1. Community-engaged learning in business schools to effect social change: a capabilities perspective

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Education, while by no means the only arena for intervention for the formation of capabilities, might be operationalized to form the kind of human beings who can contribute to shaping the kind of society which values capabilities, who want to contribute to capability building and a society and public culture which can sustain capability for all.
(Walker 2012, p. 392)

PURPOSE AND INTENT

In this chapter we argue that business schools have a responsibility to contribute to the well-being of their communities. Specifically, we propose that business education should be intentionally transformative, encouraging students to develop graduate identities not so much as providers of expert services in return of personal economic rewards, but as change agents for a fairer and more sustainable future. Our goal in this chapter then is threefold: (1) to interrogate and propose a vision of the purpose of business education; (2) to identify desirable learning outcomes associated with this purpose; and (3) to outline curricular and pedagogical practices in business education that make it more likely for these desired outcomes to be achieved.

CONTEXT

In an article published in the *American Journal of Business Education*, Kosnik et al. (2013) made some observations that are of direct relevance to this discussion. In line with the revised accreditation standards for business schools released by the Association to Advance Collegiate Schools of Business (AACSB) in 2013, the authors argued that there was a need for business schools not just to teach about value creation, but to adopt a teaching paradigm of value creation. Business schools operating within a teaching paradigm of value creation would not just help students acquire academic knowledge and professional skills, although these clearly continue to be important in today's world, but also make a contribution to fostering the students' integrity. The latter was essential, Kosnik et al. (2013) observe, given that "unethical or socially unacceptable management conduct continues to be among the root causes of corporate failures and highly publicized scandals" (p. 615), an example of which, we add, the world witnessed in the global financial crisis of 2008. Note in this context that Cortese (2003) had already asserted one decade earlier that "it is the people coming out of the world's best colleges and universities

that are leading us down the current unhealthy, inequitable, and unsustainable path,” urging institutions of higher education to teach students “the awareness, knowledge, skills and values needed to create a just and sustainable future” (Cortese 2003, p. 17).

Adopting a business education teaching paradigm of value creation, Kosnik et al. (2013) contend, would require business schools to expand their traditional two key stakeholder groups of students and faculty to include employers and society. Through discussion of several examples, the authors then make a case that involving students in experiential learning projects would facilitate the creation of business knowledge (academic value) and skills (professional value), and additionally “offer students opportunities to develop their personal moral character and good judgment when faced with social and ethical dilemmas, as well as cultivate their social responsibility” (Kosnik et al. 2013, p. 615), the latter referring to moral value.

Kosnik et al.’s (2013) article is significant in that it identifies desired learning outcomes of business education (articulated as academic, professional and moral value) and the curricular and pedagogical decisions deemed suitable to achieve these outcomes (namely the employment of experiential learning projects). The authors’ reference to social responsibility hints at a certain vision of the purpose of business education, but the purpose is only implied and not articulated in depth. Our contribution in this chapter is to intentionally propose a particular purpose for business education, thereby making our value position explicit. We recognize that the purposes of higher education, and business education, are of necessity multiple and contested (e.g., Simpson 2013); therefore, our intent is not to seek to prescribe purposes, but to make a case for a particular vision and encourage reflection and debate. From our particular vision or proposal of the purpose of business education we derive learning outcomes and then discuss, by drawing from several examples of practice at the Shannon School of Business at Cape Breton University, how the achievement of these outcomes can be supported. Like Kosnik and colleagues, we discuss inquiry-based experiential learning experiences, in particular those that engage students directly with their communities, as these are especially well aligned with the purposes and outcomes we consider to be significant. Specifically, we propose that the purpose of higher education, and business education, is to contribute to capability expansion in society, and that this process is assisted by fostering certain capabilities in students. It is the concept of capabilities, and capability expansion, that we turn to next.

Capabilities and Capability Expansion

In the context of higher education, the term “capabilities” is often employed in reference to a set of skills or competencies that, next to academic knowledge in the chosen discipline, students should develop through their degree program to be adequately prepared for life upon graduation. For a few decades now, the consensus has been that the possession of academic knowledge, even interdisciplinary academic knowledge, is not enough to be successful in a world characterized by rapid changes and increased complexity, and where the ability to engage in adaptive lifelong learning has become an imperative (e.g., Candy 1991; Hager and Holland 2006; Knapper and Cropley 1985; Virtanen and Tynjälä 2019). What is needed to cope and contribute effectively in a rapidly shifting and unstable world and challenging work environments, so goes the argument, are certain capabilities, or skills sets. Spencer et al. (2012), for example, submit that “writing, speaking, inquiry/research, critical thinking, creative problem-solving and team work” are important “graduate capabilities” (p. 217). Similarly, Kember et al. (2007) use the term “capabilities” when they propose that critical thinking,

self-managed learning, adaptability, problem-solving, communication skills, interpersonal skills and group work are important “capabilities needed for lifelong learning” (p. 614).

The skills, competencies or outcomes referenced above, called “capabilities” by Spencer et al. (2012) and Kember et al. (2007), are undoubtedly relevant in today’s world and important for university students to acquire. However, it is critical that we are explicit early on in this discussion that we mean something slightly different, or rather, something more expansive, by capabilities. When we use the term capabilities in this chapter we do so in reference to the capabilities approach, an approach to social justice pioneered by economist Amartya Sen (1999; Nussbaum and Sen 1993) and further developed by philosopher Martha Nussbaum (2000, 2011).

The capabilities approach is an interdisciplinary framework, drawing on economic as well as philosophical theories, for addressing entrenched social inequalities (Nussbaum and Sen 1993). The framework has inspired much theoretical and empirical research in the social and human sciences and, especially in more recent years, has received considerable attention also in the field of education, including higher education (e.g., Boni and Walker 2013; Otto and Ziegler 2006; Robeyns 2006; Unterhalter 2007; Walker 2012).

The key idea behind the capability approach is that human well-being, or a “good life,” is not appropriately defined in terms of individuals’ sense of satisfaction, let alone equal distribution of resources, but must be understood in terms of the substantive freedoms (i.e., capabilities) individuals have to actually be or do what they have reason to value. Importantly, then, the capabilities approach (Nussbaum and Sen 1993; Nussbaum 2000, 2011) is grounded in two normative claims: first, the opportunity (or freedom) to achieve well-being is of moral import and hence should be afforded to every human being; and second, well-being can be achieved through capabilities, conceived of as the freedom to do and be what one has reason to value. A key aspiration of proponents of the capabilities approach, therefore, is capability expansion: that is, the roll-out of interventions in our societies that provide more and more people with real chances and substantial freedoms to pursue a good life.

It follows that we understand capabilities as an ethical concept and consequently, like Nussbaum and Sen, are concerned not just with any capabilities, competencies or life skills that might be useful for adapting to new workplace and other challenges (see for instance Kember et al. 2007 and Spencer et al. 2012), but specifically those that facilitate human development and well-being. In her version of the capabilities approach, which differs somewhat from Sen’s, American philosopher Martha Nussbaum argues that capabilities need to be informed “by an intuitive idea of a life that is worthy of the dignity of a human being” (Nussbaum 2000, p. 5). She then proposes a list of ten central capabilities, each representing a sphere of life over which individuals must have real choices: (1) life; (2) health; (3) bodily integrity; (4) senses, imagination and thought; (5) emotions; (6) practical reason; (7) affiliation (being able to live with and consider others, and being treated with respect); (8) other species; (9) play; (10) control over one’s political and material environment (Nussbaum 2000, pp. 78–80). Only if individuals have real freedom to choose their functioning in these spheres – for example, being able to live a life not threatened by war (in relation to 1), have access to clean water and medicine to facilitate health (in relation to 2), not fearing torture, harassment or physical abuse (in relation to 3), having access to education (in relation to 4), and so forth – according to Nussbaum’s contention, can we speak of a life of human dignity, or a life that people have reason to value. By asking “what are individuals actually able to be or do?”, the capabilities approach reveals social inequalities treating each person as an end. The purpose of the capa-

bilities approach is to contribute to poverty reduction through capability expansion, whereby poverty is understood broadly, not just in terms of economic deprivation but more generally as deprivation of choice or opportunity (i.e., freedom) in important spheres of life, especially those referred to in Nussbaum's list of ten essential capabilities.

Developing Human Capabilities versus Human Capital

These more expansive capabilities (expansive in the sense that they go beyond skills and competencies related to lifelong learning) are not typically associated with core learning outcomes in higher education, which in the final analysis tend to serve a human capital development model rather than a human capabilities development model (Walker 2012; Wigley and Akkoyunlu-Wigley 2006). The human capital development model assumes a direct link between investment in education, employment, increases in gross domestic product and enhanced global competitiveness. In this model the student or graduate is seen as a contributor or means to economic success, the latter being the valued end. The skills or competencies associated with lifelong learning, such as those relating to problem-solving, communication and team work (e.g., Kember et al. 2007), align directly with the human capital development model and serve to shape a citizenry that is adaptive to change, employable and thus able to contribute to gross domestic product.

By contrast, in a human capabilities development model for higher education the valued end is the well-being of the student, and the well-being of individuals in our society. While for many persons being well will entail participation in the economy, this is not the ultimate purpose or end. The end to be achieved through the distribution of key human capabilities is a society in which all individuals have the opportunity or freedom (i.e., capability) to choose to do and be what they have reason to value. The human capabilities development model for higher education, therefore, can be seen as more expansive than a narrow human capital development model. To be clear, it is not suggested here that economic development is a minor goal of higher education or insignificant; indeed, situated in one of the most economically deprived regions of Canada, our university recognizes and addresses the need for community economic development (Cape Breton University 2020a, 2020b). However, advocates of human capabilities development recognize that economic development in and of itself cannot be the ultimate purpose of education. Stefan Collini (2012), in his widely cited book *What Are Universities For?*, comments on the limitations of the human capital development perspective in higher education in this way:

one has to make, over and over again, the obvious point that a society does not educate the next generation in order for them to contribute to its economy. It educates them in order that they should extend and deepen their understanding of themselves and the world, acquiring, in the course of this form of growing up, kinds of knowledge and skill which will be useful in their eventual employment, but which will no more be the sum of their education than that employment will be the sum of their lives. And this general point about education takes a particular form in universities, where, whatever level of professional or vocational "training" is also undertaken, the governing purpose involves extending human understanding through open-ended inquiry. (Collini 2012, p. 91)

The types of capabilities to be nurtured in a human capabilities development model for higher education would include a range of knowledge, values and dispositions. Of the ten capabilities Nussbaum (2000) included in her list, there are at least four that have direct relevance to edu-

cation: practical reason; affiliation; senses, imagination and thought; and emotions. One might argue, therefore, that capability expansion could be achieved simply by enabling greater access to and participation in higher education, owing to the knowledge, skills and practical reason (the latter referring to the ability to think and make decisions about one's own conception of the good) that are cultivated through education. Notable advancements in widening university participation have been observed over the past decade in some countries (e.g., Croxford and Raffe 2012; Haveman and Smeeding 2006; Sutton Trust 2012; Vignoles and Murray 2016). However, as is acknowledged by several authors (e.g., Croxford and Raffe 2012; Haveman and Smeeding 2006), the reality is that universities still tend to attract primarily middle-class students, and few representatives from lower-income groups can access and are afforded adequate supports to succeed, especially in the professional schools. More, then, needs to be done to successfully expand capabilities through widening access. A further question that should be asked though, and one that is at the heart of this chapter, is whether higher education can also work towards capability expansion in other ways. The work of Melanie Walker and Monica McLean (e.g., Walker 2006; Walker and McLean 2013) offers a helpful response to this question. Inspired by both Sen and Nussbaum – that is, by the capabilities approach – the authors identified a set of capabilities to be increased through higher education curricula and pedagogies.

Nurturing Human Capabilities through Higher Education

Upon interviewing a group of students enrolled in a management course in cross-cultural marketing, Walker (2006) observed that the following capabilities were valued by students: (1) critical knowledge generating critical thought; (2) respecting, recognizing, valuing diversity and difference; (3) reflective self-knowledge; (4) participatory and active learning and having a voice which is heard and listened to; and (5) being able to engage a plurality of views in dialogue and debate (as cited in Walker 2006, pp. 82–83). Drawing on the wider and education-specific literature on the capabilities approach (e.g., Boni and Walker 2013; Nussbaum 2000; Nussbaum and Sen 1993; Robeyns 2006; Unterhalter 2007), as well as data from interviews with university students from a range of other fields, Walker then offered her own list of capabilities important to higher education, referring to it as “a draft ideal-theoretical, multi-dimensional education list” that “might offer a starting point for discussion about the capabilities approach and teaching and learning in higher education” (Walker 2006, p. 128).

Capabilities in this list comprise opportunities or freedoms as highlighted by Sen and Nussbaum, but also, interestingly, many of the relevant skills, competencies or capacities highlighted in the lifelong learning literature (e.g., Candy 1991; Kember et al. 2007; Knapper and Cropley 2000; Spencer et al. 2012). The list includes: practical reason; educational resilience; knowledge and imagination; learning dispositions; social relations and social networks; respect, dignity and recognition; emotional integrity, emotions; bodily integrity. A brief outline of each is provided below. Readers interested in a fuller elaboration are referred to Walker's book (Walker 2006).

- Practical reason refers to making well reasoned, informed, independent and socially responsible choices.
- Educational resilience refers to being able to persevere in the face of the various challenges education entails, and have aspirations as well as hopes for the future.

- Knowledge and imagination refer to the ability to acquire complex knowledge, reflect on it critically, be open-minded, imaginative and seek to understand the perspective of others, and to be able to use that knowledge for participation in action in a wide range of spheres.
- Learning dispositions refer to being able to inquire, have curiosity, and a love of learning.
- Social relations and social networks refer to being able to work in and form effective groups and social relations based on mutual trust.
- Respect, dignity and recognition refer to having a voice, being able to have respect for oneself and for others, being respected, being able to show empathy and compassion, act inclusively and being able to respond to human need.
- Emotional integrity and emotions refer to not being stifled by fear and being able to become aware of the situation and standpoint of others through imagination.
- Bodily integrity refers to being able to be free of physical and verbal harassment (Walker 2006, pp. 128–129).

In later work, Walker and McLean focused on students studying on professional programs (e.g., social work, public health, engineering, etc.) to identify those capabilities (i.e., freedoms to function) that professionals need in order to create a better world through their professional practice, a practice which has as its aim to expand basic capabilities in society (see also Kreber 2017). There are clear synergies between the previous list of capabilities for all higher education students and the newer list developed specifically for students on professional programs, the latter including perhaps even more capabilities needed to act as change agents. Examples of the capabilities the authors identified as essential for students on professional programs include: practical reasoning; public reasoning; affiliation; integrity; emotional awareness; informed vision; imagination; empathy; developing relationship and rapport across special groups and status hierarchies; having confidence to act for change; social and collective struggle; resilience; and communicating professional knowledge in an accessible way (see McLean and Walker 2012; Walker and McLean 2009, 2011, 2013).

The authors encourage universities to recognize their potential to help expand capabilities in society, through the curricular and pedagogical decisions they make to prepare future graduates to live a life as social change agents and contributors to the public good (e.g., Walker and McLean 2013, 2011). To be clear, the authors apply the insights of the capabilities approach on two levels. On a first level, following Nussbaum and Sen, they conceive of a fair world as one where people are afforded certain key capabilities that enable them to be and do what they have reason to value (for example, see Nussbaum's list of ten capabilities). On a second level, they then extrapolate from this model to identify the capabilities students need in order to be well supported and prepared to act as change agents. While the authors focus explicitly on programs that educate for specific professions, their argument has broader application and extends to any degree program (Walker 2012) including, we contend, business administration. As noted in the introductory quote to this chapter, the purpose of education, including business education, could be conceived of as an opportunity, through the formation of capabilities, to “form the kind of human beings who can contribute to shaping the kind of society which values capabilities, who want to contribute to capability building and a society and public culture which can sustain capability for all” (Walker 2012, p. 392).

In the next section of this chapter we feature examples of pedagogical practices employed in business education at our own university, and later analyse these for the extent to which they could be seen to promote some of the capabilities identified by Walker and McLean.

These capabilities, as we saw, include, for example: resilience and confidence to act for social change; practical and public reasoning; empathy; integrity; informed vision and imagination; developing partnerships across status hierarchies and communicating professional knowledge in an accessible way. The focus will be on inquiry-based experiential learning opportunities that engage students directly with their communities. The twofold purpose of increasing capability is: (1) to promote in students/graduates those capabilities they need to succeed in higher education and live valuable lives; and (2) to promote in graduates a disposition of wanting to expand capabilities in society (i.e., to act as change agents and work towards greater social justice in their communities).

COMMUNITY-ENGAGED LEARNING IN BUSINESS SCHOOL TO EFFECT SOCIAL CHANGE: EXAMPLES

Below, we provide descriptive accounts of some community-engaged experiential learning opportunities that three of the co-authors, all of whom are instructors in Cape Breton University's business school, build into their courses. Examples are taken from three distinct degree programs offered by the school: the Master of Business Administration in Community Economic Development, the Bachelor of Business Administration and the Bachelor in Hospitality and Tourism programs.

Master of Business Administration in Community Economic Development – Catherine

I teach a Master's level course which introduces MBA students to community economic development. In this course I focus on creating experiential learning partnerships between community organizations and students in order to foster awareness of people living in poverty as well as an understanding of different kinds of organizations, beyond conventional firms, which work to address the well-being of people on the margins and foster and retain community wealth. These social economy organizations include, for example, non-profits, co-operatives, social enterprises and community development corporations. Overall, these partnerships build capabilities which generate not only empathy, but confidence to act for social change.

My classes typically have about 25 students each and are comprised mostly of students from China, although some come from Vietnam, India, Canada and the United States. My students tend to be middle class. While some have experience working in for-profit business, they have little knowledge of what social economy organizations are (although they have surely interacted with many), and little exposure to vulnerable households.

Generally, I create concrete opportunities for students to be involved in projects that support local organizations or initiatives working with low-income people. These include individuals who have low levels of literacy, and people who use substances and who face significant stigma, lack of access to healthcare services, and housing and food insecurity. Partner organizations, in turn, are typically volunteer-driven with a small number of paid staff. Examples of organizations with which I have partnered include the Adult Learning Association of Cape Breton County, which helps adults to improve literacy, numeracy and computer skills; and Northside Rising, an initiative which fosters connections across multiple community constituents and stakeholders (local residents, government, business and the non-profit sector) and focuses on problems related to substance use in the community (Inspiring Communities 2020).

In creating partnerships with local community organizations, I start by having conversations with representatives of these organizations about their needs, their interests in working with university students, and the time constraints they typically have. If there's a match between my course objectives and our timelines, I work with a representative from the organization to devise an applied assignment for students to complete which is useful to the partner organization. Students never collect primary data from the organization's stakeholders (clients, staff, board members or other community stakeholders) because of ethical requirements, time limitations, and because students have not yet completed training in research methods.

Early in the course I invite a staff person (or volunteer) from the organization into my class to give a presentation on the mission of the organization, the organization's budget, staffing and history. The representative also shares stories about the role the organization plays in the community, the individuals who use its services, and potentially about ways that the organization has made a difference in people's lives. During the semester, and in an effort to highlight the international relevance of the project, I'll also share information with students about organizations (or initiatives) with similar mandates but located around the world. Typically, too, there are requests for additional information made to the local organization. Once assignments are completed near the end of the semester, I share them with the community partner, and invite reflections on the content from both the community partner and students, neither of which are part of the final grade. I should add that this is the ideal process I describe here. In reality it varies, depending on the semester and the challenges faced by partner organizations; for example, staff turnover, burnout or community emergencies may mean that students don't receive timely or detailed feedback from the community partner on their work. This too, however, is a lesson in how the community sector works and the challenges it faces.

An example of a partnership is the following. In the province in which our business school is situated, community health boards are mandated to identify priorities related to community health and well-being for their catchment areas every three years (Nova Scotia Health Authority 2018). This means their focus is the social determinants of health, including economic security, housing, social inclusion and access to food. These health boards consist of volunteer members, and they have no staff, although they do receive backbone support from the provincial government. Groups consisting of approximately five students each were matched with the health boards in the local area in order to help these entities establish their priorities, based on local conditions. Specifically, my students conducted community profiles and asset mapping, drawing significantly on the principles of an asset-based approach to community development (García 2020; Kretzmann and McKnight 1993). Community profiles (using census data) drew attention to household income, the percentage of households living in subsidized housing and levels of formal education. Mapping, in turn, allowed students to identify a range of local resources in the geographies they were assigned that were supportive of the social determinants of health, including the presence of local credit unions, social enterprises and non-profit cultural and recreational organizations, as well as local businesses. This project afforded students exposure to socio-demographic characteristics of local populations and increased their understanding of the role organizations beyond conventional firms play in community well-being. They learned the language of community assets, and about the power of a range of local associations and institutions (García 2020) in fostering community well-being. The insights they gained from reflecting on their experiences could then be applied in their work lives, other courses and new volunteer contributions (Kosnik et al. 2013).

Although not project-based experiential learning, I also work to foster empathy and confidence to act for social change by having my students interact with community in a different, but very tangible, way. Although it may seem overwhelming to have large groups of students visit community-based organizations, I hold classes in our university's off-site meeting room (designed to be a community–university research space), which is located in a social economy organization in the largest community on the island. Our first visit includes a tour of the building, which houses many small businesses, a social enterprise café, as well as community organizations involved in food security and arts and culture. This is often the first time that these business school students have knowingly entered this kind of community space, and through the tour students have a chance to interact with a staff member of the organization which owns and manages the building, and with tenants. Beyond exposing students to a diversity of organizations and people, off-site classes also make concrete some of the challenges of the non-profit sector due to, for example, the aging infrastructure in which we are meeting. This is something we reflect upon during our classes, as students are encouraged to discuss what they see and hear and relate this directly to the themes of the course. Using the university off-site meeting room located in a social economy organization is typically a highlight for my business school students.

Bachelor of Business Administration – Leslie

Cape Breton University (CBU) has come to be known as a university that strives to inspire multicultural, creative, innovative and entrepreneurial thinking, personal growth, and a passion for lifelong learning. The university's mission is also to serve the social, cultural and economic needs of the community and our society. If we drill down these goals fit with the previously mentioned examples of the capabilities Walker (2006) identified upon interviewing students on the learning opportunities they valued, and Kosnik et al.'s (2013) description of three sources of educational value (academic, professional, and moral) that an effective business curriculum should help bring about.

Below, I discuss the pedagogical strategies I use in my own courses that I feel encourage Kosnik et al.'s (2013) values and Walker's (2006) student capabilities, such as: (1) getting students interested and involved in the process of learning by giving them a roadmap to follow when conducting tasks (academic value – critical knowledge generating critical thought); (2) providing students with ample opportunities to “learn by doing” through independent work rather than by solely listening to lectures and reading the materials (participatory and active learning, and having a voice which is heard and listened to); (3) offering students sufficient structure and guidance to channel their creativity and develop their independent skills (professional value – reflective self-knowledge); and (4) using group work and in-class sessions for discussions to clarify concepts, ideas, methods, designs and assignments so that meaningful discussions can be initiated by students themselves and among themselves (moral value – being able to engage a plurality of views in dialogue and debate, and respecting, recognizing, valuing diversity and differences).

MRKT 4301 Qualitative Marketing Research and MRKT 4303 Quantitative Marketing Research

Fourth-year students in the BBA program take two marketing courses that build on one another. In the fall semester the focus is on qualitative research methods, and in the winter

semester the focus is on quantitative methods. These courses are important components of the curriculum, as marketing students need academic skills in research so they can develop the professional skills needed to promote products and services that fit their target audience's needs and keep ahead of the competition. In an effort to support students in developing experience and expertise in these areas, a large amount of my time is spent interacting with students and offering feedback. Feedback at multiple stages is used to allow students the opportunity to reflect on the course content and relate this knowledge to their own understanding and experiences, so they are able to effectively utilize what they discover during their projects.

My fourth-year students engage in research projects that have helped area businesses (e.g., national parks, local daycare, the international student department at CBU, a local gym, among others) learn more about their clients and start to improve their marketing approaches. The qualitative research course (MRKT 4301) teaches students key aspects of the research process (developing research questions and objectives, performing reviews of the literature, designing data collection frameworks and gaining access to participants, etc.) and students work in self-selected groups of four to collaboratively develop a research proposal which is worth 30 percent of their final mark. In the following semester (MRKT 4303) students implement the group research proposals (40 percent, groups of four) they have developed after gaining ethics approval. Each course typically has 25 students enrolled. There is a diversity in backgrounds with 35 percent being international students from India, China, Egypt and the United Kingdom, and the remaining percentage from Canada (mainly Nova Scotia).

The following examples reflect the 2018/19 school year. Celtic Colours is a cultural festival that has been an important part of the economic development of communities across Cape Breton Island and has helped to solidify Cape Breton's tourism destination image. The annual festival has brought over \$130 million into the Cape Breton economy. I had been approached by the organization to help oversee the data collection process, and this invitation sparked the idea to frame the students' course assignment around Celtic Colours. Given that I had already obtained ethics approval, secured research locations and access to participants, it was relatively straightforward for my students to gain access. In the fall semester of 2018, students in my qualitative research course (MRKT 4301) engaged in on-site data collection and later collaborated on marketing reports with the Executive Director of Celtic Colours International Festival. In the winter term these students analysed data collected at the Festival in their quantitative research course (MRKT 4303) to develop research reports used in the Celtic Colours year-end report and financial records.

The Executive Director was invited as a guest speaker to discuss the formation of Celtic Colours International Festival, including the vision of its founders and inspiration of its model, its unique island-wide delivery through intensive community partnerships, the extensive volunteerism required, and its impact on local and regional economic and cultural development. It was important for students to learn about these elements as it meant that there were various cultures to consider, and different economic outcomes for the communities involved. It was also important for students to appreciate that some venue locations were remote, yet each had to be organized by volunteer site managers. These factors represented diverse logistical and infrastructure restrictions to overcome. The information that was shared allowed students to formulate research questions and carry out reviews of literature that were part of their group assignments. There were also class sessions devoted to learning how to approach potential research participants with cultural sensitivity (identifying the influences of their own culture and others) as students were involved in collecting survey responses on site. For many students

these community interactions represented a steep learning curve as it was the first time they had to apply the academic skills they had developed.

As a course assignment in MRKT 4301, students had to develop a group research project that would engage community and industry research partners in a way that would empower them to address the consequences of ongoing tourism development, and to create and deliver accurate and ethical tourism images based on multiple perspectives. The assignment was broken down into sections with feedback offered after each component. First, students received feedback on two to three pages that included a topic introduction, a tentative problem statement, research objectives, and ten annotated references. Second, they received feedback on six to eight pages of their beginning proposal including a literature review. Third, they received feedback on four to five pages discussing their qualitative research design, sample research questions and data treatment strategies. Finally, feedback was offered on the completed research. Data were not expected in this course, due to limitations with obtaining additional ethics approval, but details about possible ways to deal with data were required.

In the quantitative methods course offered the following semester (MRKT 4303), students completed the research projects they had developed in the previous semester. The foundational aspects of the prior course's documents could be used after changes were made to the research design and data treatment strategies so quantitative research methods could be utilized. The students were given access to some data obtained during the onsite data collection sessions at the selected venues. These reports examined the practical aspects and benefits of data collection for Cape Breton Island's annual Celtic Colours International Festival, including survey result highlights and themes that have arisen over the years through the use of longitudinal data provided by the festival administrators. This lens allowed students to explore the impact of tourism images, collaboratively develop improved practices which could be applied for tourism site development and offered in-depth insights into the target audiences. This assignment also offered special consideration of participants' views of Cape Breton and the challenges of measuring the economic impact of this festival. A learning outcome associated with these experiences was that students created a better understanding of how to collaboratively incorporate multiple stakeholders' needs and ethical concerns. These insights could then be transferred when attempting to engage in tourism development within their own communities.

Bachelor of Hospitality and Tourism Management – Stephanie

As a self-described “pracademic,” I strive to include theory and practice in my classes and stress the importance of “being able to apply what you learn” to enhance critical thinking, quick problem-solving and effective leadership in the workplace. I look back at 15 years of work experience across various sectors and levels within the tourism, events and hospitality management industry, and all my post-secondary education is in this field of study. Now in my role as a senior university instructor this background has proven invaluable in helping students connect theory and practice. Sharing stories from previous work experiences, situations where I needed to problem-solve, lead and make quick decisions, and employing class activities that discuss current world events and their impact on tourism, act as a launch pad for how I prepare students for their assignments and projects. In turn, students have opportunities to reflect on how they would respond in certain situations, act as “consultants” in applied projects, and benefit from industry-related partnerships.

A recent report by the World Economic Forum (2020, p. 5) makes predictions regarding the skills set that will be required by the workforce in 2025, in response to the present pandemic and rapid pace of advancements in technology. The skills discussed as being in high demand by 2025, perhaps not surprisingly, include critical thinking, problem-solving, flexibility, leadership, adapting to changing technology and having social influence, to mention just some examples (World Economic Forum 2020). The list echoes the skills and values proposed by Kosnik et al. (2013, p. 614), which build on the accreditation standards released by the AACSB. As we saw earlier in this chapter, Kosnik and colleagues' model proposes that an effective business school curriculum would deliver three distinct sources of educational value: academic (business knowledge), professional (business skills such as communication, teamwork, emotional intelligence and leadership) and moral value (integrity, social responsibility and citizenship). They then suggest that experiential learning approaches are suitable for bringing about value creation in these three domains. Below, I will discuss the experiential learning opportunities I provide for my students in the Bachelor of Tourism and Hospitality Management program.

The third-year course, entitled Meetings and Event Management, is one of three core courses in the program that comprises both a lecture-based and a lab-based component. Prerequisites for the course include completion of the other two core courses: Food Theory and Nutrition, and Restaurant Service Operations. By the time students enroll in my course they are also likely to have completed one of their two required industry internships and thus have some industry experience (even if not in food and beverage).

In the lab classes, the students work in "committees" to plan and execute a special event that is open to the public. Students make decisions on the theme of the event, menu, entertainment, marketing, ticket sales, and so forth, and have a budget to follow. Students not only have the opportunity to learn the importance of timelines, teamwork and collaboration, but also working together in this way allows, and indeed encourages, them to share ideas, act ethically, be creative and experience the reward of their efforts beyond a grade. Students meet twice a week for a lab class of 75 minutes in addition to their two weekly lecture-based classes. The lab classes act as "committee meetings" where students work through the timelines they created (with instructor feedback and evaluation). Lab classes also provide the opportunity to meet with other committees. For instance, the committee responsible for menu planning would meet with the set-up/logistics group to give their set-up requirements based on the menu. Each week the committees submit updates of what has been accomplished and what they plan to work on the following week. This allows me to meet with each group, check whether they are on track, and catch any concerns or issues. The biggest challenge in this class is the class size (59–90 students), and ensuring everyone has a share of responsibility and understands that following and committing to a timeline is critical.

The special event is open to the public and there is a cost to attend. In recent years the event date has coincided with the university's job fairs and prospective employers are invited to attend and offered a complementary ticket sponsored by the university. These events have become a showcase of the Bachelor of Hospitality and Tourism Management program and a networking opportunity for students. Evaluation includes peer and self-evaluation of students' performance in their committees, along with an instructor evaluation of their performance working during the event, and a follow-up reflective assignment on the experience.

I also invite tourism industry partners into my classes to talk about issues they are facing. Due to the international make-up of students in the Bachelor of Hospitality and Tourism

Management program, industry partners are interested in hearing ideas from the students who are mainly from two key growth markets for tourism in Canada: China and India. Having students do some research and present ideas or possible solutions to partner organizations can create a win for the university, the students and the organization. For example, in my third-year course entitled Destination Marketing Management, I worked with the local airport authority as it was trying to get ideas on how it could make the airport experience better for visitors and international students. There were almost 80 students in the class, who worked in groups of four. They shared their ideas through poster presentations with representatives from the airport who took the time to attend two classes. Not only did the airport representatives leave feeling excited at some of the ideas generated by the students, but they also took the time to offer feedback in writing for every group presentation, which I then included as part of my evaluation of the students' projects. The students valued and appreciated the feedback the airport representatives had provided, together with the representatives' enthusiasm and questions they asked of the groups. It was especially exciting for the class to hear from representatives that some of their ideas would be discussed further within the organization and potentially implemented in the future.

OBSERVATIONS, DISCUSSION AND CONCLUSION

Prior to offering some observations on the above examples it is helpful to zero in on the key distinctions between skills development and capabilities development, as these are helpful for focusing the discussion. Over the past several decades, observers have noted the need to prepare university students for lifelong learning in a rapidly changing and increasingly complex social world through curricula and pedagogies that should teach key generic learning outcomes, such as communications skills, research skills, creative problem-solving, team work, adaptability and self-managed learning (e.g., Candy 1991; Kember et al. 2007; Knapper and Cropley 2000; Spencer et al. 2012). These learning outcomes are overtly skills-based and, according to the argument presented earlier in this chapter, aligned with a view of higher education as human capital development. As was noted previously, a human capabilities development model for higher education, by contrast, while acknowledging the relevance of skills, places these more firmly in a context of personal and community well-being.

Capabilities such as resilience and confidence to act for social change; practical and public reasoning; empathy; integrity; informed vision and imagination; developing partnerships across status hierarchies; and communicating professional knowledge in an accessible way (see, for example Walker 2006), go beyond mere skills. While, at first glance, skills perhaps appear to be context- or value-neutral and, so it could be judged by some, more appropriate for universities to be concerned with given their tradition of (assumed) impartiality, it is evident from many policy documents (e.g., World Bank 2002) that the agenda behind skills development in higher education is to produce individuals who are flexible, can adapt quickly to changing conditions and contribute to a strong economy. This perspective, represented in many widely read policy documents and institutional mission statements, is manifestly not value-free. Ironically, the capabilities development model for higher education, which is explicitly and intentionally value-based in its language, emphasizing personal and community well-being as the valuable and important end of education, might strike some teachers and policy-makers in higher education as too "political."

There are two further (and related) observations that can be made about the skills and capabilities frameworks. First, while the notion of skills, and the importance of skills development in higher education, is readily appreciated by many university teachers, this is not necessarily the case with the expansive notion of capabilities we discussed in this chapter. Second, the fostering of skills is more easily demonstrated in pedagogical practices than the fostering or affordance of capabilities. How would one justify these two assertions? We propose that one reason why the capabilities development model is less intuitive for many instructors in higher education is that the predominant discourse of teaching and learning has been increasingly skills-oriented, a phenomenon that is associated with the gradual process of professionalization of the university that we have witnessed over the past 50 years (Serrano del Pozo and Kreber 2015). When asked to identify learning outcomes, we are conditioned, given our own academic training and these dominant contemporary skills-based discourses in higher education, to think about what is important to know and understand about the subject we are teaching, followed by what skills students may need to be well prepared for work. Much less frequently do we associate learning outcomes with the knowledge, values, skills and dispositions students need to live valuable lives, or those they need to help others live valuable lives. Students in programs that prepare for specific professions, in particular, have a unique opportunity to contribute to capability expansion in society through the professional practice many of them enter into post-graduation.

Basing our pedagogical and curricular decisions in higher education on an expansive or rich notion of capabilities (Walker 2006, 2012) certainly includes recognizing the value that is added through academic knowledge and generic skills such as creative problem-solving, teamwork and communication skills. However, decisions to employ capabilities-oriented curricula and pedagogies also require appreciating that what students need in order to flourish in higher education, and what they need to contribute to a society that respects and seeks to enable well-being for all, is not only relevant academic knowledge and skills but also certain values and dispositions.

Barnett (2007) contends that in the final analysis of what should be learned through higher education, being trumps knowing and doing. At stake here is the student's integrity, resilience and openness to experience (all aspects of the student's being) that are required to not just cope but thrive in a world that is deeply steeped in ambiguity, complexity and constant change. Arguing from an existentialist position, Barnett (2004, 2007) is concerned with complexity and uncertainty in a general postmodern world, including that of higher education, with its multiple (and ever increasing) conflicting explanatory frameworks that make it hard for students to distinguish true from false claims, and find their own position and voice within disputed discourses. Walker (2006, 2012), arguing from the position of the capabilities approach, is concerned with the opportunities or substantial freedoms (i.e., capabilities) students need in order to do and be well in higher education and, by extension, to contribute to the well-being of others in society through their higher education (as they, as graduates, contribute to capability expansion in their communities). While Barnett and Walker represent two distinct ideas on the purposes of higher education, these ideas converge in the acknowledgement that education is not only a matter of knowledge and skills acquisition. Kosnik et al. (2013) also recognized this when they suggested that business education should not only create academic and professional value, but also afford students opportunity "to develop their personal moral character and good judgment when faced with social and ethical dilemmas, as well as cultivate their social responsibility" (Kosnik et al. 2013, p. 615).

In the previous section, we featured examples of inquiry-based experiential learning opportunities that engage students closely with their communities. The decision to focus on these examples was based on three reasons:

- First, we felt that inquiry-based approaches that connect students directly with their communities align well with a human capabilities development model for higher education (Walker, 2006), whose ultimate goal is to effect social change.
- Second, Kosnik et al. (2013) had argued that experiential learning activities in business education would be especially suitable for teaching students academic knowledge, professional skills and social responsibility.
- Third, we agree with Collini (2012) that inquiry and not just skills should be at the centre of higher education (see also Cape Breton University's 2020 academic plan, "Transformation Through Inquiry").

Although, throughout the theoretical part of this chapter, we have taken the position that the human capabilities development model for higher education is superior to the human capital development model, the design phase of the courses we showcased was not guided by either model. In fact, three of the authors have been teaching these courses for several years, and prior to embarking on this collaborative chapter had not been familiar with the capabilities development framework for higher education. All three authors/instructors care deeply about the subject matter they teach, their students' learning and development, and the communities that the university serves. All have observed through their teaching practice that offering business students opportunity to participate in community-engaged learning is associated with valuable learning outcomes and high student satisfaction. It is especially exciting, therefore, to explore the extent to which the experiential approaches they have been employing with enthusiasm and success are aligned with a capabilities development model. We conclude with three observations.

First, involving students in community-engaged experiential learning opportunities is possible across different types of business courses and business degree programs. All examples describe concrete ways of bringing students into close contact with their communities, and encouraging inquiry-based learning. The largest class we discussed had 90 students enrolled. We acknowledge that in really big classes the logistics of organizing community-engaged learning opportunities may be prohibitive without additional assistance for the course organizer and reaching out to groups, organizations or initiatives in a broader geographical area.

Second, some courses, by virtue of the subject matter they deal with, will demonstrate the human capabilities development framework more explicitly than others. For example, the MBA course on community economic development, which offers students opportunity to work with non-profit organizations that seek to enhance the well-being of marginalized groups, evokes more readily some of the central ideas from the capabilities framework than a course, say, on meetings and event management. This is not to suggest, though, that capabilities development was not encouraged in the other courses featured. Leslie, for example, showed how providing students with opportunities to "learn by doing" through independent work encouraged participatory and active learning among students and let them have a voice which is heard and listened to. In addition, using group work and in-class sessions for discussions allowed students to engage a plurality of views in dialogue and debate, and encouraged them to respect, recognize and value diversity and differences. The same can be concluded for Stephanie's classes.

Third, while all featured examples demonstrated that students were provided with opportunities to develop key skills and academic knowledge important for successful participation in the world of work (teaching both academic and professional value, according to the language used by Kosnik et al. 2013), opportunities for the development of moral value (e.g., being able to engage a plurality of views in dialogue and debate; and respecting, recognizing, valuing diversity and differences) and capabilities such as “being able to work in and form effective groups and social relations based on mutual trust” were also given. The fostering of resilience and confidence to act for social change came through most strongly in Catherine’s community economic development course; however, Stephanie’s students in the hospitality and tourism management program were provided with opportunities to engage in public reasoning with airport representatives on how to make the arrival experience on Cape Breton Island more welcoming; and Leslie’s students had opportunity to learn about and navigate different stakeholder perspectives. More broadly speaking, we observe that if the goal is indeed to prepare students to be able to take on the role of change agents for a fairer and more sustainable future, then we may need to consider more deeply how courses could be designed to engage students in developing partnerships across status hierarchies, and engage in deliberation with members of the public.

To conclude, we showed that courses and pedagogical practices employed in our business school provide many opportunities for capabilities development through community-engaged experiential or inquiry-based learning. While opportunities for capability development clearly are not limited to community-engaged learning, it is one way in which capabilities development can be supported. The examples we showcased do not address all of the important capabilities identified by Walker and MacLean (2013), and they were not meant to present ideal cases but possibilities to be built upon. By proposing capabilities development as a vision of the purpose of higher education, we hoped to encourage reflection in the wider business education community on the goals of business education programs, desirable learning outcomes associated with these goals, and the curricular and pedagogical practices required to achieve these.

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