



# Creating A Better World Together

82nd Annual Meeting of the Academy of Management  
5-9 August 2022 | Seattle, Washington, USA | A Hybrid Experience

## *Synchronous and Asynchronous Teaching: Realigning Teaching Approaches to a VUCA World*

Exploring the Lived Experiences of Faculty Negotiating the Challenges of Remote and HyFlex Delivery

# Research Questions, Design & Methods

## Research Questions

1. How did faculty adapt to meet the challenges of synchronous and asynchronous teaching during the COVID-19 pandemic?
2. What influences the extent to which faculty flourish in a crisis?
3. How can exploring faculty lived experiences provide insights to guide post-pandemic higher education management practice?

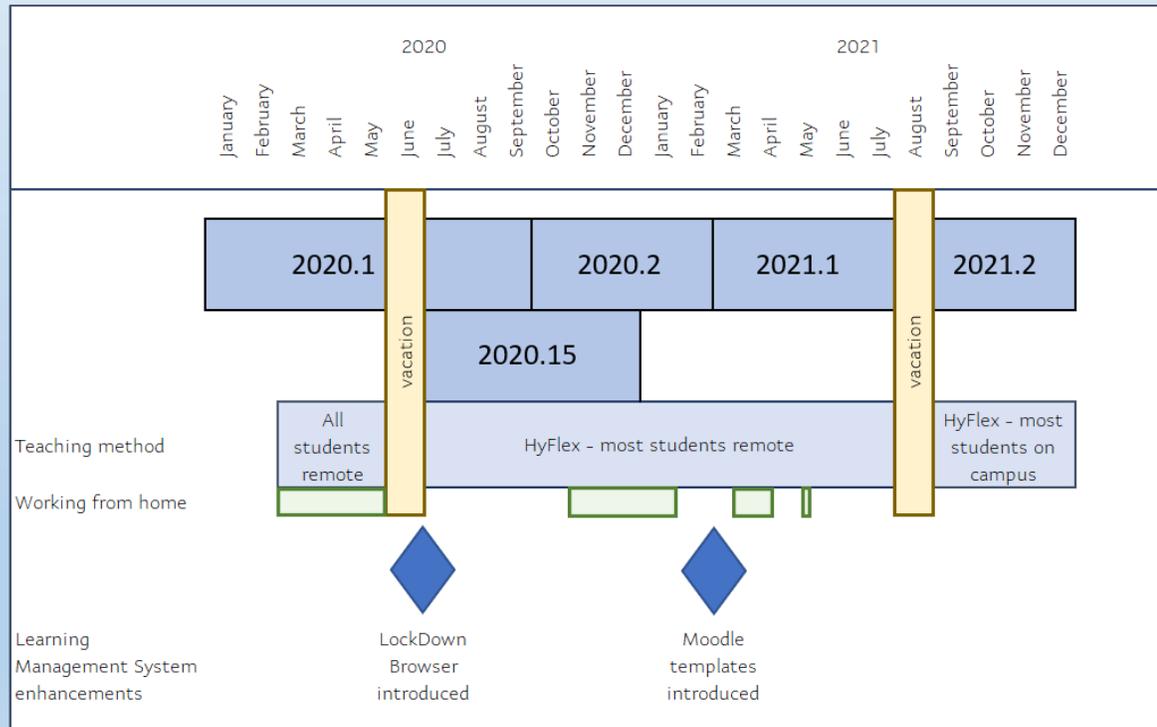
## Design & Methods

- Interpretative Phenomenological Analysis (IPA) (Mayoh & Onwuegbuzie, 2015; Pietkiewicz & Smith, 2012; Smith & Osborn, 2008).
- Small homogeneous sample ( $n = 8$ ).
- In-depth interviews using a critical incident visual timeline and a list of adjectives gleaned from literature on flourishing, resilience and grit as cues (Butler & Kern, 2016; Duckworth et al., 2007; Seligman, 2011, 2018; Warner & April, 2012).
- MAXQDA used to generate illustrative document portraits, experiential statements, code maps.



# Interview Prompts and Cues

## Interview Prompt 1: Critical Incident Visual Timeline

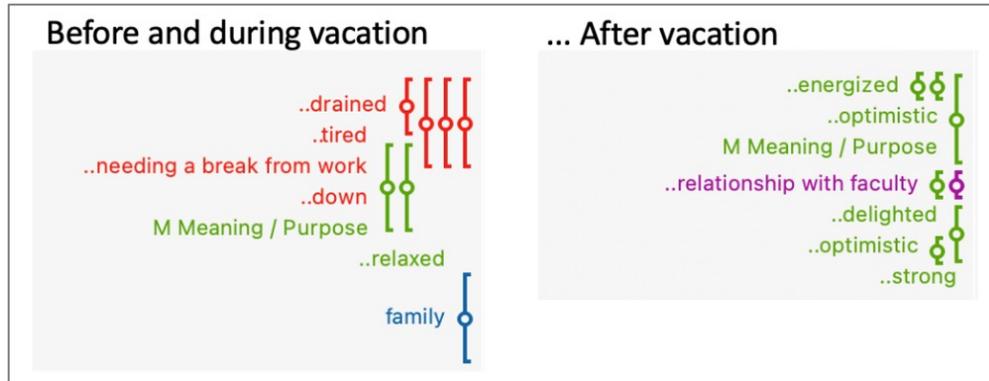


## Interview Prompt 2: List of Adjective Cues

alert	down	overwhelmed
angry	energized	nervous
anxious	enthusiastic	proud
attentive	excited	regretful
cheerful	frustrated	self-confident
concentrating	guilty	sorry
delighted	happy	strong
determined	hostile	stressed
disappointed	joyful	supported
discouraged	let down	tired

# Coding and Emergent Themes

## The Positive Impact of Planned Vacation on Flourishing

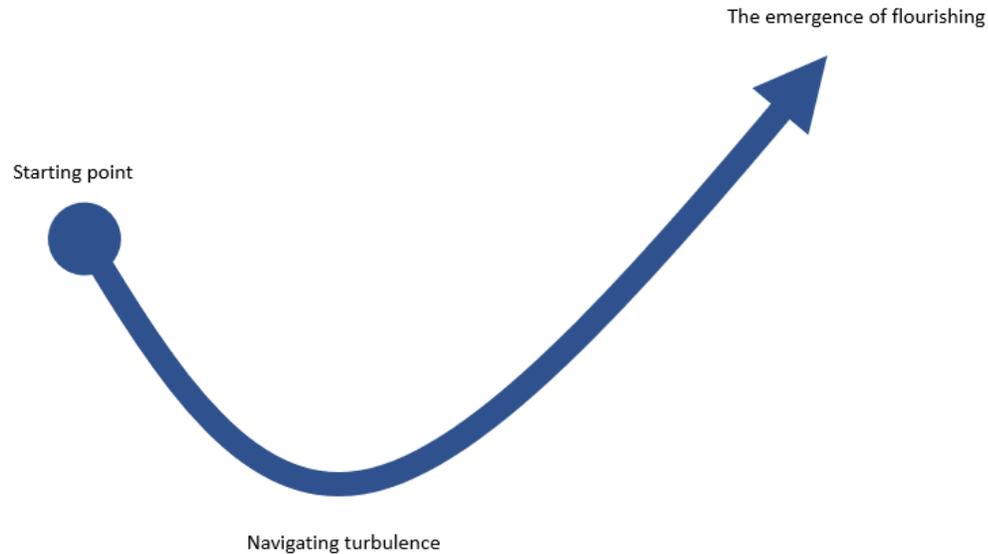


## PERMA Building Blocks and Corresponding Emergent Themes

PERMA Building Block	Emergent Themes from IPA of Participant Data
Positive emotion	Pride / Confidence / Happiness / Optimism
Engagement	Investment (manifested as extra work) / Determination
Relationships	Support / Community / Connection / Concern
Meaning	Doing right by the students (professionalism & responsibility)
Accomplishment	Finding solutions / Growing competence / Self-efficacy

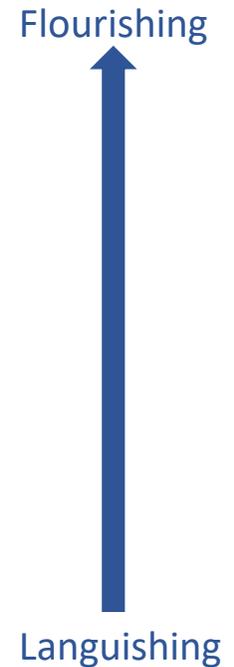
# The Flourishing-Languishing Cline (Keyes, 2002)

## A Journey to Flourishing



## Emergent Profiles

- Upbeat fixer
- Maverick beacon
- Analytical shepherd
- Buoyant experimenter
- Solidary professional
- Gritty survivor
- Fragile pioneer
- Dedicated load-bearer



## Experiential Statement

A very resourceful interviewee who realised quickly the 'obvious' - that a great deal of work would be required.

Proud and confident in the results of his efforts.

Some of the work seems to have been futile and there is some frustration - but the attitude here is buoyant and determined.

His diligence has led to a lot of extra work - he talks a lot about his investment.

He also shares frustrations with the institution.

Self-assured, highly analytical, willing to forge his own path - even if that means rejecting guidance provided and management communications.

Wears extra work like a badge of honour.

Highly aware of the students' perceptions. Calming, reassuring stance for the students but a huge amount of work behind the scenes.

Autonomously driven flourisher - very action oriented - less reflective

I - 398

You - 167

We - 81

Students - 48

## The Maverick Beacon

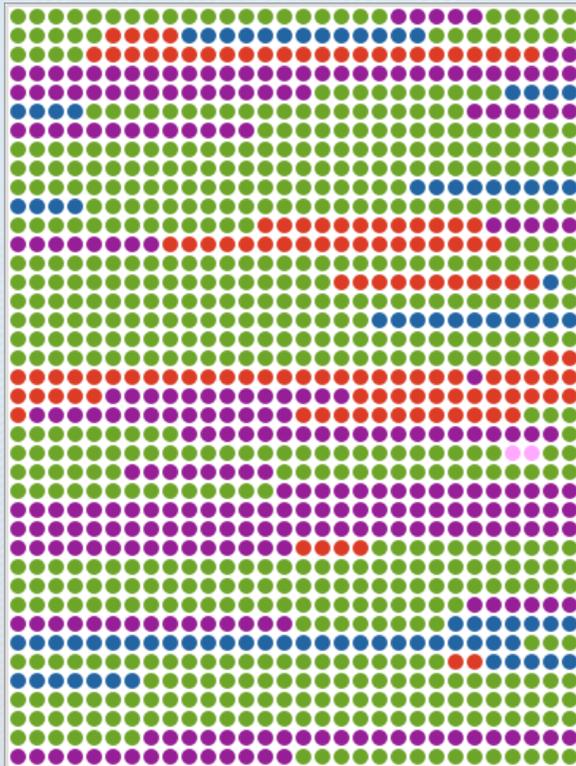
This experiential statement was characterised by individualistic qualities.

The profile of a lone ranger emerged – providing a guiding light to students.

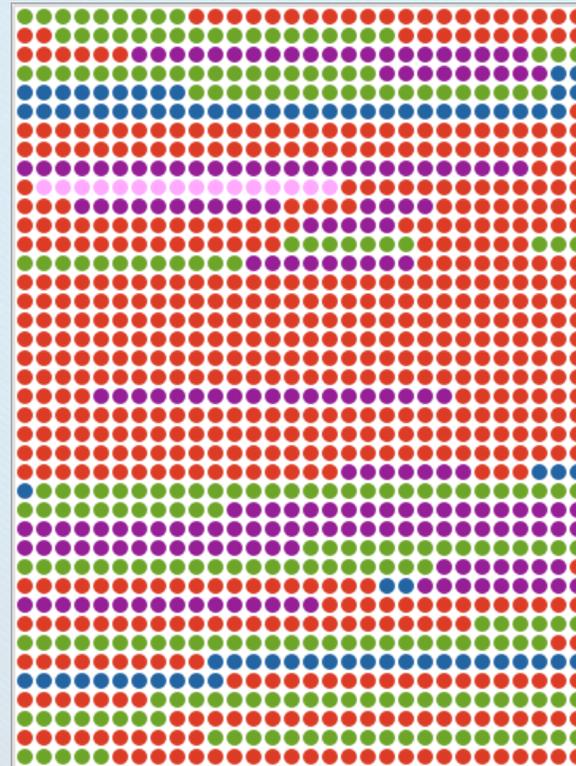


# Comparison of Document Portraits

**Flourisher**  
**Upbeat fixer**



**Languisher**  
**Dedicated load-bearer**



# Findings & Recommendations

- **One size does not fit all**

- Despite the shared trajectory superficially, a complex individuality in the journey to flourishing emerged.
- Gender is an influencing factor: The stereotypical perception, that women take care and men take charge (see Prime et al., 2009; Prowse et al., 2020), was evident in our cross-case analysis, but some nuance also came to light.

- **Reduce managerialism and increase support**

- A novel culture of experimentation and creativity was facilitated by a deliberate simplification and streamlining of administrative and managerial processes, enabling faculty to individually adapt and adjust their approaches and methods.
- Agency, combined with timely and tailored support, are crucial enablers of adaptability and resilience, facilitating flourishing.
- Multi-mode delivery is more demanding and this needs to be factored into workload models and vacation planning.



## References

- Beatty, B. J. (2019). *Hybrid-flexible course design*. EdTech Books. <https://edtechbooks.org/hyflex/>
- Butler, J., & Kern, M. L. (2016). The PERMA-Profler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing*, 6(3), 1–48. <https://doi.org/10.5502/ijw.v6i3.526>
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Kelly, K. (2020, May 7). *COVID-19 planning for fall 2020: A closer look at hybrid-flexible course design*. Phil on Ed Tech. <https://philonedtech.com/covid-19-planning-for-fall-2020-a-closer-look-at-hybrid-flexible-course-design/>
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207–222.
- Lederman, D. (2020, May 13). *The HyFlex Option for Instruction if Campuses Open This Fall*. Inside Higher Ed. <https://www.insidehighered.com/digital-learning/article/2020/05/13/one-option-delivering-instruction-if-campuses-open-fall-hyflex>
- Lieberman, M. (2018, January 24) *Introducing a new(-ish) learning mode: Blendflex/hyflex*. Inside Higher Ed. <https://www.insidehighered.com/digital-learning/article/2018/01/24/blendflex-lets-students-toggle-between-online-or-face-face>
- Mayoh, J., & Onwuegbuzie, A. J. (2015). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research*, 9(1), 91–107. <https://doi.org/10.1177/1558689813505358>
- Pietkiewicz, I., & Smith, J. A. (2012). A practical guide to using Interpretative Phenomenological Analysis (IPA) in qualitative research psychology. *Czasopismo Psychologiczne (Psychological Journal)*, 18(2), 361–369. <https://doi.org/10.14691/CPPJ.20.1.7>
- Smith, J. A., & Osborn, M. (2008). Interpretative phenomenological analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (2nd ed., pp. 53–80). SAGE Publications Ltd.
- Prime, J. L., Carter, N. M., & Welbourne, T. M. (2009). Women “take care,” men “take charge”: Managers’ stereotypic perceptions of women and men leaders. *The Psychologist-Manager Journal*, 12(1), 25–49. <https://doi.org/10.1080/10887150802371799>
- Prowse, J., Prowse, P., & Perrett, R. (2020). ‘Women take care and men take charge’: The case of leadership and gender in the Public and Commercial Services Union. *Economic and Industrial Democracy*. <https://doi.org/10.1177/0143831X20943682>
- Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Atria Paperback.
- Seligman, M. (2018). PERMA and the building blocks of well-being. *The Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2018.1437466>
- Stachowiak, B. (2020, May 12) *Hyflex learning*. [Podcast] Teaching in Higher Ed. <https://teachinginhighered.com/podcast/hyflex-learning>.
- Warner, R., & April, K. (2012). Building personal resilience at work. *Effective Executive*, 15(4), 53–68. <https://doi.org/10.1179/1743275813Y.0000000026>

