

# BUILDING THE LEADERSHIP CAPACITY OF UK BUSINESS SCHOOLS



**WINTER 2014**

## Introduction

One of the frequently stated missions of business schools is to produce future leaders who make a difference in the world. Curiously, there are few studies of business school leaders. Currently, 18% of business school deans' jobs in the UK have an acting dean or are being advertised. Our colleagues at AACSB, ABDC (Australian Business Deans Council), and CFBSD (Canadian Federation of Business School Deans) also report a high turnover of deans in business schools in Australia and North America. As the Association of Business Schools has positioned itself since 2001 in part as 'the school for business schools' by supporting capacity building amongst our members with cohort programmes such as the Deans' and Directors' Development Programme, it is appropriate that we reflect on our own strategic leadership. How will we continue to develop competences that are fit for future models of business and management education and research in a more digitally networked and collaborative economy? How will we hire, develop, and assess those responsible for UK business schools?

This compilation emerged from the second ABS leadership pipeline workshop held on 8 October 2014 which also included interesting discussions with Prof. Frank Horwitz (Cranfield School of Management), Joan Jones and Dr Christopher Lake (Syllogism), Prof. Angus Laing (Chair, ABS), and Ksenia Zheltoukhova (CIPD). The 17 thought pieces from 24 contributors that follow provide an overview of the context, challenges, and socially constructed realities of business school leaders. Firstly, Starkey and Lejeune call for a 'back down to earth' scenario in disruptive times through engagement with local stakeholders and civic leaders and innovation rather than imitation. In my article, I consider the opportunities in becoming the 'Chartered Association of Business Schools' for enhancing future business school leadership competences, particularly in performance management and developing deans as public intellectuals. Bono reports on the 2014 ABS survey of business school deans. More widely, Currie advocates greater support through peer-to-peer networks for hybrid managers who blend academic and managerial perspectives in a turbulent environment. In reflecting on their own experiences as deans, Peters talks about balancing a portfolio of activities and Irani recounts how he made the decision to step down. Based on 21 interviews with (ex)deans, Oliver et al illustrate identity struggles and 'organisational hypocrisy' in complex multi-stakeholder environments. MacIntosh et al provide insights into the difficulties deans experience with working in low-authority environments and their attempts to mobilise faculty members who have different priorities. From a wider ideological viewpoint, two Finnish scholars, Alajoutsijärvi and Kettunen, consider three diverse models of universities as cathedrals of learning, earning, and deceiving. They argue that deans who are successful in one context may not thrive in another. Beyond arguments about the deanship, Cullen at AACSB calls for leadership development at all levels of the business school. Specifically, Mavin and Bessant stress the need to support first-line-manager-academics (FLMAs). From his personal experience of making the transition from being a partner in a professional services firm to a professor of practice in a university management department, Pepper recommends servant leadership and leading quietly as appropriate styles. Similarly, Jenkins supports the role of business schools to develop compassion in expert leaders who are leading experts. With respect to the leadership of learning, Yazdani reflects on the challenges in providing real experiences where students are able to apply theory in practice at the same time as building personalised portfolios. In the three papers on management research, Wilson discusses interesting data on global trends in research production in business schools. Mijnhardt offers a Dutch evaluation of

management research using a Q-R (Quality-Relevance) matrix he has developed which complements the UK's REF impact agenda that other countries are following with great interest. Finally, Thorpe makes the case to develop the pipeline for research leaders and researchers with new capabilities and calls for more ESRC funding for management research.

It is inevitable that there are gaps in this collection which we will seek to address in future publications. Recently in the *Financial Times* the PVC and Dean of Westminster Business School observed that 'less than a third of [UK] business school deans are women, but in contrast 56 per cent of our students are female and...they frequently face an absence of female role models' (Allan, 2014). As part of ABS's diversity agenda, we hold an annual lunch for business school women leaders where relevant thought pieces and survey feedback are discussed. Additionally, the ABS/EFMD International Deans' Programme provides a diversity of global perspectives with over 100 alumni since 2007 and offers scope for us to collect views from deans in different countries. The UK Bridge Programme with AACSB enables business leaders to develop their teaching skills while the ABS National Advisory Board Network of members on business school boards provides another useful opportunity to discuss governance and strategy with influential stakeholders. Importantly, the Association of Business Schools will be actively promoting UK business schools' impact case studies to make leading-edge management research more visible to policy makers.

It is hoped that these reflections contribute to a constructive dialogue about business school leadership in a post-heroic age. One UK leadership scholar (Tourish, 2013: 112) commented: 'It is time to rethink. Business schools should – with urgency – adopt approaches to leadership education that are more critical, relational, and reflective.' Clearly, we need to take our own excellent, high quality, and well evidenced medicine – for the sector's sustained success.

We welcome your feedback and look forward to continuing these debates with you.

Allan, B. (2014) 'Women fail to make the grade in senior academic roles,' *Financial Times*, 26 October.  
Tourish, D. (2013) *The Dark Side of Transformational Leadership: A Critical Perspective*. Hove and New York, NY: Routledge.

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## 1. Back down to earth? Business school leadership in a time of disruption

Prof. Ken Starkey, Nottingham University Business School, and Dr Christophe Lejeune, EFMD



Universities are faced with a situation of ‘creative destruction’ (The Economist, 2014) or, even worse, a ‘campus tsunami’ (Wall Street Journal, 2012) which has the potential to change the traditional configurations of university education radically.

Disruptive forces facing the sector include: a cost crisis; changing labour markets; new technology; new competition (for example, in the business school context, for-profit providers such as BPP); changing ‘consumer’ expectations; and global competition for students, for the best faculty, and for space in academic journals.



The balance between the traditional bricks and mortar model and web-mediated education may well be close to a tipping point.

Thomas et al (2013) present three scenarios for the future of business schools. Their best case scenario involves a renewal of the historical purpose of business schools in emulating élite US schools such as Harvard with two key goals: management education that produces effective business leaders and research that has a positive impact on the practice of management. Increased stakeholder value is generated

through improvement in education and moving closer to practice. Thomas and colleagues also present a scenario they consider to be the most likely — ‘muddling through.’ One where there is little change, apart from some niche specialisation, and schools carry on as they are. This seems unlikely to us.

We would argue that without change, as demand falters the conditions become ripe for Thomas et al’s (ibid) third, negative scenario, a ‘race to the bottom’, a period of stagnation and inevitable shakeout. Host institutions continue to demand more of business schools but the market is increasingly fragmented by new entrants, international and private providers, able to do things cheaper. Schools become less competitive and less interesting to better informed students faced with a proliferation of choice and delivery models.

In such an environment, the only schools that will survive and thrive are those that learn to innovate in a strange business sector which, unlike others, is characterised by entry but not exit (Christensen and Eyring, 2011). Universities have tended to survive because there has been a dearth of disruptive competition and disruptive technology, coupled in the business school case with rising demand fuelled by globalisation. The rules of competition have been set by the élite through ‘the Harvard effect’ and the ‘Carnegie ladder’ with a common goal of heavy emphasis on research, doctoral programmes and particular degrees (the MBA, for example). The strategy of most schools has been imitation, not innovation, supported by accreditations, league tables, journal lists, etc.

This situation is unlikely to last. Top schools in more élite universities will be able to rely, in the medium-term, on students who are willing to pay for a campus experience but there is now a significant and growing group who will want education tailored to their needs (e.g. work combined with study, blended learning, online learning ...) and at cheaper cost in this age of austerity. State support for and regulation of the sector are declining, allowing new entrants to make inroads with strong political support. We are

witnessing significant falls in demand, even for what were once premium products such as the MBA, which we would suggest has now become a ‘burning platform.’

In the words of Michael Barber, one of the most significant architects of UK public sector reform, particularly in schools when he headed Tony Blair’s Prime Minister’s Delivery Unit, *An Avalanche is Coming* and higher education faces a ‘revolution’: ‘Our belief is that deep, radical and urgent transformation is required in higher education as much as it is in school systems. Our fear is that, perhaps as a result of complacency, caution or anxiety, or a combination of all three, the pace of change is too slow and the nature of change too incremental’ (Rizvi et al, 2013: 3). The drivers here are technology and new entrants. Look at what Christensen himself is offering through Harvard’s new on-line service, HBX. According to Rich Lyons, Dean of Haas School, UC-Berkeley, half of US business schools could be out of business by 2020. And according to Christensen himself, half of US universities could face bankruptcy within 15 years.

Top schools will survive, although we would not want to hazard a guess at how many will be able to continue to operate with current ‘profit’ margins. We know what top schools do and what aspiring top schools need to do. Top schools are research intensive and teaching intensive with a strong research-led teaching culture and a shared faculty commitment to optimising the student experience (Anteby, 2013). Leadership in these schools is about strengthening this culture and innovating when it becomes necessary, as Harvard is doing with HBX. In top business schools good deans do what any good leader does — promote a shared sense of purpose and direction, clear identity and a strong brand, and challenge complacency, caution, and anxiety. In second tier schools, however, where business school and university agendas often differ, it is an unusual dean who can convince university management to take his/her business school seriously beyond the lure of the cash cow role too many business schools have been forced to adopt.

We propose a fourth scenario — ‘back down to earth.’ This will almost certainly require, as described by the Higher Education Funding Council (HEFCE), doing more with less and changing work cultures. We note that funding bodies and our political masters are adamant that complacency is not appropriate! Our scenario will involve deans courageous enough to challenge the almost ubiquitous imperative of churning revenue (based on large student numbers of undergraduate and unsustainable numbers of international postgraduate students) and to justify the role of the business school more effectively, committed to developing an academic learning community (of staff and students) rather than just running a business. In this scenario, we consider it possible to ‘thrive and prosper’ without necessarily emulating Harvard or any other elite US schools. There could well be a symbolic price to pay in pursuing it, which would involve challenging the shallow rhetoric of ‘grandiosity’ (Alvesson, 2013) now widespread in academic contexts which requires setting our sights lower and more realistically. It is striking, and bizarre, how many business schools nowadays claim to be pursuing ‘excellence’, achieving ‘world-class’ and aim to be in the ‘top X’ of a media-inspired global elite while only a very few national champions can actually hope to achieve the holy grail of ‘world-class excellence.’ Those schools claiming to play this game without actually the capacity or any realistic hope of sufficient investment to achieve it (and thus over-selling themselves) are most likely to lose in the race to the bottom.

However, those business schools that re-calibrate and pursue the 'back down to earth' scenario will have opportunities to thrive in a different way, namely by recognizing, valuing, and working with their local communities of internal and external stakeholders and engaging with them on a sustainable basis. Indeed, the local benefits of many business schools are too often forgotten, if not disregarded for the sake of the 'grandiosity' rhetoric. In the 'back down to earth' scenario, business schools will be proud of and value their impacts closer to home and be more critical of globalisation as the only game in town. Business schools engaged with a local community will strive to: (1) support local entrepreneurs and businesses, big or small; (2) develop research activities for the sake of local, regional and national economic development; and (3) interact and share knowledge with local business and civic leaders. It remains to be seen how this scenario might work out or how business schools might address the challenges it creates. With this in mind, EFMD has recently launched a tool called 'Business School Impact Survey' (BSIS) to help business schools assess and promote their impact on the local environment.

To the extent that they are ready to pay the entry price of the 'back down to earth' scenario, business schools will need leaders who have the credibility, aspiration, and courage to challenge the narrative of hyper-growth and hyper-success that afflicts many in the sector. It is time to rethink our capabilities, our ambitions, and our metrics for discussing success.

Alvesson, M. (2013) *The Triumph of Emptiness. Consumption, Higher Education, and Work Organization*. Oxford: Oxford University Press.

Anteby, M. (2013) *Manufacturing Morals*. Chicago: University of Chicago Press.

Christensen, C.M. and Eyring, H.J. (2011) *The Innovative University. Changing the DNA of Higher Education Inside Out*. San Francisco, CA: Jossey-Bass.

Rizvi, S., Donnelly, K. and Barber, M. (2013) *An Avalanche is Coming: Higher Education and the Revolution Ahead*. London: IPPR.

The Economist (2014) *Creative Destruction*. 28 June.

Thomas, H., Lee, M. and Wilson, A.D. (2014) 'Future scenarios for management education', *Journal of Management Development*, 33(5): 503–519.

Wall Street Journal (2012) *Changing the Economics of Education*. 4 June.

## 2. Future-proofing the UK business school deanship: Chartering horses for new courses

Dr Julie Davies, Association of Business Schools



In disruptive times when the familiar title of business school dean in the UK is being replaced by PVC and faculty/executive dean and there are shakeouts in the sector, we need to ensure we develop a new generation of resilient leaders responsible for UK business schools who will make a difference.

While many business schools claim to produce future leaders, little is known about the leaders of business schools. The few insights into leadership have tended to be anecdotal 'selfies.' As business and educational models of business schools evolve so has the nature of the deanship. Over time, it has shifted from a position that is internally elected by peers to a high stakes executive role hired after an extensive global search by head hunters. It is useful to reflect on the behaviours required of future UK business school deans and leadership teams and to promote further research from different stakeholders' perspectives.

On the one hand, it is an interesting and exciting time for British business school deans. They are responsible for the most popular subject of study in UK universities. Currently one in seven students in UK universities studies business and management (although in Australia it is one in three). In 2012/13 there were 337,245 higher education enrolments in business and administrative studies in the UK. While the UK's higher education sector has only grown on average by 5.2% since 1994, for business and administrative studies the average growth rate has been 28% (source: HESA 2012/13). The REF impact agenda favours an applied field and motivates us to produce compelling stories about excellent business and management research that is cross disciplinary and cross sector with stronger community/corporate engagement. Other countries are highly impressed by this national policy of engaged scholarship. UK business schools are promoted as anchors for local economies, important engines of growth for start-ups, small and medium-sized enterprises, and entrepreneurship. In post-92 university business schools, the traditional dean's title is often replaced by a new title of 'pro-vice-chancellor and executive dean.' Where the business school is a faculty, the faculty dean occupies a powerful place in the top management team. This means they have cross university roles and leverage, however, this can severely reduce the time they allocate to the business school. There are also increasing opportunities to become dean of a private business school and/or pursue a multinational career. This suggests even greater hybridity and breadth amongst deans and the dean's team. Business school leaders need to facilitate broader stakeholder engagement and integration within the university while differentiating the business school's brand. They are expected to cope with an accelerated pace of change and global competition. We argue that future deans must develop higher profiles to champion the legitimacy of business schools in social and other media. This will require their engagement as public intellectuals with thought leadership and Government policy. Deans will need to articulate more explicitly their business schools' achievements in meeting the bottom line linked with national economic growth, student employability, and engagement with wider social issues to demonstrate impact. They will also need to develop greater attention to managing performance (see Bono's article that follows).



There is no doubt that UK business school deans have experienced phenomenal success in appealing to international and premium fee paying students. The UK has more triple accredited business schools than any other country. Like the Netherlands, the UK has three business schools ranked in the most recent University of Texas Dallas *Top 100 Business School Research Rankings*, i.e. the highest amongst European countries and the same as Singapore. Moreover, the UK has recruited international talent to the position of dean from leading institutions, for example to Cambridge, Cranfield, and Oxford from INSEAD, IMD, and Harvard respectively. Now that US business schools are declining and Asian and European schools are rising in the *FT* global MBA rankings (Collet and Vives, 2013), we are well placed to understand business and management education and research beyond the dominant US model.

Nevertheless, in the UK we are seeing falling full-time MBA student numbers and fewer Chinese and Indian students as a consequence of students being included in net migration targets. Internal and institutional mergers are resulting in the appointment of faculty deans without business school experience and the creation of positions of heads of departments of management, thereby deleting the traditional title of business school dean. As income is based mainly on tuition fees used to maintain expensive 'castles' (Cornuel, 2014) and cross university subsidies, as well as internationally mobile faculty, the business school deanship can seem like 'mission impossible.'

The 2014 annual ABS leadership pipeline survey responses revealed that deans are expected to provide leadership, motivate, inspire and encourage people and manage stakeholders. Usually their 'going in' mandate is to deal with change, performance management, risk, and to make decisions. Self-management and personal resilience as well as negotiating skills are viewed as particularly important. Discrepancies between the remit discussed at interview and the subsequent actual mandate tend to relate to the need for greater decentralisation and agility on the part of the business school. Recruiting and the student experience are key challenges. In addition, some deans found staff morale lower than anticipated and that their jobs were more operational and less strategic with fewer opportunities to make university-wide strategic contributions than originally envisaged. There was also concern about disinterest from the centre and often a school's financial performance turning out to be lower than expected. Internally, deans sought better quality services from the central university, people and change management skills, and a focus on more realistic content for a 21<sup>st</sup> century curriculum. Suggestions to improve the dean's lot included greater peer exchange, possible case studies of successful business school deanship, and examples of how deans have managed to keep their research intact while at the same time creating further opportunities post deanship.

These findings suggest that we need greater appreciation of what types of dean fit different schools and better understanding of the expectations of and support for the role. Despite a typically one-size-fits-all list of attributes in advertisements for business school deans, context remains hugely important. Entrepreneurial leadership, balancing compliance and innovation in a constrained complex and contested public sector context with multiple stakeholders are tough activities. This is especially so where notions of distributed and responsible leadership can be difficult to enact as academic faculty are incentivised by individualistic targets related to journal publications rather than engaged citizenship within the university. Individual faculty members and business school deans are both struggling for

greater self-determination. Overall, it seems that current deans are preoccupied with making sense of their circumstances and facilitating change. They attend less to championing their value publicly which is an aspect of the role that needs to be addressed. They must work persuasively to shape and drive change from a middle position within institutional and industry constraints to get things done.

Future challenges for British business school deans are likely to include more mergers, consortia, and strategic alliances (as in Finland and France), greater self-sufficiency in relation to MBA surpluses (as in the USA, e.g. UCLA Anderson), progress with diversity issues (e.g. changing the current low proportions of female professors), and greater corporate and community engagement. In their report, Kring and Kaplan (2011) suggested that future business school deans must demonstrate 'strategic skills, enterprise management, innovation, and people and relationship effectiveness.' We would also add a focus on performance management (since the roles of academic faculty members are loosely defined), as well as strong communications skills upwards with the vice-chancellor and in public arenas to enhance legitimacy.

The Association of Business Schools has submitted a petition to the Privy Council to become the 'Chartered Association of Business Schools.' Assuming the outcome is successful, one option being mooted is to establish chartered membership for individuals in business schools. This will encourage continuous professional development and provide a useful mechanism to retool faculty members from narrow specialist roles of 'professing' to more complex academic leadership positions that demand broader skill sets in persuading and bridging multiple logics in hybrid organisations. It would help UK business schools to continue to punch above their weight by taking their own medicine — professionalised leadership development and capacity building for business school leaders. We must ensure ongoing commitment to our own (social) learning and the fitness for purpose of those at the helm of business schools to lead themselves in making tradeoffs between risks and rewards. What counts is not the size of UK business schools in the fight for students and talent, but recalibrating the talent and fight of our business school leaders to ensure we continue to raise the bar of British business school standards, outreach and our competitive advantage. In a post-heroic age of digital collaboration and social media, to produce future deans and other hybrid professional leaders, the Association of Business Schools needs proactively to continue to support the suitability and resilience of a diversity of 'horses' — and teams of horses at all levels — for new types of courses.

Collet, F. and Vives, L. (2013) 'From pre-eminence to prominence: The fall of U.S. business schools and the rise of European and Asian business schools in the *Financial Times* global MBA rankings', *Academy of Management Learning & Education*, 12(4): 540—563.

Cornuel, E. (2014) *From castles to networks: Will business schools survive?* TEDxAix, 9 May, <http://www.youtube.com/watch?v=1XVWvmFxtuM>

Kring, K. and Kaplan, S. (2011) *The business school dean redefined. New leadership requirements from the front lines of change in academia*. Los Angeles, CA: Korn/Ferry Institute.

University of Texas Dallas *Top 100 Business School Research Rankings* <http://jindal.utdallas.edu/the-utd-top-100-business-school-research-rankings/worldRankings#20092013>

### 3. ABS 2014 survey on leadership amongst deans: Key results

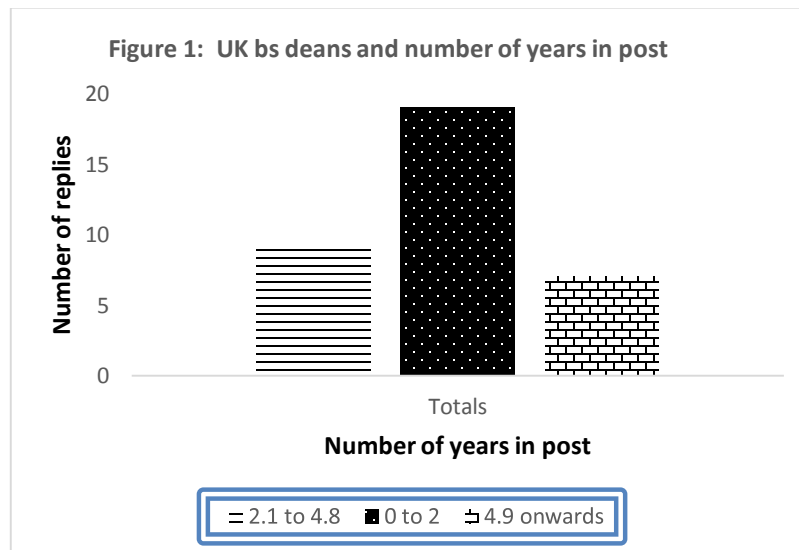
Dr Giovanna Bono, Association of Business Schools



In September 2014, the Association of Business Schools (ABS) conducted its second annual survey on leadership amongst deans. Results of the first survey are discussed by Davies (2013). The purpose of the survey was to discover how deans have been selected, their reporting structure, pay increases at the recruitment stage. It also asked deans how they allocate their attention and what they would prefer to do with their time.

The survey explored the extent to which there was a full match between the skills emphasized at the job interview and those subsequently used in the job and how deans' performance can be supported. The ABS also wanted to explore how it can help current and next generation business school deans. In the survey, 115 deans were contacted via an electronic questionnaire from which 35 replied. This represents a 30% response rate.

The results show that most deans who responded had been in the post for less than two years and were internally appointed. Most reported there were no major gaps between skills and behavior expected at interview stage and later in the post. Deans said they enjoy experimenting and facilitating change and would be more satisfied if they could act with greater freedom from the central university.



#### Deans: Their level of experience, reporting, and pay rise on appointment

Figure 1 shows that most of the respondents had not held a deanship before and were relatively new to the post of dean: 19 out of 35 had been in the post for less than two years.

Of the 35 deans who responded, 54.8% reported that there was a deputy dean; 66% of respondents stated that they reported directly to a vice-chancellor, deputy vice chancellor or pro-vice chancellor. The majority of the deans interviewed did not know if there had been a pay increase when they were recruited for the post. Of the 10 respondents who provided a figure for a pay rise, six stated that it was in the range of 1 to 20%. Only three respondents had obtained a pay increase of over 35%.

### **What would make the role more attractive?**

The majority of respondents identified the following issues, in order of priority: (1) greater freedom from the centre, (2) research support, (3) better salary, and (4) higher status as a pro-vice-chancellor.

### **How do deans spend their time and what would they prefer to do?**

Deans spent most of their time, first, on 'experimenting and facilitating change', by which they meant undertaking a range of activities such as restructuring programmes and processes, introducing new work load models to developing links with local business and other organisations. Secondly, they said they spent their time on reflecting and synthesising information. The respondents in the sample reported that they spent least time on managing performance.

The majority of respondents prefer to spend their time experimenting and facilitating change.

### **Gaps between skills and behaviour emphasized at interview and found subsequently to be important**

Most respondents did not find any substantial gaps. Two respondents noted that at interview stage leadership, motivation, and the ability to raise non-exchequer income were emphasized. Subsequently, they realised that the most important skills were people management, an ability to be decisive and a willingness to take risks. One respondent explained the key characteristics of a dean: 'Understanding capacity, readiness to think differently and coach, the ability to inspire as well as encourage and provide clarity in what is expected and why, a very thick skin.'

### **Gaps between the expectations given in the job description and the actual mandate**

Six respondents did not find any gaps between the going in and actual mandates. Five mentioned they wanted greater decentralisation of decision-making. Some specific individual answers were given that related to low morale in the faculty, poor financial performance, lack of engagement from higher level of the institution, the inability to undertake university-wide activities and not being able to spend more time on operational issues.

### **Building capacity for current and future deans**

Answers to the question of how ABS could build capacity to support current and the next generation of business schools deans included: more data analysis, benchmark school operations, external data, the ABS/EFMD International Deans' programme, and provide experience in managing commercial organisations.

### **Conclusion**

This survey contributes to our understanding of the crucial role that deans play in shaping business schools' strategies. It demonstrates that deans are ambitious and many desire greater autonomy from the centre. The results demonstrate the Association of Business Schools' role in contributing to capacity building for current, newly appointed and prospective deans.

The Association of Business Schools will continue to conduct this survey annually.

Davies, J. (2013) 'Revitalising the business school leadership pipeline: How will we source future deans?' In ABS, *Is it Possible to Balance Student Demands with Business Needs?* The Association of Business Schools: London, pp. 81—94.

## 4. Hybrid managers in business schools

**Prof. Graeme Currie, Warwick Business School**



Business schools, like other academic departments, have traditionally been located within a professional bureaucracy archetype where decision-making still remains academically dominated. Archetypal structures and processes within professional bureaucracies, however, are seen as insufficiently accommodating the increasingly dynamic and complex environment faced by business schools.

Thus many business schools are moving towards more executive management structures and processes, where power and decision-making are concentrated in a smaller collective leadership group, commonly composed of the dean, deputy and associate deans, heads of group, supported by an administrative cadre of school manager, finance manager, human resources manager, corporate communications manager.

Those academics embarking upon more executive management positions within such collective leadership arrangements may be co-opted into being a hybrid manager, enacting a managerial role which combines academic and managerial perspectives. Given that most academics do not embark upon their careers to become executive managers, and they have been socialised into more collegiate arrangements, commonly at the level of their specialist disciplinary interest, it is no surprise that some, if not all, experience some discomfort in enacting new managerial roles. Thus, some academics do not embrace their new hybrid managerial role in the organisation's interest. Rather, consistent with collegiate arrangements, they enact a 'representative' role, buffering their disciplinary peers from managerial intrusion. Further, they can act like a 'shop steward', making demands of management for extra resources or negotiating working arrangements upwards, rather than pushing strategy downwards. For academics, 'moving out of the (disciplinary) dressing room' can prove a distressing experience, where they have to pursue organisational interests in a way that potentially impacts negatively upon their academic peers. Hence, they may retain their orientation towards the interests of their academic peers.

Despite the above, there appears little organisational support for incipient hybrid managers. As a starting point for organisational support, we should see management development as being as much about supporting identity transition for hybrid managers as enhancing capability. Thus, peer-to-peer incipient manager networks should be developed and designed to engender a collective identity amongst those undergoing transition from pure academic to hybrid manager. Mentoring arrangements might be put in place so that those undergoing transition can talk this through with those already in hybrid managerial roles and so mediate any cognitive dissonance experienced in their new roles.

This does not mean we displace traditional academic values and ways of working with the more executive management model derived from corporate settings, or that hybrid managers merely push strategy downwards. The value of hybrid managers lies in their ability to combine academic and managerial perspectives. Hence, support by universities and the Association of Business Schools should also encompass opportunities for incipient hybrid managers to make contributions that draw upon

traditional academic values, but combine these with an orientation towards change demanded by the increasingly turbulent environment that business schools face.

## 5. Business school leadership: Balancing a portfolio

**Kai Peters, Ashridge Business School**



When I arrived at Ashridge 10 years ago, I was told that there were various expectations of me: to formulate an academic and business strategy, to achieve degree awarding powers and safeguard accreditations, to try to make money, and to generate a sense of energy and excitement within the school and around the school.

To make these challenges happen, one needs to understand the drivers of a business school so that one can understand where what type of intervention will yield results. A business school is a creative, knowledge intensive environment composed of individualists who research, teach, and manage programmes. Ashridge, for example, is not unlike a souk with a variety of small businesses conducted under the same roof. The different business school activities have different needs, different channels to market and different success criteria. To complicate matters further, success criteria for faculty are very different from the success criteria for programmes. In the former case, careers are built on the academic reputation of the individual faculty members. In the latter it is about programme delivery.

It is in the midst of these challenges and contradictions that a dean manages both the business and academic aspects of a school. Because there are such contradictions, the role of the dean is of finding a balance between competing needs in the school community. It is impossible simultaneously to rationalise on research and teaching and on degree programmes and executive education – it is about a balance on competing claims for faculty time.

From a programme perspective for programmes like an MSc or the MBA, as well as for short courses, one needs to develop a business-to-consumer brand – a one-to-many strategy. An additional important factor is that these types of programmes are scheduled so that one has some sort of an indication of faculty requirements. Income streams and profitability are generally predictable.

Customised executive education programmes, on the other hand, are business-to-business sells where the customer is the head of HR or of organisational development within a large company. Translated into marketing terms, one can identify and build relationships with those individuals who may purchase programmes on behalf of their own organisations. Managing executive education is completely different from managing scheduled programmes. They are much more akin to consultancy projects. Predicting the pipeline is very difficult, understanding the resource needs is highly uncertain, and, importantly, executive education is tremendously volatile financially - largely tracking – lagging – the overall economy.

A dean's role, in my opinion, is to support both programme and executive education marketing and sales. I attend as many open days for degree programmes as possible and also attend as many client meetings and pitches as my colleagues deem desirable.

Externally, I seek to accomplish a number of things. The first is around sense-making. By participating in conferences and serving on business school association boards, one gathers insight into market conditions and into how accreditations work. Additionally, one can network extensively – which can lead

to joint projects with other schools. In Ashridge's case, we are presently pursuing the opportunity for a game-changing strategic alliance.

The other key external activity is to act as a spokesperson for the school. Give me a platform and I will regale an audience about something or other. Personally, I enjoy writing, talking, doing radio, television, speaking at conferences, chatting with journalists on Twitter – it is all great fun and it helps build Ashridge's reputation.

Educational programmes are the outputs of a school. The school, of course, needs an environment in which these programmes are offered. The dean is thus also responsible for all of the business aspects of the school, or is responsible to represent the business school's needs within the university. In the case of Ashridge, in addition to the 150 or so faculty members and associates, there are over 300 managerial and support staff providing services to the institution. There are nearly 200 hotel rooms calling forth thousands of bed nights and tens of thousands of meals per year. Ashridge has a range of buildings spanning the 13<sup>th</sup> to 21<sup>st</sup> centuries. The historic buildings and the gardens are listed and are thus subject to additional rules, regulations, and expensive renovations when boilers blow up or bits of the buildings fall down. Within the charitable Ashridge Act of Parliament, it is one of my duties to ensure that Ashridge is 'maintained for the good of the nation.'

If I abstract what I believe is important, it comes back to balance. Being excessively managerial is not successful in a business school setting nor is being excessively academic. It is at the interface between the two that schools are managed. Lastly, it is by extending this philosophy to all other stakeholder groups: governors, clients, participants, alumni, media, rankings, government, and national and international business school communities, which leads to a dean's success.

The role of the dean, in my case, is thus to be the poster child, to be the chief academic officer, to be the chief executive officer, to be a hotel keeper, a restaurant keeper, a museum keeper, and to decide on car parking policies for staff – a jack of all trades!



## 6. Knowing when to step down: A personal reflection

**Prof. Zahir Irani, College of Business, Arts and Social Sciences, Brunel University, and Senior Policy Advisor, Cabinet Office**



The question about when to step down from the deanship is a tricky one but the answer is almost certainly ‘before you are pushed.’ For me, the moment was clear to see, not when I was pushed, but rather when I knew it was time to step down. I had just completed seven years as Head of the Brunel Business School during which time we had made a marked improvement in the National Student Survey (NSS), Employability Benchmark Survey (DHLE), research student population, and research culture.

So, what else to do when you are now headed in the right direction? The big step changes were behind me and the future looked set to be a slow grind up the league tables. I was, however, awaiting one outcome which was the result of the 2013 *Times Higher* Business School of the Year award. I remember my father (who was a keen cricketer) telling me as a child, ‘always leave at the top of your game.’ So, I promised myself I would step down as Head if we won the award.

Shortly before the award ceremony (November 2013), an opportunity presented itself to go to Kazakhstan, where I had cultivated very good relationships with the Ministry of Education funding programme (Bolashak). The delegation would be led by the former Minister of State, David Willetts. How could I possibly refuse? But of all dates, it would clash with the award ceremony.

So, do I accept what I know will happen (the visit), or decline to attend an award ceremony where we had been *shortlisted* as Business School of the Year (but with no certainty of winning)?

Decisions, decisions!

I decided to go to Kazakhstan in the end, having previously accompanied David Willetts on a mission to the Gulf region, earlier that year, when I had learned how valuable these trips can be.

To my surprise, I learned during the flight that the Minister of State had accepted to deliver a welcome speech at the *THE* gala event, which he did having pre-recorded it earlier that week. At around 3am (given the time difference) on the evening of the award ceremony, my phone and emails started going into overload. I received news that Brunel Business School had indeed won the award. I duly shared the news with David that morning at breakfast, accompanied by much laughter.

True to my ‘inner’ word, I duly stepped down as Head of the Brunel Business School some weeks later with the full support of my Vice-Chancellor (Professor Julia Buckingham) to re-energise myself during a long deserved sabbatical. As Head, I had done a lot of travelling so did not fancy long spells away from home, and was keen to do something different and make an unusual impact in whatever I decided to do. I then found myself as a Senior Policy Advisor in the Cabinet Office having presented a case of how I could make an impact to a sympathetic Government sponsor. Following countless interviews and security clearance, my application was successful and I then spent most of 2014 working in Whitehall. The opportunity to work in the civil service has provided me with a whole new lens through which to

view myself and others, recognising that there are many similarities (and of course differences) between what we do as academics and what is done in and across Government. They are collegiate, hardworking, and totally committed to their cause and the Government agenda. Does this sound familiar?

Not wanting to let opportunity slip by (and recognising that I am and will always be an academic, as well as being driven by my inner ambition!) I applied for the post of Dean of College (Business, Arts and Social Sciences) back at Brunel. This was a new role that emerged out of a restructuring activity while I had been away. Having been back at Brunel a month, and sharing it with an advisory role in Government, I am already setting out the direction of the new College, drawing on lots of valuable experience gained in the Cabinet Office. No doubt, over time, I will work out when it's time to try something totally different again!

## 7. Who'd be a dean? Leadership in a low-authority environment

Prof. Robert MacIntosh, Gordon Jack, and Prof. Kevin O'Gorman, Heriot-Watt School of Management and Languages



Our universities represent continuity with a cherished ideal of the pursuit and the promulgation of knowledge or as eloquently expressed by Whitehead (1932): 'the justification for a university is that it preserves the connection between knowledge and the zest for life.' From their roots in the medieval period, universities have been revolutionised by globalisation, deregulation, and massification.

At the second 'business school leadership pipeline' workshop, held at the ABS in October 2014, it was clear that the success of UK business schools came hand-in-hand with related challenges if we are to stay true to Whitehead's take on university life.



Other contributions noted that business school deans (BSDs) often operate as hybrid leaders (see Graeme Currie's contribution) but that these dual requirements for academic excellence and leadership capabilities led many to question whether they saw the role as attractive (see Michael Jenkins' contribution). Our own research focuses on the context in which BSDs enact leadership roles since this context is marked by a combination of low authority and high degrees of professional freedom.



### Framing

BSDs can be characterised in several ways. They are often portrayed as powerful individuals with the capacity to lead transformational projects with little or no need for recourse to either the wider university or their colleagues within the business school itself (see Parker, 2014 for one such account). Drawing on research conducted in other industries, BSDs could equally be conceptualised as middle managers (Floyd and Wooldridge, 1992) tasked with the challenge of bringing senior management initiatives to life by working as intermediaries. A third view might see BSDs as entrepreneurs shaping their organisational units within a context set by the wider university and their own role as hybrid academic/leader. Like other senior management roles, BSDs are typically appointed from within the university sector following a period of sustained excellence in research and other scholarly activities. This leads to a dual identity of both academic researcher and organisational leader. For BSDs, their expertise may be in some aspect of the management of organisations and in particular, the very colleagues that BSDs are asked to lead are also experts within the field of management and organisation. In linguistic terms, we are interested by the subtle distinction in daily university life between the labelling of administrative rather than managerial or leadership duties. In fact, the concept of leadership is often restricted to the context of role descriptors or promotion processes but rarely features in academic discourse. Nevertheless, BSDs are seen to constitute a profession in their own right (Starkey and Tiratsoo, 2007) and are open to allegations that their approach places 'journal article productivity, league table position and profitable products' as the only basis on which negotiations of performance can occur (Parker, 2014: 282).

### **Conceptualising business school leadership**

Organisation theorists regularly suggest that new forms of organisation will come to dominate because of the underlying need for greater fluidity, flexibility and transience driven by the expectations of more demanding markets. Bennis (1968) used the term adhocracy to describe 'free-moving project teams,' as opposed to more traditionally bureaucratic structures, whilst the American futurist Toffler (1970: 125) predicted the emergence of a 'new, organizational system.' Mintzberg (1979: 434) was dismissive of the ability of bureaucracy and divisionalisation to facilitate 'sophisticated innovation,' arguing that 'innovation of the sophisticated variety requires sophisticated expertise.' Discussion persists within the organisational literature on how best to deliver and operate organisational forms which can cope with a series of seemingly ad hoc tasks.

One of the more recent innovations in leadership research is the move toward so-called distributed leadership which is intended to engage and empower (MacIntosh et al, 2012) such that there is a vertical flow of power from the centre downwards, and perhaps even beyond the boundaries of the organisation. Where distributed leadership operates successfully, power distribution should be more equal than in a traditional hierarchy (Currie and Lockett, 2011) and staff at a variety of levels should be able to make decisions and act upon them in a concertive manner (Gronn, 2002). Elsewhere, we have explored the challenges of introducing distributed leadership in healthcare environments (see Martin et al, 2015 forthcoming). We are in the preliminary stages of a study of leadership in low-authority environments such as business schools and we would problematise the extent to which BSDs can engage in distributed leadership given the relative lack of authority or power at their disposal. Etzioni (1968) argues that resistance demonstrates the activation of power, whilst Cartwright (1959) suggests that resistance can only manifest once more coercive forms of power have been applied to achieve contested aims.

### **Leadership challenges**

The following example illustrates the types of challenges faced by BSDs and leads us to question the suitability of distributed leadership for business school contexts.

**Example:** This is a conceptualised annual review conversation in which teaching allocation is occurring.

BSD (During Personal Development Review) So Jo(e), the next topic is teaching and I was hoping you would teach the new [name of] course next session

Jo(e) I don't really want to do the new course. I'd prefer my old course.

BSD Well, as you know, the old course has been removed this session. You are the best qualified member of the school and you're relatively light in teaching terms compared to your colleagues.

Jo(e) I just don't want to do it. It's not really my thing.

BSD Okay, so let me rephrase this...as your business school dean, I am asking you to teach the new course

Jo(e) If you make me do it, I'll make such a bad job of it that we'll both regret it.

We have used this and other similar examples with a range of different university audiences (including senior HR professionals from the university sector and senior academics). The usual reaction is a wry smile as people reflect on colleagues and situations that resonate. Our initial findings suggest that whilst staff within business schools may characterise the BSD as a powerful role, BSDs themselves often feel somewhat limited in the sanctions that can be applied for non-conformance and/or non-performance amongst colleagues. That the leadership process is beset by a fantasized view of the power of others is not a new observation (see MacIntosh and Beech, 2011). Yet leadership in such low-authority environments is not well understood. One of the clear challenges facing the wider business school community is to find ways of enabling the next generation of BSDs to prepare for a role which is complex and which may not lend itself to leadership models developed for other contexts.

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## 8. Business school deans: Leadership in a complex, multi-stakeholder environment

Prof. Nick Oliver, University of Edinburgh Business School, and Prof. Andrew Brown and Prof. Mike Lewis, University of Bath School of Management



In this short piece we present some interim impressions from a study of deans and ex-deans of UK business schools. Our purpose is to explore issues of identity and authenticity in environments characterised by multiple stakeholders and competing institutional logics.

Our starting point is the observation that many UK business schools are faced with expectations from multiple stakeholders that, in aggregate, sometimes outstrip their capability to deliver. Our interest is in how deans respond to this situation.



To date we have interviewed 21 deans and ex-deans, covering 23 institutions and 26 'dean-episodes.' The deans and ex-deans interviewed to date:

- Are predominantly male (80%).
- Were typically aged 45-50 on first becoming a dean (range approximately 40-60)
- Comprise four 'serial' deans – three were deans at two different institutions, one at three.



Six interviewees were current deans, 15 were ex-deans. Of the dean episodes, a minority (29%) were internal appointments, with most being external appointments. All the institutions covered to date were university-based business schools, and all but one were located in pre-92 institutions. About a third of interviewees were from business schools which were currently or recently ranked in the *FT* MBA rankings.

Preliminary coding of the experience of being a dean indicated that 38% regarded their experience as positive, 29% neutral and 33% as negative. Of the ex-deans, 35% returned to the ranks, 25% went on to another deanship and 25% retired. Only 15% went on to another, higher position in their universities.

We asked the deans about their 'manifesto' on taking the role. Relatively few respondents had a particularly strong or clear manifesto, typical responses to the 'manifesto' question being:

- 'Putting missing legs on the stool', creating a 'proper' business school, with corporate engagement as the most common 'missing limb.'
- Developing/correcting under performance in specific areas e.g. research or internationalisation.
- Healing wounds, community-building.
- Creating something different or distinctive (the exact nature of this was usually unspecified).

### **In their own words...**

In this section we present three direct quotations which illustrate different aspects dealing with multiple stakeholders and institutional logics.

The first quote is from a male ex-dean, externally appointed, who took on a business school in a long-established university that at first sight seemed to represent a great unexploited opportunity:

‘There’s a power thing which is that universities want a business school but they don’t want a business school... So you find anywhere that hasn’t had one, it’s an opportunity. It was a fantastic opportunity to set up one that was distinctive and interesting cos the world doesn’t really need [another] bog standard business school. The Principal, who agreed, set out the parameters in a really helpful way. [We had to find our] own niches, so that was brilliant. But when I started to implement that, then I ran into all the contradictions which had been there. Because that’s why they didn’t have a business school.’

This statement illustrates how competing forces in the host institution served to impede the development of the business school. In this case, the reality and constraints that emerged during execution served to block the achievement of previously voiced, and apparently sincere, aspirations.

The second quotation is from an internally appointed female ex-dean in an ancient university:

‘I remember walking from meeting to meeting sometimes and feeling that you were becoming something else as you went to different meetings. There’s the senior management of the University, and the Vice Chancellor – they are big stakeholders of course. They have a direction for the University – you are part of that. Sometimes you are wondering ‘What are you? How do you fit into where they are going?’ And I found I was often second-guessing what did they want from us, how could we deliver it to them? Was I giving them the right answer? Did they have an answer in their heads? Could I actually influence what the direction of the School was?

So you are juggling all of these people, all at the same time. Maybe you do become different people when you are in these different places. Because you have to, or you wouldn’t survive. And of course there are conflicts. And you know the conflicts. You know you’re saying something to one person when you’re aware of the conflict that this will have elsewhere. And you have to live with it. And you can’t always tell exactly the truth.’

This quote illustrates both the ambiguity of the position of senior figures in the host institution – the interviewee found herself trying to second guess what the university wanted – and the difficulty of reconciling the needs of different constituencies (‘you can’t always tell exactly the truth’).

The third quotation is from a female ex-dean, also in an ancient university, who was externally appointed. The quotation nicely illustrates the universe of stakeholders that a dean must manage, and also a positive, proactive approach to this process:

A ... at the end of every month, I’d ask what I’d done for X and Y – the faculty, the students, the alumni, the industrialist, YY...

Q You had a picture in your head of that..?

A Yes, I did. I had me in the middle and all these different things there, and I knew that to be successful that I'd got to have good possibilities in all those areas. And I would always conclude 'ah, done OK with X, completely neglected Y, what can I do about that? Can I now make sure that I prioritise Y?'

... I felt that partly, when I was working with any one of these constituencies, that it was important for me to articulate to them the fact that we were in this 360 degree crucible and that for those who thought that I paid too much attention to YY, or those who thought I paid too much attention to [a particular company] or those who thought I paid too much attention to the alumni, that there was no such thing as that, what we'd got to do was try to keep them all together.

### **Observations and implications**

A recurring theme in our interviews so far has been the location of the dean on the intersection of competing 'institutional logics', a situation we ascribe to the nature of business schools themselves, who have to seek and secure legitimacy in several arenas at once, at least if they are to be regarded as 'proper' business schools. These arenas include academic research (in the UK, usually viewed through the lens of the REF); engagement with policy and practice, objectively via activities such as executive education, subjectively by conversations between vice-chancellors and local business leaders; as providers of cost-effective vocational education, expressed via rankings; and as supporters of the wider university community of which they are a part. Other pressures also exist, such as demonstrably playing a part in institutional internationalisation strategies, widening participation, and so on.

Meeting all of these demands adequately can be a tall order, particularly for institutions that operate in the sub-premium segment, who may be hampered by locational and reputational constraints which limit both staff and student recruitment – although no one, at any level, is completely immune from such issues. Business school deans may thus face a mismatch between the expectations of multiple stakeholder groups and the capacity of their schools to deliver.

We find the writings of Nils Brunsson (1989, 1993) useful in thinking about these issues. Brunsson's (1989) argument is that some of things which organisations must say and do in order to secure legitimacy from external sources are not necessarily consistent with what must be done in order to attain their core purposes efficiently and effectively. The net effect of this, Brunsson argues, is that different discourses may develop: one around external legitimacy, the other around operational reality. Thus, one story is projected to the outside world, while the private reality may be quite different – a situation he terms 'organizational hypocrisy.' In his later work, Brunsson (1993) observes that organisations can find themselves in a position where what can be done cannot be said, and, conversely, in which what can be said cannot actually be done. From this perspective, hypocrisy – manifested by a mismatch between word and deed, between promise and delivery – can be construed as a strategy for dealing with inherently difficult-to-reconcile forces.



Writing from a very different perspective, but coming to rather similar conclusions are writers on 'financialization' and executive behaviour such as Froud et al (2006) and Martin (2011). Froud et al (2006) discuss executive behaviour in large corporations over which financial markets exert significant pressures for returns – largely via share price appreciation. However, sheer size, legacy effects and lag mean that there may be relatively few things that executives can do to produce sustainable results quickly. The consequence of this, argue Froud et al (ibid), is that executives have 'many moves, but few levers.' Jammed in between difficult-to-achieve goals and hard-to-move obstacles, executives may resort to spin and short-termism. Martin (2011), a former dean at the University of Toronto, makes a similar argument in *Fixing the Game* in which he identifies dysfunctions that ensue when the 'expectations' market (in which share price reflects future expectations, which can of course be managed and inflated) becomes detached from the 'real' market (i.e. a company's long-term earning potential based on its actual capabilities, brand and competitive position).

There are several parallels between these ideas and the position of many business school deans. First, many universities profess to want a 'world-class' business school (where world-class is usually construed as something like Harvard Business School, only local). Position in the *FT* MBA rankings is frequently used as a proxy, particularly the hallowed ranks of the top 20. However, for the vast majority of UK business schools a place in the top 20 is a virtually impossible dream, although any deans who come out and say so too explicitly are unlikely to win friends in their university administration. The dean's challenge in matching aspiration and achievement is all the more acute because they are faced with multiple criteria of success, many of which involve difficult trade-offs – for example, achieving a top REF score vs meeting the needs of practitioners and policy makers; offering a diverse, international student experience vs filling places on premium-fee courses; practical relevance vs academic rigour – the list goes on.

Like the executives of giant corporations identified by Froud et al (2006) who have many moves but few levers, a constant stream of promises of a bright future just around the corner is an understandable, if unsatisfactory, response to what we believe is a more deeply rooted structural problem. An active external labour market for business school deans is another as vice-chancellors search for the equivalent of Khurana's (2002) 'corporate saviors' to deliver the world-class business schools that they profess to desire.

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## 9. Business school deans go global: A contextual approach

Prof. Kimmo Alajoutsijärvi, Jyväskylä University School of Business and Economics,  
and Dr Kerttu Kettunen, Turku School of Economics



As a response to the increasing corporatisation of higher education (see for example Slaughter and Rhoades, 2004; Starkey and Tempest, 2008; Alajoutsijärvi, Juusola and Siltaoja, 2013), universities have transformed from ‘cathedrals of learning’ to ‘cathedrals of earning’ (Engwall 2008).

Although business schools are relative late-comers to academia, nowadays they globally represent the largest proportion of the academy. Thomas and Thomas (2011: 526) argue that in fact, the modern business school is ‘currently valued much more for its managerial expertise, cash-generation abilities and financial strength than its intellectual strength and scholarship.’ Granted, this transition places new challenges on business school management.



Firstly, the movement of business schools from traditional, collegiately based management arrangements towards executive management structures and processes seems to have created a call for ‘hybrid managers’ capable of bridging both academic and managerial perspectives of the deanship (Kettunen, 2013; Currie, 2014; Davies, 2014). Secondly, the global expansion of business schools has created growing, international job markets for the managers of these institutions, enabling a worldwide search for deanship talent. In Europe, compared with many non-English-speaking countries, the UK represents a forerunner whose leading institutions have succeeded in attracting deans from world-known, top tier schools, such as Harvard (Davies, 2014). Vice versa, the lower language barriers and changes in recruitment culture are likely to indicate greater international mobility of ‘UK-born and raised’ deans as well.

What is more, a global look at the reality of university-based management education reveals even bigger contrasts and complexities. In fact, among the world’s some 14,000 or so business schools, a great majority are institutions that barely fit the Western-based discourse of the *university*. These contrast with traditional universities that were gradually developed from the premises of science and collegiality, and later on indoctrinated by the New Public Management inaugurated ideas of top-down management, for-profit activities, and prestige buildings through measured excellence. Such ‘corporate universities’ were established as for-profit institutions right at the outset (Alajoutsijärvi et al, 2013).

Having emphasized the diversity among the worldwide management education scene, we define three archetypal organisational contexts of business school deanship (see Table 1). These are: (i) the *traditional research university* (cf. Engwall 2008, university as a ‘cathedral of learning’), (ii) *academic capitalist university* (cf. Engwall 2008, university gradually transformed from the ‘cathedral of learning’ into that of ‘earning’), and (iii) the *corporate university*. The latter represents universities established purely on the basis of earning right from the beginning and sometimes failing the educational promise (Johnson et al, 2003), therefore, becoming something that could quite rightly be referred to as a ‘cathedral of deceiving.’

	<b>Traditional research university</b>	<b>Academic capitalist university</b>	<b>Corporate university</b>
<b><i>Governance</i></b>			
Ethos	To serve society	To serve individuals and companies	To serve owners' profit interest
Command and control	Collegial	Increasingly top-down	Top-down
Primary decision maker	Dean with the rest of the professoriate	Administrators	CEO and administrators
Subordinates	Junior faculty and administration	Increasingly also senior faculty	Faculty
Employment and salary	Permanent positions, modest salary gradient	Increasing adjunct faculty, significant salary gradient	'Pink slip' employment, large salary gradient
Organisational language	Academic among faculty, bureaucratic among administrators	Mix of bureaucratic and corporate language	Corporate language
Mission	Long-term meaningful existence	Mid-term measured prestige	Short-term maximum profitability
<b><i>Faculty &amp; Research</i></b>			
Knowledge creation	Aims at discovery research	Measured excellence	Minimal at best
Researchers	Tenured faculty	Mix of tenured and part-time faculty	Casualised academic labour
Motivation and compensation	Professional development, academic career, long-term commitment	CV-building, short-term commitment	High salaries, substantial fringe benefits, short-term commitment
Publications	Monographs, A and B journals	Top-ranked universities A journals only, others A and B journals	D journals at best
Assessment	Long-term perspective appreciating versatile breakthrough research	Mid-term measured research output	Short-term and shallow

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**Students & Education**

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Learning	Scholarly-guided process of self-development, knowledge and learner inseparable	Mass education and degree production in focus, learning outcomes vary	Training a set of skills applied for the interests of others than of learners, body of information as a product consumed by learners
Student role	Active co-learners	Empowered customers	Exploited consumers
Curriculum	Highly individualised study paths	Mix of individualized and standardised study paths	Standardised study paths for masses
Courses	Content based on faculty's academic research and professional expertise	Content based on core text books and related material, and delivered by faculty members	Commoditised, online-delivered courses
Important for students	Tradition, heritage and reputation	Brand, networks, entertainment	Employability and quick degree
Students are prepared for	Critical thinking, democratic citizenship, civic society	Striving for career excellence	Job training, market values, corporate culture
Assurance of learning	Interactive and intensive socialisation	Guided by accreditation agencies and external auditing bodies	Shallow measurement through multiple choice tests

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**Table 1: Business school contexts in comparison<sup>1</sup>**

We argue that the three contexts (summarised in Table 1) provide a template for individuals' learning, action, and rationalisation, and incrementally lead to the development of a rather permanent worldview. Thus, they serve as a conceptual framework for understanding the underlying tensions business school deans embarking on international careers face when moving between different university contexts. Adopting a contextual approach is crucial since ultimately it is the match between the business school dean's worldview and the university context that determines the appropriateness, survival and success of deanship. Considering the extremity of the defined contexts, what follows is that while a certain deanship may be successful in one context it could be perceived as unfeasible and highly inappropriate in another.

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<sup>1</sup> See also: Alajoutsijärvi et al (2013) and Alajoutsijärvi and Siltaoja (2014)

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## 10. Leadership development beyond the dean's office

Dr Patrick Cullen, AACSB International



It is widely recognised that business schools face formidable challenges in a dynamic environment characterised by intense global competition, financial pressures, and technological innovations.

Many believe that 'the business model of business schools is under attack' (Ortalo-Mane, 2014). And there are calls for business schools to 'disrupt or be disrupted' (Holtom, and Dierdorff, 2013). In this context, the ability to lead effectively and initiate change is required throughout business schools – not only in the dean's office. Although many business school deans and senior administrators have identified the need for programmes that develop leadership capabilities among faculty and administrators beyond the dean's office, few of them provide such opportunities, which is ironic given the resources many schools devote to leadership programmes for the students and executives they educate. Conversations between AACSB staff and business school deans and senior administrators have confirmed this leadership development gap. We learned that for many the move into a leadership position had not been part of a long-term career plan. Usually very little, if any, directly relevant formal training for the demands of the leadership role was provided.

Recognising an opportunity to help AACSB's member schools address this leadership gap amongst faculty and administrators beyond the dean's office, AACSB undertook a research project consisting of semi-structured interviews and a survey. This yielded over 400 responses from deans and a range of senior faculty administrators such as heads of departments, associate deans, and assistant deans. When asked to elaborate on capabilities that are particularly difficult to develop in business school leaders, several clear themes emerged:

- (i) The ability to lead change, especially in the context of innovation, and in a low authority environment.
- (ii) The ability to think strategically and creatively while integrating multiple perspectives.
- (iii) The ability to adopt a business school-wide perspective in building, maintaining, and repairing trust, which involves resolving conflict, coaching, and mentoring.
- (iv) The ability to communicate effectively, including effectively managing difficult conversations.

Many interviewees explained that the move to a leadership position within a business school requires a shift in mindset from that of an individual faculty member to a team member who understands that the needs of the entire school supersede those of any sub-unit. For a faculty member who has been previously rewarded for their individual accomplishments and mentored by colleagues in their discipline, this is often a difficult transition that requires consistent support and thoughtful advice.

Beyond a shift in mindset, interviewees stressed that effective leadership in a business school context requires faculty members to develop a set of capabilities that are very different from the discipline-based and theory-driven knowledge and skills pursued in doctoral programmes and required for

scholarly publications. Effective leadership is predicated on the ability to build, maintain (and, if necessary, rebuild) trust and respect throughout the business school. The ability to manage conflict, persuade, and build coalitions is vital to initiating change when working with faculty members. Equally important, and closely related, is the development of effective communication skills.

As with leadership development in any field, the key to success lies in the transition from 'knowing' to 'doing.' Yet, as several interviewees remarked, faculty members and administrators should not start learning how to lead when they undertake their first leadership position. The stakes are too high, and mistakes can cause long-term damage. That is why AACSB is responding with a programme that develops leadership capabilities in faculty members and administrators throughout business schools. The programme – *Leading in the Academic Enterprise* – provides custom designed pedagogical tools, such as case studies and reflective exercises, created specifically for the business school context. AACSB is not alone in offering such programmes. ABS and EFMD also provide services to their members in this area.

In this time of rapid change, with business schools facing threats and searching for new opportunities more intensely than in their past, the drive to innovate and engage with their constituencies for mutual benefit calls for leadership throughout business schools. There are clear signs that business schools are moving in this direction, and AACSB is committed to helping its members as they develop their leadership capacity more broadly and deeply.

Holtom, B. and Dierdorff, E. (Eds.) (2013) *Disrupt or Be Disrupted: A Blueprint for Change in Management Education*. San Francisco, CA: Jossey-Bass.

Ortalo-Mane, F. (2014) *Dean's Corner: The Future Business School: Restaurant, Buffet, or Club?* AACSB eNEWSLINE, April.

## 11. Leaders on the line: Enhancing the leadership capability of first-line-manager-academics

Prof. Sharon Mavin and Dr Ceridwyn Bessant, Newcastle Business School



UK business schools have experienced rapid growth and proliferated change in an increasing challenging and competitive environment where funding constraints, government policy, technology, international expansion, recruitment of international students, and contradictory stakeholder expectations are major considerations in decision-making.

Within this context, business school performance is frequently evaluated and accounted for against diverse and often competing internal and external key performance measures. This includes instruments such as league table criteria, research, impact and teaching quality assessments, professional/accreditation body standards, corporate and public engagement, enterprise and innovation.



The assumption in a growing number of UK HEI strategies and associated KPIs is that effective internal 'management' is required to compete successfully and that academics play a part in this process. One response to managing diverse activities and evaluating accountability in large complex 'full service' business schools has

been to devolve 'management' below the level of the dean, associate dean, head of department, and professoriate to 'front line' lecturers, senior lecturers and principal lecturer/readers.

In doing so, business schools adopt a human resource management approach operating in public and private sector organisations where aspects of management and leadership and associated responsibilities lie with the first line manager in the organisational hierarchy. Many HR strategies and policies in UK HEIs now adopt structures incorporating the first-line-manager-academic (FLMA) role in schools and departments. The FLMA role is the level at which academics *first* take responsibility and have some accountability for the line management of staff, budgets, resources, product/service portfolios and are therefore recognised as a part of the management infrastructure. Examples in UK business schools include the roles of programme director, accreditation lead, workload planning lead, doctoral director, learning and teaching enhancement and assurance (National Student Survey), impact and enterprise leads, and heads of centres.

While academics who hold FLMA roles can be seen as a key part of the pipeline of management and leadership capacity in business schools, 'management' by and of academics is highly contested by administrators and academics alike and the challenges facing FLMAs are under-researched and remain an 'untold story' (Mercer, 2009: 348). The points which follow result from research from three linked surveys of UK FLMAs, deans of business schools and university human resource directors (HRDs) investigating the difficulties faced by FLMAs and the extent to which those in the FLMA role are enabled and supported to fulfill their responsibilities as both academics *and* managers in an increasingly challenging environment.



Key findings from the research into the first-line-manager-academic role suggest that:

1. Different cultural and contextual conditions within individual institutions influence the nature, perception, recognition, enactment, and support for and impact of the FLMA role in UK business schools.
2. The FLMA role is important now and it is likely to become more important to both the personal and career development of FLMAs as well as to business school effectiveness.
3. There is a lack of shared clarity, definition, and recognition regarding the FLMA role.
4. Appointment processes are subject to significant variations between institutions and sectors.
5. The development of appropriate managerial skills and the acquisition of managerial experience are important to FLMA performance.
6. Recognition of the importance of early career exposure to 'management' requires an institutional response in determining the nature of, and support for, the FLMA role.
7. The volume of demands that FLMAs have to balance as lecturers, researchers, and managers creates work overload and tensions between management and academic role expectations which are significant and impact on the performance of each.

HR systems, frameworks, and policies are not always as well constructed and implemented as they could be. If business schools are going to be effective in meeting the challenges of capacity, capability, change and competitiveness, then greater attention to the role that FLMAs play is essential. This means that FLMA roles need to be universally recognised as important, clearly defined, aligned to career pathways, and supported by institutional and sector resources. Appropriate processes of recruitment and selection, talent management, training and development, mentoring and coaching, appraisal and feedback should be in place alongside adequate resource support. However, these changes will only be fully effective if cultural resistance to the acceptance of academics as managers is addressed and established institutional practices are challenged. As the FLMA role plays a significant part in UK HE strategies and policies and impacts on organisational performance, then substantial organisational and human resource development support is required to legitimise and facilitate the role of the FLMA within academic environments.

Mercer, J. (2009) 'Junior academic-manager in higher education: An untold story?' *International Journal of Educational Management*, 23(4): 348–359.

## 12. Leadership in business schools and professional services firms

**Prof. Sandy Pepper, The London School of Economics and Political Science**



By way of background, academia is for me what one of my American colleagues once called an ‘encore career’ – I came to the LSE six years ago after 27 years at the professional services firm, PwC.

While I had various management roles at PwC, latterly as global leader of the human resources services practice, at the LSE I am in the privileged position of being an observer (and occasional adviser) on matters of leadership; the responsibilities and stresses of office thankfully lie elsewhere.

From the beginning of my time in academia, I have been aware of similarities between leadership in a professional partnership and leadership in a business school or management department. Professional services firms have partners who are high achievers, they are generally highly intelligent, often very competitive, more often male than female, hard to sack, and they think they own the place (technically they do). Business schools have professors who are generally highly intelligent, they are often very competitive, more often male than female..., and so on. Professional services firms have associates who aspire to become partners. Universities have associate professors who aspire to become professors. Both business schools and professional services firms are, to use familiar jargon, ‘people’ businesses, dealing with intangibles, and creating value in the form of ‘knowledge’ assets. There are, of course, important differences, not least the profit motive and the levels of remuneration. Nevertheless, it is my belief that many of the leadership skills practised (by some people) in professional services firms are equally appropriate for leaders in universities.

Some years ago, while still a partner at PwC, I wrote an article in an academic journal, the *Journal of Change Management* (perhaps a harbinger of my subsequent career change), in which I attempted to articulate the model of leadership that I had come to believe was particularly suited to professional services firms. The article, entitled ‘Leading professionals: A science, a philosophy and a way of working’ drew upon ideas from complexity theory (the ‘science’ referred to in the title of the paper), Greenleaf’s (1970) concept of ‘servant leadership’ (Spears, 2003) (the philosophy) and Harvard Business School professor Joe Badaracco’s (2002) ideas about ‘leading quietly’ (the way of working).

Complexity theory postulates that agent behaviour in a system is governed by a set of simple rules, that small changes can have large effects, and that when faced by a compelling threat complex systems move towards the edge of chaos, evoking higher levels of mutation and experiment than previously, and when fresh solutions are more likely to emerge. In other words, strategies and solutions often need time to emerge, rather than being forcibly ‘designed.’ The characteristics of a servant-leader include a deep commitment to listening to the views of others, empathy, persuasiveness and a commitment to the growth of people. The principles of leading quietly include buying time, investing your political capital wisely, drilling down into the details of a particular situation, being prepared to bend the rules where this is necessary in order to find a practical, workable solution to a problem, being prepared to nudge, test and escalate issues gradually, and knowing how to craft a compromise.

So my advice, for what it is worth, is that a leadership approach based on servant-leadership, leading quietly, and complexity theory might work well in the business school environment. It is not the only way of doing things, yet it might appeal to academics, and is eminently 'teachable.' So I commend it to you (...and you might also like to read my 2003 article in the *Journal of Change Management*!)

Badaracco, J. (2002) *Leading Quietly: An Unorthodox Guide to Doing the Right Thing*. Boston, MA: Harvard Business School Press.

Greenleaf, R. (1970) *The Servant as Leader*. Indianapolis, IN: Robert K. Greenleaf Center for Servant Leadership.

Pepper, A. (2003) 'Leading professionals: A Science, a philosophy and a way of working', *Journal of Change Management*. 3(4): 349–360.

Spears, L. (1995) 'Servant-Leadership and the Greenleaf Legacy.' In Spears, L. (Ed.) *Reflections on Leadership, How Robert K. Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers*. New York, NY: John Wiley, pp. 1–16.

### 13. Why leadership matters: Business schools and the technical leader

Michael Jenkins, Roffey Park Institute



With European banks failing the European Central Bank's stress-testing and the growing vulnerability of the UK economy to a weakening Europe (not to mention spiraling turbulence in the Middle East and the deterioration of the West's relationship with Russia) economic and geopolitical debate continues to rage around the world, creating ongoing uncertainty over what the future might hold.

Roffey Park's *The Management Agenda* (Lucy et al, 2014) which temperature-checks almost 2,000 UK managers' views on the business and work climate, reports that while private sector organisations are moving away from a widely-held 'recession' to a cautious 'growth' mindset, the public sector remains deeply affected by cuts and more cuts. The good news is the same research indicates that two thirds of managers rate leadership skills as 'good' or 'very good' while maintaining at the same time that there is still significant room for improvement. What is striking is that nearly nine out of 10 HR managers in organisations identify leadership development as the *key lever to support business performance*.

What this means is that the contribution of business schools to the on-going prosperity and well-being of people and their organisations — through their development of leaders — is as vital as never before. Business schools find themselves dealing with a broad sweep of people from many walks of life. A golden thread is that business schools often contribute to the development of people who are at a point in their careers where they are often already very good at the *technical* aspects of what they do. They are used to helping to create the heartbeat of economic growth within their organisations (the chemist working on new drug therapies for example). Such people — and those working in knowledge-based companies in particular — are acknowledged and respected specialists whose work depends more or less exclusively on the application of technical expertise. At the same time, competition, constant change, and the desire to innovate mean that these organisations need their technical experts to make a shift from the 'heads down' focus on their individual projects, to contributing more towards strategic discussions and decision-making — as well as to influence, facilitate, and collaborate with their colleagues to achieve results and deliver impact.

#### **Towards an equilibrium between task and socio-emotional orientation**

The specialists mentioned above have typically risen to positions of power and influence by virtue of their level of knowledge and/or deep relatively narrow expertise. Where life may have short-changed them is in respect of having had sufficient opportunity to develop a greater understanding of how *others* see and experience the world and the different human interactions arising from this different perspective. Their journey to the top will have afforded them the time to develop their scientific, engineering, legal or financial expertise — but perhaps at the expense of time to develop other aspects of who they are. One expert once remarked that an expert leader is like a plane where one wing is made up of technical expertise and the other of emotional intelligence. If one is dominant, the plane will circle, circle again and eventually crash. If the wings, however, are kept — more or less — in a kind of equilibrium, the plane will fly on towards its destination, level and smooth. The expert leader is

constantly challenged by the need to balance an instinctive task orientation with a more socio-emotional one. Achieving such equilibrium is a real challenge for many experts.

### Experts leading experts

Our research suggests that there is a strong case for experts leading other experts, as with the case mainly of business school deans. In a world where knowledge is power, experts follow other experts without question. Their leadership has credibility and authority and they are able to communicate to their teams in a language they can relate to.

However, many technical experts are not sure if they even *want* to develop leadership skills. Whilst there are clear benefits — such as career progression and greater influence — there are clear drawbacks including having to deal with the nuts and bolts of people management and, perhaps more importantly for them, running the risk of losing touch with their specialisms and falling behind in the knowledge war.



Using our experience with these experts, we have developed a model of effective leadership designed with this community in mind — *The Expert as Leader* (see figure opposite).

At the heart of this model is self-awareness or self-reflection. Often it is an ongoing challenge to see ourselves as others see us. For technical experts, this challenge is exacerbated as they tend to see the world in facts and at critical moments can often lack empathy and compassion.

Using feedback constructively can help technical experts to unearth how they are perceived, and to use this to encourage others to follow them. Other areas where technical leaders often struggle include:

- **Influencing skills:** there is an important distinction between winning an argument and winning people over. Expert leaders have the tendency to stop listening to others’ views once they have reached their own conclusion. This weakens their ability to influence.
- **Leading organisational change:** technical experts are tempted to focus on what makes logical sense when it comes to change. This forgets the emotional side – often at the crux of any change programme – where people struggle because they feel insecure about the future or what they might lose.
- **Developing others:** the currency of technical expertise places a strong value on individual thinking and ability. Whilst experts are happy to teach they generally do not value the notion of mentoring or coaching – spending time encouraging, guiding and helping people to think and learn for themselves. Some experts will prefer to carry out a task themselves rather than delegating it in the belief that this approach is more efficient.

- **Managing underperformance:** whilst technical experts may be comfortable in giving robust feedback on project ideas, they often shy away from holding difficult conversations regarding underperformance. A good employer will actively seek out ways to help such individuals to approach and carry out those difficult conversations.

### **Combining 'expertness' with humility and warmth**

Technical experts who can overcome the challenges outlined above have tremendous potential to become excellent leaders. They can make sound strategic decisions as they are able to hold and make sense of complex information. They can also make excellent role models and because they think and use language in the same way they often enjoy a high degree of closeness with their teams. This in turn means they have the potential to be both inspiring and motivating leaders, encouraging respect for the knowledge they hold and affection for the way they support and develop their colleagues.

So how can we support the development of such leaders who are able to balance a caring disposition with a focus on delivering results? Well, business schools are making and will continue to make a fantastic contribution to the development of the kind of expert leaders we need in today's volatile, competitive, and often hostile world. The expectation is that this contribution will deepen and grow in importance with words like 'self-compassion', 'altruism' and 'humility' becoming more of the lexicon of business and of business school environments.

The final challenge for business schools is ensuring that they themselves provide a compelling role model for leading in this way: showing others how to combine 'expertness' with humility and warmth, and compassion with achieving results.

Lucy, D., Poorkavoos, M. and Wellbelove, J. (2014) *The Management Agenda 2014*. Horsham: Roffey Park Institute.

## 14. Business and management research and education: Challenges and responses

Prof. Baback Yazdani, Nottingham Business School



Over the past quarter of a century, the demand for business and management education has grown across the world. This has been accompanied by a growth in the number of business schools. There are some 14,000 business schools in the world and the number is increasing. In the UK, one of the more mature markets for business education, the Association of Business Schools has over 130 members with every year more registering as full, affiliate, or corporate members.

The world of education in general and business education in particular is also subject to major changes. The UK education sector has been at the forefront of adaptations and innovations in provision and funding that provide us with a platform for future developments. It is worth emphasizing that although the major shifts in technology, tech enabled education, new private entrants, and major government backing for establishment and development of business schools in many countries may be perceived as a potential threat to long established business schools who are in the same global market for talent and students, business education and research are in good health and seen by all stakeholders as central planks of the global education sector. Therefore it is important to recognise the difference between business and management education at the macro-level and business schools at the micro-level. The health of individual business schools is a direct leadership issue at school and university levels. Business and management education as a whole is a policy issue for more than just business schools.

The Association of Business Schools' Innovation Task Force report, *The Role of UK Business Schools in Driving Innovation and Growth in the Domestic Economy* (Thorpe and Rawlinson, 2013), put business and industry collaboration with business schools at the heart of some of the necessary changes to secure the longer term sustainability and health of business research and education. This report also highlighted a great range and variety of ways in which the engagement between schools and industry is being shaped and then laid out recommendations for how business schools should develop closer relationships with business.

The vast majority of university and business leaders in the UK would agree on the fact that business schools and businesses should collaborate. But a small minority would be satisfied with the overall state of this collaboration. On the contrary, many businesses find the output from business schools difficult to utilize readily and most would not be able to allocate funds and resources to develop closer relationships with business schools in their area. Some business schools realise that for business research and education to have relevance and positive impact on practice, policy, economy and society, direct business engagement and industrial collaboration are not just good to have but a fundamental necessity.

The leaders of business schools and businesses have a responsibility to work together to ensure that graduate skills match the needs of industry for the benefit of employers and the wider economy. This was highlighted in the *21st Century Leaders* report (CMI, 2014). But in reality, how many business schools really have the scale and dedication to make the fundamental changes needed in the way we teach our students and ensure mutually beneficial engagement with business? Most business schools

are connected to the business and professional world in one way or another. But not all relationships are all encompassing and systemised. The modes of engagement between business and business schools need to be multi-layered and systematic and institutional, particularly at the leadership level.

Today's economy demands efficient and highly sophisticated private, public, and social enterprises, sensitive to the needs of their customers and community and successful organisations quickly adapt to these needs accordingly. Systematic business engagement allows business schools to put the real needs of the labour market at the very heart of teaching in the form of active and experiential learning that integrates theory and practice. Only a handful of business schools have recognised this as the way forward.

Work-based learning is nothing new, but truly integrating theory and practice with active and experiential learning can only be designed from the outset and not treated as an artificial bolt on and cannot be done on an ad hoc basis – it requires significant resource and teams dedicated to the cause. It must be built into the fabric of every course and every module, and there are very few business schools that have the capability to really commit to this.

Students learn theory in all business schools. Some also give their students the chance to test the theory and practise their learning in a controlled environment. Only a select few schools have managed to ensure that students actually experience the real application of theory directly and have the chance to observe the reality and reflect and improve upon their actions. And no more than a handful of schools have the capability to this at scale. We also have a problem among business schools which stems from the fact that business and related subjects constitute the highest demand in the university sector in the UK and indeed the world. If we want our graduates to develop the right skills and really make an impact on the business world then we also need to turn our attention to personalising the learning experience at an individual level.

We must look at the knowledge, experience, and interest portfolio of each student, as well as looking at how they learn best, and tailor the entire student experience to suit their needs. Again, this is a big ask from business schools as it can only be done successfully through the use of the right technology, analytics, diagnostics, and personal tutoring, as well as other factors such as getting alumni involved for mentoring and shadowing opportunities, and arranging tailored internship, community and enterprise projects.

CMI (2014) *21st Century Leaders: Building Practice into the Curriculum to Boost Employability*. London: ABS, CMI, QAA. <http://www.managers.org.uk/21CLeaders>

Thorpe, R. and Rawlinson, R. (2013) *The Role of UK Business Schools in Driving Innovation and Growth in the Domestic Economy*. London: The Association of Business Schools.



## 15. Global trends in research production in business schools: A leadership challenge

Dr Alex Wilson, Loughborough University School of Business and Economics



In this article I aim to illuminate broad and influential shifts in a challenging area for business schools and their leaders: research production. An examination of changes in the production of management research reveals a substantial increase in the number of journal articles published annually and heightened global competition for space in these journals. These shifts are viewed in the broader educational context and provide acute challenges in the leadership of business schools.

For business schools and their deans, the production of research has been cemented as an important indicator of their quality and global standing. The dominant metrics used by students, their employers, businesses, governments, funding bodies, and the media to assess the performance of business schools typically draw upon the number and quality, of journal articles published by their staff. The focus on research is amplified by global rankings and accreditation standards that reinforce pressures for schools to publish in top-tier journals. This intensifies competition between schools for the 'best' faculty and for space in journals.

The first feature of management research is the growth in the number of articles published annually. In the 10 years to 2012 the number of journal articles produced has more than doubled (x 2.3). Table 1 shows the number and year-on-year growth for articles published 2002-12.

**Table 1: Number of articles in management, business, and business and finance journals published worldwide 2002-2012**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>World</b>	9,143	9,519	10,127	10,903	11,789	13,423	16,081	18,567	19,184	21,649	21,232
<b>Growth Y-o-Y</b>	-	4%	6%	8%	8%	14%	20%	15%	3%	13%	-2%

Source: Journal Citation Reports 2013

In part this can be attributed to the supply-push effect of new entrants in emerging markets for management education producing journal articles, adding to existing capacity. However, over the same period, the number of journal articles produced by incumbents also grew. To unpack this further, the market share of research production at a national level was examined. Table 2 shows the national market share of research production 2002-12.

**Table 2: Global market share of management research by nation (top five producers) 2002-2012**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>USA</b>	48.7%	48.9%	47.5%	44.8%	44.4%	40.4%	39.9%	36.5%	35.5%	33.2%	34.5%
<b>PEOPLES R CHINA<sup>2</sup></b>	4.7%	4.8%	5.0%	5.8%	6.0%	7.3%	8.0%	8.7%	8.9%	10.5%	11.6%
<b>UK</b>	8.5%	9.5%	10.4%	9.8%	10.5%	10.9%	9.6%	9.3%	9.4%	8.7%	10.1%
<b>CANADA</b>	6.0%	5.9%	6.4%	6.6%	6.3%	6.3%	6.6%	6.2%	6.3%	5.7%	5.7%
<b>AUSTRALIA</b>	3.7%	3.3%	3.4%	4.1%	3.8%	4.6%	4.5%	4.7%	4.8%	5.1%	5.5%

The USA continues to hold the greatest market share of management research, but its dominance has slipped during the 10 years studied. The rapid development of business schools in China has seen it displace the UK as the second greatest producer of management research. The UK and Australia have made small gains in global market share, which suggests that both have increased research capacity above the global average. Canada has maintained market share over the 10 year period studied. There are additional considerations in the research domain such as the quality, impact, and practice-relevance of this ever-growing pipeline of journal articles. However, the message from these data is that market share is contested as more business schools seek to improve their global reputation whether through national research audits or global media rankings.

Collet and Vives (2013) note a similar pattern in global rankings which indicated a fall in prominence of schools in the USA, moderate gains by EU constituents, and a rapid gain in position by Asian (particularly Chinese) business schools. They also observe the ‘social’ dynamic in rankings; the rules of the game are subject to modification. Within research (and linked closely to the role of rankings) there are factors that could slow, or reverse, this trend. Currently, the majority of elite journals are based in the USA, with editorial boards largely comprised of faculty at US schools. We also live in an era of great mobility of academic labour; a nation’s productivity is undoubtedly affected by salary differentials and the ability to attract adjunct faculty members. Changes in reward (e.g. salaries, pensions, and taxation) or restrictions on the mobility of academic labour would alter the research production of nations. Under different conditions, these factors could serve to influence the current pattern of research production globally.

The production of research is, of course, not the only role of business schools. In parallel to the focus by business schools on producing ‘scientific’ research is strong criticism by a number of stakeholders in management education of the practice-relevance of research produced. Whether or not there is value in management research beyond ‘cognitive legitimacy’ – business schools justifying their presence within universities (Thomas and Wilson, 2011) – they continue to produce vast swathes of research, predominantly in academic journals in order to compete for positional ranking.

The shifting centres of research production, coupled with intense and growing competition, form part of the *time of disruption* which Starkey and Lejeune illuminate in their article in this publication. The majority of business schools have adopted subtle variants on the traditional configurations of university

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<sup>2</sup> Data for China exclude Taiwan

education that depends so heavily upon discipline-based research. It is this model that faces disruptive forces bringing about 'creative destruction' or a 'campus tsunami' that renders such focus on research unsustainable. In essence, there persists an acute leadership challenge. Under current conditions, business school deans are subject to conflicting pressures to improve research performance and to create value for an array of different stakeholders. The intense, global competition in the production of research could well amplify the force of the projected campus tsunami.

Collet, F. and Vives, L. (2013) 'From pre-eminence to prominence: The fall of U.S. business schools and the rise of European and Asian business schools in the *Financial Times* global MBA rankings', *Academy of Management Learning & Education*, 12(4): 540—563.

Journal Citation Reports (2013) ©Thomson Reuters.

Thomas, H. and Wilson, A.D. (2011) 'Physics envy', cognitive legitimacy or practical relevance: Dilemmas in the evolution of management research in the UK', *British Journal of Management*, 22(3): 443—456.

## 16. Towards dual excellence in research evaluation and academic leadership: The Q-R matrix

Wilfred Mijnhardt, Rotterdam School of Management



### Introduction

This contribution focuses on how a formal research evaluation protocol can be used to strengthen the strategic academic leadership of research programmes, institutes, and schools.

I will illustrate this by combining the architecture and focus of the new Standard Evaluation Protocol (SEP) scheme 2015-2012 in the Netherlands to the development of a long-term strategy positioning tool for excellence in research. I introduce a Quality-Relevance (Q-R) matrix as a guiding instrument for academic leadership towards a long-term strategy to strengthen 'dual excellence' research: impacting science and serving society. Academic leadership refers to the role of the dean, the directors of research, and the research programme leaders. This contribution further elaborates my contribution about the value of the new SEP protocol in van Bergeijk and Johnson (2014).

### Research evaluation in the Netherlands: Philosophy and architecture

In 2015, a new Standard Evaluation Protocol (SEP) for research in Dutch universities (2015-2021) will be implemented. This SEP is the third version since 1996. Its primary aim is to reveal and confirm the quality of research and its relevance to society and to improve these where necessary. SEP assessments focus on the strategic choices and future prospects of research groups, schools, and institutes.

The two main ideas of the SEP are that there is: (1) a balance between scientific quality evaluation and societal relevance, and (2) that there is room for all fields to be evaluated according to criteria and indicators that fit best with the way the fields work. The latter idea is clearly meant to counteract the dominance in many evaluations of criteria and indicators that fit the natural and life sciences and not the social sciences and humanities. Groups are asked to write in their self-evaluation reports about their performance in scientific quality and societal relevance. They are asked to do that in three indicator categories: output, use, and recognition.

The new SEP does not prescribe which indicators to use. It is a bottom-up process in the sense that research fields have to find consensus about which indicators best represent the work that they are doing. There are two important ideas behind this: one is that there is not one set of indicators which is useful for all fields, the other is that the research community knows best how to represent its research production, and should thus take responsibility. Clearly, this means that fields have the opportunity to develop their system in a way that suits their field specific *modus operandi*.

Quantitative indicators are still important, but they should only be used in fields where they make sense. As an alternative, the SEP offers the opportunity to write stories (narratives) that show how particular research affects society. These stories have to be underpinned with as much concrete evidence as possible. This new element, a clear reference to what is being done in the UK's Research Excellence Framework (REF), is perhaps the best opportunity for researchers in the social sciences and

humanities to present their work in a convincing way. More than in a lot of other scientific fields, these scientists are used to writing compelling and convincing stories.

### **Leadership for excellence: The Q-R matrix**

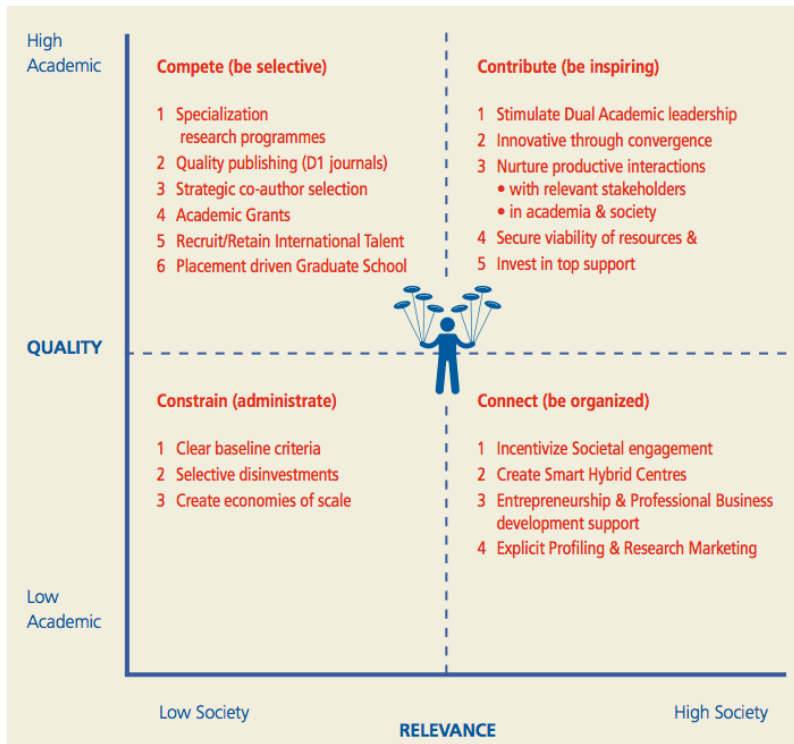
The SEP emphasizes the importance of strategic choices and academic leadership for achieving and maintaining excellence in research performance. The new SEP definitions 2015-2021 have made *excellence* in research a *triple challenge*: In order to score the highest category in the assessment, the research unit has to prove:

- (1) it is one of the few most influential research groups in the world;
- (2) it makes an outstanding contribution to society; and
- (3) it is excellently equipped for the future.

In order to reach this level of excellence, research units need a long-term strategy and positioning. Based on the two major criteria in the new SEP (quality and relevance), I have developed a two-by-two matrix: the Q-R matrix. I distinguish the two dimensions: on the vertical axis I put 'low academic' versus 'high academic' quality and on the horizontal axis 'low society' versus 'high society' relevance in order to clarify the strategic options for academic leaders.

The basic idea of the matrix is that a trade-off may exist and that one can *position* a research unit and one can measure the performance of its *strategic journey* over a longer period of time against these two dimensions. A research strategy may, for example, aim for low(er) quality and high(er) relevance (or the other way round). Units differ in their achievements on these dimensions over time. For example, quality might be high but relevance relatively low, as in the top left quadrant. It is in the top right hand quadrant that we find mature and viable groups, institutes, schools, and universities with strong societal impact and high scientific quality. Here all drivers are in balance: the units are capable of re-invention and strategic repositioning, management is supportive, the mind-set of (international) faculty is fully engaged, and resources are in order. In short, *viability* is strong in these mature units.

**Figure 1: Matrix with strategic options for research leaders**



**Strategic Option 1: Compete (be selective)**

In the top left hand quadrant, researchers aim to compete for a selective set of the best journals in the field, for the most prestigious academic grants, for the best international top talent, the best possible academic placements in other top institutions (academic reputation building), etc. This is what I would call the classical or dominant approach of the past decade for most institutes and research driven business schools.

**Strategic Option 2: Constrain (administer)**

In the bottom left quadrant we find the institutions that are inefficient and need to be constrained; this is where strategies failed. It is the place where one does not want to find oneself: no impact on society and no academic contribution. The economies of scale and the viability are low. There is no systematic quality management. The focus is mostly internal and is concerned with administering the research. This is the quadrant where the unit is not orchestrating its strategic journey.

**Strategic Option 3: Connect (be organised)**

The bottom right quadrant is all about connecting: if one wants to be relevant one needs to be able to organise the interface between science and society, communicate effectively and reach out to the ‘external’ world. To connect in a professional and systemic way, we need new incentive systems that reward this kind of behaviour. We need new and hybrid organisational forms like centres to function as interfacing mechanisms between academia and society and instruments for knowledge exchange. Universities need to invest in new professional *capabilities* for knowledge brokerage, business development, and entrepreneurship.

#### **Strategic Option 4: Contribute (be inspiring)**

It is in the top right hand quadrant that we find mature and viable units with strong societal impact and high scientific quality. Here all drivers are in balance: the groups or universities are capable of re-invention and strategic repositioning, and effective management. The final quadrant describes what I would call the 'new excellence' category. Behaviours of the researchers involved here are characterised by 'contribution' and 'inspiration.' So it is not only the publishing of the article and the citation metrics that are important but also the impact of its contribution on society that matters. Of course, this is not a binary black and white situation. Deans, research director, and research programme leaders will be involved in the balancing act of 'academic leadership.' The focus shifts from 'competitive publishing' to 'productive interactions' and dialogue with external knowledge stakeholders in all parts of the research cycle. Researchers start to collaborate across disciplinary borders and convergence starts, aimed at innovation and at helping to solve societal problems. In this quadrant we find the engaged scholars who are able to think and produce beyond publishing to contribute to societal prosperity.

#### **Strategic journey**

The Q-R matrix for excellence applies to any research unit, research programmes, centres, institutes, schools, universities, and consortia. One example of a long-term strategic journey towards dual excellence is the Erasmus Research Institute of Management (ERIM) at Erasmus University Rotterdam. ERIM, like many other schools in the field of management in Europe, moved from being an essentially 'teaching driven' unit in the mid-1990s to a predominantly 'research driven' unit in the last decade to an 'impact driven' institute as envisioned in its latest mission statement towards 2018. In terms of the matrix, in the mid-1990s ERIM was positioned in the bottom right hand field with 'good' research with a lot practical impact. Over the last decade, most schools have been much more focused on academic quality. This in itself is the reflection of a maturing process and a serious attempt to increase research quality in the field of management. While this is to be commended it is no reason for complacency. The major result of the research driven strategy was a move towards more competition, more selective publishing, and more academic excellence. During the next decade towards 2025, I expect that, like ERIM (and RSM), most institutes and schools will move beyond their purely academic excellence focus towards a dual excellence strategic focus, where academic and societal impact are mutually strengthening. I see this as a necessary maturing phase for the field of management where systematic and innovative contributions to business and society at large are produced from a strong and viable research base. The Q-R matrix can be useful for academic leaders in changing the long-term goals and performance of their dual excellence journey.

#### **Conclusions**

Focusing on positioning within the quality–relevance dimensions will probably result in more differentiation in institutional and school profiles as it focuses on the deliberate strategic choices by research leaders. The 'triple excellence challenge' according to SEP 2015–2021 may only be possible for a very few groups who have professional strategic capabilities and viable resources. The journey to dual excellence needs fundamental choices and consistent strategic positioning by units, orchestrated by their responsible academic leaders. The Q-R matrix is a useful strategic instrument for academic leaders to keep the long-term focus on excellence.

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*Standard Evaluation Protocol 2015-2012*

<https://www.knaw.nl/en/news/publications/standard-evaluation-protocol-2015-2013-2021>



## 17. Management and business research: Developing capacity and capability

Prof. Richard Thorpe, Leeds University Business School



This paper raises issues in respect to the development of capacity, capability, and sustainability of the sector and touches on the development of future leadership potential.

### Some history

The story is a complicated one and goes back over many years. One of the main contributors to the debate over the last 25 years has been the British Academy of Management (BAM). This learned society has had an ongoing dialogue with the Economic and Social Research Council (ESRC). Given the debate relates to research training and academic development, the involvement of the ESRC has been seen to be important. Over this period there have been some successes but as a community our performance, given that we have about 20% of the postgraduates of students within the social sciences, has not been brilliant. Some of the issues are outlined below:

1. The Association of Business Schools and BAM joined forces about 10 years ago and held a number of meetings with Sir Alan Wilson, then Director of Higher Education, in 2006. At that time there was concern about how the management and business profession would be able to sustain itself in the face of a significant number of staff retiring. Sir Alan gave the group who went to see him (of which I was one) short shrift. He suggested that the problem was one we ought to be able to solve ourselves, and in many ways this mirrors a view which surfaced in the innovation in business schools task force report (Thorpe and Rawlinson, 2013) which identified that the problems related to business school capacity can be solved by business schools themselves. A current focus has been on the capacity of schools to incorporate engagement into their portfolios but the issue of capacity also relates to staff who are required to function as active researchers. Incentives have been identified as part of the problem, but there are others:

- a. Demographics have been working against us. The baby boom of the 1960s has been working through and with the retirement of staff skill shortages have begun to appear. The ABS estimated that there were approximately 450–500 faculty recruitments to business schools per year but PhD numbers fall short of this number and this shortfall is often filled by staff without the rounded training that would be more ideal. (I recognise that this is a contentious point and in some ways relates to the different missions different universities have — from research-led to teaching-led). Different parts of the sector have different needs and from the study's findings it appeared that research intensive universities were often blind to the problem, as they simply recruited staff from wherever they could find them. This includes overseas academics as well as academics who are research active from post-1992 universities. The latter often causes resentment as deans sometimes voice their frustration at developing and training staff who are then poached.

Other issues were raised by the ESRC's 2005 demographic review. The review highlighted the extent to which management and business is an importer discipline, i.e. it recruits

surplus capacity from disciplines such as philosophy, psychology, and politics. Usually this is seen to be a good thing but some argue that if this faculty do not embrace management and business as a field but instead continue to publish in their own disciplines the development of a business school identity suffers. Also highlighted was the lack of UK applicants to British PhD programmes. This can be seen at its most stark in the UK/EU applications to doctoral programmes. One view was that this does not represent a problem but others suggest that if individuals do not stay within the UK and or are not retained within the UK system, then problems might be created in the future. In addition, it has been argued that certain overseas candidates may not be able to participate in the engagement agenda in the same way as UK nationals.

2. Returning to issues related to the capacity of business and management academics to undertake engaged research. Thorpe and Rawlinson (2013) noted the relative low level of skill that existed to engage with corporate and other organisations. The report suggested some ways of improving this situation, some of which are highlighted below:

- a. Incentives could be better geared to encourage academics to engage and develop their skills in this area.
- b. Doctoral students could be introduced to the engagement agenda. The AACSB task force that reported in 2013 offered a challenge to business schools to be more innovative in the way they think about doctoral education. Whilst recognising the need for quality in doctoral training, it suggests that flexibility and diversity in doctoral training might be a way of developing new skills within the faculty whilst also aligning doctoral activity more closely to the mission of the school. The AACSB report also noted that students are currently taught in very traditional ways which serve to limit the range and type of capabilities developed. What emerged from the evaluation of the ESRC's RDI programme was the considerable enthusiasm for the engagement agenda which was often being suppressed by supervisors. Even if engagement is thought to be a diversion for students to embrace during their PhD, early career academics will increasingly require understanding of the engagement agenda and need the skills to engage when the opportunity presents. Certainly, some consider the exposure that students get to practice within their doctoral programmes will help them develop skills. The ESRC, we hear, is concerned about the number of collaborative awards being secured within the DTC system. 20% of all the awards within DTCs in the future will need to be undertaken collaboratively with organisations. These numbers might well be set to increase.

3. A final dimension is related to the management and business community's relationship with the ESRC and how this translates to influence and support for the sector. A number of issues are identified below:

- a. The history of the relationship between the management and business community and the research council has been colourful and often problematic. At one stage (relatively

recently), as a consequence of poor funding, management and business even threatened to leave the ESRC and demand a separate research council. Following extensive discussions, the community eventually decided to remain within the social sciences and it has been suggested that the Advanced Institute of Management (AIM) initiative was the ESRC's reward for the management and business community staying within the social sciences. AIM has now finished as have a number of other funding schemes the sector benefited from. Several issues arise from the ESRC's lack of support for the field. For example, the 2005 demographic review reached the conclusion that management and business should be designated an 'at risk' discipline, one that needed to be prioritised for funding and support. The ESRC viewed management and business as a field *where there is scope to improve the general quality of research capacity*. The Training and Development Board also recognised that *one size does not always fit all* and went on to recommend that management and business, as a community, work with the ESRC to tailor a capacity building programme to meet its needs. The proposal management and business put forward focused on a rolling initiative that built on existing support but suggested new ways in which gaps could be filled in the profession and academics' skills could be developed through their 'life course.' The evidence from this report indicated that entry into the profession followed a very different pattern from other social science disciplines, with individuals entering the profession sometime after taking their undergraduate degree. When this occurs, the individual often lacks the necessary research skills to enable them to compete within the system and as a consequence these individuals often require targeted support to raise their levels of research expertise.

- b. A number of schemes have been funded specifically to bring 'new blood' into the sector, e.g. the ESRC Management Teaching Development Scheme (in operation in the mid-1990s), the ESRC AIM initiative (now concluded), the ESRC early career fellowship scheme (also finished) and the recently concluded ESRC/SAMS Management and Business Development Fellowship scheme and the Future Leaders' Scheme.
- c. Now that AIM and these other schemes (highlighted above) have concluded, addressing capacity issues will be that much more challenging. Taking AIM as an example, there were many subtle ways that the initiative supported the profession both directly and indirectly. For instance, it not only developed AIM Fellows and showcased good practice but the AIM Fellows also ran workshops for the community more generally through their participation in and facilitation of workshops and seminars.
- d. One final niggle is that the majority of the initiatives are just that, initiatives that stop and start, rather than being continuously available. The evidence also suggests that unless the funding pot for grants are seen to be ring-fenced, so that only management and business academics can apply, the sector does so poorly in competitions in comparison with other social science disciplines that management and business scholars have given up applying.
- e. Dwindling attention is also having its effect felt also in doctoral scholarships through the DTCs. Here the number of doctoral studentships has fallen for the sector under the DTC

arrangements possibly to as much as half the number that the sector attracted prior to the DTCs.

The question posed is: Is it time for the community to be proactive and approach ESRC with a proposal to support the sector in ways that will help it prepare for the next phase of its development?

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## **ABS cohort programmes**

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### **The International Deans' Programme (IDP) with EFMD**

A cohort of international deans expand their knowledge and experience of the global environment of business school education, share strategizing practices and troubleshoot a range of current issues with a strong international network of peers with visits to three countries.

### **Deans' and Directors' Development Programme (3DP)**

The 3DP helps deans and aspiring deans address the challenges of strategic planning and implementation, financial pressures, managing performance, branding and stakeholders in hybrid roles within an increasingly competitive international context.

### **Development Programme for Directors of Research (DPDOR) with the British Academy of Management**

DPDOR is designed for directors of research, and those aspiring to the role, to develop research management strategies, gain confidence in dealing with the REF, and to build collaborative networks.

### **Development Programme for Directors of Learning and Teaching (DPDLT)**

This highly participative programme for directors of learning and teaching, student experience and associate deans encourages participants to share challenges and strategic practices and to engage with key experts on improving NSS scores and student satisfaction.

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This programme supports individuals who fit AACSB's scholarly and instructional practitioner categories to gain real insights into bridging the gap between the board room and the classroom by enhancing their teaching competences. AACSB endorses graduates from the programme with instructional practitioner status.

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