

# Engaging Undergraduates in RESEARCH and INQUIRY: A Scholarly Dialogue

## Developing a Complicated Understanding of the Real World through Strategy Capstone Projects

### Course Instructor/Project Leader

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### Project/Course Objectives

- Solving real world issues requires students to develop a “complicated understanding” of messy issues / challenges and unsolved problems.
- The course was deliberately designed from a paradoxical perspective – stretching students’ thinking to deal with various contradictory issues in organizations and better preparing them to deal with complex issues of our time.

### Inquiry Based Learning Activities

Through dealing various contradictory issues in organizations, students were to:

- look beyond the scope of a given issue /challenge from different perspectives (diversity / differentiation),
- find commonalities (integration) of ideas,
- search the best ideas from outside of our fields of enquiries which fostered new ways of thinking and doing.



### How did you assess the effectiveness of students’ learning?

Emphasis placed on class engagement based on a set of core values on “Staying FOCUSED”. WebCT platform was used to share readings from newspapers, Harvard Business Review, The Economist, Textbook examples, strategy-in-pictures, thinking about reflections etc. Connect-thinking recommendations were looked for in their term papers and final exam answers using Knowledge Building Worksheets.

### What were the major outcomes of this project/course? Do they match with your objectives?

Students’ thinking shifted into new ways of thinking and doing through a process of nurturing a more “complicated understanding” of the real world. This helped our students think at a higher level and better prepared them for the Real World.