

wants and what readers read after a decade of writing and experimenting. By trying a number of different approaches, as a teacher does before a class, so an author can find his way forward to write better. I am not arguing for blind encouragement but I do firmly believe that a virgin author needs encouragement to grow and develop in that particular medium of communicator. Sanctimonious comment seldom helps.

Graffito 18

THE RISE OF ACADEMIC DOGMA

Academic dogma is an emotive phrase to use to describe the phenomenon on which I wish to focus. The word academic is normally used dismissively by businessmen in class discussions to represent something that they perceive as unfeasible in the operating situations with which they are familiar. The suggestion from a Business School professor that the meaningful way to assess the sales effect of an advertising campaign is by a research experiment is typically regarded as academic. The practising manager is often unaware of the basic principles of experimental design and in any event sees the information outcome he would receive from a properly conducted experiment as less important in organisational or commercial terms than getting on with the advertising campaign.

I happen to disagree with such practitioners on their own terms more often than not. I arrive at my conflicting assessment of the relative merits of experimentation via another theoretical approach, that of cost-benefit analysis. Again I will often be counselled that although the benefits of such information may well be considerable it is hard to quantify them and in any event the research budget is too small and cost data too difficult to come by from the accountants.

Still I remain unremitting. I can never forget my first years' involvement with advertising research either at ICI or in the agency world. I saw instance after instance of expenditures in the neighbourhood of a million pounds per year so grossly under-researched that I was aghast. In one instance we spent £4,500 to evaluate a £600,000 campaign and the research results appeared two months after the next year's campaign had been agreed. The research, incidentally, was designed predominantly to measure awareness and recall.

Such experience has made me pedantic about my academic approach. If the sales effect of advertising is to be deduced, then an experiment that isolates all other contributory variables to sales must be conducted. To me that requires the great majority of big spenders in advertising to conduct experiments and it requires company marketing researchers and marketing management to overcome the budgetary, organisational and competitive problems in their path. In the work of our Marketing

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Communications Research Centre with companies spending some twelve per cent of all above-the-line money in 1975, we found that more than a score of experiments had been conducted but less than ten per cent had produced any valid evidence, simply from lack of careful conduct.

As an academic, therefore, I am dogmatic that if we are discussing how to measure the sales effect of advertising, we seek to do just that. We do not sloppily relate sales and advertising as though there were no other influences at work unless we have controlled them. I am not dogmatic whether we do it via field experiments or via simulation models in computers. Dogma, in other words, must involve an uncompromising adherence to proven knowledge.

Nonetheless, the important corollary to such academic dogma must be an openness that allows the emergence of fresh dogma onto the scene. It is not a problem we have alone in the academic world. Every human grouping has it. Academic dogmatism in support of proven knowledge must not become a mechanism for excluding both scope for the emergence of new knowledge and the discard of what seemed to be proven but is now superseded.

It took management education many tumultuous years to evolve in our university system. The study of management processes at Bachelor of Commerce level began early this century in parallel with the theoretical and descriptive studies of business known as micro and applied economics. University studies set in the behavioural science fields emerged by the middle of the century, as did the detailed study of operations research techniques. Professorships of Industrial Relations were endowed, most notably by Montague Burton. Nonetheless, it was not until the NEDO encouragement and the Franks' Report in the early sixties backed with industrial funds, that Business Schools as such emerged in a major way. In all fairness, several CATs had made a start internally but the fillip came from NEDO and Franks. That fillip was a *de facto* and a *de jure* rout of the traditional disciplines which for thirty years had distorted and curtailed the comprehensive study of management by imposing necessary criteria for successful university study from the preconceived dogma of those disciplines.

The irony is that already today the Business Schools are edging towards a similar position, to a similar view of

orthodoxy about management education. They are in danger of allowing their now traditional dogma to prevent new ideas and foci for work entering the community of scholars. It seems amazing how soon we have forgotten our origins. The mid-sixties were full of adventurous, open-minded initiatives. We opened our doors in the universities to lecturers and professors of financial analysis, business policy, international business, marketing and logistics, human aspects in business, industrial relations, marketing research, business and information Systems and a host of other topics. Yet we excluded in many Schools any true opportunities for production management which remains to this day distinctly unfashionable. A view portmanteau subject focus called operations management was felt to embrace it. We treated retailing with the honourable exception of Manchester Business School as a branch of marketing. We more or less failed to treat sales management at all. As for procurement and supply we left them to oblivion.

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What on earth is it that makes it more worthwhile or more relevant to study industrial relations or marketing than retailing or procurement? And how on earth can we have been so myopic as to fail to want to respond to the pressing social needs in the field of production management?

Typically there are two ways to get a subject area focus off the ground in academia, You either make a top level appointment of a professor whose judgement you can trust or you take the longer route of allowing an insider to fight his way to the top. The probabilities of success with the latter course of action are far less than with the former, and paradoxically enough the former is often far less expensive. Although professors currently cost a university about £15,000 a year when a secretary and overheads are included, they are normally a resource generating centre ab initio in a way that a more junior member of staff is not. External resources from industry, government or research councils will normally flow in if the right appointment has been made.

In contrast, the internal staff member seeking to harness his own career to a new subject focus finds that he needs to gain a patron in the senior councils of the School if he is to make any real progress at all. His successes will be against the normal pattern of orthodoxy which continually cries out for further proof that tile area is academically soundly based or self-financing so that it will be no dragon the already agreed directions in which the orthodoxy wishes to proceed. I have witnessed professors appointed within the orthodox areas with qualifications and performances way below that which the unorthodox can offer, simply because their identification with the orthodoxy blunts or blurs critical evaluation. The finest scholars we have in procurement and in production management often still want for recognition and for resource within our academic communities

If Business Schools are to have a just place within their universities they must above all keep their doors and their minds open to new ideas and new foci for study. They must consciously seek to avoid the weakness and the fear which led economists to preclude for so long the realistic study of market demand or corporate supply functions actually in the world of business.

My final daub for this graffito is highly personal I have for much of the decade been attentive to the pedagogical aspects of Business School work. As I outlined in Graffiti 7 and 8 I have worked on the development of teaching skills and resources. Most recently my attention has turned to the application of educational technology to management studies. I have freely confessed my failure in film and tv and the shortcomings of several publications. The opportunity to work to improve and develop effective technology has recently been presented by the United Nations. A major grant of \$150,000 has been assigned to our Marketing Development Centre at Cranfield to produce a whole range of materials on export marketing. It is proceeding well. We are testing and using the materials in the field and have reason to be delighted with our modest success. My ambition is to extend its involvement right to the heart of our own work as teachers in the Business School rather than simply doing contract work for others.

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I am disheartened, however, by my colleagues' response. They do not have to want to share our enthusiasm with us but they should surely not stand in our way as die effort unfolds. I, probably too simplistically, see such activity as integral to our work as teachers. There is to me no question that if the opportunity presents itself we should welcome it aboard, see it not as a challenge to our work but as yet one more exciting journey after knowledge with our academic community. The arguments I hear are that it could be a drain on our existing efforts; let's wait until it's more clearly developed; I even recall anxiety that we could make ourselves seem foolish by endorsing it.

The orthodox view is that educational technology is less important than the Gadarene rush towards individualised programmes of study and action learning. I cannot see our society allocating enough resources to a tutorial pattern of adaptive learning in the coming decades. The implementation of technological approaches is inevitable and in many ways I think long overdue. I shall not relent in my efforts to pursue both pedagogical directions as I trust I have indicated here and in Graffito 16.

Graffito 19

THE DECLINE OF RELEVANCE

One great aim of the founders of the Business School movement in Britain was to try to ensure that the work undertaken therein and the teaching thereof would be relevant to industry, to the practitioner. As I have indicated earlier I believe this aim is unlikely to be fulfilled in any simplistic fashion in the decades ahead since the concept of relevance is a very complex one indeed.

The semblance of relevance can be, was, and still to a certain extent is, imparted by the inclusion amongst faculty members of men of business or governmental experience. If men of sufficient wisdom to survive and flourish in the academic environment can be found, then I am fully in support. In practice, however, such men typically come from the specialist research staff functions in business or government and are often widely regarded as not particularly relevant to the day-to-day problems of management. The problems of personal survival and development within a University Business School for the non-academic are well paralleled in the attempts by business leaders and trades unionists to make a success of politics in recent years. Two of the least effective government ministers in recent years were the former Director General of the CBI and the General Secretary of the TGWU.

If we were ever to succeed in turning University Business Schools into relevant institutions in the sense of being intimately involved with day-to-day management problems I think their place within a university community should be reconsidered.

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Surely we need to see a continuum of knowledge from theoretical at one end to moment-by-moment trouble shooting expertise at the other. On this continuum the University Business School nestles at the theory end through the exploration of applications feasibility to the operationalisation or transfer of such knowledge to practising managers.

Unless the Business School keeps its feet firmly planted in the soil where new ideas are germinated it will not be able to do anything more than maintain a good corporate staff function. For many years the business community looked for example to Philips, Procter and Gamble or J. Walter Thompson for well trained marketing staffs. It was a commonplace jibe that these were the marketing universities and the senior marketing personnel therein both could and still can easily hold an academic candle to us now purer academics. Whilst their existence may have been seen originally as necessary in order to make up a deficiency in our educational system at the time, their continued existence is a very real source of strength for the Business Schools since they can provide a ready and understanding point of entry to industry which must always remain our laboratories. They can however distract us from the reality of far more companies where no such entree is available and the Business School academic, file is to help in the short term, must go further down the continuum if operationally effective knowledge transfer is to occur.

As time goes by and the Business Schools educate a greater body of future managers in industry, the problem of communications will lessen. More and more practitioners will intellectualise about their chosen profession and be in a position to place new ideas in the context of a common theoretical language and framework. This phenomenon we see much more highly developed in North America, partially for this reason. I say partially, because I remain unconvinced as yet that the British universities are committed to a pattern of closer alignment with current social goals in the coming years rather than holding onto their elitist and dogmatic response to knowledge for its own sake, with resources allocated by faculty in Senate duly assembled.

I am, of course, touching on the issue: relevant to whom? I think the answer must be to the intellectual interface with practitioners either at a company and government level or at an individual professional level; I shall have more to say on this latter point in Graffito 27. As the conduct of business and government becomes more overtly intellectualised and theory based, then the University Business School will and should retreat along the spectrum of knowledge application and dissemination *except*, and this I wish to emphasise most vehemently, I believe it will continue to have a role which has been shamefully neglected. That role is to study and improve on our knowledge about the processes by which knowledge is applied, that could perhaps be termed the technology of knowledge application. I find "knowledge for its own sake" an unsatisfactory slogan now and in the future.

For my part I think we can now sensibly call a halt to efforts to poach faculty from industry or government, and to attempts to metamorphose them into good teachers and researchers. There still are programmes in effect to this end which advertise good

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stipends for practitioners who want to cease to work at the sharp end and to learn to be faculty members. In general, of the last twenty-five applicants I spoke with on such a scheme, twenty were looking for a port in a storm, four did not even know they were looking for anything, and one came close to really wanting to be and having the potential to become a good faculty member. A port in a storm we never should be, never. The figures seem to indicate that there's more truth in the saying "if you can't do it, teach" when it comes to seeking for faculty members on the open job market. The person who really wants to be a teacher best works his way in gently, as a visiting faculty member for a few years. One of my senior colleagues spent eight years as a visiting professor before he joined the faculty full-time. He was so much in demand with

the business community that I think he found it a hard decision to make.

Business Schools need well trained and educated academics who see business and government as their laboratories and who are rewarded and motivated by the success with which they get good results in their laboratories. They also need well trained and skilled teachers. To live in these two different worlds successfully poses a problem analogous to that faced by Employee Directors of any enterprise, or members of a Consumer/User Consultative Committee in a nationalised industry. You need to be demonstrably on one side or the other, and both sides of necessity must see you as such. One dipstick or litmus paper test is to check out whether businessmen think a faculty member is "academic in his approach", and to match it with what the basic discipline academics think of the same faculty member. If their assessment is "a practical, applied sort of guy", then the balance is probably about right.

There seem to me to be a number of crucially important steps which follow on logically if we accept the notion that a Business School teacher should be 'academic' and the businessman 'practical'. They consist essentially of ways of generating mutual respect for both sides of the same coin. This is best done I suspect by getting to know one another well and this is seldom better accomplished than by job rotation. You will recall I am not over impressed with consultancy as a means to this end from Graffito 16.

The patterns of job rotation I most enthusiastically support are 'internships' as the North Americans call them, and policy and advisory roles on a continuing basis. The internship is often most sensibly made available to the youngish faculty member, after completion of his basic training and education and a few years in position, say at the age of thirty. A series of industrial or governmental attachments where real responsibilities are allotted is best planned for implementation as an integral part of the faculty member's own career development. Conversely, key personnel both from line management and specialist staff roles ought to be given the opportunity to participate fully in the life of the Business School. There are few better ways to motivate a manager or staff specialist to review the body of knowledge in his own subject area than to ask him to prepare a series of thirty one-hour sessions for a class of students, especially if they are immediate postgraduates or undergraduates.

For more senior members of faculty and for more senior managers such longish term swapping is normally unrealistic. For such folk a continuous relationship on both

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sides at policy or advisory level I think is best. I have benefited enormously from my own appointment as external, non-executive director of two medium sized companies. I confess I have been far less successful in structuring such benefits in the reverse direction as recounted in Graffito 15. It has not been all my fault though. Many difficulties are perceived by the businessman who does not believe he can be spared. Of course he can. Rather he often means he does not want to take the political risk of being away.

By and large we have so far failed conspicuously to build such linkages between business and the Business Schools on a broad enough basis. With the decline of the proportionate numbers of faculty who have worked in industry simply by process of Darwinian selection, we must expect a decline in relevance unless we do something more positive in the next decade.

Graffito 20

REFRESHMENTS

We have tended to focus in our discussions of the development of Business Schools thus far on undergraduate and postgraduate studies. An equally important sector of our work is with practising managers on short courses, typically called management development or post-experience programmes and sometimes continuing studies. It has been broadly accepted for some years now, I think, that there is no possibility of educating and training a manager at ages 21-30 in a manner that will suffice for his expected working life, even assuming the individual concerned remains in roughly the same field of activities.

In practice, obsolescence in skills and in industry-specific knowledge leads most of us to seek educational refreshment at some stage in our working lives. Promotion out of particular areas of functional management or specialist activities also poses the need for a major input of education and training in new fields ~ both embracing an awareness of the other functional areas' managerial problems and of the strategy and policy issues of an enterprise at large. Whilst these needs have long been apparent, the notion that companies would go outside their own pattern of training on-the-job to colleges and universities was not commonplace until the middle and late sixties. Henley's Administrative Staff College and Ashbridge had pioneered such work and many organisations had established their own staff colleges; but the university boom came in the late sixties, urged on by the industrial training levy and the general excitement of the Business School movement at that time.

The university Business Schools had at their feet an unbelievably vast market for training and developing some million managers on an occasional basis throughout their working lives. I assert that we mishandled the opportunity so badly and to such

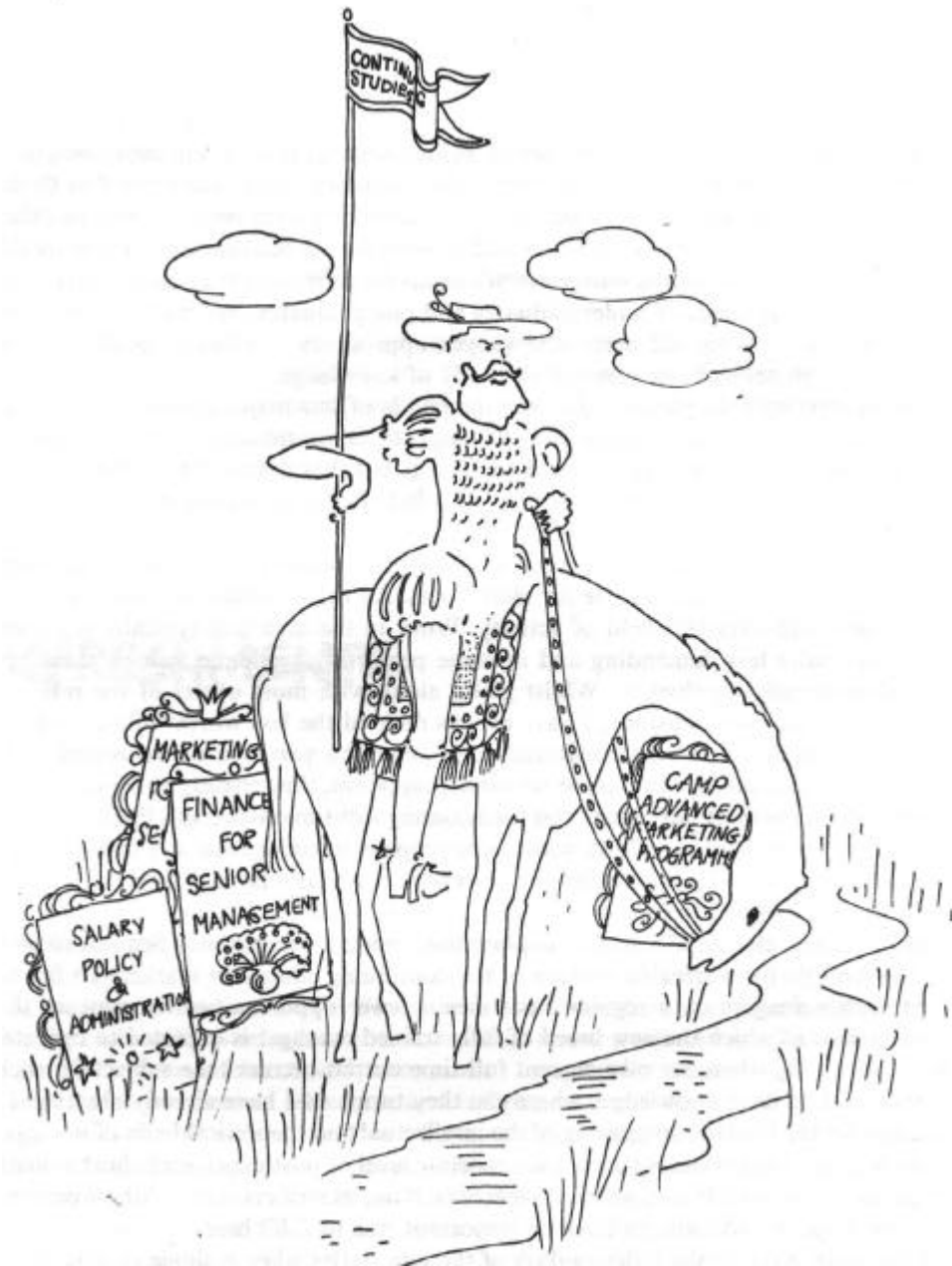
an extent that today we are in danger of being excluded from it almost completely. Admittedly there were many programmes that industry often called upon us to do which were inappropriate to the university domain, and were best ignored. In other areas we woefully mis-analysed needs and mis-presented relevant knowledge to the market. Typically we treated businessmen's needs for refreshment as though they were identical with the needs of undergraduates and postgraduates. We built programmes not around their perceived needs and proven approaches to effective adult learning but more often around our views of the body of knowledge.

Not surprisingly we played right into the hands of our major competitors for the market I described, the in-company training officer or management development adviser. Many of my best friends hold such posts but that does not alter the fact that they are competitive for 'role authority' on what should or should not be done by way of development.

Most Business Schools I know regard continuing studies or post experience/short course work as a residual legatee for their assets. All other grades of student seem to take precedence over this field of activity. Work in the area was typically regarded as intellectually less demanding and in some perversely academic fashion therefore less educationally worthwhile. Whilst guilty along with most others of the residual legatee approach on occasions, I have always resisted the less worthwhile cachet for such programmes. I remain convinced that, since the participants on refreshment courses are either already middle or senior management, they already either do or will employ the services of our recent and forthcoming full-time MBA and PhD students. The extent to which our efforts with them prepare them to receive and treat with appropriate equanimity our student product will surely be a large determinant of the students' eventual success.

For precisely the same reason, I deplore the tendency for Business Schools to give up the struggle for a sizeable portion of the continuing education market. To fail to meet such managers on a regular basis means fewer opportunities to influence the environment in which the new breed of fully trained manager is expected to operate. As importantly, when our own current full-time output becomes the subject for such refreshment of their knowledge, where can they turn? As I have already observed in Graffito IS, the gradual up-grading of the intellectual and theoretical basis of management practice will inevitably carry the academic level of post-experience short courses upwards, even if with lagged effect. As teachers, if not as pushers-back-of-the-frontiers-of-knowledge, we will always have an important role to fulfil here.

Our major error in the halcyon days of the late sixties when a single two day conference could attract as many as 400/600 participants at Bradford, was to accept widely heterogeneous audiences on our programmes. It led many of the more progressive companies to observe that they seemed to be contributing as much if not more to the courses than three quarters of its members and often its faculty. Our explanation was financially but not educationally adequate. Since the UGC decreed that short



courses in Business Schools should be self-financing we had to take as many participants as that entailed. Cranfield then escaped this problem managerially through the incident of DES rather than UCIC grant funding, but it is currently being phased out, Heterogeneity, that was to say bad courses, drove out the good. The major companies started to look inward for their own training and educational activities and

found ready advocates in the management development advisers to whom I have already drawn attention, who were relatively easily able to offer more effective programmes with a far greater homogeneity of participation and a higher level of prescribed relevance.

Nonetheless, heterogeneity on a different dimension remains our key strength in the doing of public short course work within the Business Schools. Provided that we make certain that participants are on a par in terms of experience and intellect, as we unerringly do for our undergraduate and postgraduate students, then the cross fertilisation of ideas as between different operating environments can truly occur. My colleagues at Bradford who were most closely involved initiated major developments in this direction with the establishment of small consortia of companies who jointly planned public courses with the university.

Our short course work at Cranfield had most of the strengths and weaknesses of Bradford except that it had a much stronger market base and a more consistent product policy. Nonetheless, it was seen as a residual activity by many members of the faculty with a few more than honourable exceptions. Strategically short courses, in a time of financial restraint, are far from a residual activity in the Business School, they are in fact virtually the only teaching outlet which can be regulated in line with School goals and objectives despite any DES or UGC restrictions on the overall level of funding since they are potentially self-financing.

I spent several of my Bradford years with a deep policy involvement across the whole field of management short courses as well as with specific academic line responsibility for marketing studies at postexperience level. I came to enjoy and value immensely the social dynamics and opportunities for learning that the short course offered but I also developed a distinct dislike for the 2-3 week programme. Shorter courses than two weeks preserve the civilities of staff/student relationships despite a frenzied work rate: longer courses take a less frenzied, more philosophical outlook. Two to three week short courses are neither fair fish nor fowl. They often explode under pressure but leave no time for social reconciliation! Short courses, no matter how long, demand a level of faculty involvement and commitment furthermore that some find irksome. It involves double shift working for the anchor-tutor and a good run-in acclimatisation for the tutors who play partial roles on a course.

It will perhaps therefore come as no surprise to find that my present administrative role at Cranfield as the new decade dawns is as Chairman of Continuing Studies. My remit is to bring short course work to parity of esteem amongst faculty members with MBA and PhD work, and to attract on to the campus for refreshment managers of the requisite level of intellectual aspiration and interest. I believe both goals are challenging in the extreme, set against the background of the past decade, but they must surely be the relevant direction at present.

The strategy which has evolved is to deploy talent at the top to plan, monitor and control continuing education but to place responsibility for its academic effectiveness right within the mainstream academic groups. Postexperience short courses will not

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be an adjunct or a fringe activity but integral and central to the work of each and every faculty group on the Business School.

Our programme development is already undertaken on the basis of close liaison with major customers in the marketplace. We are now going farther to forge a continuing relationship with those major customers-not primarily to ensure that their managers attend Cranfield programmes but to ensure that we understand in depth what real management development needs look like. We have identified the evaluative area as the one in which we shall collaborate most closely, offering our expertise as research and design specialists in management education in a match with similar company resources. Most significantly, however, we shall be using the companies concerned as our evaluative laboratories.

Graffito 21

THE PROFESSOR AS LEADER OR RECLUSE

There were three competitive candidates in December 1968 when I came before my electoral board hopeful that I might become a professor. Two were academics from other institutions and the other the marketing director of a none too successful logistics company at the time. The discussion naturally focussed on what I had done and what I thought the role of marketing studies should be in a Business School. I had assumed such queries would be put so I had robust answers to them. I was a little aghast at some of the fast balls thrown down by one of the external assessors however.

"What," I was quizzed, "is Agostini's formula?" "What is Alderson's functionalism?" "What is Reilly's law of retail gravitation?" I only knew Agostini as a distinguished French media research worker but I gather my answers to the latter two

queries were acceptable. None of the other candidates could answer any of them.

I retreated to the Unitarian College on Emm Lane for a longish wait-about four hours as I recall. I met the boss as he arrived from the main campus-Rover 3 litre now, a respray job I think~in the front entrance. Emm Lane has a delightful hallway although we never found a colour scheme that did justice to the late Victorian architecture. Behind a line pair of massive black hinged doors lies a spacious landing with stairs running directly up and away before they divide to double back to left and right as they ascend to the second floor. Downstairs on the landing to the right is a grand fireplace in which each Christmas for many years we burned logs.

"You've done it," he said as he came in. We walked up to his room which overlooked the main driveway. His annual display of dahlias was long since finished outside the Windows, 'well, my boy," he said, "so you're a professor now..," I asked for a drink

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and it was Scotch and dry ginger he offered. Believe it or not the next thing we talked about was what room I should have. I thought I **could** stay where I was for the time being but he had me in mind for the psychology laboratory. It lay up the central stairs, bearing right as I went. Apart from the library and the postgraduate reading room nothing else was up there. I agreed. The psychology laboratory was on the way to new custom-built premises in the Heaton Mount basement anyway. Teak furniture and apple-cum-olive green carpeting followed.

It was and remains a delightful room and is occupied now by my successor at Bradford in the marketing chair. Its finest features are the trees outside and the view across Lister Park. The most dominant tree is a splendid copper beech which reached up to the windows.

In contrast, my translation to Cranfield in 1972 was less emotional but more dignified. My electoral board asked me questions but I felt none of the desperate anxiety of 1968. I enjoyed the discussions of the nature of marketing and its place in a University Business School, and its relationship with technology. We did not discuss rooms until later because I was more concerned to negotiate the transfer of my research team and a fellow faculty member to Cranfield as well as myself and eight doctoral candidates then in mid-stream with their theses. Cranfield kindly offered to take us all aboard but confessed it was none too clear yet where we would sit down when we arrived in the autumn.

I ultimately found an office for myself but on arrival there were squatters in it, and no sense of the welcoming importance Bradford had afforded. Why should there have been? I set up office in the Swan Hotel, Bedford, overlooking the Ouse. Life has been very different for me since I left Bradford that summer; but I felt compelled to quit.

The role of a professor in Britain is still somewhat charismatic, and I enjoy it immensely. Nonetheless, most folk who are initially a trifle impressed by the title quickly adjust when they discover my area of study. Within the academic world it carries a status analogous, I suppose, to that of a company director. It affords one an immediate opportunity, should one show any such inclination, to assume a leadership role. Within the university world however, leadership is seldom fever of the mechanistic or Theory X variety. It is organic, it is the authority to make suggestions and to have them treated more seriously than they might typically merit from another source.

I have immensely enjoyed using the role, status and authority of the office of university professor to build and lead a team of academic staff both at Cranfield and Bradford. I think without undue modesty, the marketing group that got together has been able to achieve very considerably more from a pattern of mutual support and cultural motivation in the past decade than many more able scholars elsewhere in Britain.

Whilst the research team is a familiar enough concept in the British university, there is to my knowledge a considerable lack of team work in relation to teaching activities and administration. I have consciously worked with many of my colleagues jointly to develop course or programme outlines, to review in detail problems of teaching

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performance and in a particular recent instance to put myself in the firing line directly alongside colleagues in what we readily recognised as a troublesome situation.

I have found that academic leadership differs very extensively from that I see practised in industry. There is no formal power to back up judgements or decisions. The self-motivation of colleagues is the only way in which one can derive maximum benefit from them within a group effort for the Business School. In particular this has involved the delegation of administrative responsibility, of academic supervisory responsibility and, wherever possible, budgetary responsibility to the individuals concerned.

In doing so I have become a manager in an academic environment with too little direct involvement in the actual output of our Business School I do not know yet whether I shall resent it in the next decade but for the past five years or more I have perceived it as the most sensible way to deploy my time. I have been able to make few if any substantial academic contributions to knowledge although I flatter myself that as an academic manager I have made a real contribution to its facilitation currently and in the years ahead. Accordingly I envy the academic recluse, the professor who does not lead his

group as a group but rather uses research associates or assistants to see that his research ideas are investigated. He involves himself far less if at all in the

development of fellow academics and works simply as an individual faculty member but with a different status level.

The North American universities, of course, long ago separated the two jobs out, as have many major companies within their research departments. Scholars stick to scholarship and the administration is accomplished by a separate race, sometimes professional administrators and on other occasions academics who have resolved to cross the Rubicon. Too many of us live currently in the unresolved twilight, neither one thing nor the other. In ~r defence during these first ten years, the jobs were too

closely intertwined to be separable at all. The role of Department Chairman or Dean in North American University Business Schools is well enough defined vis á vis senior

academic faculty members for resource allocation to be clearly perceived as an academic service. I think we can evolve there reasonably soon in Britain now, but for our first generation the lapsing academic has by and large made the best academic administrator.

The biggest disadvantage of being a professor is that it seems to be unconscionably difficult to receive objective evaluative feedback of what one is doing. Subordinates seem far too unaware of the needs of their bosses in this respect and outsiders are often too little involved to feel competent to offer such judgements. Whereas the company director can see from his profit and loss account or his labour turnover figures what is happening, we seem to have failed thus far to identify sensitive yardsticks.

Professorial election does, however, have compensatory delights such as the splendid opportunity to profess which the ritual Inaugural Lecture presents I have now been fortunate to be allowed time for two such unique occasions. Their sanctity lies in the chance they provide to address all your senior colleagues in all other areas throughout

the university on your subject, and to be taken seriously. Much of the remaining time one can expect to have one's leg pulled in as similarly ignorant a fashion by colleagues as by all comers. On the first occasion at Bradford I traced the nature of marketing processes since the Roman Empire; later at Cranfield I reviewed marketing's relationship with the more articulate and alienated European customer of today. As lectures they were, I gather, deemed satisfactory by the listeners but I do believe if I ever do it again I'll keep it much simpler. Marketing is such a simple notion after all that we have a very real duty not to make it sound complicated.

Graffito 22

SAFARIS ON THE SABBATH

Sabbatical leave is one of the intensely civilised conventions of the university world and although I do not know of many institutions which formalise it, I resolved from the outset to make proper use of it. There is a very real danger that although we live to a considerable extent on flexitime in the Business School world we have too little time left to think to do our academic jobs well. A visitor could be excused on many days for mistaking us for straight business executives if he visited our offices at either Bradford or Cranfield. The phone rings perpetually, and a host of colleagues and staff call by to discuss a recent occurrence; meetings proliferate.

In 1968 my Bradford group for the first time used a think-tank *away* from the university in order to get peace and quiet to discuss our research programme on organisational design. We went to Settle on the Yorkshire/Lancashire border. Later escapes took us to Grassington and now that we are working at Cranfield, to the conservatory at Milton Ernest Hall, a delightful mid-Victorian country house by Butterfield, owned and operated as a restaurant by the former Creative Director of a major London advertising agency. The Ouse winds its way through the grounds just as the Wharfe wends through Grassington. Many the pensive afternoon we have spent by them each pondering the value of information provided by libraries, the development of marketing services for the Management School or export marketing training in East Africa. As well as the fine ambience, the Hall's gastronomic delights include excellent baked fish and for starters there is chopped avocado and kippers with caviar.

Such think-tank work is familiar enough. I cite it here to emphasise that I have felt it necessary because of the day-to-day pressures of the Business School world, which surprises some businessmen I know. They can still find in a trip to the groves of Academe a peaceful retreat and a change of the pace and time horizon of their thinking.

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For myself I have found it immensely valuable, if not perhaps vitally important, to extend the concept of withdrawal from the hurly burly even further. I have been fortunate in the past decade to spend sonic fifteen per cent of my time on campuses other than my own. This time has provided several splendid opportunities to write, to consolidate and currently to prepare and plan ahead.

I landed at Edmonton, Alberta in time for Christmas 1970. My family had all decamped to Canada ten years before and

although I had visited them once when I had toured North American Business Schools in 1967, I had not had a family Christmas since 1960. My mother and sister came over from British Columbia and although it gets cold in Alberta, even down to minus 30°F during my stay, it was always a bracing environment. I was to teach two classes, one in research for graduate students and one in international marketing for senior undergraduates.

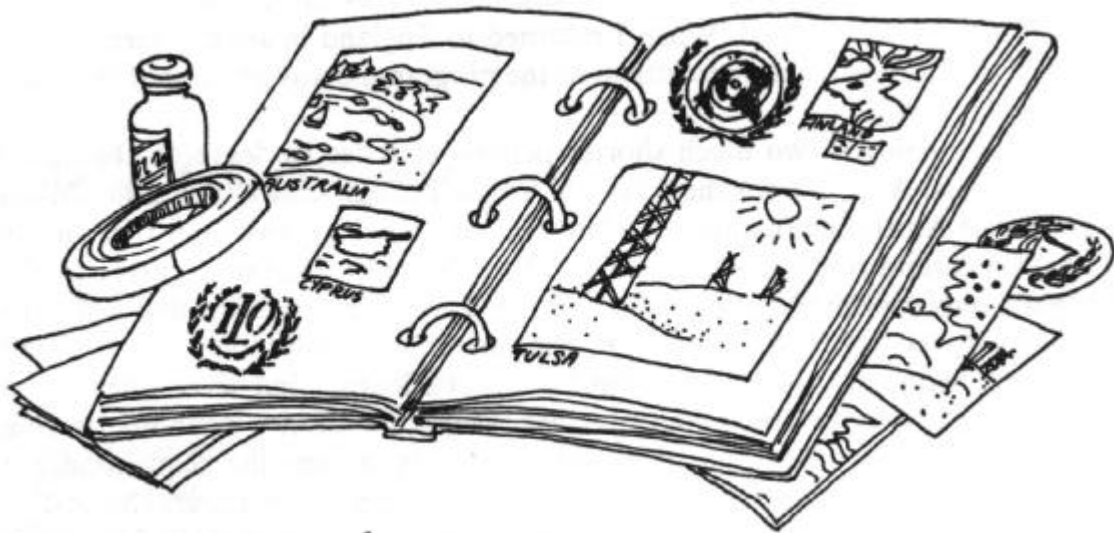
One of the Alberta faculty was shortly to return to Britain to teach at Bradford and he and his family were able to show us the ropes and the Dean was understanding. Whilst hardly one of the major Business Schools in Canada, its students were good and its links with local industry and the provincial government were strong. I was able to get a number of sensible projects together for my students very easily. This incidentally has always been my experience in North America; in Britain it conventionally takes far more time and effort and the asking is all one way.

By 1970 I felt a very real need to come abreast with the application of quantitative techniques in marketing. My background training was as a political economist and my awareness of the contribution from management science to marketing was inevitably fragmentary. I devoted half my time to reading and evaluating what had been done in this area and summarised it in a short book I entitled *Contemporary Marketing*. The remainder of my working time was spent completing a manuscript for Penguin Books on *Technological Forecasting*. This latter topic had fascinated me as I indicated earlier in Graffito 12 and I was determined to try to produce a marketing man's book on the topic.

Since I do not find writing unduly hard work or tiresome, perhaps a bad sign, I also had time to see more of Canada than I had expected. In particular I was able to visit the Canadian Advanced Management Programme which is held twice yearly in the Rockies at Banff.

I returned to Canada again in 1973 to teach Summer School at the University of Prince Edward Island (LPEI). As with the USA whilst I write this in Oklahoma, it was a centennial occasion in PEI. Charlottetown was the cradle of Confederation for the Dominion of Canada as well as being the story book home of Anne of Green Gables. A beach house sounded grand, and would have been weather permitting but it did not. Nonetheless, I learnt to like lobsters and to be impatient with so many I have been offered since. At UPPI I taught a course in marketing logistics which once again served as a useful time for consolidation of work in this area over a four year period which I was able to employ in Holland later that summer when I was fortunate to co-direct for the second summer running the European logistics Management Programme at Noordwijk-am-Zee.

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Canada also served as a base for three visits to Mexico where I was able to work both with UN agencies and with the Mexican Government's own external trade organisations. My experiences in Canada and Mexico had a crucial influence, and in practice proved to be a testing ground for ideas prior to the establishment of the Marketing Development Centre at Cranfield in 1974 with UN assistance I shall always be especially grateful to the Liverpoolian who managed PEI's own Marketing Development Centre in the early seventies for his advice on how *not* to help a developing business use marketing techniques and skills.

My contacts with the UN led me to accept an invitation to work with them in Cyprus in the early summer of 1974, just before it was again ravaged with war. I lived in Nicosia at the Ledra Palace Hotel except for short spells in Famagusta and Platres. The job there was to help local faculty members at the Productivity Centre to establish a Management Diploma Programme for postgraduates. I was also working with a colleague from Birmingham University who covered the business policy field. Cyprus has no university of its own but a great many graduates so the class was extremely catholic in its origins. They had graduated from Lumumba University in Moscow, from Aston in Birmingham, from Athens, Ankara, Malta, MIT and more besides. They were an excellent class who were patient with me as I sought to relate my teaching to their local situation, an exercise with which both they and I were relatively unfamiliar. The ubiquitous North American text was perhaps never less relevant in my experience but widely in use. The class had but one Turkish Cypriot from thirty.

I completed our Social Science Research Council project on fashion marketing in the mountains at Platres, seated overlooking the pool on a hotel balcony in cool heat. I had also to put the finishing touches to a less successful initiative into the marketing of library services. At the invitation of the British Library we had undertaken to offer a four week management programme for librarians at Cranfield and we devoted four months to planning and developing it. In Cyprus I completed four case studies, mainly working during the siesta hours in Nicosia from late noon until four o'clock,

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upstairs on the sunny south side of the Ministry of Labour building where the Productivity Centre was located. When I returned to England in June I learnt that only a handful of participants were to attend so the programme was postponed indefinitely.

But we'll be back.

I have also enjoyed two much shorter periods of reflective leave of absence. The first took me to Australia for the National Council of Physical Distribution Management and the Australian Institute of Management. The thirty two hour trip convinced me that on certain routes speed could still be a factor to determine customer choice and that Concorde could indeed have a future. I fell asleep the first day whilst I was lecturing, an unusual experience. The chance to meet with local businessmen in Melbourne, Sydney and Perth provided for a hectic journey but several new perspectives. The reality of the Australian Overseas telegram authority doubling its volume of business by major price reductions was refreshing, as was the acquaintance with flora and fauna which hitherto had been so many pages of a geography textbook. Australia seemed a very long way away to me from many of its roots and they seemed to be very much aware of it too.

My second short sabbatical was to Finland, as a British Council Fellow in the Swedish and Finnish Schools of Economics in Helsinki. I also visited Rovaniemi and Turku and met with local businessmen from the management institute and their export marketing agency. I was researching on this occasion into the role of packaging in the logistics mix~I believe a tricky issue. The spare hours were spent sorting out some of my thoughts on the topic.

And so most recently, indeed currently, to Tulsa for a full semester. The teaching load was two courses in marketing research ~ a useful opportunity to brush up on practices and approaches long since grown rusty in my mind. Most significantly, however, Tulsa Oklahoma is my opportunity to review ten years and to plan a little for the next three at least. On my return to Cranfield I move to a line responsibility for a £12 million continuing studies business in management education. Whilst much of the policy framework had been identified before I came away, its implementation in the years ahead needs careful thought, and so I can spend the time I need. My boss has made no bones about his views that a short course man needs to see the breakfasts are good as well as the teaching. I know I don't agree with him in terms of the role I intend to play but I know what he means in terms of how I must delegate and control the operation.

I have dwelt here on my own sabbatical safaris. I am aware that others do the same in the Business School world, but not all. It seems to me to be an excellent device for recharging one's batteries. Within my own faculty group it has become an important tool for faculty training and development. In the past three years direct colleagues in my group have spent six months in research at the University of British Columbia, eight months teaching in the Canadian Maritimes and twelve months at INSEAD and Harvard; each and everyone a better Cranfield man because of it. I commend it to colleagues elsewhere and especially to businessmen and those in government administrative jobs.

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HOUSEY HOUSEY

In-company management training is now a well established phenomenon in the great majority of medium and large organisations. It typically comes within the province of a senior company director, often the Personnel Director, and it is here to stay.

Although the omnibus role of provider which Business Schools played for a fleeting moment in the middle sixties could obviously not have been sustained simply in volume terms alone, it is none too clear that the market segments for which the University Business Schools at present cater are necessarily the most appropriate.

Two major segments seem to stand out above all others for treatment by university Schools. The first and most important must surely be to learn with and train specialists in the fundamental areas of business activity who are working at or near the frontiers of the discipline either in terms of theory development or in terms of applications engineering with existing knowledge. This embraces both industry and/or functional specialisms and the broader strategic planning/policy implementation sciences relevant to senior management. It must also surely include interaction with and mutual development of the in-company personnel charged with the organisations' own training and management development.

Secondly, there is a considerable if not necessarily vast market segment for individuals who are at a crossroads in their management career. These individuals can often stand at the peak of a profession such as accountancy, engineering or marketing and require a cathartic re-orientation to a much wider view of business. Powerful attitudes and opinions such as 'accountants are only concerned with costs' or 'marketing is a remerchandised sales activity' or 'engineers put too much quality into products'

will often need modification in, or even eradication from, the mind of the to-be-successful general manager. In other words, a lifetime of proud specialisation may well have given rise to a friendly hostility towards fellow professionals that can be counterproductive atop a business concern. Such broadening and mollifying can often best be done in an atmosphere outside the company itself. I have no illusions that in this second segment our unique selling proposition (USP) as University Business Schools is far weaker than in the first. Nonetheless, if the much overworked notion of cross-fertilisation between companies and between the distinct functionalists represented can be made to work, we can often do a considerably better job. I am clear in my own mind that we do not always ensure that we make cross-fertilisation happen as between the functions represented. That is to say we should ensure that the engineer or marketing manager with scant respect for accountants in his own enterprise learns through his Business School contact with accountants from other companies that there is more to it than meets the eye. We tend all too often to settle for the more obvious

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cross-fertilisation which is typified by the manager in industrial manufacturing concluding that supermarket operations do have similar buying or capital funding problems to himself after he had spent twenty years believing how very different they were.

In today's management education markets I also identify a third and a fourth segment, where the University Business School can make a contribution but which I believe to be typically performed as well or better on an in-house basis in the medium term. The third segment is transitional assistance whilst the companies concerned build up their own competence. It can, of course, in smaller organisations be a permanent requirement unless it grows large enough to justify its own staff complement. There is nothing inherent in the educational input which the Business School can do better than the company itself although, of course, with better staff or facilities it might outperform competitively. I regret to say that a very great part of what we offer in Business Schools today is in this segment. Our courses all too frequently serve up unexceptional information and knowledge to students just like so much paper. The potential for learning by the student and for acting on the ideas put forward is so much greater if the educational process takes place within the company. Transitionally we can and must assist but I believe we are often attempting to assist at arm's length. Furthermore, some in-company management development personnel want to keep us at arm's length themselves from fear of their own limitations.

The fourth segment is supernumerary help to companies, slot filling either of a routine or a keynote' nature. This will always be with us but it is scarcely a segment on which we can build a Business School. It is essentially a by-product of our main stream of activity in segments one, two and three. It can and currently does, nonetheless, often reach very considerable proportions of many Business Schools' activities. At its most extreme it consists of a pot-pourri of faculty pulled together in an often ill-integrated programme. The integration is often fine on paper but poor of execution in terms of cumulative evolution, style, level, and pace of presentation to the participating students.

In line with my earlier comments on the need to develop, in depth, a continuing relationship with organisations for any really valuable relevance to occur in management education, my philosophy here again looks for close ties. The benefits that can accrue when both company and Business School pool their resources and backgrounds to produce educational offerings in segments one to four are very great indeed. It has led my colleagues and myself to introduce pre-programme evaluative

approaches for registered course participants and on the basis of their responses to modify syllabus design and methods of presentation. It has led to a constant search for participative techniques using projects from the company itself rather than a case study from the Clearing House.

Let me illustrate the approach with our work in the past several years with Id Plastics, British Airways and Asda Stores. In each instance we began by seeking to agree, first with the company trainers, then with the participants' bosses, and then

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with the participants themselves: 'What are the objectives of this programme?'

There was always confusion but never ill-will or disagreement about sorting it out. At

once we had a Hawthorne effect at work for us Step two involved syllabus design

which required approval on each occasion of the same three populations as had clarified the objectives. Finally, the content of the course was prepared with the objectives and syllabus absolutely in mind. In all instances, sometimes more sometimes less, case studies and exercises were rewritten. In two instances major programmes of materials development were undertaken exclusively for the company concerned. Yes;

at a cost in excess of the tuition fee involved.

The thoroughness of our preparation has been consistently rewarded. No failures

in terms of the participants' or their superiors' evaluations to date and a ready

opportunity to observe our influence on behavioural changes. In the case of British

Airways, its European Division was implementing a rigorous and detailed pattern of marketing planning which involved over a hundred staff in thinking well outside their narrow specialisations of routes, IATA or advertising. The education broadened the horizons of the entire marketing staff with a common experience that formally evaluated a dozen recent marketing problem situations within British Airways, each of which we made into a case. One of the case studies focussed on the marketing planning process itself and planning has increasingly been done in the way the case groups indicated. For much of the programme our role was process consultant or mentor not teacher. The group developed its own vectors for learning very rapidly; we simply called out the co-ordinates from time to time.

In comparison, the 'slot' from segment four is usually dreary, so much less effective, and uses few if any of a university's unique skills. Yet building to a position where our USP can be deployed in the in-company training situation requires confidence from the management development advisors that we will not undermine their roles within their company as we work. Too often I know I have unwittingly erred in this direction, always with disastrous consequences because it ruptures the linkage point. We are married together, and developing and improving the Business School/Management Development Adviser marriage bond must be an integral part of every university's aims from a basis of mutual respect.

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Graffito 24

ON THE BOARD

I have argued already that a close and continuing relationship with business is necessary for relevance and keeping in touch to be effectively accomplished. Accordingly, when I was invited in 1967 to join the Board of Directors of Roles and

Parker (R & P) I was pleased to accept. R & P is the largest advertising agency in both

Britain and Europe which has chosen to concern itself exclusively with industrial advertising and marketing communications, in contra-distinction to consumer. It had twin advantages for me personally in that I was familiar with the work of advertising

agencies from my days at the American agency in Baker Street, but my work there

had been primarily of a consumer goods nature. R & P meant I could both reinforce and broaden my experience of the world of advertising.

In practice, over the decade it did much more than that. I think my most fundamental

benefit has been to see how very differently organisations can be run which apparently have the same goals-good communications work for clients. My previous experience

was one of dominance by the account management function within the agency of all

aspects of its work. At R & P the pattern of involvement in a communications effort

was far less hierarchical. Each group was furthermore organised on a business basis with individual members of it acutely aware of the costs and revenues for which they were responsible. Wherever possible each sector of the business was indeed a totally separate profit centre.

R & P was also the first agency I had been involved with which wanted to emphasise a total communications approach to

marketing with its clients. It has long been fashionable for texts to identify the need for such an integrated consideration but company organisation structures and personalities at the head of sales or advertising departments have so far kept it very much at bay. It became distinctly apparent to me that I was woefully ignorant of the way in which industrial marketing activity at large was conducted. I have developed a far from typical, but extremely healthy, respect for industrial marketing that my years in consumer marketing never led me towards, indeed quite the contrary. I was more than ever persuaded that many of the idiocies and distortions we find in our businesses are simply the result of size, It led me to increasing concern in my teaching and research work with organisational patterns that overcome some of the disadvantages of size, such as brand management, venture groups and task forces, as well as the traditional decentralised structures of divisions and regions.

Finally, R & P has been invaluable to me as the obverse of the problem a business-man faces in seeking to advise or assist a Business School in its work. I found that at R & P Board meetings my views were sought on long range matters of strategy.

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Equally, whenever a short term problem came up I was invited to help clarify it or to broaden it out from the specific to the generalisable level. My induction and acceptance as a director whose views were worth listening to at all 'was established at a series of meetings of wide groups of staffs at which I was generally asked to perform as an 'outsider'. That is to say my views as an independent but interested, sympathetic and understanding observer were sought I think I have described the classic role of the non-executive director except that in my R & P experience I was exposed to all the managerial employees as an external authority

the managerial employees as an external authority.



My other external directorships are the outcome of an initiative I took in Bradford

My other external directorships are the outcome of an initiative I took in Bradford in the late 1960s together with a group of local businessmen. Our Management Centre work for the Bradford Area Development Association had focussed attention on the need to help local business grow and the Bolton Report had emphasised that one of

their major constraints was finance. So we resolved to launch a modest, local merchant bank. The idea was simple enough; it came directly from Drucker's *Age of Discontinuity*, Chapter 6. He observes there that in declining or relatively under-developed areas there *is* always wealth available for investment if only it can be tapped.

We resolved to launch a public company and issued our initial prospectus for £150,000 of equity, and a loan stock. With the support of ICFC and other bankers, the West Yorkshire Finance and Management (WYFM) Company came to life. The envisaged role for my colleagues and me at the University Business School was that we could provide management analysis to match the financial analysis being undertaken by the company's Chief Executive I sank my life's savings in the company to become the second largest shareholder amongst the directors. Fellow directors were senior local industrialists and retailers.

The short verdict on the venture was that I learnt how very very difficult it is to weigh up whether or not a loan should be made to a small business to help it grow. I had never been faced with such uncertainty in decision making and developed a more than healthy respect for the bankers who say you invest in people not ideas. In practice, it seemed to me that we the moneylenders sought to avoid all risks by demanding collateral for everything. Even so we made mistakes. Virtually no tasks for management analysis came our way. WYFM merged with a similar activity from Humberside very soon and then both organisations were in turn absorbed by Thames Investments, a mainly property concern headed by a key member of our Board at WYFM.

I was duly chastened, and resigned from the Board shortly after. I had learnt that the mobilisation of capital from the community was a relatively straightforward affair but its sensible stewardship was another matter altogether. Nonetheless, it was excellent experience not at all lessened by the presence of my own life savings in the venture, where they incidentally remain locked in, the company not being quoted! As an injection of insight to the problems of entrepreneurship for my teaching of students in business policy it was salutary indeed. It did, of course, emphasise in my mind once again the value of a deep involvement in the management of a business for the academic, and it also highlighted the need for that involvement to be at an appropriate level. A point often missed in the Business School teaching world is that the experience must be in a valid environment for the teacher's needs.

An unusual and intriguing by-product of establishing WYFM was that I was made their nominee director of Protocol Engineering of St. Albans and Berkhamsted. It was a company with some £1/2 million annual turnover in printing equipment of a unique type and our WYFM entry had been made to enable the remaining partner to buy out a founding colleague. Again, by developing a continuing contact and close understanding I was able to make the contributions of the classical external director. This time there was no 'meet the staff' phase officially but I met a lot in due course. After I resigned from the WYFM Board I was invited to continue in a personal

capacity as a Director of Protocol which I am proud still to be. Medium sized companies seem to have a great deal to offer in learning terms to us academics, simply because the *whole* of the management process is visible from the top. Fragmentation and isolation so common in the larger company have not set in.

My longest running company involvement is with our own 'family' business grown as a co-operative by Business School academics in the mid-sixties. I have described its origins in Graffito 16. MCB, as we called it, has provided some dozen or so colleagues and myself with a unique opportunity to grow a business in areas where we had very considerable expertise but little or no managerial skill. Today₅ MCB is approaching a £1 million annual business which employs a modest sized staff with all the problems they present. It has all the tax and accounting problems of any business in relation to the £100,000 of working capital employed; it has marketing and production problems as well. The funding for the business is our own and our creditors'. We mainly produce, market and distribute serial publications, books and monographs or management together with limited sets of training materials. Consultancy advice is a small part of our total business and requires virtually no capital at all.

Our Board of Directors is all part-time and outnumbers our full-time employees. It consists of management textbook talent that would be the envy of any business twenty times our size. The question, of course, was could we focus that talent on running our own business very much as occasional executives. Without hesitation I can assert that it is true for almost every one of us that we have learnt as much if not considerably more from our endeavours at MCB than we did from our textbooks. The reason is not far to seek - we apply our ideas in MCB and we wait with bated breath and anxious hip pockets to see if they work. We work toward the understanding or temporal compromises between information gathering and action, between what should be done and what organisations end up being able to do. In cameo we operate a business that acts as our laboratory. In charge of marketing we place a Senior Research Fellow, replete with relevant doctorate, and invite application of ideas. In charge of computerisation of our control systems we place a lecturer in management science who teaches it. Both must live not only with the elegance of their system but its operational and human realities.

The work of Reg Revans emphasises both the need for and the reality of learning by doing not by reading, by the hands-on approach. He emphasises the importance of living with the consequences of what we do. He emphasises the need continually to refresh our ideas from the sources of developing knowledge but also to move forward again and again to apply those ideas. I concur. My conclusion goes further I think than Reg Revans' since he advocates the rotation of programme participants as between companies. I think Business Schools should own and operate commercial activities as living

workshops. "Say they went bust?" more than one colleague has asked me. My reply is that if that is the case maybe we shouldn't be teaching other guys how to do it. The ownership and operation of a commercial concern concentrates the wind no end and our theories take on the startling reality that Stalin always asked

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of theories. I think we have a worthy and valid precedent, albeit from industry coming backward, in the Glacier Metal Company's activities under Wilfred Brown and his successors as Chief Executive. What Brown and his colleagues contributed through the Glacier Project is within the reach of many Business Schools. In its continuing absence, I exhort academics to get involved outside in the equity and management of a business.

None of which should be taken to anything remotely resembling excess. I adhere strongly to the view that we are academics-not businessmen in disguise.

Graffito 25

COBBLERS' CHILDREN

Managing Business Schools with all the knowledge available to their leaders right there within the faculty was no easy job. In practice, few businessmen forsook a successful career in industry to take on the mushrooming posts of Directors or Deans and those who did by and large seemed to be unhappy with their lot. Today, the top administrative posts are in the hands of thoroughly academic members of staff who have taken an amateur interest in administration.

The contrast with North America is most pronounced. Just as they insisted in their written constitution that the legislature, the executive and the judiciary should be separate, so in academic life they long ago broke up the power base of the senior professors. The elected chairmen of departments or divisions, and the five year term of office for Deans or Directors of Business Schools, are totally alien to the British scene. Administrative structural innovation was attempted in a very half-hearted way in most schools but the weight of the university traditions exercised through the powers of Council and Senate typically held it in check and often scrapped it within a short space of time. There are exceptions where the Schools have great or even total autonomy such as at the Oxford Management Centre, Henley or the London Business School.

Given that the traditional British role of the professor was to triumph, it was obviously very important whether or not the School was set up as *an* integral academic unit as at Bradford and Cranfield, or as a Gaullist Business School *des patries*, such as is found at Warwick, Lancaster and Strathclyde. I have already discussed the problems implicit for educational development in these two different structures in Graffito 9. Here I wish to focus on the implications for intra-university management as well. A plurality of professors in one academic unit can be played one against another at a personal level by other university power bases if the plurality does not discipline