacob, John Sakiyo, D. M. Gwany, and A. U. Okoronka (2020). Motivation in learning. *Asian Journal of Education and social studies*, 10(4): 16-37.
- [27] Tomlinson, Carol Ann, and Marcia B. Imbeau (2023). *Leading and managing a differentiated classroom*. Ascd, 2023.
- [28] Napshin, Stuart A., and Gaia Marchisio (2017). The challenges of teaching strategic management: Including the institution based view. *The International Journal of Management Education*, 15(3): 470-480.

ASERS



 **ASERS**
Publishing

Web: www.aserspublishing.eu

URL: <https://journals.aserspublishing.eu/jres>

E-mail: jres@aserspublishing.eu

ISSN 2068 – 8407

Journal DOI: <https://doi.org/10.14505/jres>

Journal's Issue DOI: [https://doi.org/10.14505/jres.v15.1\(17\).00](https://doi.org/10.14505/jres.v15.1(17).00)