The ability to focus more on people and concrete actions in relation to understanding and practicing strategy has been the bedrock for researchers within the Strategy-as-Practice (SaP) community over the last fifteen years. This has led to many inspiring and interesting research projects all trying to grasp strategy from a practice perspective. As a result, today we have, for example, research studying strategy as an everyday linguistic practice (Samra-Fredericks, 2003), and others looking at strategy tools and how they are used as boundary objects during strategic processes (see Jarzabkowski & Spee, 2009; Vaara & Whittington, 2012). Researchers within the SaP community address and discuss, in different ways, what methods to use in the study of strategy (e.g. qualitative and/or quantitative), and how and whether it is possible to combine the micro and macro levels of research conducted. Many of these questions, however, are primarily concerned with studying SaP, and not with how we can teach strategy to undergraduates, postgraduates and practitioners.

The challenges related to teaching strategy practice ideas have been a key concern of this community from its inception. In 2003, for instance, the SaP community held a workshop about the topic, where participants debated the type of content that could be included in a SaP module, and the ways in which we can assist and ‘equip’ students and practitioners to understand the complex and contradicting everyday practices of strategy. In a 2007 EGOS conference presentation, Richard Whittington addressed the large gap that exists between, on the one hand, the courses we teach and the texts our students read and, on the other hand, the nitty-gritty of everyday practices of strategizing. More recently, Paroutsis, Heracleous & Angwin (2013) have provided us with the first text book which supports teaching SaP exclusively as a standalone, specialist module for undergraduate or postgraduate students.

These debates have set us on the way, and indeed SaP has found its way into many strategy modules. However, quite often we find strategy practice confined to one or two sessions in the strategy curriculum; a curious anomaly at best, amongst the more orthodox models and frameworks of strategy which lend themselves readily to translations into powerpoint slides and exam questions. So, Robert Wright’s question: “What new lessons can we learn in teaching SaP?” posed as an appetizer for the SMS conference in 2011, may be appended with the question: ‘how can we translate strategy practice thinking into effective classroom approaches?’ Here, we enjoin Ghoshal’s concern about the impact of ‘bad management theories’ on ‘good management practice’, as well as March’s mistrust of model-based rationalities. This, of course, is a steep agenda, and this workshop represents an opportunity to further address and jointly discuss how we can bring our teaching about strategy even closer to strategy practices and praxis.
This interactive workshop provides a platform to share, discuss and jointly explore how we can enhance our abilities in teaching Strategy (as-Practice) to undergraduates and postgraduates. These skills are important to faculty, and advanced doctoral researchers, interested in expanding their strategy-teaching portfolio.

**Workshop Programme**

The workshop is facilitated by:

- Prof. Duncan Angwin (Oxford Brooks Uni)
- Moira Fischbacher-Smith (Uni of Glasgow)
- Mette Vinther Larsen (Aalborg Uni, Denmark)
- Sotirios Paroutis (Warwick Business School)
- Prof. Jørgen Gulddahl Rasmussen (Aalborg Uni, Denmark)
- Mike Zundel (Uni of Liverpool)

10:15-10:45  Registration and Welcome  
*Tamim Elbasha*

10:45-11:30  Round-table discussions; current methods used to teach Strategy, and SaP

11:45-12:45  **Taking Stock**: What existing methods and tools do we have at our disposal to teach SaP?  
*Discussants: Mette Vinther Larsen and Jørgen Gulddahl Rasmussen*

12:45-13:45  Lunch break and informal discussions

13:45-14:45  **Thinking outside the box**: from which fields can we draw inspiration  
*Discussants: Moira Fischbacher-Smith and Mike Zundel*

15:00-16:00  **Looking forward**: Developing the teaching of SaP  
*Discussants: Duncan Angwin and Sotirios Paroutis*

Please contact Miriam Karim ([mkarim@bam.ac.uk](mailto:mkarim@bam.ac.uk)) **to register** for this workshop. Due to the nature of this workshop, **places are limited** and bookings will be considered on a first-come, first-served basis. A cost contribution of £15 for BAM members, and £30 for non-BAM members, applies. For further information, please contact the organiser Tamim Elbasha ([tamim.elbasha@open.ac.uk](mailto:tamim.elbasha@open.ac.uk)).