Robert P. WRIGHT, Ph.D.

Senior Lecturer
Senior Fellow, Institute of Higher Education Research & Development (IHERD)
UGC Teaching Award Fellow (Hong Kong Teaching Excellence Alliance, HKTEA)
(**retired,** Associate Professor of Strategy)
Department of Management & Marketing
Faculty of Business
robert.wright@polyu.edu.hk
ORCID: 0000-0002-8505-5814 **Author ID (Scopus):** 9639367100
PolyU IPAO Researcher Profile: https://research.polyu.edu.hk/en/persons/robert-phillip-wright/publications/

Professional Interests

Research Interests
Boards of Directors, Managerial Cognitions, Neuroscience of (un)Learning, Paradoxical Thinking, Reflective Practice, Strategy-as-Paradox, Strategy-as-Practice

Teaching Interests
Executive Education, FOCUSED philosophy, Personal Construct Psychology, Qualitative Research, Strategic Management, Theorizing Otherness

Academic Qualifications

2000 Ph.D. (Human Resources) The University of Hong Kong
1990 MIR (Industrial Relations) University of Western Australia, Australia
1987 B.Bus. (Admin. / Finance) Western Australian College of Advanced Education, Australia

Graduate of Executive Development Programs

2025 The Economist Executive Education – Critical Thinking
2023 The Wharton School – Neuroscience for Business Results
2023 InnoEd, Entrepreneurial Leadership & Innovation (ELI) – Experiential Learning Method
2007 Harvard Business School – Strategy & Competitive Advantage
2005 IMD, Switzerland – Orchestrating Winning Performance

Summary of Faculty Member

Dr Robert Wright has been a university level educator for the past 36+ years (23 years at the Faculty of Business, The Hong Kong Polytechnic University). Since 2024 Semester 1, upon reaching retirement age of 60 (at PolyU) he continues his service to the univesity as a retiree. Robert is a multi-award winning teacher and researcher. He is a four time nominee for the University's President's Award for Excellence Performance. In 2005 he received both the Faculty of Business Teaching Excellence Award and the President's Award for Teaching Excellence. In 2013, he was again nominated for the President's Award for Teaching Excellence. In 2009 and 2011, he was nominated for the President's Award under the category of Team Performance for his involvement with the faculty's Work Integrated Education strategic initiative. In 2012 he was nominated to represent the University for the Hong Kong Government's UGC Teaching Award. In 2013 he was invited to serve at the university level as a co-facilitator to foster one of the major Communities of Practice (CoP) for the Development, Recognition and Rewarding of Excellent Teaching throughout the entire PolyU community (he then oversaw this entire initiative as Lead Facilitator). In the

same year, he was nominated for election to serve on the Council of the Hong Kong Polytechnic University. In 2015 he was nominated by PolyU to the Hong Kong Government's UGC Teaching Award and was shortlisted as a finalist. In 2018 he was a receipient of the university level Merit for Outstanding Professional Services Awards for a consultancy project with multi-departmental involvement and the highest contract value for the financial year (2016-2017). In 2020 he received the Faculty Prize for service.

Dr Wright was awarded a $9.7M 3-year (2017-2020) Teaching & Learning Development Grant by the Hong Kong Government to scale up his strategic thinking "F.O.C.U.S.E.D." framework as a bridge between student internships and classroom learning across six universities. Through this project, he introduced the framework to world leading institutions of higher learning such as Harvard, Oxford, Cambridge, MIT, NYU, Northeastern, UCL, INSEAD, Warwick, Manchester… in addition he extended its impact to senior executives in strategy-away days to organizations in both the public and private sectors. His FOCUSED framework also became a part of The Hong Kong Polytechnic University's 6-year Strategic Plan (2019/20 - 2024/25) for its Teaching & Learning initiative on "learning to (un)learn" across all disciplinary fields. The framework is also a part of a university-wide "Efficiency Enhancement" drive to improve administrative units' delivery of their value proposition. Under Dr Wright's leadership, the project also produced eight (8) landmark MOOCs (Mass Open Online Courses) grounded on how the FOCUSED framework can be applied across the fields of business, computing, design, engineering, fashion & textile, hotel & tourism, law and medicine.

Dr. Wright is the Associate Editor of the *Journal of Management Education* (JME) – one of the Big Three Teaching & Learning journals in the management field. He also sits on the Editorial Review Boards of the *Academy of Management Learning & Education* (AMLE) and *Organizational Research Methods* (ORM). He previously served on the Editorial boards of *Academy of Management Review* (2011-2017) and *Journal of Organizational Behavior* (2002-2006).

He is the recipient of the 2024AOM Organizational Neuroscience Interest Group Best Reviewer Award and the 2023AOM Management Education Division Best Reviewer for the American Academy of Management. Previously, he was awarded SAGE's ORM 2008 Reviewer of the Year Award (awarded in 2009) and numerous other Best Reviewer Awards from the 2015 SAP Interest Group of the BPS Division, 2009 MOC, 2006 OB and 2005 BPS Divisions of the American Academy of Management. His qualitative research using the McKinsey 7S Framework received international recognition in 2008 by the American Strategic Management Society. In 2014 at the American Academy of Management, his research (with Sotirios E. Paroutis and Daniela P. Blettner) on "*How useful are the strategic tools we teach in business schools?*" scooped up the Best 2013 Published Research Paper for the A Grade journal, *Journal of Management Studies*. In 2016, he received the Emerald Citations of Excellence Award for high impact research. He was an International Advisory Board member of the *Center for the Advancement of Research Methods and Analysis* (CARMA) in USA. Dr. Wright is the past Chairperson (2015) of the Teaching Community for the American Strategic Management Society (SMS) covering over 3,000+ strategy professors in 80+ countries. He was also Chairperson in 2012 for the Strategy Practice Research Interest Group of the (SMS).

His program of research involves mapping strategic cognitions from a Clinical Psychology perspective. He has published in *New Horizons in Managerial and Organizational Cognition, Advances in Strategic Management, Journal of Management Studies*, *Organizational Research Methods, Research Methodology in Strategy and Management, Leadership*

Quarterly, Journal of Organizational Behavior, *Journal of General Management*, *Journal of Constructivist Psychology*, *Personnel Review*, *International Studies of Management and Organisations*, and numerous sections of the *Hong Kong Staff Employment Manual* (3rd and 4th editions), inter alia.

Robert has both private and public sector work experience and has trained and consulted for organizations in Australia, Hong Kong, the Philippines, Singapore, Taiwan, and Thailand. Outside of academia he is a Fellow and served on the Board of Directors for 14years as an Executive Council member of the Hong Kong Institute of Human Resource Management between 1998-2012, and was associated with them for over 30+ years. He is a Life Fellow of the Australian Institute of Management and Fellow of the Hong Kong Institute of Directors. Dr. Wright is a graduate of executive development programs from The Wharton School (online), InnoEd – ELI joint program (Harvard, MIT, Yale & Stanford), IMD in Switzerland and the Harvard Business School.

TEACHING & LEARNING

Awards and Honors

2026 (January 5th). On half of the Faculty of Business BBA Competition society - delivered I.C.B.C. Masterclass – "Going all-in for competitions" – using F.O.C.U.S.E.D. framework. (One of the participants from this workshop too first place in the category of HR/Ethic. The Inter-Collegiate Business Competition is Canada's largest, oldest and most prestigious undergraduate case competition.

2025 (July) Best Reviewer Award for the 2025 Teaching and Learning Conference, 85th Annual Meeting of the Academy of Management, Copenhagen, Denmark. *"A" Grade Conference*.

2024-2025 (Nov-June): Received additional seed funding from VPED strategy budget on Teaching & Learning to produce a PC / Web version of the (rebranded, updated, and revised) FOCUSED framework – to deal with issues of students' mental health and well-being.

2024 (10 April): Wright, R. P. Doing scholarship that endures by staying F.O.C.U.S.E.D.: Transferable skills workshop series. Graduate School, The Hong Kong Polytechnic University.

2024 (19 March): Wright, R. P., Chau, B., NG, K-H., Yuan, X., & Li, L. At the frontiers of neuroscience and their implications on how we learn. University level presentation for the Educational Development Centre.

2023 (October): As Associate Editor of JME, and together with our two Editors-in-Chief and board members, we pioneered a "write-a-thon" to advance the Scholarship of Teaching & Learning for the field.

2023 (16-31 Oct): Wright, R. P. Pioneered a faculty-wide strategic initiative entitled: One more time: What constitutes great scholarship? A series on the Scholarship of Teaching & Learning (SoTL). Planned, designed, co-ordinated and facilitated a series of sharing sessions from leading Editors from all the major SoTL (AMLE, JME, ML, AOM/MED), theory (AMR) and methods journals (ORM), (jointly organized by the Faculty of Business (FB) and the Department of Management and Marketing (MM)). The series aims to support and encourage colleagues to capitalize on the opportunities to advance their practice "from good teaching to scholarly teaching". The series was scheduled between 16-31 October,2023. Programme flyer: https://www.polyu.edu.hk/fb/news-events/event/2023/10/sotl_sharing_series/

2023 (Oct-Dec): Wharton Executive Education, University of Pennsylvania - Understanding the Brain: Using Neuroscience to Deliver Better Business Results (6 weeks online)

2023 (July) Appointed Senior Fellow, Institute for Higher Education Research and Development (IHERD)

2023 (16-28th July): ELI Global: Experiential Learning Teaching Methods Program at Boston (Harvard, MIT, Babson), New Haven (Yale), San Francisco (Stanford). The purpose of the program is to train faculty members to become master teachers who have capabilities in both participant centered teaching and experiential teaching, and also help them understand how they can be an "entrepreneurial professor". The learning objective of this program is to explore the teaching style and pedagogy through observing the teaching practices in leading US universities. Field visits to innovation / entrepreneurial companies are also conducted in the program.

2023 (29July-3Aug): Northeastern University – Visiting Scholar - Invited to present latest SoTL research findings on the FOCUSED project: "*what do great problem-solvers do when they get STUCK with complexity"*.

2023: PolyU EDC – Learning to Learn – "Goal *Beeyond* Event Series" – Awarded Enlightening Moments Award.

2022: As one of the university's custodians for the strategy implementation for our 6-year Strategic Plan, I produced a commemorative updated issue eBooklet of "Recognizing Dedicated Educators of PolyU" for our university's 85th Anniversary. Please click on the links below to witness the "inclusiveness" of what really makes us a world-class institution of higher learning: e-booklet (large file size – best to download to view on PC computer):
https://drive.google.com/file/d/1qGlb09ubhPFZqGCMFMGioDRVJ_giNHcv/view?usp=sharing
Video - Recognising Dedicated Educators: Making a difference 5min 42 secs
https://youtu.be/Y2ENaqVC_dc (This video is showcased across all Campus TV, LOGO Square, and on our university's official YouTube channel)

2022-2023: Received additional seed funding from VPED strategy budget on Teaching & Learning to consolidate eight (8) FOCUSED MOOC courses for relaunch as one mega MOOC on the Harvard/MIT edX online platform.

2022 (July): Invited to present to MM Departmental colleagues on the topic of: How to write a multi-million dollar research proposal (for Teaching & Learning): My journey of reflection/ reflexion from the FOCUSED project. Departmental Teaching & Learning Committee (DLTC) Seminar.

2022 (May 19): invited speaker - EDC university-wide workshop on "Writing good educational research papers: Sharing from an editorial board member and a senior teaching fellow." With Tang, YM (ISE) and Tsui, E (EDC).
https://video.polyu.edu.hk/Panopto/Pages/Viewer.aspx?id=c98c3ec2-1754-41e4-b485-ae9a008b2b37 (my session starts at counter 11:10-39:08….25mins in total)

2022 (January 7). Drop your tools: A FOCUSED approach to learning to (un)learn. Invited presentation for PolyU's Excellent Teachers on Teaching Excellence (ETTE) Symposium (virtual). The Hong Kong Polytechnic University.

2021: Accepted for 6-months sabbatical leave with the medical school, Centre of Medical Education of the National University of Singapore. Whilst on assignment, I was able to introduced the FOCUSED framework for the future of medical education to key stakeholders / students of NUS.

2021 Invited presentations / sharing

Centre of Medical Education. (3rd June, 2021). When medical professionals better anticipate the unknown (half-day ZOOM workshop). National University of Singapore.

Centre of Medical Education. (19th May, 2021). When medical professionals better anticipate the unknown (ZOOM lunch time session). National University of Singapore.

Centre of Medical Education. (7th May, 2021). Leadership vs. management in medical education (a false dichotomy) (part of whole day workshop). National University of Singapore.

Centre of Medical Education Strategy Away Day (17th March 2021). Ideation and blue sky workshop: F.O.C.U.S.E.D. Approach (half day workshop). National University of Singapore.

Centre for Management Education (31st March 2021). A conversational session on "being and BECOMING" a management educator: A F.O.C.U.S.E.D. approach. University of Surrey Business School.

2021: Submitted for policy level discussion – a revised complementary Policy Document for the university's Work Integrated Education strategic initiative

2020: As Custodian of one of PolyU's Teaching & Learning Strategic Initiatives (as part of our 6-year Strategic Plan), we successfully implemented and showcased dedicated educators across all university Campus TV, Logo Square and PolyU YouTube channel. Please view footage here: https://youtu.be/s9RPlE15b1s

2020: Produced ebooklet of dedicated educators across our entire university including researchers, administrators and teachers. This booklet was widely circulated across all schools and faculties of the university. Please see: https://polyu.hk/VqskD

2020: Produced eight (8) Mass Open Online Courses (MOOCs) centering around the FOCUSED philosophy spanning 8 disciplinary fields of business, computer, design, engineering, fashion & textile, hotel & tourism management, law and the medical field.

2020: Successfully completed a 3-yr UGC funded $HK9.7M teaching & learning grant. Formal Final Report submitted to UGC in May2021.

2020: Pioneered an engaging interactive "card" game with full cartoon artworks (commissioned professional cartoonist). These artworks were also incorporated into the DNA of the FOCUSED project. Please visit link for samples: https://www.focused-polyu.com/focused-playing-cards

2018-2019: Introduced the "staying F.O.C.U.S.E.D." pedagogical innovation to the following universities: Harvard Business School, Harvard School of Dental Medicine, MIT, Northeastern University, NYU, University of Toronto, Oxford University's SAID Business School, Cambridge University's Judge School of Business, CASS Business School, Manchester University, Warwick Business School, University College London and INSEAD.

2017-2020: Awarded $9.7M from UGC Funding Scheme for Teaching & Learning Related Proposals 2016-2019 for 3-year project "*Transforming Internship for Transformative Learning and Reciprocal Knowledge Transfer between University and Workplace*"

2016-2020: Lead Facilitator for the university level Community of Practice (CoP) on Teaching Excellence

2017: DBA guest speaker on Qualitative Research Method – Repertory Grid (joint international program with France/Korea - Euro-Asia DBA programme

2016: School of Accounting and Finance - PhD Teaching Workshop on Environmental Accounting (6 session Certificate course co-designed with Visiting Professor Yue Li – 17Mar-19Jun)

2016: School of Accounting and Finance in collaboration with Department of Management & Marketing - Education Research Workshop - Publication in Education Journals, 26July _Invited speaker to share what makes good scholarship – based on my experience as the Associate Editor of Journal of Management Education (JME)

2016 (July): Certificate of Appreciation for promoting a culture of sharing & learning for collaborative professional teaching development through participating in CoP in Developing, Recognizing & Rewarding Excellent Teaching.

2016: Selection Committee for School of Hotel & Tourism Management (SHTM) Excellence Teaching Award
2016: DBA guest speaker on Qualitative Research Method – Repertory Grid (joint international program with France/Korea
2015: DBA guest speaker Qualitative Research Method – Repertory Grid
2015: Shortlisted into final round for Hong Kong Government's 2015 UGC Teaching Award.
2015: Nominated to represent the University for the Hong Kong Government's 2015 UGC Teaching Award.
2015: Chairperson, Teaching Community of the American Strategic Management Society, Denver, USA
2015: Invited as panel facilitator for university level on Excellent Teachers on Teaching Excellence Symposium. (December, 2015)
2015: Invited by School of Accounting & Finance to deliver a teaching workshop for all their doctoral / research students (with some MM research students attending) on 21Sept2015. Talk entitled: Why Investing in Teaching & Learning Made Me a BETTER Scholar
2015: Invited by School of Accounting & Finance for their T&L workshop on 30 Jan 2015. Talk entitled: Great Research and Great Teaching are more similar than they are different!
2015: My pedagogical invention – Discovered, Designed and Delivered through our business school became an official university souvenir for wider impact to help others take their learning to a higher level.
2015: Invited to share teaching experience for Certificate for University Teaching conducted for the Educational Development Centre (2006, 2007, 2013, 2014, 2015).
2014/2013: DBA guest speaker Qualitative Research Method – Repertory Grid
2014: Incoming Program Chair for the Teaching Community of the American Strategic Management Society
2013; Certificate of Appreciation in recognition of contribution to teaching excellence at the university as demonstrated in the Good Teaching Practice Video Series.
2013: Nominated for President's Award for Excellence Performance in Teaching, Hong Kong Polytechnic University
2013: Invited as panelist at university level on Excellent Teachers on Teaching Excellence Symposium. Session title: "Stepping up to teaching excellence" (13May2013)
2013: Invited at university level to be Co-Facilitator of one of the newly formed PolyU Community-of-Practice (CoP) on Recognizing and Rewarding Excellent Teaching, as part of the university's further enhancement of teaching and learning across the institution.
2013: Elected Associate Program Chair for the Teaching Community of the American Strategic Management Society
2013: Invited (again) as senior mentor for new in-coming member of the Business Policy & Strategy Division Annual meeting of the American Academy of Management, Orlando, USA.
2012/13: Invited by Dean of Faculty of Business and Vice President (Academic Development) at university level to mentor high potential educators from underdeveloped countries to gain best and next practices in teaching and learning so that they can take back valuable lessons to their home universities – 4 months engagement with International United Board Fellows Program.
2012: Invited by the Dean of the School of Hotel & Tourism Management (SHTM) to present my teaching philosophy and the strategic thinking "F.O.C.U.S.E.D. Dice" game I invented to the faculty and students of the Hotel School. Presentation was entitled, "*Teachers Hooked on Research and Researchers Hooked on Teaching* (29Nov2012).

2012: Invited as senior mentor for doctoral student (from Northwestern University Kellogg School of Management) for the Business Policy & Strategy Division Annual meeting of the American Academy of Management.

2012: Invited Panel member for the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for the Accreditation Exercise for Hong Kong Shue Yan University (HKSYU) – Program Validation for Master of Science in Marketing and Consumer Psychology.

2012: Nominated to represent the University for the Hong Kong Government's UGC Teaching Award.

2012: Invited to present at university level on Excellent Teachers on Teaching Excellence Symposium: honoring president award winners and early adopters of the Blackboard online teaching and learning platform. Presentation title: "Developing peripheral vision of a taught subject through simultaneous divergent and convergent thinking" (16May2012).

2011: Invited to share my teaching philosophy as part of the university's Educational Development Centre (EDC) initiative to showcase excellent teachers for 334 Academic Year 2012

2011: Invited to represent at university level at the HKUST Symposium on "Engaging Undergraduates in Research and Inquiry: A scholarly Dialogue". May, 2011.

2011: Nominated again for President's Award for Excellent Team Performance – WIE Taskforce

2010: Invited team member to represent at the university level for PolyU's QAC (Quality Assurance Council) Exercise for Teaching & Learning

2010-2011: Appointed at university level to the Working Group on Work Integrated Education

2010: Invited at university level to share experience on "One Minute WIE: Capturing Students' Learning to Better Qualify for the Real World". Staff Workshop on behalf of the Educational Development Centre, June.

2010: Invited at university level to share my experience on "The Thinking Classroom" to participants of the Educational Development Centre's program on Staff Workshop on Certificate for University Teaching. April.

2009: Nominated for President's Award for Excellent Team Performance – WIE Taskforce

2008-2010: Invited at the university level onto the Organizing Committee of the World Association for Co-operative Education (WACE) First International Conference. (Invited by Vice President Academic Development of university)

2008: Invited to give a speech at Departmental Strategic Retreat Meeting on "Teaching is Important". December.

2006: Excellence Teaching Award from MBA students of Management Policy & Strategy

2006: Invited at university level to share experience on "Engaging Students in the Classroom" for Staff Workshop on Certificate for University Teaching conducted for the Educational Development Centre, October.

2005: Invited to write policy document for the Department and later become the Faculty Policy on Work Integrated Education (WIE) and set up MM Department WIE WebCT that is still being used by all MM Students.

2005: Invited at university level to share experience on "Helping Students Attain Higher Level Understanding: Using the Knowledge Building Worksheet" for Staff Workshop for the Educational Development Centre, (with Davies, H., Ho, A., & Tam, K.) November.

2005: 2005 President's Award for Teaching Excellence, Hong Kong Polytechnic University.

2005: 2005 Faculty of Business Teaching Excellence Award, Hong Kong Polytechnic University.

1999: HKU School of Business IT Achievement Award for Innovative Use of IT in Learning, School of Business, University of Hong Kong.

Teaching and Learning Research Grants

2024-2026 Principal Investigator: **Wright, R. P.** Co-Investigators: Ng, K. H., Sabapathy, S., Yip, Y. W., Law, K, H., Chau, B., Tsang, KC., O'Donoghue M., Yip, T. L., Fung, S. L., Johnson

A-G. P.; Non-PolyU – Platt, M., Zhao, H., Yeung, K. C., Fung, P. S., Nevin, A, Yiu D, Samarasekera, D. D., & Cao, F.
Dealing with student mental health and nurturing neuroplasticity using cartoons: A pilot study grounded in clinical psychology and neuroscience (Project Duration: July 2024 – December 2025) (18 months) $HK65,000 Departmental Learning and Teaching Enhancement Grants.
Student mental health issues and suicide rates have become a major Hong Kong concern (and a global crisis) (SCMP, 2023, 2024; The Economist, 2019; 2024; World Economic Forum, 2020). PolyU is becoming increasingly aware that more needs to be done to safe-guard and nurture our students (2023, 2024; Chen & Kam, 2024). Over recent years I have noticed an alarming increase in the number of our students experiencing mental health issues and this is having an enormous impact on their capacity and motivation to deal with complexity and the unknown! Some like "Sandra" (real name disguised) who suffers from bi-polar disorder and currently under medication and counselling, was brought to my attention by our SAO office before the teaching semester began. But Sandra's case is not representative of the growing number of undocumented students experiencing signs of (mild to moderate levels of) emotional and psychological imbalance due to the normal pressures of university life, love and career. Some students find it hard to socialize and co-operate harmoniously with fellow classmates; yet most feel paralyzed, STUCK and overwhelmed when asked to solve / deal with (complex) unfamiliar problems, issues and challenges - often showing signs of increased stress, anxiety, and even depression. Most don't see they have a problem (with their human condition); and for those who do realize they have an issue with their mental well-being, are afraid to seek help for fear of being stigmatized and "losing face"! If left unattended and without innovative pedagogical interventions, these mild / moderate pressure points can soon turn into more deep-rooted clinical cases, exacerbating the situation (Harvard Medical School, 2023; Moitra et al., 2023).

2024 Principal Investigator: **Wright, R. P.** Co-Investigators: Ng, K. H., Sabapathy, S., Yip, Y. W., Law, K, H., Chau, B., Tsang, KC., O'Donoghue M., Yip, T. L., Fung, S. L., Johnson A-G. P.; Non-PolyU – Platt, M., Zhao, H., Yeung, K. C., Fung, P. S., Nevin, A, Yiu D, Samarasekera, D. D., & Cao, F.
Project title: Dealing with complexity and nurturing neuroplasticity: An investigation from clinical psychology and neuroscience (Project Duration: April-December 2024) (6-8 months) est. $HK60,000 Departmental Learning and Teaching Enhancement Grants.
Core idea of proposal:
I have volunteered for the PolyU Junior Researcher Mentoring Programme 2024 to guide twenty-two (22) secondary Form 4 and Form 5 students on how to do research which extends over the summer. The purpose of this pilot study (building on my program of research) is to investigate complex problem-solving at the intersection of clinical psychology and neuroscience (using a variety of safe and non-invasive neuroimaging modalities) to map how problem solvers think, learn and process information when they find themselves STUCK with complexity. Not much is known about the structure and functional brain activity of neural networks that takes place when problem-solvers are dealing with the unknown, the unfamiliar, rare and novel events and situations. Just as importantly, how do learners learn to (un)learn when they find themselves STUCK with complexity? Grounding our work on the emerging field of neuro-strategy and neuro-education and the psychology of personal constructs, we hope to advance knowledge to guide better learning experiences that tap into areas of the brain associated with higher-order thinking, creativity, novelty, insight, exploration/exploitation, and complex problem-solving. This groundwork will lay the foundation for a much larger scale longitudinal study that will have the potential to improve educational practice in teaching and learning and the impact to educational policy in preparing the next generation of thought-leaders for a complex world.

2022-2023 Principal Investigator: **Wright, R. P.** Co-Investigators: Basak, D.G., Chau, B., Fung, L., O'Donoghue M., Sabapathy, S., Seger, J., Tsang, KC., Zhao, H. Theorizing Otherness When Our Visions of the World Shrink, (Project Duration: July 2022 – July 2023) $HK61,000 Departmental Learning and Teaching Enhancement Grants (2022/23).
Core idea of proposal:
If we are to better prepare our students for a broken world, we need to ensure they don't fall prey to the same dysfunctional thinking that stop experienced practitioners in their tracks. Indeed there is no shortage of theoretical and empirical research that showcase the paradoxical phenomena of highly trained experts, experienced executives and long established successful organizations failing in the face of uncertainty and ambiguity. When this happens, our ideas begin to stall, and we get STUCK in the heat of battle, unable to move and progress. Our visions of the world shrink, and we end up resorting to our past habitual practices, reinforcing patterns and routines, often over-simplify the complexity of the situation. At moments like these we need to drop our tools and unlearn to open us to "otherness". Building on the practical success of the FOCUSED framework, this DLTEG proposal aims to develops more publishable scientific evidence by developing a new learning theory of "otherness" designed to help our students get unstuck in the face of the unknown, the unfamiliar, rare and novel events and situations. Grounded on solid scientific research spanning multi-disciplinary fields of clinical psychology, cognitive psychology, neuroscience, behavioural science, experimental psychology, and the organizational sciences, we envisage our theory building efforts has the power to open up the alternatives and facilitates the process of learning and unlearning in the face of complexity.

2017-2020 Principal Investigator: **Wright, R. P.** Co-Investigators: Lai, M., Basak, D.G., Csete, J., Fung, L., Lo, S., Yiu, D., Pounder, J., Zhao, H., Chan, C. University Grants Committee (UGC) Funding Scheme for Teaching & Learning Related Proposals 2016-2019 proposal: "Transforming Internship for Transformative Learning and Reciprocal Knowledge Transfer between University and Workplace". (Project Duration: September 2017 – August 2020) $HK9.7M.
Student internship can be a transformative learning experience, but its potential is not always fully exploited because we do not fully know the extent to which how students make effective use of the knowledge they gained from university education to real world work assignments. We need to do more to capture, in a structured and systematic way, how such classroom learning is applied in internships. Similarly, it is vital to capture how such internship learning is iterated back into classroom learning in a systematic way to develop deep learners on the importance of re-examining our taken-for-granted assumptions of what works and doesn't work in our theories, models and teaching methods. Important to this iterative process is the need for teachers to teach for knowledge transfer. To facilitate the importance of this iterative process in a structured and measurable way, this project will use a framework (called "Staying F.O.C.U.S.E.D.") developed and successfully tested with students over a seven-year period (by the project leader at PolyU) which has helped students learn better, faster and more than they are currently used to when dealing with complex problems, issues and challenges. The aim of this project is to effect a change in the approach to internship at both institution and individual levels.

2016: Internal MM Departmental Teaching & Learning seed money HKD25,000 (Feb2016-Feb2018) Project Title: From Learning to Impactful Learning in Work Integrated Education (WIE) Placements
Scope and Background of Research:
In 2005, The Hong Kong Polytechnic became the first university in Hong Kong to make student internships mandatory for all undergraduate programs. The overriding aim is to help better prepare our students in gaining professional competence and transition into the world

of work upon graduation. This graduation requirement has proven extremely useful and helpful not only for the university in advancing its cause of becoming a "preferred university offering preferred programs and preferred graduates", it has also inspired a whole new generation of students to learn from real world issues and challenges in an organizational context prior to graduation. This has significantly helped our students in their decision making about their career and personal development goals.

Project Objectives:
Our preoccupation with "student learning" ONLY during WIE placements may not be enough to measure our students' real value to an organization. Business school education needs to help address the needs of real world problems, issues and challenges. As such, our proposed pilot study aims to achieve the following objectives:

a. Evaluate the successful WIE initiative currently offered to business students (focus on MM) to documents the gaps outlined in the present proposal.
b. Building on the extant literatures on student internships, challenges facing businesses today, value of business education, and the pedagogical innovation developed by the PI, design an evidence-based data capturing mechanism to better document student interns' impact/contribution/value-addedness during their Work Integrated Education (WIE) placement.
c. This will also incorporate the design of a pilot pre-WIE placement workshop building on the proposed framework of "Staying Focused" aligned with students' learning outcomes as prescribed by our BBA 4-year degree program (to complement our existing WIE training).
d. Conduct a pilot run using a small sample of volunteer student interns and participating WIE organizations (compared with a "control group") to capture actual examples of student impact using the pedagogical framework. The emphasis of the WIE placement will focus around Problem-based learning centred around one "unsolved" problem, issue or challenge currently faced by the WIE participating organization and that the WIE supervisor is currently dealing with in his/her team. The student intern will be assigned to this work team throughout the course of the placement.
e. The teachers of the participating student interns (including the Control Group) will be solicited to evaluate the students' contributions back in the PolyU classroom.

2013 October: Submitted proposal for UGC Additional Funding for Teaching & Learning Related Initiatives (2012-2015 Triennium) under the category of "Collaborative Forums" with underlying theme of "What will it take to educated the next generation of thought-leaders for a complicated world?"

***Project was internally shortlisted for Final UGC decision / but unsuccessful by UGC

Project objectives & relevance:
Increasingly, our society requires us to reexamine our current taken-for-granted assumptions about a world that is constantly being (re-)defined and where issues of competitive advantage are temporary at best. Given these challenges, students need to learn more, faster, continuously, and differently than before. Under such a learning environment, what competencies should we be (de-) emphasizing in our teaching and learning? Which core assumptions must be put to the test and what new ones must we engage and foster in our scholarship of teaching and learning? Inevitably, as educators, how can we better prepare our students for a complicated and a rapidly changing world? By engaging with educators via cross-institutional, regional and global

collaborative forums, this proposal aims to address these pressing issues to share best and develop "next" practices in the nurturing of a future generation of university students.

Project Leader: Robert WRIGHT (Co-Facilitator, Community of Practice on Teaching Excellence); Co-PI: Eric TSUI (Facilitator, Community of Practice on Blackboard LMS), Co-PI: Iris BENZIE (Facilitator, Community of Practice on Teaching Excellence) and Co-PI: Grace NGAI Facilitator (Co-Facilitator, Community of Practice on Teaching Excellence)

Other Significant Output

2024 (10 April): Wright, R. P. Doing scholarship that endures by staying F.O.C.U.S.E.D.: Transferable skills workshop series. Graduate School, The Hong Kong Polytechnic University.

2024 (19 March): Wright, R. P., Chau, B., NG, K-H., Yuan, X., & Li, L. At the frontiers of neuroscience and their implications on how we learn. University level presentation for the Educational Development Centre.

2023 (16-31 Oct): Wright, R. P. Pioneered a faculty-wide strategic initiative entitled: One more time: What constitutes great scholarship? A series on the Scholarship of Teaching & Learning (SoTL). Planned, designed, co-ordinated and facilitated a series of sharing sessions from leading Editors from all the major SoTL (AMLE, JME, ML, AOM/MED), theory (AMR) and methods journals (ORM), (jointly organized by the Faculty of Business (FB) and the Department of Management and Marketing (MM)). The series aims to support and encourage colleagues to capitalize on the opportunities to advance their practice "from good teaching to scholarly teaching". The series was scheduled between 16-31 October,2023. Programme flyer: https://www.polyu.edu.hk/fb/news-events/event/2023/10/sotl_sharing_series/

2022: As one of the university's custodians for the strategy implementation for our 6-year Strategic Plan, I produced a commemorative updated issue eBooklet of "Recognizing Dedicated Educators of PolyU" for our university's 85th Anniversary. Please click on the links below to witness the "inclusiveness" of what really makes us a world-class institution of higher learning: e-booklet (large file size – best to download to view on PC computer):
https://drive.google.com/file/d/1qGlb09ubhPFZqGCMFMGioDRVJ_giNHcv/view?usp=sharing
Video - Recognising Dedicated Educators: Making a difference 5min 42 secs https://youtu.be/Y2ENaqVC_dc (This video is showcased across all Campus TV, LOGO Square, and on our university's official YouTube channel)

2020: Set up FOCUSED homepage for the benefit of the wider higher education sector in Hong Kong – grounded on the UGC $HK9.7M funding received. The project homepage showcases the breadth and depth of the key milestones achieved from this 3-year government funding. Please visit the homepage at: https://www.focused-polyu.com/

2019: Pioneered the the first pilot run of Harvard-style problem-based projects student placements grounded on Harvard Business School's FIELD Method, MIT Professor Donald Shon's Reflective Practice and the "staying FOCUSED" framework. This strategic initiative complements existing university level student Work Integrated Education placements. Also developed introductory whiteboard animation introducing "Harvard-style problem-based learning projects" for employers/ student interns:
https://drive.google.com/file/d/1yGtB8qEIAsgZHGlkmb7UUBjJ3ArYaFAC/view?usp=sharing

2018-2019: Pioneer an evidence-based data-capturing online multi-platform (App, Android, PC versions) – including both front-end (public user / registered student) and back-end (instructor access to set up course incorporating reflective practice and

FOCUSED into course design). We also developed introductory whiteboard animation "*Nurturing the reflective Learner: a F.O.C.U.S.E.D. approach to learn to (un)learn*" for educators – to be used and incorporation into coursework https://drive.google.com/file/d/1lpRvtK6R0a3UdhF5lqtySvGzwBkn3NH5/view?usp=sharing

2018-2019: Developed 14 pre-training materials for student placements /coursework that complements the FOCUSED framwork. This includes all WHITEBOARD animations for pre-placement / pre-coursework training: https://www.youtube.com/watch?v=gW-PZZ0whXg&list=PL1w94DFUPZR7z2f87RvxTztNOzyXdzSYJ

2018-2019: Developed whiteboard animation on "what is FOCUSED framework: https://www.youtube.com/watch?v=gW-PZZ0whXg&list=PL1w94DFUPZR7z2f87RvxTztNOzyXdzSYJ
And developed accompanying: Learning To (Un)learn: Using The F.O.C.U.S.E.D. Framework https://www.youtube.com/watch?v=5asdGtdM8DY&feature=youtu.be
This is complemented with 42 FOCUSED item animations describing their meaning: https://www.youtube.com/watch?v=kCJy3B0LekA&list=PL1w94DFUPZR6NEJsEF-3hx4PmGmfAF1Ii

2018-2019: We commence MOOC video production in April of 2018 to showcase how the FOCUSED framework can be applied in 8 disciplinary fields: Business, Computing, Design, Engineering, Fashion, Hotel & Tourism Management, Law and in the Medical Field. The MOOC will also showcase real organizations that have used FOCUSED and film them as exemplary case studies (anticipate complete in 2020).

2017-2019: All centering around the pedagogical innovation of FOCUSED, we have delivered over 20 workshops locally across 8 tertiary institutions with a total of 412 participants; and delivered in-house company workshops to a range of organizations totally 184 middle to senior executives.

2019: Teaching & Learning "Let's Discuss" series
- January 2019: Using pictures to capture students' reflections about your subject
- February 2019: The value of a (signed) "learning contract"
- March 2019: The Socratic Method as an Alternative to Traditional Teaching
- April 2019: Teaching paradoxically and paradoxical teaching
- May 2019: Teaching Management from a Practical Perspective: Staying Close to the Action (with Oxford Professor Richard Whittington
- June 2019: Why we read
- July 2019: Locating an eWall to recognize outstanding educators

2017: Teaching & Learning Roundtable Discussions:
- July 2017: The Importance of Making Your Case: Our Urgent Need to Cultivate Convincing, Influencing and Persuading Skills in Our Students; with David DeGeest (MM), Angelia Wang (AF) and Brian Lam (HKU)
- June 2017: Let's Discuss: Teaching for knowledge transfer (and back again into the classroom) with Ms Melina Lai, Director, CAPS, PolyU
- Mar 2017: Being Strategic in Our Teaching & Learning: Achieving More with Less

2016/2015: Teaching & Learning Roundtable Discussions for 2015/2016:
- Mar 2016: Using lesson plans to make us better educators
- Feb 2016: Moving forward on the scholarship of teaching & learning: Reflections from EDC course participants
- Nov 2015: Enhancing learning in an increasingly multicultural classroom
- Oct 2015: What can philosophy teach us about teaching (and research)?
- Sept 2015: Solving UNSOLVED Problems Using the "Stay F.O.C.U.S.E.D." App
- May 2015: Games we play - fostering more engaged learners
- Apr 2015: Using our Classroom for Research
- Mar 2015: Teaching Smart People to Learn
- Feb 2015: Why Are Assumptions Important in Our Teaching, Learning & Research?
- Jan 2015: MOOCs and the Flipped Classroom

Sept 2015: Solving UNSOLVED Problems Using the "Stay F.O.C.U.S.E.D."

2015: Manufactured the "Staying Focused" dice framework in collaboration with School of Accounting and Finance

2015: Developed an App called "Focused Dice" as a pedagogical teaching & learning tool for the benefit of staff and students (and managers). It is free and can be downloaded in Apple App Store and Android Google Play Store. This tool is an App version of my "Staying Focused" philosophy and PC e-version: http://www.mypolyuweb.hk/~msrobert/Stay_FOCUSED_eDice/focused_dice.html

2014/2015: As one of the co-facilitators of our university's CoP on Teaching Excellence, I also organized and lead the following monthly Roundtable discussion sessions for researchers, teachers and administrators. These monthly roundtable discussions aim to create more of a "community" of like-minded colleagues from our entire university to come together on a regular basis and discuss important themes that have the power to stimulate new ways of thinking and new ways of doing our practice of educating life-long learners. We welcome researchers, teachers and administrators to join us.
Nov 2014: What do Employers Want from our Students?
Oct 2014: Books that Inspired my Thinking
Sept 2014: 1st Inaugural Teaching Salon: Researchers hooked on teaching and Teachers hooked on research

2014/2015: Organized the first Library Exhibition for our university's Community of Practice (CoP) on Developing, Recognising and Rewarding Excellent Teaching. The exhibition was a raving success – showcasing exerts from the groundbreaking booklet on "Educating Tomorrow's Thought-leaders" and accompanied with 1-minute videos from key stakeholders of PolyU. The President and several key senior management of PolyU provided testimonials on the importance of this 6 weeks exhibition (1 December 2014 - 16 January 2015) www.polyu.edu.hk/CoP/excellent_teaching/exhibition.php

2014: I pioneered a One-Minute video project seeking video-taped interviewed reflections from key PolyU stakeholders to answer a burning question: "What will it take to educate the next generation of thought-leaders for a complicated world?" These videos provide compelling insights in helping us all move forward for a better world: http://www.polyu.edu.hk/CoP/excellent_teaching/oneminutevideo.php

2013 April: Developed online version of ***F.O.C.U.S.E.D. DICE game***
Wright, R. P., & Leung, C-H: Co-designed an online version of the ***F.O.C.U.S.E.D. DICE*** with my colleague (Dr. Leung chi-hong).

2012 August: Invented strategic thinking game to help students / managers think better
Wright, R. P. Building on my teaching philosophy and grounded in a business school-wide independent survey of how our students can take their learning to a higher level, I invented an innovative thinking game! ***F.O.C.U.S.E.D. DICE*** is a strategic thinking game invented to help better preparing the next generation of thought-leaders for a complicated world. How to play this game? FIRST, students / managers are asked to think of an UNSOLVED problem/ issue/ challenge; then roll all seven (7) ***F.O.C.U.S.E.D. DICE*** and pick them up one by one by reading each of the seven (7) statements facing up to help stimulate deeper discussions about the issue! The statements printed on the dice will allow you to see things differently, so that you can see different things…

2012/ 2013 January /April *Live Skype conference* with Oxford Professor, Harvard Professor, Cambridge Professor and senior executives in USA from BCG, McKinsey (Singapore office):
Wright, R. P. One of my recent innovations is to bring world class professors into my class and to let them have a closed door conversation with my students. Recently, I was able to achieve this with strategy professors at Oxford University and Harvard Business School. I was able to align the time differences and orchestrated an amazing 20-30mins live Skype video conference in my classroom with all my students and the

professor in another country! The students loved it and it was Skype recorded (with permission) for future reference. I shared this idea with all my colleagues in and outside of the department to encourage others about this wonderful idea.

2012 April: Revised core competencies use to evaluate MM students' WIE engagement

Wright, R. P. Together with the other Faculty of Business WIE Coordinators (Accounting & Finance, and Logistics and Maritime Studies), we took 3 months to carefully study and revise the current set of core evaluation competencies used to evaluate our students' work performance. We found that some of the criteria were out of date (e.g.: attendance and punctuality). While these issues and the like were important, they were not perceived to be critical for today's organization. Together with the other WIE Coordinators, we updated these WIE criteria and got the full support from the MM department head and WIE task force. We are very excited that the new set also aligns with our BBA program outcomes and more importantly, help better qualify our students for a complicated world.

2011/2012 Semester 1 and 2: Introduced 30% class participation assessment to help students

Wright, R. P. All class participation assessment in MM4311 final year subject changed to *Class CONTRIBUTION 30%*: I have encouraged our entire team of strategy teachers for MM4311 in my department to go for this 30% class contribution in an effort to help our students express their ideas, and in the process – also improve their English. Results have been very encouraging from staff and students! Over the years, I have slowly requested department approval to raise this assessment (from 5 to 10 to 15, 20, 25, to now 30%). I make it clear on my expectations that students will not be assessed just on empty talk or attendance because the real world will not be so kind. Rather we inform our students that *it is all about contributions*. Every week students are reminded of these expectations for all in-class and out-class (e.g.: Blackboard e-discussions).

2011 July Issue of the MM Departmental Newsletter – Featured Article

Wright, R. P., Hung, P., Lau, P., & Lo, V. (2011). Staying F.O.C.U.S.E.D. in a complicated world. Article showcasing the importance of practicing a set of core competencies / values for business students to better qualify for the real world. This article was jointly written with three senior executives in the business community based on our MM Department's successful pilot testing (over a 5 semester period) a set of core competencies to help our students get better. These ideas were also further endorsed through an invited guest speaker session in June 2011 with a group of 57 high potential managers of a world leading Toy Company stationed in Hong Kong.

2010 June:

Wright, R. P. One Minute WIE: Capturing Students' Learning to Better Qualify for the Real World. Staff Workshop for the Educational Development Centre, Hong Kong Polytechnic University.

2010 May: pioneered departmental booklet series 3rd edition: Staying F.O.C.U.S.E.D. in a changing world: Reflections from the class of 2010. Published by PolyU MM Dept.

2010 May:

Wright, R. P. Pioneered One Minute WIE of Staff Advice for Business Students for MM Dept. WIE webCT site.

2010 April:

Wright, R. P. The Thinking Classroom. Staff Workshop on Certificate for University Teaching conducted for the Educational Development Centre, Hong Kong Polytechnic University.

2010 February:

Wright, R. P. Core Values Project Report: Staying F.O.C.U.S.E.D – Taking MM Business students' learning environment to a whole new level. Report based on extensive survey of 400+ students in FB, MBA, MSc, Guest Speakers and HR

Directors on the importance of having core values that are linked to our Learning Outcomes.

2009 August / 2010 / 2011:
Wright, R. P. Pioneer a new elective MM4391 Management Practice Through Real World Projects for an elite group of final year MM students. First enrollment intake especially kept a maximum of 20 students and offered in Semester 2, 2011. "MM4391 Management Practice Through Real World Projects" is a high level course deliberately positioned at the end of your program so that you will have the benefit of utilizing your past learning from previous subjects in your degree program (including your Work Integrated Experiences) and to apply them to a real organizational context where you will be exposed to "unsolved problems, issues and challenges".

2009 April: pioneered departmental booklet series 2nd edition: Your critical business issues solved! 30 Future leaders share their insights. Published by PolyU MM Dept.

2008 March: pioneered departmental booklet series 1st edition: 30 Future leaders' reflections of a better world. Published by PolyU MM Dept.

2008 December: Present at Departmental Retreat on teaching
Wright, R. P. Teaching is "Important". Departmental Retreat Presentation.

2008 May: Pioneered One-Minute videos
Wright, R. P. Pioneered One Minute WIE of Student Advice to Fellow Business Students for MM Dept. WIE webCT site.

2008 March to present: Pioneered student reflection booklet for business community
Wright, R. P. Pioneered Booklet of Reflections from Graduating Students Invited for MM Departmental Dinner Seminar.

2006 October: University level EDC presentation to fellow staff
Wright, R. P. Engaging Students in the Classroom. Staff Workshop on Certificate for University Teaching conducted for the Educational Development Centre, Hong Kong Polytechnic University.

2005: **Wright, R. P.** Wrote the Department and later become the Faculty Policy on Work Integrated Education (WIE) and set up MM Department WIE WebCT that is still being used by all MM Students.

2005: Davies, H., **Wright, R. P.**, Ho, A., & Tam, K. Helping Students Attain Higher Level Understanding: Using the Knowledge Building Worksheet. Staff Workshop for the Educational Development Centre, Hong Kong Polytechnic University, November.

2005: Tsui, J., **Wright, R. P.**, & Lok, A. The Case of CX Leadership from the Heart: Empathy in Times of the SARS Crisis. A Case Study for Use in Strategy Classes.

2003 – present: **Wright, R. P.** Pioneered Free Internship Initiative (FII) for all MM final year students with interest in HRM career.

2002 - present: **Wright, R. P.**: Developed on-line learning website for subjects in Staffing & Selection, Organizational Behavior, and Strategic Management and shared with colleagues.

1995: **Wright, R. P.** (1995). Positive Corner. Hong Kong, Design Human Resources Books.

Self-development and Professional Seminars / Workshops

2025: The Economist Executive Education – Critical Thinking: Problem-solving and decision-making in a complex world.

2023 (Oct-Dec) Wharton Executive Education, University of Pennsylvania - Understanding the Brain: Using Neuroscience to Deliver Better Business Results (6 weeks online)

2023 (29July-3Aug): Northeastern University – Visiting Scholar) - Invited to present latest SoTL research findings on the FOCUSED project: "what do great problem-solvers do when they get STUCK with complexity".

2023: ELI Global: Experiential Learning Teaching Methods Program (16-28th July) at Boston (Harvard, MIT, Babson), New Haven (Yale), San Francisco (Stanford). The purpose of the program is to train faculty members to become master teachers who have capabilities in both participant centered teaching and experiential teaching, and also help them understand how they can be an "entrepreneurial professor". The learning objective of this program is to explore the teaching style and pedagogy through observing the teaching practices in leading US universities. Field visits to innovation / entrepreneurial companies are also conducted in the program.

2021: Accepted for 6-months sabbatical leave with the medical school, Centre of Medical Education of the National University of Singapore. Whilst on assignment, I was able to introduced the FOCUSED framework for the future of medical education to key stakeholders / students of NUS.

2019: June25, Reimagine Education Awards: The Inside View on Applying - and Winning!

2019: June19, Capstone/ Project at your fingertips: A new mobile app for supervisors and students

2019: Dec 11, Excellent Teachers on Teaching Excellence 2018 Symposium

2019: Dec 4, eLDSS: MOOC + SPOC Showcase 2018

2018: HBX – Harvard Business School, Disruptive Strategy (successfully completed)

2016: Professional development in the digital age – co-hosted between the CoP on Teaching Excellence and EDC

2015: Nov/Dec 4-session certificate course on Becoming a Scholarly Teacher - EDC

2014/2015: (Re)searching the corpus of research articles for discipline - & generic-specific language; A forum on community of practices in Hong Kong; Tense and voice in describing and discussing research findings; who does the thinking in your classroom? 10+ strategies to improve your marking efficiency and effectiveness

2014/2015: Using SFQ results for teaching enhancement

2014: Excellent Teachers on Teaching Excellence 2014 Symposium

2013/14: Investing in teaching, pay it forward – sharing session & open forum on building excellence in teaching; video@polyu

2012: Clickers and polling in the classroom: the how and why (PolyU eLDSS, Educational Development Centre workshop) 15May2012.

2012: Learning by doing: Linking theory and practice to enhance learning (PolyU Educational Development Centre workshop) 20Mar2012.

2011: PolyU's new LMS – Official launch (PolyU Educational Development Centre workshop) 31Aug2011.

2011: Writing to learn (PolyU Educational Development Centre workshop) 29Mar2011.

2010: PolyU Staff Development Workshop on "Seven (7) Habits of Highly Effective People. 24-25 August.

2010: Problem-based learning for the PolyU enquiry-based classroom (PolyU Educational Development Centre workshop) 12May2010.

2009: Consultation on developing students' generic attributes (PolyU Educational Development Centre workshop) 15Dec2009.

2009: "3+3+4" symposium – enhancing & assessing students' learning outcomes for the new 4-year curriculum (PolyU Educational Development Centre workshop) 14Dec2009.

2009: Engaging students in outcome-based education: helping students to learn about learning outcomes (PolyU Educational Development Centre workshop) 20Nov2009.

2009: Teaching and learning innovation award 2009 – the application process (PolyU eLDSS, Educational Development Centre workshop) 21Jul2009.

2008: Open forum: Tomorrow's interactive classrooms for PolyU (PolyU Educational Development Centre workshop) 2Oct2008.

2008: Certificate-bearing short course – helping students to become good learners – 'deep' learners / 'group' learners / 'goal-conscious' learners / 'self-regulating' learners (PolyU Educational Development Centre workshop) 29Jul/30Jul/31Jul/1Aug2008.

2008: Open forum: Are our students learning well enough? (PolyU Educational Development Centre workshop) 31Mar2008.
2007: Turnitin: what it is and what it can do (PolyU Educational Development Centre workshop) 12Sep2007.
2007: Open forum for PolyU staff on the 4-year undergraduate degree structure (PolyU Educational Development Centre workshop) 14May2007.
2007: Staff Development Grant Awarded by Faculty of Business, Hong Kong Polytechnic University. Six days intensive Executive Development program on Strategy at Harvard Business School (Staff Development Grant Awarded by Faculty of Business). Boston, United States of America.
2005: Attended 6-days Intensive Executive Development program called, Orchestrating Winning Performance OWP2005 in Switzerland at IMD (International Institute of Management Development): 54 countries / 430 Senior Executives participated in this event. Lausanne, Switzerland.
2004- present Courses offered by the Hong Kong Institute of Directors:
2007 Awarded Certificate of the Role of a Listed Company Director
2007 Awarded Certificate on the Role of an Independent Non-Executive Director
2007 Awarded Certificate on Finance Core for Directors
2004 Awarded Diploma of Company Director (8 modules)

Subjects Taught

Undergraduate Courses Developed

- Fundamentals of Strategic Management
- Human Resources: Theory & Practice
- Industrial Relations
- Management Practice Through Real World Projects (for elite final year students)
- Organizational Behavior
- Organizational Behavior and Introductions to HRM (On-line WebCT)
- Organization & Management
- Performance Appraisals and Compensations
- Principles of Management
- Selection & Training
- Staffing & Selection

Teaching Experience at Undergraduate & Post Graduate Levels

- Fundamentals of Strategic Management
- Human Resources: Theory & Practice
- Industrial Relations
- Management Practice Through Real World Projects
- Management Policy & Business Strategy (*Summer program **MBA***)
- Management Practice Through Real World Projects (***for Elite BBA Students***)
- Management Theory
- MBA (*experiential paper plane exercise PolyU MBA workshop*)
- Organizational Behavior (*also taught at **MSc***)
- Organizational Behavior and Theory
- Performance Appraisals and Compensations
- Principles of Management
- Repertory Grid Technique: (***DBA** Qualitative Research Methods Module*)
- Repertory Grid Technique: (***China DMgt** Qualitative Research Methods Module*)
- Staffing & Selection

- Strategy (***MSc***)
- Strategic Management

Design & Delivery of Executive Development Programs

- Appraisal Training for Appraisees and Managers
- Change & the Reasons Why People Resist Change
- Communication Skills
- Employee Performance Appraisal Systems
- FOCUSED: Drop your tools and unlearn
- Staying FOCUSED: strategy away days (for range of public and private organizations)
- FOCUSED for global directorship development
- IAEE Senior Executive Series: The Power of Peripherial Vision in Strategic Thinking
- Identifying Problems in Performance Appraisal Systems
- Management Development for Management Development Trainers
- One More Time: How Do We Use the Repertory Grid Technique in Our Research (a powerful methodology for perception research) – *PolyU Departmental Presentation*
- Performance Appraisals: One More Time
- Presentation Skills with Imaginations
- Psychology of Strategy: The Growing Importance of Strategic Thinking for Boards of Directors (Hong Kong Institute of Directors / ***Sponsored by McKinsey & Company***)
- Repertory Grids: A Powerful Tool for Perception Research
- Strategic Thinking
- Strikes, Grievances and Disputes
- Tapping into Asian Strategic Cognitions of the Strategic Management Process: A repertory Grid Approach – *PolyU Departmental Presentation*

Statement of my Teaching Philosophy

Teaching is my calling in life and I love my job as an educator. I have been teaching at the university level for the past 36+ years. In 2013, I was nominated for the Hong Kong Government's UGC Teaching Excellent Award; and in 2015 I was again nominated to the UGC and was shortlisted into the final round. In 2005 I received both the Faculty of Business Teaching Excellence Award and our university's President's Award for Teaching Excellence. I see my role as an educator in search of ways to better prepare my students for a complicated world! A world that is not simple; a world that is ambiguous, filled with uncertainty, multiplicity, inequity, complexity, constantly changing, confusing and with competing demands for our attention… In the midst of fierce competition and multiple moving targets, our students must project a confident image of control, courage, compassion, persistence, resilience, tolerance for "otherness" and the ability to influence others into action.

Given these demands, our reliance on traditional approaches to and assumptions about the way we teach and learn are no longer enough. We must find complementary new ways to allow our students to *learn BETTER, learn FASTER and learn MORE than they are used to*. As I look back at my career, I feel that this constant search for meaning about what it takes to help our students has dominated my approach to teaching and learning (and in the Scholarship of Teaching & Learning, SoTL).

Over the many years, my students have gone onto Harvard, Stanford, MIT, NYU, INSEAD, Cambridge, London School of Economics, London School of Business, University College London, Warwick Business School… and joined companies such as Johnson & Johnson, L'Oreal, and McKinsey & Co, to name a few.

What will it take to educate the next generation of thought leaders for a complicated world?

One such example of my search for meaning is captured in this question. It is a burning question I posed to 63 leading scholars (researchers and teachers) around the world in 2014, in my capacity as Program Chair for the Strategic Management Society's (SMS) Teaching Community, catering for 3,000+ professors worldwide, covering over 80+ countries. From their moving and thought-provoking replies, I produced an edited book with ("THE") Ken Brown to publicize the importance of these findings to the entire global network of our society both internationally and locally to the PolyU community of scholars. I extended this initiative, in my then role as Co-Facilitator of our university's Community of Practice (CoP) on Teaching Excellence and pioneered a series of One-Minute Video interviews with key stakeholders of PolyU to answer this same question. The level of awareness we raised also allowed us to showcase this initiative in a six-week exhibition held in our campus library. In the words of our previous President, "*This exhibition will give us reason for pause, reflection and action …in how we can make this world a better place*." I shared all of these insights with my own students to help them understand why I teach the way I do and why they needed to learn differently to better navigate in a turbulent world.

What is the one thing our students need to do, and if they did that one thing, it would take their learning to a whole new level?

Deeply concerned about our students' learning capabilities, in 2009 I conducted an extensive survey on this fundamental question of our entire business school (students, staff, alumni) and business leaders. The results revealed a long list of competencies that grouped into seven emerging themes to create the acronym of ***"Staying F.O.C.U.S.E.D***". Each letter represented an important competency that when enacted in the classroom and in professional practice, had the power to help students take their learning to a higher level:

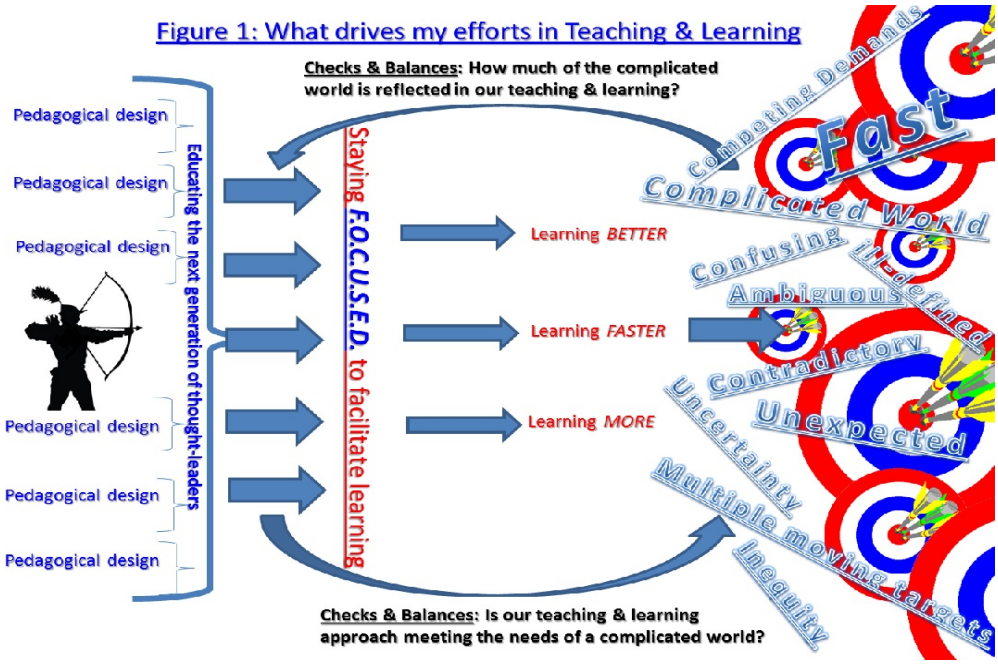
F - Bring a **F**resh perspective – tell us something new/a different way of thinking
O – Take **O**wnership (think, feel & act "as if" you're the owner/manager) (not student)
C - Show **C**onnected -thinking – merge ideas together to generate new insights
U - Have a sense of **U**rgency – what if tomorrow never comes?
S - Show team **S**pirit – we can achieve more through collaboration than competition
E - Always **E**ngage – it's all about the gardening – all great things take time
D - Exercise **D**eliberate practice – learn to take a step back to reflect and seek feedback

(Business) Schools tend to oversimplify the real world and as such do a great disservice to our students. *I believe the "staying F.O.C.U.S.E.D." framework can help our students develop a more complicated understanding of the world*! After successfully pilot testing this philosophy *as part of assessment* for five semesters, I shared these insights in our departmental newsletter in 2011, which I wrote with three business leaders (Chairman / CEO of a listed company, Chief Financial Officer of a long-established family business, and Regional Human Resources Director of a global NGO) to demonstrate the practicality of this philosophy. In 2012 I further operationalised this philosophy by inventing a pedagogical aid involving the use of seven paper dice to better articulate the seven competencies of the "F.O.C.U.S.E.D" framework so that students can touch and feel the importance of the philosophy. Student found it so useful that some used it in other disciplinary subjects, in their internships and in dealing with in-company problems and challenges by my MBA/MSc students. Please refer to this link: https://www.focused-polyu.com/ for a fuller explanation of how to use the *Staying F.O.C.U.S.E.D. Dice framework.*

In 2024, given the global crisis on mental health problems since COVID across the board from students to senior executives, we undertook an extensive and comprehensive review, update and rebranding of this framework to cater more for people stuck with life's challenges; these include loneliness, anxiety, stress, attention-deficit, loss of purpose / meaning, inter alia. Please click here to view the updates:
https://drive.google.com/file/d/1scgpAkwjBIJuAnjwyWGICSGZyVLbhqgd/view

Till this day I have used this framework in all aspects of my teaching, learning ***and*** research initiatives. I have promoted it to my colleagues and delivered presentations with other departments at the university level and at international A Grade academic conferences. I have also been invited to present the framework to the Hong Kong Institute of Directors and listed companies (including collaboration with Cambridge University). Several professors at Harvard Business School, Cambridge University, Oxford University, INSEAD and elsewhere have commented that they have found this framework useful for their own students and scholarship. This "Staying F.O.C.U.S.E.D" framework is embedded in all aspects of my pedagogy to help better prepare my students for a complicated world (please see figure below).

Figure 1: What drives my efforts in Teaching & Learning



Engaging students with CEOs' UNSOLVED problems / issues / challenges

Our education system does a good job of teaching our students *ABOUT* the real world and the challenges it faces. We get our students to go through case studies, do role-plays and watch videos about key decision-making situations. Much of this exposure is good but ***not enough*** because they are too simplified and disengaged from the real messiness of a complicated world. I actively explore strategies that can engage students to learn WITH and IN the real world where problems are ill-defined, the stakes much higher, emotions rife, information and resources scarce and political agendas take on new meaning. Since 2011, I have discovered, designed, and delivered (aligned with our faculty's I.D.E.A.S. mission) a final year undergraduate course entitled "*Management Practice through Real World Projects*" in which students literally go into several organisations and try to solve CEO's UNSOLVED problem, issue, or challenge! Building on this pioneering initiative, much of my course design are grounded on experiential learning complemented with reflective practice, inquiry-based / problem-based pedagogy and mindful learning grounded on discussion-based leadership:

- ✓ **What keeps executives awake at night?**
  Over the years I engaged students with a variety of companies and executives ranging from: Chairman & CEO of Giordano; Managing Director and founding family member of Kowloon Watch; Group Head of Human Resources of Jardine Matheson; CEO of DHL North Asia; Founding Managing Director of King Parrott Group; Executive Director of the Hong Kong Institute of Human Resources; Senior Vice President of Human Resources of BCT Bank Consortium; President / Founder of Petsland International, inter alia. Examples of some of the "unsolved" issues students given to solve range from: How to ensure alignment between different business units and head office? What new business metrics can be used for a retail business? How can we engage more GenY employees? How to ensure successful succession planning in a family business? How to generate more business using social media? How to grow membership and sustain a professional association? How to improve fundraising for an NGO?

  Building on the success stories and lessons learned with this approach, I have boldly turned the tables around by requiring our learners to look "inwards" and help resolve a vexing challenge of our own organization – with a distinct emphasis on the challenges

universities face with "knowledge transfer / and the transfer of learning". Such a daring approach give students a rare opportunity to actually apply what they have learned through university education and in what way what is being taught is really adding value to the real world of work.

- ✓ **Students identify, diagnose the problem and make recommendations by themselves** (This original program and beyond) Requires students to really "stay F.O.C.U.S.E.D." to learn both independently and in and between teams to leverage off one another's learning. Using a signed *Pledge of Confidentiality* (to uphold a high level of business ethics), each learning team meets with an executive for one time/one-hour (only) to determine for themselves why the problem is still unsolved, what solutions have been used before, and what a solved problem would look like… *(NB: I do not accompany the students to these meetings because I want them to take ownership and be mature and prepare themselves when meeting the executive)*. After this meeting, students return to the classroom to engage in library research and class discussions before coming up with their connect-thinking recommendations for assessment. Students now have to ***think***, ***feel*** and ***act*** like owner/ managers if they are to solve the unsolved problems!

- ✓ **CEO's assessment of students' work forms part of the overall grade** Student groups improvise on my marked feedback before presenting their final reports for the CEO's assessment. The CEO scores the report out of 100 (using the FOCUSED framework Assessment Rubric) and provides me with feedback on the practicality of the recommendations. This information is then fed back to all student groups for reflection and improvement for future reports. I believe this approach to involve real decision makers in the assessment of students' work, makes learning deeper where students gain an intimate understanding of what works and what doesn't through the eyes of executives dealing with real life issues. Some executives have already implemented some of our students' recommendations!

Socratic Debates and the thinking classroom

Because the BIG challenges of our time are more complicated and constantly being redefined by competing forces, my students need to *learn BETTER, learn FASTER and learn MORE than they are used to*. To achieve this, I design courses in the spirit of Socratic Debates (simplified version), challenging students' minds by requiring them to express their views and opinions and practise a connected-thinking mentality; encouraging them to reflect, redefine, reinvent, and ask the "so what" question. Students look deeper into our current taken-for-granted assumptions and determine which assumptions no longer hold. Which alternative explanations help us to better understand a given phenomenon of interest? What are we doing now that we should not be doing? What are we ***not doing*** that we should be doing? How does this advance what we already know, don't know and need to know? All this instils in them a passion for critical/ reflective/ reflexive/ paradoxical/ philosophical thinking. *Literally, students are encouraged to talk more, think more and engage more with others (supported by authoritative sources whenever possible) about what works and what doesn't work.* This stimulates (rather than shapes) new ways of thinking and new ways of doing. It is only through such Socratic Debates that learning becomes deeper and more engaging, active, thought provoking and emotionally memorable. With such deliberate practice through mindful learning / preparation, thinking, discussing, ***reframing*** and making temporary conclusions (conjectures and refutations) allows students to develop a habit of mind (educating for judgement) that better prepares them for a complicated world; truly cultivating leaders who can ***think, feel*** **and** ***act*** at the same time.

Beyond all this, I use thought-provoking activities to nurture the *thinking classroom*. In a counterintuitive way, I always start my course by telling the students that "***I am going to teach you 'strategy' by not teaching you strategy!"*** At the beginning of the term, to open up their thinking, each student is asked to uploads a picture to share, briefly explaining why that picture best represents the subject they are about to study. Other techniques incorporate SOLO Taxonomy, whereby students have to "Collect, Connect, Create" ideas based on a given topic (this is a powerful tool invented by PolyU's EDC L2L project); or to reflect on a reading and/or class discussion and answer the following questions in one page: Why is this interesting? Why is this important? And what does this tell you that you didn't already know?

Yet another approach I use is to talk about an issue or show newspaper clippings or video clips that *have nothing to do with the course (yet they have everything to do with the course)!* My teaching encourages students to **RELEVATE** (making the irrelevant relevant) and use metaphors (making the unfamiliar familiar); All in an effort to make connections (join and re-connecting dots) and answer the "so what question" about why it is relevant to our course. At the end of the term, students submit a one-page "Self-Characterisation Sketch" (grounded in clinical psychology) about themselves written in the third person highlighting key developments in their thinking, feeling, and acting from Week 1 to the end of the semester. I feel that all of this is critical in making students aware of the differences and similarities that exist in our lives; that we need to be open to different opinions, different forms of explanations, logics and reasoning; and the power of "***When we see things differently, we see different things***."

To make all these initiatives work to their full effect, I also get students to help me physically rearrange the classroom setting into a "U-shape" or breakout tables - to create a learning environment that is more conducive to open discussion. I have lately been able to create even more time and space for Socratic Debates with Blended Learning and Flipped Classroom. Moreover, over an 8-year period, I have sought departmental approval to increase Class Contribution score from 10% to the current 30% of a student's total grade. Now, "what gets measured gets done": 40 students enter my class and walk out at the end, with 40+ different ideas, every single class!

Student hosts orchestrate and lead guest-speaker sessions in conversational style

Traditional approaches to bringing in Guest Speakers are not very useful nor are they engaging in better preparing our students for a complicated world! Most of the time students end up passively listening to a "guest lecture" with a token 5-10mins at the very end for Q&A. All my guest speaker sessions (when they are invited to my class) are quite the opposite! Each session is uniquely orchestrated with an assigned student host (and back-up student host) to interview the executive in front of the class. Sessions are arranged in executive development style semi-circle seating (always) instead of the usual lecture format – instantly creating a learning atmosphere that is more intimate and ready for high-level engagement. The session is based on "CONVERSATION-STYLE" (no lectures, no presentations and no PPTs) in which the entire 60mins is hardcore Q&A from the floor led and orchestrated by the student hosts! Classmates come prepared in advance with cutting-edge reading sharing (e.g.: from the Harvard Business Review, The Economist, McKinsey Quarterly, TED Talks, academic research, industry reports, current affairs news…) ready to engage (ask questions, share ideas and/or make comments). The key is to find out how these executives are thinking about issues: about what works, what doesn't work. By getting students to take ownership and responsibility in the learning, they are more organised, alert, active, attentive and engaged.

Another approach I use to help my students *learn BETTER, learn FASTER and learn MORE than they are used to* is to Skype (now ZOOM) in world-class CEOs and professors from institutions such as Oxford University, Cambridge University, Harvard Business School, Harvard Medical School, INSEAD, University of Michigan, McKinsey & Company and Bain & Company (to name just a few) and engage them in intense 20mins (only) conversations. Again, students are required to take ownership and come prepared to engage. I have been conducting these conversations with great success. Again, my main reason for doing this is to help my students open their eyes (and minds) about what excellence is! To be able to engage with these world-class figures makes the learning more exciting and students gain a deeper appreciation about the subject and how it connects to real world problems/issues/challenges.

Contribution / commitment to the promotion of teaching and learning (*and scholarship*)
As a senior Fellow of the Institute of Higher Education Research & Development (IHERD), and Fellow of the UGC Hong Kong Teaching Excellence Alliance, HKTEA, I continue to remain passionate about continually striving to align our teaching and learning to a moving target - which is the complicated world!

In 2013 at SMS, I brought together editorial board members from the top 10 journals in our field to discuss the importance of why our scholarly research should address the '*implications to management education*'. In my role as the Facilitator of our university's CoP on Teaching Excellence, I pioneered monthly *Teaching & Learning Roundtable* discussions on core topics to bring teachers ***AND*** researchers together. I also supported our Education Development Centre (EDC) at the university level as part of their pioneering *Good Teaching Practice YouTube Channel* to share my teaching philosophy. I have also delivered numerous workshops on teaching, learning AND research to my own faculty and for the EDC and have served as a regular guest teacher for the Certificate of University Education programme offered to all new (and senior) teachers joining our university.

In 2023, I Pioneered a faculty-wide strategic initiative entitled: ***One more time: What constitutes great scholarship? A series on the Scholarship of Teaching & Learning (SoTL)***. Planned, designed, co-ordinated and facilitated a series of sharing sessions from leading Editors from all the major SoTL (AMLE, JME, ML, AOM/MED), theory (AMR) and methods journals (ORM), (jointly organized by the Faculty of Business (FB) and the Department of Management and Marketing (MM)). The series aims to support and encourage colleagues to capitalize on the opportunities to advance their practice "from good teaching to scholarly teaching". Programme flyer:
https://www.polyu.edu.hk/fb/news-events/event/2023/10/sotl_sharing_series/

In 2024, in collaboration with our university-wide Graduate School, I delivered a workshop for all doctoral / research students across all faculties and schools, showcasing how teaching & learning can be complemented with research. The session was entitled, "Doing scholarship that endures by staying FOCUSED". We zoomed in gurus and world-class scholars from Harvard, Oxford, Cambridge… to share their insights on what it takes to do good scholarship (all overlapping with the FOCUSED pedagogical innovation).
https://drive.google.com/file/d/18f6rq32OgCybOUaoJw7dZJ5vRAEvrO2E/view?usp=sharing

In 2025 (since 2023), I have volunteered on behalf of our university's strategic outreach program through our Global Engagement Office to mentor secondary form 4 and 5 high school students (ages 15-17) under the initiative called "Junior Researcher Mentoring Program" (JRMP). This is a 6-month engagement where we regularly meet these mentees to showcase what university research scholarship and education is like. Through these meetings, I blend the FOCUSED pedagogy with my own research studying managerial cognitions of

business strategizing using clinical psychology. Please a sample poster for this engagement here: https://drive.google.com/file/d/1gSSaxstn7qvzbwj_2Hqr3NxU7_dOESgb/view?usp=sharing

Through all these initiatives, I find great joy in sharing the lessons I have learned and stories of how I am successfully preparing my students for a broken world...

Awarding-winning research into the Scholarship of Teaching & Learning (SoTL)

In 2014 I was awarded the ***Best Research Paper for 2013*** for an A Grade Journal. This paper investigated the usefulness of the strategy tools and techniques we teach in business schools in helping managers conduct better analysis so that they can make better decisions in the real world. Having taught these tools to my students, who were required to apply them to listed companies throughout the semester, I administered a clinical psychological interview technique and over a three-semester period at the end of each teaching term, interviewed each of my Master's students (with 15yrs average work experience) to elicit their experiences with these tools. The findings provided novel insights into how real managers (MBA students) were thinking about how and why certain strategy tools helped them in their analysis and decision-making. The results in turn identified a set of core capabilities needed by managers today in dealing with complex problems/issues/challenges. These findings had important implications to management education, encouraging teachers to reflect more deeply about what we teach our students and just how useful are the theories we advocate about a complicated world.

Having been blessed to find meaning in my role as a teacher, I feel there is still so much left to do, so much to achieve, so many lives to touch, yet, so little time. And with this in mind, it is even more important that we all work together to help make this world a better place...

RESEARCH AND SCHOLARSHIP

Research Awards and Honors

2025 (14 Aug): Provided strategic support for CARMA (Consortium for the Advancement of Research Methods & Analysis) to host "Methods Review Watch Series" with Professor Rong Su, University of Iowa Tippie College of Business - *Publishing High-Impact Meta-Analyses: An Editor's Perspective*. PolyU MM Department Hosts: Dr Aurelius SINDILA (Post Doc.) with Charles LI and William Luman YU (both 5th Year PhD students) https://carmattu.com/2024-2025-webcast-su/

AOM2024: Best Reviewer Award from Organizational Neuroscience Interest Group (NEU IG), Academy of Management, Chicago, USA.

AOM2024: Selected as one of the four PDWs shortlisted for the MED 2024 BEST Professional Development Works (PDW) Award: Antonacopoulou, E., Güttel, W., Wall, T., Blasco, M., Kjaergaard, A., Girei, E., Moores, J., Ogunyemi, K., … **Wright, R. P.** (2024, August). Innovations in leadership development for human flourishing: Creative systems change in executive education and responsible management learning. Professional Development Workshop / PDW accepted, 84th Annual Meeting of the Academy of Management, Chicago, USA. "A" Grade Conference.

2024: Associate Editor TLC@AOM2024 – emergency reviewer, Management Education & Development (MED) division of the Academy of Management, Chicago, USA.

2023 (18 April) - Invited Rhodes Scholar Ken Kamoche, Professor of Human Resource Management and Organization Studies, University of Nottingham to present on behalf of our Centre of Leadership & Innovation (CLI) on the topic: Toward knowledge obsolescence amongst scaffold 'master' craftsmen: the challenge of standardisation and occupational legitimacy

2023 (November) Profile practitioner magazine interview, Corporate Governance Journal – Into the psychology of the unknown https://cgj.hkcgi.org.hk/psychology-unknown

2023 (October): As Associate Editor of JME, and together with our two Editors-in-Chief and board members, we pioneered a "write-a-thon" to advance the Scholarship of Teaching & Learning for the field.

2023: Senior panel member for MED Division of Academy of Management - Management Education and Learning writers' PDW Workshop.

2023: MED division Best Reviewer for the American Academy of Management Annual Meeting

2022: (10th November) BOE Chair – Board of Examiners Chair - PhD Oral defense for Department of Industrial and Systems Engineering. Title Thesis of (Dr) Ioanna PAVLIDOU "Crowdsourcing innovation: The drivers of the investment decision throughout the investment process in equity crowdfunding. Appointment by Graduate School, PolyU.

2022: (April-August): Mentor for PolyU's strategic initiative on "Junior Researcher Mentoring Programme 2022". Topic supervision for two secondary four students: Problem-solving / problem-setting using FOCUSED framework. (True Light Middle School of Hong Kong and SALEM-Immanuel Lutheran College)

2021: (July) Invited to deliver a Departmental Research Seminar grounded on FOCUSED philosophy: Drop your tools: A FOCUSED approach to renewing our research interests.

2020: Senior panel member for MED Division of Academy of Management - Management Education and Learning writers' PDW Workshop.

2020-2025 Editorial Board Appointment – Organizational Research Methods (International)

2020-2025 Editorial Board Appointment - Academy of Management & Learning Education (International)

2020-2025 Editorial Board Appointment – Associate Editor, Journal of Management Education (International)

2020: Judging Reviewer for the Research Methods Paper Prize competition. Judging Reviewer for the Research Methods Paper Prize competition, 2020 SMS Meeting, London, UK. Co-chairs: Gwendolyn Lee and Don Bergh

2017-2019 Editorial Board Appointment - Academy of Management & Learning Education (International)

2016: Recipient of international research high impact award: "How Useful Are the Strategic Tools We Teach in Business Schools?" published in the Journal of Management Studies, was selected as a winning paper in the prestigious Emerald Citations of Excellence for 2016.

2016: Recognized as "Friends of SMS" for dedicated and committed service to the Strategic Management Society and whom have become pillars of society.

2016: Mentor to two new attendees of Academy of Management – Strategizing Practice & Activities sub-division of the Business Policy & Strategy Division. American Academy of Management Annual Meeting, AOM, Anaheim, USA.

2016: Best Paper Judging Committee Member – Strategizing Practice & Activities sub-division of the Business Policy & Strategy Division. American Academy of Management Annual Meeting, AOM, Anaheim, USA.

2016: My JMS Best research paper award was again used as an exemplar in a China scholar workshop (tailored for doctoral students and faculty) held in Sun Yat Sen University Business School, May, 2016.

2015: Elected Representative-at-large, Business Policy & Strategy Division / Strategy Practice, American Academy of Management

2015: My 2014 JMS Best research paper award was again used as exemplar at two more workshops held in China in June2015 (Beijing, Renmin University; and Changchun, Jilin University).

2015: SMS Selection Committee for the Best Conference PhD Paper Prize, Denver, USA

2015: Outstanding Reviewer Award for the Strategizing Activities and Practices Interest Group of the BPS Division of the American Academy of Management, Vancouver, Canada.

2014: SMS Madrid Conference PhD Prize Reviewer – Best Conference PhD Paper Prize.

2014: My 2013 JMS research paper used as exemplar on authors' responsiveness throughout the entire review process at a workshop hosted for PhD students on "Publishing and Career Workshop" at Cambridge University (March 2014) hosted by the Journal of Management Studies (JMS).

2013: MOC Division Selection Committee for Best Student Paper, Academy of Management, Orlando, USA

2013: SMS Selection Committee for the Best Conference PhD Paper Prize, Atlanta, USA

2013: SMS Selection Committee for Best Paper Practice Implications Prize, Atlanta, USA

2013: Invited to serve a second term of office on the Editorial Review Board of *Organizational Research Methods* (2013-2016)

2013: Chair of Outstanding Reviewer task force of the Strategy Practice Interest Group of the American Strategic Management Society Meeting in Atlanta, USA.

2012: Associate Editor of Journal of Management Education (35+ years history and ranked as one of the Big Three management education journals)

2012: Selection Committee for the Best Paper Practice Implications Prize, American Strategic Management Society Meeting in Prague, Czech Republic.

2012: Reviewing Panel for the Best PhD Paper Prize, American Strategic Management Society Meeting in Prague, Czech Republic.

2012: Chair of Outstanding Reviewer task force of the Strategy Practice Interest Group of the American Strategic Management Society Meeting in Prague, Czech Republic.

2012: SMS Chairperson for entire Strategy Practice Interest Group for the American Strategic Management Society Meeting in Prague, Czech Republic.

2011: Invited onto the Editorial Review Board of *Academy of Management Review* (AMR)
2011: SMS Selection Committee for the Best Conference PhD Paper Prize
2011: SMS Program Chair for all competitive papers for Strategy Practice IG for American Strategic Management Society Meeting in Miami, USA.
2010: SMS Selection Committee for the Best Conference PhD Paper Prize
2010: Associate Program Chair for Practice of Strategy IG Group for SMS 30th Anniversary
2010: Invited onto International Advisory Board for the Center for the Advancement of Research Methods & Analysis (CARMA)
2010: Received appreciation notes from two different Associate Editors of the *Academy of Management Review* for the quality of my reviews for the journal.
2009: Best Reviewer of the Year Award 2008 for Organizational Research Methods. Awarded by SAGE Publications in 2009.
2009: Outstanding Reviewer Award for 2009 for the MOC Division of the American Academy of Management (Managerial & Organizational Cognitions Division)
2009: Received appreciation from two Associate Editors of *Academy of Management Review* for my constructive and developmental review work.
2009: Reviewing Panel for Best Paper Practice Implications Prize for SMS2009, Washington, DC
2008: Invited to deliver my program of research for Executive Development Professional Talk to the membership of the Hong Kong Institute of Directors and sponsored by McKinsey & Company on "The Psychology of Strategy: The Importance of Strategic Thinking for Boards of Directors"; Hong Kong Club: July.
2008: Research Award: $HK12K Research Publication Incentive
2008: Research Award: $HK20K Additional Funding for Proposal Rated 3.5 in GRF 2008/09
2008: Awarded one of the Top 5 Best Papers for 2008 Strategic Management Society Conference
2008: Invited onto Editorial Review Board of *Organizational Research Methods*
2008: Judging Panel member for SMS Practice Implication Best Paper Award (SMS2008)
2007: Judging Panel member for SMS first Practice Implication Best Paper Award (SMS2007)
2007: Judging Panel member for OB Division Best International Paper Award (AOM2007)
2006: Recipient of Faculty of Business Staff Development Scheme for Research
2006: Outstanding Reviewers of 2006 for the OB Division of the American Academy of Management (Organizational Behavior Division).
2005: 2005 Business Policy & Strategy Division Reviewer of the Year Award, American Academy of Management (Business Policy & Strategy Division).
2004: Received appreciation letter from Editor of *Entrepreneurship Theory and Practice* for an outstanding review on a paper.
2002-2006 Editorial Board member of *Journal of Organizational Behavior* with Denise Rousseau

MY FIVE (5) REPRESENTATIVE PUBLICATIONS

Wright, R. P. (2023). Opening up alternative for managers stuck with complexity. In R. Galavan & K. Sund (Guest Editor: R. Gustafsson). New Horizons in Managerial and Organizational Cognition: Cognitive Aids in Strategy. (Chapter 2, pp. 11-32); UK, Emerald.

Wright, R. P. (2020). Teaching strategy by not teaching strategy. In S. Baumann. Teaching Strategic Management: A Hands-On Guide to Teaching Success. (Chapter 9, pp.180-200), USA, Elgar Publishing Ltd.

Wright, R. P. (2018). Re-examining what we "anticipate" in a constructed world. In R. Galavan & K. Sund (Guest Editor: G. Hodgkinson). Methodological Challenges and Advances in Managerial and Organizational Cognition. (Chapter 9, pp. 219-241); UK, Emerald.

Wright, R. P. (2016). Organizational paradoxes: When opposites cease to be opposites. In D. Winter & N. Reed, Wiley-Blackwell Handbook of Personal Construct Psychology. Chapter 25: 306-319. UK: Wiley-Blackwell.

Wright, R. P., Paroutis, S. E., & Blettner, D. P. (2013). How useful are the strategy tools we teach in business schools? Journal of Management Studies. 50(1), 92-125. ***(IMPACT FACTOR: 4.26)*** **"A" Grade Journal** *** received award for BEST PAPER 2013 published in the Journal of Management Studies (JMS) awarded at AOM2014 *** Winner of the Emerald Citations of Excellence Award for 2016 – for high impact research award

Book Chapters

Wright, R. P. (2027, forthcoming). Teaching hope when dealing with student mental health and nurturing neuroplasticity using cartoons. In S. Baumann. ***Teaching Strategic Management in the Digital and Societal Transformation Era***. (Chapter X, pp.xx-yy); USA, Edward Elgar Publishing (Elgar Guides to Teaching series).

Wright, R. P. (2023). Opening up alternative for managers stuck with complexity. In R. Galavan & K. Sund (Guest Editor: R. Gustafsson). New Horizons in Managerial and Organizational Cognition: Cognitive Aids in Strategy. (Chapter 2, pp. 11-32); UK, Emerald.

Wright, R. P. (2020). Teaching strategy by not teaching strategy. In S. Baumann. Teaching Strategic Management: A Hands-On Guide to Teaching Success. (Chapter 9, pp.180-200); USA, Elgar Publishing Ltd.

Wright, R. P. (2018). Re-examining what we "anticipate" in a constructed world. In R. Galavan & K. Sund (Guest Editor: G. Hodgkinson). Methodological Challenges and Advances in Managerial and Organizational Cognition. (Chapter 9, pp. 219-241); UK, Emerald.

Wright, R. P. (2016). Organizational paradoxes: When opposites cease to be opposites. In D. Winter & N. Reed, Wiley-Blackwell Handbook of Personal Construct Psychology. Chapter 25: 306-319. UK: Wiley-Blackwell.

Hodgkinson, G. P., **Wright, R. P.**, & Paroutis, S. (2015). Putting numbers to words in the discernment of meaning: Applications of repertory grid in strategic management (Chapter 8, pp. 201-226). In C. Cinici & G. Dagnino, Research Methods for Strategic Management. UK: Routledge.

Wright, R. P., (2006). Rigor and relevance using repertory grid technique in strategy research. In D. J. Ketchen & D. D. Bergh (Ed.) Research methodology in strategy and management Vol. 3. (pp. 295–348) Oxford: ElsevierJAI.

Wright, R. P., (2004). Element selection. In Joern Scheer (Ed.) The Internet Encyclopedia of Personal Construct Psychology. Germany.

Ng, S. H. & **Wright, R. P.** (2002). Hong Kong. In Zanko, M. (Ed.) *The Handbook of Human Resource Management Policies and Practices in Asia Pacific Economies,* (pp. 167-259). Cheltenham: UK: Edward Elgar Publishing Limited.

Books and Booklets

Wright, R. P. (forthcoming). Complicate yourself: A psychology for problem setting and solving. Penguin.

Wright, R. P. (forthcoming). The adventures of little Leo and the magical FOCUSED dice. American Psychological Association.

Wright, R. P. (2026). Playing with our problems: Don't let life's challenges defeat you; use them to define you. Faculty of Business, The Hong Kong Polytechnic University. (Revised & updated)

Wright, R. P. (2025). My FOCUSED playbook: don't let life's challenges defeat you; use them to define you. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. & Brown, K. G. (eds.) (2014). *Educating tomorrow's thought-leaders: Distinguished scholars answer a burning question.* Chicago, IL: Strategic Management Society.

Cheng, W., Chan, M., Chiu, H., Kwok, A., Lam, K. H., Lam, K, M, K., Lim, G., & **Wright, R. P**. (2014). *Enhancing students' professional competence and generic qualities through writing in English across the curriculum.* HK: The Hong Kong Polytechnic University.

Wright, R. P. (2010, May): pioneered departmental booklet series 3rd edition: *Staying F.O.C.U.S.E.D. in a changing world: Reflections from the class of 2010*. Published by PolyU MM Dept.

Wright, R. P. (2009, April): pioneered departmental booklet series 2nd edition: *Your critical business issues solved! 30 Future leaders share their insights.* Published by PolyU MM Dept.

Wright, R. P. (2008, March): pioneered departmental booklet series 1st edition: *30 Future leaders' reflections of a better world.* Published by PolyU MM Dept.

Wright, R. P. (1995). *Positive corner.* HK: Design Human Resources Training & Development Books.

Executive Summary Research for Practitioners

Wright, R. P., Ng, K. K. H., Yuan, X., & Li, Q. (2025). On the use of cartoons for serious topics. A neuroscience study of FOCUSED cartoons on mental health. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P., Ng, K. K. H., Yuan, X., & Li, Q. (2024). Facilitating and enhancing neuroplasticity in the process of "Learning to (un)learn" using F.O.C.U.S.E.D. therapy. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2023). CEO Report: The psychology of the unknown - what great problem-solvers do when they get stuck. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2010). Final summary report: Research on critical business issues and 10 key organizational issues: A strategic thinking perspective from top and senior managers. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2009). Final summary report: Research on critical business issues and 10 key organizational issues: A strategic thinking perspective from council members and secretariat staff. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2008). Strategic tools usefulness: How useful are the tools and techniques taught at business schools for managers. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2008). Research on key organizational issues that help you drive & innovate change to improve the business: A strategic thinking perspective from top and middle. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2007). Boards of a feather construct together: A psychological investigation into effective boards and effective directorship in Hong Kong listed companies. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2006). Research on critical business issues facing Giordano: A strategic thinking perspective from general managers. Faculty of Business, The Hong Kong Polytechnic University.

Wright, R. P. (2004). Hong Kong senior executives' cognitions of the strategic management process: Deep in the strategists' mindset. Faculty of Business, The Hong Kong Polytechnic University.

Newsletters

Wright, R. P. (2023). CEO Report: The psychology of the unknown - what great problem-solvers do when they get stuck. Faculty of Business Magazine, The Hong Kong Polytechnic University, December Issue: (feature research article).

Wright, R. P. (2019). When leaders better anticipate the unknown. Faculty of Business Magazine, The Hong Kong Polytechnic University. June Issue: 4-5 (feature article).

Wright, R. P. (2018). Learning to (un)learn by staying F.O.C.U.S.E.D. Faculty of Business Magazine, The Hong Kong Polytechnic University. December Issue: 26-27.

Wright, R. P. (2016). Insights: "Staying F.O.C.U.S.E.D." and make a real impact to your work integrated education! Career Connect, September issue #2. Office of Careers and Placements (CAPS), Centre Student Advancement and Resources, The Hong Kong Polytechnic University.

Wright, R. P., Hung, P., Lau, P., & Lo, V. (2011). Staying F.O.C.U.S.E.D. in a complicated world. Official Newsletter of the Department of Management & Marketing, Faculty of Business, The Hong Kong Polytechnic University. July Issue: 11-12.

Refereed Articles

Hodgkinson, G., **Wright, R. P.** & Anderson, J. (2015). Emotionalizing strategy research with the repertory grid technique: Modifications and extensions to a robust procedure from mapping strategic knowledge. In Gavetti, G., & Ocasio, W. *Advances in Strategic Management, Volume 32* Cognition and Strategy, 32, 505-547.

Wright, R. P. & Mak, W-M. (2014). Using oppositional analysis grounded in personal construct theory to elicit strategic tensions. American Academy of Management Best Paper Proceedings. Philadelphia, USA

Nominated Best Paper for the Managerial & Organizational Cognitions Division of the American Academy of Management.
Also nominated for ***The Carolyn Dexter Award***

Wright, R. P., Paroutis, S. E., & Blettner, D. P. (2013). How useful are the strategy tools we teach in business schools? Journal of Management Studies. 50(1), 92-125. ***(IMPACT FACTOR: 4.26)*** **"A" Grade Journal**

Additional honor with distinction: *The four (4) extensive rounds of revisions of this published paper was used as an exemplar to showcase the authors' responsiveness throughout the entire review process at a workshop hosted by the journal for PhD students on "Publishing and Career Workshop" at Cambridge University (in March 2014); Three more such workshops were held in China in June2015 (Beijing, Renmin University; Changchun, Jilin University) and Sun Yat Sen University Business School, May, 2016*

ALSO: Winning paper in the prestigious Emerald Citations of Excellence for 2016 for high impact research.

Cho, V., & **Wright, R. P**. (2010). Exploring the evaluation framework of strategic information systems using repertory grid technique: A cognitive perspective from chief information officers. Behavior & Information Technology, 29(5), 447-457. ***(IMPACT FACTOR: 0.852)***

Wright, R. P. (2008). Eliciting complex strategic cognitions using advanced repertory grids in a world constructed and reconstructed. Organizational Research Methods. 11(4), 753-769. ***(IMPACT FACTOR: 3.93)*** **"A" Grade Journal**

Wright, R. P. (2008). Book Review: Research methodology in strategy and management, Volume 2, edited by David J. Ketchen, Jr., and Donald D. Bergh (2005). Oxford, UK: Elsevier, JAI. 286 pages. ISBN 0-7623-1208-4. Organizational Research Methods. 11(4), 855-859. ***(IMPACT FACTOR: 3.93)*** **"A" Grade Journal**

Huang, X., **Wright, R. P.**, Chiu, W. C., & Wang, C. (2008). Relational schemas as sources of evaluation and misevaluation of leader-member exchanges: Some initial evidence. Leadership Quarterly, 19, 266-282. ***(IMPACT FACTOR: 4.065)*** **"A" Grade Journal**

Wright, R. P. & Cheung, F. K. (2007). Articulating appraisal system effectiveness based on managerial cognitions. Personnel Review*, 36 (2)*, 206-230. ***(IMPACT FACTOR: 1.225)***

Wright, R. P. (2004). Mapping cognitions to better understand attitudinal and behavioral responses in appraisal research. Journal of Organizational Behavior, *25*, 339-374. ***(IMPACT FACTOR: 3.626)*** **"A" Grade Journal**

Wright, R. P. (2004). Top managers' strategic cognitions of the strategy making process: Differences between high and low performing firms. Journal of General Management, *30 (1)*, 61-78.

Lo, S., **Wright, P.**, & Wright, R. P. (2003). Job-family satisfaction and work-family conflict among female married professionals in Hong Kong: A dichotomy of attitude and outlook. International Journal of Employment Studies, *11 (2)*, 25-45.

Wright, R. P. (2002). Perceptual dimensions of performance management systems in the eyes of different sample categories. International Journal of Management, *19 (2)*, 184-193.

Wright, R. P. & Lam, S. K. (2002). Comparing apples with apples: The importance of element wording in grid applications. Journal of Constructivist Psychology, *15*, 109-119.

Selmer, J., Kang, I., & **Wright, R. P.** (1994). Managerial behavior on expatriate versus local bosses. International Studies of Management and Organization, *24 (3)*, 48-63.

International and Local Conferences

Hodgkinson, G., Vuculescu, O., **Wright, R. P.**, Wu, C. (2026, October). Cognition across levels of analysis: Approaches from individuals to teams to organizations: Expert Panel Professional Development Workshop / PDW accepted (Organizers: Boynton, D., Guo J., & Blettner, D.), 46th Annual Meeting of the Strategic Management Society. Berlin, Germany. *"A" Grade Conference*.

Wright, R. P. (2026, October). Teaching strategy from the "inside out": Enabling students' neuroplasticity during complex problem-solving. Proposal accepted for presentation, Teaching Community, 46th Annual Meeting of the Strategic Management Society. Berlin, Germany. ***"A" Grade Conference***. (RESUBMITTED)

Aurora, S. R., **Wright, R. P.**, Fouladi, F., Cuconato, G. (2026, July). Putting the World on Fire in the Scholarship of Teaching & Learning: The 3-Minute Paper Pitch. Professional Development Workshop / PDW accepted, 86th Annual Meeting of the Academy of Management, Philadelphia, USA. ***"A" Grade Conference***.

Wright, R. P., Yuan, X., Li, Q., & Ng, K. K. H., (2025, June). Dealing with student mental health and nurturing neuroplasticity using cartoons: A pilot study grounded in clinical psychology and neuroscience. Accepted for poster presentation at the inaugural UBSN Neuroscience & Workshops Conference, (7-8 June). The Hong Kong Polytechnic University.

Antonacopoulou, E., Elliott, C., Wall, T., Leroy, H., Karthikeya, R., Granville-Chapman, K., Ritchie-Dunham, J., … **Wright, R. P.** (2025, July). Learning leadership for flourishing through responsibilization. Professional Development Workshop / PDW accepted, 85th Annual Meeting of the Academy of Management, Copenhagen, Denmark. *"A" Grade Conference.*

Wright, R. P. (2025, July). Why the problem with learning is unlearning: A framework to facilitate neuroplasticity. Accepted for paper development workshop, 85th Annual Meeting of the Academy of Management, Copenhagen, Denmark. *"A" Grade Conference.*

Antonacopoulou, E., Güttel, W., Wall, T., Blasco, M., Kjaergaard, A., Girei, E., Moores, J., Ogunyemi, K., … **Wright, R. P.** (2024, August). Innovations in leadership development for human flourishing: Creative systems change in executive education and responsible management learning. Professional Development Workshop / PDW accepted, 84th Annual Meeting of the Academy of Management, Chicago, USA. *"A" Grade Conference* - Selected as one of the four PDWs shortlisted for the MED 2024 BEST Professional Development Works (PDW) Award.

Wright, R. P., Ng, K. K. H., Yuan, X., & Li, Q. (2024). Teaching strategy from the "inside out": Enabling students' neuroplasticity during complex problem-solving. Proposal accepted for

presentation, Teaching Community, 44th Annual Meeting of the Strategic Management Society. Istanbul, Turkey. *"A" Grade Conference*

Wright, R. P. (2023, September). We hit the target, but miss the whole point of strategic internships. Proposal accepted for presentation, 42nd Annual Meeting of the Strategic Management Society. Toronto, Canada. *"A" Grade Conference*

Baumann, S., Brown, J., Hoffman, A., … & **Wright, R.** (2023, September). Fostering creativity in strategic management education: Best practices and challenges. Workshop panel proposal accepted for presentation, Strategic Management Society. Toronto, Canada. *"A" Grade Conference*

Wright, R. P. (2023, August). What do great problem-solvers do when they get stuck? A clinical study on staying FOCUSED. accepted for paper development workshop, 83rd Annual Meeting of the Academy of Management, Boston, USA. *"A" Grade Conference*

Antonacopoulou, E., Dilek, U. D., Mintzberg, H.,… **Wright, R. P.** (2023, August). Taking learning to work: The impact of reflexive learning in executive education and leadership development. Professional Development Workshop / PDW accepted, 83rd Annual Meeting of the Academy of Management, Boston, USA. *"A" Grade Conference*

Barns, K., Bolinger, A., Bridgman, T., … & **Wright, R. P.** (2023, August). Management Education and Learning writers' workshop. PDW Workshop panel member, 83rd Annual Meeting of the Academy of Management (Boston, USA). *"A" Grade Conference*

Sund, K. J., Galavan, R., Gustafsson, R.,… & **Wright, R. P.** (2023, August). A Conversation on Cognitive Aids in Strategy. Symposium Panel Member, accepted, 83rd Annual Meeting of the Academy of Management, Boston, USA. *"A" Grade Conference*

Baumann, S., King, D. R., Järventie-Thesleff, R., … & **Wright, R. P.** (2022, September). Strategically teaching strategy: Designing courses and building a successful teaching portfolio. Workshop panel proposal pending acceptance for presentation, 42nd Annual Meeting of the Strategic Management Society. London, UK. *"A" Grade Conference* (accepted but withdrew due to quarantine restriction by HK Govt).

Wright, R. P. (2022, September). We hit the target, but miss the whole point of strategic internships. Proposal accepted for presentation, 42nd Annual Meeting of the Strategic Management Society. London, UK. *"A" Grade Conference* (accepted but withdrew due to due to quarantine restriction by HK Govt).

Wright, R. P. & Hodgkinson, G. (2022, August Hybrid Interactive). On playfulness: A case of hand-mind connection and cognitive complexity in teaching (strategy) submission #13117, Full paper session accepted for presentation, 82nd Annual Meeting of the Academy of Management. *"A" Grade Conference*

Barns, K., Bolinger, A., Bridgman, T., … & **Wright, R. P.** (2022, August). Management Education and Learning writers' workshop. PDW Workshop submission #15048 panel, 82nd Annual Meeting of the Academy of Management. *"A" Grade Conference*

Wright, R. P. (2022, June). The adventures of little Leo and the magical FOCUSED cice. Proposal accepted for presentation at CUHK virtual Community of Practice Symposium of Education Innovation and Technology. Hong Kong.

Wright, R. P. (2022, June). Theorizing otherness when our visions of the world shrink. Proposal accepted for presentation at CUHK Virtual Community of Practice Symposium of Education Innovation and Technology. Hong Kong.

Wright, R. P. (2022, March). Teaching (strategy) as child's play. Proposal accepted for presentation at the Inaugural Conference on Paradox Research Education Practice (PREP) – Educational Insights division (virtual).

Wright, R. P. (2022, January 7th). Drop your tools: A FOCUSED approach to learning to (un)learn. Invited presentation for PolyU's Excellent Teachers on Teaching Excellence (ETTE) Symposium (virtual). The Hong Kong Polytechnic University. https://www.polyu.edu.hk/edc/ette/highlights/video/38-session2-room5-1515/

Barns, K., Beatty, J., Bridgman, T., … & **Wright, R.** (2021, July). Management Education and Learning writers' workshop. PDW Workshop submission #12394 panel, 81st Annual Virtual Meeting of the Academy of Management, (virtual).

Baumann, S., Wunder, T., Graybea, G., … & **Wright, R.** (2021, September). Back to the future: Lessons learned from online for in-person teaching. Workshop panel proposal accepted for presentation, Strategic Management Society. (Virtual) Toronto, Canada.

Baumann, S., Reisinger, S., Candace, T., & **Wright, R.** (2021, September). Successful methods for teaching strategic management. Workshop panel proposal accepted for presentation, Strategic Management Society. (Virtual) Toronto, Canada.

Baumann, S., Brown, J., Maijanen, P., Reisinger, S., Smith, R., TenBrink, C., **Wright, R.,** & Wunder, T. (2020, September). The fun and challenges of collaborative teaching and learning. Workshop panel proposal accepted for presentation, Strategic Management Society. London, UK.

Fung, P., Zhu, R., & **Wright, R. P.** (2020, July). Learn to (un)learn during knowledge transfer using the FOCUSED APP for evidence-based progressive reflections, Accepted for presentation for the West East Institute WEI International Academic Conference, Harvard Faculty Club, Boston, USA.

Wright, R. P. (2019, August). Masterclass workshop: Increasing student interns' cognitive complexity for a complex world using the F.O.C.U.S.E.D. framework. Accepted for workshop presentation to the 21st WACE World Conference, Cincinnati, Ohio, USA.

Wright, R. P. (2019, July). Evidence-based progressive reflections during placement and coursework. Poster presentation, Symposium on Emerging Innovations and Evaluation of Technology Enhanced Active Learning (TEAL) Pedagogies in Tertiary Education, The Hong Kong Polytechnic University, Hong Kong.

Wright, R. P. (2019, May). Developing reflective / reflexive practice through the F.O.C.U.S.E.D. App: The case of student internships and during university coursework. Conference Day of the Learning and Teaching @EdUHK Festival 2019, Hong Kong.

Wright, R. P. (2018, May). Transforming internship for transformative learning and reciprocal knowledge transfer between university and workplace. Conference Day of the Learning and Teaching @EdUHK Festival 2018, Hong Kong.

Wright, R. P. (2018, September). Strategy students' cognition of opening up alternatives to complex challenges. Paper accepted for presentation, Strategic Management Society. Paris, France. *"A" Grade Conference*

Wright, R. P. (2018, August). Session Chair: Strategizing in the Works, Strategizing Activities and Practices Interest Group, Academy of Management Conference, Chicago, USA. *"A" Grade Conference*

Wright, R. P. (2018, August). PDW Organizer - Rhythms of Academic Life – Insights and Advice for Academic Scholars at all Career Stages (SAP/STR/OMT/MED), Academy of Management Conference, Chicago, USA. *"A" Grade Conference*

Wright, R. P. (2018, August). PDW Facilitator for Management Education and Learning Writers Workshop (MED/OB/HR/SAP), Academy of Management Conference, Chicago, USA. *"A" Grade Conference*

Wright, R. P. (2018, August). PDW Facilitator for Advancing SAP Research - An Interactive Workshop for Doctoral & Early Career Scholars, Academy of Management Conference, Chicago, USA. *"A" Grade Conference*

Wright, R. P. (2018, August). Using reflective / reflexive practice to stay F.O.C.U.S.E.D. in a complicated world, Accepted for presentation for the West East Institute WEI International Academic Conference, Harvard Faculty Club, Boston, USA.

Wright, R. P. (2018, June). Paper development PDW - Academy of Management Learning & Education (with Editor-in-Chief and editorial board members); IACMR biennial conference, Wuhan, China.

Wright, R. P., & Zhu, R (2018, June). Evolution and validation of an innovative pedagogical framework for a VUCA world. Accepted for paper presentation to the World Association for Cooperative Education WACE 3rd International Research Symposium, Stuttgart, Germany.

Wright, R. P., & Yip, T. L. (2017, October). Teaching for knowledge transfer and back again. Accepted for paper presentation to American Strategic Management Society, Houston, USA. *"A" Grade Conference*

Wright, R. P. (2016, September). A Strategic Thinking Framework to Help "Complicate" Our Students' Learning. Accepted for paper presentation to American Strategic Management Society, Berlin, Germany. *"A" Grade Conference*

Wright, R. P. (2016, August). Appointed one of the Facilitators for management education paper development PDW session entitled: 2016 Academy of Management MED and JME Writers Workshop, for the Management Education Development Division. American Academy of Management Annual Meeting, Anaheim, USA. *"A" Grade Conference*

Wright, R. P. (2016, August). Appointed Chair for paper session entitled: The Influence Of Strategy Tools on Decision Making: Strategy Tools & Decision Making, for the Strategizing Practice & Activities sub-division of the Business Policy & Strategy Division. American Academy of Management Annual Meeting, Anaheim, USA. *"A" Grade Conference*

Wright, R. P. (Co-Session Chair with Vijaya Narapareddy, University of Denver) (2015, October). Researchers hooked on teaching / teachers hooked on research. With Panelists: Rajshree Agarwal, University of Maryland; Ruth Aguilera, Northeastern University; Sharon Alvarez, University of Denver; Bala Chakravarthy, IMD; William Q. Judge, Old Dominion University; Christine Quinn Trank, Vanderbilt University; Anthea Yan Zhang, Rice University. American Strategic Management Society Annual Conference, Denver, USA. *"A" Grade Conference*

Wright, R. P. & Mak, W-M. (2014, August). Using oppositional analysis grounded in personal construct theory to elicit strategic tensions. Accepted for paper presentation to American Academy of Management , Philadelphia, USA. *"A" Grade Conference*

> ***Nominated Best Paper*** for the Managerial & Organizational Cognitions Division
> Also nominated for ***Carolyn Dexter Award***

Hodgkinson, G., **Wright, R. P.** & Anderson, J. (2014, August). Emotionalizing strategy research with the repertory grid technique. Accepted for paper presentation to American Academy of Management , Philadelphia, USA. *"A" Grade Conference*

Wright, R. P. (2014, August). Appointed Chair for paper session entitled: Strategizing activities and coping with powerful environments: Coping w/powerful environments, for the Strategizing Practice & Activities sub-division of the Business Policy & Strategy Division. American Academy of Management Annual Meeting, Philadelphia, USA. *"A" Grade Conference*

Wright, R. P. (2014, August). Appointed one of the Facilitators and presenter for PDW session entitled: Exploring Innovative Ways of Teaching Strategy - The 7 dice framework to teach strategy with Robert Wright, for the Strategizing Practice & Activities sub-division of the Business Policy & Strategy Division. American Academy of Management Annual Meeting, Philadelphia, USA. *"A" Grade Conference*

Wright, R. P. (2014, August). Appointed one of the Facilitators for management education paper development PDW session entitled: 2014 Academy of Management MED and JME Writers Workshop, for the Management Education Development Division. American Academy of Management Annual Meeting, Philadelphia, USA. *"A" Grade Conference*

Wright, R. P. & Jankowicz , A. D. (2014, September). Constructive alternativism, bi-polarity and duality in Kelly's personal construct theory: Capturing organizational paradoxes in practice. Accepted for paper presentation to American Strategic Management Society, Madrid, Spain. *"A" Grade Conference*

Wright, R. P. (Session Chair) (2014, September). Researchers hooked on teaching / teachers hooked on research. With Panelists: Livia Markoczy, UT Dallas; Margaret Peteraf, Dartmouth College; and Henk W. Volberda, Erasmus University. American Strategic Management Society Annual Conference, Madrid, Spain. *"A" Grade Conference*

Wright, R. P. (Co-Session Chair with Margaret Cording, IMD) (2014, September). Teaching strategy philosophically (Panelist: Rajshree Agarwal, University of Maryland; Ruth Aguilera, University of Illinois at Urbana-Champaign; Elena Antonacopoulou, University of Liverpool Management School; Pamela Barr, Georgia State University; Joseph Harrison, Texas A&M University; Anita McGahan, University of Toronto; Corey Phelps, HEC Paris School of Management). American Strategic Management Society Annual Conference, Madrid, Spain. *"A" Grade Conference*

Wright, R. P. (Co-Session Chair with Vijaya Narapareddy, University of Denver) (2014, September). Alternatives takes on teaching strategy: Balancing the (ex)tensions (Panelist: Ross Coff, University of Wisconsin-Madison; Paul Friga, University of North Carolina; Kulwant Singh, National University of Singapore). American Strategic Management Society Annual Conference, Madrid, Spain. *"A" Grade Conference*

Wright, R. P. (2014, July). Organizational paradoxes: When opposites cease to be opposites. Sub-theme 32: Leveraging a Paradox Perspective to Reimagine, Rethink and Reshape Organization Tensions. Accepted for ***Plenary paper presentation*** at the 30th EGOS Colloquium 2014 in Rotterdam, Netherlands.

Wright, R. P. (2014, June). Management Education Journal Editors' Panel. With presenters: Steve Armstrong, Associate Editor, Academy of Management Learning & Education; Past Editor of International Journal of Management Reviews; Kenneth G. Brown, Editor, Academy of Management Learning & Education; Robert Wright, Associate Editor, Journal of Management Education. PDW Sunday program session for International Association of Chinese Management Researchers (IACMR) Conference, Beijing, China.

Wright, R. P. (2014, June). . Sunday PDW session: Academy of Management Learning & Education Paper Development Workshop. With presenters: Steve Armstrong, Associate Editor, Academy of Management Learning & Education; Past Editor of International Journal of Management Reviews; Kenneth G. Brown, Editor, Academy of Management Learning & Education; Carolyn Egir, Associate Editor, AMLE; Robert Wright, Associate Editor, Journal of Management Education, for International Association of Chinese Management Researchers (IACMR) Conference, Beijing, China.

Wright, R. P. (2014, Feb). Effective boards: a philosophical and psychological understanding of corporate board complacency through critical board activities. Accepted for presentation for the Centre for Leadership and Innovation (CLI) Research Symposium: New Frontiers of Leadership Round Table Discussion. Hong Kong Polytechnic University, HK.

Wright, R. P. (2013, September/October). Philosophical and psychological foundations of internal logic of practice of organizational complacency. Accepted for paper presentation to American Strategic Management Society, Atlanta, USA. *"A" Grade Conference*

Wright, R. P. (Panelist) (2013, September/October). Bringing sustainability to life in the classroom; Sunday Session. As panelist, I shared the pedagogical innovation using in my classes based on the "staying F.O.C.U.S.E.D." game (http://myweb.polyu.edu.hk/~msleung/focused_dice.html); Other panelist speakers were: Tima Bansal, University of Western Ontario; Doug Bosse, University of Richmond; Irene Henriques, York University. American Strategic Management Society 33rd Annual Conference, Atlanta, USA. *"A" Grade Conference*

Wright, R. P. (Co-Session Chair with Jay Dial, Ohio State University; and Margaret Cording, IMD) (2013, September/October). Mini-Workshop: On teaching implications: Reflections from leading editorial boards. Journal Editors taking part through round-table discussions were: Africa Arino (Academy of Management Discoveries); Kenneth G. Brown (Academy of

Management Learning & Education); Timothy Devinney (Academy of Management Perspectives); Scott D Graffin (Academy of Management Journal); Sarah Kaplan (Organization Science); Arie Lewin (Management and Organization Review); Torben Pedersen (Global Strategy Journal); James A. Robins (Long Range Planning); Will Mitchell (Strategic Management Journal) and Mike Wright (Strategic Entrepreneurship Journal). American Strategic Management Society 33rd Annual Conference, Atlanta, USA. *"A" Grade Conference*

Wright, R. P. (Co-Session Chair with Jay Dial, Ohio State University; and Margaret Cording, IMD) (2013, September/October). Talking about a revolution: Building a community of scholars to revolutionalize (Panelist: Josh Plaskoff, IUPUI). American Strategic Management Society 33rd Annual Conference, Atlanta, USA. *"A" Grade Conference*

Wright, R. P. (Session Chair) (2013, September/October). Researchers hooked on teaching / teachers hooked on research. With Panelists: Donald Bergh, University of Denver; Ming-Jer Chen, University of Virginia; Russell Coff, University of Wisconsin-Madison; Catherine Maritan, Syracuse University; Costas Markides, London Business School; Norman T Sheehan, University of Saskatchewan. American Strategic Management Society 33rd Annual Conference, Atlanta, USA. *"A" Grade Conference*

Wright, R. P. (2013, August). Bringing teaching and research together through a "F.O.C.U.S.E.D. Dice" game. Accepted for proposal presentation at the inaugural AOM Teaching Conference at the American Academy of Management, Orlando, USA. *"A" Grade Conference*

Wright, R. P. (2013, August). Revealing the internal logic of strategy-as-practiced. Accepted for paper presentation to American Academy of Management, Orlando, USA. *"A" Grade Conference*

Wright, R. P. (2013, July). Using oppositional analysis grounded in personal construct theory to study the paradox of organizational complacency. Sub-theme track 46: Embracing paradoxes and tensions – implications for research, practice and teaching. Accepted for paper presentation at the 2013 EGOS Colloquium conference, Montreal, Canada.

Wright, R. P. (2013, Feb). Effective boards: a philosophical and psychological understanding of corporate board complacency through critical board activities. Accepted for presentation for the Centre for Leadership and Innovation (CLI) Research Symposium: New Frontiers of Leadership Round Table Discussion. Hong Kong Polytechnic University, HK.

Wright, R. P., Mak, W-M (2012, August). The paradox of organizational complacency. Accepted for presentation at the 15th Cognitions in the Rough Roundtable Workshop American Academy of Management Annual Meeting, Boston, USA. *"A" Grade Conference*

Wright, R. P. (2012, August). Appointed Session Chair for paper session entitled: *Decision-making in uncertain and dynamic environments,* for the Managerial and Organizational Cognition Division. American Academy of Management Annual Meeting, Boston, USA. *"A" Grade Conference*

Wright, R. P., Blettner, D., & Soparnot, R. (2012, October). Revealing the Internal Logic of Strategy as Practice. Accepted for paper presentation to American Strategic Management Society 32nd Annual Conference, Prague, Czech Republic. *"A" Grade Conference*

Wright, R. P. (Panelist) (2012, October). Strategy Practice Pre-Conference Paper Development Workshop. Saturday Session Panelist speaker with the following panelists: Véronique Ambrosini, *Monash University;* Duncan Angwin, *Oxford Brookes University;* Maureen Meadows, *Open University;* Elena Antonacopoulou, *University of Liverpool;* Tomi Laamanen, *Aalto University*; Sarah Kaplan, *University of Toronto*; David Seidl, *University of Zurich.* Accepted for Saturday pre-conference workshop, American Strategic Management Society 32nd Annual Conference, Prague, Czech Republic. *"A" Grade Conference*

Wright, R. P. (2011, August). Conceptualizing strategic issues from a paradoxical tension. Accepted for paper discussion in pre-conference PDW (Professional Development Workshop) hosted by the following division of the American Academy of Management Annual Meeting,

San Antonio, Texas, USA. (MOC, RM, OMT, OB, BPS, SIM and ENT). *"A" Grade Conference*

Wright, R. P., Blettner, D., & Soparnot, R. (2011, August). Paradoxical tensions of cognitions-in-action. Accepted for paper presentation to Accepted for paper presentation American Academy of Management Annual Meeting, San Antonio, Texas, USA. *"A" Grade Conference*

Wright, R. P. (2011, November). Paradoxical tensions in diagnosing strategic issues in a multi-polar world. Accepted for paper presentation to American Strategic Management Society 31st Annual Conference, Miami, Florida. *"A" Grade Conference*

Wright, R. P., & Laamanen, T. (Co-Chairs) (2011, November). Cognition in Practice – Cognitions of Top Level Executives. Strategy Process, Strategy Practice and Cognitions Pre-Conference Workshop: Organized jointly with the SMS Strategy Practice Interest Group of the American Strategic Management Society 31st Annual Conference, Miami, Florida. *"A" Grade Conference*

Wright, R. P., Paroutis, S., & Blettner, D. (2010, August). Managerial cognitions of strategic tools usefulness: A strategy-as-experiential practice. Accepted for paper presentation American Academy of Management Annual Meeting, Montreal, Canada. *"A" Grade Conference*

Wright, R. P., (2010, September). Cross-cultural cognitions of critical board roles in Hong Kong and Singapore listed companies. Accepted for paper presentation to American Strategic Management Society 30th Annual Conference, Rome, Italy. *"A" Grade Conference*

Wright, R. P. & Tang, Y. (2010, September). A theory of escalated organizational complacency: A multi-level conceptualization. Accepted for paper presentation to American Strategic Management Society 30th Annual Conference, Rome, Italy. *"A" Grade Conference*

Wright, R. P. & Santalainen, T. (Co-Chairs) (2010, September). Renewing our Research Interests at the Crossroads. Sunday Session Co-Chair and Organizer with the following panelists: Pamela Barr, *Georgia State University;* Sarah Kaplan, *University of Toronto;* Marjorie A. Lyles, *Indiana University;* Livia Markoczy, *University of Texas-Dallas;* Margaret A. Peteraf, *Dartmouth College;* Rhonda Reger, *University of Maryland;* Shaker A. Zahra, *University of Minnesota;* Edward Zajac, *Northwestern University.* Accepted for Sunday pre-conference workshop, American Strategic Management Society 30th Annual Conference, Rome, Italy. *"A" Grade Conference*

Wright, R. P., Oviedo, L., Yakis-Douglas, B., & Oshannassy (2010, September). Strategic Issues at the Crossroads: A Collaborative and Open Strategy Session with Intel Corporation. Sunday Session Co-Chair and Co-Organizer. Accepted for Sunday pre-conference workshop, American Strategic Management Society 30th Annual Conference, Rome, Italy. *"A" Grade Conference*

Wright, R. P., Meadows, M., & Paroutis, S. (Co-Chairs) (2010, September). Landmark Books in Strategy-as-Practice: At the Crossroads. Sunday Session Co-Chair and Organizer with following panelists: Paula Jarzabkowski, *Aston University*; Leif Melin, *Jonkoping University*; David Seidl, *University of Zurich*; Eero Vaara, *Hanken School of Economics*; Richard Whittington, *University of Oxford*. Accepted for Sunday pre-conference workshop, American Strategic Management Society 30th Annual Conference, Rome, Italy. *"A" Grade Conference*

Wright, R. P., Brown, A., & Blettner, D. (2009, October). *Strategic issues interpretation as discourse in an uncertain world.* Accepted for paper presentation to American Strategic Management Society 29th Annual Conference, Washington, DC., USA. *"A" Grade Conference*

Wright, R. P., Blettner, D., & Soparnot, R. (2009, August). *Towards a cognitive model of effective strategy practitioners.* Accepted for paper presentation American Academy of Management Annual Meeting, Chicago, USA. *"A" Grade Conference*

Wright, R. P. & Soparnot, R. (2008, October). *Making sense of top and middle managers' cognitions of McKinsey 7S + 3 in practice.* Accepted for paper presentation to American

Strategic Management Society 28th Annual Conference, Cologne, Germany. ***(Top 10 Finalists for Best Paper Award. Received Award for one of the Top 5 Best Papers for 2008 SMS)***. *"A" Grade Conference*

Wright, R. P., Blettner, D., Paroutis, S. (2008, August). *Building stronger models through strategy-as-practice: The case of strategic tools usefulness.* Accepted for paper presentation American Academy of Management Annual Meeting, Anaheim, USA. *"A" Grade Conference*

Wright, R. P. (2008, August). *Making sense of cross-cultural constructs of board work.* Accepted for Professional Development Workshop Roundtable paper presentation American Academy of Management Annual Meeting, Anaheim, USA. *"A" Grade Conference*

Wright, R. P. (2008, August). Appointed Discussant for session entitled: *Escalation of Commitment*, for the Organizational Behavior Division. American Academy of Management Annual Meeting, Anaheim, USA. *"A" Grade Conference*

Wright, R. P. (2008, August). Appointed Session Chair for session entitled: *Environmental Context and Strategic Orientation and Transition,* for the Business Policy & Strategy Division. American Academy of Management Annual Meeting, Anaheim, USA. *"A" Grade Conference*

Wright, R. P. (2007, October). *Making sense of strategic tools usefulness: When theories-in-use determine the usefulness of theories.* Accepted for paper presentation to American Strategic Management Society 27th Annual Conference, USA. *"A" Grade Conference*

Wright, R. P. (2007, October). Professional Development Workshop Case Presentation: *Challenge of Strategizing while sustaining Competitive Advantage – Case of a major Hong Kong company (and the importance of need for executive reflection)*. Presentation to American Strategic Management Society 27th Annual Conference, USA. *"A" Grade Conference*

Wright, R. P., & Cheung, N. (2007, October). *Mapping strategic issues interpretations: How executives construe critical business issues*. Accepted for paper presentation to American Strategic Management Society 27th Annual Conference, USA. *"A" Grade Conference*

Milton, L. P., **Wright, R. P.**, & Davies, H. A. (2007, August). *Inside the black box: How directors conceptualize critical board roles and board effectiveness*. Accepted for paper presentation at Symposium (BPS, MOC) American Academy of Management Annual Conference, Philadelphia, USA. *"A" Grade Conference*

Wright, R. P., Xu, E. (2007, August). *When constructs don't see eye to eye: Managerial cognitions of HR and the line on performance management systems*. Accepted for paper presentation American Academy of Management Annual Meeting, Philadelphia, USA. *"A" Grade Conference*

Wright, R. P. (2007, August). Appointed Discussant for session entitled: *Social cognition at the individual, group and field levels*, for the Managerial & Organizational Cognition Division. American Academy of Management Annual Meeting, Philadelphia, USA. *"A" Grade Conference*

Wright, R. P., & Jankowicz, D. (2007, July 16-20). *Making sense of international cognitions of effective directorship in Hong Kong and UK listed boards*. Accepted for paper presentation at the XVII International Congress on Personal Construct Psychology, Brisbane, Australia.

Wright, R. P. (2006, November). *When rigor meets relevance: Strategy-as-practice at the board level.* Presented at American Strategic Management Society Annual Conference, Vienna, Austria. *"A" Grade Conference*

Wrigth, R. P. (2005, October). *As strategists thinketh: How HR directors and board of directors construe strategizing.* Presented at American Strategic Management Society, 25th International Annual Conference, Orlando, Florida. *"A" Grade Conference*

Wright, R. P. (2004, August). *Investigating complex managerial cognitions using the repertory grid technique.* Presented at the American Academy of Management, New Orleans, United States of America. *"A" Grade Conference*

Wright, R. P., Ng, C. W., & Lo, S. (2004, June). *Mapping gendered Chinese cognitions appraisal systems: Eliciting senior managers' cognitions using the repertory grid.* Presented at the International Association for Chinese Management Research Inaugural Conference, Beijing, China.

Huang, X., Chiu, W., & **Wright, R. P.** (2004, December). *Beauty in the eye of beholder: Relational schemas as determinants of high quality leader-member exchange.* Presented at the Asian Academy of Management Annual Conference, Beijing, China.

Wright, R. P., Butler, J. E., & Priem, R. (2003, June). *Asian cognitions of the strategic management process.* Presented at the Strategic Management Society Mini-Conference, Hong Kong, China. *"A" Grade Conference*

Wright, R. P. (2002, August). *Going beyond Kelly's homogenous elements in repertory grid applications: A look at public sector / private sector comparisons as a case in point.* Presented at American Academy of Management Annual Conference, Denver, Colorado. *"A" Grade Conference*

Wright, R. P. (2002, August). Appointed Session Discussant for *Issues in The Virtual Workplace* of the Organizational Behavior Division of the American Academy of Management Annual Conference. Denver, Colorado, USA. *"A" Grade Conference*

Wright, R. P. (2002, August). Appointed Session Facilitator for *Demands for Justice* of the Shared Interest Track of the American Academy of Management Annual Conference. Denver, Colorado, USA. *"A" Grade Conference*

Wright, R. P. (2001, August). Appointed Chair for *Organizational Citizenship Behavior: Good Citizens Don't Just Happen* Session of the Organizational Behavior Division of the American Academy of Management Annual Conference. Washington, D.C., USA. *"A" Grade Conference*

Wright, R. P. (2001, August). Appointed Chair for *International Human Resource Management* Session of the Human Resource Division of the American Academy of Management Annual Conference. Washington, D.C., USA. *"A" Grade Conference*

Wright, R. P. (2001, December). *International cognitions of 'appraisal effectiveness' in transition.* Presented at Asia-Pacific Researchers in Organisation Studies (APROS).

Wright, R. P., Lam, S. K., & Wong, G. Y. (2000, August). *Cognitive maps of appraisal system effectiveness in Hong Kong: A comparison between human resources and the line.* Presented at the American Academy of Management, Toronto, Canada. *"A" Grade Conference*

Wright, R. P., Lam. S. S., & Wong, G. Y. (1998, July). *Performance appraisals in Hong Kong: How consistent are the cognitive maps of non-human resource appraisers and non-human resource appraisees in determining what makes an effective appraisal system.* Presented at the Australasian Personal Construct Psychology Conference, Brisbane, Australia.

Wong, G. Y., **Wright, R. P.**, & Lam, S. S. (1998, June). Performance appraisals in Hong Kong: How consistent are the cognitive maps of human resources and non-human resources professionals in determining what makes an effective appraisal system. *Proceedings of the 15th Pan-Pacific Conference, Seoul, Korea*, 19-21.

Wright, R. P., Lam, S. S., & Wong, G. Y. (1997). Designing a customer / student-driven teaching evaluation using the repertory grid technique: From abstract understanding to hearing it from the natives. *Proceedings of the 14th Pan-Pacific Conference, Kuala Lumpur, Malaysia*, 277-279.

Selmer, J., Kang, I-L., & **Wright, R. P**. (1992). Supportive behaviour of expatriate vs. local top business managers in Hong Kong. In J. Selmer (ed.). *Proceedings of the First International Conference on Expatriate Management, Hong Kong*, 320-328.

Chinese Management Centre Working Paper Series

Wright, R. P. (2002, May). Repertory grids, elicited constructs, perceptual dimensions and collective maps: Taking cognitive research to the next level (Issue Brief No.

CMC2002-002-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P. (2001, October). Changes in the way we define appraisal system effectiveness: A 20 year study compared to a Chinese sample (Issue Brief No. CMC2001-012-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P. (2001, June). Eastern perceptions of appraisals: Let the constructs do the talking (Issue Brief No. CMC2001-008-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P. (2001, April). Repertory grid and predictable stability of Chinese perceptual dimensions: A truer test of reliability (Issue Brief No. CMC2001-006-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P., & Lam, S. K. K. (2001, March). Revealing complex Chinese industrial and organizational cognitions using system elements (Issue Brief No. CMC2001-004-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P. (2001, January). Asian perceptual dimensions of performance management systems: In the eyes of the beholder (Issue Brief No. CMC2001-001-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P., and Lam, S. K. K. (2000, October). Evaluating Hong Kong performance appraisal systems: A cautionary note from a clinical perspective (Issue Brief No. CMC2000-014-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P., and Lam, S. K. K. (2000, August). Eliciting personal constructs of Chinese respondents: Grid application in human resources (Issue Brief No. CMC2000-012-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Wright, R. P., Lam, S. K. K., and Wong, G. Y. Y. (2000, August). Chinese managerial cognitions of appraisal systems (Issue Brief No. CMC2000-011-01). Hong Kong: Chinese Management Centre of the School of Business, The University of Hong Kong.

Dissertation

Wright, R. P. (2000). Cognitions of performance appraisal system effectiveness: A repertory grid approach. Vols. 1-2. Unpublished doctoral dissertation, University of Hong Kong. Hong Kong.

Research Grants

Details of on-going and completed research projects funded from all (RGC and non-RGC) sources undertaken by me (in a PI or Co-I capacity) since joining PolyU:

Funded-External

2017-2020 Principal Investigator: **Wright, R. P.** Co-Investigators: Lai, M., Basak, D.G., Csete, J., Fung, L., Lo, S., Yiu, D., Pounder, J., Zhao, H., Chan, C. University Grants Committee (UGC) Funding Scheme for Teaching & Learning Related Proposals 2016-2019 proposal: "Transforming Internship for Transformative Learning and Reciprocal Knowledge Transfer between University and Workplace". (Project Duration: September 2017 – August 2020) $HK9.7M.

Student internship can be a transformative learning experience, but its potential is not always

fully exploited because we do not fully know the extent to which how students make effective use of the knowledge they gained from university education to real world work assignments. We need to do more to capture, in a structured and systematic way, how such classroom learning is applied in internships. Similarly, it is vital to capture how such internship learning is iterated back into classroom learning in a systematic way to develop deep learners on the importance of re-examining our taken-for-granted assumptions of what works and doesn't work in our theories, models and teaching methods. Important to this iterative process is the need for teachers to teach for knowledge transfer. To facilitate the importance of this iterative process in a structured and measurable way, this project will use a framework (called "Staying F.O.C.U.S.E.D.") developed and successfully tested with students over a seven-year period (by the project leader at PolyU) which has helped students learn better, faster and more than they are currently used to when dealing with complex problems, issues and challenges. The aim of this project is to effect a change in the approach to internship at both institution and individual levels.

2004 - Xu, H., Tjosvold, D., Chiu, W., & **Wright, R.P**., Happy slaves are not slaves? Organizationally induced helplessness moderates the effects of empowering practices on employees (Duration: August, 2004 - 2008). We investigated whether dyad members' relational schemas, a cognitive representation of exchange experiences, would affect how leaders and members evaluate and misevaluate the quality of their exchange relationships. Based on data derived from repertory grid technique and two waves of survey data, we found that leaders and members tended to form different relational schemas of their partners. While leaders developed LMX schemas focusing on work-related issues, members schemas focused more on interpersonal concerns. These findings confirmed that the differential schemas employed by each party affect how they stored, retrieved and (mis)evaluated their LMX experiences with each other. Implications for theory and practice, limitations of this study, and future research directions are discussed. RGC CERG, ($376,608).

Funded-Internal

2016-2018 Project Title: From Learning to Impactful Learning in Work Integrated Education (WIE) Placements. Principal Investigator (PI): Dr Robert WRIGHT, Co-Investigators: Dr. Alice Shiu , AF Department; Dr. TL Yip, LMS Department; Dr. Ken Wong, MM Department; Dr. Josie Csete, Educational Development Center of PolyU.
Departmental Seed Money Funding for Teaching & Learning Projects. (Project Duration: March 2016 – March 2018) HKD25,000

Our surveys of student feedback have been preoccupied with their "learning" in WIE engagements. This is surprising considering that whilst student learning is important part of internships, real world work requires solving (or at best) dealing with real world messy problems, issues and challenges. In what specific ways (given university education) have our students made meaningful impact/ contributions / value-addedness in helping their WIE organizations / supervisors /work-teams better deal with them? A similar review reveals that there is no evidence our students use a framework to guide their contributions to real world organizational problems, issues and challenges during their internship placements. We believe this is another missing link in how we introduce WIE to our students (and to WIE organizations). To complement the successes of our current WIE arrangements, we need to better structure and measure students' impact in their internships; and just as importantly, to ensure such learning and practical wisdoms are brought back into the university classrooms and thereby help cultivate a learning environment that really blends the best of academic pedagogy and real world learning.

2015- "Do Good Well and Social Venture Capital Platform (AF): A Proposal on Social Entrepreneurship and Innovation" (FB: $500,000 + AF: $100,000)

Co-PIs: Prof Agnes Cheng and Dr Gang Hu
Co-Is: Prof Louis Cheng, Prof JC Lin, Dr YC Chan, Dr Te-Feng Chen, Dr Kenneth Chu, Dr Andy Chui, Dr Qianqian Du, Dr Li Jiang, Dr Koren Jo, Dr Haitian Lu, Dr Baochun Peng, Dr George Wong, **Dr Robert Wright** [MM], Dr Jing Xie, and Dr Jingran Zhao.
Summary: This project aims to bring positive social impact by aiding social entrepreneurship and innovation in the Greater China Region. The fundamental role of finance in modern society is that it improves the efficiency of social resources allocation. With this project, we will apply finance industry (especially the venture capital (VC) and entrepreneurial finance industry) methods and practices in the non-profit sector to maximize social impact with limited resources, i.e., doing good well. Specifically, we plan to implement the following objectives:

a. Translate "*Do Good Well*: Your Guide to Leadership, Action, and Social Innovation," an Amazon #1 best seller, into Chinese and publish it in the Greater China Region, including Mainland China, Hong Kong, and possibly Taiwan and Macau.
b. Build a network of social entrepreneurs and innovators, especially focusing on those lacking capital and the younger population including students.
c. Build a network of social financiers, such as philanthropic and wealthy individuals, charitable foundations, and government agencies, especially those who are interested in supporting social entrepreneurs and innovators financially.
d. Finally, build a *Social VC Platform*: provide a platform connecting social entrepreneurs and innovators in need of capital with social financiers, including charitable individuals, foundations, and government agencies.

FB IDEAS Projects 2015-16
To promote the pursuit of IDEAS in the Faculty and to encourage faculty members to embed IDEAS in their teaching, research and service activities, starting from the 2014-15 academic year, the Faculty has established a new funding initiative: **FB IDEAS Projects**, to support projects that discover, design and deliver IDEAS. Each year, the Faculty would set aside a total amount of HK$ 1M for supporting two projects and the maximum amount of faculty funding provided for each project would be up to HK$ 500,000 on condition that the host Department of the PI would also provide a matching fund of not less than HK$ 100,000.

The Faculty Selection Panel for this year comprised the Dean, Associate Deans, FRC Chairman as well as FLTC Chairman. At the selection panel meeting held on 14 Aug 2015, members considered all applications received from School / Departments and were of the view that AF's proposal is worthy of funding support under the IDEAS Projects scheme in 2015-16

2015/2016 General Research Fund (GRF) Project #15506715 Result 3.5 rating (high merit but unfunded)
Wright, R. P., and Mak W-M., Li, Y. **The Paradox of Organizational Complacency: A Psychological Study of the Internal Logic of Practice in the Face of Competing Demands** (Duration: August, 2015 - 2017)
Why does success lead to failure? Paradoxes are predictable and symmetrical; they are confusing and understandable, common and surprising. Yet, labeling paradoxes does not necessarily generate understanding. There is a need to go much deeper, into the thinking that lies beneath organizational actors' reactions to them. In fact, psychologists have long advocated the cognitive nature of paradox and that paradoxes are cognitively and socially constructed and reconstructed. More recently in the strategy literature and in management in general, there are calls to go beyond researching phenomena from a detached spectator view

based on descriptive and behavioral observations and more into the internal logic of practice of the actor immersed in his everyday absorbed coping making sense of the events, situations, objects and people that are place before him, all caught up in a constant state of flux. We therefore contend that to really understand the paradox of organizational complacency, we need to take a more psychological perspective and to first understand a different type of logic at play; an internal logic of practice that managers resort to through their collective embeddedness of knowledge schemas in how they experience and interpret their everyday coping about what works and what doesn't work. We conducted a pilot study of a professional organization prior to this grant application in order to gain supporting evidence. This grant application seeks to extend these promising preliminary findings in order to carry out a more extensive longitudinal study comparing our findings with another (more successful) company to track predictable change and predictable stability of top and middle managers' cognitive thought processes using Personal Construct Theory and its accompanying repertory grid methodology. We believe this will allow us to further validate our theorizing about the paradox of organizational complacency.
Keywords: Paradoxical thinking; Organizational complacency; Personal Construct Theory; Advanced repertory grids; Multi-method

2012- **Wright, R. P.,** and Mak W-M., **Revealing the internal logic of practice of organizational complacency** (Duration: April 2012 – April 2014) ($HK70,000)
Organizational complacency is an insidious and crippling problem to many successful firms; it is not only attributed to unsuccessful organizations. Managers at different levels of an organization are constantly faced with seemingly contradictory tensions that create paralysis of both mind and action. Yet, companies that sustain their competitive advantage have learned to live with paradoxes. Past work on complacency has been noteworthy but much of this work has been based on the cannons of scientific rationality often conducted from a distance detached from the real goings on of the actor immersed in his own absorbed coping in an inter-connected and rational world. Few researches exist that investigates the thinking behind the acting based on the internal logic of practice. To better understand this type of managerial thinking we use a paradoxical lens with Personal Construct Theory and interviewed top and middle managers, along with access to 10 years of archival data of a non-profit professional organization. We aim to develop a conceptual model of the paradox of organizational complacency. Hence we anticipate the following outcomes from the Departmental funding:

- Develop a more fine-grained theoretical understanding of organizational complacency from a paradoxical perspective using managers' own internal logic of practice.
- Identify the paradoxical thinking that underpin managers' absorbed coping in the course of their strategic work of diagnosing critical business issues; and driving and innovating change to help improve the business. In this respect, we also identify what issues enable and disable the effective performance of strategic work that has an impact on organizational complacency.
- Provide recommendations to the companies involved in the proposed study so that they can better deal with the dangers of organizational complacency.

2008- **Wright, R. P.**, **Top and Middle Management Sensemaking of Strategic Issues Diagnosis** (Duration: November 2008 – October 2011) Strategic issues facing organizations are critical because they impact firm performance. Understanding how strategists interpret these issues provides important insights on strategic decision making. Emerging research shows strategic issues interpretation is not only the job of top managers.

Middle managers also engage in this activity to help craft strategies. Yet, little research investigates the sensemaking and sensegiving of strategic issues interpretations between these two managerial levels in context-specific settings. Not enough strategy research is carried out close to the phenomena of interest. Drawing on the strategy-as-practice perspective as our empirical window, we propose a longitudinal study extending from several literatures to design a multi-theory, multi-method, multi-level investigation to build stronger more engaged theory of strategic issues interpretations in two companies in the retail industry. Our research is important also because we focus on processes (the 'how' of strategy) and not on the 'what' of strategy. Our research team is strong in both theory (expertise in sensemaking, sensegiving, dominant logic, personal construct theory, activity theory) and methodology (repertory grid, causal mapping and discourse analysis). We believe research of this kind, where rigor meets relevance, will advance our understanding of processes of strategic management. Fundable but not funded (CERG), ($HK150,000 + $HK20,000 bonus)

2005 – **Wright, R. P.**, Davies, H., & Young, M., **Cognitive antecedents leading to effective corporate boards: A cross-cultural psychological study of companies in Hong Kong and Canada** (Duration: October, 2005 - October, 2008) This CERG proposal extends the current on-going work on mapping strategic cognitions of Hong Kong Corporate Boards, Boards of Directors and Top Management Team executives. In particular, we build on the current literature and its call for directions for future research by further articulating the importance of investigating strategic cognitions at the Board level in better understanding how Hong Kong Boards are carried out in improving their level of governance. We further extend this work by investigating a cross cultural perspective to how corporate boards makes sense of and interpret their board experiences and how these cognitions link to better explaining firm performance. A great deal of the Board and Governance literatures advocates prescriptive approaches and regulatory conformances to improving corporate governance. Yet, little is known about the more descriptive and non-regulated antecedents that make boards, board of directors and the strategic leadership effective. This study builds on the PI's program of research by investigating Board activity from a cross-cultural psychological perspective using a cognitive mapping methodology to better understand the cognitions used by organizational elites in making sense of their experiences in the antecedents and factors leading to effective directorship and board performance. Implications to theory development and policy will be addressed in helping move the field forward from a cognitive perspective. Fundable but not funded (CERG), ($150,000).

2004 - **Wright, R. P.**, Davies, H., Jankowicz, D., & Barrett, P., **Reforming corporate boards through board process and director evaluations: Insights from personal construct theory**. (Duration: February, 2004 - August, 2007) One of the main issues in Hong Kong corporate governance is to improve Board performance. Issues of transparency and disclosure, accountability, corporate reporting, and the exercise of various audit and management committees, inter alia, are advocated as measures of good corporate governance practices. However, not much is known about the non-regulatory issues of how boards and board of directors are evaluated. In this respects, the present investigation aims to achieve the following objectives: 1. Document the current practices on board and director evaluations 2. Document how various sub-committee are evaluated 3. Develop two instruments based a cognitive methodology to evaluate board process and director evaluations 4. Make recommendations from the perspective of board evaluations to elevate the standard of corporate governance in Hong Kong publicly listed companies 5. Develop a more refined cognitive theoretical framework in better understanding how boards and boards of directors go about carrying out their roles, Internal Faculty Research Grant ($136,571).

2003 - Cho, V. & **Wright, R. P.**, **Eliciting executive knowledge structures of strategic information system - critical success factors and their impact on firm performance using RGT** (Duration: September, 2003 - March, 2005) Tan and Hunter (2002) outlined the growing importance of better understanding cognitions of users and designers of information systems (IS). They highlight that through a better understanding about the way people perceive and interpret their experience with information systems, more successful outcomes can result. In this respect, they advocate the use of a clinical psychological methodology called the Repertory Grid Technique and its various applications in IS research as one method showing great promise in the IS literature. In view of this noteworthy contribution, the present study builds on their work and proposes a modified approach to the application of the grid technique by the use of heterogeneous system elements to elicit more complex cognitions of Strategic Information Systems. Results demonstrate wider application of this method than documented by past research in the Tan and Hunter review. Implications to theory and practice are discussed in taking cognitive research to the next level in IS research. Faculty Research Fund, ($69,683).

2003 - Xu, H., Chiu, W., & **Wright, R. P.**, **Dimensionality of leader-member exchange construct: A revisit using repertory grid technique** (Duration: November, 2003 - November, 2004) This study revisits the dimensionality of leader-member exchange (LMX) construct and predicts that leaders and members may assess LMX relationships using different perspectives or dimensions. This research proposition was tested using the Repertory Grid Technique (Kelly, 1955) to elicit LMX dimensions directly from leaders and members. Results confirm that while both leaders and members regarded friendship, mutual trust, and teamwork as important LMX dimensions, the other dimensions of LMX do differ in the eyes of leaders and members in several ways. Specifically, leaders' assessments of the dyadic relationships tend to be instrumental in nature focusing on subordinates efficiency, obedience, initiatives, and cooperation. By contrast, members tend to focus on both instrumental (whether the leader can help, guide, and inspire the subordinates) and relational (whether the leader can be a friend of, care about, and respect to subordinates) aspects of LMX. We further elicited four core LMX dimensions (two from leaders and two from members), which accord well with the dimensions identified by Liden and Maslyn (1998), namely professional respect, affect, loyalty, and contribution. The findings suggest that professional respect and affect are important LMX dimensions for leaders, while loyalty and contribution are important LMX dimensions for members. Implications to theory and practice are discussed. Departmental Research Committee Funding, ($50,000).

2002 - **Wright, R. P.**, Butler, J.R., & Priem, R., **Tapping into Asian strategic cognitions of the strategic management process: A repertory grid technique** (Duration: October, 2002 - April, 2003) This project studies Human Resource Directors and General Managers cognitions of their firm s strategic management process in Hong Kong. The project aims are: 1. To review the current developments in the strategy literature emphasizing the importance of a psychological analysis of strategic issues, and identify possible research agendas and future directions that can be investigated in the Asian context thereby making noteworthy contributions both to theory and practice. 2. To advocate the application of a more rigorous methodology to map senior managers cognitions of the strategic management process over time (at T1 and T2) so that we can have a better understanding of how each aspect of the process is perceived in the language of strategists. Past grid applications have been noteworthy but limited in approach. The current project aims to demonstrate how we can take strategic cognitive research to the next level using a modified approach to Repertory Grid application. 3. To demonstrate if any relationship exists between Strategic Cognitions of the strategic management process and firm performance. 4. To outline both the theoretical and

practical implications of our findings from a methodological and findings perspective, Departmental Research Committee Funding, ($50,000).

Other Research Activities

Chair/ Panel Member / Internal Examiner: PhD / DBA Candidates

2022 (10th November) BOE Chair – Board of Examiners Chair for PhD Oral defense for Department of Industrial and Systems Engineering. Title Thesis of (Dr) Ioanna PAVLIDOU "Crowdsourcing innovation: The drivers of the investment decision throughout the investment process in equity crowdfunding. Appointment by Graduate School, PolyU.

DBA Proposal presentation Panel Member (China, Beijing) June 2007

CHEUNG Eric – Work-Family Conflict: Does Technology Make a Difference?

CHEUNG Nicholas – How Top Executives of Hong Kong SMEs in the Engineering Industry Interpret Strategic Issues

CHOW Ken – How Firms in Hong Kong Use Information Technology Support of Knowledge Management

DBA Proposal presentation Panel Member (China, Shenzen) May 2004

CHUNG Wai Yin, Kathy- Knowledge Management Capabilities, Leadership Style and Organizational Effectiveness: A Study of Secondary Schools in Hong Kong

IUN Sio Kun, Joyce - To Bow or not to Bow: When do Similarities at Surface and Deep-level Produce Negative Subordinate-Supervisor Relationship?

TAM Wai Mou, Vincent - Social Skill as a Moderator of the Relationships between General Cognitive Ability and Personality and Job Performance: An Empirical Investigation of Engineers Working in a Toy Manufacturing Company in the People's Republic of China

TIN Siu Ping, Sabrina - To Develop a Competence-based Performance Model for Expatriates in Hong Kong

CHEUNG, Millissa – Exploring relationship between psychological contract forms and work performance (PhD proposal defense 15 May 2003)

External Examiner: Masters of Commerce in Management Thesis (Aug-Sep 2016)

Victoria University of Wellington, Faculty of Commerce, New Zealand

Ms Cassandra Bei Yi Ong, "Facilitators and inhibitors to visual information in organizational practice.

Past Supervision

- MBA Investigative Report final year supervision 2015/2016
    a. Zhu Guanglai: Why learning to "manage the unexpected" is important - A study of managing the unexpected in the field of ship management
    b. Gary Choi: What are PolyU MBA (Part-time) not doing that MBA should be doing? A case study – What if Polytechnic University, taught postgraduate studies - MBA (part-time) program with Serious Play learning?
- MBA Investigative Report final year supervision 2014/2015
    a. KWOK, Barry: Why you waste your time with social media
    b. Joe K.M. HO: Case Study of Staff Engagement: High Engagement Leads to High Turnover
    c. Chan Ting Pong: Should MBA Teach and Learn Computational Thinking and Programming: A Case Study
    d. LEE, shi fung, Sammi: Correlation Between Spirituality and Organizational Success

- Undergraduate Double Degree Level (Aug 2012- May 2013): successfully completed supervising Final Year Project for two 4th year Management & Computing students.
- Two semester Independent Study Supervision for Doctor of Business Administration (DBA) student completed (Aug 2012- May 2013).
- DBA Level (2006): Senior executives' sensemaking of strategic issues (Mr. Nicholas Cheung) – Joint paper presented at SMS2007
- Undergraduate Double Degree Level (2008 - 2009): Managerial Sensemaking of IT and Corporate Strategy: A Practice Lens Perspective (Mr Oz LUK Wai Lun)
- MPhil Level (2006 - 2007): Top and middle managers' sensemaking and sensegiving as change unfolds (Ms Erica XU Huang) – Joint paper presented at AOM2007
- Undergraduate Double Degree Level (2007 - 2008): Sensemaking and personal constructs in IT Governance (Mr Anthony Wong Kai Fung)
- Undergraduate Double Degree Level (2006 - 2007): Managerial cognitions of information system security in Hong Kong (Ms Shirley Yeung) – Awarded Distinction by Assessing Panel; and won 3rd place in open research competition in Chinese Mainland (2007)
- Teaching supervision: My Summer MBA Capstone Class of 2007 representing group won 1st place in the PolyU Graduate School of Business Open Competition for the best all round strategic audit of a listed company
- Undergraduate Double Degree Level (2005 to 2006): Cognitions of Students' Experience with WebCT as a Medium of Instruction (Mr Gladys TO)

Other Significant Output

2025 (14 Aug): Provided strategic support for CARMA (Consortium for the Advancement of Research Methods & Analysis) to host "Methods Review Watch Series" with Professor Rong Su, University of Iowa Tippie College of Business - *Publishing High-Impact Meta-Analyses: An Editor's Perspective*. PolyU MM Department Hosts: Dr Aurelius SINDILA (Post Doc.) with Charles LI and William Luman YU (both 5th Year PhD students) https://carmattu.com/2024-2025-webcast-su/

2024 (10 April): Wright, R. P. Doing scholarship that endures by staying F.O.C.U.S.E.D.: Transferable skills workshop series. Graduate School, The Hong Kong Polytechnic University. (Also listed under Teaching & Learning section).

2023 (16-31 Oct): Wright, R. P. Pioneered a faculty-wide strategic initiative entitled: One more time: What constitutes great scholarship? A series on the Scholarship of Teaching & Learning (SoTL). Planned, designed, co-ordinated and facilitated a series of sharing sessions from leading Editors from all the major SoTL (AMLE, JME, ML, AOM/MED), theory (AMR) and methods journals (ORM), (jointly organized by the Faculty of Business (FB) and the Department of Management and Marketing (MM)). The series aims to support and encourage colleagues to capitalize on the opportunities to advance their practice "from good teaching to scholarly teaching". The series was scheduled between 16-31 October,2023. Programme flyer: https://www.polyu.edu.hk/fb/news-events/event/2023/10/sotl_sharing_series/ (Also listed under Teaching & Learning section).

2023 (18 April) - Invited Rhodes Scholar Ken Kamoche, Professor of Human Resource Management and Organization Studies, University of Nottingham to present on behalf of our Centre of Leadership & Innovation (CLI) on the topic: Toward knowledge obsolescence amongst scaffold 'master' craftsmen: the challenge of standardisation and occupational legitimacy

2019: Hosted Professor Richard Whittington, Said Business School, The University of Oxford: 10May - Teaching management from a practical perspective: Staying close to action (CoP University Level session); 8May – Changing strategy: The recursive

work of practice change in a permeable profession.

2019: Hosted Professor Mats Alvesson, Lund University: 8Feb Doing interesting research: The stupidity based theory or organizations as an example.

2018: Hosted Professor Eric Tsang, University of Texas as Dallas: 7June – The ontological nature of entrepreneurial opportunities: An ongoing debate.

2016 AOM August – contribution to the Organizational Paradox Research Community Building on the past success with leading world-class scholars through short "**1-Minute video interviews**" I pioneered in 2010 (a sample is provide in this link: https://www.youtube.com/playlist?list=PLY2rak0VIz8kjrfQZHj5BYTaLBwC0OS46), we reached out to leading scholars in the paradox research field to request "1-Minute" of their time at AOM in Anaheim, USA, to share their thoughts/reflections on: ***What are the taken-for-granted ASSUMPTIONS that underpin our current understanding of paradoxes in organizational life? And which of these assumptions need updating?*** With the support of some very committed doctoral students and junior faculty, we managed to collect over 20 such interviews. Some scholars were unable to make it to AOM so we conducted skype video recordings to include their input. The results provide a breath-taking diversity (with some convergence in thinking) on a core underling issue for all good scholarship – about our "taken-for-granted assumptions"! These clips a now showcased in a forthcoming Paradox online platform.

2012 June: Introduced CARMA courses to PolyU MM and other researchers in Hong Kong. **Wright, R. P.** As an International Advisory Board for the *Center for the Advancement of Research Methods and Analysis (CARMA)* from Wayne State University (USA) http://carma.wayne.edu/ I was successful in convincing the this prestigious organization to offer courses at HK PolyU for the first time in its history. This organization is well known around the world for offering very useful research methods courses for faculty and research students. Two day workshops on "multilevel analysis" and "introduction to SEM" were offered at PolyU (June 18-19). As hosts of the event, I was also able secure several complementary seats for our research students in MM Department and students from our DBA program.

2010 September:

Wright, R. P. MM Department Brown Bag Session on "One Minute Reflections on Renewing Our Research Interests". Abstract of session: What better time than now to take a step back and reflect on our research journeys. This session on renewing our research interests at the crossroads brings together a distinguished panel of 24 seasoned researchers (via One Minute video interviews I conducted at the Academy of Management meeting in Montreal 2010) to share their success stories and lessons learned in staying focused about their research efforts. Key sharing focused around what we can do when our research activity stalls; how to stay research active; critically thinking about our research; and the importance of doing novel, interesting, important and high quality work, inter alia. This MM Department Brown Bag session received rave reviews from research students and colleagues wanting to better their work.

Human Resource Management Handbook Chapters

Wright, R. P. (1997). - *Numerous Sections of the Manual* - In R. J. Lewington (Eds.), Hong Kong staff employment manual Vol. 1-2 (4th ed.). Hong Kong: Asia Law & Practice - In association with Watson Wyatt.

Sections:
Absenteeism (pp. 1-5)
Advertising (pp. 7-11)
Employment agencies (pp. 153-154)
Executive search (pp. 170-173)

Exit interviews (pp. 173-179)
Flexitime (pp. 181-184)
Golden handcuffs, handshakes & parachutes (pp. 197-199)
HR budgeting and control (pp. 222-224)
HR planning (pp. 228-231)
Job descriptions (pp. 267-270)
Job evaluation (pp. 270-273)
Performance appraisals (pp. 389-397)
Personnel manuals (pp. 413-415)
Recruitment and selection (pp. 428-434)
Special leave (pp. 532-533)
Training and development (pp. 599-608)

Wright, R. P. (1996). - *Numerous Sections of the Manual* - In J. Bauer (Eds.), The Singapore employment manual. Hong Kong: Asia Law & Practice.

Sections:
Absenteeism (pp. 1-3)
Advertising (pp. 4-6)
Employee communication (pp. 53-55)
Employee involvement (pp. 56-58)
Exit interviews (pp. 63-67)
Flexitime (pp. 69-72)
Induction (pp. 121-125)
Job descriptions (pp. 147-149)
Manpower budgeting and control (pp. 167-169)
Manpower planning (pp. 169-172)
New forms of organizations (pp. 177-182)
Performance (pp. 190-199)

Wright, R. P. (1995a). - *Numerous Sections of the Manual* - In R. Lewington (Eds.), Hong Kong staff employment manual. (3rd ed.). Hong Kong: Asia Law & Practice - In association with Watson Wyatt.

Sections:
Absenteeism (pp. 13-16)
Advertising (pp. 18-21)
Employment agencies (pp. 138-139)
Executive search (pp. 159-161)
Exit interviews (pp. 161-166)
Flexitime (pp. 167-169)
Golden handcuffs, handshakes & parachutes (pp. 175-176)
Induction (pp. 217-220)
Job descriptions (pp. 233-235)
Job evaluation (pp. 236-238)
Manpower budgeting and control (pp. 307-308)
Manpower planning (pp. 309-311)
New forms of organizations (pp. 333-338)
Performance (pp. 347-355)
Recruitment (pp. 375-382)

Professional / Practitioner Journals

Wright, R. P. (1998a, February). How healthy is your appraisal system - Part II? Human Resources, 3 (1), 16.
Wright, R. P. (1998b, January). How healthy is your appraisal system - Part I? Human Resources, 2 (12), 14.
Wright, R. P. (1995b, May). Sharing in the appraisal responsibility. Institute of Human Resources Management Newsletter, 2, 1.
Wright, R. P. (1994, November). Two sided coin: Training programs today tend to focus more on one class of employees - the appraisers. Hong Kong Business - Better Management, 13 (149), 54.
Wright, R. P. & Rossey, D. (1994, June). Performance appraisal policy statement. Hong Kong Staff, 58, 24-7.
Wright, R. P. & Barrett, P. (1993, October). Why use management consultancy? Hong Kong Staff, 51, 32-3.
Wright, R. P. (1993a, October). How am I doing? Hong Kong Business - Better Management, 12 (136), 56-7.
Wright, R. P. (1993b, October). Establishing work objectives. Cathay News (Official publication of the Corporate Communications Department of Cathay Pacific Airways Limited), 90, 11.
Wright, R. P. (1993c, September). A simple guide on feedback. Cathay News (Official publication of the Corporate Communications Department of Cathay Pacific Airways Limited), 89, 8.
Wright, R. P. (1993d, January / February). Hong Kong performance appraisals: What can we learn from past failures. The Hongkong Manager, 29 (1) 21-27.
Wright, R. P. (1992a, October). Twelve commandments in designing that all-important training evaluation form. Hong Kong Staff, 10, 19-22.
Wright, R. P. (1992b, October). Employees: What causes poor performance. Hong Kong Business - Better Management, 56-57.
Wright, R. P. (1992c). Chan shiu-ming's first job after graduation - A case study. Management Development Centre: The 1992 Case Writer of the Year Competition. Received Commendation Award.
Wright, R. P. (1992d, July). Ratee bias: The untold phenomena in performance appraisals. Company Secretary: The Institute of Chartered Secretaries & Administrators in Hong Kong Ltd., 10-11.
Wright, R. P. (1992e, July). Why performance appraisals are failing in Hong Kong - Part three. Hong Kong Staff, 6, 20-21.
Wright, R. P. (1992f, June). Why performance appraisals are failing in Hong Kong - Part two. Hong Kong Staff, 5, 4-6.
Wright, R. P. (1992g, May). Why performance appraisals are failing in Hong Kong - Part one. Hong Kong Staff, 4, 8-10.
Wright, R. P. (1992h, April). The human side of labour. Company Secretary: The Institute of Chartered Secretaries & Administrators in Hong Kong Ltd., 5-6.
Wright, R. P. (1992i). Dispute resolution in two different systems of industrial relations: The case of Hong Kong and Australia. Business Research Centre - Working paper series, Hong Kong Baptist College.

THE IMPACT OF MY RESEARCH

I am the Associate Editor of the ***Journal of Management Education*** (JME) – one of the Big Three Teaching & Learning journals in the management field. I also sit on the Editorial Review Boards of the ***Academy of Management Learning & Education*** (AMLE) and ***Organizational Research Methods*** (ORM). Previously I served on the Editorial boards of ***Academy of Management Review*** (2011-2017) and ***Journal of Organizational Behavior*** (2002-2006).

I am the recipient of the Emerald Citation of Excellence Award for research impact based on my paper "*How useful are the strategy tools we teach in business schools?*" My scholarship continues to develop in terms of philosophy, depth, rigor and relevance.

Using Clinical Psychology and Neuroscience to Understand the Strategists

My program of research work started in the area of Human Resources (understanding how Human Resources and Line Managers make sense of performance appraisal system effectiveness). I have since expanded my interests into the area of strategy, strategizing and strategic management – with a particular emphasis on understanding managerial cognitions / reflective practice in the work of strategy. I carry out this research building on George Kelly's (1955) Theory of Personal Constructs – a clinical psychological approach on how people see, interpret and make sense of their worlds. This qualitative approach (which also puts numbers to words) has allowed me to tap into how managers "strategically think" about their everyday strategic work (*reflections-in-action*). The types of projects I have / currently involved in are:

- The neuroscience of learning and unlearning using FOCUSED framework
- What great problem-solvers do when they get stuck with complexity (FOCUSED)
- Paradoxical tensions of strategic work
- Strategic tools usefulness
- Driving and innovating change to help improve the business (based on McKinsey 7S)
- Advance Repertory Grids to elicit complex cognitions of strategizing
- Effective Boards and Directorship

All my research results are fed back to the managers and organizations I interview with very positive results. This has allowed them to better their way of thinking and create new ways of doing. This is one of the great rewards of doing research that matter (with "impact") and that goes close to real managers to understand the phenomena of interest.

More recently after being involved with the application of the Repertory Grid Methodology in the strategy and management fields for about 30+ years, I am only beginning to realize the full power of this epistemological and ontological approach grounded in Kelly's clinical theory of psychology. Specifically, the philosophical underpinnings of the approach which has the power to tap into not only people's thinking but also their paradoxical ability to look at two very different things at the same time and still have the ability to function. This has opened up a whole new lease of life into investigating the managerial contradictions and organizational paradoxes of our time using this technique. Another development in my work using Kelly's approach is the ability to generate more engaged theorizing based on grid data. I found this to be the case in my paper published in the *Journal of Management Studies* in 2013 (which received the 2014 Best Paper of the year award by the journal) and in my recent book chapters on *New Horizons in Managerial and Organizational Cognition (2017, 2020 and 2023)*. With these serendipitous discoveries (*including at the intersection with neuroscience of learning and learning*), I plan to further showcase the powers of the grid approach and Kelly's theory to the wider research community so that fellow scholars can

contemplate on using this approach as part of their current theoretical and methodological toolkits in addressing complex issues from a cognitive perspective.

Relative to most conventional research methods, the repertory grid technique is not as popular due to the time and effort required in the collection of its qualitative data. But as we continue to investigate more complex and burning issues of our time, the need to complement current ways of thinking and researching our phenomena will require a more multiple perspective; epistemologies that are rigorous and relevant as we all lean more towards ***practical rationality*** (than our preoccupations with scientific rationality).

My Research Philosophy & Program of Research

Executive Summary of Who I am as a Researcher

I am a teacher who loves research; and a researcher who loves teaching. I made this transitional balance (***and/both***) late in my career. And as I began reviewing research papers for journals over the many years, and now having sat on (and still sitting on) several editorial boards, I began to develop a passion for high quality scholarship. Good research when crafted well, can really help managers make better decisions; and in the process, advance what we already know, don't know and need to know. Through this type of research, it further helps inform my teaching and better engage my students. As a result, I find research to be a new lease of life to my teaching career; the two make the ultimate match in the generation and dissemination of the co-production of knowledge: ***going from good teaching to scholarly teaching!***

Over these many years, I have learned to craft better research by reading more high-quality papers from A Grade journals, reading "how to" books in crafting research, and engaging with colleagues (both in and outside of my field) to bring a fresh perspective to my thinking about doing good work. I have also conducted a great deal of review work for leading international journals (AMR, AMJ, AMLE, JME, JMS, ORM, SMJ…) and A grade conferences (AOM/SMS) to get deeper insights on how others craft their work, what new perspective they bring into the conversation and what story they tell that make their research interesting, important and frame-breaking (the 'aha' type). Doing good work is important to me because it will have lasting value on the contribution to knowledge, impact and usefulness to organizations and their managers. I believe anyone can publish! But it takes time and effort and great perseverance to produce a high-quality piece of scholarly work that has impact to theory, to practice and to the education of the next generation of thought-leaders.

My Research Interests

I am interested in understanding how managers "think" about their strategic work because once we can understand how they think, we can better understand what decisions they will be inclined to make and what behaviors they will exhibit. My research in this area has been published in leading international journals including *New Horizons in Managerial and Organizational Cognition, Advances in Strategic Management, Journal of Management Studies, Organizational Research Methods, Research Methodology in Strategy and Management, Leadership Quarterly, Journal of Organizational Behavior*, *Journal of General Management*, *Journal of Constructivist Psychology*, *Personnel Review*, *International Studies of Management and Organisations, inter alia.*

As I grow and develop as a stronger scholar (***even after reaching retirement age in 2024***), (blending both rigor and relevance into my work), I want to also engage in more multi-/ inter-/, cross- / and trans-disciplinary research that is also multi-level. This is because today's

problems far exceed our own individual understandings of the phenomena of interest. Real world problems, issues and challenges are far more complicated than what they use to be. As such, I am always on a look out to collaborate with like-minded co-authors that have a sense of urgency and a commitment and passion to do good work.

In essence my research tries to get as close to the phenomena of interest as possible by engaging with real managers (albeit board of directors, top management team members, middle managers, or even students at schools) and co-produce knowledge with them. I always gain access into an organization through their CEO / Chairman and help investigate their ***blooming, buzzing confusion*** of paradoxical problems, issues and challenges in view of developing a "complicated understating" of their complicated worlds.

Bringing Research into the Classroom

A great deal of academics believes that teaching and research are worlds apart. As a teacher turned researcher (from a good teacher to a scholarly educator), I actually don't see it this way. Rather, I feel quite the opposite. To me the paradox is that the more high-quality research I do (and read), the better a teacher I become because I am at the cutting edge of knowledge – knowledge that can stimulate my students' thinking. Similarly, I also feel that the better a teacher I become, I am more able to design my classes in such a way so as to draw out the key (unsolved) problems, issues and challenges from my students' own workplace experiences (whether this is from undergraduate's internship experiences or seasoned managers' from my post graduate classes). In these respects, I have a strong demand on my students to bring cutting-edge research into class discussions, presentations and term papers. The key here is to talk about which theories and research actually help managers make better decisions (because it is really the "***good theories***" that we are really concerned about that help change the way we see and do things to help solve the burning issues of our time). (Yet "***bad theories***" are still good because we can go deep into their underlying framing and assumptions and debate why they no longer provide utility to particular time, space and contextual/situational surroundings).

The key here is to encourage and bring multiple perspectives into our learning environment– to help "complicate" our students' understanding of the real world; which is far from simple, neat and tidy. By encouraging such "complicated understanding" and fostering a habit of mind through multiple perspective / multi- disciplinary approach to seeing the world, I believe we can better qualify our students (and our own research efforts) for the real world.

My Expectations on Research Supervision at the Doctorate (PhD/DBA) and Masters Levels

I am always on the lookout for high quality students who can demonstrate a commitment and passion to work closely with me to solving challenging problems of our time.

My expectations are high – yet reasonable and doable. As my Teaching Philosophy shows, I really care about my students and sometimes this also means being "cruel to be kind". I want my research students to do good work and maintain "productivity" (something I had to learn the hard way myself). I want my students to earn their productivity rather than being helped all the way on a golden plate. In this regard, I would expect a literature review within the first 6mnths of supervision, an A Grade Conference paper by the end of the year and the publication of several papers before the end of the candidature in good journals (one of these publications will be a single authored paper by the student under my supervision). With this type of supervision, I believe my student(s) will be well positioned in the job market and beyond.

SERVICE TO THE UNIVERSITY, PROFESSIOAL BODIES AND THE COMMUNITY

Development Awards and Honors

2026 (March-August): Mentor for PolyU's strategic initiative on "Junior Researcher Mentoring Programme". Supervised twenty-one (21) secondary Form 4 and Form 5 students from a variety of schools in Hong Kong – Research topic: *Stuck? That's Where Heroes Begin: A Clinical Psychology Approach to Becoming My Best Future Self*.

2025 Rebranded, revised and updated FOCUSED framework showcased in university's Pao Yue-kong Library, Well-Being Corner.

2025 (March-August): Mentor for PolyU's strategic initiative on "Junior Researcher Mentoring Programme". Supervised fourteen (14) secondary Form 4 and Form 5 students from a variety of schools in Hong Kong – Research topic: *The Hero's Journey: A retired educator's reflections on scholarship that endures*.

2024 (November): invited onto the Board of Directors of the English-Speaking Union. (Hong Kong)

2024 (10 April): University level workshop for all doctoral / research students across disciplinary fields on behalf of Graduate School: Doing scholarship that endures by staying F.O.C.U.S.E.D.: Transferable skills workshop series. Graduate School, The Hong Kong Polytechnic University.

2024 (March-August): Mentor for PolyU's strategic initiative on "*Junior Researcher Mentoring Programme 2024*". Supervised twenty-two (22) secondary Form 4 and Form 5 students from a variety of schools in Hong Kong – Research topic: Dealing with complexity: An investigation from clinical psychology and neuroscience.

2024: Read@PolyU strategic initiative reading group facilitator.

2024 (6th March): Invited guest speaker on the FOCUSED project and its application to legal issues – Semester 2, Company Law AF3507, Faculty of Business.

2023 (November) Profile practitioner magazine interview, Corporate Governance Journal – Into the psychology of the unknown https://cgj.hkcgi.org.hk/psychology-unknown

2023 (October): As Associate Editor of JME, and together with our two Editors-in-Chief and board members, we pioneered a "write-a-thon" to advance the Scholarship of Teaching & Learning for the field.

2023 (3rd October): Invited guest speaker on the FOCUSED project and its application to legal issues – Semester 2, Company Law AF3507, Faculty of Business.

2023 (20 April): Invited keynote in presence of VPED of PolyU at EDC's inaugural Community of Practice (CoP) on Student-Staff Partnership kick-off ceremony

2022: As one of the university's custodians for the strategy implementation for our 6-year Strategic Plan, I produced a commemorative updated issue of "Recognizing Dedicated Educators of PolyU" for our university's 85th Anniversary. Please click on the links below to witness the "inclusiveness" of what really makes us a world-class institution of higher learning: e-booklet (large file size – best to download to view on PC computer): https://drive.google.com/file/d/1qGlb09ubhPFZqGCMFMGioDRVJ_giNHcv/view?usp=sharing Video - Recognising Dedicated Educators: Making a difference 5min 42 secs https://youtu.be/Y2ENaqVC_dc (This video is showcased across all Campus TV, LOGO Square, and on our university's official YouTube channel)

2022: (May 19). EDC university-wide workshop on "Writing good educational research papers: Sharing from an editorial board member and a senior teaching fellow." With Tang, YM (ISE) and Tsui, E (EDC). https://video.polyu.edu.hk/Panopto/Pages/Viewer.aspx?id=c98c3ec2-1754-41e4-b485-ae9a008b2b37 (my session starts at counter 11:10-39:08….25mins in total)

2022 (March-August): Mentor for PolyU's strategic initiative on "*Junior Researcher Mentoring Programme 2022*". Supervised two (2) secondary Form 4 students from a variety of schools

in Hong Kong – Research topic: Opening up alternatives when solving complex problems, issues and challenges.

2022: (March 3rd). Using FOCUSED for AF 3507 COMPANY LAW Legal Essay. Invited distinguished guest speaker (online), School of Accounting & Finance, The Hong Kong Polytechnic University. https://video.polyu.edu.hk/Panopto/Pages/Viewer.aspx?id=8bd05887-a2cf-46e9-bee3-ae53005e071c

2021: (December 2nd). Invited Keynote Address - Drop Your Tools: A FOCUSED Approach to (Un)learn. 20th Anniversary AGM, English Speaking Union. World Trade Centre Club, Hong Kong.

2021: Submitted for policy level discussion – a revised complementary Policy Document for the university's Work Integrated Education strategic initiative. This document is a consolidation from the UGC $HK9.7M teaching & learning funding grounded in FOCUSED framework.

2020: Faculty Prize in recognition of the very good performance/achievements demonstrated in their nominated area of SERVICE

2020- present: Renewed committee member appointment – membership committee -Hong Kong Institute of Directors.

2020: FOCUSED framework boxset official sold in university campus bookstore for the benefit of the wider university students, staff and key stakeholders

2020-21: Served as Senior Mentor for the Australian Institute of Management and the Hong Kong Institute of Directots

2020: Served as Accreditation Panel Member for Hong Kong Council for Accreditation of Academic and Vocational Qualifications

2020: Served as Internal Accreditation Panel Member for Caritas Institute of Higher Education & Caritas Bianchi College of Careers.

2020: Served as Internal Examiner for Chu Hai College of Higher Education

2020: Served as instructor / facilitator for the Hong Kong Institute of Directors' Global Directorship Program.

2019-2021: Elected member of FMC - Faculty Management Committee of the Faculty of Business, The Hong Kong Polytechnic University

2019: (ACE) University level - Advisory Committee on eLearning Working Group on MOOC Mass Open Online Course

2018 University level - Invited as Panel Member of Departmental Assessment Committee for CPA - university level appointment endorsed by Executive Vice President of PolyU (Oct/ Nov)

2018: Invited interview for UGC funded project on "InfoLit": An interview with Robert Wright on the importance of Information Literacy for students across 8 tertiary institutions in Hong Kong: How to research for your projects / dissertations https://video.polyu.edu.hk/Panopto/Pages/Viewer.aspx?id=66d94dc5-5359-4afa-ad7d-47efa54ea7df

2017 - present: University level Strategic Planning Task Force – Co-opted member of Working Group on Teaching and Student Learning Experience

2017-2020: University level - Appointed Deputy Chairperson Steering Committee on UGC Teaching & Learning Related Proposals (2016-2019 Triennium) to oversee 8 UGC funded Teaching & Learning Project totaling $HK82million

2012-20: University level appointment - Nominated by the Dean to serve on the Campus Development and Space Allocation Committee as FB representative

2011-present: Committing member and facilitator – "Read@PolyU" strategic initiative

2018: Outstanding Professional Services Awards 2016-17
Multi-departmental Participation Award (merit) for Consultancy project on "Immersion Seminars in Hong Kong" for Kedge International Educative Support Ltd. (cash prize of $4,000). This award category is awarding to the consultancy project with multi-departmental involvement and the highest contract value for the financial year. The award presentation luncheon was held on 2 March 2018 at Hotel ICON.

2017-2019: Elected to Board of Faculty of Business (FB)

2017-2019 Editorial Board Appointment - Academy of Management Learning & Education (International)
2017 – present: Faculty facilitator - HKIoD-Cambridge Global Directorship Program
2017-present: Appointment as member of Membership Committee of the Hong Kong Institute of Directors (original appointment June2017-Dec2018)
2017 (November): Panel for the re-accreditation Hong Kong Council for Accreditation of Academic and Vocational Qualifications - Master of Science in Marketing and Consumer Psychology, Hong Kong Shue Yan University
2017-2019: Elected to Faculty Board
2016-present: Mentor – Hong Kong Institute of Human Resource Management (IHRM) (also in the years of 2012/13, 2014/15, and 2015/16 (each mentorship is for a 12month period).
2016-present: Lead Co-Facilitator for PolyU's Community of Practice on Teaching Excellence
2016-present: External Examiner, Department of Business Administration, Chu Hai College of Higher Education.
2017 (22May): Invited research seminar to Faculty of Business Chu Hai College of Higher Education. Topic: "Being and Becoming a Scholar: My Journey of (Self-) Discovery in Publishing an Award-winner"
2017: (30March) Invited speaker: Hong Kong Baptist University's Young Entrepreneur Club. Professional Talk to students, entrepreneurs, CEOs and HR Directors about the "Staying F.O.C.U.S.E.D." philosophy
2017 (17-19 March): Central Interview Panel member (Chengdu & Wuhan provinces) (nominated by Faculty Dean) - Enhance Joint Entrance Examination (JEE) Applications for Admission to UGC-funded Bachelor's Degree Programs 2017-18. This is a new university strategic initiative in recruiting quality students from the Chinese Mainland.
2017: PolyU's Excellent Teacher Symposium 2017 Organizing Committee Member
2016: Mentor – Academy of Management – Business Policy & Strategy sub-division – Strategizing Activities & Practice (SAP).
2016: Elected by faculty appointment as member of university level Grievance Committee (July2016-June 2018); and endorsed by the President of the University: Professor Timothy Tong.
2016: Feature article contribution to PolyU's Career Connect, October e-Newsletter by CAPS - "From learning to Impactful learning in WIE Placements"
2016: Invited Speaker: Executives' Global Network (EGN) Hong Kong Project/Activity name: Sharing strategic thinking framework with senior executives (1st Sept).
Executives' Global Network (EGN) Hong Kong is an independent, professional network of business executives. EGN Hong Kong is part of the international network, Executives' Global Network with members in 13 countries. EGN is thus the only network to offer knowledge sharing across disciplines, industries, management levels and national borders. EGN was started in Denmark in 1992. The focus initially was on finance, but over the course of two decades, the network has steadily grown into an international network that brings together many professional disciplines and different industries. Today, there are networks in Denmark, Norway, Sweden, Finland, Germany, Holland, UK, Singapore, Hong Kong, Japan, Australia, New Zealand and South Africa. The Silver B's and Wisdom Group members including, inter alia, an Executive Director of an international banks, entrepreneurs, chairman of public listed company will be attending.
2016: Lead Co-Facilitator for PolyU's Community of Practice on Teaching Excellence
2016: PolyU's Excellent Teacher Symposium 2016 Organizing Committee Member and co-moderator
2016: Selection panel – PolyU UGC Teaching Excellent Award Committee
2016: Organizing Committee Member - Communities of Practice (CoP) Finale - Designing, Implementing and Facilitating CoPs, July.
2016 (2July): Guest of Honor – Speech Day – St Clare's Kindergarten and Primary School.

2016: Invited speaker: CASE Leadership Forum Keynote speaker 12April
The (Council for Advancement and Support of Education (CASE) is a non-profit membership organisation serving advancement professionals who work in fundraising, alumni relations, marketing and communications in education institutions. Head-quartered in DC with offices in Singapore, London and Mexico City. This forum is held as part of the annual CASE Asia-Pacific Advancement Conference, which brings together close to 350 delegates from about 20 countries from universities as well as international and independent schools. The leadership forum is a half day workshop; designed as an executive leadership program for 50-60 senior leaders and practitioners (ie. Director-level appointment; heads of schools, academic leaders, etc). Topic: Innovation using the "STAYING FOCUSED" framework.

2016: Selected member for the university level QAC Assessment exercise in the category of teaching excellence / contribution to teaching & leaning / community of practice

2016: 2016 Retail Asia Pacific Top500 Ranking Awards Best of the Best Panel of Judges to evaluate top companies in Asia on Retail / Strategic Positioning

2015: Invited speaker: Rotary Club of Hong Kong Sunrise – topic: Educating the next generation of thought-leaders (28th Oct)

2015/2016: Interview Panel Member for HK Govt – Hong Kong Scholarship for Excellence Scheme. Education Bureau, Government Secretariat.

2015 (Dec) /2016 (June): Institute of Advanced Executive Education (IAEE) of PolyU – lead speaker / facilitator for whole day workshop on "The Power of Peripheral Vision in Strategic Thinking"

2015: Facilitator Community-of-Practice (CoP) on Teaching Excellence

2015 (Oct)/2014 (Nov)/2013 (Oct): Invited in-house listed company training on "Strategic Thinking Workshop"

2013/2015/2015: Senior professional mentor for the Hong Kong Institute of Human Resource Management.

2014 - 2020: Chairperson Steering Committee to oversee 6 UGC funded Teaching & Learning Project totaling $HK22million.

2013 - present: Co-Facilitator Community-of-Practice (CoP) on Teaching Excellence.

2013: Nominated as candidate for University Council elections.

2012-2013: Appointed to the Search Committee for Chair Professor of Management for the Department of Management & Marketing.

2012: Recognition for Outstanding 20+ years of service to the HR community and 14 years on the Executive Council of the HKIHRM upon announcing retirement from the board in December.

2011: Re-elected onto the Executive Council of the Hong Kong Institute of Human Resource Management for another term of office.

2011: Appointed Chair of the Research Committee for the Hong Kong Institute of Human Resource Management to initiate new directions for on knowledge generation and dissemination.

2009: Visited the Bath School of Management, University of Bath, as part of my research grant to develop my research skills with co-author.

2008: Accepted into the Business Policy & Strategy Division's Mid-Career Workshop. American Academy of Management, Anaheim, USA.

2008: Recipient of Faculty Staff Development Scheme for Research
(Full sponsorship provided to visit Fosters Business School, University of Washington)

2008: Invited to serve as International Sub-Committee Chair of the OB Division of AOM

2007: Accepted into the Business Policy & Strategy Division's Mid-Career Workshop. American Academy of Management, Philadelphia, USA.

2007: Attended 6-days intensive Executive Development program on Strategy at Harvard Business School (Staff Development Grant Awarded by Faculty of Business)

2006 / 2007: Recipient of Faculty Staff Development Scheme for Research

(Full sponsorship provided to visit two research Universities to strengthen my research skills).

2005: Attended 6-days intensive Executive Development program (Orchestrating Winning Performance, OWP2005) at IMD, Switzerland.

2004: Accepted into the Business Policy & Strategy Division's New (Junior) Faculty Consortium. American Academy of Management, New Orleans, United States of America.

Service to the Profession

Board Member: Editorial Review Board

2017-present: Academy of Management Learning & Education (Int.) ***IMPACT FACTOR: 7.4***
2012-present: Associate Editor - Journal of Management Education (Int.) ***IMPACT FACTOR: 3.2***
2008-present: Organizational Research Methods (International) ***IMPACT FACTOR: 17.3***
2011-2017: Academy of Management Review (International) ***IMPACT FACTOR: 21.6***
2002-2006: Journal of Organizational Behavior (International) ***IMPACT FACTOR: 10.2***

Advisory Board Appointment

2010-2022: Invited onto International Advisory Board for the Centre for the Advancement of Research Methods & Analysis (CARMA)

Leadership Roles in International Conferences

2015	Chairperson Teaching Community, SMS
2014	In-coming Program Chair, Teaching Community, SMS
2013	Associate Program Chair, Teaching Community, SMS
2012	Chairperson for Strategy Practice IG in SMS
2011	Program Chair for Strategy Practice IG in SMS
2010	Deputy Program Chair for the Practice of Strategy IG in SMS
2008 to present	Appointed OB Division International Sub-Committee Chair
2007 to 2009	Elected Representative-at-Large of the Practice of Strategy IG

Reviewer: Ad Hoc Reviewer (previously)

- Academy of Management Executive
- Academy of Management Journal
- Academy of Management Review
- Asia Pacific Journal of Human Resource Management
- Asia Pacific Journal of Management
- British Journal of Management
- Corporate Governance: An International Review
- Entrepreneurship Theory & Practice
- Human Resource Management Journal
- International Journal of Human Resource Management
- Journal of Management Development
- Journal of Management Studies
- Journal of Organizational Behavior
- Long Range Planning
- Management Learning
- Organization Science
- Organization Studies
- Organizational Research Methods
- Personnel Review
- South West Academy of Management Meeting 2002

- Strategic Management Journal
- Thunderbird International Business Review

Reviewer: Conference Paper

2025: American Academy of Management Meeting, Copenhagen, Denmark (TLC)
2024: American Strategic Management Society Meeting, İstanbul, Turkey (Teaching)
2024: American Academy of Management Meeting, Chicago, USA (MED, TLC, NEU)
2023: American Strategic Management Society Meeting, Toronto, Canada (T/ P)
2023: American Academy of Management Meeting, Boston, USA (MED / MOC)
2022: American Strategic Management Society Meeting, London, UK. (T)
2022: American Academy of Management Meeting, Seattle, USA (MED / MOC
2021: American Strategic Management Society Meeting, Toronto, Canada. (T)
2021: American Academy of Management Meeting, Chicago, USA (MED / MOC)
2020: American Strategic Management Society Meeting, Virtual (RM, T)
2019: American Strategic Management Society Meeting, USA, Minneapolis (SAP, BS, RM, T)
2018: American Strategic Management Society Meeting, Paris, France. (SAP, BS, RM, T)
2018: American Academy of Management Meeting, Chicago, USA (SAP)
2017: American Strategic Management Society Meeting, Houston, USA. (SAP, BS, RM, T)
2016: American Academy of Management Meeting, Anaheim, USA (SAP)
2016: American Strategic Management Society Meeting, Berlin, Germany. (SAP)
2015: American Academy of Management Meeting, Vancouver, Canada (SAP)
2015: American Strategic Management Society Meeting, Denver, USA (Teaching, RM, SAP)
2014: American Academy of Management Meeting, Philadelphia, Pennsylvania (MOC/SAP)
2014: American Strategic Management Society Meeting, Madrid, Spain.
2013: American Academy of Management Meeting (MOC/SAP)
2013: American Strategic Management Society Meeting, Glasgow
2013: American Strategic Management Society Meeting, Atlanta
2012: International Association of Chinese Management Research (IACMR) (English Track)
2012: American Academy of Management Meeting (MOC/SAP/MED)
2012: American Strategic Management Society Meeting, Prague
2011: American Academy of Management Meeting (All-Academy, BPS/SAP, MOC)
2011: American Strategic Management Society Meeting, Miami
2010: American Strategic Management Society Meeting, Rome
2010: American Academy of Management Meeting (BPS, MOC, OMT), Montreal
2010: American Strategic Management Society Mini-Conference Meeting, Finland
2009: American Strategic Management Society Meeting, Washington, DC
2009: American Academy of Management Meeting (BPS & MOC), Chicago
2008: American Strategic Management Society Meeting, Germany
2008: American Academy of Management Meeting (BPS, MOC & OB), Anaheim
2007: American Academy of Management Meeting (BPS, MOC & OB), Philadelphia
2006: American Academy of Management Meeting (BPS, MOC and OB), Atlanta
2005: American Academy of Management Meeting (BPS, MOC and OB), Hawaii
2004: American Academy of Management Meeting (BPS and IM), New Orleans
2003: American Academy of Management Meeting (BPS), Seattle
2002: American Academy of Management Meeting (HRM, OB), Denver, Colorado
2001: American Academy of Management Meeting (HRM, OB), Washington, D.C.

Service to the University

Departmental assignments:

Member:

2021-2024: present Strategic Management MM4311 Area Co-ordinator Lead
2014-2016: Strategy (and Public Sector Management) Area Co-ordinator
2014-2016: Elected member of Departmental Management Committee
2011-2012: Committee member of International Week and person-in-charge of event website
2011- 2017: Member of Departmental Staffing Committee
2010-2011: Committee member of Special Task Force on BBA Flagship Program for 3-3-4
2010-2012: Member of the International Association of Chinese Management Researchers (IACMR) Local Arrangement Committee (appointed by Head of Department)
2009-2012: Departmental Level Representation: Step in for Head on external relations (e.g.: with AAAA) and PolyU Information Day presentation.
2009-2013: Elected for second term of office as Area Coordinator for Strategy Team (1st term: 1 September 2009 to 31 August 2011; 2nd term: 1 Sept 2011 to 31 Aug 2013)
2009- 2013: Member of Departmental Advisory Committee
2009- 2013: Member of Department Management Committee
2005- 2012: Department Work Integrated Education: Task Force Chair
2005- 2012: BBA (Management): Co-Deputy Programme Leader
2005- 2009: BBA (Management) (HRM Specialism): HRM Award Co-ordinator
2002- 2010: Departmental DAC Dinner Organizing Committee: Key member of Departmental DAC Dinner Organizing Committee; also bring in distinguished guest through personal contacts

College/School assignments:

Faculty Representative:

2019-2023: Elected to Faculty Management Committee (FMC)
2017-2019: Elected to Board of Faculty of Business (FB) 1Sep.2017 to 31Aug2019 as an elected member
2013-2020: Nominated by Dean to serve on the Academic Regulations Committee
2012-2020: Nominated by the Dean to serve on the Campus Development and Space Allocation Committee as FB representative
2010-2012: Faculty Advisory Committee (FAC)
2009-2013: Elected for second term of office for Board of Faculty of Business (FB) for another two-year term (1st term: 1 September 2009 to 31 August 2011; 2nd term: 1 Sept 2011 to 31 Aug 2013)
2006-2010: Helped and supported Faculty with AMBA, EQUIS and AACSB Accreditations
2004-2015: Member of MBA / DBA recruitment interview panel
2002-2010: Faculty Level Representation: Faculty level representation: Step in for Associate Dean and Faculty on Open Day and Information Day presentations; also provided back-up support to our HSBC competition finalists for two straight years (as part of a small team of support teachers)

University assignments:

2017 - 2020: Deputy Chairperson Steering Committee on UGC Teaching & Learning Related Proposals (2016-2019 Triennium) to oversee 8 UGC funded Teaching & Learning Project totaling $HK82million

2016-2018: Elected by faculty appointment as member of university level Grievance Committee (July2016-June 2018); and endorsed by the President of the University: Professor Timothy Tong.

2014 - 2017: Chairperson Steering Committee to oversee 6 UGC funded Teaching & Learning Project totaling $HK22million.

2013: Nominated as candidate for University Council elections.

2013: Invited at university level to be Co-Facilitator of one of the newly formed PolyU Community-of-Practice (CoP) on Recognizing and Rewarding Excellent Teaching, as part of the university's further enhancement of teaching and learning across the institution.

2012-2013: Appointed to the Search Committee for Chair Professor of Management for the Department of Management & Marketing.

2012: Committee Member - PolyU Departmental Assessment of the university's CPA unit

2011 (30th May): Committee Member - Departmental Assessment for Educational Development Centre (EDC). Assessment Panel is composed of the following members: Chairman Ir Prof. Alex Wai, VP(RD); Internal Members Prof. S.L. Ho (Chair Professor of Electricity Utilisation and Head, Department of Electrical Engineering) Prof. Esther Mok (Professor and Associate Head, School of Nursing) External Member Mr. Nick Noakes (Director, Center for Enhanced Learning and Teaching, HKUST)

2010-2011: Working Group on Review of Committee Structures of Senate, Committees and Consultative/Advisory Groups of the President (WG) (Appointed by the Acting Dean, and Associate Vice President)

2010 October: PolyU QAC (Quality Assurance Council) Exercise for Teaching & Learning

2010-2011: Working Group on Work Integrated Education (Appointed by the Acting Dean and supported by Dean of Students of PolyU)

2008-2010: Organizing Committee of the World Association for Co-operative Education WACE) First International Conference. (Invited by Vice President of University)

2005-2006: Working Group on Review of Committee Structures of the Senate and the President: Special Task Force Member (Restructure of President and Senate Committees) (Appointed by the Dean)

Service to the Community

Member of a Committee

2017-present: Membership Committee - Hong Kong Institute of Directors

2012-2020: External examiners for Management subjects for Faculty of Commerce of Chu Hai College of Higher Education

2012: Accreditation Panel Member: MSc Program in Marketing for HK Shue Yan University

2011-2012: Appointed Chair of the Research Committee for the Hong Kong Institute of Human Resource Management to initiate new directions for on knowledge generation and dissemination.

2008- 2019: Accreditation Panel Member: MSc Program in HRM (2012 – DMgt) for HKU SPACE

2006- 2008: Hong Kong Institute of Directors, Independent Non-Executive Director Committee

2005: Hong Kong Institute of Directors, Director of the Year Award 2005 Organizing Committee

1998- 2012: Hong Kong Institute of Human Resource Management, Executive Council Member / Director for HRM professional association of 4,900+ members. Re-elected for another term of office at June 2011 AGM. (Retired from board in December, 2012)

Positions Held in Civic Organizations

2001-2007: Vocational Training Council, Representative of the Hong Kong Institute of Human Resource Management to the Committee of Vocational Training for People with a Disability

Faculty Development

Research-Related Conference/Seminar

2023 (29July-3Aug): Northeastern University - Invited to present latest SoTL research findings on the FOCUSED project: "*what do great problem-solvers do when they get STUCK with complexity"*.

2010-present: numerous AOM Professional Development Workshops (PDWs)

2009: Visited the Bath School of Management, University of Bath, as part of my research grant to develop my research skills with co-author.

2008: Accepted into the Business Policy & Strategy Division's Mid-Career Workshop. American Academy of Management, Anaheim, USA.

2008: Recipient of Faculty of Business Staff Development Scheme for Research (visited Fosters Business School, University of Washington)

2007: Accepted into the 2007 Business Policy & Strategy (BPS) Division's Mid-Career Workshop. One of the 27 short-listed from an international selection. American Academy of Management, Philadelphia, USA.

2006: Recipient of Faculty of Business Staff Development Scheme for Research (Awarded in 2006) (Funding provided to visit two world-class research universities – each visit for 14 days - to develop my research skills.)

2004: Accepted into the Business Policy & Strategy (BPS) Division's New (Junior) Faculty Consortium. One of the 28 short-listed from an international selection. American Academy of Management, New Orleans, USA. New Orleans, Louisiana.

2003: Attended the HKU Social Science Research Center's Summer School on Research Methods to strengthen my quantitative statistical skills. The course included fundamental statistics, LISREL (structural equation modeling), and testing questionnaires. I enrolled for 7 out of the 10 courses offered. Total cost estimated at $HK 10,000)

WORK EXPERIENCE

Academic Experience

Senior Lecturer (September 2024 – present) Department of Management & Marketing, Faculty of Business. Continued services as retiree.

Associate Professor in Strategic Management, The Hong Kong Polytechnic University (2002 - 2024). Reached retirement age in 2024. Joined PolyU with the offer to enter the Strategic Management division of the department. I have taught, year 1s, years 2, 3, MSc, MBA and DBA students. For undergraduates I have taught OB, Management and Staffing & Selection; For MSc I have taught them OB and Strategic Management; For MBA it is the final capstone subject in their final year on Strategy; For DBA, I co-taught on their Qualitative Research Methods module. I have supervised Double Degree students, final year HRM student and MSc students on their research projects.

Assistant Professor, School of Business, University of Hong Kong (September, 1995 - June, 2002) (began as Demonstrator, and then promoted to Lecturer, then to Assistant Professor). Whilst undertaking my PhD studies, I taught undergraduates in the areas of General Management and Organizational Behavior.

Assistant Lecturer, School of Business, Hong Kong Baptist College (August, 1991 - April, 1993). Joined to teach industrial relations and HRM to undergraduate students. Have also taught General Management and Organizational Behavior.

Part Time Tutor in Management, W.A. College of Advanced Ed. (Tutor PT); Curtain University; University of W.A. (1988 - 1990). Conduct tutorial classes for undergraduate students and mark course assessment submissions.

Non-Academic Experience

Board Member (Director) / Executive Council Member, Hong Kong Institute of Human Resource Management (1998 - 2012). Role of the Board / Council is to provide strategic direction for the Institute and the future direction of the Human Resource Profession in Hong Kong and Greater China.

Assistant Manager Performance Management, Personnel Department, Cathay Pacific Airways Ltd (April, 1993 - February, 1995). (Performance Management Systems)

Industrial Advocate, Federated Clerks' Union of Western Australia (November, 1989 - March, 1991). Deal with industrial relations issues on matters pertaining to unfair dismissals, wrongful dismissals, performance appraisals, unpaid wages, and employee terms and conditions of employment, inter alia.

Chief Training Officer (Commissioned Rank), Western Australian Squadron Air Training Corps (January, 1982 - February, 1989). Twelve (12) years in the Air Cadets; 9 of these years as instructor. Highest rank achieved was Pilot Officer looking after a whole unit of 80 cadets on all training issues.

Summary

- 2017-present: Membership Committee - Hong Kong Institute of Directors
- 2006-2008 Member of HKIoD's Independent Non-Executive Director Committee
- 2005-2006 Member of HK Director of the Year Award 2005 for HKIoD
- 2001-2007 Represent IHRM on VTC Committee for People with Disability
- 1998-2012 Board Member / Executive Council Member / Director of HKIHRM
- 1991- 2000 Various voluntary HRM Committee Roles for the HKIHRM
- 1993-95 Asst. Manager Performance Management, Cathay Pacific Airways Ltd.
- 1989-91 Industrial Advocate - Federated Clerks' Union of W.A.
- 1988-89 Commissioned Officer, W.A. Squadron Air Training Corps (Part-time)
- 1982-88 Corporal, W.A. Squadron Air Training Corps (Part-time)

Consulting

1991-2006: Poon Kam Kai Institute of Management (PKKI), Provide consultancy and training mainly in the area of Performance Management Systems. In addition, I have provided consultancy training on appraisals and HR related issues to the following organizations between 1991 - 2006: Australian Consulate (Hong Kong); Cathay Pacific Airways Limited (HK, Singapore, Taiwan); City University; Coopers & Lybrand; Dun & Bradstreet; Hong Kong Branch of the Institute of Directors; Hong Kong Civil Service Branch (HK Govt.); Hong Kong Civil Service Branch (HK Govt. for Senior Executive Officers); Hong Kong Institute of Human Resource Management; Hong Kong Management Association; Hong Kong Police; Hong Kong Polytechnic Business & Technology Centre; Hospital Authority of Hong Kong; International Flavors & Fragrances Inc.; New Hong Kong Tunnel Company Limited; Organization Development Limited; Philippines Commercial International Bank (Philippines); RFM Corporation (Philippines); St. Stephen's College; Telecom Asia (Thailand); The British Council; The Management Development Centre of Hong Kong; The Siam Cement Public Co. Ltd. (Thailand); Western Australian Industrial Relations Commission; Western Australian Squadron Air Training Corps.

Academic / Industry Experience

Academic:

2024 – present Senior Lecturer, The Hong Kong Polytechnic University

2007 – 2024 (retired) Associate Professor, The Hong Kong Polytechnic University

2002 - 2007 Assistant Professor, The Hong Kong Polytechnic University

1995 – 2002 Assistant Professor, School of Business, University of Hong Kong.
1991 – 1993 Assistant Lecturer, School of Business, Hong Kong Baptist College.
1988 – 1990 Part Time Tutor in Management, W.A. College of Advanced Ed. (Tutor PT); Curtain University; University of Western Australia.

Industry:

- 2017- present Membership Committee, Hong Kong Institute of Directors (HKIoD)
- 1998-2012 Board Member / Executive Council Member / Director of HKIHRM
- 2011-2012 Research Director, Hong Kong Institute of Human Resource Management
- 2006-2008 Member of HKIoD's Independent Non-Executive Director Committee
- 2005-2006 Member of HK Director of the Year Award 2005 for HKIoD
- 2001-2007 Represent IHRM on VTC Committee for People with Disability
- 1991-2000 Various voluntary HRM Committee Roles for the HKIHRM
- 1993-1995 Asst. Manager Performance Management, Cathay Pacific Airways Ltd.
- 1989-1991 Industrial Advocate - Federated Clerks' Union of W.A.
- 1988-1989 Commissioned Officer, W.A. Squadron Air Training Corps (Part-time)
- 1982-1988 Corporal, W.A. Squadron Air Training Corps (Part-time)

Professional Memberships:

Australian Institute of Management	(Life Fellow)
Hong Kong Institute of Directors	(Fellow)
Hong Kong Institute of Human Resource Management	(Fellow)
American Academy of Management	(Member)
American Psychological Association	(Member)
American Strategic Management Society	(Member)
Personal Construct Society	(Member)