TAKING AN INTEGRAL APPROACH TO CLASSROOM-AS-ORGANIZATION (CAO)

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Aim of abstract
Based on our experiences teaching and conducting research on sport event management and leadership courses, we realize that the Classroom-as-Organization (CAO) approach helps students develop increased self-confidence, greater self- and social awareness (Sheehan et al., 2009) and a better understanding of how to perform effectively in "real world" settings. While encouraged by these findings, we believe educators and their students are better served when the CAO approach is conceptualized and facilitated within a holistic framework. As such, in this presentation, we will introduce the application of Wilber's (2006) All Quadrants, All Levels (AQAL) model to the CAO approach. Doing so allows for a more integral framing of CAO and a systemic understanding of its impact on students' development via the interaction of the intentional, cultural, behavioral, and social aspects of managing an organization within the context of a classroom.

Literature review
The classroom-as-organization (CAO) approach involves making organizational properties meaningful to undergraduate students within the context of a university classroom, giving them the responsibility for planning, organizing, and leading the class (Sheehan et al., 2009). This approach is one of a number of pedagogies (i.e., action learning, collaborative learning, problem- and project-based learning) that are under the umbrella of experiential learning (EL) and has been a topic of discussion and debate among management educators (Sheehan et al., 2009).

When applying Wilber's AQAL model to the CAO approach, the impact of the elements enacted within a CAO learning context on students' development through AQAL's four equal and irreducible perspectives (i.e., the Upper Left (UL), the Lower Left (LL), the Upper Right (UR) and the Lower Right (LR) quadrants) are better understood (Jowdy et al., 2009). Specifically, *both* the individual and collective *and* the interior and exterior of experiences can be fully acknowledged through this application. Applying the *UL* quadrant relates to students' development of their own interior or subjective consciousness, motivation, and intentions. Through this development, students become more aware of their own thoughts and feelings and how they might impact the development of a sport event. The *LL* quadrant relates to the development of a collective culture, characterized by individuals' shared values. Applying the tenets of this quadrant can develop an understanding of the group culture as represented through its common language and customary behaviors. The *UR* quadrant relates to the exterior form of any individual, thing, or event, characterized by one's overt and measureable physical actions or physiological changes. The *LR* quadrant is representative of how the exterior and observable form of separate "parts" collect to fit together as a functional whole to form the larger event as a social system.

Cook-Greuter's (2004) distinction of *lateral* and *vertical* development is also helpful when framing the application of the AQAL model within the CAO learning context. Lateral development refers to acquisition of knowledge, skills, and behaviors that deepen individuals' current perceptions of reality or meaning making (Cook-Greuter, 2004). Students' lateral development may be impacted by traditional learning activities focused on enhancing verbal, written, and interpersonal skills and functional and transferrable business skills such as finance, sales, or marketing . Alternatively, vertical development is the means by which "we learn to see the world through new eyes, how we change our interpretations of experience and how we transform our views of reality" (Cook-Greuter, 2004, p. 276). Students' vertical development may be impacted by alternative learning activities that focus on expanding students' subjective reality to both envelop past assumptions and transcend to include new and more expansive ones so as to increase their individual cognitive, behavioral and affective capacities.

Insights/implications
The CAO approach is one powerful pedagogy that affords students the opportunity to envelope and transcend beliefs. Our intention for using the CAO approach is our interest in stimulating students' lateral and vertical development. In addition, this is a first time application, thereby adding to both the CAO and EL literatures. The application using the CAO approach as part of the experiential learning pedagogies also encourages instructors to fully consider both the important intentional, cultural, behavioral, and social aspects that arise when managing an organization within the context of a classroom and also the emergent interactions between each of these aspects, Such consideration ultimately allows for a holistic and integrated focus on both curricular and student development.

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