Exploring the dark side of the firm: Arts and aphorisms in management education and development

Claudio Baccarani, Federico Brunetti, Chiara Rossato
Department of Business Administration, University of Verona (Italy)
Email: claudio.baccarani@univr.it, federico.brunetti@univr.it; chiara.rossato@univr.it

Abstract

Purpose. Our paper aims to answer a basic but fundamental question: how can we understand the business world in order to propose a wider, deeper and wiser management education and development approach that is not limited to a technical perspective?

Methodology. The paper relies on both a theoretical approach and an experiential approach in education and management development and operations.

Findings. In order to understand the business world, the usual technical approach is not able to capture the firm in its different aspects because a firm is not a simple technical system; but first of all, is a living system and life demands a softer analysis through the arts in their different forms. The aphorism throws light on this emotional 'dark side' of the firm.

Practical implications. Aphorisms can help management activity in several ways:
- they produce a series of thoughts that trace maps on territories that are barely considered and in fields of knowledge that are not knowingly possessed;
- they favour open-minded examination of problems from a different point of view;
- they make values clear inside an organisation;
- they communicate the corporate identity to people inside and outside the organisation;
- they generate critical dialogue within the management team about strategic decisions.

Originality/value. We have observed a gap in the literature pointing to the value of aphorisms in management training and to their use as a training technique, in addition to the more traditional techniques.

Keywords

Enterprise, technicalities, arts, aphorisms, management education, management development

20ᵗʰ Excellence in Services
International Conference
Conference Proceedings ISBN 9788890432774

23

University of Verona
Verona (Italy)
September 7 and 8, 2017

1. Usual and unusual methods in management education: the goal of the paper

When we consider management education and development to understand how people learn the practice of running a business, normally we refer to some typical sources of knowledge. Among these sources, we find for example:
- scientific papers and management courses in business schools and faculties of business and economics or in faculties of engineering, sociology, psychology and by professionals organisations;
- business books and manuals;
- business magazines;
- the history of the company;
- case studies and company storytelling;
- web sites on effective business development, and so on.

Obviously, only explicit knowledge (Nonaka & Takeuchi 1995) can be spread in these ways; implicit or tacit knowledge can only be spread by experience. Each of these studies normally deal with the visible side of the enterprise, which we can call the 'hard' side. From this point of view, firms appear as something mechanical, such as a technical instrument directed towards meeting customers' needs and producing profit or, from a wider perspective, value.

Among the main terms we encounter when analysing enterprises in this sense, we find the following: profit, maximisation, short-term, objectives, merit, speed, rationality, conflict, egoism, knowledge, employees, market, market share, efficiency, distrust, standardisation, effectiveness, innovation, risk, complexity, unpredictability.

However, on closer inspection, a firm is much more than a mere technical instrument. It is the story of an idea, and an adventure that strives to survive against all the threats directed against in in an effort to attain a position in the competitive arena and in society. It is a tangled system of relationships between the people, values, rules and procedures involved within it. Hence, a company is first of all a living system; a microcosm in which ordinary life is reproduced on a smaller scale, with the feelings, emotions and behaviours that endlessly flow within it. Inside any business organisation we find dreams, fears, emotions, projects, desires, trust, distrust, concerns, opportunism, egoism, altruism and so on: in a word, we find life. The 'soul' of the company and the feelings flowing within a firm arise from the complex interplay of these features; from the 'dark' side of the enterprise, the side invisible to a simply technical approach.

Among the terms that can help us to explore this dark side of the enterprise we find the following: wellbeing, vitality, longevity, process, rhythm, engagement, imagination, generosity, play, smile, people, person, conversation, listening, trust, silence, beauty, diversity, improvisation, craftsmanship, simplicity and creativity. Drawing on these premises, our paper aims to answer a basic but fundamental question: where can we find these features in action in order to propose a wider, deeper and wiser approach to management education and development?

These features can be found in action in art and in its different expressions, such as theatre, cinema, dance, novels, poetry, paintings, sculptures and music, because art does nothing else than welcome life. For example, when considering films, we find entrepreneurship in action with all its emotional load in 'Tucker: A Man and His Dream', a Francis Ford Coppola film from 1988; Fordism in action in 'Modern Times', the famous Charlie Chaplin movie of 1936; leadership and problem-solving approaches in '12 Angry Men' directed by Sidney Lumet in 1957 and 'Apollo 13' directed by Ron Howard in 1995, respectively; the power of dreams in

'Up', a fantasy film directed by Pete Docter and Bob Peterson in 2009; and the strength of courage in 'Hacksaw Ridge', a true war story directed by Mel Gibson in 2016.

In a small corner of the literature realm, we find aphorisms, short but strong thoughts able to open to wide and unexpected courses of action. How aphorisms can act from the perspective of management education and development will be discussed in the rest of the paper.

2. Literature review

In this section an investigation of unusual techniques in managerial education and their diffusion will be carried out. The aim is to understand whether scholars have already identified aphorisms as an innovative technique in management education and training, and what are the specific features associated with this.

From our analysis we can first underline that scholars have repeatedly called for a general rethinking of the techniques and content of managerial education (Wankel & DeFillippi 2002; Hytti & O'Gorman 2004; Turnbull & Eickhoff 2011; Rousseau 2012; Wastell 2014; Harrington et al. 2015). Evidently, the demand underpinning these changes is also the result of the unavoidable need to harmonise managerial training with the evolution of the context and to introduce innovative pathways that can improve its effectiveness. A first set of studies focused on the need to encourage a participatory style in knowledge production (Siegel et al. 1997; Cajiao & Burke 2016), using information technologies (Alavi et al. 1997; Alavi & Gallupe 2003; Whitaker et al. 2016), as well as promoting collaboration between students and scholars on one side and practitioners on the other (Kelliher et al. 2009; Mitev & Venters 2009).

Another stream of research has developed around the idea of adopting an arts-based approach in management education (Wankel & DeFillippi 2002; Mockler 2002). Management studies have considered the different expressions of art, such as music (e.g., jazz, orchestra), drama (e.g., theatre and cinema), literature (e.g., novels, poetry) and storytelling.

As for music, management educators have been studying musical ensembles (orchestras, chamber music and jazz group) seeking to understand their group dynamics and processes (Weick, Gilfillan & Keith 1973; Murnighan & Conlon 1991) and to apply the emerging evidence in engaging students and managers (Weick 1998; Leonardi 2008; Baccarani & Castellani 2006).

The use of drama as a means of management education is growing beyond its metaphorical meaning (e.g., Vaill 1981; Pitcher 1996; D'Incerti et al. 2007; Canova & Salvemini 2011). Drama is also considered as an instrument of knowledge creation (von Krogh, Ichijo & Nonaka 2000; Baccarani & Bonfanti 2016) and as a tool to describe how improvisational theatre techniques can be used in management training (Mashavi 2001).

Scholars now widely acknowledge the use of films as a fruitful resource for management education (Champoux 1999, 2001; Carley 1999; Wolff & Clemens 1999; Agosti 2001; Baccarani & Brunetti 2002, 2003).

Other expressions of art that scholars consider as tools for management training come from literature and storytelling. With respect to the former, it is worth recalling a relevant example, 'Shakespeare on Management' (Shafritz 1999; Corrigan 1999). However, there are many other researchers who have studied this topic, and in particular, the use of fiction (Harris & Brown 1989; Shaw & Locke 1993; Zajdel & Vinton 1988), novels (Varanini 2000, 2007) poems (Cerni 2010) and poetry (Whyte 2000).

Moreover, there has been a tremendous growth in scholars' interest in a particular form of narrative: management storytelling. For years researchers have been exploring storytelling,

covering a breadth of management topics including managerial communication (e.g., Armstrong 1992), problem-solving (Mitroff & Kilmann 1975) organisational culture (Jones 1991; Wilkins 1984), organisational development (Boje, Fedor & Rowland 1982; Boje 1991a; Morgan & Dennehy 1997) and strategy (Barry & Elmes 1997; Shaw, Brown & Bromiley 1998). Recently, a more practical (Kowalewski & Waukau-Villagomez 2011; Reissner & Pagan 2013; Miglietta et al., 2015) and focused exploration of the use of stories in management coaching (Parkin 2001) and training (Boje 1991b; Parkin 1998; Koppett 2001; Gold & Holman 2001) has emerged. However, the relationship between aphorisms and their use in management education is still poorly appreciated by academic scholars in this area (Baccarani 2011).

There are numerous collections of aphorisms addressed to particular categories of audiences, such as innovation or product managers, or focused on the development of specific personal skills, such as self-confidence and creativity. The authors of these contributions are mainly practitioners engaged in the business world, expressing the values, abilities and conditions they deem relevant in their personal and managerial/entrepreneurial experience through a collection of aphorisms (Exley 1993; Weiss 2006; Gambirasio 2009; Simon & Zatta, 2011; Walker 2016; McGrath 2017).

Scholars in the academic world, both at a national and at an international level, have not yet gained sufficient awareness of the contribution aphorisms can bring to managerial education and consequently there are no studies on this topic. Thus, there is a gap the literature that indicates the value of aphorisms in management training and their use as a training technique, in addition to the more traditional techniques.

3. Methodology

Owing to the limited availability of data related to the use of aphorisms in management education, we have selected a qualitative research methodology. In particular, it seemed appropriate to choose an ethnographic study to better understand this unusual management education and development approach.

To understand this singular method of training in depth, it was necessary to match the knowledge emerging from our literature review and our experience with the use of aphorisms in management education with both students and practitioners at Verona University. This suggested the use of *autoethnography* as research methodology to support us in analysing the outcomes of the reviewed literature and combining them with our practical experience. The use of autoethnography is well known in the literature for exploring in depth and understanding complex and varied social phenomena (Drechsler Sharp et al. 2012; Anderson 2006).

Along with cultural understanding and perception, socialisation is another aspect where autoethnography helps to draw conclusions. In other words, this method enables the sharing of knowledge derived from the accumulated experiences of certain cultural phenomena (Wall 2008).

About the literature review, we have collected data through different tools and software, including *Business Source Premier*, *Scopus*, *Web of Science*, *Research Gate* and *Google Scholar*. Our primary focus was on the literature related to the use of aphorisms and arts in general in managerial education.

4. What about aphorisms and their maieutic power?

An aphorism is a short thought that expresses a general concept of philosophical or moral wisdom. It can be derived from the direct expression of an author defined as an aphorist, like Stanislaw Jerzy Lec, or it may result from a selection of thoughts within a more general work, as is the case of Oscar Wilde's aphorisms.

Anyone can become a collector of aphorisms if one finds an occasion when these simple writings help to explain a confusing situation. One can write down one's own thoughts, select others' thoughts from one's reading, film screenplays, songs, travel experiences and, why not, even a box of chocolates. Of course, anyone can also venture into the immense offerings of the Web that can deliver aphorisms on nearly any possible topic on demand, even though this often is more a way to show off a culture one does not actually have.

The main feature of the aphorism in the vast field of literature is its brevity. For this reason, it seems particularly suitable to an era, like the present one, characterised by the feeling of not having time. The aphorism has also another universal feature: it usually reflects a generally agreed value, although everyone will find his or her own meaning in it, depending on his or her culture and personal history.

Finally, a good aphorism is attractive, provocative and unescapably triggers reflection in the reader's mind. The value of an aphorism is measured by its ability to capture the reader's attention and stimulate questions that require answers. Of course, the reader's answers derive from his or her state of mind and culture, from the knowledge and the values he or she has when reading that short phrase full of many hidden meanings. These answers are sometimes able to show what is next and what lies inside ourselves, without previously being able to see it or be aware of it.

In this sense, an aphorism possesses the ability to stop time; no matter for how long. It may be a single moment or a more durable period during which the curtains that prevent the reader from grasping hidden concepts and principles are torn down and these principles and concepts appear clearly and are immediately felt as if they were always owned and understood.

From a Socratic perspective, it can be said that the aphorism possesses the maieutic power to delve into one's hidden knowledge and wisdom, which is largely unexplored but nonetheless present in every individual who open-mindedly accepts the challenge of honest and unconventional thinking. Thus, the strength of the aphorism derives from its ability to force people to pause and take enough time to think, thus stimulating a creative and innovative approach instead of the tired repetition of thoughtless action. In a nutshell, an aphorism is like a seed of doubt and amazement in the reader's mind; in other words, it is the picklock by which management can open the doors of the company's soul after losing the key. The next section of this paper will be dedicated to an examination of some aphorisms in action.

5. Aphorisms in action and the magnificent seven

Let us now propose some possible uses of aphorisms in the context of management education. In this respect, we will consider three real-world experiences. The first concerns the use of aphorisms for the dissemination of company values. Here, we can refer to two different and well-established firms: Key Line, an historical company (1779) operating in the key industry, and Brunello Cucinelli, a firm working in the field of fashion and strongly linked to human and historic values. In the Key Line 2017 calendar some aphorisms can be read, from which we have chosen the following:
1) 'Great things are done by a series of small things brought together', Vincent van Gogh, painter;

2) 'Only if tradition is often transformed, it can be saved as a living reality', Paul Tillich, theologian;
3) 'I think of the factory made for men, not of men made for the factory', Adriano Olivetti, entrepreneur.

The first aphorism underlines the culture of 'us as a team'; the second one stresses the importance of change and the third one highlights the centrality of people.

On the other hand, Brunello Cucinelli's home page shows a phrase taken from 'The Idiot' by Fedor Dostoevskij: 'Beauty will save the world'. This is a kind of manifesto pointing to the humanistic perspective of the company that links good and beauty.

The second experience is taken from "Change This" website. This is a new kind of medium to support and spread great ideas, often dealing with business management, leadership and personal development. A new section of this website collects tweets that in all respects resemble aphorisms.

Here again, we have selected three thoughts from this collection:
1) 'When we are not sure who we are and what we should do, we are vulnerable enough to learn', Marcia Reynolds, emotional coach;
2) 'The ultimate competitive advantage is what we call The Trust Edge', David Horsager and Reil Velo, professional trainers in leadership;
3) 'If you want high and sustained results on the outside, remember that it starts on the inside', Lee Colan, business consultant.

The first leads us to reflect on the humility necessary to walk an educational path that is otherwise precluded by an attitude of conceit regarding knowledge. The second introduces the exploration of the sense and value of trust as a competitive resource. The third considers the importance of a sense of belonging and the state of flow.

The third experience relates to a research study carried out within the business management course at the University of Verona in 2016 and 2017. The study consisted of asking students to choose the most important aphorisms for managerial development from a list of 537 aphorisms collected in a book that was adopted as a monograph for the course. The question was: what are the ten most important aphorisms to support a managerial approach able to reach enterprise competitiveness? The question was posed at the end of the course, and approximately 220 students attended in each of these academic years. The students were 20 years old, and were in their second semester of the first year of the degree programme in business management. The numbers of responses collected was 200 in 2016 and 152 in 2017.

The following two boxes show the five most cited aphorisms selected in 2016 and 2017, respectively.

2015–2016 academic year

1) 'Remember that to take off it is necessary to go against the wind', Henry Ford, entrepreneur;
2) 'Madness is doing always the same things and expecting something different in result', Albert Einstein, scientist;
3) 'Happiness doesn't lie in never falling down, but in always getting up after a fall', Confucius, philosopher;
4) 'It is better to add life to days than days to life', Rita Levi Montalcini, scientist;
5) 'Listening is to hear what others do not say', Peter Drucker, management scholar.

2016–2017 academic year

1) 'Remember that to take off it is necessary to go against the wind', Henry Ford, entrepreneur;
2) 'Madness is doing always the same things and expecting something different in result', Albert Einstein, scientist;
3) 'What matters most is the trip, not the destination; if we don't get to the top of Mount Everest it does not matter, the important thing is having decided to try', Renato Soru, entrepreneur;
4) 'Does the one who runs always arrive earlier?', Claudio Baccarani, management scholar;
5) 'If you can dream it, you can do it', Walt Disney, fantasy film producer.

The eye-catching feature is that in both surveys, made a year apart and with different groups of students, the second of whom did not know the results of the first, the two aphorisms mentioned in first place are identical. Indeed, young people usually do not consider the common opinion too seriously and do not fear going 'against the wind'; and, in the same vein, it can be said that they definitely appreciate change. Since this result cannot be merely coincidental, it can be assumed that the students' choice in both years depends only on the strength of the effect these two aphorisms exerted on the students.

At this point, after many years of work on aphorisms, we cannot conclude this paper without citing the aphorisms that in our view best support managerial training suitable for those acting in a complex world that asks companies to not only be instruments for profit-making, but also responsible players seeking community wellbeing.

We call this selection the 'magnificent seven', paraphrasing John Sturges's famous movie of 1960. Here is the list:

1) 'It is only with the heart that one can see exactly: what is essential is imperceptible to the eyes', Antoine de Saint-Exupéry, writer and aviator;
2) 'Experience is the name we give to our mistakes', Oscar Wilde, writer and poet;
3) 'Remember that to take off you need to go against the wind', Henry Ford, entrepreneur;
4) 'Begin with doing what is necessary, then what is possible, and you will suddenly surprise yourself in doing the impossible', San Francesco d'Assisi;
5) 'The only constant in today's world is change', Giovanni Panati, management scholar;
6) 'We will never know how much good a simple smile can do', Maria Teresa of Calcutta, mystic;
7) 'Hurry slowly', Emperor Augustus.

Let our readers decide which is their favourite of these thoughts, and whether to accept the challenge of the reflection that each of these 'magnificent seven' proposes. Once again, the aphorism will reveal itself as the 'picklock by which management opens the doors of the company's soul after losing the key'.

6. Management implications and limitations of the study

The proposal of this method of including aphorisms in university lectures, and our discussions of this with entrepreneurs, managers and colleagues on several occasions has revealed the value of this method from the point of view of the development of managerial culture.

Aphorisms can help management activity in several ways:
- they produce a series of thoughts that trace maps of territories that are barely considered and in fields of knowledge not consciously possessed;
- they favour open-minded examination of problems from a different point of view;
- they clarify an organisation's values;
- they communicate the corporate identity to people inside and outside of the organisation;
- they generate critical dialogue within the management team about strategic decisions.

Sometimes, the encounter with an aphorism may not leave a trace on the reader. There are many reasons for this; it may have been an imperfect seed, or a good seed that had fallen on unsuitable soil. In any case, an aphorism does not have the power to find solutions to a problem, but it does have the ability to indicate one or more paths that the decision-maker might choose to follow, or not. An aphorism certainly does not have the ability to place a company's 'dark side' in full light; rather, the aphorism casts a beam of light. It can only help those who are open to exploring a territory so vast and changing that complete knowledge is impossible, if only because 'right when we had all the answers, all the question changed' (Edoardo Galeano, writer and journalist). Like a glimmer in the darkness, aphorisms can provide great solace in life as well as in management.

References

Agosti A. (2001). *Cinema ed educazione, percorsi per la formazione degli adulti*, Padova: Cedam.

Alavi M., Gallupe R.B. (2003). "Using information technology in learning: Case studies in business and management education programs", *Academy of Management Learning & Education*, 2: 139-153.

Alavi M., Yoo Y., Vogel D.R. (1997). "Using information technology to add value to management education", *Academy of Management Learning & Education*, 40: 1310-1333.

Anderson L. (2006). "Analytic autoethnography" *Journal of contemporary ethnography*, 35(4): 373-395.

Armstrong D.A. (1992). *Managing by Storying around: A New Method of Leadership*. New York: Doubleday.

Baccarani C. (2011). *Pensieri per il management nel tempo dell'imprevedibilità e delle sorprese*, Torino: Giappichelli.

Baccarani C., Bonfanti A., (2016). "Business theatre in management studies: a structured literature review and future research directions", *International Journal of Managerial and Financial Accounting*, 8 (3/4): 334-360.

Baccarani C., Brunetti F. (2002). "The use of movies in management education", *Proceeding of 13th International Conference on College Teaching and Learning*, Jacksonville, Florida, 9-13 April, 7-26.

Baccarani C., Brunetti F. (2003). *Dalla penombra alla luce: un saggio sul cinema per lo sviluppo manageriale*, Torino: Giappichelli.

Baccarani C., Castellani P., (2006). "Planning and improvisation in services", *Proceedings of 9th Toulon-Verona Conference – Excellence in Services*, University of Paisley, 7-8 September, 46-53.

Barry D., Elmes M. (1997), "Strategy Retold: Toward a Narrative View of Strategic Discourse", *Academy of Management Review*, 22(2): 429-452.

Boje D.M. (1991b). "Learning Storytelling: Storytelling to Learn Management Skills", *Journal of Management Education*, 15(3): 279-294.

Boje D.M., Fedor D.B., Rowland K.M. (1982) "Myth Making: a Qualitative Step in OD Interventions", *The Journal of Applied Behavioral Science*, 18(1): 17-28

Boje, D.M. (1991a). "The Storytelling Organization: A Study of Story Performance in an Office-Supply Firm", *Administrative Science Quarterly*, 36(1): 106–126.

Cajiao J., Burke, M.J., (2016) "How Instructional Methods Influence Skill Development in Management Education", *Academy of Management Learning & Education*, 15(3): 508-524.

Canova G, Salvemini S. (2011). *Il manager al buio: da Benvenuti al Sud a Il discorso del re : quando il cinema racconta l'economia*, Milano: Rizzoli.

Carley M.S. (1999). "Training go to the movies", *Training & Development*, 53(7): 15-18.

Cerni E. (2010). *Dante per i manager. La Divina Commedia in azienda*, Milano: Il Sole 24 Ore.

Champoux J.E. (1999). "Film as a teaching resource", *Journal of Management Inquiry*, 8(2): 206–217.

Champoux J.E. (2001). Animated Films as a Teaching Resource, *Journal of Management Education*, 25(1): 79-100.

Corrigan P. (1999). *Shakespeare On Management: Leadership Lessons for Today's Managers*, London: Kogan Page.

D'Incerti D., Santoro M., Varchetta G. (2007). *Nuovi schermi di formazione. I grandi temi del management attraverso il cinema*, Milano: Guerini e Associati.

Drechsler Sharp M., Riera J.L., Jones S.R. (2012). "Telling our stories: Using autoethnography to construct identities at the intersections", *Journal of Student Affairs Research and Practice*, 49(3): 315-332.

Exley E. (1993). *The best of business quotation, Exley Publications*: New York.

Gambirasio G. (2009). *1000 Aforismi e citazioni ad uso aziendale e non solo. Per riflettere su: motivazione, leadership, gestione del tempo, successo, teamwork, comunicazione ed altro ancora*, Bergamo: Olympos Group

Gold J., Holman D. (2001). "Let me tell you a story: an evaluation of the use of storytelling and argument analysis in management education", *Career Development International*, 6(7): 384-395.

Harrington D., Short J.C., Hynes B., (2015). "Changing times for management educators: Rethinking engagement with participatory form of knowledge production", *Irish Journal of Management*, 34(1): 51-59.

Harris C., Brown W. (1989). "Teaching business ethics using fiction: A case that failed", *Organizational Behavior Teaching Journal*, 13: 38-47.

Hytti U., O'Gorman, C. (2004). "What Is Enterprise Education? An Analysis of the Objectives and Methods of Enterprise Education Programmes in Four European countries", *Education and Training*, 46(1): 11–23.

Jones M.O. (1991). "What if Stories Don't Tally with the Culture?", *Journal of Organizational Change Management* , 4: 27-34.

Kelliher F., Harrington D., Galavan, R. (2009). "Spreading Leader Knowledge - A Proposal for Practitioner-Academic Partnership in Disseminating Leader Knowledge", *Irish Journal of Management*, 29(2): 103–21.

Koppett, K. (2001). *Training to imagine: Practical improvisational theatre techniques to enhance creativity, teamwork, leadership and learning*. Sterling, VA: Stylus.

Kowalewski S.J., Waukau-Villagomez L. (2011), "Storytelling and career narratives in organizations", Global Journal of Business Research, 5(4): 83-92.

Leonardi E., (2008). *Azienda in Jazz. Regole e improvvisazione, emozione e tecnica: come vivere il lavoro con ritmo*, Milano: Il sole 24 Ore.

McGrath J. (2017). *The Little Book of Big Management Wisdom: 90 important quotes and how to use them in business*, Edinburgh: Pearson Education Limited.

Miglietta A., Romenti S., Sartore A. (2015), "Entrepreneurial narratives for resource acquisition in the Italian creative industries. A qualitative study", *Sinergie Italian Journal of Management*, n. 98, September-December.

Mitev N., Venters W. (2009). "Reflexive Evaluation of an Academic Industry Research Collaboration; Can Mode Two Research be Achieved?", *Journal of Management Studies*, 46(5): 733–754.

Mitroff I.I, Kilmann R.H. (1975), "Stories Managers Tell: A New Tool For Organizational Problem Solving", *Management Review*, 64(7): 18-28.

Mockler R.J. (2002). "Using The Arts to Acquire and Enhance Management Skills", *Journal of Management Education*, 26(5): 574-585.

Morgan S., Dennehy R.F. (1997). "The power of organizational storytelling: a management development perspective", *Journal of Management Development*, 16(7): 494-501.

Moshavi D. (2001). ""Yes and ...": Introducing improvisational theatre techniques to the management classroom", *Journal of Management Education,* 25(4): 437–449.

Murnighan J.K, Conlon D.E. (1991). "The Dynamics of Intense Work Groups: A Study of British String Quartets", *Administrative Science Quarterly*, 36(2): 165-186.

Nonaka I., Takeuchi H. (1995). *The Knowledge Creating Company*, Oxford: University Press.

Parkin M. (1998). *Tales for Trainers*, London, Kogan Page Limited

Parkin M. (2001). *Tales for coaching,* London: Kogan Page Limited.

Pitcher P. (1996). *The drama of leadership: Artists, craftsmen, and technocrats and the power struggle that shapes organizations and society*, New York: Wiley.

Reissner S., Pagan V. (2013). *Storytelling in Management Practice: Dynamics and Implications*, New York: Routledge.

Rousseau D.M., (2012), "Designing a better business school: Challenging Herbert Simon, addressing the critics, and developing actionable knowledge for professionalizing managers", *Journal of Management Studies*, 49(3): 600-618.

Shafritz, J. M. (1999). *Shakespeare On Management: Wise Business Counsel from the Bard*, New York: HarperCollins.

Shaw G., Brown R., Bromiley P. (1998). "Strategic stories: How 3M is rewriting business planning", *Harvard Business Review*, 76(3): 41-50.

Shaw G., Locke K. (1993). "Using fiction to develop managerial judgment", *Journal of Management Education*, 17: 349-359.

Siegel P.H., Khursheed O., Agrawal S.P. (1997), "Video simulation of an audit: An experimental in experiential learning", *Accounting Education*, 6(3): 217-230.

Simon H., Zatta D. (2011). *Aforismi per il manager. Le migliori citazioni per ogni occasione*, Milano: Hoepli

Turnbull A., Eickhoff M. (2011). "Business Creativity: Innovating European Entrepreneurship Education", *Journal of Small Business and Entrepreneurship*, 24(1): 139-150.

Vaill P.B. (1981). "Thoughts on using poetry in the teaching of OB", *Organizational Behavior Teaching Journal*, 6, 50-51.

Varanini F. (2000). *Leggere per lavorare bene: nuovi romanzi per i manager*, Venezia: Marsilio.

Varanini F. (2007). *Romanzi per i manager: la letteratura come risorsa strategica*, Venezia: Marsilio.

von Krogh G., Ichijo K., Nonaka I. (2000). *Enabling Knowledge Creation: How to Unlock the Mystery of Tacit Knowledge and Release the Power of Innovation*, New York: Oxford University Press.

Walker J. (2016). *Inspirational Quotes for Business: The Best Quotes of Famous People about Success and Money*, John Walker.

Wall S., (2008) "Easier said than done: Writing an autoethnography", *International Journal of Qualitative Methods*, 7(1): 38-53.

Wankel C., DeFillippi R., (2002). *Rethinking Management Education for the 21st Century*, Greenwich, Connecticut: IAP

Wastell D., (2014). "Archarios: A Dialogue Between Socrates and a Novice Manager on the Relevance of Design to Management Practice and Education", *Academy of Management Learning & Education*, 13(4): 641-652.

Weick K.E, Gilfillan D.P., Keith T.A. (1973), "The Effect of Composer Credibility on Orchestra Performance", *Sociometry*, 36: 435-462.

Weick K.E. (1998). "Improvisation as a mindset for organizational analysis", *Organization Science*, 9(5): 543-555.

Weiss J, (2006). *The Quotable Manager: Inspiration for Business and Life*, Layton, Utah: Gibbs Smith, Publisher

Whitaker J., New J.R., Ireland R.D., (2016) "MOOCs and the Online Delivery of Business Education. What's new? What's not? What now?", *Academy of Management Learning & Education*, 15(2): 345-365.

Whyte D., (2000). Il risveglio del cuore in azienda. Poesia e preservazione dell'anima sul luogo di lavoro, Milano: Guerini e Associati

Wilkins A.L. (1984). "The creation of company cultures: The role of stories and human resource systems", *Human Resource Management*, 23(1): 41-60.

Wolff M., Clemens J.K., (1999). *Movies to Manage By. Lessons in Leadership from Great Films*, New York: McGraw-Hill.

Zajdel M.M., Vinton K.L. (1988). "Beyond the story: How to use a literary critic in the organizational behavior class", *Organizational Behavior Teaching Review*, 12: 62-67.

Biographical sketch

Claudio Baccarani, full professor of Business Management, Department of Business Administration, University of Verona (Italy), research interests: entrepreneurship and SME, service management, long-lived firms and their innovative path, territorial marketing.

Federico Brunetti, full professor of Business Management, Department of Business Administration, University of Verona (Italy), research interests: management epistemology and research methods, macromarketing, branding.

Chiara Rossato, assistant professor of Business Management, Department of Business Administration, University of Verona (Italy), research interests: innovation management, long-lived firms and historical company, entrepreneurship and small medium enterprises.