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Discussion paper

Title: "The "Heroic Journey": Managing the pedagogy and development of Business Studies teachers"

Abstract

This paper examines the use of the "Heroic Journey" framework from Joseph Campbell as a conceptual approach to manage the process of developing the teaching skills of academic teachers in Business Education, through the teaching of tutorials in the Management Development Programme (MDP) of the University of Strathclyde. Tutors' development during their time spent in the MDP, their learning and their evolution into academic teachers is presented through the monomyth structure of the "Hero's Journey", as introduced by Campbell (2008). This paper offers constructive and valuable insights, based on practitioner's perspective, with the focus of the discussion and the recommendations being on the pedagogy of academic tutors in business schools. Through the author's reflections, based on his experiences as Director of MDP during 2017-20, it is suggested that tutor development is a continuous process of learning, and a journey of discovery for anyone involved in it. The implementation of this approach to manage the development of skills and knowledge-based competencies of teams can also be extended to other fields, making this approach a potential managerial tool with a larger scope for applications.

Section 1 - Introduction and background of MDP

This paper is based on a Master's dissertation undertaken by the author (Danias, 2021), as part of the course "MSc Leaning and Teaching in Higher Education" of the University of Strathclyde. The author had also presented this theoretical framework on 20th June 2017 in a workshop that took place as part of the activities of the EURAM 2017 conference at the University of Strathclyde (Danias, 2017).

This paper attempts to identify the steps of the tutors' transformational journey through the Management Development Programme (MDP) in academic years 2015-20[1], along with the steps in Campbell's "Heroic Journey". Through this framework, we examine how MDP helped and supported the tutor's transition into becoming academic teachers. The theoretical foundation and inspiration for this approach stems from the work of Joseph Campbell "The Hero with A Thousand Faces" (Campbell, 2008), originally published in 1949.

The theoretical approach presented in this paper is contextualised for MDP and the pedagogy of tutors in Higher Education Business Studies, but could also be used to manage skill development and performance in teams that rely on knowledge-based competencies and specialised skillsets, and for which specialised competent labour is scarce.

Research Question and Objectives

This paper aims to examine some elements of MDP's pedagogical approach for its tutors and to analyse this approach into its components, theoretical and practical. We aim to provide insights into how tutors' transformational experiences take place during the implementation of MDP 2015-20. The research questions of this paper are:

1. How might the consideration of Campbell's (2008) Heroic journey be used to explore the development of MDP tutors?
2. How might this theoretical framework for understanding the MDP tutors' development be used to better inform the design of MDP tutors' experience?

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[1] The author was the MDP Year 2 Coordinator in the 3 academic years 2014-17, and the MDP Director in the 3 academic years 2017-20.

This paper aims to examine tutors "heroic journey(s)" in the MDP 2015-20 and to discuss how tutors developed during this. The aim is to provide insights into tutors' proposed transformational experiences and to how these might be understood and managed through the MDP 2015-20 structure.

This paper's objective is to explain and analyse how MDP managed and developed the skills of tutors in its teaching team. The "heroic journey" which the tutors embarked is a developmental journey. Understanding the pedagogical and developmental opportunities that such a journey can provide can be a key asset to the MDP Director who can employ this understanding and use it to provide the best pedagogy to the tutors involved in the programme.

The rest of this paper is structured as follows. Section 2 reviews the academic literature on the educational and pedagogical approaches used in MDP, with a section devoted specifically to the concept of the "heroic journey". Section 3 is a theoretical investigation of the MDP through the point of view of the "heroic journey". Section 4 discusses the results from this analysis, adopting a critical approach and Section 5 concludes the paper by offering recommendations.

Section 2 – Review of relevant literature

Introduction

This paper focuses on how the development and transformation of MDP tutors into academic teachers can be understood through the framework of the "Heroic Journey", and on how the MDP Director can manage that process as a "Heroic Journey". The uniqueness of the MDP in terms of its design and how it has developed over more than 20 years as part of the Strathclyde Business School undergraduate studies means that it is tough to find anything similar in the existing literature. A further peculiarity and novelty in this study is how the MDP 2015-20 tutors' developmental journey is understood through the framework of Campbell's (2008) "Heroic Journey".

This literature review aims to introduce the educational theories, frameworks and models that were used in the Management Development Programme during the academic years 2015-20. The topics chosen for this literature review are relevant to the theories applied in MDP, both in terms of delivery in classroom (Social constructivism and Scaffolding, Threshold concepts, Experiential Learning, Flipped classroom) and in terms of conceiving curriculum design (Campbell's Heroic Journey). The combination of the implementation of these theories in MDP and the need for strong coordination in the teaching team called for the design and delivery of the programme in a way that made the use of the "Heroic Journey" framework possible. Design of MDP 2015-20 required curriculum development, and implementation coordination across the three years of the programme. It also required for the key resources to be available, which were a team of competent tutors, so that the programme would be possible to be delivered, and that meant that the skills of the teaching team of MDP tutors had to be also considered in MDP design.

Reviewing and discussing the relevant literature before presenting the theoretical framework suggested by this paper, allows greater insight and understanding of the philosophy of the MDP 2015-20 regarding the development of its tutors. It also helps the reader appreciate the requirements for the successful running of the programme.

MDP's educational approach

The idea of conceiving MDP tutors' journey as a "Heroic Journey" was introduced in MDP in the academic year 2015-16. Pertaining to the relevance of the hero's monomyth, the MDP regarded the participants in the programme, undergraduate students and MDP tutors, as "heroes" undertaking a "Heroic Journey". That would be a journey of learning and professional and personal development for all participants. Students and tutors would be called upon to take on the challenges that the programme presents them with and in the process of dealing with them they would develop and discover knowledge, skills and abilities that are necessary as part of their preparation for embarking in a career. The monomyth structure of MDP was introduced and explained to the students at the MDP induction, and the student feedback on this framework has been very positive.

The key theme in MDP, which has been so in the previous versions of the programme, is employability enhancement. The programme aimed to equip its students with business awareness, team working skills, report writing skills, presentation skills, debating skills, research skills, critical thinking qualities and other abilities, and did so by providing a framework for learning, and asking students to actively engage with it during the MDP classroom sessions. These skills are mentioned in the literature as *"graduate attributes"* or *"generic attributes, generic or graduate capabilities, core or key skills and employability capabilities"* (Chalmers and Partridge, 2012, p 57). The MDP tutors had to be competent teachers to deliver the sessions through which employability enhancement of students took place. Given that such tutors were difficult to be found on an annual basis by the programme in sufficient numbers, MDP 2015-20 developed its tutors' skills and competencies through its mechanisms and structures, putting into practice an MDP's pedagogy for tutors. MDP supported, trained and developed its tutors and empowered them to deliver its classes.

The programme's objectives were such that an Instructionist approach (Johnson, 2005; Encyclopedia of the Sciences of Learning, 2012) would be inefficient and perhaps ineffective. Instructionism might be a good approach to adopt when teaching classes aiming to pass on some types of knowledge, but it can do very little to teach team work, or to teach resilience (e.g. operating in dysfunctional teams; delivering outcomes against multiple deadlines) or presentation skills. MDP taught these skills through experiential learning, creating an environment where students can acquire these skills from the early stages of their undergraduate university study.

MDP adopted the educational approaches of Social Constructivism (Berkeley, 2022) and Experiential Learning (McLeod, 2017). In addition, this programme incorporated the Flipped Classroom approach (AdvanceHE, 2022) in teaching since the academic year 2012-13. These three approaches blended into a pedagogical mix used for teaching MDP.

Social Constructivism, Scaffolding and Threshold Concepts

The following paragraphs introduce the theories used in MDP 2015-20 classes. Understanding how these theories can be combined and implemented in the 3-year structure of MDP allows

the reader to appreciate how the opportunity arose for the "Heroic Journey" framework to be used to understand tutor's development.

The Social Constructivism approach is an educational approach which has been studied in the educational literature by several authors (Churcher et al, 2014; Hirtle, 1996; Popkewitz, 1998; Liu and Matthews, 2005; Powell and Kalina, 2009). Social constructivism is a key educational approach that MDP utilised in designing its support for tutor development. MDP provided the setup that the tutors utilised to develop their teaching skills. The practice of providing this setup is called "Scaffolding". MDP tutors were brought into a safe structured environment and asked to perform teaching-related tasks that they were comfortable with and other such tasks that they could perform, but needed support to do so. That support was offered by the MDP teaching team meeting and by the system of pairing Junior Tutors and Senior Tutors.

That area (the "Scaffold") is what Lev Vygotsky (the originator of Social Construction) named Zone of Proximal Development (Stewart, 2012). In the case of MDP tutor development, knowledge was delivered through the interaction of the MDP teaching team members, with the MDP Director's oversight, monitoring and support. The way in which MDP tutor skills were developed in the MDP was by providing a framework in which the tutor would get peer support and would be given the opportunity to engage with tasks of increased complexity and responsibility.

The support (the "Scaffold" in Scaffolding theory) that MDP offered to its tutors allowed them to develop and to improve, in a process that can be understood by Social Constructivism. This was a gradual process, in which the tutors were guided through MDP's activities for tutor development and were expected to reach a certain point in their development in each step before moving into the next step. Such points have been identified in the literature as Threshold Concepts (Davies and Mangan, 2007; Rowbottom, 2007), and these were very important in the MDP tutor development. Tutors were expected to understand certain aspects of MDP before being asked to take on a more advanced role. These understandings were the Threshold Concepts in MDP tutor development.

Figure 1 shows the Zone of Proximal Development illustrated along with the areas where the MDP tutor was already capable of operating in and the areas where the MDP tutor could not operate in. MDP provided support and structure to the members of the teaching team to lead

the MDP tutors towards the outer boundary of their Zones of Proximal Development. That should be done with the expectation that the area of MDP tutor capabilities would grow over time and the Zone of Proximal Development would grow along with it. The journey of the tutors through the MDP allowed them to develop their skills and knowledge and to understand their potential. Tutors had the opportunity to improve and develop as business professionals, critical thinkers, social entities, problem solvers and decision makers.

**Figure 1: Vygotsky's Zone of Proximal Development. Recreated from Stewart (2012).**
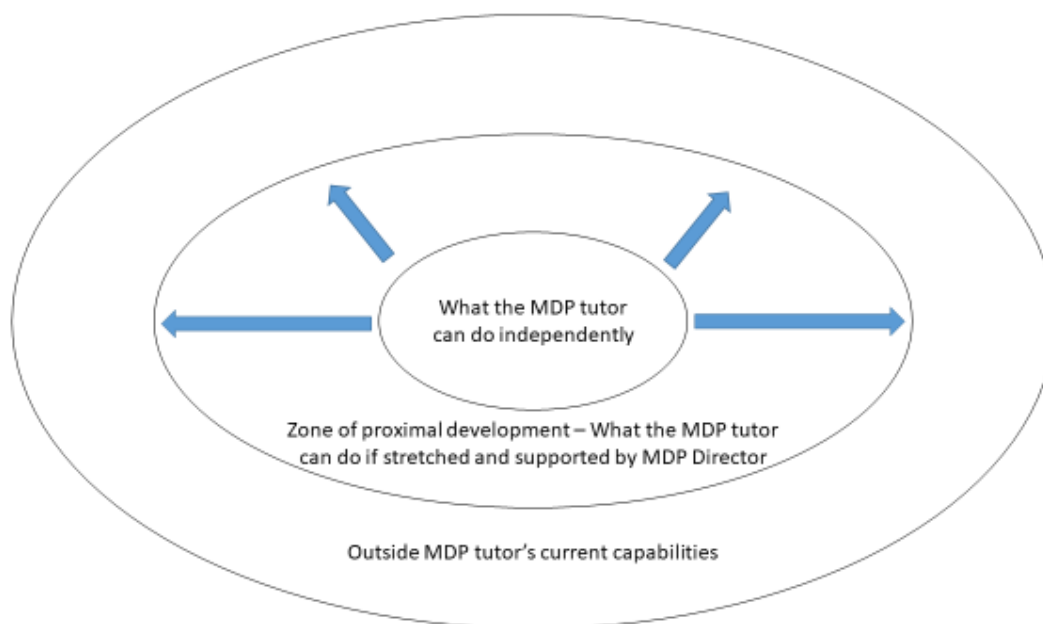
Experiential Learning

Learning by experience is an approach to learning that has been introduced to the literature from as early as Aristotle (2004) and has remained in the literature in more recent years too (Akinbode, 2013). This idea was embedded in the MDP 2015-20 pedagogy in a structured way as Experiential Learning.

Experiential Learning is an educational approach that was developed, researched and introduced in the educational literature by Roger Fry and David A. Kolb (Fry and Kolb, 1979).

This pedagogical approach that has been of interest to the field of education (Kayes et al., 2005; Miettinen, 2000; McCarthy, 2010; Holman et al., 1997). Kolb has also authored a relevant book titled "Experiential Learning: experience as the source of learning and development" in 1984. The main idea behind the experiential learning approach is that people learn from experience. This happens when people who have an experience, then engage in specific efforts to understand this experience, reflect on it, formulate theories and abstract approaches to conceptualise the experience and transform the experience into learning, and then test these abstract ideas to see if they work. That testing of ideas creates new experiences and restarts the cycle of experiential learning. Experiences alone are not enough in order for learning to be achieved: if the processes of the experiential learning framework are not implemented, then the experiences might not lead to learning. The process through which people learn by their experiences according to this model is shown in Figure 2.

Figure 2: The Experiential Learning Model. Adapted from Greenaway (2022).
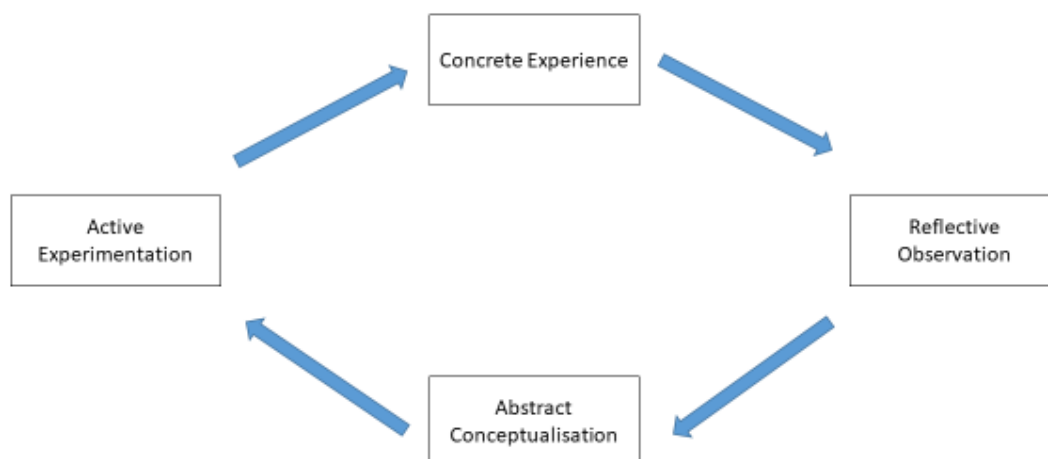
The MDP 2015-20 employed Experiential Learning in the development of MDP tutors. MDP tutors were not only taught content in the teaching team meetings, as more traditional Instructionism approaches would perhaps suggest, and which would mean that knowledge

would be passed on to them they would then enter the classroom and deliver the classes (Johnson, 2005). Instead, a constructivism learning environment was provided in which the MDP tutors encountered various tasks and activities with the understanding that by going through these the MDP tutor would gain experiences that could then lead to achievement of learning and to educational outcomes (Johnson, 2005). These were expected to have an accumulating educational effect on the MDP tutor, with the exposure to this learning environment being weekly over the two semesters of the academic year.

The importance of creating a proper learning environment for development of the MDP tutors and the strategies for achieving this are some of the topics surrounding teaching which have been covered in the literature (Gordon, 2003). The MDP teaching team members' input acted in a way that dynamically determined and shaped the outcomes of the teaching team meetings.

Flipped Classroom

The Flipped Classroom approach (Michigan State University, 2022) is a Blending Learning class design approach that was adopted for the design of the MDP teaching team meetings. The Flipped Classroom approach has been examined in the academic literature (Awidi and Paynter, 2019; Akcayir and Akcayir, 2018; Abeysekera and Dawson, 2015; Gilboy et al., 2015; Bishop and Verleger, 2013) and is possible to be implemented in the context of Business Education. This approach engages the learners with the learning activities before the meeting of the learners actually takes place. MDP tutors were asked to undertake teaching activities, prepare for each teaching team meeting, and then arrive prepared for each teaching team meeting session. This fed into the teaching team meeting, establishing expectations and communicating best practices. MDP tutors prepared independently, thus allowing the contact time of the teaching team meeting to be used efficiently, focusing on activities requiring active engagement. MDP tutors arrived at the teaching team meeting well aware of the topics that were to be covered and already aware of some of the topics to be covered and already aware of some of the issues and challenges that they faced and that they would attempt to deal with. This would perhaps not have been achieved using the same contact time with a traditional teaching team meeting design which would adopt the Instructionism approach.

For the Flipped Classroom approach to work, all the participants in the activity should properly engage in it. The MDP Director's role in the teaching team meeting was that of the facilitator of learning. The role of the facilitator of learning is a significant one and has been looked at in the literature (Rogers, 1983), as well as how critical thinking skills can be developed in learners by overcoming obstacles to learning (Middendorf and Pace, 2004).

The Hero with A Thousand Faces

In the MDP 2015-20 tutors were called upon to take advantage of the opportunities MDP provided and become academic teachers. This was a process that could challenge them. Tutors often had to go through a process of development to be able respond to the requirements of the role. Their development as academic teachers, and the gradual building of experience and expertise in themselves is something that happened to tutors as they engaged in the "Heroic Journey" of MDP.

The "Heroic Journey" was presented in the literature by Campbell (2008), in 1949 for the first time, and constitutes a framework through which one can look at the myths that exist in various civilisations—with many of these dating back to ancient times—and see how these myths are created and structured in a generally similar fashion. Several steps make up the journey of a hero in this model, and we frequently find that almost all these steps are always present in all heroes of human civilisations. Given that this is the case for heroes that have been created in various time periods, under various circumstances, in various geographical locations, in various languages, in various contexts, and from civilisations isolated from one another, we can assume that perhaps this commonality in the themes is driven by human nature itself. The steps in the journey of a hero are put in place when the myth's narrative is created because the recipients of these stories need to see the hero go through these stages and challenges in order to recognise him/her as a hero.

The similarity in the structure of all these stories has led Campbell to the adoption of the term "monomyth" to signal the fact that these are not separate and different myths with different stories told in them, but instead these are separate myths that are largely similar when looked together.

The primary reason why MDP tutors were in the university was to study for a PhD, and by being PhD students they had the opportunity to join MDP as tutors. The PhD journey is a long and complicated one and its elements have been studied in the literature (Preston et al., 2014; Gatfield, 2005; Frame and Allen, 2002; Vilkinas, 2002; Johnson et al., 2000; Hockey, 1996), examining the PhD student's evolution throughout this process and the role that various supporting structures play in this journey. The process of transformation of PhD students into academic teachers can be compared with the process that a hero goes through in order to establish themselves and their status and legacy as heroes in the stories that various civilisations have, as studied by Campbell (2008) (also in: Cousineau, 1990). Other authors in the literature (Jewett and Lawrence, 1977; Leeming, 1981; Peterson, 1999; Vogler, 2007) have also made attempts to study and organise human myths and to offer a taxonomy of these steps, with their outcomes and understandings being in some cases similar to Campbell's.

A particularly interesting analysis to be read in conjunction with Campbell comes from Peterson (1999), who offers a deep analysis of the meanings and the interconnections between myths and symbolisms in human civilisations. The taxonomy offered by Peterson (1999) is quite distinctly different from Campbell's (2008), but an interesting parallelism that can be drawn is the commonality in the way in which the fundamental needs for expression of people are brought to the surface.

In contrast to that, Vogler's (2007) approach is very much in line with Campbell's (2008), with Vogler's approach to storytelling being clearly influenced and determined by the Hero's Journey structure.

In this paper, we examine the MDP tutor's journey using Campbell's framework. We attempt to see whether the journey of development of MDP tutors can be examined through this framework, and how it is that the understanding of the connections can help the MDP leadership manage the process of MDP tutor development.

Campbell (2008) has used 17 stages to describe the journey of the hero, with these 17 stages organised in 3 acts (which we call phases):

- Departure
- Initiation

- Return

MDP 2015-20 provided the framework for such a journey for its tutors. From the outside, becoming an MDP tutor appears as a teaching opportunity for PhD students. When considering the MDP classes and the requirements that these impose on the MDP tutors to perform as full academic teachers, one sees that this journey could become a significant opportunity. This could be hard to be understood and appreciated, if the role is considered superficially.

Section 3 - The MDP Tutor's Heroic Journey

The MDP Tutor's Development - A critically reflective narrative

Tutors in the Management Development Programme 2015-20 experienced the processes of academic teaching, of engaging with students in class, of assessing academic work, of providing guidance and support, of creating and developing student teams, and of witnessing first-hand the dynamics within these teams. These experiences had the potential to lead to the development of transferable skills for these tutors.

Tutors participated in MDP as either Junior Tutors or Senior Tutors. Each Junior Tutor was matched with a Senior Tutor who would guide them in their MDP tutoring activities. Junior Tutors also understood that they might be offered such a role (i.e. to become Senior Tutors) in the future. Tutors learned how the programme's classes were structured, organised, and delivered to meet certain learning objectives determined by the curriculum. The experiences of the MDP tutors equipped them with teaching-related skills and abilities and the opportunity to understand and develop resilience, leadership, and capability in teaching students and student teams in a highly dynamic environment that generates knowledge through the interaction between the participants. The outcome and stages of each MDP tutor's "Heroic Journey" were not predetermined, and that made each tutor's journey uniquely interesting.

The MDP Tutor

MDP 2015-20 assumed that new tutors that applied to join the programme had no concept and no understanding of what the programme was and how it was implemented. A newcomer tutor would be what we might call a "novice tutor", who might not understand the educational process that MDP uses. In terms of regarding the tutor as a "hero", we could say that at that stage, the newcomer tutor was the equivalent of a "novice hero" or perhaps a "hero in training". Junior Tutors of MDP delivered their teaching supported by the programme's structure, and it was anticipated that they would perhaps not necessarily understand this process fully, as well as to what extent this teaching was part of a larger effort.

Each tutor would spend a relatively short time in the programme, with most tutors staying in it for 2-3 academic years. After that, tutors would usually complete their PhD studies and pursue a career (academic or not) elsewhere. To maintain its teaching team, the programme had to continuously add new tutors to it, by discovering and developing new talent. Tutors were key factors in the implementation of MDP, and the programme had to make sure that adequate number of tutors would be in place for its delivery. So, MDP needed to continuously teach and develop its group of tutors.
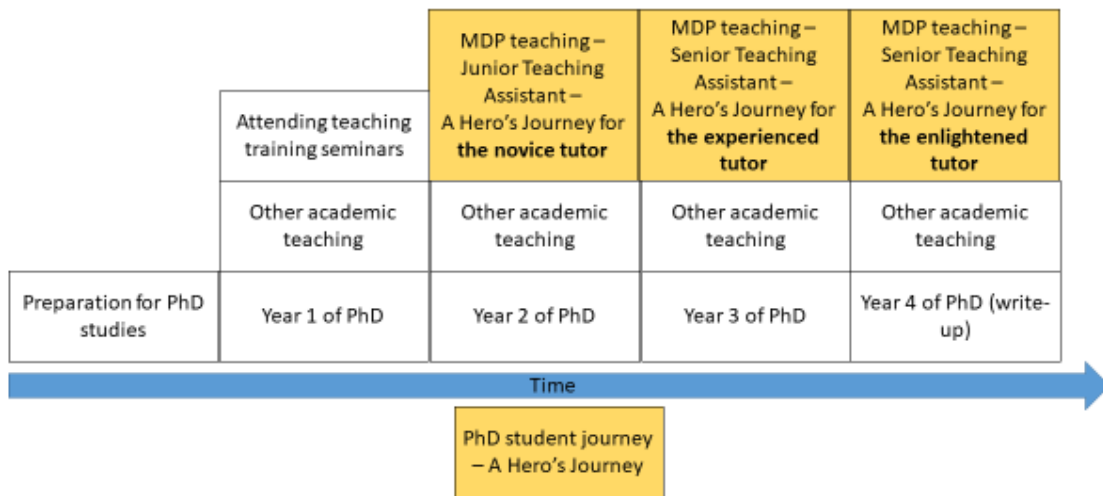
Tutors would ideally remain "novice tutors" for one academic year, which can be regarded as a developmental year. During that time, the tutor familiarised themselves with the programme's structure, its educational philosophy and its pedagogical approach and also learned how to fulfil the demands of the tutor's role.

Tutors who demonstrated understanding of the programme, leadership, initiative, high quality teaching delivery, and strong ability to assess student's work and to provide useful and constructive feedback in line with the rest of the teaching team, were offered the option to become Senior Tutors. This would be a more difficult role as it carried more responsibilities as far as session organisation and delivery was concerned, but also because it carried the responsibility of supporting a Junior Tutor in teaching MDP classes.

The MDP Tutor's experience

To better understand how MDP tutors evolved during their participation in the programme in the role of tutors, we use the roadmap presented in Figure 3. This roadmap, which is a contribution of this paper and which reflects the theoretical framework suggested by the paper, borrows its sections from Campbell's (2008) monomyth structure. The tutor moves from being initially a **"novice tutor"** into being an **"experienced tutor"**, having attained an overview of the MDP pedagogy. This involves understanding the MDP's structure, methods, educational philosophy, and learning objectives. A further stage can be identified in MDP tutor development where the tutor becomes an **"enlightened tutor"**, moving beyond the level of the usual development than an experienced tutor achieves. The "enlightened tutor" is an academic teacher who is able to design class material and class activities and then deliver them, meeting the learning objectives of the class. The "enlightened tutor" is the tutor who has gone beyond acquiring the skills and knowledge that most MDP tutors achieve during their time in the programme, and has reached a point in their development as an academic that they can make meaningful contributions to the MDP curriculum. In MDP, most tutors who remain in the programme for 3 years would reach the stage of "experienced tutor", but only few of them would reach the stage of the "enlightened tutor".

Figure 3: PhD student's Heroic Journey roadmap for MDP tutors (author's own figure)

		MDP teaching – Junior Teaching Assistant – A Hero's Journey for **the novice tutor**	MDP teaching – Senior Teaching Assistant – A Hero's Journey for **the experienced tutor**	MDP teaching – Senior Teaching Assistant – A Hero's Journey for **the enlightened tutor**
	Attending teaching training seminars			
	Other academic teaching	Other academic teaching	Other academic teaching	Other academic teaching
Preparation for PhD studies	Year 1 of PhD	Year 2 of PhD	Year 3 of PhD	Year 4 of PhD (write-up)

Time

PhD student journey – A Hero's Journey

In Figure 3, we can see that the PhD student who elects to become an MDP tutor experiences a full "Hero's Journey" in MDP in each of the academic years in which the tutor teaches in the programme. The roadmap in Figure 3 suggests that the PhD student who enters the MDP teaching team as a "novice tutor" can develop to become an "experienced tutor" and later on perhaps to become an "enlightened tutor".

We also note that in Figure 3 the PhD student journey is included as a "Heroic Journey", which means that we can have several shorter "MDP Heroic Journeys" during the time of the one longer "PhD Heroic Journey". This matter is not dealt with in this paper, as it would warrant extensive research and discussion, and as this could constitute a separate publication.

The importance of Teaching Team Meetings

In MDP several tutors were required to delivery the teaching, due to design of sessions and due to class sizes. To achieve uniformity in teaching delivery and meeting the classes' objectives, an effectively operating teaching team was put in place. The MDP teaching team meetings were organised on a weekly basis and were the main point of contact between the programme and the tutors.

The MDP teaching team meeting was a fundamental element of the structure of the programme. It was designed to be a process through which all the relevant information regarding the MDP classes would be communicated, and it was a two-way process between the tutors and the MDP leadership. MDP teaching team members reported back on their sessions and provided feedback from delivering these, and they received information and clarifications regarding the content and the methods that were to be used in the following sessions. In that way, tutors prepared to deliver sessions that were similar for all groups, despite the fact that these were delivered by different tutors.

The MDP Director's experience of tutor development

The nexus of MDP's 2015-20 pedagogical approaches, the breadth of the topics covered and the need for coordination to ensure uniformity in teaching and assessment and feedback practices, meant that the MDP tutors should receive guidance and training by the programme. MDP tutors' skills and approaches were taught and developed by the programme to ensure quality of teaching delivery. This process was implemented through the MDP teaching team meetings, the peer support system of matching Senior Tutors with Junior Tutors, and through the MDP Director's open-door approach for tutors to seek support regarding their roles in the programme.

In the teaching team meetings, organised activities, discussions and structured training were provided to the tutors, but this was not where the MDP's support ended. The matching of Junior Tutors and Senior Tutors was of imperative importance to support inexperienced tutors as the two tutors would work together in the classroom. The MDP Director would match Junior Tutors with Senior Tutors by attempting to evaluate each of the tutors' strengths and developmental needs to make appropriate matches of tutors that could lead to synergies.

The MDP Director also had to plan for the long-term success of the programme. Meeting the developmental needs of the tutors was paramount, as this was the path for having a competent MDP teaching team in the future. The tutors were key factors in making the delivery of MDP possible. The "Heroic Journeys" of tutors in MDP happened in each academic year, and the MDP Director had to understand and to manage that process, and act and

intervene whenever needed to ensure that the tutors would get ample opportunities to reach their potential.

The MDP tutor's steps in the Heroic Journey

In this section we introduce Campbell's (2008) "Heroic Journey", focusing on its stages to draw parallelisms with the MDP tutor's experience in the programme. Rather than dealing with each of the 17 stages of the journey separately, we focus on mapping MDP tutors' experiences against the 3 parts of the journey, as given by Campbell. MDP 2015-20 provided the elements that create a "Heroic Journey", so that the tutors receive the outcome that those partaking in the journey gain: the knowledge and the experience which changes them and allows them to commence new journeys changed.

Below, we map the MDP tutor's journey to the three phases of Departure, Initiation, and Return from Campbell's (2008) theory.

The first part of the journey is Departure. It is made up from these stages:

- The Call to Adventure
- Refusal of the Call
- Supernatural Aid
- The crossing of the First Threshold
- The Belly of the Whale

The second part of the journey is Initiation. It is made up from these stages:

- The Road of Trials
- The Meeting with the Goddess
- Woman as the Temptress
- Atonement with the Father
- Apotheosis
- The Ultimate Boon

The third part of the journey is Return. It is made up from these stages:

- Refusal of the Return

- The Magic Flight

- Rescue from Without

- The Crossing of the Return Threshold

- Master of the Two Worlds

- Freedom to Live

1. Departure

The Departure phase begins with the "The Call to Adventure" stage, which can be identified at when PhD students were called to express interest in becoming MDP tutors. This could be by email, word-of-mouth, or searching for teaching opportunities in Strathclyde Business School.

The stage "Refusal of the Call" consists of the initial doubts and the questions that the PhD student has with regards to their academic and teaching ability to be part of the MDP, with regards to the demands that the programme might impose upon their time and with regards to how the MDP might take away their attention from their PhD studies.

In the Departure phase, tutors might have received or experienced support, help, or reassurance from others in their engagement with MDP: this was the "Supernatural Aid" in Campbell's monomyth. The "Supernatural Aid", which was embedded in the MDP tutor support structure consisted of the Teaching Team Meeting function of the programme; the MDP Director; and for Junior Tutors it was also the Senior Tutor that they were paired with for each MDP group that they taught. "Supernatural Aid" might have come as practical advice on MDP content, as career development advice or as support in understanding MDP pedagogy.

The actual engagement with the MDP started with "The Crossing of the First Threshold" which began with the participation of the MDP tutors in the MDP Away Day. This took place at the beginning of each academic year and was essentially an introduction to MDP and to the Teaching Team Meetings. MDP tutors got the chance to be introduced to the programme and to start experiencing the responsibilities and the role of the tutor. They got to know the programme's objectives, the focus of the classes that they would teach, the approaches that

they should take when facing various difficulties that they might come across, and the pedagogy, learning philosophy and teaching strategies of the MDP. This was the time when they were introduced to their role as MDP tutors, crossing a threshold to inhabit a novel (for them) academic identity.

The Departure phase was completed when the new tutor found themselves in the "The Belly of the Whale" stage, which was the first experience teaching an MDP session. In that first experience, they start being the class tutors to groups of undergraduate students. MDP tutors would reach the "deep waters" of MDP pretty fast and they had to be prepared and ready for this experience, and make an effort to adapt and overcome any difficulties.

2. Initiation

The Initiation phase refers to the period of time wherein the tutor participates in the MDP and is involved in the main part of their transformational journey. This secondary phase is a journey that engages the tutor in what Campbell (2008) describes a "Road of Trials".

Teaching in MDP 2015-20 meant that tutors had to deliver content in the classroom, understand class objectives and sequencing of sessions, interact with students in the classroom and via email, and mark assessments in line with the rest of the MDP tutors. In addition, tutors needed to provide to the students meaningful and constructive feedback for their coursework. MDP tutors participated in the teaching team meetings which were a key structure of the MDP that supported the tutor through the "Road of Trials". The tutors needed to coordinate with the rest of the teaching team, and they had to learn to manage their workload to combine their studies and the MDP teaching in their schedules. This could lead to development of useful skills that Business Education would strive to equip graduates with, as in academia and in business, these tutors will often have to deal with several requests for their time and attention.

One of the elements of growth for some MDP tutors was the independence that they got through MDP from their studies and from their discipline. That is what in Campbell's "Heroic Journey" is identified as the "Atonement with the Father". That independence helps the MDP tutor to become more confident in his or her capacity to undertake academic teaching.

At the end of each academic year, the tutors' engagement with MDP was completed and for having performed well in the programme, they would reach what Campbell calls the "Apotheosis". Tutors would appreciate that a higher level of knowledge and teaching ability has been achieved and reflect on the experience of fulfilling a role that they previously might not have been able to. The experiences and tutor pedagogy of MDP lead to their knowledge and skills development.

MDP tutors would also appreciate the value they deliver by being part of the MDP teaching team. The realisation of the value delivered by the tutor to MDP constitutes realisation of the achievement of the tutor, and this is identified in Campbell's "Heroic Journey" as "The Ultimate Boon". The achievement might have been related to successful completion of a role which they undertook, or it might go deeper and be related to the concept of belonging to academia and being able to contribute to academic teaching. With many tutors leaving the programme at some stage in order to move into full-time academic jobs, we could also identify the gaining of transferrable skills from MDP as the "Ultimate Boon" in their journey.

In the Initiation phase, tutors got involved with the teaching team meetings and the actual teaching of classes, allowing the tutors to gain new experiences and to develop their skills and abilities. This is the phase where the MDP teaching experiences provide the tutor the opportunity to transform into a more advanced version of themselves as academic teachers in Business Education.

3. Return

In this phase, the tutor who had previously completed an academic year (or more) of MDP teaching, was called to decide what to do next. If the tutor would decide to continue being part of the MDP for the following academic year, investing further time and effort in the MDP, then the tutor can be seen experiencing the stage of "Refusal of the Return". In that stage, the tutor decides to re-embark in a new "Heroic Journey", taking up a new challenge, rather than return to the world that they knew before the journey. It is also worth noting that the challenges associated with fulfilling the Senior Tutor role sometimes made tutors reluctant to accept these, and thus sometimes tutors would return to MDP as Junior Tutors, refusing to become Senior Tutors.

Some tutors do not return to MDP, as they engage in what Campbell (2008) calls the "Magic Flight", which takes them away from the MDP. The skills and knowledge that have been gained can help tutors get new opportunities. The programme aimed for its tutors to gain experience and expertise by being part of it and to be able to apply their acquired skills. It was understood though that eventually tutors would get their skills somewhere outside of the MDP (and this created the need for continuous development of teaching skills and competencies in new tutors).

MDP tutors' primary reason for being in the university is their PhD studies. Their tutors' need to meet the requirements to be successful in these studies would guide them to decide how to combine research and teaching best. These tutors decide whether they should continue in MDP or leave, and in this they could receive support and help, which in this case would be what Campbell (2008) calls "Rescue from Without".

MDP tutors who would request to undertake more advanced roles (i.e. Senior Tutor roles) would in this way engage with the stage of "The Crossing of the Return Threshold". They contributed to the programme their understanding of the programme's philosophy, pedagogy, educational approach and teaching methods. Achieving this knowledge in MDP would put them in a position to become Senior Tutors.

Tutors who stayed in the programme for a long time learned to teach MDP classes and this was easily observed through their performance in the MDP teaching team meetings, through the feedback received by their students and through the increasing quality in the assessment of student coursework. However, they achieved much more as they got exposed to the realities of teaching and got the opportunity to acquire knowledge on teaching approaches, teaching methods, pedagogy, and understanding of Business Studies in Higher Education. At the same time these tutors kept being engaged in their PhD studies, enhancing their expertise as researchers in their field. In this way they explored the option of becoming a "Master of the Two Worlds".

Tutors gained valuable experiences in the MDP, and this helped them develop the ability to teach. MDP tutors realised that they gained knowledge and understandings that allow them to grow into being more independent and more effective teachers. They move towards the

future knowing that can teach in Business Education field, as well as perhaps in their own fields of academic research. They have acquired what Campbell calls the "Freedom to Live".

Summary of understandings

The theoretical framework of this paper and the critical reflections on the experiences of the MDP Director suggest that the development of the MDP tutors can be managed and mapped through the "Heroic Journey" framework. This is a "Heroic Journey" of continuous learning and development, with the potential to be repeated for several academic years by these tutors. Tutors gain more advanced experiences and deeper learning every time they re-engage in that "Heroic Journey", and the opportunities that MDP offers to its tutors allow them to move towards becoming better teachers and better educators.

Section 4 - Discussion

In this section we answer the research questions of the paper, as identified in Section 1.

Answering question 1: MDP Tutors' Development and the "Heroic Journey"

The primary goal of the MDP 2015-20 was to develop the skills and abilities of students who take the class and to enhance their employability. The uniqueness of the programme and the high number of MDP tutors needed in every academic year, it was necessary that MDP tutors' skills and abilities had to be offered by and developed in the programme in a systematic way. Tutors had to learn how to teach in MDP classes and to have their skills developed, and this started with all tutors being considered "novice tutors" when entering the programme. MDP's structure required for tutors to go through activities that would lead to their development as teachers in Business Education.

MDP tutors needed to understand the philosophy behind the MDP's methods: the combination of Blended Learning approaches, Experiential Learning, Social Constructivism and the Flipped Classroom activities had to be understood in terms of both what they are (as theories) and in terms of how they were used in MDP (as implementation). Tutors also needed

to understand the importance of their role in the delivery of this programme. They were the people who delivered the MDP classes and they were the ones who interacted with the students, teaching and perhaps learning along with them.

In itself, MDP 2015-20 was an abstract creation, an idea that existed in the minds of all those who were associated with it, and it materialised with the tutors embarking in their "Heroic Journeys" of MDP teaching. The programme was introduced and explained in detail to tutors by the MDP Director during the teaching team meetings, and by Senior Tutors to Junior Tutors in the sessions' delivery. Through these interactions MDP tutors developed, gradually becoming better teachers. Understanding the significant pedagogical role undertaken by MDP tutors and their embrace of that role was critical in making the MDP 2015-20 the successful programme it was.

The parallels that can be drawn between the monomyth of Campbell's (2008) Hero's Journey and the theoretical framework of the "MDP Heroic Journey" that this paper introduces allow us to examine tutors' teaching experiences through this framework. The developmental effect from the experiences of the MDP tutors suggest that they had the opportunity to become competent academic teachers, gaining expertise, experience, and skills to deliver teaching which results in better learning outcomes.

When examined through the framework of the "Heroic Journey", it could be said that the teaching team meetings played the role of the "Supernatural Aid" in the Departure stage of the journey, as well as the role of offering support in the journey through the "Road of Trials" in the Initiation stage of the journey. As "Supernatural Aid", teaching team meetings helped the new tutors be assured that there would be support and help on a regular basis to help them deliver their sessions. As support in the "Road of Trials", the teaching team meetings did exactly that: they provided the tutors with the necessary support and help to fulfil a challenging role.

The "Heroic Journey" of MDP can be difficult and unpredictable. In the programme, tutors are asked to overcome several thresholds (as understood in Threshold Concepts theory). When they do, they are able to use to the Scaffold (as understood in Scaffolding theory) to proceed with more advanced learning and teaching skills development, expanding their Zone of Proximal Development (as per the relevant Social Constructivism theory), moving from

"novice tutors" to being "experienced tutors" and "enlightened tutors". Each time that the "Heroic Journey" is repeated, the MDP tutor gets more advanced skills and knowledge as an academic teacher.

Answering question 2: Designing MDP tutors' experience, informed by the theoretical framework of this paper

MDP 2015-20 offered a significant developmental opportunity for tutors. The "Heroic Journey" allowed the tutors who took this journey to transform. This transformational experience might have been different for each tutor. However, the skills and the abilities gained by the tutors were in line with the programme's needs. When tutors continued being part of MDP for more than one academic year, they returned to the programme to teach again repeating their "Heroic Journey". Through these continuous cycles of "Heroic Journeys", they achieved a much larger transformation. They started as "novice tutors", they became "experienced tutors", and sometimes they managed to become "enlightened tutors". That was achieved through the transformational and developmental experiences gained with every repetition of the MDP journey.

Tutors acquired skills and that knowledge through their experiences in the MDP. One thing which is not clarified, and for which perhaps further research would be required, is to what extent this development of skills for MDP tutors was natural and organic and is associated with their own efforts and classroom experiences, and to what extent that was due to the structured support of the MDP and to the application of specific theoretical approaches to inform the design of this structure.

PhD students can find themselves in a state of transition and transformation for several years. They are in the process of becoming academics, and during their PhD journey they find themselves in-between of being an academic and of not being yet (and not knowing if they will become). That uncertain state is difficult to understand and can be highly personalised in terms of how it affects the identity and the behaviour of each PhD student. It can also be different for each individual: the person would not have ever been in such a state earlier in his or her life, and other states of transformation that they might have experienced would have been in different contexts. PhD students who become MDP tutors find themselves in

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that transformational state once again as they go through their MDP "Heroic Journey". The MDP "Heroic Journey" is much shorter than the PhD journey, but it can be repeated several times.

MDP 2015-20 offered to its tutors something more than payments for teaching, teaching skills, and teaching experiences. It gave them an opportunity to develop themselves and to progress into becoming academic teachers in Business Education.

Section 5 - Conclusions

In concluding this paper, we observe the high value delivered through the MDP 2015-20 to Strathclyde Business School and to all people involved in the programme. This was seen through reflections and feedback of tutors, the experience of the MDP Director, and the study of the relevant literature on the theoretical approaches that were used in the MDP to create the supporting structure for tutor development. The value identified in this paper as being delivered through the MDP is testament to the programme's enormous success in developing its own talent in the teaching teams, as tutors' developmental experiences emerged as a result of the programme's pedagogy for tutors.

The largest strength of MDP is its people. These people are: the leadership of the programme, the administration of the programme, and the tutors who make up the MDP teaching team. This paper focuses on the tutors and on how their participation in and their development through MDP can be seen as a "Heroic Journey". This paper sees that development as a journey that starts and ends and then starts again, but the participants in that journey continuously change and evolve as they complete one "Heroic Journey" and start the next one.

This paper suggests that tutors in MDP 2015-20 developed as teachers during their time spent in the programme, and also that the process of engaging with the programme could be a challenging journey. Each academic year and class taught by a tutor is a different challenge and experience, and all MDP tutors learn and develop continuously.

This paper suggests that the teaching experiences gained by tutors in MDP 2015-20 could have been of high value to them, as they got the chance to develop and sharpen a vast range

of skills, which might be highly relevant to their future careers in academia. Not all these skills are necessarily directly relevant to academic teaching, but might have to do with leadership, social skills, understanding the business environment, working with people in teams, and dealing with conflict.

The paper considers how the "Heroic Journey" approach in managing MDP can help the process of the development and growth of the skills of tutors, who gradually transition into becoming early career academics. MDP teaching is a journey that can be difficult for the tutors who undertake it, and who thus would need help and support to complete it. The support offered by the MDP seems to have helped tutors overcome the challenges encountered, allowing them to take advantage of the developmental opportunities of teaching in an undergraduate programme.

This paper suggests that the transcendence of PhD students into MDP tutors can be understood as a "Heroic Journey". This process can also be managed as a "Heroic Journey" by the MDP leadership, adopting the theoretically-supported design of the mechanisms that were presented in this paper.

Recommendations

The recommendations coming from this paper are:

- The MDP tutor's journey can be understood as a "Heroic Journey", as per the description by Campbell (2008). The MDP Director can use that theory to ensure a deeper understanding of the development of the tutors.
- The MDP teaching team meeting plays a very important role in ensuring the development of MDP tutors. Maintaining that function of the programme and ensuring that this is run properly is key for strong delivery of the programme and for effective operation of the MDP teaching team.
- The path of development that each MDP tutor faces is different. Understanding this could help the MDP Director in assigning roles to tutors. The MDP Director should be in position to understand the point in the "Heroic Journey" where each MDP tutor is.

- The "Heroic Journey" approach to managing and developing skills of team participants in environments where knowledge-based competences are of critical importance and are also scarce, can be extended to be applied to other contexts as well.

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