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me just the sort of thing I was reasonably equipped to attempt. That innocent manifesto has remained my platform for the decade. I do not believe for a moment it is the *only* thing a university should be doing, but in their first decade I believed university Business Schools were best advised to concentrate thereon. It is trite to observe that if only existing knowledge were applied our commonwealth would increase enormously; ~ have living proof in a hundred examples of the truth of the observation. Business Schools could best win their spurs by good performance in this sector of knowledge dissemination and application.

The other, more fundamental works of a university in society should I felt come not second but later. For me in practice the first decade on the inside of a Business School has been one of evolution towards those other, more fundamental works of the university. The challenge of course is not to let the dedication to dissemination and application slip through one's fingers. It all too easily does in the thrill of invention and discovery, the relevance of which is not predetermined.

Bradford boomed in the mid-nineteenth century to a population of a quarter of a million, and became the wool centre of the world. A fine Wool Exchange stands in the city. It is an immensely proud place. It was the first time I had lived in a town where people were proud of it. As a symbol of their pride the mid-twentieth century city fathers have resolved to rebuild the centre. The bulldozers and demolition cranes were all at work as I rode in that Standard 8 to the main campus for my interview. They had already pushed over the Princes' Theatre, and eventually the Mechanics Institute and Kirkgate Market followed, together with many of the mills close to the heart of town. I. B. Priestley decried the destruction, as did many others who didn't live or work in the city centre. I can't say I relished it but the real wealth that had made Bradford a fine city in the nineteenth century was no longer available to those who undertook redevelopment. perhaps more importantly, much property development in the city was underwritten by folk who felt no connection with it, and had no intention to live within its boundaries. Their enterprise was to be appreciated but it was scarcely surprising that they regarded their ventures as financial investments per se.

Bradford was smarter than Leeds in having an Anglican bishopric with several distinguished holders of the See in its short history. It had already launched two Archbishops to thrones at York and Canterbury and played a significant part in the church reaction to the abdication crisis of 1936/37. It was also the home of good rugby league football. Nonetheless, it had no university until 1965 and its association football was lamentable. The FA Cup, it was true, had been won at the turn of the century, but by the mid-century it boasted two fourth division sides, one of which was ejected from the league altogether during the sixties. In comparison with Don Revie's Leeds United, Bradford had little to offer.

The most dominant building which survives to this day is City Hall, a beautiful mid-Victorian edifice which is surely unparalleled in Yorkshire. Many others tried to aspire to its quality such as Leeds, Huddersfield and even Dewsbury. The Wool Exchange was built in a similar idiom but of more modest proportions. Equally

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significant but less visible were the enormous water reservoirs constructed to meet the needs of the wool trade, which had of course ceased to make such large demands and thereby provided a valuable heritage for today's inhabitants. The Museum of Industry, and those at Bolling Hall and Cartwright Hall are all housed in period buildings~ the first in, an excellent example of a wool mill. Saltaire model village, built by the philanthropist Sir Titus Salt, stands just on the city boundary but like the Brontes' Haworth the reorganisation of local government in 1972 brought it within the new Bradford District of the Metropolitan County of West Yorkshire.

Bronte country and Ilkley Moor were no more than ten miles from the city centre of Bradford. Any who love Yorkshire countryside will instinctively know what that means. One scarcely needs a car or bus to be walking the heather against clear blue skies or climbing the cobbled streets of hillside villages. And, with the coming of clean air to the city in the sixties, exhilarating views of the countryside can be had simply driving to work. Take a car ride from Wrose towards the old Bradford arm of the Leeds-Manchester canal; look down towards Shipley and Bingley. Drive down Queen's Road towards Manningham, Lane, preferably in an electric storm or a leaden sky, and look up at Lister Mill dominating the skyline. It's a wonder to behold. When it opened over a hundred years ago brass bands played on tile balconies atop its chimney. And talking of brass bands, who has not heard of the Black Dyke Mills Band? Black Dyke Mills are just astride the ridge of hills that separate Bradford from Halifax at Queensbury.

If Bradford is a proud town it is also a welcoming town. Folk are warm and friendly, and great respecters of a good day's work. It was not simply that they welcomed and respected wave after wave of immigrants to work in the mills and on the buses. The Poles came in the forties with their vodka swilling habits and their penchant for the foods that we associate with a delicatessen shop. The Pakistanis came with their religion, their banks and their foodstores in the fifties. Despite what the mass media said, there were virtually no racial incidents in the city. Even Lumb Lane where they predominantly chose to live, was neither slum nor ghetto just different. Pakistanis were good for Bradford and few comments ever suggested otherwise. But boom town Bradford was not about old buildings or racial issues. It was about a determined effort to clean up the sort of industrial desolation characterised so well by Lowry. The cleanup of the old stonework was done both by public agencies under the government's scheme in the centre and by private industry. This determined clean-up was part of a major campaign by the Bradford Area Development Association (BADA) to erase the music hall image the city often had. New industries to replace wool as the major employer were needed as that industry waned. There was no danger of the dramatic collapse in wool which had decimated Lancashire cotton jobs, but in the medium term new industry had to be found, and new lively businessmen were required to consolidate what was already there. They were to be found in the mail order trade

where Bradford's enterprise at Grattans and Empire Stores clearly rivalled anything Liverpool could essay And Morrison's Supermarkets were a local marvel, a genuine

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home-grown supermarket chain seeing national chains off its territory one after another whilst offering the town a level of provision in supermarketing unequalled in the north of England, and most of the south. I challenge Sainsburys to make a dent in Morrison's hegemony~ Certainly the West Yorkshire Co-operative Society tried but made little real progress.

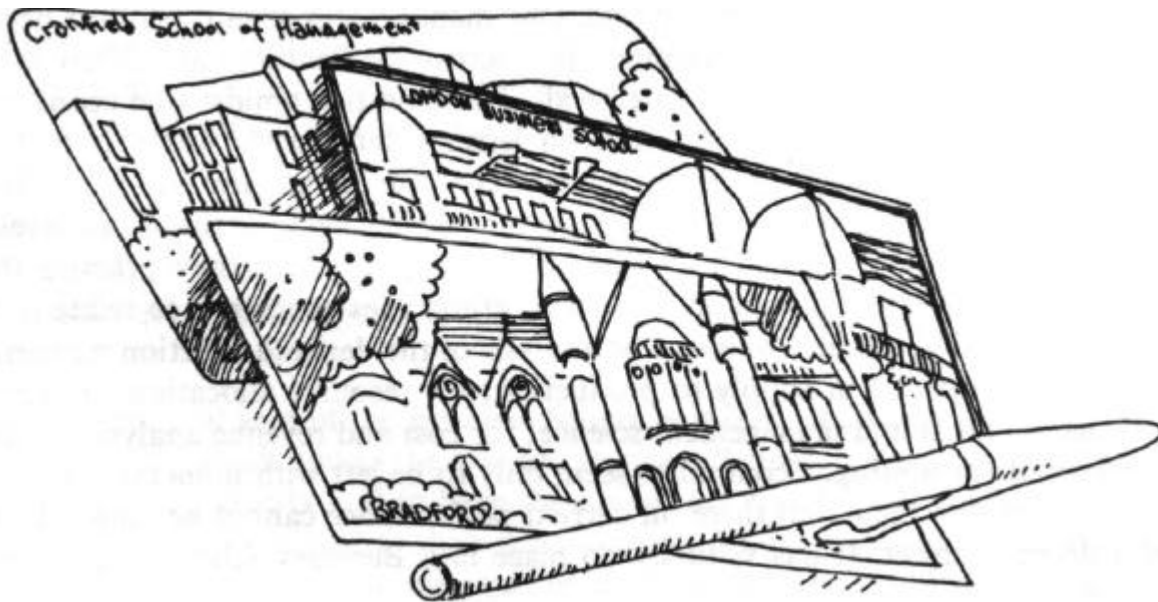
Bradford was and still is a growth city. I love it and its inhabitants beyond measure. Today I'm a self-professed Yorkshireman although the rules of Yorkshire County Cricket Club would prevent me playing for them even if talent permitted. My sons could.

Graffito 4

ONE ACT OF FAITH REPLACES ANOTHER

It was in nineteenth century Bradford that the Unitarians had established one of their major theological colleges, on Emm Lane, and behind them in Heaton Mount a wealthy mill owner had built himself a fine residence Merged together as they were in 1967 they gave us twelve acres or so on which to build a new Jerusalem, beneath the shadow of Lister's sometime satanic mill and within the Manor of Heaton.

The Lord of the Manor was quite active as a ratepayers' pressure group, calling meetings of his Manorial Court from time to time.



The boss often made speeches in the former chapel from an eight foot high platform-

lie was a shortish man. His favourite dictum as we gazed upwards at the not too tasteful Victorian stained glass windows was "one act of faith replaces another".

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In fairness he usually said it each October at the incoming postgraduate dinner. So far as our two buildings were concerned - the Unitarian College and Heaton Mount he was surely correct. All the investment made in management education since the early sixties both in further and higher education must surely be seen as an act of faith. So little effort has been devoted to evaluating and measuring the success of the investment that one never ceases to be amazed at why the students and the resources keep coming. It certainly seems a plausible notion but the mill owner who built Heaton Mount and the founding fathers of Bradford all did it without a business School. Why can't we today? That incidentally was the attitude most Bradford businessmen took towards the new Management Centre at Emm Lane. Prove it's necessary and worthwhile for us.

We never answered that question adequately in seven years. Instead we looked out from Bradford 10 a wider population of customers and providers, to the major UK and multinational businesses and to students graduating from other universities or schools across the country. We barely sought to identify or discuss the local or regional problems of the city that housed us. We failed for our part, in general, to be proud of it too. That was, looking back flow, a very very great shame. How much stronger is the North American Business School rooted in its Own community, taking pride in it and vice versa. Those who disagree with such lamentations will say that it was the job of the technical colleges and then the polytechnics to cater for local needs. Agreed. But that in no way exonerates universities which live off local communities but return little into the soil which feeds them; or even worse, care little that something should be returned.

A ready made twelve acre campus for a Management School at once gave us a sense of existence that others took longer to find. One management group spent the decade in tandem with sociology and government just across the Pennines at Salford, whilst others suffered the most dangerous fate of all. To be nestled amidst true economists as at Sheffield, Nottingham, Surrey or to a lesser extent Leeds was a potentially stultifying experience I was mercifully spared. The often enigmatic but increasingly obtuse assertions of economists about the nature of business, at the micro-level, is beyond comprehension to many. In almost every field where they practise their witchcraft they have been driven back by new orthodoxies concerned to relate to the real problems and issues in business. For analysis of the demand function we turn to marketing; for analysis of supply to production; for resource allocation we turn to operational research and management science; for cost and revenue analysis we look to finance and accounting. Economists seem only to be left with monetary affairs to comment upon and their rout there on current performance cannot be long delayed. What a dismal subject. It has virtually no place in a Business School as classically conceived.

I digress. Bricks and mortar are my themes here. At Cranfield the Business School is scattered in four main buildings and a number of annexes. The effect seems to be that it takes months even years, to get to know the other folk concerned. Their

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research interests or their educational experimentation are something one learns about towards the end of coffee or even lunch breaks. Knowing one's colleagues strengths and weaknesses and they yours in a multidisciplinary and multifunctional School has very considerable advantages for the development of teaching programmes and for discussion and criticism of research avenues of thought.

Cranfield was built as a Royal Air Force station in the thirties: its last operational unit was the Empire Test Pilots Training School in the forties. The old buildings house the Management School which is one of the largest in the country with 120 MBA and 20 doctoral candidates plus 100 managers at any moment on continuing studies. The lecture rooms are converted warehouses but none the worse for that. The *offices*, although widespread, are adequate. The whole place has the charm of thirties neo-georgian Post Office architecture such as you can find in a hundred High Streets up and down the country. It has an unexciting but relaxing character and there is so little concrete in sight it is hard to believe Cranfield's Charter as a university is so recent. There are plenty of trees although too many are deciduous to cope with the cold easterly winds in January and February each year.

It is all about to change at almost exactly the moment this book is published Cranfield has been lucky enough to receive a major government capital grant to build themselves a one-stop Management School from a green field site, and a 50-room residential centre will be built close by as well. The architects have studied the functioning of Business Schools throughout Europe as well as holding detailed discussions with faculty members. The design they have created looks good. It is an integrated complex for our staff and three hundred students in all, be they managers, MBAs or doctoral candidates. The teaching and study rooms are positioned around a grand central forum into which students egress for coffee, tea and informal syndicate work. The shaping of the forum gives it not only ample scope for a major plenary assembly of all, but also nooks and staithes for quiet discussion or casual reading.

Low flying aeroplanes from our College or Aeronautics kept this new building, as they have all other buildings, down to two or three levels at most, so none of the separation that tall buildings often suffer from as between upper and lower levels will afflict us.

The architectural gem of the Business School world is, of course, the Nash terrace in Regent's Park which houses the London Business School. It was their good fortune to secure such a property and to have the opportunity with FME funds to gut it all but the facade and to rebuild to their specific needs. Its main classrooms nestle below ground and it does stiffer from being spread into several floors but many of its features are a positive delight, most especially the sweep of the library. And of course, overwhelming character is imparted from outside by the Nash facade, the lawns and Regent's Park. So substantial is the property that nigh on two hundred bedrooms are

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also provided for participants on programmes, thereby completing the social and academic autonomy of the School

In comparison with the Bradford, Cranfield and London campuses, other Schools were less fortunate. Manchester and UMIST moved into special purpose accommodation and most other activities had to wait awhile for modest facilities,

although a number were eventually able to obtain a greater or lesser degree of custom building. Durham University Business School (DUBS) for instance, which pioneered with great success the modular approach to in-house management development activities, is now in the process of creating a home for itself. Aston, which for many years operated in conventional university corridors, is to construct its own Centre in two phases. Lancaster and Warwick also have facilities but not outstandingly created for their special needs.

How some Schools got custom built premises whilst others had to make do with ill-adapted hand-me-downs is a matter for some speculation. Compare the relative fates of London and Manchester Business Schools, which started with no facilities at all. Two major determinants of one's ability to attract capital grants of munificence that permitted splendid monuments to the boom in management education in the sixties seem apparent: first, a School's relative autonomy within its host institution

second, the fixed capital base from which the institution was growing. In the instances of Lancaster and Warwick, facilities needed to be created since they were green field universities, but what emerged were not custom built Schools in the sense that the more autonomous Schools at London and Cranfield were able to construct.

It is frequently observed that fine bricks and mortar cannot make good Schools. But I am unyielding in my view that they can consolidate and even aestivate the work of a School in several important dimensions. The ecological and sociological implications of territories and central place are all too frequently underestimated in terms of the contribution they can make, other things being equal. Nowhere is this perhaps better demonstrated than at two fringe but by no means unimportant university level institutions, Ashridge Management College and the Administrative Staff College at Henley. Both these were privately founded institutions, pre-dating university involvement in management education. Henley, now associated with Brunel University in offering MBA and PhD programmes as well as a substantial volume of continuing studies work, surely takes second architectural prize for its Thameside mansion. Now under my old Bradford boss as Principal, it gleams white in the summer sun and strolls down by the river are reminiscent of walks around the Bradford putting green or of playing bowls on the crown greens in Lister Park in the summer vacations.

Henley's premises were the former home of Lord Hambleden, of the W. H. Smith family. From his chosen business the leap to management education was perhaps less great than we faced at Bradford or Cranfield. But acts of faith they all remain

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Graffito 5

THE GREAT DISCIPLINE RUSH

I had been plucked from a US advertising agency's London office to teach marketing to undergraduate, postgraduate and what we termed post-experience students which meant practising managers. An immediately perplexing problem was: what should I teach? The only available British textbooks in the area had been written at a much lower level than that attained by final year undergraduates or postgraduates. I was fortunate as were those in many other subject areas which eventually found themselves under scrutiny in the Business Schools, Americans, who write in a more circumlocutory but basically similar language, had been academically at work on my subject for at least a score of years before I turned my attention to it as a university subject. The outcome of their efforts had been a plethora of descriptive and exploratory texts, almost any of which could act as a starting point for me. The problem really lay in their undemanding intellectual content, at least as far as final year undergraduates were concerned.

Let me illustrate the problem of these early texts with a quick look at 'flow to organise the Marketing Activity'. The texts traditionally identified that it could be either centralised or decentralised and that within that pattern, co-ordination could be undertaken either geographically or by product or industry type. Fine. But as to when one pattern was better than the other we were not informed. The evidence from organisation theory, sparse on the matter as indeed it was and still is, was in no way related to the description of marketing organisational phenomena. We were simply told what goes on and where, typically, one form or another will be found. Most problematically, of course, the example came from North American experience-what about Europe?

Hence the availability of American texts, written in what passed for the English language, was in a limited but by no means total sense, a mirage. It was in danger of lulling the British into a false sense of security, rather than providing a fillip for a thoughtful and considerably overdue development of marketing as an academic discipline. The same danger to a greater or lesser degree existed for the study of human relations in industry, where Europe represents a very different culture from North America. Finance and production management had fewer problems since they had implicitly been much longer established as embryonic university disciplines in faculties of economics and engineering.

It is not too unfair to comment, therefore, that as the European activity in marketing commenced both for graduate school work and for final year undergraduate studies, North America had accomplished very little which could be directly transferred. It would be churlish not to concede, however, that the transformation of North American

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Business School work triggered and/or consolidated by the Gordon and Howell and Pearson Reports in the US, was to make a rapid contribution in the next decade in Europe. Texts and research work which were congruent with the expectations of university faculties in Europe began to emerge, with their high points reached perhaps in Kotler's seminal textbook and Howard and Sheth's *Theory of Buyer Behaviour*.

As yet no European author has approached the quality and comprehensive coverage of the whole subject that those two books afford. But important contributions within discrete sectors have been made which demonstrate a parity of analytical approach.

What is more important perhaps is that the European academic is intensely aware of what is emerging in North America, a condition which all too few North Americans reciprocate vis á vis European work.

Europe, especially Britain, turned as did North American scholars in the late sixties particularly to the behavioural sciences. Sociology and psychology, with anthropology interwoven, were called upon for insights. How can the patterns of social activities, of roles, of aspirations, of class and of reference groups be related to economic behaviour, to customer purchasing behaviour? Whether the subject be the mother acting as surrogate in buying breakfast cereals or the industrial purchasing officer acting as agent for a decision making unit (DMU) within a company, the concepts of sociology were able to give insights and an approach to discipline. From psychology came a host of ideas about habit formation, attitudes and learning which could be swung around to focus on humans in their buying or consuming roles in life. How can cognitive dissonance be grappled with? The concepts and the other-derived evidence were reviewed and marshalled for evaluation in a marketing framework both for the housewife or individual and the industrial purchasing agent. Anthropology was called into focus as we examined cultural differences initially in terms of such elementary themes as language and customs but then increasingly for analysis and segmentation of customers on the basis of adopted life styles. Geography came to the forefront in evaluation of such issues as retail gravitation. The theories and explanations proffered by the work of central place academics were of considerable value in affording an academic and disciplined base to the teaching of location analysis, channel selection and management. Ecology also took its part in terms of some perceptive analyses of marketing in our society as a sentient ecosystem, but this was a theme already touched upon by Alderson, a great exception to my earlier strictures about pre-1965 North American work on marketing.

This nascent discipline base was sketched out in 1965 across the various behavioural sciences in two important books, the first edited by George Schwartz entitled *Science in Marketing* and the second entitled *The Marketing Environment* by Holloway and Hancock. I made these two my course texts as I began to teach. They were the first two academically serious books on marketing I had ever read and although they are now both outdated, their conceptualisation of the behavioural dimensions of the discipline of marketing has weathered the full decade.

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The behavioural conceptualisation did not stand alone throughout the decade, however. It was speedily, if less conclusively, accompanied by the codification and consolidation of hitherto fragmentary quantitative, OR, and management science contributions to marketing. Montgomery and Urban produced the seminal text in the late sixties which proved to be the precursor of several others. It related the Systems analysis and modelling approaches of operational research, developed at a commercial level mainly in the fields of production planning and transportation, to key sectors of marketing activity. Pricing, advertising and product development were subjected to the disciplined approaches of the quantitative scientist.

The weakness of all these piecemeal, as opposed to holistic or total, approaches to the marketing process in any given socio-economic system was, of course, that they ran the danger of sub-optimal or partial explanation, whereas we all 'knew' that the outcome of marketing effort was the result of a whole range of variables interacting one with another. Nonetheless we were, and remain, daunted by the task of wrestling with explanatory or predictive models of the whole process. Those who tried to do anything more than evaluate strictly limited or simple situations achieved little if any success. Whilst price or advertising or channel or distribution or product decisions might well be a source of enormous fascination in their own right, and though the explanatory and predictive propositions that we were able to identify have been of demonstrable significance, the real challenge lies ahead. The real challenge remains to develop a disciplined approach that reliably affords realistic prediction of marketing outcomes.

Perhaps a final comment on marketing's relationship with accountants is appropriate. In this respect in the mid-sixties I differed radically in my approach from that adopted elsewhere in Europe and certainly in Britain. I was adamant that if marketing was about selling 'profitable' output then an understanding of how an organisation computes which product or services make profits and which do not is indispensable for the marketing manager. If he understands costing and how to

handle capital expenditures, if he appreciates the obvious concepts of time-related cash flows, then he can play a full part in developing a marketing strategy in the organisation. Without it he can surely be but a new breed of salesman. I have been pleased to ensure or personally to introduce the teaching of finance to all students who have ever studied marketing under my direction this past decade. More importantly, it has become increasingly apparent that such a commitment by my marketing colleagues to under-standing finance has led to considerable improvements in the actual pattern of accounting tuition and, even more recently, accounting and financial knowledge. The overlong neglect of a disciplined financial approach to management problems in marketing and distribution was more the fault of unconcerned marketing staff than of any lack of skill amongst financial experts.

During our next decade explanation and prediction must become the watchwords of the new marketing discipline we have sought to assemble, albeit synthetically, rather than description and exploration. The Great Discipline Rush is on, of necessity even if somewhat tardily. Progress has been made at a piecemeal level and holistic approaches are flow emerging.

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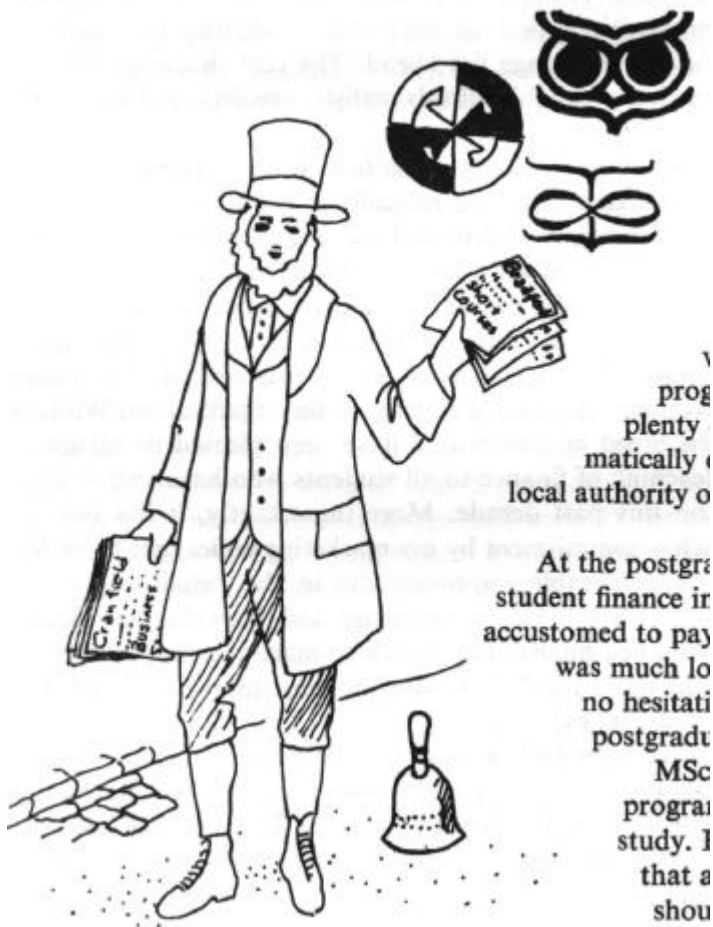
Graffito 6

OYEZ OYEZ

An inexperienced, devoted, enthusiastic faculty, and a fine set of nineteenth century building~ for our operations were the backcloth against which we began to develop our products and services. We had flown iii the face of good marketing principles We now had to sell our faculty ensconced in our buildings to some customers. But who were the right customers and flow could we reach the~ most effectively? What product/market strategy should we adopt and what prices should we charge? We began with a resource securing activity programme for undergraduates. It had he merit of being able to employ the talents our faculty had within separate discipline area such as statistics, psychology, Sociology and economics. It also fitted in with the widely accepted belief that the right things to teach to undergraduates were the fundamental disciplines rather than the more descriptive materials which marketing or personnel management typically used. The second major advantage of an undergraduate programme was that it attracted plenty of students who could automatically qualify for grants from their local authority once a place had been offered by the university.

At the postgraduate level, the certainty of student finance in a situation where few were accustomed to paying for their own education was much lower. Nonetheless, there was no hesitation in wanting to attract the postgraduate student, initially for the MSc or Post-Graduate Diploma study. Equally, there was no doubt programmes and later for doctoral that as soon as it was feasible we should take a major initiative in

separate discipline areas such as statistics, psychology, i



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what we were to term Post-experience Programmes, that was, courses for the practising manager.

The classic marketing problems of product design were solved on a production-oriented basis initially in all save the post-experience area. There a one-year study was conducted in association with the Yorkshire Council for Further Education to delineate the pattern of needs within our bailiwick. Ironically, however, our strategy proceeded to ignore its implicit focus since the post-experience courses we offered in the middle to late sixties were clearly directed to a total national market. It became immediately apparent to us that at post experience level there was no viable local market as such.

To reach the undergraduate and immediate postgraduate student for our courses involved a promotional programme both to schools and to other universities and colleges. This continued to be so after the development of the University Council for Central Admissions (UCCA), although that made the process of disseminating information much more simple and cost effective, Nonetheless, the competition for the best, or perhaps I should say the better, students had to be conducted elsewhere. We needed to convince good potential students that our School was a better bet than Aston or Strathclyde or Warwick.

Physical facilities helped. So too did the old Id principle I had learnt that the tougher you were in assessing the candidate, the more assessed he felt himself to be the better he liked it if you said, 'you can have a place here'. Many Schools simply dealt with students through the post-I think I can honestly say that we only did that with overseas students and even then with considerable care. All the rest were invited! requested to come and see us to be put through their paces.

Finally, and perhaps most importantly, we saw to it that we were experts on the student's line of credit whilst with us. Our product/market strategy at Bradford involved offering our postgraduate studies programme in two discrete modules-the Diploma course which qualified for an LEA award as well as a Science Research Council award, and an MSc course which qualified for a Social Science Research Council award. Accordingly, we were able to maximise the number of avenues open to a student for funding his studies and we made it our business to help all we could in getting their funds arranged.

There was much talk at the time of sponsored students from companies and we did, of course, get them. But surprisingly perhaps, my experience with them has been largely unsatisfactory. They too seldom want to go back to the company which sent them although the moral and sometimes contractual pull is there. Even when they did go back, it was frequently the case that they lingered only a short while. This was despite strenuous efforts on our part and the part of sponsoring companies to facilitate re-entry. This phenomenon now dubbed the 're-entry problem', was not only encountered in Graduate School work. It applied to a greater or lesser degree to most of the publicly offered management development programmes at all levels and stages in a student's career.

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In addition to our deliberate activity of introducing all good applicants to our campus and stairs, we also engaged in public relations on a very wide scale. The mass media were eager for stories of progress in the Business School world and we got a lion's share of coverage in the relevant national media such as the *Times* and the *Financial Times*, as well as locally in the *Yorkshire Post* and Bradford's own *Telegraph and Argus*. I was fortunate to become a regular management pundit on BBC's *Look North* tv programme out of Leeds for three years and participated on several national radio programmes as well as on Nationwide's tv news roundup. With Yorkshire tv I did a programme for schools. I wasn't of course the only one involved in such effort but it was a prime responsibility assigned to me by the boss.

All this public relations activity was swamped by the massive direct mail campaign which the man from Proctor and Gamble set up for Bradford's post-experience programmes. We used not only direct mail but joint sponsorship with the BIM, The Institute of Directors, the Confederation of British Industries, *The Times*, and the *Financial Times*.

By the time I moved to Cranfield in 1972, and the P & C man moved to Henley Administrative Staff College, I reckon that well over two million direct mail circulars must have cascaded onto the desks of middle and senior managers and training personnel from the University Management Centre. Bradford chose direct mail as its predominant medium both for communication and closing the sale. It had and still does have considerable advantages in terms of the flexibility that it affords for the organisation offering courses to a public market. But it also has major defects, as began to become apparent when the postexperience bubble burst in about 1970. Direct mail persuasion is a one-way process of communication. There is no really objective customer feedback on which to modify the design of products such as the courses offered.

From a marketing point of view we were faced with putting courses onto the market in the hope that they would sell but not knowing until about four weeks beforehand whether they would. In comparison with a more personalised, regular customer approach it was riskier once the bubble had burst. Whilst the bubble was (here its effects were obscured).

I have simplified the stance we took and my comments are based on evaluative hindsight. At the time I repeatedly said and I still believe the two million or more leaflets were our most important medium of communication for the University Management Centre, whether or not the potential customer bought. By 1970 we were swinging our promotional approach around very distinctly. The introduction of longer general management programmes was undertaken via a series of regional senior management briefings. Open Days were held at the Centre to which upwards of 100 training and personnel managers would travel to us rather than we to them, to hear of our product range and to discuss particular tutoring activities with specialist members of faculty. Furthermore, the beginnings of contract custom-built marketing of courses had emerged for syndicates of major companies for their younger managers.

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on development schemes. Such re-fashioning of Bradford's promotional mix brought it into line with what many others had done all along. Durham Business School (DUBS) and Cranfield both operated throughout this period from lists of clients well below 1,000. A typical Bradford one-week course in the late sixties would be mailed to 50,000 folk to sell 30/35 places.

The rationale for the direct mailing efforts we undertook was, I think, reasonably clear. Our post-experience programmes sought to succeed at the frontiers of the various subject areas tackled. This meant that our offering would seldom be of a type that figured in the routine patterns of ordinary training and development worked out by training and personnel managers for their colleagues. The initiative to attend would come more frequently, we hypothesised, from the individual himself. Such a strategy obviously meant we had to reach such individuals directly at their desks hence the high volume of direct mail.

Our research studies showed that our efforts had paid off. Bradford was by the early 1970s known and accepted as one of the major Schools in the country. Its image was admittedly somewhat swashbuckling but it was also innovative and exciting. It attracted good students at all levels for its programmes. Good students put faculty on their mettle and made good faculty even better. Ironically, the style of Bradford's ascent in the Business School world had attracted criticism from some of the university's business advisers and associates. Somehow the idea of a marketing-oriented Business School all seemed too garish. Maybe it is, but I am unrepentant. It was enormously exhilarating whilst it lasted. There is no such excitement today in the Business School world and I miss it. What was the last thing you heard about Bradford University Management Centre, or Cranfield or Durham for that matter?

MAKING TEACHERS WITH STRAW

Virtually none of the teachers who peopled the Business Schools in the mid-sixties were trained as such. This is not unusual in the universities of Britain even today but an important distinction between conventional university instruction and the teaching of management made it potentially dangerous. From the outset of its activities the FME and businessmen at large had argued that the best people to teach managers were men with industrial experience. It was and still is a seductive notion. Accordingly, it was quite widely adopted in universities, polytechnics and technical colleges during the decade. But the salaries that such men and women earned in industry meant that to secure their transfer to a teaching post a higher than normal point on the pay scale

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must be offered. This was in addition to a widely accepted norm of one-day-a-week consultancy time to 'keep in touch' with the real industrial scene, I myself began at Bradford with a day-a-week trip to London to undertake a counselling assignment in the Brooke-Bond organisation on marketing information.

Industrial experience is by no means the best route to becoming a good teacher. Nor, as I shall argue later, is consultancy necessarily a very effective way to stay in touch with the real world of business. Good teaching at undergraduate or postgraduate

touch with the real world of business. Good teaching at undergraduate or postgraduate



level demanded a commitment to the disciplinary evolution of the subject matter to be taught which has been discussed in Graffito 5; and at post-experience level it required a great deal more than the knowledge or awareness of an endless stream of industrial examples.

Two major strands of teacher development activity were pursued during the late sixties. First, an elitist effort was launched to send a select few to North American Business Schools all expenses paid, even family travel costs. Typically they returned to senior posts and in one case to a Chair, I opposed it openly at the time, not in criticism of the fortunate individuals, but in the belief that elitism was not what we required. In any event, it concentrated on subject matter content since most such individuals got little or no training as teachers. The number that was able to participate fully was so small that the impact was relatively speaking minimal.

The other strand of activity with which I had much more sympathy was the seedcorn approach, a planned approach to producing the numbers of effective teachers required at all levels. The most enduring effort in this area has been the Management Teachers' Development Programme run at the Central London (then Regent Street) Polytechnic. This programme lasts about ten weeks and takes new entrants to management teaching through a crash course on both the subject matter and skills of the teacher:

basic skills such as how to put together a good series of lectures, lead a case study, prepare and use visual aids in teaching, or develop and run general management games and allied decision making exercises. These were talents that the much wanted man of experience seldom if ever had. The timeliness and good sense of this programme helped countless teachers get started well and put many of them on the path of evolutionary development which all good teachers follow

Apart from this formal effort, the remaining members of faculties have learned either on the job or through the medium of small technical inputs. The DES ran such a shot in the arm programme at Loughborough University for a month or more and it also invited us at Bradford to undertake an especially designed programme of 'educator training' for marketing teachers. Our programme ran twice at Bradford under the title Marketing Educators' Development Programme and once at Cranfield as the Marketing Trainers' Development Programme. It has now been metamorphosed into an Export Marketing Teachers' Development Training Programme for the UN which has run on several occasions since in Geneva and Nairobi for faculty from developing countries exporting into the more advanced economics of Western Europe and North America

The major hazard we faced in setting ourselves up to teach teachers how to teach was that we were only a little wiser than they were. To pontificate seemed to invite disaster; hence the title of the programme. It emphasised 'development' of the teacher in a broadly structured environment, with ample scope to adjust to the various pressures exerted by our participants. The programmes were launched with a manifesto and participants were invited to express preferences for the balance as between specific topics. They also indicated where they felt their strengths lay and where they needed

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practice. We encouraged them to lead sessions under our general tutelage where they were strong and to try their hand freely where they wanted. To assess how well the whole programme worked we persuaded the participants themselves to design their own evaluative instruments. The whole experience was enormously refreshing according to their evaluations and a real success. We, the so called tutors, had also advanced considerably in terms of our skills in structuring a mutually acceptable learning environment which I have since transposed to a wide range of in-company training situations where course design with mature managers was required. It seems to be an almost infallible technique for gaining perceived and reported satisfaction from participants, a type of educational Hawthorne effect. How much more or less learning takes place is, of course, another matter which needs but too infrequently gains our close attention.

These programmes met a very real need in the late sixties as teachers in my subject area multiplied like rabbits. Today's inflow of teachers to marketing education in the Business Schools resembles the elephant. As such, well guided patterns of doctoral study and research and adequate teaching practice can afford a very real training.

For the practising businessman joining the profession, however, Lancaster University's MA in Marketing Education, launched as a 50/50 knowledge and teaching skills programme in the early seventies, offers by far the best road to follow. It is already providing a very well prepared supply of teachers in polytechnics and technical colleges where the absence of a particularly detailed training in and for research is not in any sense inappropriate.

As a practising marketing researcher who came into teaching without a disciplined academic training in anything except politics and economics, I find myself equivocal in my views as to the value of experience. Some of the best teachers amongst my colleagues have no industrial work experience as such. Nonetheless, I must admit that to be able to say "I worked for Id and an American advertising agency" does do some perceptual good for me in the eyes of all too many of my students, be they straight graduates or practising businessmen. To have worked in industry can give a halo effect. On the obverse side of the coin, however, I do know many folk who are in teaching because they did not like 'doing' when in industry and retreated to the groves of Academe to get away from it all. It is my observation that most good teachers could be good in business as well even if they have never worked therein; and if a man is a bad teacher he would probably be a bad manager also. The talents for leading students into the subtleties of a discipline are not dissimilar from those required for other forms of leadership in society. The real problem with requiring industrial experience from a teacher, therefore, remains that it guarantees little or nothing and may well not be the best way to spend the given number of years of one's life prior to teaching. I think we still need to define much more clearly what industrial experience can contribute beyond credibility. Is it anything more or less than Bernard Shaw's dictum about not teaching until one is 40 years old because until then one cannot

be wise enough?

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Apart from specific instruments of policy, both the Schools I have worked in for the past decade have chosen to get students to assess my efforts and those of my colleagues. Typically we used five point scales with dimensions such as content and presentation. The continual feedback such systems afford, even admitting their more obvious defects, has acted as a spur to me and to many with whom I have worked. Its most important influence has been in keeping alive the desire to evolve and improve. It also introduces a decently modest element of inter-teacher competitiveness to see who can out-perform his colleagues. I say decently modest deliberately, since I have never seen it used maliciously.

Few teachers I have met perform well with all audiences they are typically called upon to teach. An undergraduate class is vastly different from a Senior Management Programme of 40 directors holding down top jobs and accustomed to look simply for the heart of any matter rather than for elegant oral tributes to an idea. It has taken me the full ten years to master the teaching of an introductory course to non-marketers to any real level of personal satisfaction and I still have several areas where my performances are consistently below par. But not only the level of the tuition affects the approach to be taken. A group of new product managers and a collection of research and development scientists could not be more different. What I suppose is common to all classes one meets is that there's one wise guy in every crowd. How one deals with him sets the seal on any relationship the tutor is due to have with the group.

My advice and practice is to leave him to his fellow students. If I take him on, I alienate myself from most of the group.

Finally, I suppose, I believe that initial impressions count for so much in any programme. One has one's maximum opportunity to establish one's role at the outset of any programme, long or short. The tutor is in command. The group is uncertain.

Kindness, understanding and gently demonstrated supremacy in one's subject are best clearly communicated then.

By 1970 I was able to establish, with the consent of all my colleagues in the group, a pattern of annual personal development review. The exercise, since adopted by other groups at Cranfield, consists of the now familiar process in industry except that in our academic world I invite my colleagues to specify their own goals or objectives to compare with those I have in mind for them. The outcome has been planned patterns of leave of absence for re-training of existing faculty, teaching hour reduction to complete doctorates and research training, deliberately planned sabbaticals with key research groups elsewhere and even, in one case, a crash course in public speaking, the results of which were and still are a wonder to us all.

Making teachers with straw has been a continuing process throughout the decade.

My only regret is that I have received so little personal feedback from those I have taught with. I wonder why.

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Graffito 8

YOU'RE NEVER ALONE AT A TEACHERS' WORKSHOP

Skills as teachers were vitally necessary for us all and, as I described in Graffito 7, steps were taken throughout to see they both emerged and were sustained. Subject area expertise was another matter altogether. I have already alluded to the problems the practitioner faced when he moved into teaching. He was full of experience but typically much of it was quite undigested. It cannot afford of itself an adequate basis for teaching others how to understand or do marketing well unless it has been carefully distilled. Without exception, I suspect, few such opportunities for distillation occurred in the first decade. Rather, as we all grew to a clearer understanding of our chosen subject areas our earlier business experience took on an important illustrative rather than substantive role.

If marketing which I espoused was indeed a synthetic discipline, a focus for the behavioural and quantitative sciences such as I described in graffito 5: The Great Discipline Rush, how could we become subject matter experts? I deliberately gathered into my faculty group a broad spectrum of staff members, Research Associates or Fellows and doctoral candidates. At various moments I was coordinating and leading specialists in geography, econometrics, librarianship, politics, sociology, operational research, physics, computing, psychology, chemistry, history, law, textile technology, accountancy, systems engineering, aeronautical design, and statistics. I remember my deep personal annoyance when an Admissions Board rejected a candidate for a doctorate in fashion marketing on the grounds that his first degree was in architecture, and equally I recall my personal disappointment when a delicious, tall blonde anthropologist (female) decided not to accept my offer of a post. This eclectic approach to background amongst staff colleagues and mature senior students has paid the most handsome

dividends in terms of the excitement we found in forging our new synthetic discipline How else in any event could it be done?

I was, apart from this eclecticism which was regarded as wild by several of my peers, determined also on a principle of 'parity at the interface with other disciplines'. This, simply presented, required that my synthetic discipline should include faculty members who could talk on totally equal terms with other members of the Business School community who were uniquely specialist in the areas we were seeking to synthesise.

Accordingly, we needed good economists to debate with economists how they taught pricing. We needed a faculty member with a command of finance who could take the cost accountant to task for the manner of his illustrations of the principles of his subject, which typically excluded marketing or logistics examples in favour of factory floor jobs or building new plant. In the behavioural areas we needed marketing group faculty members who could understand and relate what little the organisation

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theorists had to say of practical application to the particular tasks of marketing. In the field of statistics and particularly operations research, we retired the competence and confidence to challenge many of the partial solutions proffered for bits of marketing or distribution activity

I believe, although I have no sworn affidavits to this effect, that we were able both to learn from our more disciplined colleagues and to orient them towards our marketing problems by this deliberate strategy of parity of esteem.

I am told, alas, that this was only possible in the first generation of teachers since they had such hybrid origins. Today's batch production of doctors of marketing will end all that. I do not believe it has to although I do concede it could. If we stringently resist allowing students to do business administration all the way through university from bachelor to master and doctoral degrees, then I think the problems can be averted and enormous benefits reaped for what must surely remain a synthetic focus. Marketing is after all a socio-economic technology.

Whilst at Strathclyde, Lancaster and in my own group first at Bradford and then at Cranfield there was a sufficiency of faculty members by the early seventies for this multi-disciplinarily to be present, it was not thus in the mid-sixties nor is it today for many groups of marketing teachers. Accordingly, ways were needed to bring us together. At the first rough count in 1966 there seemed to be less than 50 university tutors in marketing all told in Britain and it stands at barely 60 today. The wider body of polytechnics and Colleges of Higher Education scarcely brings it to 300, spread across as many as 120 institutions.

So we invented a series of Marketing Theory Seminars, sponsored by the FME with funds of £600 of which we only ever drew £125 We held fourteen two day seminars for an average of 25 marketing teachers between 1967 and 1974 in a dozen different universities. My role was to convene them and, as an added incentive, good papers given thereat were published in the *European* (then *British*) *Journal of Marketing* which I edited.

The topics covered were deliberately not managerial in their outlook. They focussed on the disciplinary foundations that our synthetic discipline had. We began with a session on Buyer Behaviour convened at the London Business School by Professor Mackintosh. Others quickly followed, all on a cost only basis working out at about £12-£14 including accommodation, and each held at and hosted by a different institution. We went to Ashridge for Marketing Organisation Analysis, to Newcastle for Distribution Studies, to Dublin for Marketing Communications, to Strathclyde for Diffusion of Innovation, to Cranfield for Quantitative Methods, to Loughborough for Industrial Buyer Behaviour, to Lancaster for the Marketing of Services, and at Bradford we hosted Marketing, Geography and Ecology.

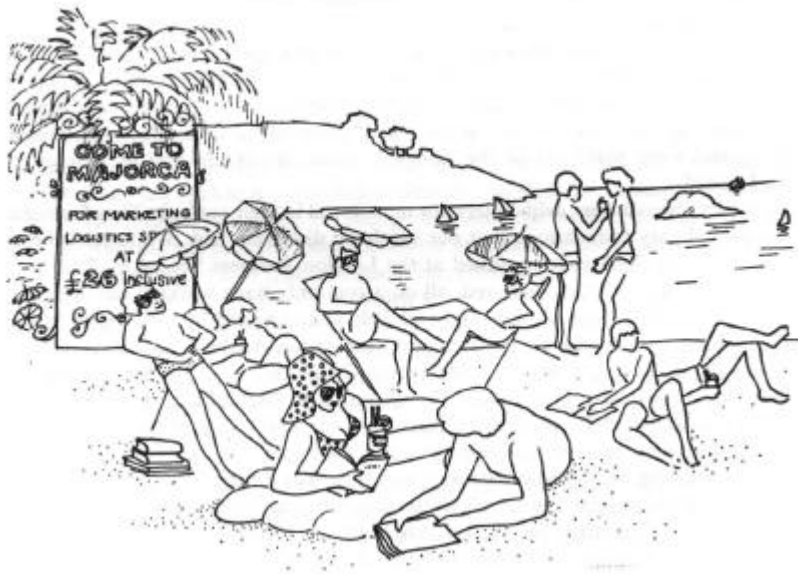
These Marketing Theory Seminars were widely seen as a considerable success They were more significant than the mainly social gatherings at the annual, then biannual, Conferences of Marketing Teachers which began at Harrogate in 1966 under the joint auspices of Lancaster, Strathclyde and Bradford and today have their final

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resting place with the Marketing Educators' Group (MEG) in the Institute of Marketing. MEG attempts to appeal to too wide a range of levels of marketing study to be effective as much more than a social forum and a professional reference group, significant though that is. The smaller, more intimate and highly task-oriented Marketing Theory Seminars have been in my own view of vastly more value, not least because they have taken my colleagues and myself into most of the other centres in Britain where marketing studies are afoot and given us a far better understanding thereof. Most importantly, it exposed all our otherwise incestuous early fumbblings to external, if not always too sympathetic, assessment and criticism.

Other nascent teacher disciplines within the Business School world did not attempt such an exercise although the much more populous behavioural group did I think use the Association of Teachers of Management (ATM) for this purpose.

There was an important by-product of the Marketing Theory Seminar series for which I was particularly grateful. It catalysed research write-ups by faculty members in Britain which meant that all the Jeremiahs' predictions that 1967 was too soon to launch a British academic marketing journal were confounded. I believe I can say, not immodestly, that the contents of the *European Journal of Marketing* have been average/good/very good since its inception despite the smallest possible universe on which to draw.



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Teachers' workshops outside Britain always hold the potential attractions of good food, cheap booze and/or sunshine. It was therefore not surprising that the first theory seminar on Marketing Logistics should be held in Mallorca and the second in Sorrento. These were mainly British affairs but the European mainland had been astir backed mainly with American funds. The International Management Institute (IMI) in Berlin held a teach-in for a lot of us with Stanford faculty called a workshop. It was not a success. An earlier indigenous Belgian activity at St. Ignatius University in Antwerp had been of more value. However, a far more worthwhile approach began at the turn of the seventies from Brussels under the aegis of the North American sponsored European Institute of Advanced Management. To my intense disappointment it seems to have discarded any uniquely European traditions or directions to marketing ~ as well as becoming primarily a focus for academic marketing research rather than academic marketing. My distaste for information mongering unrelated to identified decision situations enunciated in Graffito 2 lingers with me. Live and let live.

For my part I have hitched my European wagon to another star, one which is distinctly European and which has many research-minded marketing decision makers amongst its followers the European Society of Market and Opinion Research (ESOMAR). In association with Irish, French and Spanish colleagues I have been charged with convening on a pan-European basis the sort of seminars about marketing theory and the pedagogical work of our Business Schools which succeeded in Britain. We started in Barcelona in 1976. It is a challenge for the next decade which I believe must be met if we British are to Europeanise ourselves as speedily as needs be. When we have done this we will be able to purvey a European perspective to our customers with so much more credibility and effect.

Graffito 9

UNITED WE STAND

Throughout the decade I have espoused the cause of unified academic and administrative structures in Business Schools. This essentially means an effort focussed on the task of training and education for the rounded manager rather than the specialist. Paradoxically, I believe that the best specialist is often the man who has a general understanding of the whole business process in which he is involved.

Such an effort flies in the face of much that is traditional on the British university scene. At Lancaster, Warwick and Strathclyde for example, we see the traditional style of activity. Each subject area within the management spectrum is a separate department, a separate budget, and a separate law unto itself. The extent to which

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finance or organisation theory is taught to marketing students, is a matter for determination by the marketing faculty more or less in isolation. In contrast, Cranfield, London, University College Dublin, Manchester and Bradford have held to the integrated MBA approach. This is in my view what industry needs more than any other input today, and where North American performance has outshone us in the past two decades.

The sublimation of the specialist desires of faculty members, who seldom if ever see themselves as generalists, is a matter to which I will turn in a moment. First, I think it is useful to observe the impact that the separatist/united dichotomy has on students. The separatist-taught student becomes a very considerable expert in the concepts and techniques of his chosen area, say accounting or marketing. He enters or re-enters employment as a businessman however without the sympathetic understanding of how his fellow managers in other areas operate. What are the basic tenets of organisation theory or management development? How does the management scientist tackle problems? What are the merits and demerits of various approaches in business policy or corporate planning?

On the other hand, the unified-approach students face the world as jacks-of-all-trades but masters of none. They are often confidently anticipating immediate access to middle management posts and they have not the skills to accomplish the tasks they will face. Indeed, their employers typically recognise this and place them to work in a specialist area to begin with. In that particular area they do not have the competence that a separatist-taught student can muster.

The intelligent but not always politically realistic answer is to have a blend of both. Only 'few Schools have managed it and they all seem to have come from the unified approach group relaxing their dogma a trifle rather than separatists turning over a new leaf. Essentially, the unified approach has provided a faculty structure where all the disciplines and functions work together all the time on a joint partnership basis rather than in competition. Accordingly, they have opted to offer programmes of study which allowed students to take electives of up to say a third in one specialist subject area. This, naturally, would orient the student adequately to his first or next job in industry, without vitiating the notion that all students were gaining an education in the whole process of management.

When this pattern of intelligent balance was added, most successfully and conspicuously at Cranfield, to the requirement that all MBA students should have at least four years' experience before joining, a very real breakthrough was achieved. Cranfield's determined steps in this direction preceded my arrival; indeed I had been amongst the 'noes' at Bradford when we had voted down such a plan there as quite unrealistic in student terms, especially in relation to awards. Cranfield proved how short-sighted I had been. The power of such an approach to attract good students at their own expense or on bank loan finance was very substantial indeed, I've become a hardliner therefore against fragmentation of the general management ethos at MBA level. I oppose either its supplementation or its replacement in Business Schools by

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specialist master's degrees. I think, given such a chance, faculty members will destroy the excellence of the unified or generalist platform. I think Business Schools can survive the introduction of *general* non-business areas of focus such as public administration or librarianship, or *specialist business foci* like airlines or agriculture; but not the specialist discipline master's degree.

If I am more than half right in these dogmatic assertions or just simply successful politically in getting my own way, how can a successful specialist faculty group exist in a Business School? Are we not all doomed to the fate of a Harvard: to be excellent

at the general level and at teaching but to make few contributions to specialist knowledge? Whether Harvard is a fate for a Business School to aspire to or not is a different issue, I suspect. There seem to be a variety of effective ways to avoid it if we wish.

They all amount to giving full professional and subject specialist rein to faculty members in activities other than the MBA or similar Master's degree programmes.

For the purer basic disciplines like economics, sociology, psychology and statistics, their valve for letting off academic steam is most commonly a good undergraduate course. Those Schools which were farsighted enough to develop them, like Bradford and UMIST, are at a very considerable advantage over Cranfield, London and Manchester. The Schools with undergraduate programmes will normally have a strong

Intellectual representation on their campus of the basic disciplines which acts as a very sensible constraint on the synthetic disciplines at post-graduate level and a source of continual opportunity for keeping them in touch with basic developments. Too often a borrowed concept-Riesman's 'inner and other directedness' is such an illustration is applied in a synthetic discipline like marketing. Riesman's later partial recantation of it may well not catch-up! This problem of a lack of good representation of the basic disciplines within the School is made much worse when the disciplines are not even well represented on the campus. Cranfield and to a lesser extent London suffer from this deficiency, Cranfield because its host institute is primarily technological and London because it chose to stand alone as a college within the University of London.

The valve for letting off steam as marketing or of specialists is most frequently research activity, but I would add that my colleagues and I have found short course work if correctly pitched to be as important. The Business School generally resists undue specialisation within its MBA programme. Although the typical Cranfield or mature Bradford MRA student may well have considerable experience of marketing practice my advice to him when entering MBA study is normally to broaden

himself.

Not only does this mean he can hope to develop into a general management role, it can help him return if he so wishes to do his marketing work with greater effect. The short post-experience, non-degree course of one to six weeks' duration typically attracts quite a different participant. This student, be he marketing director or sales executive, is working in marketing and is training and developing within that role. Faculty find such programmes, especially if developed in depth within operating companies as we have increasingly worked throughout the decade, extremely rewarding and a source of professional updating and evaluation.

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Doctoral studies, and in-depth research assignments for faculty, either from a purist or applications orientation, provide the final opportunity to remain top specialists within a subject area. My own strategy of having a continual balance of approximately one doctoral candidate and one full time Senior Research Fellow to each tenured faculty member has paid excellent dividends in this respect. For the marketing specialist in industry the Cranfield or Bradford groups have been widely regarded as Marketing Schools. To the student within the Business School environment on the MBA programme it can be seen that we are an integral part of the general and unified activity.

I suppose my views make me neo-Adam Smithlike. I regard faculty members as having a natural tendency to specialise yet further and further, and specialisation to be required for subject development; but I believe the process of effective management in business to require that when training and educating managers we sublimate that tendency. I argue that we should use our academic structure as the constraining influence whilst giving the necessary free rein elsewhere for the excellence in specialism to emerge that alone can sustain and enrich the teaching that goes into the MBA programmes we offer.

Graffito 10

THERE'S NO BUSINESS LIKE SHOWING BUSINESS

The habit of sitting and listening intently in a classroom to what a teacher has to say about a topic is one that most adults lose within two or three years after graduation. Typically, most of us seem to start exercising a much greater level of discretion about what we attend to, and bring to bear on it a much more critical approach. It was not surprising, therefore, that Business Schools quickly realised that something very different from conventional teaching approaches were required, most especially with the mature students who came onto courses like the Cranfield MBA and short programmes up and down the country.

There seemed to be two dimensions in which the problem had to be tackled. The first way was an acceptance that most non-professional students are unable to concentrate for very long spells on any single topic. The same is true, of course, of young infants and juniors at school. Once this problem was faced, it became readily sensible to adopt a wide variety of changes of pace in teaching a topic. Most teachers took up this challenge with relish, for most of us are less keen than others suppose to listen to our own voices lecturing hour in hour out.

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The techniques to hand ranged from breaking classes up into small syndicate groups to discuss points to the longitudinal use of business games or processes. Perhaps the most well known is the highly developed exemplar approach known as the case study method. In Graffiti 34 I shall look in some detail at how cases came to the prominence they did. Suffice it here to list them as one of the teaching devices commonly employed to make the learning of management more absorbing, and of course more effective.

A good friend at the DES once commented to me that lie thought primary school and management education were the two most exciting areas in the late sixties for educationalists. The challenge to teach highly articulate adults, not as a hobby or leisure pursuit but as practitioners in their own field of expertise, made very consider-able challenges on our straw-made teachers. The syndicate and case study provided excellent vehicles for self-help and mutual learning from other experienced

students as well as from faculty. Case studies acted as a tremendous fillip to the teacher who wanted to keep his class practically oriented as well as to develop analytical skills in the face of a considerable amount of real world data.

There was a joke which circulated widely in the sixties which emphasised some of the real dangers of syndicate work. It told of the Irish management tutor who met his class at 9am, said "Good morning", and then asked syndicates to discuss his form of greeting. There was and still will be a possibility that ill-structured or ill-conceived time spent in syndicates delivers far less effect than conventional chalk and talk.

Nonetheless my experience has been the reverse. Gently used and with careful monitoring of progress, they act as a very efficient and worthwhile focus both for clarification and the development of coherent responses to ideas thrown out in class.

In contrast, I am a less than ardent enthusiast for business games. The notion of herds of students seeking to crack a computer model of a market or a business and then to outmanoeuvre one another is fine in theory. In practice it often becomes a sterile activity far less realistic than case work. Most well written games have, in my experience, worked neatly to demonstrate the interaction and interdependence of the various functions and activities of the firms concerned. This lesson is dramatically and well taught by the game. Beyond that level of instruction I am unclear what is attained and have seen no eloquent explanation offered, although I have on several occasions engaged in game-extensions devised by behavioural scientists and computer specialists.

The dynamic effect that a game imparts to the classroom situation is perhaps just as well given by a less dramatic but more feasible technique known as the incident process. This is essentially a case study statement *ah initio* to which supplementary queries are permitted. Decisions are then made and individually tailored feedback offered to each group.

Britain seems to have been very fortunate in the enthusiasm with which management teachers espoused the more varied techniques of instruction. The campus text, so well beloved of North American Schools and pored over there from cover to cover, from page (i) often to as far as a page 738 or beyond, has never become a British obsession. Instead, teaching of a more adaptive mould has emerged.