

Philosophical Anthropology for Management

Introduction

Management is about human beings and consequently significant knowledge of the human being is necessary for managers. Social science provides empirical knowledge but any science has its limitations; philosophical anthropology, which has been widely developed over the ages, can help us gain access to a better understanding of the human being. In addition, philosophical anthropology can provide a source for constructing testable models for new scientific developments.

Objectives

The first objective of this course is to make clear that management always entails a certain vision of the human being, along with a view of the nature and purpose of the business firm and society.

A second objective is to gain understanding of different views of the human being provided by religions, philosophy and neurological sciences.

A third objective is to reflect on key anthropological topics relevant for management such as rationality, emotions, free will, aesthetic experience, relationability and sociability, sense of transcendence, capacity of moral discernment, human flourishing, and the structure of the human action.

The overall goal of this course is to provide a strong anthropological base for understanding management and management theories.

Learning Outcomes

Understand the anthropological models and ethical assumptions underlying economic and managerial theories.

Know basic concepts, arguments and proposals of philosophical anthropology which are applicable to management.

Explore how philosophical anthropology and ethics can be applied in conducting business within society.

Competences

General competencies:

CG1: Acquire knowledge, skills, abilities and attitudes required to conduct research on a global basis in the field of business management.

CG2: Identify and solve business problems, often with uncertain and incomplete information, and involving direction and management of people in organizational frameworks.

CG3: Conduct a critical analysis, evaluation and synthesis of new and complex ideas with the objective to produce general principles applicable to business situations.

CG4: Profound understanding and appreciation of the importance of the human factor within an organizational framework.

CG7: Know the main concepts and policies in the area of philosophical anthropology that specifically contribute to deepening its relationship with business management.

Basic competencies:

CB6: Demonstrate knowledge and understanding that provide a basis or opportunity for originality in developing and / or application of ideas, often related to a research context.

CB7: Students must be capable of applying their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to business ethics and corporate social responsibility.

CB8: Students should be able to integrate business ethics knowledge and handle complexity, and to formulate judgments based on information that was incomplete or limited, including reflection on social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9: Students should be able to communicate clearly and concisely their conclusions, underlying knowledge and reasons to a specialized and non-specialized audience.

CB 10: Students should possess the learning outcomes that enable them to continue studying in a way that will be largely self-directed or autonomous.

Specific competencies:

CE1: Understand the concepts of anthropological philosophy and analyze from them management theory and practice.

CE5: Ability to understand state-of-the-art research in philosophical anthropology applied to management published in the top academic journals and compare and contrast the arguments developed in the papers from a logical and empirical point of view.

CE6: Ability to take current management and organizational human problems and identify how different philosophical anthropology can help us understand them.

Content

This course begins with a discussion of the idea of human being underlying the mainstream economic and managerial theories and how ethics is, or is not, integrated in these theories.

After presenting the role and limitations of science and philosophy in acquiring knowledge of the human being, the seminar will analyze a set of basic elements of anthropological philosophy and ethics.

Finally, we will focus on how these elements have an influence on human action including labor, and are thus relevant in managing people and in maintaining a proper relationship with the natural environment.

Methodology

Discussion of research papers and case studies on crucial issues related to philosophical anthropology in management. A book authored by D. Melé and C. González Cantón (see bibliography) is suggested as basic textbook for this course.

Evaluation

Evaluation will be based on participation in class discussions (50%) and a final exam (50%).

Course Outline

PART 1. IDEAS OF THE HUMAN BEING		
1	The Idea of the Human in Adam Smith	<ul style="list-style-type: none"> • R. H. Coase, 1976, <i>Adam Smith's view of man</i>, Selected Papers No. 50. Graduate School of Business. The University of Chicago, Chicago. • Abela, A. V. 2001. 'Adam Smith and the Separation Thesis' <i>Business & Society Review</i>, 106:3, 187-99. <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the idea of man in the view of Adam Smith according to Coase? What does Abela say about the anthropology of A. Smith? 2. Is 'self-interest' the only driver of human behavior in Adam Smith's thought? 3. Where does the theory of the 'invisible hand' come from? 4. What is the main thesis of Abela? What arguments provide support to this?

<p style="text-align: center;">2</p>	<p>The <i>Homo Economicus</i> Model and Beyond</p>	<ul style="list-style-type: none"> • M. C. Jensen and W. H. Meckling: 1994, 'The Nature of Man', <i>Journal of Applied Corporate Finance</i> 7(2), 4-19. <p>Questions:</p> <ol style="list-style-type: none"> 1. Compare the Economic (or Money Maximizing) Model, Psychological (or Hierarchy of Needs) Model and the Sociological (or Social Victim) Model. What are the respective intellectual premises of these models? 2. Contrast the classic <i>homo economics</i> model with the Resourceful, Evaluative, Maximizing Model (REMM) proposed by Jensen and Meckling. What is your opinion of the latter? Why? <p>Further reading:</p> <p>D. Melé and C. González-Cantón, <i>Human Foundations of Management. Understanding the homo humanus</i> (FHM, hereafter) Chap 1. 'The <i>Homo Economicus</i> Model'.</p>
<p style="text-align: center;">3</p>	<p>View of the Human Being in Management Theories</p>	<ul style="list-style-type: none"> • Scott, W. G. & Hart, D. K. 1971. 'The Moral Nature of Man in Organizations: A Comparative Analysis.' <i>Academy of Management Journal</i>, 14:2, 241-55. • Hellreigel, D. 1971. 'The Moral Nature of Man In Organizations: A Comparative Analysis: Comment.' <i>Academy of Management Journal</i>, 14:4, 533-37. • Scott, W. G. & Hart, D. K. 1971. 'The Moral Nature of Man in Organizations: A Comparative Analysis. Reply.' <i>Academy of Management Journal</i>, 14:4, 538. • S. Ghoshal, 2005, 'Bad Management Theories Are Destroying Good Management Practices', <i>Academy of Management Learning & Education</i>, 4 (1), 75-91 <p>Questions:</p> <ol style="list-style-type: none"> 1. Analysis the debate between Scott & Hart and Hellreiel. 2. What are the main theses of Ghoshal and Pfeffer? 3. What can we say about their arguments?

		<p>4. What consequences for business education could the Neo-economics-based theories discussed by Ghoshal have?</p> <p>Further reading: FHM, Chap. 2. <i>'The Idea of the Human Person in Management and Organizational Theories'</i>.</p>
4	Science in understanding the human being	<ul style="list-style-type: none"> • F. A. von Hayek, 'The pretence of knowledge. Nobel Memorial Lecture. December 11, 1974. <i>American Economic Review</i>, 79 (1974): 3-7. • F. Ferraro, J. Pfeffer and R. I. Sutton, 'Economic Language and assumptions: How Theories Can Become Self-Fulfilling', <i>Academy of Management Review</i>, 30 (2005): 8-24. <p>Questions:</p> <ol style="list-style-type: none"> 1. What can science provide and not provide to our knowledge of the human being? 2. Discuss the arguments of Hayek's Nobel Memorial Lecture. 3. Discuss the article by Ferraro <i>et. al.</i>, and provide examples of self-fulfilling theories in management. <p>Further reading: FHM, Chap. 3. <i>Knowledge of the human being through science</i>.</p>
5	Religions in understanding the human being	<ul style="list-style-type: none"> • Henriksen, Jan-Olav. "Human Nature, Religious and Philosophical Aspects." <i>Encyclopedia of Science and Religion</i>. 2003. • Chalupníček, P.: 2014, 'From an Individual to a Person: What Economics Can Learn from Theology about Human Beings', <i>Economic Journal Watch</i> 11(2), 120-126. <p>Questions:</p> <ol style="list-style-type: none"> 1. What can religion, theology and philosophy provide and not provide to our knowledge of the human being? 2. Can science be integrated into Theology?

		<p>Further reading:</p> <p>HFM, Chap. 4. <i>Views of the Human Being in Religions and Philosophies</i> (Religions)</p>
6	<p>Philosophies in understanding the human being</p>	<ul style="list-style-type: none"> • Tsoukas, H. and S. Cummings, 1997, 'Marginalization and Recovery: The Emergence of Aristotelian Themes', <i>Organization Studies</i>, 18, 4: 655-683. • J. Fontrodona and D. Melé: 2002, 'Philosophy as a Base for Management: An Aristotelian Integrative Proposal', <i>Reason in Practice. The Journal of Philosophy of Management</i> 2(2), 3-9. <p>Questions:</p> <ol style="list-style-type: none"> 1. In what sense can Aristotle's thought make a contribution to management? 2. Is it possible to integrate scientific and philosophical thought for a better understanding of the human being? <p>Further reading:</p> <p>HFM, Chap. 4. <i>Views of the Human Being in Religions and Philosophies</i></p>
<p>PART 2. PHILOSOPHY OF THE PERSON</p>		
7	<p>Person and Personality</p>	<ul style="list-style-type: none"> • Case study IESE BE-181-E Conchi Martín: Seeking a job (A) <p>Questions:</p> <ol style="list-style-type: none"> 1. Why did Conchi want to move from her current company? 2. What does motivate the decision regarding Conchi? 3. What would you recommend to Conchi?
8	<p>The Notion of Person and the Body-Mind problem</p>	<ul style="list-style-type: none"> • Rescher, Nicholas, 1990, "What is a person" in <i>Human Interests. Reflections on Philosophical Anthropology</i>, Stanford University Press, Stanford, California. • M. J. Adler, 'The immateriality of mind' in <i>Aristotle for Everybody</i>, pp. 179-184.

		<p>Questions:</p> <ol style="list-style-type: none"> 1. What is the difference between the notion of “person” and the notion of “self”? 2. How do you characterize the distinctiveness of the human being in contrast to other animals? 3. What does “person” add to the notion of “individual”? 4. Discuss Adler’s argument about the immateriality of the mind. <p>Further reading:</p> <p>HFM Chap. 5: <i>Human Nature and the Uniqueness of the Human Being.</i></p>
9	Drivers of Human Behavior	<ul style="list-style-type: none"> • Case study: HBR 383029 Jim Sawyer (A). <p>Questions:</p> <ol style="list-style-type: none"> 1. What is your diagnosis of the problem as seen by Richard Hammond? As seen by others (e.g., Robert Taylor?) 2. Can you give a rational deliberation on the case? 3. What should be done in this situation?
10	Reason, Rationality and Rational Knowledge	<ul style="list-style-type: none"> • R. F. Crespo, 2008, 'Coming back to theoretical and practical rationalities in Economics', <i>IAE Working Papers Series</i>, DT 06/2008. • M. J. Adler, 'Telling the truth and thinking it' / 'Beyond a reasonable doubt', in <i>Aristotle for Everybody</i>, pp. 151-159 and pp. 160-167. <p>Questions:</p> <ol style="list-style-type: none"> 1. Is the world / nature 'rational'? If so, what does this mean? How different is the order in nature from the order in the 'artificial world'? 2. Explain the main differences between instrumental and practical rationality and their respective consequences for management. 3. What are the differences between knowledge, beliefs

		<p>and opinion?</p> <ol style="list-style-type: none"> 4. Where do our ideas come from? 5. Adler proposes different kinds of knowledge. What are the kinds of truth that management is interested in? <p>Further reading: FHM, Chap. 6, <i>Reason and Rational Knowledge</i>.</p>
11	Emotions, Feelings and Aesthetic Experience	<ul style="list-style-type: none"> • S. Kowalczyk, 'The emotional sphere – love', in <i>An Outline of the Philosophical Anthropology</i>, pp. 85-102. <p>Questions:</p> <ol style="list-style-type: none"> 1. Provide an explanation and critique of the different interpretations of emotions. 2. Can human beings ever be free from their emotions? Would that be desirable? Why or why not? 3. How are emotions evaluated? What are the dangers of denying/ rejecting/ downplaying emotions? What are the dangers of absolutizing/ glorifying/ exaggerating the importance of emotions? 4. How may emotions and rationality interact? <p>Further reading: HFM, Chap. 6 <i>Feelings, emotions and aesthetic experience</i>.</p>
12	Free Will and Responsibility	<ul style="list-style-type: none"> • Haeffner, G., 1989, "Lack of reasons for mechanistic determinism", <i>The Human Situation. A Philosophical Anthropology</i>, 158-172. <p>Questions:</p> <ul style="list-style-type: none"> • Freedom could be understood in different ways: how would you characterize them? Which are more common in our current times? Which are more difficult to understand nowadays and why? • In what sense are freedom and determinism opposed terms? In what sense are they complementary?

		<p>Further reading:</p> <p>HFM, Chap. 7, <i>Human Will and Character</i>, pp. 157-171</p>
13	Human capacity for learning	<ul style="list-style-type: none"> Case study: IESE DPO-22-E Lara Castro: A Coaching Process (A) <p>Questions:</p> <ol style="list-style-type: none"> Why did Lara feel a strong sense of impotence in her managerial task? Why did Abelardo believe that Lara's problem was not a matter of training? Do you agree? Can Lara's potential be developed? How?
14	Habits and Character	<ul style="list-style-type: none"> Alzola, M.: 2008, 'Character and Environment: The Status of Virtues in Organizations', <i>Journal of Business Ethics</i> 78(3), 343-357. Hartman, E. M.: 2006, 'Can We Teach Character? An Aristotelian Answer', <i>Academy of Management Learning & Education</i> 5(1), 68-81. <p>Questions:</p> <ol style="list-style-type: none"> Why is character relevant in management? How are virtues and vices acquired? Can character be taught in management education? <p>Further reading:</p> <p>HFM, Chap. 7, <i>Human Will and Character</i>, pp. 171-177.</p>
15	The Human-Nature Relationship	<ul style="list-style-type: none"> Ariansen, P. 1998. 'Anthropocentrism with a human face.' <i>Ecological Economics</i>, 24:2/3, 153. Sztybe, D. 2000. 'Taking Humanism Seriously: "Obligatory" Anthropocentrism.' <i>Journal of Agricultural & Environmental Ethics</i>, 13:3/4, 181-203. <p>Questions:</p> <ol style="list-style-type: none"> Compare different philosophical perspectives on the human-natural environment relationship. Discuss the main arguments presented in these

		<p>papers</p> <p>3. What implications for management are entailed by taking one or another perspective on human-nature relationships?</p> <p>Further reading:</p> <p>HFM, Chap. 8, <i>Relational Dimensions of the Human Being</i>, pp. 179-184.</p>
16	Relationability and Sociability	<ul style="list-style-type: none"> Case study IESE DPO-320-E HEG Munich: Leading Change in a Successful Team <p>Questions:</p> <ol style="list-style-type: none"> What is AI's real problem? How do you evaluate getting "results without strong relationships"? How could relationships in this organization be improved? <p>Further reading:</p> <p>HFM, Chap. 8, <i>Relational Dimensions of the Human Being</i>, pp. 185-193.</p>
17	Transcendence, Religion, and Spirituality	<ul style="list-style-type: none"> Kutcher, E., J. Bragger, O. Rodriguez-Srednicki and J. Masco: 2010, 'The Role of Religiosity in Stress, Job Attitudes, and Organizational Citizenship Behavior', <i>Journal of Business Ethics</i> 95(2), 319-337. Guillén, M., Ferrero, I. & Hoffman, W. M. 2015. 'The Neglected Ethical and Spiritual Motivations in the Workplace.' <i>Journal of Business Ethics</i>, 128:4, 803-16. <p>Questions:</p> <ol style="list-style-type: none"> How is human nature open to transcendence? Why can religion and spirituality be relevant in management? What is in your view the main contribution of Guillén <i>et al.</i>? What further research could you suggest?

		<p>Further reading:</p> <p><i>HFM</i>, Chap. 9, pp. 193-203.</p>
18	Happiness & Human Flourishing	<ul style="list-style-type: none"> Case study: IESE FH 632-E Nieves Aguilar (A) <p>Questions:</p> <ol style="list-style-type: none"> 1. What is Nieves' problem? 2. What does Nieves ultimately want? 3. What would you recommend to Nieves? <p>Further readings:</p> <p><i>HFM</i>, Chap. 10, <i>Happiness, human Flourishing, and Moral Discernment</i>, pp. 205-211.</p> <p><i>HFM</i>, Chap. 10, <i>Happiness, human Flourishing, and Moral Discernment</i>, pp. 205-219.</p>
19	Moral Judgments	<ul style="list-style-type: none"> Case study: IESE BE 165-E 2-307-019 A Young Manager's Dilemma: Safety or Profit? <p>Questions:</p> <ol style="list-style-type: none"> 1. What is Antonio Cobos' dilemma? 2. How would you judge the options he posits? 3. What would you recommend to Antonio? <p>Further reading:</p> <p><i>HFM</i>, Chap. 10, pp. 219-227.</p>
20	Human Work	<ul style="list-style-type: none"> J. Fontrodona et al, 2008, 'Work, education and civil society: Building a better society through a full understanding of work', <i>Oikonomia</i>, 1 (7) [the last epigraph, 'the civil society and its logics' is unnecessary for our topic. You can skip it] Richardson, C., Sinha, L. & Yaapar, M. S. 2014. 'Work ethics from the Islamic and Hindu traditions: in quest of common ground.' <i>Journal of Management, Spirituality & Religion</i>, 11:1, 65-90. Ali, A. J. & Al-Owaihyan, A. 2008. 'Islamic work ethic: a critical review.' <i>Cross Cultural Management</i>, 15:1, 5-19.

		<p>Questions:</p> <ol style="list-style-type: none">1. Contrast the different philosophical and religious perspectives proposed on human work.2. Differentiate the objective and the subjective dimensions of human work.3. How can work contribute to human flourishing? <p>Further reading:</p> <p>HFM, Chap. 10, pp. 228-232.</p>
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Bibliography

This seminar is inspired on the scheme of this book:

- Melé, D. and González-Canton, C.: 2014, *Human Foundations of Management. Understanding the 'homo humanus'* (Palgrave MacMillan, New York). This book is included as main reading.

Other works on philosophical Anthropology recommended:

- Haeffner, G.: 1989, *The Human Situation: A Philosophical Anthropology* (University of Notre Dame Press, Notre Dame, IN).
- Kowalczyk, S.: 1991, *An Outline of the Philosophical Anthropology* (P. Lang, Frankfurt am Main-New York).