itself to work together. A plurality of professors each with his own semi-autonomous academic unit to direct is a far more manipulable structure per Se and in my experience far more likely to give rise to imbalance in resource allocation based on political rather than educational goals. What 1 am saying, perhaps somewhat tortuously, is that I believe management educational goals tend to survive more sensibly in the more intimate pattern of political trade-offs that occur within a unified academic unit than when outsiders intervene who are primarily operating on an inter-faculty political dimension.

Within the two schools of my close political experience I have observed different patterns of involvement by non-management academics, and very different patterns of leadership from my bosses and their bosses in their turn. Cranfield, whilst so much smaller than Bradford University, is an immeasurably more mature institution. With barely one fifth of the student numbers found at Bradford, Cranfield has virtually the same number of professors all of whom participate in Senate's deliberations. At Bradford the pattern of participation placed only some of the professors at Senate albeit on election or by virtue of ex-officio posts elsewhere in the university structure. The separation of School Chairman from senior professorial posts was provided for with~ the structure of the university but in practice it seldom happened except, recall, in vital areas such as Yugoslavian Studies. I am sure that the application of separation of powers has proceeded somewhat further now but at the time it had not.

All Business School resources both at Cranfield and Bradford came via the centre. Bradford allocated resources primarily against a long term plan developed through a Senate committee that excluded all School Chairmen. On a shorter term, tactical basis resources came through a very small Allocations Committee of the Deans, Vice Chancellor and Pro-Vice Chancellor. Most typically that committee disbursed funds in terms of staff numbers permitted on establishment and most other resources were allocated either on that basis or on actual student enrolments. Technology was strongly discriminated for at the expense of social and management studies. The Bradford Business School Director received the entire budget which he spent against goals agreed within the School in its internal Syllabus Committee.

Approval of syllabi is, of course, the most crucial element in any university institution which is allowed to be effected from the bottom upwards. Funds came down from the top. Academically, Bradford and many other Schools chose to place their Business School amongst others in wider Boards of Studies through which syllabi were continually appraised. Ours included applied social studies, European studies, languages, research in education, project planning, history, psychology and sociology, geography and Yugoslavian studies by the time I left. They were never as I recall it hostile, in fact quite the reverse. They were our first filter after the Business School had internally agreed its syllabus desires, however, after which Senate with its full complement of technologists and scientists had their say.

Cranfield's self-confident maturity in terms of syllabi is quite remarkable in the university world and has been largely responsible for its ability to respond very

rapidly and radically to changing needs or perceptions thereof. Its radical approach in a four term year for its MBA degree and its pattern of prescribed programmes of study for doctoral work were both conceived within the School and endorsed by the Faculty Board within a matter of a few months. Whilst those outside of the School were willing to offer opinions they saw the final shape as our province and they confidently anticipated that our standards and standing would be appropriate. By contrast, the Bradford doctoral programme was bogged down technically within the university's Higher Degrees Committee for a longish period in their search for comparability of standards across the whole of the institution, and the School's case had to be compromised.

Cranfield's other great managerial strength is its budgetary system. It too has an allocation procedure for resources from the centre but less than half its members are ex officio. Its allocations are worked out on formulae and points systems which as always discriminate against taught management classes compared with taught science or technology classes. Nonetheless, once politicking is done with at that level on the three year cycle we use at Cranfield, the School receives a virtually unencumbered lump sum. Discretion on its expenditure as between consumables, travel at home and overseas, computing, secretarial staff and books is left to the School Furthermore, the style of management adopted by the Director then passes such resources as do come our way down to subject area group heads, The budget is the Director's officially but his chosen style of allocation is through agreement at his Planning Board which includes all subject area heads and all programme directors within the School. In fact we operate a pattern of output budgeting and programme management that I find highly to my liking, the whole under the chairmanship of a School Director steeped in the Glacier tradition of unanimous policy agreements.

The plurality of management professors within a unified academic unit can naturally be a very vexing experience for the Director or Chairman. A widely different assortment of young or not so young Turks needs to be encouraged to exercise the maximum of initiative and leadership in the professional and academic areas without losing sight of the need to reconcile what they do with the overall need to educate good managers. This latter point is taken care of by the use of mission or programme directors who more often than not are the same men who head up the academic areas, simultaneously wearing different hats on a two or three year assignment. My own mission work has taken mc already into doctoral studies and now into continuing studies, whilst others have moved into and out of the MBA programme mission director's role. We have often spoken of the overload this makes of the professors but so far have been unable to grapple effectively with the issue of

asking non-professional staff to take on the mission director roles.

I think the simultaneous wielding of executive and legislative power in the hands of professors in our Business Schools is manageable in the context of the size of Schools currently operated. Whether it is desirable is another matter, but since I am a supporter of the leadership view of professors rather than the reclusive, I believe it is. It enables

effective action to be taken once a matter has been resolved. My preference is for the discussion both in management and in the Business Schools to focus on appropriate leadership styles rather than extensive participation in decision making at all levels. My experience of the latter certainly within the university world is that it slows down movement in almost every direction.

As one who tends by inclination to operate on a power dimension in management I think I was better suited to the style of operation and activity that prevailed at Bradford. I have not always the patience for the movement towards consensus that often seems to frustrate one at Cranfield. Nonetheless, I do not believe overt power play could work as harmoniously given the personalities with whom I am currently involved. In short, both Systems have worked well but one takes far more of my nervous energy than the other.

If I have seemed to sing the praises of Cranfield's more delegated and less rigid budgetary structure in contrast to Bradford's, it would be unwise and unjust to omit to mention two of Bradford's great strengths. Bradford was strong in an applied sense in the behavioural and quantitative sciences outside of the Management Centre. That depth of background disciplines with its applied orientation was a source of very considerable reinforcement both at a person to person level in Board of Studies' deliberations and in library and research endeavours. Whilst Cranfield has now made modest beginnings in the areas of applied social studies within its Faculty of Management 1 sense very strongly the lack of depth in basic behavioural sciences that I enjoyed at Bradford. Furthermore, the absence of an undergraduate programme at Cranfield means that within the School itself we do not have staff members involved in teaching or researching the basic disciplines at either a pure or applied level.

Secondly, and not insignificantly, Bradford had, and for all I know still has, a sense of intense excitement about it as an academic institution. Perhaps that was the spirit of the late sixties which can never be captured again, the pioneering excitement, or perhaps I'm just nostalgic for it and nothing more

Graffito 26

EXRENALISED POWER AND AUTHORITY

As I have described the formalised structure of a Business School it could appear as a closed system in terms of the power and authority exercised therein. I must at once dispel that impression. It is all too often quite the reverse. Because the university system by and large guarantees tenure to its faculty members there is no fundamental threat to employment and only a social requirement to be acceptable to and amongst colleagues. There is also ample opportunity to build a reputation with external

publics of the Business School - within one's own profession, in business, in the world of government or the research foundations and public funding agencies. Almost all senior academics are inevitably drawn towards service to external publics in precisely the same way as a businessman or trade unionist may well be active on government committees or within national or international professional organisations

The issue I would wish to focus upon here is how the successful ones handle externally derived power within their mother institution itself. It acts in the university world to reinforce further that independence which tenure already confers. It affords far greater potential for influence than is permitted the businessman for he will often be jettisoned from his external offices if he tumbles from his business eyrie.

Most typically the pattern of externalised power's manifest in free and easy access to business organisations and research funds which makes the individual concerned a patron within the School to rival the internal authority structure of the Director and other senior officers. In financial terms the external authority also has considerably more flexibility since it is not governed by unionised scales. An act of patronage can well earn a fellow faculty member a thousand pounds or more as part of an assignment and there are few if any ways in which an official University Business School system or procedure can

match it.

Access to research resources, particularly contract research funds, is of inestimable importance to the academic. There is little to be done internally to gain then, no R & D department with a budget, although at Bradford we did deploy about £100,000 each year for a short while on what we termed 'short-term academic commitments'. A small subvention therefrom helped me to initiate some useful comparative logistics systems studies in Europe. Typically some colleagues know how to help money forward in the cause of 'what you know' by a catalytic process of 'who you know' Such assistance and advice is of inestimable value since, internally, the criteria for advancement are often built very solidly on being able to demonstrate adequate research performance and/or publications.

A subsidiary field where externalised power and authority is also of significance is in control of publication. My role as an editor of a number of learned journals in my subject area is obviously a controlling one in terms of what can be published by fellow academics from other schools and colleges in those particular fields Conversely, within one's own school it means one can be more favourably disposed to colleague's work and help them on in this dimension of their career. This applies not only to direct editorial control but to advisory panels of journals and as assessors of manuscripts for publishers.

Two broad categories of utilisation of externally derived power and authority seem to coexist in the Business Schools where I am familiar with its impact. The first and the one I attempt to espouse is that wherein this external resource is fed back into the structure so far as is possible. It leads to a great many problems and is, in my partisan experience, little understood by fellow academics who either have little external power and authority or who choose not to feed it back into the system.

Most typically it poses problems when research finds are available, the acceptance of which will distort the balance of the school or even initiate a new direction of effort. I know of several groups of staff who have been found guilty of distorting the balance or pushing the school in a direction it does not wish to travel by feeding back research resources into the School. It is also, as I understand it, very much a problem within the technologies as well.

The academic institution quite correctly sees itself as responsible for the development of balanced views on this or that topic. It is also inevitably peopled by faculty who are bi-modally distributed in terms of activity level. Hence the slower paced individuals can always cry out at the fleeter of foot. Business Schools have wrestled with structural patterns of research centres and units, advisory services and the like but the problem seems insoluble. On the one hand the dynamic of the group must not be lost; on the other the balance of the total institutional pattern needs to be preserved or at worst adjusted slowly.

The other polarisation of response to which I alluded earlier is to keep external power quite separate, to live two discrete lives. When carried to extremes it is an affront to both the prime employer and to one's colleagues; as a response to jealousy or petty reaction by colleagues it is understandable but sad.

It is my belief that the more mature university institution knows how to cope with the problem. More importantly the individual who finds himself in the position of having considerable externally derived power tends to be helped to handle it better than the Business Schools have so far contrived. To use it as a blunt weapon to require a university to respond this way or that, to do research in this field or that, is seen as uncivilised. Yet the universities at large and, if my earlier anxieties about the rise of academic dogma are correct, the Business Schools in their turn too, will require mechanisms to bring about adaptation and change. Foundation grants have an exemplary track record for developing new avenues of work in the university sector.

The more such external power and authority which individual academics have is deployed internally to strengthen the Business Schools, rather than the Business School and university ethos being exploited to bolster individuals' own external power and authority, the stronger I think they will grow. The challenge I believe lies not in seeking to limit the outward looking nature of the academics' contribution to society; heaven forbid. It lies in sparing no effort to find ways in which the benefits can be fed back into the school itself and not dissipated.

Perhaps the theme I have sought to develop here can best be illustrated in the way Business Schools have handled consultancy work by faculty members. From the outset, as I indicated, it has been encouraged to ensure relevance and flexibility of the faculty members. There seems to be no particular reason why it should be under-taken on a private enterprise basis, as has been largely the case. Why should not activities of this sort be built into the total work load of the Business Schools with consultancy operated as a further mission or activity in which all appropriate staff are involved? The dividing line between consultancy and contract research is in any event so blurred that all manner of anomalies, not to say temptations, crop up.

The dilemma is even more clearly exposed when one looks at short course work done on an in-company basis. This again was classified at the outset as a form of consultancy work that could be done privately. Recently, the swing in the continuing studies market for management education to a greater emphasis on in-company work has left the faculty members in an embarrassing position. Should they feed the request for short course help into their school system or get together with a group and do it privately?

The North Americans, and most recently we at Cranfield, have developed a system of job overload which goes some considerable way towards internalising these activities so that the institution at large can grow without exploiting the

willingness of the faculty members concerned unduly. It also has the important implication that it reduces the more blatant exercise of externally derived power and authority which can be counterproductive. Organisational forms have also emerged in terms of university owned companies ~ the notion was pioneered at Lancaster University in the operations research *area,* and it also occurs at Loughborough and lately at Cranfield. The extent to which the commercial enterprise within the university system ends up enriching the work of the school, as it undoubtedly has at Lancaster, must be balanced against the loss on occasions or for an embargo period of the ability to promulgate research findings or conclusions

Graffito 27

PROFESSIONALISM AT A DISCOUNT

Both my wife and I clearly recall purchasing raffle tickets for a Hillman Imp in 1964. The profits from the raffle, organised by the Institute of Marketing, were destined to help endow Britain's second chair of marketing at Lancaster University. At the time it was misleadingly believed to be the first but I have already indicated that Newcastle's agriculturalists beat them to it. What with the raffle and extensive donations, sufficient funds materialised to set things going in Lancaster in 1965 and naturally enough the Institute of Marketing (IoM) has had a soft spot for that particular department ever since. Nonetheless, the IoM is not a graduate profession. Its main educational qualification for entry is its own diploma which is fairly described as at Higher National Diploma rather than degree level. It is intended, in any event, not as an academic distinction but as a qualification programme of study for the practitioner. It is largely taught in the network of LFA colleges throughout Britain.

Not all IoM members have followed the course of study; experience also qualifies all individual for membership. Whilst I readily accept that all those who had been members for a long while before education and training for the job were formalised

were unlikely to agree to their undoing, I remain puzzled at the continuing opportunities for entry by such a route. I have very considerable respect for the work the IoM does, but I do believe a professional institution needs to give the most vigorous encouragement to professional training and development at all levels. The good professional typically combines both knowledge *and* experience.

The great danger which accompanied the policies pursued by the IoM in my view was that it alienated the emergent university sector. It offered little to the University Business Schools save the good hand of friendship and interest, and posed few challenges. University level education for business and for marketing was surely about emphasising the need to treat the intellectual professional content of activities on a different plane from that which had hitherto occurred. It was an indication, a cue, that trading-up in terms of the knowledge content of the discipline was on hand. The IoM failed to grapple with it, perhaps was unable from that institutional inertia which all organisations develop, Business Schools included.

The appearance on the professional scene of the Marketing Society which immediately attracted and sought to attract the attention of the new Business Schools makes my point in practical terms. To a different degree the three major marketing research organisations also acted as magnets for the new academic: the Market Research Society (MRS) which has been the graduate marketing profession in Britain since the late 1940s, the more recent Industrial Market Research Association (IMRA) and the British dominated European Society of Opinion and Marketing Research (ESOMAR) The typical university academic has attended no Conferences of the IoM, a few of ESOMAR (perhaps Cannes or Budapest), and considerably more of either MRS or IMRA dependent on how they take his specialist fancy. He will have taken his research findings to their conferences to report and to discuss them there with others.

Whilst academics naturally related with the marketing research profession and with the Marketing Society's membership, they found the IoM lagging which in my view was, and to a considerable extent to this day remains, a very very great shame. The accountancy profession and the Institute of Personnel Management have both made more effective transitions from the before Business School days to the present, and have benefited reciprocally. Both have launched highbrow' magazines or journals for want of a better term, whereas the IoM's academic journal remains directed at its own diploma students. I personally tried in the late sixties when we were developing the *British Journal of Marketing* (now *European)* to do it in association with the IoM as Gower Press did with personnel managers.

The dangers such continued alienation poses are of isolation and separation between the new generation of university trained marketing men and the old; rather than working out a reconciliation *within* the major professional association they simply refrain from joining it altogether. The refreshment studies, or continuing pattern of professional development for IoM members throughout their career, makes a relatively low level of intellectual demand. The IoM needs in my view to trade-up,

vigorously, not to forget or neglect those it already has as its backbone membership but to unleash the organisational potential it has to catalyse more effective marketing at all levels. Unless it exercises considerable ingenuity in the years ahead it is in danger of facing the problems of the Co-op, out-traded and undersold by Marks and Spencer and a dozen supermarket chains.

I am a Fellow of the IoM and proud of being so accordingly my critique above is not vindictive. It is meant to be a strategic analysis and it is one which I have already communicated to many good friends within the IoM.

If what I say is so of the IoM, it is even more so of the BIM. I have on occasion compared them with Woolworths in the management profession. Aided and abetted by the major consultancy firms and leading multinational enterprises, not to mention Business Schools, the Business Graduates' Association (BOA) has totally distracted attention from the HIM in the eyes of the new generation of managers that the Schools are producing. The BOA has done it by the device of exclusivity, the most vigorous form of up-market trading possible, and I do not especially respect them for it. They are bent on elitism by admitting to membership only those who pass through selected graduate schools.

Accordingly, the BIM of which lam also a member, would easily will my allegiance and support for a significant initiative to cater to and for the new generation of Business School managers who, like it or not, are more intellectual about what they do. In 1967, whilst I was working for my DM5 at Slough Technical College, I was engaged with others in discussions at the HIM to persuade them to initiate both a literature and a graduate level membership drive to match their policy level support via the FME for graduate Business Schools. They had reformed their examination system replacing the old HIM diploma with total support for the new DMS and that meant it could have happened. Reluctantly, we initiated the journal of *Scientific Business* (now *Management Decision)* alone and, although it was offered to the BIM again in 1967, they have continued to fail to offer any graduate level journal to their member-ship. Not surprisingly, many of the newly trained and educated do not look to them for professional leadership or identity.

My diagnosis in both these sectors of professional activities is made in the knowledge of their rising membership trends over the past decade. My regrets concern not the work they are doing for the bottom, lower middle and upper middle quartiles of British management intellect but what they have conspicuously neglected to do with and for the top quartile. Both are on the move currently and under fresh leadership, and both are aware even if they express it less vehemently, or the issues I have focussed upon. Nonetheless, I remain disappointed with what the IoM and the HIM did in our first decade in comparison with the accountants and the personnel managers.

In the field of logistics or physical distribution management (PDM) with which I am also academically involved, professionalism took an odd form. As marketing grew to become an integrating focus for selling, advertising and marketing research, the old Institute of Sales Management donned the new mantle of Marketing. In PDM

this did not occur. After NEDO Working Party deliberations on the matter for a year or more, an integrated Centre for PDM, not a new or a remerchandised professional body, was established. I was involved from the outset and became a founder Board Member of the Centre which was housed at and serviced by the BIM. It began as an amalgam of senior business executives and Business School academics and despite one or two risky stages when it was in danger of becoming a 'short course profit centre' it has remained I believe a coherent alliance between intellectuals and practitioners. As such it has clearly become the professional reference point for the new management focus on PDM in Britain. The series of University Workshops it has staged in direct collaboration with four centres of university teaching in the field have been without exception a real success. It was the clean start which gave the opportunity to do it and the firm decision not to tangle with the existing professional organisations in transportation, inventory control, operations research or materials handling. Nevertheless, I think it can be taken as something of a model for parity of collaboration rather than apartheid or separate development.

In my view both the IoM and the HIM must set their sights higher in intellectual terms. They must talk relevantly and effectively to the most capable and the most senior members of their sectors of industrial affairs as well as to the middle and lower levels. So of course must the Business Schools.

Graffito 28

RESEARCH COUNCILORS AT PLAY

The dawn of the Business School era found the Science and Social Science Research Councils (SRC and SSRC) offering support to both advanced students and programmes of research. The SRC and its predecessor the DSIR has a long record of support for the development of management of studies which orientated in the field of engineering. Joan Woodward's pioneer work on organisation had been with DSIR support. At Bradford we made the most careful study of regulations governing the award of SRC and SSRC awards in order to ensure that we offered our educational programmes in such a way as to enable our students to qualify for them. The management science elective students within our MSc in Management Studies qualified, provided they registered for the Diploma in Industrial Administration in the first instance and exercised their option to transfer to MSc at the end of the Diploma course. The same was true for most of our students with second class honours degrees in science subjects who were taking other patterns of elective study.

In contrast, the SSRC offered awards for the MSc course in toto for candidates with any background of study provided they had an upper second class honours degree. They first relaxed this to allow experience to stand in its place in a limited number of cases, and in 1976 stopped most aid de facto.

Both award-giving organisations operated a quota system derived primarily against the background of bids for awards from each School. The SSRC experimented for a while with student preferences for Schools as an input to their allocation system but without much success. As well as the quota, which ensured some continuing measure of support for a developing School, each Council also offers pool awards, normally with effect from August 1st each year. The pool is made up of a strategic reserve plus un-used quota places and is openly competitive as between students as nominated by Schools. For the quota awards the School nominates whom it will within the broad regulations.

It was an observable phenomenon that all first class honours students in pool always got awards and most of the upper seconds. Accordingly, the strategy to maximise resources at a School for one's students involved not always allotting quota places to the best students but leaving them to swim in the pool. This was also the practice in relation to scientists who wished to take management studies who were currently at work in industry. They were able to apply for what were termed SRC Instant Awards outside of regular quotas and with virtual certainty of success.

Our course structure at Bradford of nine-month diploma with the option to continue if one performed well enough to MSc by thesis in a minimum of three months, also had the effect of bringing Local Education authorities (LEAs) into the business of student support. It was LEAs that gave Bradford the student fund support that fuelled its spectacular development. LEAs were empowered to make 'discretionary awards for vocational courses provided they were non-degree programmes and that was exactly how we designed our Diploma.

Some forty or fifty per cent of our postgraduate students were funded for the first nine months of study by LEAs absolutely legitimately. If they did well enough, they were then able to complete their thesis during the final summer months or at leisure over two years without further support. Not all Diploma students did well enough to proceed of course, but many had an opportunity which otherwise they could not have had simply from lack of funding.

By the end of the sixties the LEAs and the DES moved to close off this avenue of support but it had become so extensive a source of income that it was impossible simply to abandon it, not only for Bradford but also in the Polytechnic world. Accordingly, it was renamed SSRC bursaries and has since been administered from the SSRC.

Cranfield and later London and Manchester Business Schools had not been able to develop the LEA line of support to the same extent as Bradford and others but they had their own secret weapon. The Department of Education and Science (DES) offered exclusive DES bursaries and awards to them, Without them there was no way

in which the student numbers required at London or Manchester could have been achieved on their MSc and MBA courses. Cranfield was in on a similar pattern of support by accident of history since its origins as a graduate college predated both the Franks' twins. These awards were at or about the same level as the SSRC's full research student award rate. The opposition to this favoured School treatment at London and Manchester from those of us beyond the pale was fierce. We saw no justice in it but once committed to the Franks' twins strategy the DES could not avoid giving this further support. Cranfield's fortune was less well known and in any event went to the whole Institute for internal allocation rather than directly to the Business School.

In due course the SSRC was able to exert supremacy over the SRC in the field of management awards of the advanced course student variety, just as it had taken over the LEAs' avenue of support. Nonetheless, the SRC was not long outside the fray and at Bradford and Cranfield became a major source of support for the development of doctoral studies through its Swann Awards for interdisciplinary work. The DES's own contribution, although being gradually phased out, has remained beyond SSRC control. In any event the advent of low interest bank loans, organised mainly on the initiative of the Business Graduates Association (BOA) to whom great credit is due, began to reduce the almost total dependence on awards.

The sapping of SSRC control of management awards was turned recently into a rout, however, by the Department of Employment with its Training Opportunities Scheme's (TOPS) awards. These have been perhaps the most important

development in the whole decade since they now make the recruitment of mature students to MBA programmes possible on a wide scale. TOPS pays working wage level awards to students who are changing jobs and wish to be retrained. Some thirty per cent of mature students today in the main Schools are supported by the Department of Employment. The DES is in support of the development; only the SSRC is bemused. After years of prevarication about student experience as a qualification and deaf ears about financial levels of award, the SSRC has come face to face with desertion on a grand scale.

I have dwelt at length on tile SSRC's role in providing student finance because in the first decade that is where they played their major part. In the funding of research work they have been hopelessly imbalanced and at sea. Their responsible committee has unashamedly favoured work in the econometric and organisational analysis fields at the expense of the nascent disciplinary foci like marketing. It has acted in its student award-giving style in accordance with traditional academic criteria and failed to encourage and stimulate good research on management application and dissemination. It offers ex cathedra denunciations or rejections of applications and ignores the advice of its outside assessors. In comparison, the SRC has been an exemplar at all levels. Its concern ever since the Zuckerman Report and perhaps before has been to ensure that knowledge application and dissemination are treated with equal esteem and actively encouraged alongside more basic research.

It was our ill luck in the past decade to fall in with the SSRC. My views are not a case of preferring the devil I don't know to the one I do, nor sour grapes because I have had a research proposal rejected. My strike rate there is 15 all. The SRC has at every turn outperformed the SSRC. The Department of Employment and the LEAs have perforce initiated strategic opportunities to straddle some of the hurdles the SSRC placed in our path. For the next decade can we pray that we be spared any return to SSRC hegemony over management studies. Let it continue to support econometrics and academic work in organisational analysis if it so wishes but let us pray either for a separate Management Research Council or more sensibly a Management Research Board within the SRC with an SSRC cross-member to effect sensible liaison to avoid overlap.

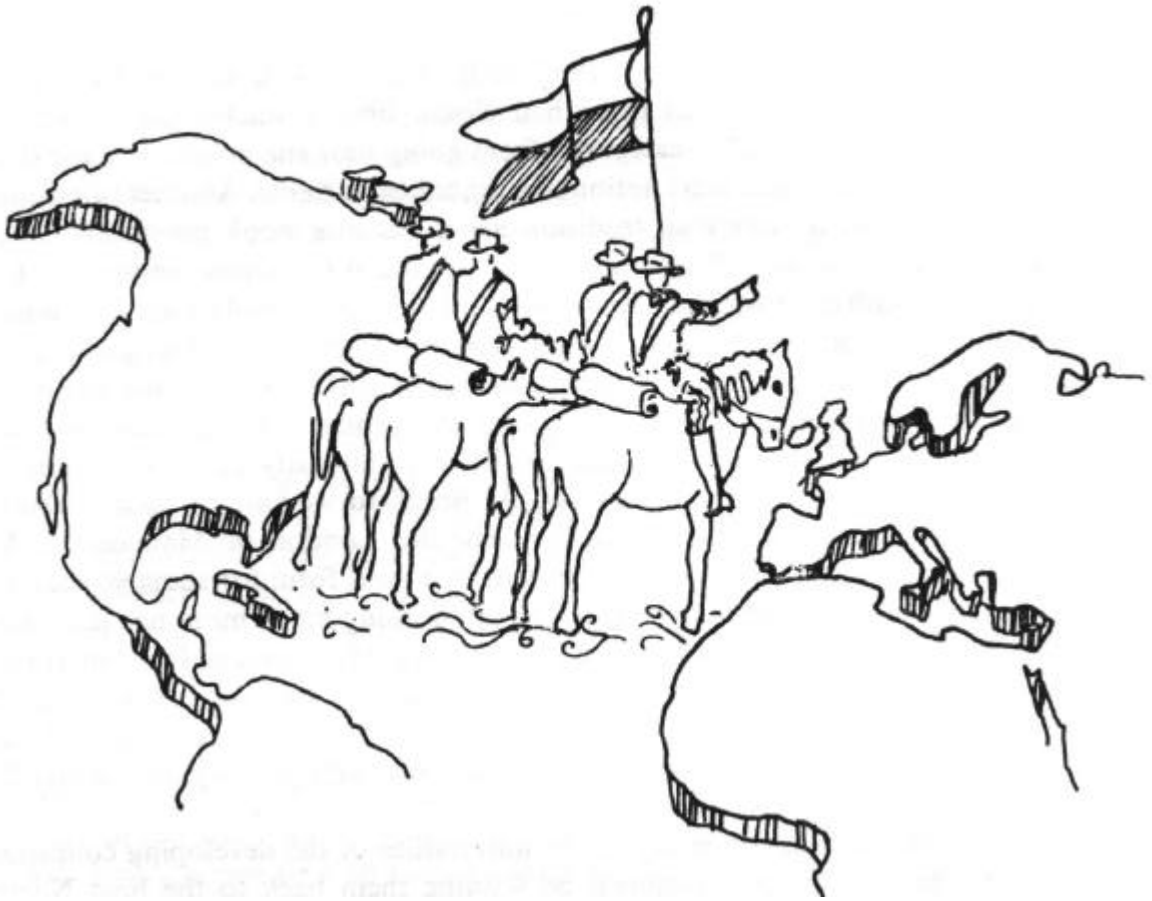
All of which opinions I advance with real sadness because the SSRC is 'our' research council. I am myself a political economist-cum-sociologist by education and I had hoped the SSRC could have fashioned a sufficiently autonomous arm to cope with management studies. It has erred in the direction of the traditional university attitude towards management studies which existed before the autonomous Schools were created in the mid-sixties. We are now placed in the paradoxical position of having achieved intra-university autonomy for the new disciplines of management but not intra-research council autonomy. The SSRC wishes to bring the old, suffocating criteria to bear.

Let's join the SRC. They learnt ten years ago the lesson we are trying to teach the SSRC. They encourage applied technology and knowledge dissemination with enthusiasm.

Graffito 29

THE US CAVALRY

NEDO had used the phrase 'Harvard type Schools' early in the sixties when it argued that Britain should move more rapidly ahead into management education at graduate level. Ironically had Lord Franks held to that notion there was no better school than Cranfield to don the mantle. From its inception as a Business School in the late fifties and early sixties, Cranfield has been very much inspired by the Harvard model. Its senior faculty members have included more who have studied at Harvard than at any other school, I suspect, and the Harvard devotion to the case method of teaching is nowhere more devotedly espoused in Britain than at Cranfield. We house the Case Clearing House of Great Britain and Ireland in part of one of our old aircraft hangars and its two successive chairmen have been Harvard DBAs from the Cranfield faculty.



From the earliest days of our involvement in management education when Cranfield's work was under the general aegis of the College of Aeronautics, the one year course designed and offered for the College Diploma was accepted by Harvard as equivalent to the first year of its own two year MBA degree.

Despite this close identification with the North American approach to management education, I believe it can be fairly reported that by and large Britain has not succumbed to the American influence to any pronounced degree. The teaching of management has certainly been liberated from the basic disciplines which for too long held it shackled and captive but it has not taken on too many of the American characteristics. In particular it has eschewed the rise of the campus text and credit grade competition which are two over-familiar phenomena across the Atlantic. The self-confidence of the British Business School academic, misplaced though it may be in several or many respects, ensured that we have begun to develop an indigenous approach and structure which preserves many of the classic virtues of our university system-like the training and development of students to learn for themselves, to argue, debate and commit themselves to ideas without fear of grave consequences. We also emphasise that old fashioned notion that libraries with a myriad of services that need evaluation are as much a source of knowledge and learning as the teacher might be, and that becoming accustomed to working in and with them ensures a continual access to knowledge after teachers are gone and even forgotten.

I think the most abiding shock on my 1967 study tour to North American Business Schools was to find how many of them had closed library stacks. Closed stacks actually forbid students of certain categories from going near the books. For me that is taking the campus and course texts notion to a diabolical extreme. Another intriguing side aspect of the North American tradition arises because book publishers there provide desk copies of almost all new books free of charge to faculty members. This means that to stay with their subject development they can often build their own select libraries in their own offices. It dulls or obliterates their interest in what goes on in the main school or university library which remains the only source for the students. Facilitation of private collections typically only research groups in Britain find possible, but

even there the library based traditions of British university education seem to hold good in most but not all circumstances. At Bradford we had no such problem with faculty support for the library function, nor did London or Manchester. At Cranfield, the American disease has been present in a mild form for some years.

There are schools in Europe, however, which are nothing much more nor less than North American educational colonies. The International Management Institute (IMI) in Berlin and the European Institute of Advanced Management in Brussels are of this ilk but they are not university schools as such. IMEDE in Lausanne and the North European Management Institute (NEMI) in Oslo were initially almost totally staffed by short term American faculty.

What the British had done in many of the universities of the developing countries was repeated. The locals were developed by sending them back to the host North American institution to be trained. Whilst this could be done with benefit to a limited extent I remain adamant that Business Schools must be environmentally based to succeed. NEMI and IMEDE learnt the lessons that all multi-national enterprises learn sooner or later. Technology, in this case management skills and knowledge, can only be transferred effectively into a favourable and empathetic host environment. A rotating squad of expatriates is unlikely ever to accomplish the task.

The VS Cavalry's appearances in Britain were typically of a much more considered nature. As my P & G colleague at Bradford opined "If they are the best in the world at their subject, let's get them over here. We can meet with them, discuss our work, watch them in action and improve and develop our work". We remained better equipped from such a self-confident university base to extract what was applicable and useful and to relate it to our British needs and situations.

None of which is intended to understate the real and fashionable value that senior North American teachers bad for us in the middle and late sixties. Ansoff, Galbraith, Drucker, Kotler, Jantsch and more besides were each in their turn able to draw crowds in Britain simply on the strength of their reputation and a natural curiosity to see and hear. Not all, of course, lived up to the excellent teaching standards which typified so much of what we heard from North American teachers. Their style of relaxed interactive teaching was such a refreshing breeze through the traditional university atmosphere of the early sixties. It immediately caught our sails although on the mainland of Europe the older methods of direct instruction fingered much longer.

The longest standing relationship we developed with the US Cavalry was in the field of logistics, one in which from a marketing stance the Bradford/Cranfield axis remains alone in British universities. Our links were primarily with Michigan State and Ohio State Business Schools where I had made contacts on my 1967 study tour in North America. Senior faculty members provided almost all our launch effort in Britain in 1968 to 1970, both in the form of major conference speakers and as leaders of our regular one week seminars for practitioners. We offered such programmes some ten times before 1973 when we pitched into the area on our own.

A further US logistics brigade had penetrated the Swedish market at Gothenborg but when that summer school moved to Noordwijk and the VS faculty dropped out at very short notice, my colleagues and I were invited to take over. For three years we co-directed the European Logistics Management Programme in Holland, inviting over our North American collaborators as well. In 1975 they ousted us to return to do the programme on their own. As Red Indians still say: "It's dangerous to trust the word of a white man".

Because our policy both at Bradford and Cranfield was to invite North American faculty over to teach particular courses, we saw their best teachers in action. Their consummate skill at handling a very senior audience was something few of us could master in less than several years but it gave us a goal to which we could aspire. For senior businessmen to wish to participate themselves on our indigenous programmes demanded a very high level of demonstrated teaching expertise. In pursuit of this strategy we can be criticised in that we brought perhaps too few 'scholars' over. London and Manchester did pursue a policy for a period that brought senior academic researchers to our shores but by and large such faculty did not come until much later in the decade. Howard visited briefly; Fishbein and Sheth were present at Cranfield for a key debate on attitudes and behaviour in *1975;* Kotler came to Bradford; Paul Green was at London and Cranfield for two short spells.

The traffic has been almost entirely one way across the Atlantic which is disappointing. Europe has received a steady flow of visits from North America; very little reciprocation has occurred. There seems to be some valid basis for the lack of invitations in our earlier stage of academic development but I suspect much of the problem is a perceptual one. ?4orth Americans typically believe they have a lot to show us as indeed they do, but we have little of worth for them. To take but one instance in marketing of the current so-called developments in social responsibility; most of Western as well as Eastern Europe has much to tell. If the Americans could listen awhile they would learn a lot. The same is true in advertising, pricing, marketing research work and logistics.

North American ignorance about Europe may seem distressing; in the academic world it is inappropriate, even inexcusable.

ENGINEERS AND VICE CHANCELLORS

British Business Schools looked predominantly outward to their external public in industry and government. They were after all seeking to win their spurs in that arena and had been funded into existence thereby. The notion that their presence within the university institution was necessary and worthwhile inevitably meant that keen attention had also to be paid to their internal public if the benefits of membership in the university community were to accrue. I have already discussed en passant the relationship which frequently developed with the social sciences, most especially with the SSRC. As might be guessed from my declared preference for the SRC in Graffito 28, the relationship with engineers was often much happier.

Engineers and Vice Chancellors within the technological and scientific universities had bigger problems on their hands in the late sixties and early seventies than their Business Schools. In comparison with the problems posed by over provision of engineering and pure science places in our universities, the issue with which I have been dealing throughout this book was small beer. The university sector had been encouraged in the Robbins and post-Robbins wave of development and particularly in the CATs as the new breed of technological university, to provide places for students in line with various manpower needs forecasts. Not only did the forecasts of needs turn out to be inaccurate but the desires of students to enrol for technology courses and for pure science waned. The fascination of understanding and contributing to the advance of scientific knowledge and to its application lost its lustre in face of the way younger folk perceived the world. They articulated a more active zest for social technologies, for the assertion of social and personal goals above those of technology or industry.

Paradoxically, management and business studies did not suffer in the sane way, but I have heard no satisfactory explanation why it escaped the collective scorn of students. It was certainly not that our subject area was better staffed or taught; almost all my technological colleagues have been more than adequate and accomplished in their work. Perhaps it was that management education was a fashionable item that captured the imagination in those years. However it might have been, it led to the suggestion by one university after another, sanctified more often than not by VGC memoranda of guidance or advice no doubt, that if management studies were added as an ingredient in science and technology courses, perhaps more prospective students would bite.

The very notion that honours degree courses in a science or technology should include management aroused strong feelings, but most agreed it was worth a try if it could pull in good students without jeopardising the quality of their education as

scientists and technologists. I shared this view wholeheartedly since I was and remain a staunch advocate of undergraduate education as an education, with postgraduate training offering the opportunity either to obtain vocational orientation as with an MBA or to conduct research for MPhil or PhD degrees. I have continually opposed wherever it occurs the notion that a manager is best trained and educated at all three levels in the same subject area, although this is an increasingly present phenomenon in North America.

Accepting the case for including a trifle of management education within an honours degree in physics, or a postgraduate research degree in automation in chemical engineering or in automotive engineering, is not to find a ready answer, The problem remains that unless' it can, and be seen to, become an integral part of the studies the students will not take it seriously; and neither will the tutors fail a student who falls short on his management input only. The problem was not unfamiliar in the CATs. It had been clearly visited in the earlier flirtation with liberal studies components in the late fifties and early sixties.

Two broad alternative strategies seemed to offer themselves. Either the management element must become more substantial, say 25 per cent of all the effort, and/or the teaching of management must be so closely integrated that its small component in time and faculty members' attitudes were no longer dysfunctional. There was no room at all for a mere merchandising role to attract students. My own preference and that of most of the scientists and technologists I have worked with on this topic lay in the latter strategy. To take on 25 per cent or more of any course undermined its ability to be a good education in the basic field it covered. Nonetheless, we did experiment and I was actively involved with the launch of a 50/50 honours degree in technology and management under the fashionable title of operations management and Bradford's School of Industrial Technology came towards us with its honours and master's degree work.

The small management studies input demands the closest possible attention to integration and relatedness if it is to succeed, and that means staff members must specialise the focus of their teachings. The marketing or OR faculty member must become expert on the applications within the chemical, aeronautics or electronic sectors of industry. Whether a Business School primarily devoted to teaching management per Se as a generalisable discipline can provide enough staff with the requisite sense of specific industry involvement is a moot point. It was my view and it so remains that it will sometimes occur but it cannot be forced upon good Business School faculty members. Accordingly, an alternative policy towards staffing must be adopted. The science and technology schools must themselves employ staff who seek to bridge the gap and who clearly identify themselves as management teachers within the science area they espouse. Then they can build their linkage with the strong Business School that they have on campus. Both at Bradford and at Cranfield faculty members have wade most considerable successes of these building roles. They specialise and excel at those particular aspects of

management most relevant to the industry area

they work within. The engineering management staffs naturally look to project management and systems/OR work: those in aeronautics pay close attention to logistics and transportation issues for example. Given parity of esteem at the interface with the Business School which both must acquire, effective collaboration and interdependence exist. It may be recalled that this principle is one on which I also set my sights within my marketing faculty group as described in Graffito 8.

An associated but less widely used approach was to my knowledge initially adopted at Warwick University and is now in ~sc at Cranfield and elsewhere. This involves the scientists and technologists giving over their students in toto for a shortish period of time, say two to three weeks, for a uniquely management input. It can also work on a summer school basis and seems to be effective whether or not it attracts marks that count towards the degree~ The intensive educational programme is something with which the management teacher in the Business School is readily familiar and as we become increasingly involved with in-company or industry based training the necessary specialist preparation may well have been done. My own group's work, jointly with the College of Aeronautics, for British Airways means that any inputs we make of a marketing nature into aeronautics teaching on campus can be intensely relevant and stand a greater chance of success thereby.

Holding the ring in universities between the managers and the welders' as they arc affectionately called at Cranfield, is the ringmaster or Vice Chancellor. Some run a tight ring having commanded the circus since its inception, with their name in the Charter itself; others are second, third, fourth or a much later generation of holders of the post. A Vice Chancellor who arrives at the invitation of Senate and Council normally plays his cards differently from one who was instrumental in the appointment of most of the members of those bodies. Legally they hold the power of Chairman of Senate and Chief Executive on academic matters; on finances they are constrained both by the UGC and internally by their Council and its Finance Committee.

If Vice Chancellors work with a centralised control pattern, and first generation Vice Chancellors seem to have them for one obvious reason or another, it means inevitably that conflicts between growth and static or declining areas of the academy come to their attention with considerable regularity. Whilst this can lead the stronger to help the somewhat weaker as was the pattern by and large in terms of market appeal for management and the technologies, it can also sap the momentum and strength of the strong at exactly that moment when they need most or all of their energies on their own account. Thankfully, although my Vice Chancellors can hardly be said to have seen eye to eye with what our Schools were about throughout the decade, Bradford and Cranfield were both spared blood letting or strength sapping at the crucial moments in their own growth and development. At other times there were problems, even rows, but not thankfully at the strategic moments.

This is not perhaps as surprising as it may seem. The situationally derived influence of a Vice Chancellor beyond the walls of his university is probably inversely related

to his authority within those walls. The outside view of a university is very much less than the sum of its parts and the more those parts flourish independently or one another within the academy the more they tend to shine outside it. They direct their attention not to internal jostling or strife but to academic competition as between Schools of Business or Engineering on the wider university stage of Britain, Europe and the world.

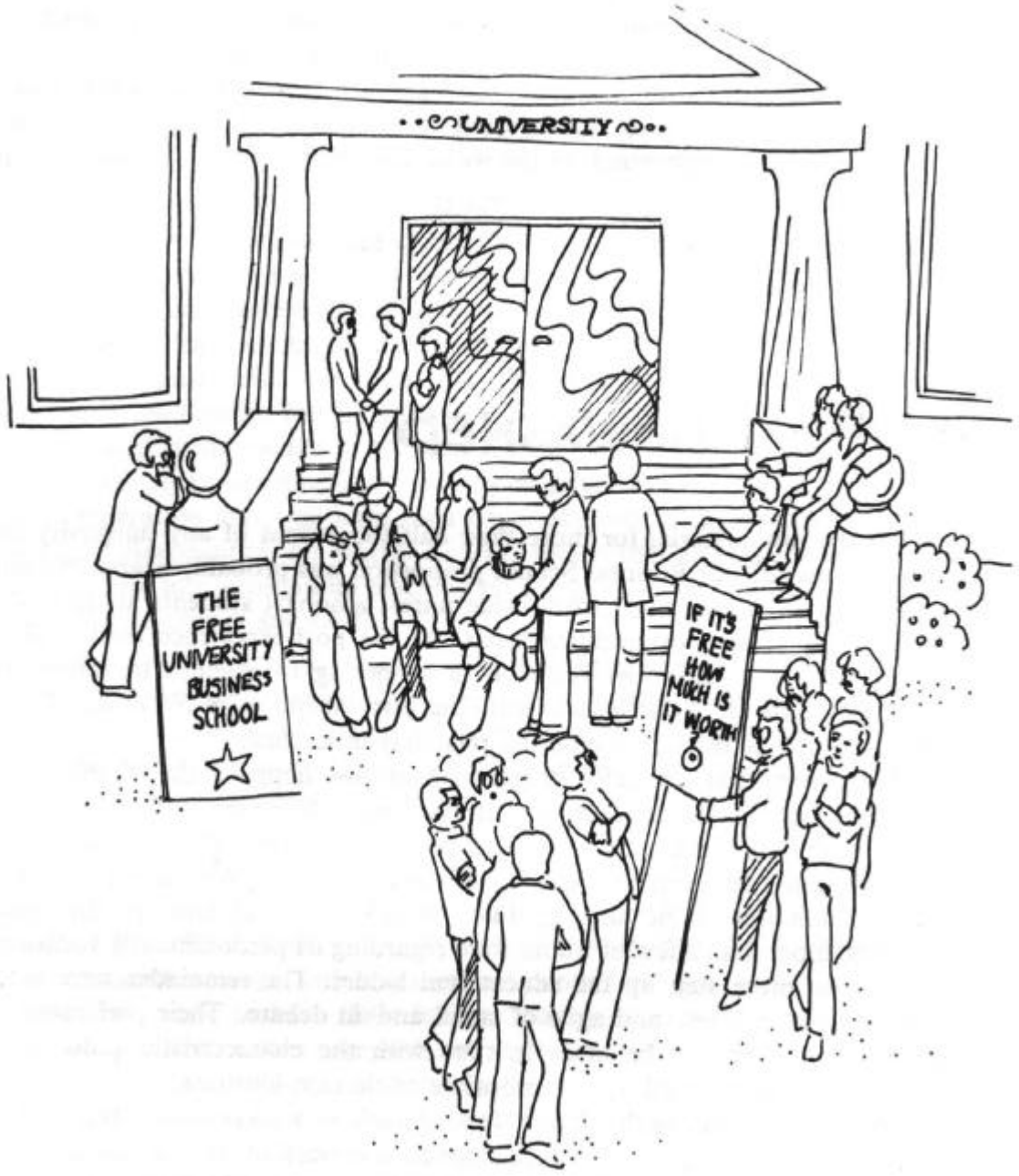
Graffito 31

THE GREAT UNWASHED

Students are the raw material for more than half the output of any university and during the first decade our Business School proportion was probably nearer to eighty per cent. It was also a period of worldwide unrest amongst students at the undergraduate and immediate postgraduate levels. At the post-experience level students traditionally vote with their feet rather than bothering to attempt to reform the institutions they attend. Nonetheless, with the one exception of Warwick, British Business Schools came through the period relatively unscathed.

It has been somewhat unkindly suggested that this happy state of affairs was possible simply because the students we attracted were so committed to tile system which most of the more radical student activists were determined to undo I do not accept that as more than perhaps a quarter of the explanation. We had our full share of doubting Thomases in the undergraduate programmes and amongst immediate postgraduates, more than a few of whom were regarding its predominantly vocational input as yet one more step up the educational ladder. The remainder were active enough in student politics, and agile of mind and in debate. Their preference for change patterns seemed to be more in tune with the characteristic skills of the contemporary manager tinged with appropriate adolescent idealism.

More kindly, I think we can thank our North American predecessors at Harvard and elsewhere for their lively approach to management education. As I observed at the onset of my own education at Slough College described in Graffito 2, the use of participative approaches was most refreshing. It affords the tutor ample opportunity to react to feedback and for the student to adjust his own learning pace. This heritage developed I believe largely for adult educational needs, was inevitably transferred into our undergraduate and postgraduate teaching, making it far more lively and exciting. Perhaps most important of all, it brought staff members into friendly and familiar contact with students thereby avoiding many of the obvious reasons for staff/student alienation.



The mature students on our MBA Or MSc courses that I got to know at Cranfield and Bradford are fierce beasts when aroused. They are a hybrid animal, neither 1Jrofessional student nor casually involved manager. They have thrown up lucrative employment and committed themselves, often together with wife and family, to a personal capital investment programme in education. At the most recent count the gross opportunity cost to Cranfield MBA students and their families

amounted to nearly three quarters of a million pounds per year in terms of income foregone to

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attend our graduate course. Not surprisingly they wanted value for their investment expenditure and were made more articulate in their demands by virtue of the pass/fail structure within which we placed them and the twelve month minimal commitment of time required.

A similar opportunity cost figure applies in Our Cranfield short course work, and the principle is relevant elsewhere. The pressures from a two day or two week programme never reach the same intensity however. The participants are more frequently than not nominated to attend with little chance of opting out, and the opportunity cost is not one which they are incurring themselves; rather their employers are meeting the fees. Not that this is meant to imply there is no sense of involvement or impatience with bad teaching. The truth is quite the reverse. The short course participant is much more familiar with the arts and crafts of good communications and many will be all too ready to offer advice on how this or that topic can be more aptly taught. The use of intensive instructional programmes normally includes evening bar times which facilitate this process.

Students in universities arc more or less by definition latently motivated towards their subjects of study; the tutors' task is to inspire them, to kindle the flame that makes latent motivation burn brightly. Although some courses have higher initial starting levels overall, within each course a normal distribution of interest tends to hold. The extent to which such subject motivation leads on to a desire to influence or democratically derive the content of any particular programme of study varies considerably. As I indicated earlier in Graffito 7, a Hawthorne effect can be triggered in many student groups by deliberately seeking involvement in such processes through consultation. Joint staff/student consultative committees are now commonplace in our universities and the Business Schools are no exception.

The more extreme expressions of participation, however, as canvassed by the 'free university idealists' found only a few supporters amongst staff or students. Most students in most subject areas were willing to accede to the notion that faculty members knew letter than they, even if not perfectly, what was most sensibly taught in the syllabus. Where faculty members appeared in their support it was usually to attack the administrators within the university who sought to prevent the rule of open and unfettered discussion. Throughout those moments when crises in university/student affairs rocked the system I was in total support of the view that students should be accorded a full and open opportunity to participate in virtually all matters of the academy to which they belonged. The only business which it seemed to me should sensibly be reserved concerned employment conditions and salaries of staff and the control of academic standards. In this respect the administrative regime at Bradford University was exemplary and amongst the leading practitioners of participation. As could be clearly anticipated the immediate acceptance of such students' rights took the wind out of the sails of extremists and quickly brought a realisation of just how far participation could go.

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In my experience the student member of Senate or of other significant organisational elements in the university brings a clear exposition of the student viewpoint which is valuable in debate and decision making. The views advanced almost always concern either short term day-to-day livelihood items or matters of student rights
such as the feeling it is only fair that re-sits in failed examinations should be allowed. As with so many reformist movements, the only beneficiaries of weakness amongst the university liberals and moderates in student affairs were extremists to the left in the student body and to the right amongst faculty. Particularly was it so amongst management students that they were adults who could and did make a mature judgement once given the opportunity. If kept in the dark they were persuaded as we all would be, that there’s no smoke without *fire.* The old military adage, that you
promote the troublemakers to sergeant, again stood the test.

There can be no doubt whatsoever that student problems did very considerable
damage throughout Britain and indeed in Europe at large to the concept of the University. Not only did the more reactionary local authorities and politicians argue for withholding student grants; one even proposed that the University of Essex should be closed. The swing away in public esteem which student behaviour in the sixties and our relative incompetence at handling it brought about has I think been responsible for many of the pin-pricks administered to universities in the past four or so

years. Student awards in general have failed to keep pace with inflation. University teachers' salaries in particular have fallen well behind others in similar occupations and we have even been unceremoniously treated less well than some Polytechnic teachers. Finally, university resources have been mercilessly trimmed back in the past two years and government reactions made to inflationary supplementation even on recurrent expenditures.

All this presents a vastly different state of public esteem from that with which we entered the decade Whilst I do not wish to heap unjust blame on students because the ineptitude of our dealings with them made many of the problems far worse, I do sincerely believe that their behaviour acted as a watershed for public support. Whilst a more realistic assessment of what the universities and particularly Business Schools could actually deliver was overdue, and whilst our potential contribution had been exaggerated from the NEDO recommendations onwards, the backlash we now face remains unwelcome The university world at large and the Business Schools in particular need eloquent spokesmen who command widespread respect for the ideals they espouse, as do our students.

Which said, I unreservedly assert that our students in Britain can hold a bright candle to any I have met elsewhere in Europe, in Asia, Australasia or North America, at any level. If they seem less than enthusiastic at times about British industry or management it is not because we in the universities have made them jaundiced; rather industry has failed to capture their enthusiasm or to harness their idealism altogether Business Schools cannot overcome such a hurdle unaided.

Graffito 32

IS THERE A DOCTOR IN THE SCHOOL?

The expression 'company doctor' became quite commonplace in the press in the sixties although more often than not he turned out to be a surgeon with an accountant's training. In the Business Schools we sought to develop a different sort of doctor, one who had spent a great deal of time studying and conducting research in depth in the field of management. needless to say there was very considerable debate as to how that time should be spent and how the effort to educate and train doctors could best be organised.

North American Schools faced up to the task at the very start of the decade and by and large concluded that the best way to proceed was through a non-traditional approach. They eschewed the conventional notion of a doctorate based on the completion of an individual thesis in favour of extensive course work with credit therefrom towards the award of the doctorate with a requirement for a dissertation or thesis forming the final touch- Although not all Schools called this the DBA, or Doctor of Business Administration, it was well described as such. There can be no doubt at all that the output of such programmes provided incomparably better trained academics with a substantially wider base in the underlying disciplines of the subject than a conventional PhD study provided. Furthermore, the committee of tutors and examiners that the North American Schools utilised to steer the candidate through his work programme provided for greater rigour and discipline than the conventional format.

The major arguments against transplanting it to Europe were primarily of economics and timing. High level tuition which such doctoral programmes required was extremely time consuming for senior faculty and the class sizes were inevitably small. Furthermore, it was doubtful if we could muster the academic resource required at any single centre in Europe to make it viable. A bold response to this was the donation of very considerable resources to the Franks' twins by the Ford Foundation to help them get started, and an even more imaginative venture in Brussels where funds were provided for a European Doctoral Studies focus. The Brussels operation provided a pattern of tutorial advice and support for candidates from Schools all over Europe by a series of visiting posts for research workers, albeit mainly North Americans. In a less formalised way the International Management Institute in Berlin offered similar assistance. Students from Bradford and Cranfield made use of both facilities.

As with the original donations of industrial money to the Franks' twins for MBA type work, so the principle of concentration was deemed correct for major doctoral developments. Their preordained excellence meant they got the big money. Once again those beyond the pale did it the hard way. At both Cranfield and Bradford

grass roots movements forced doctoral work to the surface on a substantial scale.
Bradford became, and I think still remains, the most substantial doctoral studies effort in Britain today with a high rate of successful completion by candidates. Whilst the leadership for Bradford's programme was provided quite outside my own field of studies, our marketing group participated extensively. It was our move to Cranfield in 1972 which launched my present School into doctoral studies and I was responsible for them until 1976.

Bradford was without any major support in its doctoral work either for students or faculty. So it improvised. The SRC responded boldly through its Swann awards and the SSRC also accorded us a quota of two/three year awards. A number of industrial organisations, *The Times* amongst them, funded specific studentships as well. Faculty members took on doctoral candidates in sectors where their own research interests made the extra load little burden, indeed a help. The Chairman of the Doctoral Programme, a psychology bibliometrist and an experimentalist, took on responsibility for research methods and candidates were required to audit or sit graduate school courses as appropriate to ensure a rounded background in management. Accordingly, the Bradford programme was an admixture of the full dress DBA of North America which the Franks' twins emulated, and the classic PhD in the European University. University regulations and the work of the Senate's Higher Degrees Committee, however, prevented any revolutionary design of the examination requirements.

At Cranfield we were, as I have already indicated, accorded the opportunity for a far more flexible and autonomous approach in academic planning both by our Charter and the norms of academic behaviour. Accordingly, our doctoral studies ~ we have not used the term programme-were revolutionary in the extreme. We resolved to place the candidate/supervisor relationship back at the heart of doctoral work from whence the DBA concept had weaned it away. This meant acceptance of candidates was a matter for the identification of an adequate pattern of student supervisor motivation, involvement and commitment to a topic and a research idea. This was the source also of the design of the doctoral candidate's programme of studies which was to be used as the basis for his or her assessment. We termed it the Prescribed Programme of Studies (PPS). The PPS was simply vetted by the Doctoral Curricula Committee (DCC) on behalf of the Faculty Board and after six months the DCC held a progress check on how the student/supervisor relationship was evolving.

This design for doctoral study permits, and the vetting criteria at the DCC and the autonomy of the Faculty Board in its own field allow, almost any pattern of prescribed study to emerge from a thesis requirement alone to industrial assignments, teaching materials development or course credits. There is simply a core requirement that all candidates must have either previously or whilst at Cranfield acquired a basic understanding of all the main functional areas of management. Faculty members who are more attached to the DBA style, and there are several, can pursue that avenue whilst the traditionalists can pursue their predominantly research orientation. Such a scheme can be honourably described either as intelligently flexible or a dog's breakfast

depending on one's inclinations It does go I believe to the heart of the problem of good doctoral work in that it refrains from predetermining the objectives of the advanced work of individuals and goes on to recognise the immense, even fundamental, importance of the supervisor/student relationship. No formalised structure or committee pattern can replace the need that all but a very few candidates have during their three year ordeal for a source of encouragement, enthusiasm, cautionary advice, and kindly and constructive criticism. This I believe best arises from a joint commitment to the pattern of study and research

It also gives the candidate a home within the School. He needs one since he inevitably lives in a twilight zone between student and faculty member. Whilst in one respect he has a highly dependent relationship like any student, in another he is soon inspiring and intriguing his supervisor as he ventures into areas of mutual interest but often in greater depth than the supervisor has been before. Furthermore, it avoids the development of a ghetto effect amongst doctoral candidates which can be a source of considerable frustration and counter-productive activities. With a major emphasis on student/supervisor relationships there is no common focus for frustration such as one creates in a Director of a Doctoral Programme, and the sense of competition so often found in programmes never builds up.

Conversely, a student with a poor or inadequate supervisor has nothing to stop him falling except the supervisor's own mentor who is naturally exhorted to keep an eye open without undermining the relationship; and the DCC at its six months' progress check-up. Elected representatives of the doctoral candidates sit on the DCC and contribute fully to its work, including the progress check-ups Examination of the final work of candidates is conducted by external and internal examiners quite independently of the DCC and by report to the Faculty Board and Senate.

During the decade my own group has tutored to completion nigh on a score of doctors of marketing and logistics. Half of them are in industry or government and the other half are in teaching, and that has been our objective throughout. A plan to produce marketing doctors on the scale which we have developed simply for teaching jobs would create an oversupply in present circumstances. A matching proportion of candidates destined for industry or to work in staff or research activities seemed to be a sensible strategy. It meant that at any moment we had a group of five to eight doctoral candidates at work in marketing and logistics and that their mixed aspirations and interests prevented undue obfuscation of the industry and academic links even at an advanced research level. A list of some of the thesis topics demonstrates the point. household decision making; technology transfer in multinational enterprises; industrial buyer behaviour; corporate image projection; product innovation; effectiveness of management education; marketing organisation structures; selecting export markets; advertising agency structures; advertising effectiveness measurement; containerisation; design of logistics systems; value or information; distribution costing systems; advertising's impact on levels of distribution attained for new products; and soft goes on.