

## **Developing creativity in management education: A practice-based experience**

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**Introdução**

Creativity plays a vital role in transformative and innovative processes in and around organizations as a driving force for the creative economy. Due to its societal and organizational relevance, creativity should be explored and integrated into management education research. This study explores how a practice-based approach can renew creativity education in management. The research methodology is based on a 24-month inductive study of recurrent educational creativity interventions based on the practice of theatrical improvisation in an undergraduate management program.

**Problema de Pesquisa e Objetivo**

Our research aims to explain how a practice-based approach can renew creativity education in management. Empirically, the research is based on a 24-month inductive and practice-based (Bispo, 2015; Gherardi, 2019; Nicolini, 2012; Schatzki, 2001) study of recurrent educational practices of creativity through a curricular component in an undergraduate management course.

**Fundamentação Teórica**

Acting creatively is a key requirement for contemporary managers, who must express a coherent and integrated set of knowledge, skills, competencies and attitudes (Amabile, 2017; Bruno-Faria; Veiga; Macedo, 2008; Slavich; Svejenova, 2016; Styhre, 2006). However, we lack knowledge about how managers can effectively learn creativity from a practice-based approach. Adopting such an approach, research can start to capitalize on multidisciplinary solutions to complex problems (Wurth et al., 2023), better integrating actors, artifacts, access, and audience in creative processes (Choi et al, 2020).

**Metodologia**

This study explores how a practice-based approach can renew creativity education in management. The research methodology is based on a 24-month inductive study of recurrent educational creativity interventions based on the practice of theatrical improvisation in an undergraduate management program.

**Análise dos Resultados**

Analysis and research results reveal four ways creativity unfolds in educational practice: narrating, sensing, sharing, and playing. Students learned creativity in practice and as practice by narrating (accounting and developing stories about new ideas), sensing (feeling and expressing emotions about novelty process), sharing (exchanging and collaborating with colleagues), and playing (exploring insights in ludic ways) in the classroom. Thus, a practice-based approach to creative teaching and learning can advance research and practice in the field of Management Educati.

**Conclusão**

The purpose of this article was to explain how a practice-based pedagogy can renew creativity education in the field of management. We identified four categories and an understanding of creativity teaching and learning based on practice, both through TI and the CP. Empirically, we concluded that the learning practices of creativity expressed through narrating, sensing, sharing, and playing opened a new theoretical avenue for ME research and practice.

**Contribuição / Impacto**

The results reveal that creative teaching and learning are driven by improvisational practices in which students develop creative experiences by narrating, sensing, sharing, and playing in the classroom. Management education researchers and practitioners are invited to review, rethink, and expand the traditions they build on to include the rich possibilities that a practice-based approach provides.

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