

## Teaching and Learning Styles in Management Education with a Focus on Transformational Leadership

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### **Abstract:**

Drawing on the learning theory of the Felder-Silverman model, transformational leadership theory, and the current scholarly works, this paper provides a teaching and learning model for management education. Professors, trainers, and consultants demonstrate a number of learning, teaching, and leadership styles and there is a strong responsibility to organize and present a course or training platform to satisfy participants' varied learning styles. After a brief review of the literature, this paper presents a model to assess the leadership, teaching, and learning styles of management educators and participants.

*Keywords:* Transformational Leadership, Teaching Style, Learning Style, Management Education, Higher Education, Human Resource Management



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Trainers, professors, and participants demonstrate a number of learning styles and the responsibility to organize and present a course or training platform to satisfy participants varies in approach. With the influx of online learning, is there a mismatch between a professor or seminar leader's way of teaching or training and the way participants learn? If so, how can we overcome this mismatch?

This paper presents the work of scholars that offer surveys to assess professors' teaching style levels and students' learning style levels, with an eye toward how these skills transfer into the workplace when applied to human resource management. The paper begins with an introduction to three tenets addressed in the model: transformational leadership, teaching styles, and learning styles, followed by the exclusive model that blends all three tenets together to energize, innovate, and create a learning environment that is meaningful and resourceful. The paper covers a vast array of choices for human resource managers and management education scholars, leading to the main points in the conclusion.

According to a leading university, Michigan State University, most credit the concept of transformational leadership to James MacGregor Burns, a political science and leadership researcher, who in the 1970s, defined the actions of transformational leadership as "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality." And, in 1985, Bass, a leadership researcher and professor at Binghamton University, expanded on Burns' ideas to develop the Bass Transformational Leadership Theory, consisting of four main components of transformational leadership to be mentioned

later in the newly developed model as the focal point of this paper (Bass, 1985).

While educators who teach management curriculum are experts in their own field of discipline, they may lack a complete theoretical understanding of teaching and learning styles coupled with transformational leadership. This theoretical model of understanding could help scholars and practitioners analyze and improve the teaching and learning experience from a leadership point of view. The paper suggests implications for further research in this area through the basis of the proposed model.

Management scholars have criticized learning styles theory, but the concept is still widely used as a viable means of determining one's learning style. Freedman and Stumpf (1980) argued supporting evidence of learning style surveys comes from an unreliable instrument designed so that its results spuriously corroborate the theory. However, some management scholars used the learning style surveys to provide pedagogical advice. For instance, two scholars by the names of McMullen and Cahoon (1979) advised professors that "students will be taught to be more discriminating in their social learning, both in choosing what to learn and in clarifying what has been learned." Prior research also shows that teaching and learning style mismatches may enhance the learning process (De Vita, 2001). Such a mismatch may give the student an opportunity to expand the range of his or her learning style to fit what the teacher is doing. With the impetus of a transformational leadership trainer or professor, the model is widely enhanced to address the learner concerns from a knowledge management perspective.

According to Salaman and Butler (1990, p. 185), "what is valued is certainty, tied to

prescription.” In a study of business students, the Index of Learning Styles Questionnaire by Felder and Soloman has been routinely employed for some years as a component of management development courses in business schools (Zwanenberg, Wilkonson & Anderson, 2000).

Professors and trainers employ their own teaching styles, and most educators are likely to feel that the styles they use are appropriate to their needs. However, management educators still raise the question: How much should a teacher adapt to fit the learning styles of students? While teaching styles may differ, students may reach the same learning levels but would their experience be more enjoyable and engaging with different teaching methods, such as the case method and experiential learning? Furthermore, as the trainer or professor, incorporates the four dimensions of transformational leadership, could the learning or training process improve?

According to Bass (1985), a leadership researcher and professor at Binghamton University, who expanded on Burns’ ideas to develop the Transformational Leadership Theory, consisting of four main components of transformational leadership:

1. *Intellectual Stimulation* – In the new online learning environment, lecturers and trainers are emphasizing new experiences, new opportunities, and innovative ways of thinking, learning, and teaching.
2. *Individual Consideration* – Transformational leaders provide opportunity to innovate, create, and develop the best way to learn, apply, and adapt information learned to the workplace instantaneously by recognizing each participant’s unique

contributions to themselves, their personal lives, and their careers.

3. *Inspirational Motivation* - Transformational leaders, in class, online, and in training platforms, communicate a vision so that followers internalize their own learning style and make the goal of achieving their personal and professional objectives their own.
4. *Idealized Influence* - Transformational leaders serve as role models for participants by modeling ethical and social responsibility for both the organization in which they work or study and the community at large.

Despite the previous research on learning styles, teaching styles have been neglected, leaving a limited amount of data in this area. In addition, the incorporation of transformational leadership is extinct when coupled with teaching and learning styles. This gap in management education and training leadership is vastly underserved (Coad & Berry, 1998).

Teachers must address all types of learning styles if students are to grasp the material. And business professors must move toward a multi-style teaching approach if all students are to reach their potential in the multicultural classroom. However, understanding both teaching and learning styles is only a first step. By utilizing four new dimensions in the learning and teaching equation, both participants and trainers, along with professors, will benefit.

This paper will address how teaching styles and learning styles can be used to enhance management education. While there are a number of methods available, this paper concentrates on two. One consists of

assessing both teaching and learning styles, while the other focuses on the learning styles. The more compatible teaching style is with learning style, the more likely it is that there will be a positive learning experience (Ament, 1986). Transformational leadership can only enhance the overall process by taking into consideration the four dimensions to lead more effectively in both the classroom and training venue.

With these tenets (that will be thoroughly explained and also summarized in the tables in the next sections) on the forefront of the new way of leaning and developing with the vast online and blended platforms that exist today, Mumford (1983, p. 1) contends that:

*“Management educators should research the learning process and help improve learning by providing a learning process tailored to individual needs. The learning process should account for individual learning styles. Educators also must make more effective use of student opportunities to learn while they are preparing the lecture plan. Knowledge must be made more applicable to real situations. The learning process itself must be researched more thoroughly to determine how things are learned. In addition, educators should be concerned about the effectiveness of the learning process as well as the effectiveness of managers who have undergone management education. By ensuring that the learning process is effective and based on solving real problems, the manager has a better chance of learning continuously, even after the coursework is completed.”*

This brings up a pertinent topic in business education: business schools have not addressed critical curriculum weaknesses in such areas as communication, leadership, and relationship management (Bennis & O’Toole, 2005). This neglect

results in students graduating with strong conceptual expertise but weak application skills. Management educators coupled with their trainer colleagues know enough about their subject, but they may not know how to match transformational leadership with teaching and learning styles. The next section presents two methods of identifying and analyzing teaching and learning styles and transformational leadership will be further developed in the model proposed in this paper.

## **TEACHING AND LEARNING STYLES**

Teaching is a matter of style. Grasha (1996) identified the five styles of teaching as an expert: *formal authority, personal model, facilitator, and delegator*. Learning styles addressed in this paper are based on Felder’s (1993) identification of learning and teaching styles in the classroom, and Soloman’s (1992) inventory of learning styles. These scholars offer their research as a tool for both educators and students. The research shows that learners can be active, reflective, sensing, intuitive, visual, verbal, sequential, and global. Each style is defined by Felder and Soloman’s (2006a) index of learning styles. Teachers can ask their students to determine their individual learning styles by having them go to the website (<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>) to take the survey. The results of the survey are automatically analyzed providing students with their preferred learning styles. Also, Felder and Soloman (2006b) provide an information sheet suggesting strengths and potential areas of difficulty.

### **A Summary of Grasha’s Teaching Styles**

The following passages summarize definitions of teaching styles in the work of Grasha (1996):

*Expert:* Possesses knowledge and expertise that students need. Expert teaching style strives to maintain status as an expert among students by displaying detailed knowledge. The professor-as-expert attempts to challenge students to enhance their competence. The expert concentrates on transmitting information and requires that students be prepared to learn and use that information. The expert's information, knowledge, and skills are the combined advantage of this teaching style. The disadvantage is that, if overused, the display of knowledge may intimidate less experienced students. Also, the display of knowledge and skills may not always reveal their underpinnings.

*Formal Authority:* Possesses status among students because of knowledge, and role as a faculty member. In this style, professors provide positive and negative feedback. The professor establishes learning goals and expectations and rules of conduct, providing students with a learning structure. Students concentrate on correct, acceptable, and standard methods. The advantage is that the focus is on clear expectations and acceptable methods, while the disadvantage is that a strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

*Personal Model:* Believes in teaching by personal example. This professor establishes a prototype for thinking and behavior, then oversees, guides, and directs by showing how to do things. A Personal Model teacher also encourages students to observe and then emulate the instructor's approach. The advantage is an emphasis on direct observation and emulation of a role model. The disadvantage is that some professors may believe that their approach is the best way, leading some students to feel

inadequate if they cannot live up to the expectations and standards of the method they see.

*Facilitator:* Emphasizes the personal nature of teacher-student interactions. The professor guides and directs students by asking questions, exploring options, and suggesting alternatives. The professor encourages students to develop criteria to make informed choices. The professor concentrates on the overall classroom goal of developing the capacity for independent action, initiative, and responsibility, while providing students with as much support and encouragement as possible. The advantage is the personal flexibility provided by a professor's focus on students' needs and goals. This allows the student to explore options and alternative courses of action. The disadvantage is that this style can be time-consuming.

*Delegator:* This professor develops students' capacity to function in an autonomous fashion. This educator encourages students to work on projects independently or as part of autonomous teams. He or she is available upon request as a resource person. This approach has the advantage of helping students perceive themselves as independent learners, but it may cause professors to misread student's readiness for independent work. Some students may become anxious when given autonomy.

With the current shortage of literature on teaching styles, Grasha's (1996) definitions are one of the few useful tools professors have. Using the definitions as a guide, educators may see their own teaching styles, and identify their strengths and weaknesses.

Grasha's (1996) paper is a first step in exploring teaching styles for management

research in this area. The following table professors. It lays a foundation for more empirical summarizes the strengths and potential difficulties of teaching styles:

STYLE	DESCRIPTION	ADVANTAGE	DISADVANTAGE
<b>Expert</b>	Possess knowledge and expertise; Expert teaching style strives to maintain status as an expert among students; The professor-as-expert attempts to challenge students to enhance their competence.	Information, knowledge, and skills are the combined advantage	Knowledge and information may be overused and may intimidate less experienced students; may not convey the underlying thought process
<b>Formal Authority</b>	Possesses status among learners because of knowledge and authority or position; provides positive and negative feedback; establishes learning goals, rules of conduct, and expectations by providing students with a learning structure; supervises learners closely by having students concentrate on correct, acceptable, and standard methods	Focus on clear expectations and acceptable methods and ways of doing things	A strong investment in this style may potentially lead to rigid and a less flexible way of managing learners and their concerns
<b>Personal Model</b>	Leads by personal example; establishes a prototype for thinking and behavior, then oversees, guides, and directs by showing how to do things; encourages students to observe and wants learners to emulate the leaders approach	“hands on leadership approach;” emphasis on direct observation and emulation of a role model	May lead students to feel inadequate if they cannot live up to expectations; may believe that their approach is the only way or their way is the best way to practice
<b>Facilitator</b>	Emphasizes a personal nature of teaching; asks questions, explores options and suggests alternatives; encourages students to develop criteria to make informed decisions; develops the capacity for independent action and responsibility while providing support	Personal flexibility; focus on learner needs and goals; explore openness to alternatives courses of actions and options	This style may be time consuming; sometimes a more direct approach is needed; can make learner uncomfortable if they do not feel ready

<b>Delegator</b>	Develops student's capacity in autonomous fashions; encourages the learner to take responsibility and initiative when appropriate; the leader acts as a "resource person" who answers questions and periodically reviews learner performance	Contribute to learners professional development and confidence; helps students to be independent learners	Learners may not be ready to function in an autonomous manner; some learners may become anxious when given this much freedom too soon
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**Table 1: Teaching Styles**

The next section will explore learning styles and how they address management education.

### **A Summary of Felder and Soloman's Learning Styles**

*Active and Reflective Learners:* Active learners retain and understand information best by doing something with it. They may discuss it, apply it, or explain it to others. Reflective learners prefer to think about it first. Felder and Soloman (2006b) argue that a balance of the two is desirable. If you always act before reflecting, you can jump into things prematurely and get into trouble; if you spend too much time reflecting you may never get anything done.

*Sensing and Intuitive Learners:* Sensing learners like facts while intuitive learners often prefer to discover possibilities and relationships. An effective learner and problem solver does both. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work, while if you overemphasize sensing you may rely too much on memorization and familiar methods, and lack understanding and innovation.

*Visual and Verbal Learners:* Visual learners remember what they see. They prefer pictures, diagrams, flow charts, timelines, films, and demonstrations. Verbal learners get more from words. They prefer to read or hear verbal explanations. Everyone learns more when information is presented both visually and verbally. Felder and Soloman (2006b) contend that most people are visual, and most students do not absorb as much from verbal sources as they would if a more visual presentation were used in the classroom. However, good learners can process information either way.

*Sequential and Global Learners:* Sequential learners see things in linear steps, with each step following logically from the previous one. Global learners take big leaps, absorbing material almost randomly, seemingly without connection, then suddenly recognizing information in its larger context. While sequential learners may not fully understand the whole, they can put the pieces to work because they see the logical connections. Global learners often have serious difficulties until they see the big picture. Though sequential learners may know many specific aspects of a subject, they may have trouble putting these aspects together, or relating them to different subjects.

Felder and Soloman (2006b) contend that each of these four models presents a balance, and a student can learn best by using both processes. When professors recognize these learning models, they can adapt their approaches accordingly. This adaptation is a part of the individual consideration dimension of transformational leadership.

This summary of learning styles encourages further exploration for both the professor and student. The first dimension—sensing versus intuitive—distinguishes between learners who prefer the concrete (sensors), and those who prefer the conceptual (intuitors). The second

dimension distinguishes between learners who prefer pictures, diagrams, or charts (visuals) and learners who prefer written or spoken explanations (verbal). The third—active versus reflective—distinguishes between learners who prefer working things out, often in groups (actives), and those who prefer thinking things through, usually alone (reflectives). Finally, sequential-versus-global divides those who prefer linear, orderly learning (sequentials) from the ones who are more comfortable with holistic approaches and learning in large leaps (globals). Professors and students may both benefit from understanding these learning styles.

The following table summarizes the strengths and potential difficulties of learning styles:

<b>STUDENT LEARNING STYLE</b>	<b>DESCRIPTION</b>	<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
<b>Active or Reflective</b>	Active learners learn by doing; talk about it and try out; discussing, applying, or explaining it to others. Reflective learners learn by thinking about information, understanding before acting.	Active learners retain information best by doing something. Reflective learners think about it quietly first.	If you always act before reflecting, you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done. (A) Try to retain information by doing something with it. (R) Write short summaries of readings or class notes in your own words or style.
<b>Sensing or Intuitive</b>	Sensing learners like concrete facts, figures, proven procedures, practical applications. Intuitive learners like abstract, original theory, discover possibilities, and innovation.	Sensing learners tend to like learning facts. Intuitive learners often prefer discovering possibilities.	If you overemphasize intuition, you may miss important details or make careless mistakes. If you overemphasize sensing, you may rely too much on memorization and not concentrate enough. (S) Try to find other references (I) Take time to read the entire question before answering.
<b>Visual and Verbal</b>	Visual learners prefer visual presentations, pictures, diagrams, graphs, charts, timelines, films, and demonstrations. Verbal	Very little visual information is presented. Most people are visual learners. More visual presentation coupled	May need to consult reference books and see if any videotapes or CD-ROM displays of the course material are available. May need to Write summaries or outlines of course material in



	learners prefer explanations with words--both written and spoken explanations.	with verbal explanation will place these learners at an advantage.	your own words. (V) Color-code your notes with a highlighter so that everything relating to one topic is the same color. (Verbal) You gain an understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.
<b>Sequential or Global</b>	Sequential learners prefer to organize information in an orderly fashion, each step following logically. Global learners prefer random information without seeing the connections and solve complex problems quickly.	Sequentials logically can solve things, pass tests - see the pieces connected. Global learners are bewildered followed by a sudden flash of understanding.	(G) may have serious difficulties until they have the big picture. (S) may have trouble relating them to different aspects of the same subject or to different subjects. Sequentials can try to fill in the skipped steps, or fill them with consulting references. Globals can skim through the entire chapter to get an overview.

**Table 2:** *Learning Styles*

The next section provides a brief discussion of teaching and learning styles and how they may apply to management education.

## DISCUSSION

A teaching style may appear to be a one-way communication between the professor and the student, while learning styles are more obvious in their involvement of both professor and student. In truth, teaching and learning styles are two ends of a dynamic continuum, elusive because they are always changing.

Styles of teaching and learning may contradict one another. Experts and delegators may present too many details for the global or visual learner. A personal teaching style may not offer an intuitive learner enough chance to explore and discover. Professors should design programs in order to achieve goal congruity: where teaching meets students' needs while

covering the overall objectives of the course. A professor and students will achieve better goal congruity if they understand learning styles as early as possible.

Instructors' and students' can better define their learning styles by taking a free survey at the beginning of the semester or school year. When students can identify and explore their own learning styles, they can also gain awareness of how they might approach learning. They realize they have some control. Felder and Soloman (2006a) offer this survey free in order to compile more research data. Other copyrighted instruments for defining learning styles are available for a fee.

The premier researcher in the area of learning styles is Kolb. Kolb's (1984) experiential learning model has been established through application. He bases his model on Jung's (1976) concept of types and styles, which states that the individual develops by using higher-level integration

and expression of non-dominant modes of dealing with the world. Furthermore, Kolb's Learning Style Inventory describes how we learn and apply ideas in day-to-day situations.

Felder and Silverman (2002b) extend Kolb's pioneering research model by making their research available and accessible to professors and students. While Kolb's initial research is the most comprehensive empirical research available, Felder presents a website where one can learn about recent research on teaching and learning styles.

Management educators should accept that each student is a unique and valued member of the university and society. Each student has the right to expect a valuable education in management with real-world applications. As Hanno (1999) observes students expect three things from their instructors: they want to learn, they want preparation for life beyond college, and they want help in realizing their potential. In short, they want professors who develop their strengths and reduce their weaknesses. Here, transformational leadership can manifest itself as a motivator who inspires students to engage in high standards and perform beyond expectations.

Felder's Index of Learning Styles has not gone without criticism. Bacon (2004) found that the learning style measurements freely available on the internet were unreliable and were of little help in student learning. Mumford and Honey (1992) advise against using the learning style questionnaire because: 1) learning style preferences can change, 2) the self-perceptions required in the questionnaire have limited accuracy, 3) the questionnaire is repetitious, and 4) when someone disagrees with the results, they get limited direction. This criticism doesn't

prove the questionnaire is useless, it only shows that more research is needed to determine how useful it is.

Future research should improve the methods of measuring the effectiveness of teaching and learning styles in management education by incorporating leadership style (i.e., transformational leadership proposed in our model). Also, reliability studies should be designed to judge how well instruments measure learning and teaching styles. These studies should measure how consistently outcomes reinforce prior research, and they should explore new disciplines such as management education. Finally, we must create empirical models aimed at improving the classroom environment for learning. It would make sense to devise an integrated model that not only identifies the instructor's teaching style and the student's learning style, but also shows how these styles can work together along with an overlay of transformational leadership practices.

The online learning environment gives us a huge platform for research. With the proliferation of online learning classrooms are becoming cyber cafes. Universities, training companies, and organizations are moving to a virtual meeting platform for not only meetings but also training, development, interviewing, and in some cases, firing. In this environment, business educators must coach, facilitate, grade, and demonstrate their expertise from a distance. In some cases, business professors do not contribute to the design of the course itself, and act as subject-matter experts only. The course designers define the course structure from the syllabus through textbook selection, and even delineating the assignments. Empirical research will show whether learning and teaching styles affect

business education when the face-to-face component does not exist.

Since management education spans many areas from Organizational Behavior to Human Resource Management and beyond, teaching and learning cannot be taught in the same manner. Dialogue about methods will always remain at the crux of effective teaching and learning. Talented professors come in different sizes, shapes, ages, and genders, and they will not all teach in the same manner. However, while teaching methods may vary, they all aim to stimulate

student's enthusiasm, and the methods do not alter what must be taught. The dynamic between teaching and learning styles may change as both the professor and student progress. This change should be measured at various stages in the educational process. The idea of development of one's craft through experimentation applies to all areas of higher education. This paper offers one method for that experimentation. This method has been used in management education, and in other collegiate disciplines.

The following table illustrates the specific role of transformational leadership as the model of this study:

<b>Common Teaching Style "Clusters:"</b>	<b>Facilitates Learning Style of:</b>	<b>Examples of transformational leadership teaching methods:</b>
<b>Expert/Formal authority</b>	<b>Sensing/Verbal/Sequential</b>	Giving students "mini-lecture" with additional ways to apply knowledge to new in-vogue situations; Professor-centered questions about facts, figures, application (step-by-step instruction with closed type questions); Strict standards and expectations for high performance.
<b>Personal Model/ Expert/ Formal Authority</b>	<b>Reflective/Intuitive/Visual</b>	Role modeling (professor demonstrates ways of thinking before approaching a task and then shows how it is done); Coaching and guiding students to think and perform like consultants; Illustrating acceptable standards and possible alternatives but not mandating anything in particular; Sharing personal expertise in a real-world application, viewpoints of clients, participants, and previous student examples of A-work; "Thinking out loud" during movie scenes and examples of ways to apply using charts, diagrams, and PowerPoint slides; Having students emulate and duplicate correct methods.

<b>Facilitator/ Personal Model/ Expert</b>	<b>Global/Sensing/Active</b>	Using case-based discussions with a big-picture application (“read the given scenario and discuss what to do and report back to the group”); Role plays (“I’ll be the CEO/Chamber of Commerce Leader... practice giving instructions to teams and help the community at large”); Guided readings (“Read research and apply it to career and come back with ideas for an After Army Review - what did we plan to do, how did we do it, what can we do better next time”); Encourage open-ended questions that address application and more than knowledge of the content.
<b>Delegator/Facilitator/Expert</b>	<b>Active/Intuitive/Global</b>	Developing a student-based goal-setting scenario; Students can have a voice in generating goals to enhance learning; Summarize lectures, and have students create personal journals beginning with “what they learned today” and “how they will apply what they learned to real-world situations); Student is prompted to think outside the box and come up with ideas that are “en vogue” or unique; Students can problem-solve situations by bringing whatever they feel is relevant as a resource when needed; Students are encouraged to work with others in break-out sessions and even teach others or be used as an example or resource.

**Table 3:** *The Model for Management Education*

## CONCLUSION

Educators take different approaches to teaching. Some are great storytellers; others analyze case studies. There are the spellbinding lecturers, and experts in interactive learning. Can one teacher be expected to morph from one to the other? Or

is such an attempt more likely to reduce a teacher’s effectiveness in the classroom? In management education should discussion learning be the preferred method of teaching or should it be no more than a component?

A professor choosing between the roles of facilitator or lecturer, might find that in general the former appears to be a better technique. However, this also might be determined by the student's prior knowledge of the subject. The more knowledge the student has the less the need for broad-based classroom lectures.

If radical change is preferable to enhance management education, the change must be continuous and progressive. Each teacher and each student must evaluate situations as they arise. Truly effective teaching styles will be based on the individual strengths and weaknesses of each instructor, coupled with the personal learning style of each student. This new model, which is based on the scholars across disciplines with the intention to improve both classroom and professional development, can be the forefront for a fruitful empirical investigation.

Up until now, knowledge of learning and teaching styles has not been a pre-requisite to teaching management and transformational leadership in the form of learning, and development is only used in an anecdotal manner. This paper is targeted to those management educators that may not be aware of the research in these areas. Simply providing this information to management educators and trainers may help them improve their effectiveness in both lecturing and training.

In Whetton and Clark (1996) the authors argue first that students must clearly understand guidelines and principles for practical application. Management educators must target a small set of relevant principles (behavioral guidelines). Second, the instructor must emphasize practice sessions with personalized objectives. The more personalized the objectives, the more relevant the student's experience. Students

must understand specific skills they need for improvement. Management educators must understand which combination of principles and practice will help each student learn. These educators should incorporate these principles and behavioral guidelines while focusing on novel ways to improve their teaching. The practical applications become clear when students see that management, once learned, can enhance one's life both professionally and personally.

Assessing, measuring, and incorporating teaching and learning styles into the class discussion can improve learning in any field, including management. When managers see the implications of their own and others' learning styles, this understanding will help them build better working relationships between individuals, and create functioning teams. Furthermore, Kolb suggests that there might be value in lecturers and students explicitly sharing their respective theories of learning. Management students may gain insight into why things are taught the way they are and see adjustments that improve their approach to learning. Educators will be able to identify the variety of learning styles present in their classes and modify their approaches to accommodate these differences.

A student needs to develop a learning style to achieve learning objectives. Learning can be triggered by personal identity, prior learning, experience, external factors, and individual perceptions about learning. Identifying and exploring these elements can accentuate classroom diversity, encouraging originality in students' approaches to business concepts. When individuals understand their own learning, this presents a great opportunity to discuss how they learn. This helps them put learning into practice.

While both common sense and research suggest that management educators are likely to teach in ways consistent with their own learning styles, it is also common sense to realize that management educators cannot be all things to all people (Thompson, 1997). However, educators should never cease in their efforts to develop themselves and their skills to meet the many diverse needs of their students. The traditional teacher-centered classroom was designed for auditory and visual learners, but today's classrooms are more student-centered. Today's classroom is far more focused on hands-on and cooperative learning experience.

The threefold premise of this paper is that educators must take the first step in creating awareness of teaching and learning styles, and that this awareness, on their part and on the part of their students, will improve management education. As one progresses from pedagogy to andragogy, from teacher-centered to learner-centered, and from rote learning to active learning, it becomes clear that the use of a variety of teaching techniques will provide the most success in appealing to the broadest range of student learning styles. Educators should be also aware that transformational leadership is a model that they can use to lead by example. Real-world applications with a focus on success through hard work. It creates bonds with learners, and promotes higher levels of achievement. This model is a motivator that seeks to inspire students to be their better selves.

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