

Management Education, Training, and
Development in Great Britain - A Case Study
of the Strathclyde MBA Programme
In Two Volumes

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To My Dear Friend and Wife 'Awatif' and My
Two Children ; Lyla and Sarah

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Abstract

The purpose of the present research was to evaluate the MBA programme offered at Strathclyde Business School to determine whether the MBA programme is designed to meet the needs of local industry or whether a 'mis-match' does in fact exist between industry and the MBA programme. By systematic evaluation of attitudes displayed within the student, employer, and academic communities.

In general, the findings of this research clearly indicated that there is a perceived 'mis-match' between the industrial world and the MBA programme. The results of this research and the comments of the target group (business/industry) supported many other research studies that MBA programmes in general are characterised by lectures and academic theories, and therefore, are not suitable for the contemporary business organizations.

Chapter 1 is a general introduction to the present research study. Chapter 2 examines the growth of formal management education and training in Great Britain, and attempts to describe the attitudes and opinions of British industry toward the formal management courses offered by various British colleges and universities, with special reference to the 1960s and beyond. Chapter 3 focuses mainly on discussing the 'mis-match' described by many writers between the MBA programme and British industry, and attempts to demonstrate how and why the MBA programme is unsuited to British industry. Chapter 4 focuses on five interviews with key administrators involved in the Strathclyde MBA programme since its inception. Each interview relates to a different time period.

Chapters 5, 6, 7 and 8 are based upon an analysis of questionnaires that were distributed to the new (incoming) MBA

students, MBA graduates, MBA staff, and business/industry. The questionnaires contain various questions related to individual experience with the MBA programme, and information on the attitudes, opinions, and recommendations of respondents. In addition, the various comments received from respondents were considered to be a valuable source of information for the analysis.

Chapter 9 discusses in detail the 'mis-match' widely hinted at in the literature review (Chapters 2 and 3) between the MBA and the target group (business/industry). The evidence presented in this chapter centers around issues related to sponsorship and recruitment of MBAs, communication (relationships) between the business school and the industrial world, and the MBA curriculum including: course content, teaching methods and teachers.

Chapter 10 presents a brief summary of the various findings discovered throughout the present research studies. In general, the findings clearly indicated that the present MBA programme needs to be closely studied and revised to meet the needs of business and industry. Recommendations for change and improvements in the MBA programme centered around a course content relevant to the real needs and requirements of the local companies and organizations, teachers who are skilled at handling group dynamics and influencing the content of the discussion in the classroom, and a variety of teaching methods with active involvement of the student in the learning process. More important, as emphasized throughout this research study, a better communication process between the business school and the industrial world was clearly required and needed to eliminate the present 'mis-match' between the MBA training and the industrial world.

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CHAPTER 1
GENERAL INTRODUCTION

Since the beginning of historical time, education has been the vehicle that has moved nations toward progress. Education can be conceived as the building blocks of a society as each generation builds upon knowledge of the generation before.

The rapid development of industry has forced it to look to education to train men and women more effectively for present and future positions. Finniston states "the world does change and it changes because new ideas, new concepts, new knowledge and new information come to it through a variety of processes and experiences. Furthermore, these experiences of knowledge are deriving more and more from international origins which enlarge the breadth and depth of change. Of course some of this extension of knowledge will be obtained through day-to-day contact with one's colleagues and experience but structured teaching still constitutes the most satisfactory way for assimilating new knowledge and understanding." (1)

Gordon and Howell also stated "industry is pulled in two directions. It feels the need for educated men who have breadth, perspective, and flexibility of mind to cope with a business environment that grows in complexity and changes with bewildering rapidity, yet it also feels pressure for men and better trained specialists who can master the technical problems that have been spawned by the technological and organizational revolution of the twentieth century. For this reason, business and industry looks to universities to develop students with both a general and specialist education." (2)

Business and management education has been more extensively developed in the United States than any other country in the world.

American management education has become the object of study by educators from all over the world. "The oldest collegiate school of business in the U.S. and in the world is the Wharton School of Finance and Commerce of the University of Pennsylvania. This was founded in 1881 by a grant from Joseph Wharton, to provide a training for those engaged in finance and commerce. The graduate division was organized in 1921 to offer the MBA degree."⁽³⁾ The second oldest business school was established in 1898 at the University of Chicago. In 1907 the idea of 'business administration' was born at Harvard. At the turn of the twentieth century and onward, many colleges and universities started to offer a wide variety of management education and training programmes.

Today more and more colleges and universities have begun to offer formal classroom education for managers around the world at both undergraduate and postgraduate levels to accelerate learning on the one hand, and offer an understanding of how to apply what has been learned on the other hand. Formal education for managers has become one of the key elements of industrial development for many countries.

1.1. Management Education in the United Kingdom

In contrast with U.S. management education, British management education is only about twenty years old. Mant stated "the main growth in British management education occurred after the World War II in two phases, as a result of the industrial nations' need to have suitable managers available for the administration of business and industry in Britain. First, the Administrative Staff College was established in 1945, based on providing long mid-career programmes for specialists on the move to senior, general management posts. The

second phase of growth occurred during the 1960s in response to the conviction that the lack of business schools was constraining the development of British industry."⁽⁴⁾ At that time Lord Franks⁽⁵⁾ recommended that two new educational institutions for management studies be established, one in the University of London and the other at the University of Manchester. The goal of the institutions was to increase competence in managers or those who were becoming managers through 'higher management studies' to advance their knowledge and skills in subjects, relevant to management. Therefore, the significant change in British management education took place during the 1960s and early 1970s. These years saw the creation of the University business schools, providing postgraduate study in management. As a result, management studies were developed in a large number of universities, and their increased visibility brought more students to management courses that were designed to teach management knowledge and skills in the classroom. Today in Britain "a total of forty-seven universities provide a course or courses directly related to management. Of these, twenty-seven include departments, centres, schools or other clearly identifiable units which offer a range of management programmes. Of the twenty-seven, twenty provide a postgraduate general management programme such as an MBA."⁽⁶⁾

1.2. Statement of the Problem

The role of managers in the public and private sectors has been forced to change as a consequence of a changing environment. The economic health and growth of any nation depends on well educated, trained and qualified men and women holding leadership roles in

business and industry. A lack of effective leadership could directly affect a nation's industrial and competitive position, especially so in a time of 'turbulence' and change.

Today we are living in a rapidly changing society; advanced science and technology has not only affected the products and services which are produced, but also the way in which business and industry function and operate. In the past management has followed the 'trial and error' approach to effective managerial decisions. To meet the present and future challenges, management cannot adopt this style any more. As Korey clearly states "to meet the challenge of the approaching change, managers will have to forget about the 'trial and error' approach. They will have to learn to use all possible and available management devices and scientific tools, thereby improving their process of decision-making and permitting greater degree of precision."⁽⁷⁾

Since the Franks report in 1963, the Masters programme in business administration has been developed rapidly to meet the changing needs of business and industry. However, despite the important role of the MBA programmes to the industrial community; British industry still has negative attitudes toward the MBA courses offered by various educational institutions. In recent years British industry has evidenced a great deal of suspicion about the value of the MBA, the general gap between industrial requirements and the courses offered by business schools has apparently widened. As Dennis states, "since the industrial revolution the worlds of education and work have drifted further and further apart, both physically and in character."⁽⁸⁾

Most of the allegations directly relate to the relevance of the

MBA programme to the day-to-day operations of business and industry. It is believed that the MBA is too academic and theoretically biased, is not up-to-date and has little or no practical relevance for industry. Hughes states "there has been much discussion in recent years about the relevance of the school curriculum, and of the pattern of courses in further and higher education, to the needs of industry and society in an age of rapidly increasing technological change."⁽⁹⁾ On this analysis MBA programmes are not useful to contemporary business organizations. This has created what is referred to as a 'mis-match' between the MBA educational programme and the needs of business and industry.

Foy in her 1978 report believes "there is a dramatic need to increase not only the relevance of management education, which is tied too closely to academic criteria, but also its image of relevance among managers."⁽¹⁰⁾ Forrester also supports Foy's argument in his 1984 paper stating that "British industry is profoundly sceptical of the MBA. The qualification is seen as esoteric and unpractical. Real management companies believe, can only be learned on the job. Business graduates are stuffed with irrelevant techniques, have expectations beyond their abilities and are far too difficult to fit into most organizations."⁽¹¹⁾

The above statements are also supported by Griffiths and Murray in their 1985 report. They believe that British business schools have failed not only in meeting the target numbers of graduates expected by Franks, but also the relevance of their courses to the real needs of industry. The report further comments that business schools need radical reform to bring education closer to business so that they may serve the nation more effectively. To support their

argument, they turn to the Ascher Survey of 1984, where she found "... recent evidence indicates that acceptance of the MBA degree in Britain has not been as whole-hearted as in other countries. A number of studies published in 1983 show that many companies are not convinced that MBA programmes have succeeded in making a significant contribution to either individual or collective welfare. These studies also suggest that while certain sectors of industry have maintained a fairly constant intake of MBAs, other sectors have engaged in only sporadic recruitment."(12)

In 1987, a report by the Scottish Education Department clearly stated "there is no overall understanding of how the range of academic provision should be matched to the needs of managers at different levels and at different stages in their careers. The view has been put to us that business and management education at the professional training levels therefore requires special arrangements to ensure that provision is matched to needs."(13)

As a result of this mis-match "some 60% of top British companies still deliberately choose not to recruit MBA graduates. They find them financially greedy, mis-fits, fickle, too Americanized and over-theoretical, and altogether, not particularly masterly."(14) Some other critics strongly state that industry "find MBAs difficult to cope with, hard to fit into the organization, or MBAs find themselves misunderstood and misused."(15)

As stated before, there is a perception that industry and management education "have drifted apart and turned their backs on one another."(16) This lack of communication between industry and education is very wide, and has caused British industry to lose confidence in the management education programmes because, "there is

still a strong feeling among company executives that business schools do not listen hard enough to what companies say they need in terms of trained people. These critics still accuse business schools of developing academic skills and giving people an inflated view of their capabilities."⁽¹⁷⁾ In addition to the anti-recruitment policy by British industry towards MBAs, many organizations are also not offering financial support for employees studying in MBA programmes. This is evidenced by the fact that the United States produces at least 60,000 MBAs a year and Britain merely 1,200. Forrester states "if we assume that the MBA is the appropriate training for every middle manager likely to be promoted at least one level higher, then the replacement need for MBAs is about 10,000 per annum. Currently the number of UK MBAs being produced by full-time courses is little more than 900. Adding 200 part-time from universities and 100 from polytechnics, gives a total of 1200 - about one eighth of the replacement need."⁽¹⁸⁾

1.3. Purpose of the Study

The purpose of this study is to evaluate the MBA programme offered at Strathclyde Business School, to determine whether the MBA programme is designed to meet the needs of local industry today and in the future or whether a mis-match exists between the MBA programme and the real needs of industry. The objective is to focus the attention and consideration of people who are involved in management education so that positive changes in organization, methods and curriculum in higher management education may be implemented resulting in mutual benefits shared by both industry and academic institutions.

To accomplish this goal, an investigation of the quality of the

MBA programme perceived by students, teachers and business/industry was conducted through use of questionnaires.

1.4. The Importance of the Study

Education has been the key to successful economic growth and the capacity to cope with change in most industrial nations. When education fails to support the nation by providing educated and qualified young men and women, it will directly affect the nation's economic growth. Therefore, "education is more and more becoming an investment, and it is a trend which cannot be ignored. Granted that, we need quality as well as quantity, human beings rather than human computers." (19)

Reynier believes that for a number of years, it has been the common practice for educational institutions to float new courses as kite flying exercises on the assumption that those who are in demand will take off. In other cases, courses are mounted and offered on scanty information about the scale and demand. Reynier strongly believes that surveys of local organizations are essential if the management educational system is to meet the needs of its market. The author's conclusion is stark: "We believe that the management education that does not look to its markets does not deserve to survive." (20)

Parker states "management is about confidence, and that means that confidence of the whole society. If management fails, the entire society fails. Where there is a unity of industrial and social purposes, the combination is formidable." (21) For Parker this means that education must understand the needs of industry today and be able to project future trends which will have an impact on the

industrial life, the society and the world in general. This can only be accomplished by effective and open communication, through exchanging ideas, opinion, information and research between industry and management education.

1.5. Hypothesis

The central contention of this research is that there is a mismatch between management education and industry, as a result "British organizations fail to recruit business graduates, and refuse to sponsor students to study in MBA programmes."⁽²²⁾ Again, this is evidenced by the fact that "British schools intended to produce 4,000 graduates a year by the early 1980s. Instead the total has risen to only 700."⁽²³⁾ The situation is more serious when we realize "U.S. education produced 60,000 MBAs in 1983, 12 times as many as in 1960, and most organizations have been willing to pay through the nose to recruit MBAs."⁽²⁴⁾

The hypothesis upon which the present research rests may be rendered thus: "The MBA course is out of phase with its client groups." This hypothesis is designed around the thesis that "there is a perceived mis-match between the real needs of industry and education offered in the MBA programme." As such, MBA programmes do not adequately prepare the MBA graduates to meet the challenges of the real world in which industry must function.

1.6. Definitions

MBA:	Master's degree in Business Administration.
MBA Programmes:	Courses of study leading to an MBA degree.
Business Schools:	Management Centres and Departments of Business Studies that offer MBA programmes.

FT: Students attending the MBA programme on a full-time basis.

PT: Students attending the MBA programme on a part-time basis.

DL: Students attending the MBA programme on a distance-learning basis.

Business/industry: Companies/Organizations contributing to the economic life of a nation, providing products and services, and which provide employment for the nation's workforce.

Client group: Companies and Organizations, public and private, which employ MBA graduates or sponsor employees to study the MBA programme.

Communication: The sharing of messages, ideas and attitudes resulting in an understanding between the sender and receiver of the information being exchanged. For the purpose of this research, communication refers to business/industry and management education and training, exchanging messages, ideas, needs and information for mutual benefits.

Relevance: What is being taught in the MBA programme has a relationship to the practical every day functions of organizations.

Mis-match: The failure of MBA programmes to meet the needs of business/industry by continuing to

offer courses that have no perceived relevance to the 'real' business world.

1.7. Methodology

Analysis was based on the following questionnaires:

- a) Incoming Students - A questionnaire was designed for interviewing incoming students entering the Strathclyde MBA programme with the object of discovering their background, motivation, attitudes, opinions, and recommendations.
- b) Graduates - A questionnaire was used to interview MBA graduates to determine their attitudes, opinions, experience, expectations and recommendations.
- c) Teachers - A questionnaire was prepared for the academics currently employed in the MBA programme to test their opinions and ideas about the MBA programme, the results of their experience and recommendations.
- d) Business and Industry - A questionnaire was designed to interview members of private sector industrial organizations and members of key organizations within the public sector to identify their policies, opinions, attitudes toward the MBA programme in general. The aim of the questionnaire was to determine whether in the opinion and experience of these executives, the MBA programme is relevant to their needs or not, and to elicit their recommendations.

In addition to the above questionnaires, interviews were conducted with current and past directors of the Strathclyde MBA programme to examine the growth and development of the MBA programme.

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CHAPTER 2

MANAGEMENT EDUCATION: THE SITUATION IN BRITAIN

This chapter will examine the growth of formal management education and training in Great Britain, and will attempt to describe the attitudes and views of British industry toward the formal management courses offered by various British colleges and universities, with special reference to the 1960s and beyond.

2.1. The Early Situation

Rapoport⁽¹⁾ provides a brief history of management training beginning in the 18th century with the establishment of a school for army artillery officers at Woolwich in 1741, a college designed to train military leaders. The pattern of training here was eventually emulated by other professions such as law and medicine. During the eighteenth century, Oxford and Cambridge functioned as extensions of education for the Anglican upper class. Merchants attacked their programmes as being preoccupied with the classics and not training men for the business world. As a result, academics became increasingly concerned with business pursuits. For example, Warrington Academy opened with a curriculum which included commerce, political economy, chemistry, physics and mathematics.

At the same time the Andersonian Institute was established in Glasgow to teach science. The Institute created a model for the Mechanics' Institutes established in London, Birmingham and Manchester. Between 1871 and 1881 in the seven new colleges established, economics and commerce were included in the curriculum along with the traditional arts subjects. Rapoport states "several of these colleges owed their foundation to the energy and foresight of provincial businessmen."⁽²⁾

Barnett⁽³⁾ believes that a hundred years prior to the second World War private individuals and official bodies had attempted to

convince public opinion and government that the battle for export markets was being lost in the school-yards and quadrangles of Britain. Barnett quotes from Richard Cobden who, as early as 1835, wrote after a visit to America "our only chance of national prosperity lies in the timely re-modeling of our system, so as to put it as nearly as possible on an equality with the improved management of the Americans."⁽⁴⁾

Barnett continues to reveal that in 1850 "the British 'practical man' was therefore the very opposite of the educated practical men who were to emerge from America and European technical schools to challenge him. Indeed the cult of the 'practical man' in Britain carried with it a positive mistrust of the application of intellectual study and scientific research to industrial operations; a deep suspicion of the very kind of theoretically grounded professional for which Britain's rivals looked right from the start. This suspicion of formal professional and technical education, extended equally to schools for the shop-floor workforce and to technical institutions and universities."⁽⁵⁾

Channon⁽⁶⁾ indicated that, by the late nineteenth century, there began to emerge a number of large, private enterprises usually engaged in a single product or market activity. In order to manage these enterprises, many organizations looked to the railroads for their model of appropriate administrative structure. Functions were divided into specialisms such as sales, production, distribution and finance. Due to the rise of the organization and its complexity, a new breed of professional managers come into being - those who were not owners of the enterprise. The enterprise became an institution. With ownership divorced from control in these large corporations,

the entrepreneur had been replaced by managers with specific areas of responsibility. Galbraith argued that the entrepreneur had been replaced by a collective entity, a technostructure which participated in the formation of group discussions.

Child⁽⁷⁾ also describes some of the key managerial developments during the nineteenth century. He reveals that the rise in industrial unrest (due to the lack of scientific management thinking in British industry compared to the American efficiency movement at that time) before 1914 brought with it the acknowledgement that efficient managers were the foundation of a business enterprise. The swift and dramatic course of industrial events which accompanied the first World War and its aftermath, had a profound effect in hastening the spread of new thinking on industrial control.

Wheatcroft stated "the 1914-18 war saw considerable steps forward in the application of scientific management methods in the factory and the beginning of the practical use of industrial psychology. This was due to the tremendous efforts which were being made to increase output of munitions at a time when it was impossible to increase the supply of labour; hence every attempt was being made to study the factory which might influence labour productivity."⁽⁸⁾ However, Wheatcroft reveals that in the period between the two World Wars, there was little formal education and training specifically for management, except for a number of courses developed in the technical colleges leading to various professional qualifications such as the Institute of Cost and Works Accountants and the Institute of Industrial Administration which was founded in 1920.

The above situation is also supported by Barnett. He states

"twenty years later still, in 1929, the Balfour Committee on industry and trade reported that the 'practical man' still dominating British industry had hardly modified his hostility to the products of technical colleges or universities."⁽⁹⁾ Therefore, British industry was short of well-educated and skilled managers compared with its rivals. The British education and training system according to Barnett was still only turning out a fraction of the trained talent produced in other countries.

Bowie⁽¹⁰⁾ believes that young men entering business and industry were not given the benefit of higher education and training in management. University graduates earned degrees in the arts and science which were not viewed as being suitable to the needs of industry. Most British firms preferred to promote from within, according greater importance to performance than formal education.

During the 1930s, a small number of organizations according to Bowie, recognized the need for educated and trained managers and created their own internal training courses (in-house training programmes). These programmes, as Bowie states, had the right method for introducing young people to industry. But the system in these works schools (in-house training courses) was not developed enough for the training of highly qualified managers. At the same time the works school offered by various organizations did not cooperate with colleges and universities in the development of programmes in higher management education and training. Bowie states "no works school can perform adequately the function of a university."⁽¹¹⁾

As early as the 1930s Bowie proposed that it should be the function of universities to prepare men and women for every field of activity. He believed that 'education and training for management'

should expressly find its place in the British educational system. The absence of a link between industry and educational institutions reflected a widespread attitude that colleges and universities were not a proper part of a system of industrial education and training.

Bowie revealed great insight into the need for industry and education to work together. He concluded that industry could provide a real service to education by keeping the academic community accurately informed about business and its problems. Through cooperation efforts, education could provide the talent needed in industry, and industry could benefit from having highly qualified people to direct its efforts. Through such cooperative effort, Bowie stated "the gap between industry and education' could be narrowed without either invading the sphere of the other."⁽¹²⁾

By the year 1930, according to Bowie, management education was gaining significant importance in the United States. At that time industry was working with universities in the development of management education and training programmes that included vocational guidance, practical training and placement of graduates. Management training programmes consisted of extensive lecturing, consultation, and research. At the same time, American industry was influenced by scientific management theories developed by Frederick Taylor. Management in the United States was viewed as a science and the business community contributed generously to management education for the training of young men for industry. The relationship between industry and education was different from that experienced in Britain. By contrast with the USA, the British businessman was still largely dominated by the 'individualistic philosophy' of a past age, and as a result, he disliked the curbing

of his freedom which co-operation with others implied. A host of vested interests stood stubbornly in the way of the modernization of methods and the co-operative sacrifices necessary to adopt productive machinery to the great changes in the economic conditions of the world. Bowie stated "in the British industries which are now struggling against the tide of world changes, the individualistic tradition is still paramount. The intense independence, the jealous guarding of trade secrets, the impatience of restraint, which led in a pioneering economy to an utter disregard of social consequences, seem now to be equally fatal to economic results. If these difficulties are to be surmounted it can be only through an infusion of new ideas and fresh blood into British industry. To this business education has its contribution to make."⁽¹³⁾

The above situation is also noted by Rapoport. He stated "it is perhaps worth noticing that with the notable exceptions of medicine and the law, the professions in Britain remained largely outside the university ambit. While in the USA the state universities were closely involved with them. Closer ties prevailing between American universities and the business world in the late nineteen-twenties and early nineteen-thirties led finally to courses intended for experienced practising managers in the Harvard Business School and in the Massachusetts Institute of Technology."⁽¹⁴⁾

According to Rapoport, in the United Kingdom, World War II did not immediately stimulate a demand for the training of managers. However, the 1940s era evidenced promising advances on all fronts in management education and training, stimulated in part by the pressures of war. Rose in his 1970 research study reveals that "apart from the establishment of company training centers and the

spread of graduate trainee schemes, the chief features of management education in the period 1945-60 were the following: (1) the emergence of technical colleges as the main suppliers of management education; (2) the establishment of a number of independent management centres, which together with management consultants, provided courses for various levels of existing managers; (3) the limited role of the universities, only a few of which offered postgraduate management diplomas or full-time courses for existing managers." (15)

Rapoport revealed that during the 1950s many residential summer schools for experienced managers e.g. at Oxford, Cambridge and Edinburgh were introduced following the visit of an Anglo-American productivity council team in 1951. These summer schools were organized in 1953 by the appointments committee at Oxford. At Cambridge a four-week course was inaugurated by the Board of Extra-Mural Studies in 1954 designed to help those whose formal education ended early and whose responsibilities were widening into general management. In addition, short full-time courses for middle management were evolved in the nineteen-fifties in Britain by some institutions such as the British Institute of Management and Ashridge Management College. However, Rapoport states "in practice, industrialists at that time tended to reject the view that such qualifications had any significance." (16) As a result, this led to the rise of general management courses run by management consultants. The courses were aimed to give an appreciation of developments in managerial techniques, a broader understanding of managerial tasks and the means of effecting an immediate improvement in managerial performance. However, since these courses were staffed

by full-time consultants, they tended to be expensive.

Rapoport indicates that the next major step in business education took place in 1958 when Sir Keith Joseph and a small group of enthusiasts created the foundation for management education to stimulate and accelerate the development of management studies in British universities. The group appointed T.W. Platt a director of the Shell Petroleum Company to become its first director. Fund-raising schemes were designed to finance management programmes within the university system. The foundation was determined to foster the development of management training. By 1961 it had obtained £30,000 per annum, and a contribution of £10,000 per annum from the University Grants Committee for the support of proposals for the development of management education and training.

2.2. The 1960s

Whitley, Thomas and Marceau in their 1981 survey stated "at the national level there was a growing mood of frustration and anxiety over the continuing poor performance of the economy. It became fashionable to compare countries' growth rates, whereas before 1950, Britain had seemed to compare reasonably well with her competitors, there were now signs that the British economy was falling behind."⁽¹⁷⁾ The deep seated nature of these problems was becoming more and more evident. This promoted various studies to be undertaken at the national level. Two of the resulting reports that made the most significant contribution to the development of British management education during the 1960s were the Robbins Report and Franks Report.

2.2.1. The Robbin's Report

Lord Robbins⁽¹⁸⁾ was appointed in February 1961 to review the pattern of full-time higher education in Great Britain, and to advise Her Majesty's government upon what principles its long term development should be based.

Robbins paid particular attention to the relevance of business education for management. He stated that "education for management as such, however, is a subject of considerable perplexity, and opinion is divided on what methods of training are appropriate. Many of our witnesses have complained that the present arrangements for management education are deficient. This country, it is urged, does not provide the training for management that is needed if it is to hold its own in the modern age. Education in individual techniques is provided at the undergraduate level, but this is not specifically directed to management. At post-graduate level, where education of this sort should be chiefly at home, there is nothing comparable to the great business schools of the United States."⁽¹⁹⁾ Therefore, Robbins believed that the existing system was unsatisfactory, and recommended the establishment of two major post-graduate schools linked to established institutions of higher education, located in areas where large business centres were to be found.

2.2.2. The Franks Report

In 1963 Lord Franks⁽²⁰⁾ was asked to give guidance and advice on suitable universities in which the two graduate schools recommended by Lord Robbins might be located. Therefore, the Franks report was published in 1963 to promote the establishment of two business schools - one in London and the other in Manchester - to provide 'effective education' for managers. When Lord Franks

published his report, he was hoping that industry and the universities would cooperate more closely in the search for a more effective system of management education and training.

Franks declared that the gap between the business world and its educational counterpart must be filled without delay, by providing business schools on a scale, and with a range of activities and quality which would produce major effects in business life. He stressed that the future manager would need to be better equipped and familiar with a much wider range of skills, and would need to know how to apply his knowledge and skills in a practical and enterprising fashion. He also believed that the modern manager would need to know how to bring different ideas together in forming a sensible policy, and be able to communicate them to those who have to carry them out.

Franks emphasised that if the mutual 'uneasiness' between the business world and the world of management education of the early 1960s remained unchecked, unsolved and uncured, then it could spread and increase the gap between the two parties. Therefore, Franks suggested joint responsibility in running the business schools which could mean, according to Franks, joint control of the two basic instruments of management - policy and money. In this way he believed there would develop a sufficient positive commitment by both university and business communities.

Franks emphasised that experiments should be conducted to discover what type of business and management education best fitted British conditions. He viewed the general atmosphere of the school, teaching methods and organization of subjects to be as important as the content of the syllabus in developing managerial skills. The

training he stated "must provide for instruction in academic subjects relevant to management problems, but at the same time, it must adopt a curriculum and teaching methods which would develop abilities such as hard work, working as a team, the capacity for disentangling important points from a mass of incoherent material, the ability to make up one's mind, which are not exclusively or primarily academic." (21)

Franks concluded that a Council of Business Schools be created that had a direct partnership with academics and business/industry. It was his view that a business school would also have to be part of a community, with qualified faculty members, an effective curriculum and up-to-date material and teaching methods.

The two schools were established as Franks recommended. The London graduate school of business emulated Harvard University in its design of programmes. "At Manchester the new school inherited a diploma course, previously run by the university's faculty of economic and social studies, which it used as a basis for development." (22)

By the end of the 1960s, many changes had taken place in attitudes toward formal management education, but many issues continued to be debated. The partnership between education and industry, however, had not been accomplished as Franks desired. Wheatcroft revealed that although significant progress had been made in the development of management education, by 1968 only eight per cent of British managers were receiving course-instructions from Business Schools. It was her opinion that many of the courses were still in the experimental stage, with many issues still to be debated. Many chief executives in industry questioned the value of

management courses for experienced managers, and many large organizations preferred in-house training to external courses. Wheatcroft noted a continuing lack of communication between management education and industry. The biggest difficulty according to her was that "the system was trying to run before it could walk." (23)

Rose revealed that during the 1950s full-time postgraduate courses lasting an academic year and leading to a diploma or certificate in management subjects were established by seven universities. Thirteen universities established various types of short courses, including short residential courses and sandwich courses, as well as lectures and seminars for experienced managers. Despite these developments, "industry's attitude towards management studies in the universities, however, seemed ambivalent. Whereas the short residential course for existing managers was often oversubscribed, few firms gave their support to postgraduate courses. By 1960 less than 200 students were attending postgraduate management courses in the universities ..." (24) Courses for educating managers were frequently rejected as possibilities on the ground that management skills could only be learned and gained by experience. Thus "management has not been as highly regarded in the UK as other professional callings." (25)

In 1966 Clark stated "almost half of the managers in the present investigation who had received management training had done so by means of company or industry courses. One reason why this may be so is that insufficient opportunities are provided by external agencies in management education; or even if these opportunities, it may be that firms find great difficulty in releasing managers for

external courses."⁽²⁶⁾

In his study, Clark found that about one tenth of his sample attended courses provided by the universities mainly in the form of summer schools. Only two managers had undertaken a full-time academic course in management. Only 28% of the top managers and 23% of the directors had attended training programmes. None of the top managers or directors, for example, had obtained the BIM diploma.

At the end of the 1960s, Mant⁽²⁷⁾ in his valuable report study also estimated that only 7-8% of British managers attended out (external) company training courses of a week or more. He was seriously worried about the increasing communication gap between management institutions and the industrial world, he stated "within the present arrangement of courses, both schools and companies have been somewhat myopic in peering beyond the course boundary. Some very elegant course designs have ensured assimilation, but both sides must bear the blame for the failure to apply what has been learned."⁽²⁸⁾ He further emphasized "we do not believe that better theories of learning or action can be devised without a much closer and more extensive rapprochement between the academic and business worlds. In order to carry out the vital task of helping the experienced manager to make more sense of his job, the academic must make sense of it himself. To do this, he must approach the messy realities of management in real life very closely and identify himself, not only with its technical problems and challenges, but also its inevitable frustrations, jealousies, fears and so on."⁽²⁹⁾

2.3. The 1970s

Wiener⁽³⁰⁾ believes that the industrial decline in Britain is

rooted in the nation's social structure and mental climate. The English way of life by tradition according to Wiener rested less in economic or technical endeavour, more in 'preserving', 'harmonizing' and 'moralizing'. There was opposition to industrialization; a belief that the rural way of life was simpler and happier. Although Modernization did take place, and Britain can be called a pioneer in Modernization, it was not a simple and easy process. Modernization developments created severe psychological and ideological strains and stresses. Education according to Wiener did not recognize industry as having requirements for educated people at all. As an example, the University of Oxford always held aloof from manufacturing and commerce. Wiener stated "technological education made slow headway. Manufacturers aspiring to the status of full-fledged gentlemen recognized that engineering was not a suitable career for such a goal. Consequently, they did not seek it for their sons. The study of science for its useful applications might be appropriate for the labouring classes, but managers were not attracted to the study of science except as an agreeable occupation for their leisure."⁽³¹⁾

Weiner revealed that even in the sixties and seventies traditional biases continued to be held against enterprise and technical innovation. He stated "university education is a way of escape from life, and not a preparation for it."⁽³²⁾

According to Weiner the failure of industry to rise in status in Britain as it did elsewhere over the past century, developed within the businessman a sense of inferiority being reticent to even let his achievements be known. There still existed the attitude that a gentleman could be a farmer, but not an industrialist.

Leggatt⁽³³⁾ reveals that management was certainly considered as

a proper subject for formal instruction, but that such training should be conceived differently from that of 'traditional' subjects taught in academic institutions. Formal management training according to Leggatt whether inside or outside the organization in the theory, principles and techniques should be related directly to managerial and supervisory duties. In other words, it should be more practical and relevant to the real managerial functions. However, in his research, Leggatt found that participants in the industrial community continued to view formal management education and training as an 'Ivory tower', concerned primarily with academic discipline rather than having any relationship to the practical world of industry and commerce.

Leggatt found that managers were typically more likely to report experience of in-company courses than external courses. 206 managers out of his sample of 1,192 had received directly managerial training. Some 503 managers had undertaken evening classes or correspondence courses related to management; 391 of this number took the courses on their own initiative. The remaining 112 received some educational support from a present or past employer. Only 110 managers had been involved in day release management courses and only 70 in some form of sandwich course. Just under ten per cent of the sample (111) had attended a full-time course of management studies at a university or college. Of them, 40 had been sponsored by their present employers while previous employers had sponsored 20. The remaining 49 had undertaken these courses on their own initiative. Moreover, few companies and organizations had sufficiently clarified and differentiated their objectives in management education and training. Too little attention has been

given to this, particularly to the relation between a firm's training objectives and its general business objectives. Concerning business schools Leggatt stated "it is clear to us that the business school effort has so far reached only a relatively small number of companies and managers, and has not yet had time to make a significant and observable impact."⁽³⁴⁾

The proceedings from a conference held in London at the beginning of the 1970's were published as a book by the British Institute of Management⁽³⁵⁾ which features direct discussion and debate concerning the situation of management education in Great Britain. It begins with a research project presented by Professor H. Rose from London Graduate School of Business Studies. The project was concerned with an investigation of the anticipated demand and supply of places at post-graduate level in management studies.

Rose points out that, in general there is evidence of undue fragmentation concerning the School's capacity for effective management education. He supported this finding with the observation that most institutions reported serious difficulty in recruiting staff of the right kind who combine academic quality with relevant management experience. Of the total number of teachers (4,000) about one half were part-time, largely outside the business school and university sector. A further one-tenth were out service teachers i.e. who spend less than half of their teaching time on management courses. As a result, only one-third of all teachers were full-time i.e. spend over half of their teaching time on management courses.

Rose reports that since 1963 there were roughly 1,300 full-time post-graduate students in business schools and universities, of which only 200 were taking two-year Master degrees. Almost all of

the post-graduate students in polytechnics and colleges of technology were on D.M.S. courses comprising at best six months of full-time study. Of those nearly three quarters attended on a part-time basis, with a two-thirds wastage factor. By contrast, in the USA, Rose estimated there were approximately 60,000 post-graduate students; the number of Master's degrees awarded was 16,000 per annum; one fifth of the 16,000 were on two-year courses. Moreover, nearly all the one-year Master's degrees in the USA required the possession of a first-degree in business studies, unlike the position in Britain.

In general, Rose concluded that apart from the inadequate supply of highly qualified teachers, there existed also a significant feeling of dissatisfaction in business circles with many existing management courses in the 1970s, especially the short-experience courses offered by various institutions with inadequate resources.

The 1970s witnessed the production of many research studies on management education and training. A review of these studies reveals similar themes to those explored above - management education and training was simply not meeting the needs of industry, and a close relationship needed to be developed between the two parties (industry and management institutions). As Thomas stated "management education and managers should have everything in common: but between the two there's a great gulf fixed ... The Mant Report, the Owen Report and so on, many have now passed into history, but the dichotomy which all the reports on management education over the last few years have put forward remains. It could be quite simply expressed as a question - how can management education and industry

mutually interrelate for mutual benefit? Unfortunately, the problems that both sides experience in interrelating with one another are much less than the difficulties which education and industry have in trying to communicate with one another in order to start some form of mutual relationship."⁽³⁶⁾ In the mid 1970s, the Department of Industry also clearly concluded that "the last decade has seen the establishment of the London and Manchester Business Schools and the rapid development of management education. ... This growth has improved the theoretical understanding of practising managers who have been able to attend such courses. But even now such training only reaches relatively few; and it takes for the results to percolate through the managerial hierarchy. Moreover, it is worrying that a significant proportion of those who take MBA courses tend thereafter to seek employment abroad."⁽³⁷⁾

Foy⁽³⁸⁾ examined the problem of the British management education in her 1978 report. In her introduction, Foy begins by pointing out that in the early 1960s the problems in British management education were quantitative. In other words, the problems were related to the key question of how to create enough Business Schools to respond to the rising demand for formal training. In the late 1970s, the quantitative needs had been met, and the challenge was more qualitative. In other words, the problems had shifted to aspects such as how to increase the relevance of management education to actual management needs in the work place. She stated "the spotlight is no longer on more buildings, but on the relevance of what goes on inside them."⁽³⁹⁾

Part of the problem according to Foy was with the university which continued to cling to tradition rather than attempt to close

the gap that existed between industry and management education. She stated "for management education the most difficult problems revolve around image - but it is the image of the educator in the eyes of the manager that is most serious. On one hand the gap between the two is so rooted in university traditions that one despairs of changing ideas that are hundreds of years old. On the other hand, the business schools are relatively young, and so are their denizens, and I believe they share a desire to play a larger part in the development of British industry; quite small 'symbolic' changes might make major strides towards closing a gap that exists mainly in the perceptions of people on both sides."⁽⁴⁰⁾

Foy suggests that this central gap between management education and management practice can only be significantly reduced if managers and academics begin crossing boundaries. She suggests that the academics should stay in touch with industry, and cross into the firm and talk to the executives on their home territory. This initiative needs to be taken in her view because of the deep traditions of British managers of avoiding management educators and MBAs.

Foy's report illustrates the evolution of British management education, and how deeply tradition affects the attitudes of industrial managers towards educators. She suggests some valuable possibilities for implementation such as joint research and joint projects between the industrial and educational sectors, more funds from industry, exchange teachers etc.

Rae also stated "Britain's malaise is attributed to a traditional academic bias against industrial skills, perpetuated in both the public and comprehensive schools."⁽⁴¹⁾

Rae believes that educational institutions are a product of the society in which they are situated. It could be said that educational institutions view their role as being a protector of the culture and transmitting its standards and values on to each succeeding generation. However, in Britain Rae reveals, there were many critics that "warned that British education was dangerously irrelevant to the industrial wealth upon which the nation's power depended but they were ignored."⁽⁴²⁾

Rae continues saying that the public schools and universities of the late 19th century looked with disdain not only on the world of commerce and industry, but on any suggested innovation that might imply that education could be of benefit to the business and industrial world. According to Rae the bias in British education against trade and industry continues to exist.

2.4. The 1980s

Dissatisfaction in industry with the British educational system continues to be asserted and is examined in an important paper by Gorb.⁽⁴³⁾ Gorb believes that the dissatisfaction of industry with British education is neatly represented by the new educational reform movement called 'education for capability'. This movement is under the direction of the Royal Society of Arts. The movement believes firmly that there is a serious imbalance between industry and the educational system.

Gorb believes that the educational system should spend more time teaching skills and preparing for life outside the educational system. However, in Britain Gorb states "what young people actually learn is usually out of date, often inappropriate and sometimes even counter-productive."⁽⁴⁴⁾ He adds that what the student learns in

the university has no application to the real world. He further stresses that Britain is still educating people to run an empire, rather than factories.

Warner⁽⁴⁵⁾ believes that with the jobless now over three million in the United Kingdom, with over half of the students leaving school facing prospects of the dole, with riots on the streets in many cities, and manpower issues a daily headline, the question is asked - do poor standards of training account for low levels of productivity? According to Warner, training and productivity may well be linked to poor work organization in Britain. Warner, for example, reveals that in general, Germany produces twice as many qualified people compared with British training arrangements.

Warner clearly indicates that practice must be built into the British educational system bottom to top. He states "better training does not necessarily create long-term jobs, but it may provide a more solid foundation for economic regeneration than present policies, and lays a base for future productivity improvements."⁽⁴⁶⁾

In 1982 Weir also clearly stated "we need and I believe we need urgently, to move towards systems of learning and of employment which allow for a multitude of small mid-course corrections. The individual needs to be able to base further learning on the skills he has already acquired. The academic needs to move out of the prison which separates him from the ordinary routines of industrial, commercial and professional life."⁽⁴⁷⁾

Ball⁽⁴⁸⁾ expands the evidence concerning the gap between business schools and industry in his 1983 article. Ball believes that it has been a British tradition to be suspicious of management

studies at the university level, because business schools did little to prepare young people to win an economic war that Britain has lost in the last thirty years.

Ball admits that there is no philosopher's stone of management education and training in Britain, and no unique approach or method to assist in the important task of helping good managers become better ones. He believes, however, that it is crucially important that the management school be recognized as a vital interface between the university world and problems of managing organizations. He believes it has an important role in translating knowledge into a form in which it can be related to the practical affairs of management in both the public and private sectors. He concludes that business schools and the business world in the eighties must be aware of two vital facts: flexibility and adaptability.

Ball also adds that there are those who argue that management education has not been effective as the economy of Great Britain has worsened and its competitive position in the world has declined. This assumes that a nation's progress is directly related to the education and training of its people. Ball states "the important issue is not whether you believe in educating managers. I believe that Britain's competitive position in the world relative to our leading competitors has been profoundly influenced by the typical British attitude of being unwilling to acknowledge the importance of intellectual ability in the conduct of practical affairs. The emotional background to fears as to the inherent academic nature of some management education derives from a deep suspicion of what is seen to be cleverness in practice."⁽⁴⁹⁾

Crockett and Elias⁽⁵⁰⁾ in their 1984 research study blamed

deficiencies on the class structure of the British educational system and its negative attitude toward a managerial career. In their research they revealed that "firms did not pay sufficient attention to managerial developments, and British managers lacked the technical education of their European and American counterparts." (51)

In their survey, Crockett and Elias found that over twenty per cent of those participating in the study had no formal schooling beyond an elementary education. In addition, the authors found little evidence of an increase in the proportion of younger managers who hold qualifications which are directly related to managerial education and training at the university level. It is interesting to compare this situation to the United States where as Farmer reveals, American universities turn out 1,000 doctorates in business and related disciplines annually. There are 1,000 undergraduate, 300 MBA and 70 doctoral programmes in the country. Moreover, "the B-Schools are proud of their professional connections, and most of them pay close attention to what firm managers and high level technicians feel is important to business education." (52)

By contrast to the above American statistics Crockett and Elias states, "over the last two decades twenty business schools (attached to or part of universities or other institutes of higher education and offering post-graduate and post-experience courses in management education) have been established in Britain. One might suppose, therefore, that these could be some evidence of an increase in the level of qualification of managers. We can offer no such evidence. The higher level of qualifications attained by younger managers reflects the general increase in the level of education of the

population over the last two decades. In common with earlier studies, we find the proportion of graduates in our sample to be extremely low."⁽⁵³⁾

Crockett and Elias concluded that educationalists must increase the availability and relevance of management education and training, and industrialists must pay greater attention to management needs, "not only in terms of succession and development, but also with regard to the changing nature of the environment in which they operate."⁽⁵⁴⁾

2.5. Conclusion

Management education has become an increasingly important part of the business and industrial scene as more and more universities and colleges have begun to offer formal classroom education for managers. However, the success of such education (as many writers believe) depends largely on the close relationship and effective communication between industrial firms and educational establishments. In recent years, attention has been increasingly focused on ways to prepare qualified men and women for industry, because, "the manager in tomorrow's world will find himself in a technology based economy that will have profound effects upon the nature and organization of work. Each employee will have at his command far greater capital and technical resources, and to meet these challenges managers will need to develop special skills, but above all they need to be able to inform, persuade, motivate and lead the humans who will operate these new tools."⁽⁵⁵⁾ Therefore, the educational system has an important part to play here, by providing the best possible managerial education and training. On the

other hand, industry's responsibility toward formal business education and training is definitely not simply to contribute funds to academic institution, or to send young executives off on formal management courses. Industry's responsibility is also to participate in the formal management educational process offered by various business schools. In summary, the changing environment of business and industry is producing a need for greater and more effective communication between management education and the industrial world.

British management education has gone through a period of evolution in an effort to meet the needs of business and industry. However, this evolution has not been without obstacles. Unfortunately, as much of the contemporary literature attests, the closer relationship between management education and industry necessary to economic well-being and improvement has still not come to fruition.

The first major evolution in British management education and training did not take place until the early 1960s, with the publication of the Robbins and Franks reports. It was decided that Britain must take immediate and active steps toward developing an effective management educational system that would develop greater co-operation between industry and management schools. Therefore, Franks proposed the building of the two major business schools in London and Manchester.

However, as the examination of evidence culled from the late 1960s, 1970s and early 1980s reveals, there was a failure to achieve rapid evolution in Britain's management education and training system. As a result British industry tends to have an investment in their in-house training resources.

During the 1960s Butler stated "today it is still a weakness in Britain that industry as a whole does not co-operate fully enough with educational authorities in training and research institutes. 'Liaison *... [between industry and the univesity] does not materialise simply because industry does not really know what it is or how best to set about it in terms which are mutually acceptable. There is too great a tendency to work in isolated units, industry ignored by universities and vice versa, each shut in their own isolated departments. Financial contributions for the establishment of research centres and grants are obviously essential; but the process of collaboration should not begin or end there. It should be a continuous process, starting with industry and the profesions collaborating with school authorities and with universities."(56)

In the 1970s Foy stated "with what may be the best management education in the world, Britain does not seem to have a reputation for the best management in the world. There is a gap here - and I believe closing it will be our highest priority for the eighties. The gap exists between the concept of management education and its usage, between the purveyors and the users, between business schools and business. More important, it exists between the purveyors and the non-users, the vast majority of British firms that don't yet recognize how formal management education can enrich their knowhow and their corporate cultures as well."(57)

In the 1980s, Ascher still reporting "it was disappointing that only a minority of organizations recognized another important use of management education, as a tool for helping the organization implement changes caused by internal and external factors. A second area of disappointment was that few saw management education as a

means of giving managers a new ability to challenge the perceptual boundaries within which decisions are made."⁽⁵³⁾ As a result, the majority of British industry prefer their internal in-house training programmes in a more controlled environment than that offered by commercial institutions.

Footnotes

1. Robert Rapoport, "Mid-Career Development", London: Tavistock Publications, 1970.
2. Ibid, p. 19.
3. Correlli Barnett, "The Audit of War - The Illusion & Reality of Britain as a Great Nation", London: Macmillan London Ltd., 1986.
4. Ibid, p. 205.
5. Ibid. p. 210.
6. Derek Channon, "The Strategy and Structure of British Enterprise", London: The Macmillan Press Ltd., 1973.
7. John Child, "British Management Thought", London: George Allen and Unwin Ltd., 1969.
8. Mildred Wheatcroft, "The Revolution in British Management Education", London: Pitman Publishing, p. 1970.
9. Barnett, Op. cit. p. 212.
10. James Bowie, "Education for Business Management", London: Humphrey Milford, 1930.
11. Ibid, p. 70.
12. Ibid, p. 80.
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Since the Franks⁽¹⁾ report, Master's programmes in business education have been developed rapidly over the years to meet the needs of a changing industrial environment. "In general, however, industry showed as little interest in the Universities' provisions as it did in those of the technical colleges. The post-graduate courses in particular were thought of as being excessively academic and insufficiently related to the pragmatic concerns of business."⁽²⁾

This chapter will focus mainly on discussing the mis-match and gap that exists between the MBA and British industry, and attempt to demonstrate how and why the MBA is unsuited to British industry. Three elements in the literature will be discussed; teachers, teaching methods and curriculum. In other words, three questions are raised: what should be taught on the MBA programme, by whom and how?

It is appropriate first to begin reviewing the literature concerning the MBA programme by going back sixteen years to a quotation of Rose in his 1970 report, "the Master's graduate student following a general course is not trained to do a specific management job; but without a post of some responsibility he is likely to become discontented. The American recruiting company recognises this; but British firms have still to acquire experience of the problem. British educational institutions, too, have still to gain experience in their selection of students for management courses, for they have to pay more regard than in the case of many other courses to the career quality as well as the intellectual potential of a candidate."⁽³⁾

A report known as the "Owen Report"⁽⁴⁾ published in May 1971 by the BIM found that many MBA graduates employed by British

industry were arrogant, and unable to justify the high salaries they demanded. The report reveals that some of the business graduates from the UK business schools may be clearly first rate, however, many of them still fail to meet industry's requirements not just in skill or in knowledge, but also in basic calibre and potential. Again, the report concludes that standards of entry to postgraduate courses should be higher and should take particular account of the qualities which will be needed by the business graduate if he is to succeed in management.

The above allegations are also supported by Thomas.⁽⁵⁾ He believes that business schools have come under increasing criticism. They are frequently criticised in terms of the lack of fit between the characteristics of the graduate they produce and the needs of employers. Thus, confusion and doubt about the role and function of business schools and the value of their MBA graduates is still widespread among businessmen. "Business graduates are said to be too often attracted to foreign-owned firms; too frequently found in finance, marketing, corporate planning and consultancy roles; too inclined to job-hop; too theoretical; too ambitious; too greedy for financial rewards; too short-term in outlook, too devoted to quantitative methods; too little skilled in the arts of leadership and human relations; too generalist in approach; and too Americanized. And business schools are charged with having failed to make much impact on industry and with being responsible for the continuing creation of MBA misfits."⁽⁶⁾

Rose continues to point out that effective teaching on management courses is a demanding task which requires a combination of academic quality, business experience and personal

characteristics which are rare in Britain. This fact is also supported by Channon.⁽⁷⁾ He believes that the critical problem in British business schools is the production of suitable faculty. In addition, British business schools suffer from their pure academic curriculum at the expense of the empirical. Many of their faculties Channon believes still strongly maintain their linkage with traditional academic disciplines. As a result research and teaching have been concentrated in narrow functional, or academic disciplines. This he believes may explain the business community's criticism that the business schools are too academic.

Foy⁽⁸⁾ also believes that the faculty of business schools focus more on academic subjects rather than providing realistic knowledge about the business problems in the business world. As a result "a gap has appeared between the kinds of routine decisions the managers are being taught about and the kinds of non-routine decisions that they are being faced with at work."⁽⁹⁾

Jardine argues "the general view in commerce is that although the colleges are trying to improve the relevance of their teaching, they face one insurmountable barrier; the people who teach in them don't necessarily have the right practical skills needed to be a good manager - they are by definition academics. Also any course that attempts to examine candidates at the end will be testing only those qualities which it is possible to assess on paper - again, the academic ones, rather than those most relevant to effectiveness."⁽¹⁰⁾

Nicholson⁽¹¹⁾ examined the growing gap between business schools and the business world. He points out that business schools have recently come under strong criticism from the business

Skapinker⁽¹³⁾ warned against any importation of ideas on management education and training from the US or any other countries. Skapinker clearly states "Britain must look to its own culture for an appropriate system of management development. In particular, it must look to the well-established way in which it trains its professions, such as its lawyers and accountants."⁽¹⁴⁾

Ascher⁽¹⁵⁾ quoting various studies insisted that many organizations were not convinced that the MBA programmes have succeeded in making a significant contribution to either their individual or collective welfare. For example Ascher reveals that in 1983 a Harbridge House survey found "in certain areas of industry there appeared to be a mis-match between the goals and aspiration of many MBA graduates and those of large UK corporation."⁽¹⁶⁾

Ascher believes that the MBA must be re-designed to meet the changing needs of the industrial community. She also noted that there was no balance between theory and practicality in the MBA programme. Some schools still rely solely on final examinations at the end of the MBA course. Traditionally business schools have taught the theoretical approach to problem-solving, while many MBA graduates and industrialists believe a more practical approach is needed for the MBA programme. As a result "industrialists feel that British business school courses do not yet cater fully for UK industry. While most schools have eased their reliance on American teaching material, it is not clear that they have devoted additional attention to the special characteristics and needs of UK industry."⁽¹⁷⁾ Therefore, Ascher emphasizes that "better channels of communication between schools and industry could lead to an improvement in course offerings. Some industries feel that they have

special needs which a more flexible, general course could address. Designing programmes with a broader cross-section of industry in mind could lead to more extensive recruitment and placement."⁽¹⁸⁾

In 1979, the British Graduates' Association survey also stated "there is still insufficient use made of the products of business education by important sectors of the economy such as manufacturing industry, production management and the public sector."⁽¹⁹⁾

Forrester⁽²⁰⁾ believes that since the 1960s, the growth of management education has been phenomenal. However, this fundamental growth has been based on improvisation lacking a tradition of management education, and without any clear idea of the skill a manager actually needs. The educational syllabus according to Forrester "was derived largely from a consideration not of 'what does a manager need?' but rather 'what can we teach?' Inevitably the outcome was influenced greatly by the existing expertise of the institution, some stressing economics or accounting, other mathematics, and a third group social science."⁽²¹⁾

The above allegations have also been supported by Mant.⁽²²⁾ Fifteen years ago he found that nearly 40% of the chief executives surveyed were doubtful or sceptical about the impact of the best external courses for experienced managers. This arose, according to Mant, because "most management education programmes for experienced managers traditional in content and form."⁽²³⁾ In addition, the formal curricula have paid little attention to the problems of transmitting classroom learning to the real work place.

Wills⁽²⁴⁾ has argued that business education courses are based on misconceived models of learning. The achievement of mastery in business administration is deemed by most institutions to be a

function of passing examinations. Managers, he emphasizes, are tested on how they conceptualize and analyse across a wide field of activity, not on the applications of pure formal knowledge.

Wills indicates that it is the lack of academic concern with the application of knowledge that has made the business school curriculum frequently redundant to mid-career managers. As a result many managers are reluctant to attend business school courses. Wills states "because examinations are the focus, and the business schools set their own syllabus, they can and do teach what they like. Fascinating but bizarre topics turn up on the curriculum simply because a faculty member is researching in the field."⁽²⁵⁾

Newman stated "many companies still find business graduates difficult to cope with, and vice versa: either firms find MBAs hard to fit into the organization, or MBAs find themselves misunderstood and misused. Horror stories still abound on both sides, while some firms doubt the value of post-graduate business education altogether. The gap between industry and education may have narrowed, but it clearly yawns wide."⁽²⁶⁾

Newman revealed that one of Britain's more successful government backed public companies recently stopped sponsoring potential senior managers through business schools because the company felt that employees returned from their courses with heads full of academic theories. This story, Newman believes, sums up the ignorance and confusion which surrounding Britain's business schools and their prime products "the MBA graduates". Not only did the organization misunderstood the potential role and aspiration of the MBA, but also expressed the familiar opinion of industry that business schools are still failing to tailor their curriculum to

meet industry's requirements. In other words, business schools don't teach the right things.

Howard⁽²⁷⁾ believes that management is mainly taught as a series of watertight functional areas. Increasingly, business school academics are fixated with subject areas. Only infrequently are students able to draw on the real world of business as their laboratory during their period of study. Even less frequently are practising managers able to use their roles and experience within their organization as opportunities for analysis and report during an MBA programme. Howard states "something needs to be done if industry and business schools are to be linked more closely in the furtherance of management development and ultimately, economic progress." (28)

What is needed states Howard "is a programme which can bring together effectively the knowledge and skills of business school faculty, the learning potential of the MBA candidate, and the opportunities for organizational analysis and development which exist in the world of business." (29) In other words, a programme which is more relevant to real management problems.

Griffiths and Murray⁽³⁰⁾ in their valuable report believe that British business schools have failed to make any significant contribution to British industry. Not only because they fail to produce enough graduates, but also because their educational courses are not relevant to the real needs of British industry. To support their argument, they turn to the article "Why Have British Business Schools Failed?" in 1984 by Fleet the city editor of The Times who recalled the view of the chairman of one leading UK retain company; "in management training we must go back to the drawing board. The

present labyrinth of management education is stuffed with jargon and academic theory, much of it utterly unrelated to practical needs."(31)

It is interesting to note that the above statement is also supported by Foy in her 1978 report. When respondents were asked for constructive criticism, they noted first that business courses were "too academic or 'jargonized' and that the quality of instruction could be higher. They also thought course content could be made more relevant to manager's job."(32)

Since what business schools teach is far too academic and irrelevant for practical business purposes, Griffiths and Murray emphasize that "management courses should be taught with an emphasis on analytical rigour, that they should be oriented to problem-solving, and that they should use and develop skills of literacy, numeracy and computing."(33) In general courses should be relevant to a more practical effective management.

Griffiths and Murray conclude that the MBA is a valuable qualification to British industry. However, the present MBA curriculum is not ideal. Therefore, they recommend "new business schools, as joint academic/business partnerships, that would be oriented towards analysing and then meeting the needs of their customers in industry and commerce. They would meet not only the initial education and training requirements of staff, but also the continuing educational demands caused by changes in technology and in social and economic conditions."(34)

In 1987, Dixon states "Britain's prosperity is in danger unless higher education abandons its ivory tower attitudes and pays more attention to the wants and opinions of business."(35) He believes

that higher education must be provided for larger numbers and offer them a diversity of learning methods and opportunities often work-oriented, by providing appropriate courses for mature experienced students who seek professional training.

Bowie's work in the 1930s⁽³⁶⁾ had great insight not only for the needs of management education and training, but how it should be conducted and what it should teach. He believed, "the curriculum should not be planned to give quick training for a narrow vocation. The aim should not be to turn out specialists in accounting, advertising, transport, plant maintenance, or salesmanship A broad and thorough grounding in the basic principles of business should precede any high degree of specialization."⁽³⁷⁾ The unity of management according to Bowie should be kept constantly in mind. The objective is to work industry's requirement into a curriculum which will be a real practical education and training. He emphasizes that the teaching of principles that could be used when managers are confronted with situations which may be totally out of their field. The task of the business schools according to Bowie is to teach men to assume responsibility, to handle situations wisely and well. This cannot be done, he continues, by stocking students with facts and ideas they cannot 'absorb'. Men according to Bowie must be taught to think and develop an "analytical ability to break down problems into component factors, arranging them according to relationships, and reaching conclusions on a logical basis."⁽³⁸⁾ It should be the aim of education and training to teach men how to look for "reasons, causes, and principles rather than confine instruction to the mere communication of information."⁽³⁹⁾ In other words, management training programmes should place less emphasis on formal lectures,

and more emphasis on a variety of teaching techniques, where the student participates actively in the learning process. It can be concluded that the subject matter itself may not be as important as the way in which it is taught. The objective of every higher training course should be to train men to think, analyse and resolve real problems.

3.1. Conclusion

To conclude this chapter, evidence shows that although the British Business Schools have made some progress in their evolution since the 1960s, it must be noted that the general gap between what and how they should teach their students has grown into an increasing problem, and "the partnership of which Lord Franks spoke in his report on the British business schools has not been an easy one, and has been subjected to severe strains. The whole subject of the proper role and locus of management education continues to be a matter for debate."⁽⁴⁰⁾

As has been demonstrated, the MBA programme is not accepted by the British industry. The central problem is that many industrialists believe that MBA programmes are not geared to their real industrial demands and needs, and are not effective enough in teaching the practical side of management. In other words, the imbalance still exists between what British industry requires, and what the business schools are offering. However, as Ascher in her 1984 survey indicated, the blame for the 'mis-match' cannot be laid on one group (industry or business schools), but it is the responsibility of both. She states "the real reasons why industry does not fully appreciate MBAs are complex, and involve company, student, and business school behaviour."⁽⁴¹⁾

As a result of this 'mis-match', British organizations are reluctant to recruit MBA graduates or to sponsor employees to study the MBA programme. Foy estimated "about 35 to 40 per cent of our MBAs are currently going to American-owned firms, simply because they know how to recruit them, to develop them, and to keep them."⁽⁴²⁾

Newman also indicated that British MBA graduates are employed by foreign organizations. According to Newman the percentage is as high as 75%. Approximately 60% go to American firms. He blames this on British industry's limited understanding of the MBA role and its potential. Many British organizations including multinationals he believes have probably never heard about MBA courses.

Ascher⁽⁴³⁾ examined the same situation in her 1983 survey. She found that MBA sponsorship was offered by very few organizations. Two organizations that had MBA sponsorship schemes commented on a lack of interest in the MBA programmes by managers. Furthermore, the MBA qualification was viewed with great cynicism by the majority of her respondents. In her survey, it was found that sponsorship of managers for MBA programmes was reported to be minimal; occasionally a high-flier who has undertaken the course on his or her own initiative would be reimbursed. In addition, it was found that only the banks claimed to recruit British MBA graduates regularly.

The same findings were also found by Ascher in her 1984 survey. She indicated that organizations can make better use of business school programmes by sponsoring their own employees to join the MBA course or by recruiting MBA graduates. Her survey, however, found that very few organizations were willing to sponsor and recruit MBAs. Only eight of the fifty organizations surveyed had policies on MBA sponsorship. These organizations tend to sponsor one or two

candidates annually, usually selecting those who are in their early to mid 30s who have been with the organization for many years. Many of these organizations responded that sponsorship of employees for the MBA is a more sensible financial investment than recruitment of new MBA graduates, because the former stay with the organization when they return, while the latter leave, if their expectations are not met.

In addition, Ascher found that only 12 of the 50 organizations interviewed actively recruit MBA graduates, and 8 of these 12 organizations were multinational organizations based in America. A large number of British organizations in Ascher's survey had no specific policy on MBAs and did not recruit them on any regular basis. Many respondents believed that it is an individual's characteristics and not the degree which forms the basis of their recruitment policies. In fact, ten organizations in her survey responded with a strong bias against recruiting MBAs by stating that they are unsuited for the organization by both nature and experience.

The above situation is very serious when we realize that "lack of business education in Britain is largely responsible for the country's poor economic performance,"⁽⁴⁴⁾ and "more than half the managers in Britain did no training whatsoever in 1985."⁽⁴⁵⁾

Thomson, Pettigrew and Rubashow⁽⁴⁶⁾ in their 1985 survey confirmed that managers in Britain were not very well educated and had limited professional training as managers. Their survey included 1073 respondents in 190 organizations, comprising 321 directors, 464 senior managers and 281 middle managers. The results of the survey revealed that 29% of the managers were university educated compared

to 36% of managers in non-British organizations. Only two per cent of the British managers had an MBA or other business degrees. Forty seven per cent of the managers had general management training lasting longer than one week, and forty two per cent had training of a technical nature in their particular area. 36% had neither managerial nor technical training. Those who had participated in training programmes indicated that their training had taken place some time ago and no provision made for such training to be updated.

The results of the study indicated the need for management training and development at all levels of management. The pressure for such education and training comes from the complexity of changes affecting all organizations. To manage change, managers will need the best management tools available to tackle various changes. Management training programmes are one of the resources which can help managers to increase their knowledge and skills to tackle various environmental changes.

In general, it can be said that the challenge of the MBA programme is to recognize the impact of the various changes taking place in our environment. This requires a close working relationship between business schools and industry "the market being served". Without meeting the needs and requirements of the marketplace, the MBA will become increasingly obsolescent. However, at present as Wills revealed, what the customer report (marketplace) reveals that many of the products are not what the market really wants and needs. Wills clearly states "the suppliers of management training are to be blamed if their customers do not see the investment as worthwhile. It must be a failure of product design, marketing and selling, getting that right is just educational professionalism."⁽⁴⁷⁾

Footnotes

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CHAPTER 4
STRATHCLYDE MBA PROGRAMME IN CONTEXT

The MBA programme has been offered at the University of Strathclyde since October 1966, even though "the Strathclyde Business School was not officially founded until early in 1973."⁽¹⁾ However, it must be noted that "management education at the University of Strathclyde has a long tradition, diploma and post-experience courses having been first promoted by the Department of Industrial Administration of the erstwhile Royal Technical College in 1947. The activities were relocated at Chesters Management Centre, Bearsden, in 1955 and during the following years a worldwide reputation was established by the programme of courses, seminars and conferences."⁽²⁾

This chapter will focus on five interviews with key administrators involved in the Strathclyde MBA programme since its inception. Each interview relates to a different time period, with questions focusing on two main aspects: (1) changes made in the MBA programme; (2) relationships with the outside world. In addition, some other key questions in the interviews related to the MBA programme in general concerning these time period and its development.

4.1. MBA Programme, 1966-1969⁽³⁾

4.1.1. Background

The first period, 1966-1969, concentrates on the establishment of the Strathclyde Business School programme. The focus during this period was on planning and design. The plan originally was launched to train managers in practical skills by upgrading a one-year diploma course in industrial management. The transition towards the MBA programme began in October 1966. The core philosophy behind the original MBA programme was to have a practical course which would

help people to become middle managers with the prospect of rising to higher rank later in their career. Accordingly, a senior lecturer was given the task of establishing and developing a broader MBA programme out of the one-year diploma course offered at Chesters Bearsden. Chesters Residential Centre for Management Studies was opened in October 1955 as a centre for the study and teaching of management subjects. The Centre offered two types of courses: "(1) general courses, which are provided for all levels of management from supervisors to senior executives, and are designed to develop and augment managerial competence and personality, and (2) courses giving instruction in, or appreciation of, specific techniques."⁽⁴⁾ In addition, the Centre offered two full-time postgraduate courses; a general course in Industrial Management, and another course in Personnel Management.

US experience with the MBA acted as a 'policy model' for Strathclyde, as British professors were aware of the new trends taking place in business education and training in other parts of the world. In addition, programmes offered by other colleges had some influence on the design of the MBA programme at Strathclyde. Between 1966 and 1967, for example, timetables similar to the programmes offered in Cranfield and Durham, were designed.

4.1.2. Curriculum

The MBA programme at Strathclyde was consciously designed with the idea that people should go out into the industrial world adequately trained in the basic necessities of industry, with an understanding of organizations and related problems. This was the basic philosophy throughout the development of the MBA programme at

Strathclyde.

The mechanism or planning method used to design the MBA programme was a steering committee. At that time, Strathclyde University was divided into schools instead of faculties. There was a School of Business and Administration which included various departments, such as law, marketing and economics. This like other schools, had a planning board or planning committee which proposed a syllabus for the MBA programme. However, business and industry did not participate directly in designing this programme because, the board of the School of Business and Administration was entirely academic.

The MBA programme at that time was run by the Department of Industrial Administration, one of the departments in the School of Business and Administration. Teaching staff, therefore, were selected from various departments within the University such as, marketing, law, economics, etc. In addition, lecturers in the MBA programme were encouraged to adjust their teaching techniques to meet the needs of post-graduate students with business experience, and give students more time to discuss and ask about the content of the lecture, because the MBA programme was intended to be a broad and practical course. The programme at that time comprised nine subjects - economics, finance, marketing, organizational behaviour, law, statistics, production management, personnel management and industrial relations. In addition, a compulsory final essay had to be submitted by students. The essay became gradually more and more important over the years, resulting in a thesis requirement.

4.1.3. Admission Policy

The total number of students enrolled in the full-time MBA

programme in the first year was between fifty and sixty. However, enrolment began to dwindle to the lower twenties in the years that followed.

The general rule for selection of students was that the student had to have a university degree or professional equivalent to a degree (such as being a chartered accountant), four years experience in business and industry and a satisfactory score in an approved admission test, normally the Admission Test for Graduate Study in Business (Princeton Test).

From the inception of the MBA, it was a central tenet of recruitment policy that students with some experience in industry should be given priority. However, the requirement of four years experience in industry disqualified many potential students to enter the MBA programme and lowered enrolment. Consideration was given to decrease this requirement to enable more students to qualify for entrance into the MBA programme. However, no change was made during this period.

4.1.4. Relationships with the Outside World

There were no formal links established at that time between the Strathclyde MBA programme and outside organizations. The head of the MBA programme, however, established informal and personal contacts with some local organizations.

Between 1966-68 industry was eager to send its young men to the one-year MBA course. In general, fixed costs were low as classrooms were already available and the staff was already on the University's payroll. One industrial firm provided a scholarship for one student a year. The Scottish Education Department had provided individual

students with substantial grants. Some government grants were given to students needing financial assistance. The University, however, did not receive large sums of money to run the MBA programme. No appeal was made to business and industry to contribute financially to run the MBA programme; they were notified about the course available and brochures were sent to many organizations who might be interested in sponsoring students on a one-year MBA course, but no requests were made to provide financial assistance to the MBA programme. Therefore, the financial contribution of industry to the MBA programme was limited during that time period.

To introduce the new MBA programme at Strathclyde, notifying academic institutions, business and industry, and the public in general, ads were published in The Economist and other suitable newspapers and periodicals. In the early 1970s, the number of applicants began to dwindle which promoted yet more advertising in The Economist. The ads were aimed at business and industry. In general, however, no other form of announcement of the new programme, except for the advertisements in The Economist and brochures to various organizations was made.

4.2. MBA Programme, 1972-1973⁽⁵⁾

By 1970 Strathclyde had established a committee appointed by the School board to direct the MBA programme.

Students attending the programme required to have appropriate industrial experience not less than four years, possess a first or second class honours degree or an acceptable equivalent professional qualification, and a satisfactory score in an admission test (Princeton Test). The main problem, however, was the rigid standards for admittance which eliminated many qualified students.

Regulations, for example, required four years experience in industry, which disqualified many students to enter the MBA programme. However, attempts were made to increase student number in the MBA programme by reducing the four-years experience requirement, because the Strathclyde MBA programme needed more students at that time.

4.2.1. Curriculum

Changes during 1972-73 were primarily in the area of subject matter and marketing strategies. The plan was to give the MBA programme a more practical business-oriented structure. To achieve this goal, the MBA administration made contacts with outside businessmen. However, the contacts were made by the individual heads of departments rather than by the MBA programme as a whole. At that time, no director had been appointed for the MBA programme. Therefore, overall, there was a lack of organization and coordination, as the enrolment dwindled to 13 students.

MBA candidates required to study the following eight subjects:

- "(a) Financial, Economic and Cost Analysis
- (b) Problem Definition, Analysis and Decision Taking
- (c) Basic Business Operations Management
- (d) Management of Human Behaviour in Business Organizations
- (e) Information Processing
- (f) Industrial Relations
- (g) Legal Framework of Business
- (h) Integrative and Policy Studies"⁽⁶⁾

To enhance the curriculum, the board continued to look for qualified

teaching staff with academic qualifications and practical business experience. Lecturers were encouraged to be less theoretical and more practical in their courses. In addition, regular meetings were held for lecturers and an outside businessman was invited to participate in these meetings. Visiting speakers were also asked to lecture on the more difficult subjects, however, few outside lecturers from business and industry were used.

At that time, consideration was given to the development of a modular course for executives within a short period of time in a particular aspect of management, and gradually build them up into the requirement for a degree. The modular course was the forerunner of the distance-learning programme. However, since the modular course required a different format, and no director had been appointed, the modular plan was never developed.

4.3. MBA Programme, 1974-1978⁽⁷⁾

4.3.1. Background

The "recognition of Strathclyde as a major business school was confirmed in 1973 when the UGC (University Grants Committee) and the FME (Foundation for Management Education) put up substantial sums of money towards the construction of a purpose built business school and new staff appointments ..."⁽⁸⁾

The period beginning 1976 through mid 1980s is considered to be the most significant period in the growth and development of the MBA programme at Strathclyde. During this time the programme was revised and developed including curriculum, teaching methods, admission requirements and relationships with the outside world.

In 1976 the new part-time MBA programme was introduced, with 41 students attending classes twice a week over a three-year period.

This was an innovation which provided more opportunity for qualified students to enter the MBA programme. The part-time MBA course was believed to be the answer to the needs of the students who could not attend the one-year full-time MBA programme.

During the period 1974-1978, an employment programme was implemented for the first time. The purpose of the programme was to assist graduates to find employment. Some of the methods used to help graduates were: employment advertising, tutorial and personal counselling, personal contact with various organizations, helping students to prepare their resumes and giving information about students to different organizations.

4.3.2. Admission Policy

At that time there were only nine students in the MBA programme, five students were sponsored by industry. Four of them were sponsored by Scottish Banks. The programme was widely perceived as becoming moribund. The criteria for admission were far too narrow. The necessity of a degree from a British university, a high score on the Princeton Test, and a minimum of four years practical experience were difficult criteria to attract students, and disqualified many students to attend the MBA programme. Quality students were desired, but more students were needed to keep the programme alive. The policy was finally broadened and more people were able to attend. For example, people with ordinary degrees such as, Diplomas in Management, plus two to three years practical experience were permitted entry to the MBA programme.

4.3.3. Curriculum

Between 1975-1976 a new MBA programme was designed and

introduced, after consultation with departmental heads, business/industry, and the steering board. "The Steering Board comprises the Principal of the University, the Director, academic staff and member co-opted from industry."⁽⁹⁾ Visits were made to various Business Schools in Britain (such as Manchester, London and Cranfield) and the United States (Harvard). The goal of these contacts was to design a programme that would be beneficial to students as well as employers. However, there were no members from the business community on the planning board of the new MBA programme, but there was informal and indirect participation by industry in the design of the new MBA programme.

The first task of the new MBA curriculum was to provide students "with a common 'foundation' knowledge essential to studying business techniques and analysing problems. The study of economics, quantitative methods, organizational behaviour and accounting will build up the knowledge required. Students are then led into functional subject areas such as marketing, production, finance, personnel management and industrial relations. The work done in these foundation and functional subjects is brought together in the study of general management and business policy."⁽¹⁰⁾

Administration continued to search for teaching staff with both academic qualification and work experience. Members of business and industry continued to be contacted, to support the lecturers and give greater variety to the programme content. Visiting lecturers included many top executives from large organizations, such as the head of personnel for Rolls Royce and the director of John Brown Engineering. In addition, there was greater use of case studies, films, videos, discussions, practical exercises in personnel

selection, industrial relations, negotiation and business games. Efforts were also made to use team teaching.

The MBA programme was in a continual stage of revision, analysis and study. The needs and interests of students and various outside groups were analysed, including the public and private sectors - at the beginning of the eighties "the curriculum was redesigned to reduce teaching hours for the full-time and part-time programmes. The full-time programme had required 500 teaching hours, leaving no time for case study work or library research. The course work for marketing and production management was enhanced to improve the depth and quality of materials covered. In addition, the whole MBA programme was restructured into two types of subjects: the foundation classes and the elective classes."⁽¹¹⁾ "The main advantages of this design relate to: the provision of a flexible, though controlled, learning experience, which ensures that students reach a common knowledge base through foundation studies and are also permitted to individualise their studies through the electives."⁽¹²⁾

4.3.4. Problem Areas

The main problem encountered during this period was the overall coordination. Input came from a very large number of lecturers from various departments within the university whose goals and objectives were not the same as the MBA programme. Most of the teachers preferred to teach in their own departments, and have first loyalty to their departmental courses. Therefore, the director of the MBA programme required to maintain a close personal relationships with the departmental heads and the teachers; these relationships were

essential to an effective overall organization.

4.4. MBA Programme 1983-Present⁽¹³⁾

4.4.1. Background

In a continuing study to determine needs of students, the Distance Learning programme was introduced in 1983. The programme was designed to be completed within five years, for those desiring an MBA degree but were not able to attend full- or part-time classes. Special texts and materials were prepared for courses in marketing, accounting and finance, economics of the business environment, production management, quantitative method and management of human resources. At that time (1983) "Strathclyde Business School was the first in the UK to make available a postgraduate management degree in the distance learning format ... The School was once again making a unique and timely contribution to raising the performance of British managers."⁽¹⁴⁾ (The first contribution was the introduction of the full-time MBA format in 1976).

At present, there are people on the Strathclyde MBA programme sponsored from both the public and private sectors, and further methods are currently used to attract more government agencies as well as private firms into the MBA programme by better advertising and marketing the MBA programme. In addition, greater emphasis continues to be placed on contact with other Business Schools, and the MBA alumni, searching for new ideas, new methods of teaching and courses to enhance the MBA programme.

4.4.2. Admission Policy

Applicants seeking direct entry into the Strathclyde MBA

programme today are required to possess an honours degree plus two years business or public sector experience. Those holding other degrees, strong professional qualifications, or a diploma in management studies with at least four years of industrial experience, also could be eligible for entry. In addition, "the postgraduate Diploma in Business Administration which may be taken by all three routes comprises the industrial component of the MBA programme, i.e. foundation classes and electives. Anyone registered for the Diploma who performs to a high standard in the programme is eligible for promotion to MBA status, and can proceed to achieve the MBA degree without any loss of time compared with those who are direct MBA entrants."⁽¹⁵⁾ There are no current plans to change the above selection procedures.

4.4.3. Curriculum

The last major MBA review took place between 1980-81, when changes were made that helped to introduce the present structure of the MBA programme (see Appendix B-2). There are plans to change it further in the near future. Possible changes could be toward "a return to a core of compulsory classes, while still permitting students to choose freely in the later stages of the programme among electives."⁽¹⁶⁾

There is no full-time committee which reviews the MBA curriculum on a continuing basis. An informal group initiates programme review by meeting weekly, to discuss the MBA programme and day-to-day operations. However, no executives from business and industry serve on such committee.

The present MBA curriculum consists of the instructional course and the MBA project. The instructional course is sub-divided into

foundation classes and elective classes.

MBA students are required to take business policy and four of the following six foundation classes; accountancy and finance, economics of the business environment, management of human resources, manufacturing management, marketing and quantitative methods. Students are also required to select four electives from some of the following classes: international business operations, the multinational and the world economy, international finance and financial reporting, industrial and public policy, management in the public sector, commercial law, personnel management, organizational developments etc. (see Appendix B-2).

"The great majority of foundation classes and electives are assessed by examinations and class assignments. Typically, the examinations account for 60% or 70% of the overall assessment, with the remaining 30% or 40% being based on essays, reports, the analysis of core studies or group assignments."⁽¹⁷⁾ In addition, "on completion of the instructional programme each student must undertake a project, which demonstrate a sound understanding of selected concepts or techniques derived from the instructional programme, and will also extend some area of specialist knowledge by personal study and research."⁽¹⁸⁾

At the present time no part-time teachers from business and industry are involved in the MBA programme. There are visiting speakers from business and industry, lecturing on some of the MBA courses. However, future teaching roles may be expanded, so that business and industry can provide direct participation in the MBA programme.

The style of instruction is varied according to the needs

required from the three different routes (FT, PT and DL). The methods used include, lectures, group discussions, tutorials, case studies, computer simulation and role-playing exercises, films and video-tapes and special distance learning material.

4.4.4. Problem Areas

A continuing problem exists in the use of lecturers from other departments of the University. Many lecturers, therefore, have as their first loyalty their own departmental courses, rather than the MBA course.

4.5. Conclusion

The Strathclyde MBA programme has experienced significant growth and development since 1966. However, it can be said that from its inception until 1973 when the Strathclyde Business School was established, there were many difficulties in organization, planning and designing the future MBA programme. In 1972, only a total of thirteen students were enrolled in the MBA programme, and the number dwindled to nine students by 1974.

By contrast in 1979 "25% to 30%" of the participants had been sponsored as part of their management training programmes by organizations such as British Rail, Caterpillar Tractor, Dunlop, IBM, Rolls Royce, the SSEB, Tube Investment and others."⁽¹⁹⁾ At the present "a growing number of employers from both the private and public sectors have adopted the policy of enhancing the future capability of their managers through the Strathclyde MBA."⁽²⁰⁾

The period from the mid 1970s and the beginning of the 1980s is considered to be the most significant in growth and development of the Strathclyde MBA programme. During this time, the curriculum,

teaching methods, admission requirements and marketing of the programme were all revised and changed. In 1976 a new part-time programme was introduced and 41 students participated in the first course, and in 1983 the new Distance-Learning MBA programme was introduced for the first time in Britain.

A review of Strathclyde MBA brochures from 1969 through 1984 provides perhaps the clearest picture of the changes that have taken place in the programme. In 1969 the core curriculum emphasized finance, economics, cost analysis, problem definition, basic business operations management, management of human behaviour and integrative and policy studies. In 1973 the core programme remained the same with few options available, consisting of operational research techniques, personnel management, overseas marketing, market research and government and business relations.

In the mid 1970s the basic classes were divided into management control techniques, behavioural studies, the business environment and corporate planning. Options in the advanced classes category were increased to ten, with emphasis on international business, manufacturing management, advanced personnel management, and the economics of the business corporation etc.

At the beginning of the 1980s, the programme was allocated to three categories - foundation classes, general electives and special electives. The general electives offered a variety of subjects to meet individual student needs. "The simplification of electives, with the former two-stage structure of general and special electives being replaced by a single elective stage, effective from 1984/85." (21)

Obviously many changes were implemented into the MBA course at

Strathclyde since its establishment. The most significant were: the introduction of the new MBA structure in 1976, the part-time MBA programme in 1976, the distance-learning programme in 1983, and the increasing contacts and involvement of industry by asking business leaders to serve on the steering board.

Footnotes

1. J.A. Kennerly, "Strathclyde Business School", The Business Graduate, Vol. IX, No. 3, Autumn, 1979, p. 24.
2. Strathclyde Business School MBA Brochure, 16th November 1976, p.4.
3. Unattributable Interview with Former MBA Course Administrator (1966-1969), September 5, 1985.
4. Department of Industrial Administration, "Chesters Residential Centre for Management Studies", Glasgow: The Royal College of Science and Technology, 1960, p. 6.
5. Unattributable Interview with former MBA Course Director (1972-1973), September 15, 1985.
6. Strathclyde Business School MBA Brochure, 1973-74, p. 12.
7. Unattributable Interview with former MBA Course Director (1974-1978), September 25, 1985.
8. M.J. Baker, "Strathclyde Business School: Our Past, Present and Future", Strathclyde Business School - News & Review, Vol. 2, No. 1, 1983, p. 6.
9. Strathclyde Business School MBA Brochure, 1977-78, p. 4.
10. Strathclyde Business School MBA Brochure, 1976-77, p. 3.
11. Unattributable Interview with former MBA Course Director (1979-1981), September 10, 1985.
12. Gordon Anderson, "Review of Problems and Key Issues and Recommendations for Future Development", University of Strathclyde, 1984, p. 17.
13. Unattributable Interview with present MBA Course Director (1983 ... present), November 10, 1985.
14. Gavin Kennedy, "Distance-Learning - It's a British First",

Strathclyde Business School - News & Review, Vol. 2, No. 1,
1983, p. 1.

15. Anderson, Op. cit. (1984), Appendix 2.
16. Ibid, p. 10.
17. Strathclyde Business School MBA Brochure, 1985-86, p. 8.
18. Strathclyde Business School MBA Brochure, 1984-85, p. 3.
19. Strathclyde Business School MBA Brochure, 1979-80, p. 2.
20. Strathclyde Business School MBA Brochure, 1985-86, p. 16.
21. Anderson, Op. cit. (1984), p. 3.

CHAPTER 5
MBA STUDENTS QUESTIONNAIRE

5.1. Introduction

The following four chapters of this research are based upon an analysis of questionnaires that were distributed to the students, graduates, lecturers and industry. The four questionnaires were structured into three major sections: background, attitudes toward the MBA programme, and recommendations. The questionnaires contain various questions related to the individual experience with the MBA programme, and information on the attitudes, opinions and recommendations of respondents. Emphasis, however, were on issues (discussed in the literature) such as: sponsorship and recruitment of MBAs, the MBA curriculum including: course content, lecturers and teaching methods, and the communication aspect between industry and the business school. In addition, the various comments received from respondents were considered to be a valuable source of information for the analysis.

Some of the questionnaires were distributed in the classroom (new incoming students), some personally delivered (lecturers), and others by mail (graduates and industry).

In this research a total of 152 questionnaires were distributed to the new (incoming) MBA students registered for the 1984-1985 academic year, names and addresses were provided by the Strathclyde MBA programme administration. Students included those registered for the FT, PT and DL routes and those registered for the Diploma in Business Administration (Dip.BA). The latter was included because Diploma students take the same classes as fully registered Master's students. Furthermore, "anyone registered for the Diploma who performs to a high standard in the programme is eligible for promotion to MBA status, and can proceed to achieve the MBA degree

without any loss of time compared with those who are direct MBA entrants."⁽¹⁾ A total of fifty seven questionnaires were returned (38%); 19 FT, 23 PT, 15 DL and 6 from the Dip. BA route. Efforts had been made to go back to the 'non-respondents', however, there were no significant reasons for not responding other than being (students) involved in various social activities (family engagements, work involvement, etc.).

The questionnaire was designed to identify the personal background, employment patterns, motivation, and expectations of the people entering the MBA programme, recognizing the fact that they came from different social, economic, educational and employment backgrounds, as Whitley, Thomas and Marcean state "whatever the relation of the MBA to access to top positions in business, the wider role of the business schools in the social and economic structure can be more clearly understood through an analysis of the characteristics of their students. These attributes are the outcome of a complex process involving the interaction of factors such as the social position of students' families, their occupational milieux, the students' educational histories, their work aspirations, their employment experiences ...".⁽²⁾

5.2. Personal Background

Forty-nine (86%) of our sample group were male and only eight (14%) female. The average age of the students ranged between 26 and 29. Thirty-eight (66.7%) were married, two were single and three indicated 'other'. The average number of children per student was two, with the average age of their children being seven. In general, it can be said that the majority of these students were married with families, and in mid-career.

The majority (75%) of the incoming students were British and 14 (24%) foreign. The following table summarizes students' place of birth. It must be noted that the majority (56%) of the students came from Scotland. This clearly suggests that the Strathclyde MBA programme should attempt to market the programme more widely in England and Europe (see Appendix A-1).

Table 1
Place of Birth

Place	No.	%
Scotland	32	56.1
England	6	10.15
Wales	1	1.8
Outside U.K.	18	31.6
Total	57	100

5.2.1. Employment patterns:

The respondents indicated an average of employment experience of 5.5 years. The majority of students were currently employed. Nine indicated they were temporarily unemployed. All of the unemployed were enrolled in the FT route. Five of the unemployed were British and four emanated from foreign countries.

Students worked within a wide variety of companies/organizations. Examples of originating organizations would include: Bank of Scotland, National Development Corporation, Southern Paper Mills Co., Shell Exploration and Production etc. Organizations were located both inside and outside U.K. A complete list is shown in Appendix A-2. In addition, students were engaged in many different types of positions. The majority (60%), however,

held 'non-technical' positions, e.g. branch library supervisor, sales associate, accountant, banking, employment in public service department, transport manager etc. On the other hand, 40% held 'technical' positions, e.g. assistant executive engineer, production controller, petroleum engineer, mechanical engineer, project engineer etc.

For further clarification, students were asked to define their role within their employment experience by 'line', 'staff', 'specialist/professional', 'generalist' and other categories. A summary of these categories is represented by the following table:

Table 2
Position Role

Role	No.	%
Line	9	15.8
Staff	10	17.5
Specialist/Professional	27	47.4
Generalist	6	10.4
Other	2	3.5
No response	3	5.3
Total	57	100

The responsibility of directing the work of others is considered to be one of the most difficult tasks in the management field. The majority (47.4%) of students, however, indicated they were responsible for this function. The range of responsibility for junior staff, however, ranged widely from two to 263. The supervisory responsibility of students evolved in the programme thus

exhibited a wide range.

5.2.1.1. Economic Sector:

There are two economic sectors. The public sector was divided into various levels of government agencies and public corporation. The private sector was also divided into various organizations that provide products and services to the general public. For the purpose of the present research, the private sector was divided into 'manufacturing' and 'non-manufacturing'.

Students enrolled in the MBA programme came from both the public and private sectors with the majority (59%) coming from the private sector mainly manufacturing industries:

Table 3
Employment Sector

Sector	No.	%
Public	23	40.4
Private-Manufacturing	21	36.8
Private-Non-manufacturing	13	22.8
Total	57	100

For further clarification of student's work involvement in the public sector, questions were asked relating to place of employment, types of work and number of people supervised. The following table summarizes the breakdown of students entering Strathclyde from the public sector:

Table 4

1. Employment in the Public Sector

Employment	No.	%
1. Central Government:	12	21.1
(Breakdown): - Government Dept.	5	
- Agencies	1	
- Public Corporations	5	
- Other	1	
Place of Employment:		
- Headquarters	8	
- Regional Office	1	
- Area Office	2	
- Other	1	
Work Involvement:		
- Policy formulating & planning	2	
- Policy implementation & execution	9	
- Both	1	
Average Staff Under Control	16	
2. Local Government:	7	12.3
(Breakdown): - State Government	1	
- Regional Council	2	
- District Council	4	
Work Involvement:		
- Policy formulation & planning	1	
- Policy implementation & execution	3	
- Both	3	
Average Staff Under Control	15	
3. An Institution of Further Education:	3	5.3
(Types of Institution):		
- Management Training, Research & Consulting Centre	2	
- Central Institution	1	
Capacity:		
- Academic	2	
- Administration	1	
Subjects Taught "If Academic"		
- Production Management		
- Quantitative Methods		
- Personnel Management		
Staff Under Control:	-	
Average hours of administrative work each week	17.5	

4. Other Institutions:	1
- Highlands & Islands Development Board	
Work Involvement:	
- Policy implementation & execution	
Staff Under Control	-

The above table reveals that students come from a wide range of organizations within the public sector, at all levels. This indicates that students do not come predominantly from a particular organization, but instead emanate from a varied range of public sector organizations and work experience. The same observation holds true for students employed in the private sector.

As mentioned before the private sector was divided into 'manufacturing' and 'non-manufacturing'; each category in turn was divided into sub-categories. The following table represents a breakdown of the private sector.

Table 5

2. Employment in the Private Sector

Products/Services	No.	%
Manufacturing:		
Chemical & Allied Products	3	5.3
Clothing	1	1.8
Electrical & Instrument Engineering	4	7.0
Food	1	1.8
Oil & Petroleum	9	15.8
Printing & Publishing	1	1.8
Others	2	3.5
Non-Manufacturing:		
Distribution (Retail/Wholesale)	1	1.8
Finance (Banks, Insurance Companies & Building Societies)	4	7.0
Gas, Electricity & Water	1	1.8
Professional & Consulting Services	4	7.8
Others	3	5.3

Place of Employment:		
Company Headquarters	15	
Regional Headquarters	14	
Areas of Employment:		
Marketing	1	1.8
Accounting/Finance	5	8.8
Planning	1	1.8
Sales	2	3.5
Personnel	1	1.8
Engineering	10	17.5
Others	2	3.5
Mixed Areas	12	21.2
Management Levels:		
Senior Executive:	3	5.3
Middle Management	6	10.5
Junior Management	12	21.1
Supervisory	6	10.5
Support Staff	4	7.5
Others	1	1.8
Work Involvement:		
Policy formulation & planning	3	
Policy implementation & execution	17	
Both	8	
Average Staff under Control	23	

As the above table shows, students were involved in a wide range of products and services, the highest number was in the oil and petroleum category. In addition, the majority of students were involved in carrying out policies designed by others, and few were involved in actual formulation and planning. However, a number of students were involved in both activities.

5.2.1.2. Training Programmes Received

This research attempted to identify some of the different kinds of training programmes, students attended during the five years prior to joining the MBA programme, both in-house and external programmes, and the value of such training programmes to them.

As the following table shows, 43 (75.4%) of our sample said that, during the past five years they had participated in training

programmes of various kinds:

Table 6

Training Programmes Participation

Kinds of Training	No.
Internal	11
External	10
both	23

Some of the various types of programmes attended are listed in the following table:

Table 7

Courses Taken

Course	Internal	External	Both		Total
			Internal	External	
A. General Management	6	4	13	7	30
B. Specialized Programme					
Economics		3			3
Finance & Accounting		5	5	5	15
Personnel	1	1	1	2	5
Production	1	1	1	2	5
Marketing	1	2	1	2	6
Planning		1	4	3	8
Purchasing		1			1
Sales			1	1	2
Research & Development			2	1	3
Industrial Relations	1	2	4		7
Technology of Industry	3	2	4	2	11
Computers	2	3	4	7	16
Others	5	5	3	6	19

The majority of students (43%) felt that the various training programmes attended were useful. It is interesting to note that research studies revealed that many organizations prefer to conduct their own in-house training programmes instead of sending their employees to attend external programmes offered by various

educational institutions. Therefore, we were expecting to find that students had participated in internal (in-house) training programmes more than external programmes. However, this was not the case, as the above tables indicate.

5.3. Attitudes Toward the MBA Programme

In this section we attempt to discover how students learned about Strathclyde, what motivated students to seek higher education and training, and their organizational policy toward the MBA programme.

5.3.1. How Students Learned About Strathclyde

The students learned about the Strathclyde MBA programme from various sources. As the following table shows the majority acquired information about the programme through newspapers, recommendations from former students and other sources:

Table 8

Information Source

Source	No.
1. Newspaper advertisements	17
2. Recommendations of former students	13
3. Others	12
4. Sponsoring organization	10
5. Professional/Management Journal	5

'Others' included discussions with peers at conferences, information from professors and lecturers at other universities, and during lectures at other universities. Information was also gathered from organizations such as the British Council, contacting the

Scottish Business School and 'word of mouth'.

It must be noted that 25 students had also applied to other universities before selecting Strathclyde. The majority of these students making application to other colleges/universities were on the full-time programme (see Appendix A-3 for the list of colleges/universities).

It is interesting to compare the above results with Whitley, Thomas and Marceau survey in 1981 where "almost two-thirds of the students heard about business schools from 'personal' sources, such as parents, relations and friends, rather than from more 'institutional' ones, such as notices and talks...."⁽³⁾ In addition, they found that many students had applied to several business schools before making their final choices, however, "those who had done so perceived a hierarchy of schools, with American institutions, and Harvard in particular, being seen as particularly prestigious and particularly likely to give valuable experience."⁽⁴⁾ By contrast, in this research, the majority of students acquired information about the MBA programme through newspapers, and only two students applied to universities located in the USA. The majority applied to universities inside the UK such as Bradford, Cranfield and Glasgow (see Appendix A-3).

5.3.2. Preference for Strathclyde MBA Programme:

Students gave various reasons for attending the Strathclyde MBA programme, as the following table shows:

Table 9

Preference for Strathclyde

Reference	No.
1. Reputation	13
2. Location	12
3. Personal recommendation	11
4. Others	10
5. Length of the Programme	6
6. Company's choice	4

Preference for Strathclyde (as the above table indicates) was mainly based on 'reputation' and 'location', as well as personal recommendation. However, (as indicated in their comments) PT students expressed their preference for Strathclyde programme as they were not required to have day release from their jobs, and the flexibility of the programme obviously made it possible for them to attend their jobs while seeking higher education. DL students expressed their preference for the programme because there were no other equivalent programme available at other colleges/universities.

For the FT students, the attractive feature of the Strathclyde MBA programme was probably its length (one year) since most of the FT students were attending the programme at their own expenses (as we will see throughout this chapter). It is interesting, however, to note that in this research, twenty students indicated a preference for a one-year full-time MBA programme, and another twenty indicated preference for a two-year full-time programme. This conflict of opinion is discussed by Forrester, former head of Cranfield School of Management in his 1986 report⁽⁵⁾. He believes that business schools have one purpose in common: the thorough and systematic

education of managers. However, unsurprisingly thorough and systematic are both contestable concepts. There are differences of views as to what is the best way of expressing this purpose. For example, London and Manchester Business Schools have followed the American business school pattern of regarding two years as the appropriate duration of an MBA course. On the other hand, most of the other British business schools offer an MBA of one calendar year duration. Forrester, however, argues that "the two-year programme is undoubtedly better from an educational standpoint. It can and does provide both greater breadth and depth."⁽⁶⁾ However, despite this observation, Forrester emphasizes that we also should consider two important related elements; the high cost of the two-year MBA course, and the time which individuals will spend on the course away from the practical work life. As Barron states "the reasons for these lower than anticipated numbers (MBAs) are not entirely clear. In the event, the Master's courses at the two business schools (London and Manchester) were for two years and this may have proven too long for some potential candidates and their sponsors. Finance for the student has undoubtedly been a major problem - probably the major continuing problem."⁽⁷⁾

Another issue which could be related to the finance of students indicated by Barron is that the fees required for entering the MBA programme are too expensive compared to its benefits. As a result many students require financial support from their employers, government grant, loans etc. However, as Forrester estimates "over 50% of students pay all their own subsistence costs, and pay fees which reflect about a quarter of the real cost. Another 20% or so are sponsored by industry."⁽⁸⁾

In 1983 The Economist clearly stated "a further deterrent against enrolling for an MBA is the need to find the money to pay the tuition fees at the business school (£1,494 a year for a British student) as well as enough money to live on. Organizations are reluctant to sponsor their employees: morale they say, suffers when a company picks one or two high-fliers to go off of study at the company's expense and the chances are the sponsored student will defect anyway after he has got his postgraduate degree ... The state is not as generous as it might be. Students often have to withdraw their applications because they cannot secure grants. The government has always assumed that management education should be financed in large part by the participants or by industry and commerce itself." (9)

It is interesting to note that this research supports the above argument, the majority of students (47.4%) concur that the tuition fee is high, and in some cases (19%) very high. For students having to finance their own tuition, and supporting families at the same time, tuition fees are a factor of considerable importance and having an important bearing, on the decision to enter an MBA course. As indicated, the majority of students must finance their own tuition, as companies/organizations, and the government are reluctant to give financial assistance to students seeking higher management training. This is further supported by the following tables (Table 13 and 14) where the majority of students (42%) were attending the MBA programme on their own expense and none of the British students were sponsored by the British government.

5.3.3. Reasons for Entering the MBA Programme:

Table 10

Initiation of Idea to Attend the Programme		
Idea	No.	%
A supervisor suggested that I take the Course	3	5.3
The Course forms a systematic part of the Company's development plan for me	1	1.8
I myself believe I will gain a great deal from the Course	50	87.7
The Course is considered valuable for my present job duties and for my Company/Organization	1	1.8
The decision for my taking the Course was accidental	1	1.8
Other	1	1.8
Total	57	100

Making a decision to attend higher education requires a great deal of courage and personal commitment. Whitley, Thomas and Marceau state "although the decisions of the schools play a critical role in determining who attends, there are a number of decisions that the potential business graduate must himself take if he is to stand a chance of entry. He must, of course, know of the existence of business schools, and, in particular, he must learn of them early enough to enable him to take on the costs of attendance ... He must have some idea of what an MBA can do for him and be able to relate this to his aspirations, and to his expectations of their realization, in such a way that attendance at business school is seen to be worthwhile."⁽¹⁰⁾

In this research, as the above table shows, the commitment was made overwhelmingly by the student for self-improvement or self-achievement. This means that students were highly ambitious, self-

motivating and seeking higher management positions. This is also supported by the following table where students were asked to rate on a scale from 0 to 10 the objectives which motivated them to enter the MBA programme:

Table 11
Motivation

Motive	Mean Rate
Better understanding of the business world	8.070
Develop managerial skills	7.947
To qualify for higher promotion	6.614
Seek job satisfaction	6.474
Seek a better job in a new company	6.263
Desire for higher degree	5.825
Higher pay	4.754
Seek higher status among peers	4.193
To gain more power over other in company	3.263
To take over family business	0.807

The above table identifies personal motivating factors for entering the programme as 'gaining a better understanding of the business world' and 'developing managerial skills'. In contrast Ascher in her 1984 survey found that "the overwhelming majority of business students surveyed undertook the MBA course with a mind to improving job opportunities. This was cited as the foremost motive among respondents of all ages ... "(11)

Our findings can be supported by the fact that, when students were asked about their plans to leave current employment, 31 (54%) of the sample group said they don't have any future plans to leave

their current employment from both the public and private sectors. As the following table shows, the majority of students were loyal to their organizations and looked to the organization to realize their education and training aspiration. Many students had high expectations of undertaking new tasks in their organizations, as a result of the new knowledge and skills gained in the MBA programme. One of the students for example said "I would like to organize my department in a way that would yield more analytical outputs or data. Furthermore, I will definitively endeavour to undertake an in-house training programme on systematic ways of doing things." Another student stated "having increased my business knowledge I would hope to apply that knowledge when and wherever possible within my existing post. This would hopefully increase efficiency and work output in my present organization."

Table 12

Plan to Leave the Organization

Response	Public	Private	Total
Yes	8	8	16
No	11	20	31
Total	19	28	47

5.3.4. Organizational Policies Relating to the MBA Programme:

The results of the present research support the broad finding of other researches that as a result of the present 'mis-match' between the MBA programme and the industrial world a very small number of organizations have a policy for sending employees to management education and training. Handy clearly states "there can be little doubt that, by comparison with the other countries in this

study, Britain has neglected her managerial stock ... her companies have asked too little from their would-be managers and given them too little in terms of education, training and development."⁽¹²⁾ In this research, out of a total of 57 responses, only 12 (21%) stated their organizations had a policy for sending employees to MBA programmes. Five of the twelve were foreign students and only seven were British. Furthermore, these companies and organizations stipulate that the employee must meet specific requirements to be qualified to attend the MBA programme.

Table 13

Organizations with an established
Higher Education Policy

Response	No.	%
Yes	12	21.1
No	42	73.6
No response	3	5.3
Total	57	100

The above finding is also supported by the fact that the majority of FT students in this research sponsored their own programme. Only two FT students were sponsored by their organizations. One was British sponsored by the Bank of Scotland. The other was a foreign student. Another foreign student received 50% sponsorship from his organization, and was paying the other 50% from his own resources. Seven students, all foreign, were sponsored by their governments. None of the British students were sponsored by the British government.

By contrast, twenty companies/organizations sponsored PT and DL

students, while no government awards were indicated. The following table represents the results of the research related to sponsorship:

Table 14

Sponsorship

Source	FT	PT	DL	Total
Own expense	9	8	7	24
Supported by organization	2	13	7	22
Government awards or scholarship	7	-	-	7
Other	1	2	1	4
Total	19	23	15	57

5.4. Recommendations

Students were considered one of the most important sources for obtaining recommendations based on their experience in the MBA programme. As individuals, students have certain needs and interests that should be fulfilled by the business school. The importance of students in the learning process is emphasized by Kubr who clearly states "direct relationships with individuals participating in the institution's programmes have some particular aspects; to manage them is not exactly the same thing as managing links with client organizations, public or private. When participating in training programmes, managers pursue personal objectives in addition to organizational objectives. For example, a general manager will be judging an institution not only on the basis of assignments and contact with his organization, but very much on the basis of the personal benefits. ..." (13)

5.4.1. Counselling

Effective counselling is a very important process for students, especially for postgraduate students. Kotter states "educational

institutions should be able to help students; assess whether they really have the qualities associated with effectiveness in general management; move into a company and industry that fits them; create a "success syndrome" in their career development; and approach a general manager's job in an effective way. Helping students increase their ability to assess themselves and manage their own career development is possible today. It is even possible to do this within a regular academic format."⁽¹⁴⁾ In other words, Kotter emphasises that counselling process should take place both before and during the course study, so that the student could be conscious of the knowledge that he will gain at each stage.

In this research, however, the majority of students, 36 (63%) felt they did not have appropriate counselling prior to their academic studies. Counselling is usually a personal contact between an advisor and the student to assist the student to select the right courses that would ensure his educational goals. The majority of students, however, in this research were dissatisfied with the counselling procedure. Students indicated a preference for more individual counselling and greater clarification about the various courses offered, since the printed materials did not adequately inform or help the student to make the right choice among the various courses offered, this could have a serious negative impact on their success or failure in the course. One student, for example, took quantitative methods "not fully understanding what he had let himself in for." The following are some of the typical comments received from students:

FT Students:

- "Advance notice outlining course content and giving details of

suitable reading material would help."

- "Not enough time sitting with each individual explaining the objects relevancy etc. More time with previous students after a week would have been helpful."
- "The discussions on the selection of subjects were done in a class of sixty people. Some previous students should have been brought in to give their opinions on the subjects."

PT Students:

- "Counselling was an unmitigated disaster, the lecturers present did not have the time to advise all the students present individually."
- "Details of study options were not made clear and were issued late. Virtually no effective counselling took place. It is not practical to discuss with 50 individuals a range of study options in about an hour and a half."

DL Students:

- "Choosing the subjects began without clear discussion of what each subject involve."
- "Very little guidance seemed to be given. This could have been avoided by selection via interview."
- "No one was there to consult with."

5.4.2. Further Recommendations/Comments:

Some of the additional comments and recommendations from students are listed below:

FT Students:

- "The standard of lecturing in some areas could be improved. In

addition, administration could also be improved."

- "In some subjects, more feedback regarding written work is required."
- "More emphasis required on computers and information technology, social problems, political environment, and actual core studies."

PT Students:

- "Subjects need to be related to more practical problems."
- "Students need to become more familiar with other students, and have the benefit of their knowledge and experience."
- "Supply part-time with distance learning or equivalent data at the beginning of the course. Introduce a computing foundation subject. Attempt to break away from static lecture method of teaching."
- "Increase liaison with industry, more visiting speakers, less time in large classes, and more tutorial sessions."
- "Include distance learning material in the fees for the class."
- "More general information at the beginning of the course, appointment of tutor would probably help, and more small discussion group rather than formal lectures."

5.5. Conclusions

A common argument of critics of the MBA programme is that students entering the MBA programme are not highly qualified, and many inexperienced people are allowed to attend the MBA programme. In 1971 the 'Owen Report' stated "standard of entry to postgraduate courses should be higher and should take particular account of the qualities which will be needed by the business graduate if he is to

succeed in management."⁽¹⁵⁾ Fifteen years after this report, Forrester states "one of the penalties of the schools being part of the university system is that conventional, and often purely academic, criteria for postgraduate work have sometimes been adopted. On the other hand, the immense value of some practical work experience has been discounted. Nor are so-called degree equivalents always regarded with favour. The result ... is fresh-graduate students who are intelligent, able, immature and bone-idle ... "⁽¹⁶⁾

In contrast to the above observations, this research reveals that students entering the Strathclyde MBA programme were fairly experienced people. Respondents indicated an average of employment experience of 5.5 years with a wide variety of organizations, the majority (75%) had participated in training programmes of various kinds, and the majority (47%) were responsible of directing the work of others. In addition, as we will see from the graduate questionnaire (which will be presented in the next Chapter 6), 55% of our group sample were holding Bachelors degrees in various field of science and arts, and some were also holding Diplomas and Masters degrees. Again all these findings suggests that MBA students were fairly experienced people. This supports the B.G.A. argument that "measuring the effects is difficult and has not been the subject of very much effort. Such facts and figures as do exist show that several myths are completely contradicted by the facts. It is often believed that business graduates are very young with no business experience, whereas, in fact, the average age of graduation is twenty-eight and 75% of graduates had industrial experience before entering business school."⁽¹⁷⁾

Another common allegation directed to MBA students is their

'mobility'. Many believe that students attend MBA programme to change their employment sectors. For example, Ascher states "most MBA students enroll out of a desire to increase job opportunities and achieve higher salaries."⁽¹⁸⁾ Thomas also states "from the students' point of view, then, the most immediate expectation of the effect of an MBA on their careers for many was that it would enable them to move into more promising positions, almost certainly with a new employer ..."⁽¹⁹⁾

In contrast to the above findings, students in this research did not attend the MBA programme to switch employment sector. The majority indicated that they attended the MBA programme to 'gain better understanding' of the business world and 'develop their management skills'. In addition, the majority (54%) of the group sample indicated they did not have any future plans to leave their current employment, despite the fact that the majority (32%) indicated they will not achieve any promotions within their present organizations after graduation. In general, students were loyal to their organizations and looked to the organization to realize their training aspiration. These findings are supported by Gowlland's survey in which he argued "the incentive to change jobs has already decreased in the last three years. Almost three-quarters of the sample were not seeking a new job at present ... Higher salary was not cited as a major reason for changing jobs, suggesting that the mobile, job-switching, career-loyal, go-getting MBA is really something of a myth."⁽²⁰⁾

As discussed in the literature review (Chapters 2 and 3) however, in Britain "management education is often said to be too 'academic' in character and insufficiently related to real life. It

has become constricted and warped by an irrelevant educational system and shibboleths developed in another age and for another fields."⁽²¹⁾ As a result of this (mis-match) British industry is reluctant to recruit MBAs or to sponsor employees to study the MBA programme.

Some of the results found in this research supports the above assumption. For example, the majority (40%) of students were attending the MBA programme at their own expense, the majority (73%) indicated that their companies/organizations did not have a policy for sending employees to study the MBA programme, and a large percentage (37%) indicated that their employees consider MBAs as an unnecessary qualification for industry and are not relevant to business at all (see Appendix A-7). These findings support many other studies (discussed in the literature) that a very small number of companies/organizations support MBA programmes financially.

In general, however, it can be said that students entering the MBA programme came from a wide range of background and experience. They were highly motivated and ambitious individuals (see Appendix A-8). This was supported by the fact that students were motivated to increase their knowledge and skills in various fields of management. In addition, students indicated significant expectations from their degrees, mainly the opportunity to move into better and more challenging jobs and positions.

The results of this research will be followed by the results of the graduate students who just completed the MBA programme and have entered the job market or returned to their employers, to learn whether their expectations have been fulfilled or not.

Footnotes

1. Strathclyde Business School MBA Brochure, 1984-85, p. 9.
2. Richard Whitley, Alan Thomas and Jane Marceau, "Masters of Business?", London: Tavistock Publications, 1981, p. 6.
3. Ibid, p. 119.
4. Ibid, p. 120.
5. Peter Forrester, "The British MBA - An Assessment of Postgraduate Management Education in UK Universities", Cranfield: Cranfield University Press, 1986.
6. Ibid, p. 34.
7. Donald Barron, "Management Education - Theory and Practice", London Business School Journal, Vol. 8, No. 1, Summer 1983, p.5.
8. Forrester, Op. cit. p. 38.
9. Anonymous, "Britain's MBAs: A Degree of Reality", The Economist, September 17, 1983, p. 83.
10. Whitley, Thomas and Marceau, Op cit. p. 118.
11. Kate Ascher, "Master of Business? The MBA and British Industry", London: Harbridge House Europe, 1984, p. 14.
12. Charles Handy, "The Making of Managers - A Report on Management Education, Training and Development in the USA, West Germany, France, Japan and the UK", London: National Economic Development Office, 1987, p. 13.
13. Milan Kubr, "Managing a Management Development Institution", Geneva: International Labour Office, 1982, p. 99.
14. John Kotter, "The General Managers", New York: The Free Press, 1982, p. 145.
15. British Institute of Management, "Business School Programmes: The Requirement of British Manufacturing Industry", London:

- B.I.M., 1971, p. 5 (The Owen Report).
16. Forrester, Op. cit. p. 36.
 17. Business Graduates Association, "Management Education Requirements for the 1980's", London: B.G.A., 1979, p. 51.
 18. Ascher, Op. cit. p. 40.
 19. Alan Thomas, "The Value of MBA's? The Fitting Role of Business Schools", Management Education and Development, Vol. 15, Pt. 3, 1984, p. 204.
 20. Robin Gowlland, "Business Graduates Look at Themselves in Depth", The Business Graduate, Vol. 13, No. 1, January, 1983, p. 7.
 21. Peter Forrester, "Developing Professional Managers", In "The Future of Management Education", Ed By, Andrew Kakabadse and Suresh Mukhi, London: Gower Publishing Company Ltd, 1984, p. 193.

CHAPTER 6
MBA GRADUATES QUESTIONNAIRE

6.1. Introduction

The MBA graduate questionnaire was designed to identify a cross-section of opinions and attitudes of the students who completed the MBA programme. It was expected that the experience of graduates in the MBA programme could help in future improvements and changes in their programme. In addition, it was important to know whether their expectations have been fulfilled or not.

The questionnaire was distributed to students who completed the academic year 1984-85. Names and addresses were provided by the Strathclyde MBA Administration Staff. A total of 58 FT and PT graduates participated. Twenty (34%) of the questionnaires were returned. Efforts had been made to return to the 'original non-respondents' to check if there was any significant reason for not responding. However, it was discovered that the reason for not responding was due to the fact that many graduates have changed their addresses without notifying the university.

6.2. Personal Background

Twenty questionnaires were returned from the MBA graduates. Ten from the FT route and the other ten from the PT. Sixteen (80%) were married, three (15%) single, and one (5%) stated 'other'. The average age of the graduates was between 36 and 37 years old. Seventeen (85%) were male and three (15%) female. This supports the Whitley, Thomas and Marceau survey finding where "the overwhelming majority of students were men. During the period studied, fewer than 5 per cent of the British students were women ... which is doubtless partly a consequence of the particularly strong male stereotype that has been associated with managerial occupation."⁽¹⁾ Gowlland also found in his research that "only 4 per cent of respondent were

female. This perhaps indicates the continuing lack of opportunity and involvement for women in higher business management."⁽²⁾ (This is further supported in Chapter 5).

The majority of graduates (55%) in this research held Bachelors degrees while other (10%) held Diplomas and special degrees. 'Other degrees' (35%) included a Masters degree in political science, education, business studies and special qualifications, such as first class honours associates from the Scottish College of Textiles.

6.2.1. Employment patterns

Concerning employment patterns, the results were similar to those of the new incoming students (Chapter 5). The majority of graduates 12 (40%) were employed in the private sector. However, 8 (40%) of the graduates were employed in the public sector. In addition, graduates held various management positions in their organizations. The majority 10 (50%) of the graduates were in the 'Middle Management' level. By contrast, many writers claim that MBA graduates are fitted into staff or supervisory levels rather than real managerial levels (such as line management). For example, Whitley, Thomas and Marceau stated "the weak connection between the higher education system and the business world in Britain suggests that British MBAs are likely to be given advisory or staff posts rather than full managerial responsibilities immediately upon graduation ... "⁽³⁾ The result of this research is further supported by the fact that the majority of the graduates (60%) expected to receive immediate recognition by their organizations, ranging from promotion, higher pay and more responsibility.

Table 1
Positions Held

Positon	No.	%
Senior Executive	2	10
Middle Management	10	50
Junior Management	2	10
Supervisory Level	1	5
Support Staff	2	10
Others	3	15
Total	20	100

6.2.2. Financing Tuition:

The perceived mis-match between the MBA programme offered by various colleges/universities and British industry cannot be ignored. Griffiths and Murray clearly states "the present system suffers from crucial weaknesses, being too academic, in the traditional sense of the term, and too remote from industry."⁽⁴⁾ As a result, British industry does not recruit MBAs or sponsor their employees to study the MBA programme.

In the light of such findings, graduates were asked to indicate how their tuition was financed. The results, as the following table reveals, show that the majority of graduates financed their own education and training, similar to the position of the new incoming students, who were also financing their own training (see Chapter 5).

Table 2
Financing Tuition

Source	No.	%
Own Expense	11	55
Supported by Organization	7	35
Government Awards, Scholarship	1	5
Other	1	5
Total	20	100

It is interesting to note that only one graduate indicated 'Government Awards, Scholarship'. Similar results were also found in the new incoming students research (Chapter 5) where only 7 (12%) out of 57 students indicated 'Government Awards', all of them were foreigners. This clearly indicates the lack of government financial support for postgraduate studies in management education. Forrester states "in the UK ... the rapid growth of first degrees as compared with the relative stagnation of postgraduate courses is due to one simple factor - that of student financial support. The undergraduate student receives a mandatory grant, whereas the support grants available for postgraduate courses are derisively small in number."⁽⁵⁾ The government, therefore, as Forrester emphasized, must provide more funds and awards for postgraduate courses.

6.3. Attitudes Toward the MBA Programme

6.3.1. Curriculum

6.3.1.1. Subject Areas:

Graduates were asked to allocate units of value to four subject areas of study in which the MBA programme helped them to broaden their knowledge. These areas were: (1) 'Administrative techniques' -

problems and techniques of production, marketing, sales, finance, export and personnel, (2) 'Tools of Management' - accounting (cost control, standard cost, budgeting) work study, operational research, statistics, and the utilization of manpower, (3) 'Human Relations, Psychology' - industrial social psychology, work groups, motivation and morale, leadership and incentives, and communication, (4) 'Academic Subjects' - economics, industrial relations, law and sociology, social and political aspects. The classification of 'subject areas' were taken from the work of Argyle and Smith⁽⁶⁾ in their 1962 work. As the following table shows, the highest value was given to the 'Administrative Techniques' category which includes problems and techniques of production, marketing, sales, finance, export and personnel.

The second highest value was given to the 'Human Relations, Psychology', category which includes industrial and social psychology, work groups, motivation and morale, leadership, incentives and communication, followed by 'Academic Subjects' and 'Tools of Management'. (This will be further discussed in detail in Chapter 9).

Table 3

Subject Areas

Areas	Mean Rate
Administrative Techniques	29.500
Human Relations, Psychology	24.350
Academic Subjects	23.750
Tools of Management	22.400

6.3.1.2. Skills:

Graduates were also asked to identify the skills they obtained or gained from the MBA programme. The classification of skills was taken from the work of Hesselling.⁽⁷⁾ Along with other management writers, Hesselling believes that managerial skills fall into three categories: (1) 'Technical Skills' - knowledge of the managers functional responsibilities (marketing, production, personnel etc.) and its relationship to the other functional areas which comprise the organization; (2) 'Conceptual Skills' - the ability to interrelate the various factors generated within the business and those coming from the outside as the basis for adequate long term decisions and policy; (3) 'Social Skills' - the ability to motivate others in different organizational situations.

As the following table indicates, the majority of graduates considered 'Technical Skills' and 'Conceptual Skills' the two major skills gained from the MBA programme. 'Social Skills' on the other hand, were not given any recognition by the graduates, despite the fact that some new incoming students indicated they would like to gain 'Social Skills' expertise during their course study (this will be discussed in detail in Chapter 9).

Table 4
Skills Gained

Skills	No.	%
Technical Skills	3	15
Conceptual Skills	5	25
Technical and Conceptual Skills	8	40
Technical, Conceptual, and Social Skills	4	20
Total	20	100

It must be noted, however, that when graduates were asked to indicate whether the MBA curriculum, in general, prepared them well enough or not, a fairly high number 6 (30%) of the graduates indicated that the training received in the MBA programme was not adequate, and did not prepare them well enough for future management positions. As the following table shows, the highest percentage of inadequate training was in the 'leadership' category.

Table 5

Areas of Inadequate Training

Areas	No.	%
Academic Studies	1	16.6
Leadership Ability	3	50.2
Academic & Leadership	1	16.6
No Specific Skills Gained	1	16.6
Total	6	100

6.3.1.2.1. Leadership Ability:

The importance of leadership qualities in business has received a great deal of attention in management literature. Robbins states "good leadership is essential to business, government and the countless groups and organizations that shape the way we live. Although leadership has been given many definitions and many studies have been conducted in an effort to define who and what a leader is, it is generally accepted that a leader is one with the ability to influence the achievement of goals."⁽⁸⁾

Bank also states "leadership is both a science and an art. The scientific or 'head' aspect refers to its principles, methods and functions. It involves problem solving, establishing objectives,

planning, organizing and decision making. The art or 'heart' aspect refers to the intangible human factors. These are personal qualities, personal power, morale, motivation and the vital areas of human relations such as trust and integrity. Leadership starts with knowing and controlling oneself so that one may approach and handle people and situations correctly. This means learning to use both one's 'head' and 'heart' positively to win the commitment and involvement of people to achieve a common purpose."⁽⁹⁾ Leadership abilities according to Bank can be gained by learning from practical experience which creates real situations and problems that confront managers at work.

In general it can be said that lack of leadership in a company/organization could effect the organization's productivity as Adair states "leadership is an essential part of managing. It grows in importance as the 'human side of enterprise' becomes that much more significant. At general management level - as the specialist gives ground to the generalist - leadership should be seen as the core of the activity of managing."⁽¹⁰⁾ The development of leadership within an organization is essential to its effectiveness and survival. Thus management development courses should place an important emphasis on the development of leadership skills. However, as indicated, some graduates believed they did not gain any leadership skills from the MBA programme. The following typical comments from graduates were made concerning the acquisition of leadership ability:

- "There ought to have been more opportunities for group work rather than leaderless class discussions so that every student

would have to participate more."

- "No attempt was made to make personal assessments with respect to leadership ability, or more specifically to identify areas of weakness, i.e. slow to make decision, doesn't like confrontation."
- "More opportunities for stimulation may have been beneficial to allow the practice of leadership skills."

It is interesting to note that many management writers argue that leadership abilities can be developed only by group working or interaction. For example, Adair states "the third approach to leadership concentrated on the third ingredient in any leadership question - the group. The most useful theory about groups for the practical leader is that they are rather like individuals - all unique and yet all having things in common."⁽¹¹⁾ The Organization for Economic Co-operation and Development in 1963 also stated "personality develops through activity within a given environment and in interaction with other people."⁽¹²⁾ However, it must be noted that many new incoming students especially the FT and PT students indicated in their comments that they desired more group interaction and less emphasis on formal lectures (see Chapter 5). Graduates also indicated a need for more group works and less lectures (as we will see throughout this Chapter).

6.3.1.3. Teaching Methods

As discussed in the literature review, teaching methods in the MBA programme have been widely criticized. Critics often state that they are out-of-date, with too much dependence on lectures, and over-emphasis on academic theories. Entwistle and Hounsell⁽¹³⁾ in

their 1975 work believe that students learn from a number of instructional methods. These include: lectures, leaderless discussion, group cooperative projects, free background reading, individual project work, tutor-led discussions, tutor-led seminars, handouts, guided reading and computer-managed learning. For the purpose of this research we added: out-of-school learning on the spot in business situation, business games, role-playing and simulation exercises.

To evaluate the teaching methods experienced by the graduates in their programme, they were asked to identify those which they experienced, and those they would like to have experienced. As the following table shows, graduates indicated more than one method was used. However, it must be noted that many graduates reported traditional lectures as the key teaching method in the MBA programme. This fact is clearly supported by the various comments received from the graduates. Many graduates, for example, indicated that inviting guest speakers from industry into the classroom would combine theories with actual work practice, as additional benefit would follow from keeping students better informed on current and developing management problems. In addition, students indicated the need for more case studies that identified problems in today's work environment. The following are some of the additional teaching methods required by graduates:

FT graduates:

- "More discussion in my opinion would have been useful"
- "More tutorials and more case studies"
- "More role-playing, and management games would have been valuable"

- "More project discussion"
- "More group discussions, and the use of computers"

PT graduates:

- "Relevant case studies and role-playing"
- "More interaction with industry, i.e. a group of MBA students under the supervision of a tutor could tackle real life management problems, as a case study, and perhaps see their solutions being implemented."
- "More input from business practitioners, e.g. chief executives, marketing managers in addition to academic studies."

Table 6

Teaching Methods

Methods	No.
1. Lectures	20
2. Business games and computer-based management games	16
3. Individual project work/consultancy projects	16
4. Leaderless discussion, group cooperative projects and free background reading	15
5. University/Industry tutor-led discussions - University/ Industry tutor-led discussions and seminars/case studies	14
6. Role-playing/simulation exercises	10
7. Handout and guided reading/computer-managed learning	8
8. Out-of-school learning on the spot in business situations	0

The results of this research and the comments of the target group of graduates support the results of other research studies indicating that MBA studies in general are characterized by an over-reliance on lectures and theories. As Hall states "the evidence

appears to suggest that course participants (and their organizations) are not particularly enamoured with academic elegance or an academic approach to management development, but desire to acquire directly applicable skills and hence appear to support the notion that business schools should aim to be professional in their orientation."⁽¹⁴⁾ One of the graduates, for example, stated "the only method I experienced was 'the lecturer - I saw about 3 films and took part in less than 8 case studies." Another graduate reported that "the two major teaching methods experienced in the MBA programme were lectures and directed readings." Some graduates recommend that lectures should be limited in time from ten to fifteen minutes with opportunity for students to participate actively in small discussion groups. In addition, graduates reported a need for greater use of audio-visual materials, and improvement in the quality and quantity of handouts. It is interesting to note that the new incoming students also indicated a need for more participation teaching methods and less lectures (see Chapter 5).

6.3.1.4. Lecturers:

Teaching methods could be directly related to teachers, because the success of any course in general depends largely on the methods of instruction and the quality of the professional faculty. As Tolley states "whether a course in the humanities is of value or not will depend not upon the intrinsic merit of the subject discipline involved nor upon the creative accomplishments of the human soul, but upon the quality of the teachers and the balance and incisiveness of the curriculum."⁽¹⁵⁾

Comments received from the graduates concerning the standard of the lecturers in the MBA programme ranged from 'excellent' to

'poor'. One of the major areas of criticism was in the ability to lecture effectively, some lecturers were considered excellent while others were poor. For example, one of the graduates stated "in general, the standard of the lecturers in the programme was acceptable, however, only a few were professionally excellent and dedicated to their jobs." Another said "I was not impressed by the general standard of the lecturers in the MBA programme, however, there were some notable exceptions." (These comments are further supported in the graduates' final recommendations at the end of this Chapter).

6.3.2. Fulfilment of Expectations:

In general, it can be said that graduates felt that the MBA programme was a very useful and well worthwhile experience for them, and their studies would be of use to them in their employment. The majority (65%) for example, indicated their education and training will be of considerable use in their employment, the majority of the group sample (80%) believed their academic and personal experience in the MBA programme would lead to greater job satisfaction in the long run, the majority (80%) indicated that they would be able to implement what they gained from the programme in their practical work environment, and the majority (80%) indicated that the programme was a valuable source of self-improvement. More important, the majority (95%) indicated that the MBA programme has fulfilled their expectations by providing an understanding and appreciation of the role of managers and knowledge of business in general.

Graduates indicated that the courses had increased their overall knowledge of business and industry and given them a greater

insight into management areas. Some students were introduced to certain subject areas for the first time and were able to see the organization as a system in which many areas of activity were interrelated. Report writing was viewed as important for encouraging students to think and write about unknown subjects which broadened their knowledge of business management. In general, the graduates reported that they had gained a better understanding of the role of management.

6.4. Recommendations

6.4.1. Areas of Change and Improvements:

Graduates were considered to be one of the most important sources for obtaining recommendations for further changes and improvements in the MBA programme. Their experience and opinions could make a significant contribution to changes that could be made not only to improve the MBA programme, but also to eliminate some of the factors that are creating the present mis-match between colleges/universities offering MBAs and the industrial world. The importance of the individual students and their needs is emphasized by Kubr who clearly states "the institution actively seeks to know what its markets - individuals or organizations - want or think they need, and then sets out to design and supply a product responding to this need. In a somewhat broader interpretation, one can also call this a 'stake-holder approach'. The institution tries to give the best possible returns to all groups having a stake in its activities as measured against their own expectations."⁽¹⁶⁾

As indicated, the majority of the graduates in this research sample believed that the MBA programme fulfilled their expectations in general; however, this does not demonstrate that no improvements

or changes are needed in the programme. This is supported by the fact that only 2 (10%) of the graduates were 'wholly satisfied' with the present MBA programme, and the majority (85%) were 'fairly satisfied'. In addition, the majority of graduates (95%) indicated that the present programme should be changed and improved. As the following table shows the majority of graduates indicated a perceived need for change in 'course content', 'teaching methods', and 'instructors'. It is interesting to note that the same three areas recommended for change by the graduates are discussed in the literature review (Chapter 3) where the 'mis-match' between the industrial world and the MBA programme is discussed.

Table 7

Areas of Changes

Areas	No.
1. Course content	18
2. Teaching methods	17
3. Teachers	16
4. Tuition	8
5. Selection policy	4
6. Increase in time spent in the MBA programme	2
7. Decrease in time spent in the MBA programme	1

Other typical changes recommended by the graduates are listed below:

FT Graduates:

- "It is vital to have a good administrative backup and this was lacking during my year of study."

- "Reduce class number to 50 students."

PT Graduates:

- "Better administration is needed in the programme."
- "More and better advice/direction on the project/dissertation area."
- "Improve quantity and quality of handout materials."

6.4.1.1. Course Content:

In general, the course content was thought to be interesting and adequate. However, some graduates indicated that in some cases materials used in the programme were 'ten years out-of-date', 'too theoretical, lacking practicality', and courses were not 'sufficiently integrated'. Greater focus needed to be given to problems of actual companies and organizations. In addition, students were not given the opportunity to participate in the course work and provide effective feedback.

Other criticisms arose in the area of electives (see Appendix B-2 for the Structure of the Strathclyde MBA Programme). Comments indicated greater consideration should be given to selection based on individual needs. Choices were restricted due to the time table. Course demand should have been given to selection with demand being more accurately estimated. It is interesting to relate this problem to the new incoming students research (Chapter 5) where 63% felt they did not have appropriate counselling. This clearly suggests that a better and more effective counselling system should be implemented into the MBA programme.

We were interested in identifying some specific courses that graduates recommended should be changed, based on their personal

experience. The recommendations were categorized according to classes that should be modified, omitted and/or added to the MBA curriculum.

6.4.1.1.1. Classes to be modified:

Some of the courses mentioned by graduates are listed in their comments below:

- "Courses in international finance, computers, marketing, quantitative methods and other business courses should have more case study work, and the application of more games."
- "Business policy classes were thought to be poorly structured relying too heavily on the lecturing mode. Classes were felt to be too large, and material too theoretical. There was also insistence for material to be up-dated to introduce new concepts."
- "The retail marketing course should introduce more practical examples in lectures, and some lecturers need to develop their presentational skills."

6.4.1.1.2. Omissions of Classes:

The only course recommended for omission by the majority of graduates was 'quantitative methods' (see Chapter 9).

6.4.1.1.3. Additional Classes:

Additional courses recommended by students were:

- "Small business management"
- "Business and society"
- "Information technology"
- "Advanced manufacturing techniques"
- "Computer applications"

- "Electives that related to policies, strategies and organizational culture"

The above recommendations clearly indicate a widely shared opinion among the sample that certain subjects offered in the MBA need to be up-dated continually to introduce new materials with greater relevance to the contemporary and future problems of business and industry. It is interesting to note that broadly similar conclusions were revealed by Forrester.⁽¹⁷⁾ In his study students sought more attention for business policy, management of people, marketing, finance and operations and less for quantitative methods. Additional topics recommended by students in Forrester's survey were political environment, competitive tendering, management and marketing of services, and purchasing and procurement.

6.4.2. Principal Problems with the MBA Programme:

Some of the further comments received from graduates concerning the deficiencies in the MBA programme are listed below:

FT Graduates:

- "Lack of effective organization"
- "There should be more integration between various subject areas, in order to benefit those from a scientific background"
- "A lack of a fully effective administrative back-up"
- "More emphasis on classes that focus on British management problems, by developing more external contacts with British industry"

PT Graduates:

- "Pathetic lecturing in certain areas"

- "The general unprofessional organization of the business school, and not enough time for effective group discussion and seminars away from the lecturing situation"
- "Too many lectures given by poorly prepared lecturers"
- "The principal weakness of the present MBA programme is that it does not address the application of information technology and advanced automated manufacturing techniques in any form of detail. Both of these areas are fundamental to the success and long term survival of manufacturing based organizations."
- "Poor administration by the University, and lack of information on procedures."

6.5. Conclusion

It can be inferred from the questionnaire responses that MBA graduates generally fulfilled their expectations. The majority (70%) indicated that the MBA programme prepared them well enough, the majority (65%) believed that their education and training will be of considerable use in their present and future managerial positions, the majority (80%) indicated that the programme was a valuable experience for them, and above all, the great majority (95%) indicated that the MBA programme had fulfilled their expectations. The time, effort and fees paid were considered to be a good investment. However, as has been shown, graduates also recommended various changes that could render improvement in the MBA programme for the benefit of future students. These changes centred around improving some of the existing courses, teaching methods that place less emphasis on theories and lectures, the poor standard of some lecturers, and more effective administration.

Similar findings were reached by Forrester's survey. He found that "from the standpoint of the business schools, the results of the survey were very encouraging. As an overall average it would appear that over half of a typical syllabus has already proved essential or at least been put to much practical use."⁽¹⁸⁾ Individual students in Forrester's survey were generally well satisfied. However, Forrester emphasized that "this is, of course, not to say that the product they have bought is incapable of improvement."⁽¹⁹⁾ Ascher also found in her research that "most of the current students felt that the programme had lived up to and, in certain cases, exceeded their expectations. This did not, however, prevent them from suggesting course improvements."⁽²⁰⁾

It must be noted that both new incoming students and the graduates supported the findings of many other research studies (discussed in the literature review - Chapters 2 and 3) that MBA programmes in general are too academic and characterized by lectures and academic theories. The majority of graduates experienced lectures as one of the major teaching methods in the MBA programme. Both new incoming students and graduates expressed the desire for greater participation in the classroom, less emphasis on formal lectures and more contact with members of business and industry working with actual business problems. The comments received by the new incoming students and the results from the graduates support the fact that learning is seen as requiring many different methods, in which participants play a significant role. As Margerison states "clearly experienced managers do not like to sit for long hours behind desks listening to lecturers pontificating about the latest theories and research. As managers, they are men of action and have

a very varied, usually exciting, but invariably demanding job. The traditional way of tuition invalidates all these factors associated with management. The lecture makes the student into a passive person in the education process and it assumes that the lecturer has the knowledge and that the student has little to contribute."⁽²¹⁾

It must also be noted that, as indicated in the literature review, many companies and organizations in Britain do not send their employees to study on the MBA programme, especially to FT course because as Bennett states "many people have criticized the value and contribution of management education. The criticisms have been varied: too academic in approach, poor standard of instruction, remoteness from the real world of management. ..."⁽²²⁾ In this research, the majority of graduates 11 (55%) had to sponsor their own MBA education and training. 7 (35%) indicated that they were sponsored by their companies/organizations, only 4 of them were sponsored on the FT course, and 3 on the PT course. Similar findings were also found in the new incoming students research (Chapter 5) where the majority 24 (42%) sponsored their own education. Only 2 were sponsored by their companies/organizations on the FT route.

Footnotes

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18. Ibid, p. 4.
19. Ibid, p. 5.
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21. Charles Margerison, "Where is Management Education and Development Going - Some Key Questions", In "The Future of Management Education", Ed By, Andrew Kakabadse & Suresh Mukhi, Hampshire: Gower Publishing Company Ltd, 1984, p. 243.
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CHAPTER 7

MBA, STAFF AND FACULTY QUESTIONNAIRE

7.1. Introduction

Lecturers are one of the most significant contributors to the MBA programme. As Kubr states, "the quality of professional staff is a factor which many would regard as the most critical determinant of the effectiveness of any management development institution".⁽¹⁾ Lecturers, therefore, were one of the major areas of consideration in this research.

As indicated in the literature review, however, British industry is often critical of the business school faculty. Many of the staff in business schools lack the practical experience needed to make them effective teachers. As early as 1971 the 'Owen Report' stated "it is widely recognized in industry that the schools possess some outstanding people on the faculties who can stand comparison with the best in the world and whom everyone respects for the contribution they are making. With them, however, are teachers whose calibre does not meet industry's requirements. The criticisms are varied. There is the man who is teaching a technical subject who is clearly technically inadequate in that subject. There are many who, however great their knowledge, are seen as incompetent teachers. Above all there are those whose working knowledge of current practical in industry is believed to be inadequate."⁽²⁾ In 1985 Jardine still arguing "the general view in commerce is that, although the colleges are trying to improve the relevance of their teaching, they face one insurmountable barrier; the people who teach in them don't necessarily have the right practical skills needed to be a good manager - they are by definition academics."⁽³⁾

In this research, the MBA staff and faculty questionnaire was designed to determine the teachers' background, teaching methods

used, and their recommendations for changes in the MBA programme. In addition, attempts have been made to elicit their opinion/ideas about the MBA curriculum and the MBA programme in general.

7.2. Personal Background

A total of 56 questionnaires was distributed to teachers employed in the Strathclyde MBA programme. Names were provided by the Strathclyde MBA administrative staff. A total of 25 questionnaires (45%) were returned. Efforts had been made to return to the 'non-respondents', however, there were no significant reasons for not responding other than being involved in various academic activities i.e. research, consulting, publications, administration etc. (see Appendix C-1).

Eighteen (72%) of the group sample were male and seven (28%) female, with the average age between 38-44. The majority of teachers (96%) have had average practical experience of 5.5 years in some of the following fields/positions: civil service and consulting, assistant branch manager, marketing, director, production manager, technical services, sales, production control, accountant, service industries etc.

As the following tables shows, the majority of Strathclyde teachers had Masters and Doctorates. However, nine (36%) held only Bachelor degrees. The majority 17 (58%) held their degrees in the field of business and arts including: accounting, business administration, commerce, economics, geography, history, industrial relations, law, marketing, political science, social studies and sociology. Four teachers (16%) indicated they held their degrees in the engineering field, and the remaining four indicated degrees in science such as mathematics, physics and operation psychology.

Table 1

Degrees Received

<u>Degree</u>	<u>No.</u>	<u>%</u>
Bachelor	9	36
Masters	10	40
Doctorate	6	24
Total	25	100

Ten (40%) of the respondents indicated that they completed training/education programmes in the following fields: marketing, public administration, chartered accountancy, cost accounting and training in manufacturing management. However, it must be noted that most of the above educational training programmes received were in functional or subject area such as accounting, marketing, manufacturing etc. This supports Jones, Ball and Shellen's statement that "it is perhaps surprising to find that nearly a third of the present teachers have not been trained, even informally on the job. This striking deficiency in teaching expertise may be attributed partly to a lack of appreciation of its importance."⁽⁴⁾ This statement is clearly supported in this research by both the new incoming students and the graduates. Many of them indicated that some teachers were poor in lecturing and presenting their materials in the classroom (see Chapters 5 and 6).

It is interesting to note that, when teachers were asked whether or not they agree or disagree with some of the criticisms directed to management teachers in general by industry, the majority, as the following table shows, agreed with the criticisms, indicating that they also believed teachers should be involved in continuing education and training:

Table 2

Evaluation of Criticisms

Criticism	Strongly agree	Agree	Don't know	Dis-agree	Strongly disagree	Total
Management teachers need opportunity for further study in their subject	5	12	6	2		25
Management teachers need more recent industrial experience	7	15	2	1		25
More management teachers should have a formal training in teaching	3	12	7	1	2	25

On the other hand, however, as the following table shows, when teachers were asked to rank some of the various skills they needed to develop, 'improvement in lecturing skills' was not ranked very high, despite the fact that many students in this research indicated that a number of teachers were poor lecturers, both in their ability to lecture and in the presentation of materials, as indicated before. This clearly supports Jones, Ball and Shellen's statement that "strong differences appear when teachers talk about management teachers in general, and when they are speaking of themselves."⁽⁵⁾.

Table 3

Skills Needed

Skill	Mean Rate
Design of case studies to train managers in problem solving techniques	28.095
Develop skills in the existing and new mediums of communication	24.286
Develop interpersonal skills to improve tutorial/seminary/group situations	21.667
Improve lecturing skill in teaching subject knowledge	16.190
Skills in evaluating projects/papers	9.762

7.3. Attitudes toward the MBA Programme

7.3.1. Curriculum

7.3.1.1. The Standard of the MBA Programme

MBA programmes are in theory, designed with high standards to prepare men and women for management challenges today and in the future. Therefore, the question was asked whether or not the MBA programme is of a high enough standard to effectively attain this goal as perceived by the MBA lecturers who have knowledge of other MBA programmes and industrial practice.

As the following table indicates the majority (44%) believed that the standard of the MBA programme is high enough. Some, however, indicated that the standard is not high enough. Some of the comments received from teachers indicating 'the standard of the MBA programme is not high enough' are listed below:

- "Classes such as business policy are inadequate both intellectually and in practical terms. Human resources management is perhaps too closely linked to a body of literature than to a real problem. There is no adequate integrating course".
- "The programme is intellectually impoverished, vapid, illiterate, too technological and science based and not enough philosophical reflection".
- "One year may not be enough to do the MBA adequately".

It is interesting also to quote some of the comments from teachers who indicated 'the standard of the MBA is high enough':

- "I believe that standard is high enough and therefore, it is

good preparation for the future. But I sometimes question its relevance".

- "Standard is high enough, but what industry is looking for is experience".
- "The standard is high enough in some areas, and 'No' in other areas".

It should be noted here that 8 (32%) of the respondents indicated they 'don't know' about the standard of the present MBA programme in which they are teaching:

Table 4

Standard of the Present MBA Programme		
Response	No.	%
Yes	11	44
No	6	24
Don't know	8	32
Total	25	100

7.3.1.2. Curriculum Change

Any educational curriculum should be changed and revised systematically to reflect the various changes in its environment. Kubr clearly states "relevance implies timely adaptation to new needs and challenges. While some stability in curricula is desirable, institutions should not hesitate to reform them if the realities of the external world require it. The need for a reform may be the result of current change, or of a better perception of what changes are likely to occur in the future."⁽⁶⁾

Teachers were asked to indicate whether or not there have been any significant changes in the MBA programme during the last five

years. As the following table shows, 9 (36%) indicated that there have been 'no significant changes in the programme' during the last five years. Only five (20%) respondents indicated that there have been changes in the MBA programme. It must be noted, however, the majority (44%) indicated they 'did not know' anything about the curriculum, which indicates little, if any overall involvement by teachers within the MBA programme (this is further supported by many other responses received from teachers).

Table 5

Change in the Curriculum

Response	No.	%
Yes	5	20
No	9	36
Don't know	11	44
Total	25	100

7.3.1.3. Does the programme satisfy the needs of the public and private sectors

As discussed in the literature review, many research studies indicated that the MBA curriculum is not designed to meet the needs of the public sector. This is further supported by the criticism of some students in this research field who indicated that the MBA programme is too oriented toward the private sector. Despite the fact that 40% of both 'the new incoming students' and the 'graduates' in this research sample came from the public sector.

A report by the Scottish Education Department in 1987 clearly states "our impression is, however, that whereas academics tend to

see development of general courses, such as the MBA and DMS, as the main means of improving the overall quality of management, many employers look for courses which are designed to meet specific needs."(7) The problem is serious when we realize that "in view of the great national importance of British industries in the public sector, it is surprising that only one programme is offered in this field."(8)

To identify whether or not the Strathclyde MBA programme was designed to satisfy the needs of both the public and private sectors, the opinions of teachers were solicited.

Table 6

Does the programme satisfy needs of
the public and private sectors?

Response	No.	%
Yes	4	16
No	12	48
Don't know	9	36
Total	25	100

As expected, the majority of respondents (48%), as the above table indicates, believed that the present MBA programme does not satisfy the needs of the public sector. Many indicated that the programme is biased toward the private sector, and very little emphasis is placed on problems germane to the public sector. It is interesting to quote one of the comments received from teachers, who stated:

- "there is no elective on the public sector, most foundation

classes and many electives are concerned solely with business problems and applications. The main exception is human resource management, which does seem equally applicable to business and to government".

It must be noted again that nine (36%) of the respondents 'did not know' whether the programme met the needs of the public and private sectors.

7.3.1.4. Examinations

Another common criticism directed to the MBA curriculum in general is that, the primary method of assessment to evaluate students performance in most MBA programmes is - examinations. By contrast, many management writers believe that examinations are not the appropriate method of assessment to evaluate mature and experienced people who are seeking the opportunity to develop their practical experience. Handy clearly wonders "why, in fact, do we have an assessment system so biased towards one dimension, as if we measured every flower by the size of its petal or every book by its length? Why could there not be more multidimensional assessment, more tests in which 'clever' did not always mean 'best'?"⁽⁹⁾ Learning according to Handy "has many dimensions, and success must be measured on many scales. One scale should not be more important than all the rest. We need a greater variety of assessment and broader criteria of success at all levels."⁽¹⁰⁾

Unfortunately, as the following table shows, the majority (72%) of teachers believed that exams are the right or correct method of assessing students' performance in the MBA programme. This probably concurs with the criticism directed to the business school staff as

being 'too academic' in their approach, as Jardine clearly states "any course that attempts to examine candidates at the end will be testing only those qualities which it is possible to assess on paper - again, the academic ones, rather than those most relevant to effectiveness." (11)

Table 7

Exams as measure for assessing performance

Response	No.	%
Yes	18	72
No	5	20
Don't know	2	8
Total	25	100

It is interesting to note that many students in this research indicated that examinations put them under pressure and stress, at the same time they do not prove that students will gain effectively from the course.

7.3.1.5. MBA Projects:

Another common argument related to the MBA programme in general is that students in the MBA programme are required to undertake a project and submit a written 'thesis' at the end of their course study. Projects are special assignments which are given to students to accomplish a certain task. The project may be a research study into a special problem, theory etc. and they may vary in complexity and purpose.

It is suggested, however, by many management writers that projects are useless and have limited value to overall learning, and that the time could be spent to better advantage, especially if the

project is not tied to a practical aspect of management. Therefore, many writers suggest that the project should be retained only as an optional requirement especially for those students seeking a career in teaching or research, and more time could be devoted to report writing. As Gordon and Howell emphasize , "the greatest possible emphasis should be placed on report writing and presentation. Two things both need to be stressed. One is the research side: planning a project, collecting and analysing the material, and drawing inferences from less than complete information. The other is written and oral communication: the presentation of results both in a well-organized, well-written document and by effective and summarization before an audience." (12)

As the following table shows, however, the majority of teachers (52%) believed that projects are one of the useful learning tools in the MBA programme:

Table 8

Value of Projects

Response	No.	%
Very useful	3	12
Useful	13	52
Marginally Relevant	3	12
Waste of Time	1	4
No Response	5	20
Total	25	100

One way to help students to produce a meaningful practical project is to encourage local companies/organizations to let MBA students complete their projects 'in-house' within the practical

environment. As early as 1965s Edwards stated "I would hope to see more good postgraduate students both full-time and part-time, engaged on research in the business schools, in some cases under joint supervision of a member of the staff and an outside businessman. There are masses of first-hand material to work on and there is no risk of encouraging what someone once described as 'that foolish practice - commonly known as the thesis-earning one's spurs by digging bones out of one cemetery and burying them in another.'"(13) Teachers in this research were asked to give their opinions as what they think local organizations feel about this situation. It must be noted, again, as the following table clearly shows, more than fifty per cent indicated having no knowledge about employer's attitude toward the MBA project.

Table 9

Firms Attitude Toward MBA Projects		
Response	No.	%
Cooperative	8	32
Don't know	14	56
No Response	3	12
Total	25	100

7.3.2. Teaching Methods:

As indicated before (Chapters 3 and 6), teaching methods used in the MBA programme have been highly criticized on the basis that they are out-of-date, too much emphasis is placed on lectures and there is little involvement or participation by students. In Jones, Ball and Shellen's study (previously cited) it was found that some universities were still in the stage of the unalleviated lecture

method. Lectures were too long and not interesting, and the ability of the lecturers to keep the attention of the student was frequently lacking. In their study, it was discovered that "discussion groups, with twenty or more students were regularly used by only ten per cent of the teachers."⁽¹⁴⁾ The study emphasized that there is an educational advantage in the use of variety of techniques because of individual differences in learning patterns.

To discover more about the teaching methods used by teachers at Strathclyde, they were asked to outline the teaching methods they adopt. As the following table shows, the primary emphasis is on lectures with handouts and guided reading as secondary. Few teachers used participative methods such as projects, role playing, business games, discussion etc.

Table 10
Teaching Methods

Method	Area of Emphasis
- Lecturing	21
- Handouts and guided reading	16
- Case studies	13
- Free background reading	11
- University/industry tutor led discussions	10
- Simulation exercises	10
- Seminars	9
- Individual project work/consultancy projects	6
- Group cooperative projects	6
- Role playing	5
- Films	5

- Business games	4
- Out of school learning, on the spot business situations	3
- Leaderless discussions	1
- Computer managed learning	0

The results of this research support many other research studies (discussed in the literature in Chapters 2 and 3) that the MBA programme is characterized by lectures and academic theories which are not suitable for mature and experienced people who attended the MBA programme to develop their practical experience. This is further supported by the fact that students in this research from both the 'new incoming students' and 'graduates' emphasized the need for more group works and other participative exercises (see Chapters 5 and 6).

As early as 1969s Mant stated "we would not argue that the primary school analogy is perfect, or that traditional teaching methods are entirely obsolete, but that they are largely inappropriate for experienced managers."⁽¹⁵⁾ In 1984, Lupton still argues "one thing is sure, that managers in their jobs do not usually require a skill of listening to lectures, and analysing past cases. Most programmes are overweighted with these activities, with the resource allocation role, and to some extent the informational roles."⁽¹⁶⁾ (These arguments are further discussed in Chapters 5, 6 and 9).

It must be noted that the emphasis on academic lectures as one of the primary methods of instruction in the MBA programme was acknowledged by Brownrigg in 1979 (the former director of the Strathclyde MBA Programme) who stated "there is a need for more

tutorial, group work and visiting speakers from outside the University. Students are disappointed in the participation demands made upon them; they participate less than they expected and feel that this gives them a limited chance to use their own background experience, or demonstrate their own abilities outside formal examination and essays."⁽¹⁷⁾ In 1984, Anderson (the present director of the Strathclyde MBA Programme) clearly stated "the problems noted in 1979 still apply today. Students feedback indicates clearly that there is considerable overuse of formal lectures, which is almost always the dominant teaching method, in some classes the sole teaching method. It has been pointed out that the claims in our advertising literature that a variety of participation approaches will be used to develop individuals are not borne out in reality. Tutorials are not playing as effective a role as intended. In some subjects they are held very infrequently, or not at all."⁽¹⁸⁾

Gordon and Howell believe that, in general management and administration, courses can be taught with any one of three kinds of emphasis; these can be described as the 'descriptive', the 'analytical' and the 'managerial-clinical' (these are defined subsequently). They believe "the present practice in the undergraduate school is to concentrate too much on the descriptive approach, in which fairly detailed subject matter is presented to the student, who passively absorbs and then regurgitates it on examination."⁽¹⁹⁾ However, they emphasise that "in higher education for management, what is needed is a combination of the analytical and the managerial-clinical, although some descriptive material cannot be avoided."⁽²⁰⁾ The analytical approach according to Gordon

and Howell means "giving students a command of useful analytical tools, seeking out significant generalization, and in general developing in students the kind of sophisticated understanding of the relevant underlying relationships that will enable them to cope with concrete problem-solving situations."⁽²¹⁾ In other words, Gordon and Howell emphasise that the student must participate actively in the learning process, in order to help him to develop for himself the basic analytical, organizational and communication skills he will need all his life.

According to Gordon and Howell, the 'clinical teaching' means the use of cases, business games, role-playing and other types of assignments that will give the student some limited experience in dealing with the kinds of problems he will encounter in the business world.

7.3.2.1. Use of Outside Speakers:

One method of collaboration or communication between the business school and local industry is to invite businessmen and executives from various local organizations to lecture on management courses, at the same time this could provide a significant reinforcement to the blend of theory and practice. Foy emphasizes that within the normal context of a management centre, there are number of ways to bring a breadth of experience into the classroom. One approach that takes the learning out-of-the classroom is the use of visiting managers from industry. She states "if you want to run medical schools it's a good idea to have one or two doctors around. To run a management school you should have some senior managers."⁽²²⁾ However, Foy admits that such a technique is not used widely by many British universities.

In this research both the 'new incoming students' and the 'graduates' (Chapters 5 and 6) indicated a strong preference for inviting executives from local industry to give their professional opinions on various management topics. However, as the following table indicates, only five out of twenty-five teachers invite visiting speakers from industry. By contrast Ascher states that "the business school staff are supported by visiting lecturers and speakers on a regular basis."⁽²³⁾

Table 11
Use of External Speakers

Response	No.	%
Yes	5	20
No	18	72
No Response	2	8
Total	25	100

It is interesting to note that teachers using outside speakers identified the following benefits from this practice:

- "To help students see how theories are applied in a practical sense"
- "To relate specific company experience"
- "To give students a broader perspective and up-to-date information"
- "Contribute expert knowledge in the field"

7.3.2.2. Change in Teaching Methods during the Last Five Years:

Teachers were asked to indicate whether or not there had been

much change in teaching methods in the programme during the last five years. As the following table shows, the majority (40%) indicated their lack of knowledge concerning teaching methods. However, 9 (36%) indicated that no major changes had been noticed by them. This further supports the fact that one of the primary methods of teaching in the MBA programme is the traditional lecture method.

Table 12

Changes in Teaching Methods

Response	No.	%
Yes	6	24
No	9	36
Don't know	10	40
Total	25	100

7.4. Recommendations

7.4.1. Ability of the Business School to Adapt to Change:

According to many writers on management education, training, and development subjects, a professional management institution actively seeks to study and analyse its own external environment, in order to provide the institution with various information on relevant environmental factors, bearing in mind the trends and pace of change in various components of the environment. Lupton, for example, states "there is no need to emphasise the speed, novelty and magnitude of the changes occurring in the general environment, e.g. the shift of emphasis in international trade from the Atlantic rim to the Pacific rim, the internationalization of business, the energy crisis ... The organizations responding to these same environments are (formally and informally) learning systems

themselves for the managers and potential managers they recruit from universities and elsewhere. If the business schools do not respond adequately to their needs i.e. to supplement those learning processes, then organizations will do the whole job of management development themselves, which would isolate them from direct access to fields of knowledge and business school faculty from fields of action." (24)

Teachers were viewed as a vital source of identifying whether the Strathclyde Business School was sufficiently flexible and adaptable to change or not. As the following table shows, 40% of teachers indicated they did not know whether the Strathclyde Business School was adaptable to change or not. Seven (28%), however, stated the Business School was not adaptable to change.

Table 13
Adaptability to Change

Response	No.	%
Yes	8	32
No	7	28
Don't know	10	40
Total	25	100

Respondents replying 'No' to the above question were asked to indicate why they believed the Strathclyde Business School was not adaptable to change. As the following table shows, 'Administrative inflexibility' and 'Lack of manpower' were considered to be the main barriers to change.

Table 14
Barriers of Change

Response	No.	%
Administration slow to bring change	2	28
Administration slow & lack of manpower	4	57
Others	1	15

7.4.2. Changes Needed in the MBA Programme:

Teachers were asked whether or not they saw the need for change in the MBA programme. As the following table shows, 40% of the respondents indicated there was a need for change. However, 36% said they 'Don't know', which indicates a large number of teachers have little knowledge about the MBA programme in general.

Table 15
Need for Change

Response	No.	%
Yes	10	40
No	5	20
Don't know	9	36
No Response	1	4
Total	25	100

Some of the typical comments received from teachers related to the various changes needed in the MBA programme are listed below:

- "More money and effort need to be spent on bringing the course up-to-date"
- "The 'public sector' and 'the Third World' provides a

significant percentage in the programme, but there is no recognition of this fact in the curriculum"

- "Use of computer/information technology on the programme is limited, giving their increasing use in business. I think it is vital, students get to use them in the course."
- "Stronger coordination and a closer core are needed"
- "Better teachers and more teachers are required in the MBA programme"
- "There should be more emphasis on the service environment"

7.4.3. Personal Job Satisfaction:

To be an effective teacher, an academic participating in the MBA teaching programme must find job satisfaction. The most important source of job satisfaction expressed by teachers came from their interaction with mature MBA students, sharing of experience, and the opportunity to make contacts with people from a wide range of experience. However, there are many conditions that could minimize job satisfaction. The following are some of the sources of dissatisfaction expressed by teachers:

- "Students have to do too much in too little time, so there is inadequate time for private study on reading"
- "Having (the lecturer) a very limited contribution to the MBA programme"
- "The failure of technical level of teaching"
- "Pressure of having to oversimplify materials"
- "The amount of bureaucracy in the business school"
- "Lack of coordination by the DL unit"
- "Not enough integrated teaching opportunity"

- "Overwork, insufficient preparation time and tutorial contact time"

The following are some of the typical comments indicated by teachers concerning the ways in which the business school could help them to do their jobs more effectively:

- "More time is needed for reading, travel, writing and research"
- "More information should be provided about the course as a whole for teachers and students"
- "Less teaching should be devoted to undergraduate programmes, and more information about the MBA programme in general"
- "More time and resources"
- "The DL unit is sometimes poor to respond to questions and often poor at passing on information to students e.g. changing address"
- "More research opportunities, closer links with industry and other UK and European Business Schools"
- "More time for group discussions and seminars"
- Lecturers should be better informed about the various policies related to the MBA programme in general, and ask teachers for any advice and opinions"

Reviewing the above comments in this section, it must be noted first that teachers indicated a perceived need for more adequate teaching materials in their subject areas such as case studies, films, videos, computers, distance learning units etc. By contrast to these comments, Gordon and Howell (previously cited) believe that business schools should create a more stimulating intellectual atmosphere to bring faculty members up-to-date with the latest

teaching materials (current case studies, support staff, technical equipment etc.) and business practice in their own and related fields. In such an environment they state "academic standards will necessarily be high, the achievement of more effective teaching should not be difficult, and the ability of the business schools to serve the business community and society at large will be enormously increased." (25)

Another issue that must be noted is the lack of involvement by teachers in the MBA programme as a team, in general, and the lack of a formal system of internal communication. This was clearly supported by the various comments that indicated 'lack of contribution by teachers in the MBA programme', 'lack of information about the MBA programme in general', 'lack of coordination', 'lack of integration' etc. In addition, this lack of team work within the MBA programme in general is clearly supported by the high responses of 'Don't know' in many areas indicated throughout this chapter. (This will be further discussed in the conclusion). It is interesting to note that students (both the 'new incoming' students and 'graduates') clearly supported many of the above comments in their responses. Many indicated the presence of a perceived 'lack of integration', 'lack of coordination' and 'lack of administration' in the MBA programme (see Chapters 5 and 6).

7.5. Conclusion

Previous research studies concluded that teachers involved in the MBA programme lacked academic qualification and practical experience, and criticized their academic tendency to over-emphasize traditional lectures over other participative methods. In the

present research, it was found that teachers were highly qualified, holding Bachelor, Master and Doctoral Degrees, with an average experience of 5.5 years in various industrial fields. The problem, however, as one of the teachers commented, is "more a case of teachers reluctant to change their style in teaching experienced people." The majority of teachers, for example, were still using traditional lectures as one of the primary methods of instruction to teach mature and experienced people. The majority (40%) indicated their lack of knowledge concerning teaching methods, 36% indicated no major changes in teaching methods during the last five years, and the majority of teachers (72%) indicated that they did not use visiting speakers drawn from business and industry. By contrast, many students in this research from both the 'new incoming' and the 'graduates' categories emphasized the need for more participative teaching methods and less emphasis on formal lectures. As indicated throughout this research, many management writers believe that teachers should be more creative in teaching management subjects with greater student involvement in the learning process. Hughes, for example, states "higher education demands teaching techniques very different from the formal lecture method ... It implies a two-way process of interaction between academics and mature and experienced students who have much to contribute, and who expect to participate both in the development of their courses and in the discussion of their subject." (26)

From the research on teachers presented in this Chapter, it was also obvious that there was little coordination between teachers and the MBA programme as a whole. Most teachers had little knowledge about the MBA programme in general, and their students, which was

reflected in their 'Don't know' responses to many questions. In addition, many teachers indicated their desire to participate and contribute in the MBA programme in general.

Many teachers indicated their lack of knowledge about the MBA curriculum in general, the majority (68%) had little or no knowledge about the entrance policy used by the business school (see Appendix C-4), and many (40%) did not know whether the business school was capable of adapting a flexible response to environmental change or not. These findings definitely contradict those of many writers on management development subjects who clearly emphasize the importance of team work among faculty members and their active involvement in various institutional policies. Kubr, for example, states "a participative role for the professional staff in institution-building is another factor that contributes to better motivation. Teaching, research and consulting are creative endeavours in which those who carry them out should feel completely involved. A strong sense of involvement will exist only when they have a decisive role in planning, designing and conducting the programmes. They should be encouraged to participate in the strategic planning processes of their institutions so that they can contribute new ideas and commit themselves to the new goals and tasks being evolved as a guide to future action. Management development institutions should foster an operating culture in which responsibility for planning and implementing all the tasks involved is given to the faculty groups concerned. The urge to be creative and to excel will be strengthened when the professional staff is made to play an active role in the affairs of the institution."(27)

The above statement is clearly supported by Wheatcroft who also

states "the faculty of the business school has two difficult tasks to perform. One is to learn to work closely with colleagues trained in disciplines other than their own; to do this successfully they must become an integrated group with a common purpose. The other is to decide on the courses to be offered, the teaching methods to be used, and the syllabus and curriculum. This means taking what is valuable from their former academic discipline and adapting it to the needs of future business managers."⁽²⁸⁾

The lack of coordination and integration among the faculty members could be directly related to the fact that the MBA programme is not a separate department, but rather the staff is made up of teachers with responsibilities in other areas of the University (see Appendix C-2). This problem was also expressed by some of the interviewees with the past and present directors of the Strathclyde MBA programme in Chapter 4. As a result, there is a lack of team effort among the faculty members which is directly reflected in the overall programme. Lupton states "university business schools are commonly peopled by specialists, economists, sociologists, psychologists, accountants, financial analysts, operational researchers, marketing, personnel and production specialists, and they are marked off from each other by the boundaries of discipline departments - representing distinct fields of knowledge, each with their journals and jargon, and their own canons of judgement of published work, on the quantity and quality of which preferment so largely depends."⁽²⁹⁾ Griffiths and Murray clearly emphasize that "undergraduate business education should be separated from post-graduate business education, and a division between the two forms is necessary."⁽³⁰⁾

A separate department or organization for the MBA programme would greatly assist teachers to coordinate their activities and efforts, viewing the MBA programme as a total programme, of which they are a part. The team effort will strengthen the curriculum, improve teaching methods, and the programme as a whole. In such an environment, students would enjoy a higher standard of teaching and service, and in the end, business and industry would benefit as well. Dennis clearly states "teachers must re-think their approach not only to teaching methods but to the overall contribution which higher education makes to the personal development of students."⁽³¹⁾

Footnotes

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3. Cassandra Jardine, "Business Schools Learn Their Lesson", Management Today, December, 1985, p. 74.
4. Deborah Jones, Kay Ball & Michael Shellens, "Education for Management - A Study of Resource", London: National Economic Development Office, 1972, p. 68.
5. Ibid, p. 83.
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7. Scottish Education Department, "Business and Management Education in Scotland - Report of the Scottish Tertiary Education Advisory Council on its Review of the Scottish Business School", Edinburgh: Her Majesty's Stationery Office, 1987, p. 24.
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9. Charles Handy, "The Future of Work", Oxford: Basil Blackwell Publisher Ltd. 1984, p. 137.
10. Ibid, p. 152.
11. Jardine, Op. cit. p. 75.
12. Robert Gordon & James Howell, "Higher Education for Business", New York City: Columbia University Press, 1959, p. 135.
13. Ronald Edwards, "Universities and the World of Business", London: British Institute of Management, 1965, p. 17.

14. Jones, Ball & Shellens, Op. cit. p. 81.
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16. Tom Lupton, "The Functions and Organization of University Business Schools", In, "The Future of Management Education", Ed By, Andrew Kakabadse and Suresh Mukhi, Hampshire: Gower Publishing Company Ltd., 1984, p. 207.
17. Gordon Anderson, "Strathclyde MBA Programme - Review of Problems and Key Issues and Recommendations for Future Development", University of Strathclyde, 1984, p. 22.
18. Ibid, p. 22.
19. Gordon & Howell, Op. cit. p. 135.
20. Ibid, p. 136.
21. Ibid, p. 360.
22. Nancy Foy, "The Missing Links - British Management Education in the Eighties", Oxford: Oxford Centre for Management Studies, 1978, p. 7-33.
23. Kate Ascher, "Masters of Business? The MBA and British Industry", London: Harbridge House Europe, 1984, p. 133.
24. Lupton, Op. cit. p. 210.
25. Gordon & Howell, Op. cit. p. 357.
26. H.D. Hughes, "Continuing Education in Higher Education", In, "Education Beyond School - Higher Education for a Changing Context", Ed By, Norman Evans, London: Grant McIntyre Ltd, 1980, p. 106.
27. Kubr, Op. cit. p. 133.
28. Mildred Wheatcroft, "The Revolution in British Management Education", London: Pitman Publishing Ltd., 1970, p. 70.

29. Lupton, Op. cit. p. 207.
30. Brian Griffiths & Hugh Murray, "Whose Business? A Radical Proposal to Privatise British Business School", London: The Institute of Economic Affairs, 1985, p. 52.
31. David Dennis, "Graduates: Educated but not Prepared", In, "Education Beyond School - Higher Education for a Changing Context", Ed By, Norman Evans, London: Grant McIntyre Ltd, 1980, p. 191.

CHAPTER 8
BUSINESS AND INDUSTRY QUESTIONNAIRE

8.1. Introduction

The business and industry questionnaire was designed to identify whether the mis-match discussed in the literature review does exist between the MBA programme and the industrial world or not, by asking companies/organizations about their policies relating to sponsorship and employment of MBAs, seeking their opinions and comments about the MBA programme in general, and eliciting their recommendations.

8.2. Background

It was decided to send the questionnaire to both companies/organizations sponsoring MBAs and those who did not. Names of organizations sponsoring MBAs were selected from the latest Strathclyde MBA brochure (1984-85). Other companies, both manufacturing and non-manufacturing were selected from a book published in 1984 by Jordan & Sons Ltd⁽¹⁾ (see Appendix D-1 for names of participating companies in the private sector). Organizations in the public sector were selected from a book edited by Roope⁽²⁾ (see Appendix D-2 for participating organizations in the public sector).

A total of 58 questionnaires were sent to members of the private sector including 35 to companies engaged in manufacturing products, and 23 for non-manufacturing services. Twenty-one (53%) responses were received from the manufacturing sector, and eight (21%) from the non-manufacturing, a total response of 50% from both sectors. The following table indicates the breakdown of the questionnaires received from the private sector:

Table 1

Breakdown of Products/Services in the Private Sector

Product/Service	No. received
A. Manufacturing:	
- Chemical and Allied Products	4
- Clothing	2
- Mechanical Engineering	3
- Electrical and Instrument Engineering	4
- Food	3
- Oil and Petroleum	1
- Printing and Publishing	2
- Textiles	2
- Total	21
B. Non-manufacturing:	
- Construction	2
- Distribution (Retail and Wholesale)	1
- Finance (Bank, Insurance and Building Societies)	3
- Gas, Electricity and Water*	1
- Transport and Communication	1
- Total	8

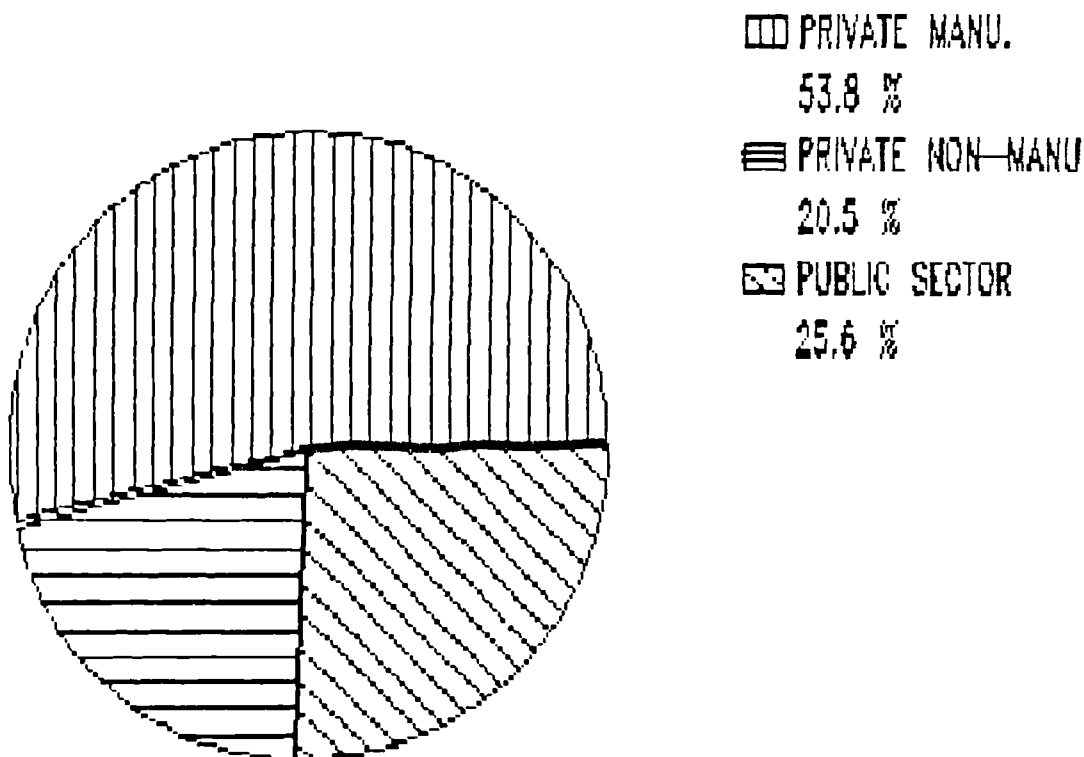
* Questionnaires were sent to privately owned organizations e.g. Burmah Oil plc, Clyde Petroleum plc. and James Howden & Co. Ltd.

Thirty six questionnaires were sent to public sector organizations; only ten (26%) were received. Many of the 'non-

respondents' from both sectors indicated merely that they did not wish to participate in the research. Some of them, however, indicated their lack of knowledge concerning the MBA programme in general. One spokesman for an organization in the public sector, for example, stated "I do not feel that it would progress your research to any extent if we were to complete your questionnaire, given that we tend not to receive applications for posts from applicants holding this qualification." Another from the private sector stated "we do not use the MBA and feel we are unable to make any useful contribution to the study."

The following pie chart indicates the breakdown of the 39 (41%) of the questionnaires received out of the total of 94 sent to both the private and public companies/organizations:

Business and Industry Breakdown



Business and industry questionnaire

8.2.1. Recruiting MBAs

As indicated before, many companies and organizations do not employ MBA graduates as a consequence of the perceptions that the education and training received by MBA graduates has no relevance to business and industry. The knowledge gained by the graduates is considered to be out-of-date and not useful to today's business organizations whether in the private or public sectors. Foy⁽³⁾ estimates about 35 to 40 per cent of British MBAs are currently employed by American-owned organizations rather than British industrial firms.

By contrast to many research studies discussed previously, the majority of companies/organizations (61%) responding to the questionnaire indicated they employ MBAs. However, fifteen (38%) did not. Therefore, it was important to identify the criteria on which MBAs were hired (this will be discussed in detail in Chapter 9) and levels/areas of management in which graduates are placed.

Table 2
Employment of MBAs

Response	No.	%
Yes	24	61.5
No	15	38.5
Total	39	100

8.2.1.1. Management Level on which MBAs are Employed:

Organizations that indicated they were employing MBAs were asked to specify the level of management in which MBAs were placed or employed. As the following table shows, the concentration of employment was in 'Middle Management' with 'Senior' and 'Junior'

levels in the second and third places.

Table 3

Levels of Management

Level	No.
Senior Level Management	13
Middle Level Management	18
Junior Level Management	12
Supervisory Level	2
Support Staff	2
Specialist	3
Consultant	1
Other	1

It is interesting to compare the above table with many other writers who claim that MBAs are frequently fitted for or given supervisory posts rather than any other managerial posts or positions (this is further discussed in Chapter 6). Foy, for example, states "as the MBA programmes spit out more consultants and head-office people, and less line managers they suffer increasing credibility problems with line managers."⁽⁴⁾ By contrast, as the above table shows, the majority of companies/organizations indicated that they employ MBAs in 'Middle', 'Senior' and 'Junior' level management, and only one indicated that MBAs are employed as consultants (this is further supported by Table 4). The results of this research are supported by the graduates' research (Chapter 6) where the majority (50%) were already employed in the 'Middle Management' level.

Newman also argues that as a result of the lack of recruitment

of MBAs in the production management areas "MBA graduates tend to end up in finance, marketing, consultancy or corporate planning ... "(5). By contrast to the above argument, as the following table shows, companies/organizations indicated they employ MBAs in a variety of fields and areas of management, many in the production, and only one in consultancy area. These findings clearly support the B.G.A. argument that "measuring the effects is difficult and has not been the subject of very much effort. Such facts and figures as do exist show that several myths are completely contradicted by the facts. It is often believed that business graduates are very young with no business experience, whereas in fact, the average age of graduation is twenty-eight and 75% of graduates had industrial experience before entering business school. It is assumed that an enormous proportion of them go into corporate planning, but, in fact, less than 10% do so and almost half go into finance, marketing and production ... It is widely believed that the majority go into consulting or merchant banking, whereas only 14% go into banking, 10% into consulting, and 44% are in manufacturing industry, but mainly not in the production function."(6)

Table 4
Fields of Employment

Fields	No.
Production	11
Marketing	11
Accounting/Finance	10
Administration	9
Engineering	8

Planning	7
Personnel	5
Research & Development	4
Purchasing	3
Sales	2
Consulting	1
Others	2

8.2.1.2. In-House Training Offered to MBAs:

In-house training (internal) is used by many organizations to provide employees with specialized training related directly to specific company/organization objectives, or to upgrade employee's skills and knowledge. Rae states "training needs can obviously be many and various depending on the nature of the job to be done and the people who have to perform the jobs. They can be expressed generally in terms of skills, attitudes and knowledge. Some needs may cover this whole spectrum while others, perhaps, may concentrate on singular aspects only."⁽⁷⁾

In this research, some companies/organizations (30%) employing MBAs indicated they provided in-house training for their new recruits, while others (25%) did not. As the following types of in-house training indicate, it is obvious that organizations use in-house courses (as indicated before) to upgrade employees' knowledge and skills relevant to a particular industry, because as Gordon and Howell states "businessmen also vary as to the industry with which they are associated."⁽⁸⁾ Respondents indicated that they provided the following in-house training for their MBA recruits.

- "Training to introduce new employees to specific duties,

responsibilities and accountability procedures"

- "On the job training as an introduction to specific technical areas in which the individual will be involved"
- "Courses relative to companies' product-familiarization and other knowledge required in the product of the individual's assigned duties and responsibilities"
- "Introduction to company policies and procedures and specialized techniques such as banking practices"
- "Specialized courses in management"

8.2.2. Sponsoring MBAs:

Another issue directly related to recruitment of MBAs discussed in the literature review is - sponsorship of MBAs. As a result of the negative attitude toward the MBA programme in general by industry, research studies revealed that industry is reluctant to sponsor their employees to attend MBA programmes. Lorenz estimates "60 per cent of top British companies still deliberately choose not to recruit business graduates, and almost never to sponsor their studies" (9) Forrester also estimates that "at present, an average of about 50% of MBA candidates are wholly self-supporting." (10)

The findings of this research support the above statements. As the following table shows, the majority of companies/organizations indicated that they did not have a policy for sending their employees to MBA courses. In addition, those companies and organizations indicated 'having a policy' stipulate that the employee must meet specific requirements to be qualified to attend the MBA programme. The same result was also found in the student's research (Chapter 5) where the majority (73%) indicated that their

companies/organizations, had no policy for sending employees to MBA programmes.

Table 5

Support of MBA Programmes

Response	No.	%
Yes	12	30.8
No	25	64.1
No response	2	5.1
Total	39	100

The above table is also supported by the following table, where only a small percentage indicated they expect to send more people to MBA courses in the future. Seven indicated they will not use MBA courses in the future. In addition, the highest percentage (33%) indicated that their future use of the MBA programme is unknown. This clearly supports the absence of a relationship and effective communication between industry and education, as little is known about the courses and how the knowledge of MBA graduates could be used. It must also be noted that in this research the majority (40%) of both the 'new incoming students' and the 'graduates' were attending the MBA course at their own expense (see Chapters 5 and 6).

Table 6

Future Use of the MBA Programme

Response	No.	%
Do not expect to use MBA courses	7	17.9
Expect to send more people to MBA courses	6	15.4
Expect to send fewer people	1	2.6
Expect to send the same number of employees	11	28.2
Do not know what our future use of MBA courses would be	13	33.3
No response	1	2.6
Total	39	100

8.3. Attitudes toward the MBA Programme

8.3.1. Subject Areas:

Companies/organizations were asked to indicate the subject areas of study (previously discussed in detail in Chapter 6) in which they believed the MBA graduates should be trained. As the following table shows, 'Tools of Management' including, 'accounting' (cost control, standard cost, budgeting) work study, operational research, statistics and the utilization of manpower, and 'Administrative Techniques' including: problems and techniques of production, marketing, sales, finance, export and personnel, were given the highest preference/value (this will be discussed in detail in Chapter 9).

Table 7

Subject Areas

Areas	Mean value
1. Tools of Management	30.000
2. Administrative Techniques	28.514

3. Human Relations, Psychology	26.143
4. Academic Subjects	14.483

The lowest value was given to 'academic subjects' including: economics, industrial relations, law and sociology, social and political aspects, probably due to the fact that academic subjects are covered in other primary degrees, and management training should focus more on 'Tools of Management' and 'Administrative Techniques'.

8.3.2. Skills:

Companies/organizations were also asked to identify the kind of skills they would like MBA graduates to be trained in. The following table represents the response:

Table 8

Skills

Skills	No.	%
Technical skills	2	5.1
Social skills	2	5.1
Conceptual skills	5	12.8
Technical and social skills	3	7.7
Social and conceptual skills	3	7.7
All three skills	21	53.8
No response	3	7.7
Total	39	100

As the above table shows, the majority (53%) stated that MBA graduates should gain the three skills identified by Hessling⁽¹¹⁾ (previously discussed in Chapter 6) and many other management writers who clearly states "the skills of an effective administrator

fall into three broad categories: technical, human and conceptual skills."⁽¹²⁾ (This will be further discussed in Chapter 9).

8.3.3. The Role of the MBA Programme:

There is a continuing debate about whether business schools should produce managers who are generalists or specialists, as Hall describes this debate "among other issues which have been debated in the business schools is the importance of a 'quantitative' versus a 'qualitative' approach to management training and the emphasis which should be placed on 'general' as opposed to 'specific' skills acquisition."⁽¹³⁾

Perry clearly argues that industry is not sympathetic to the general education of its employees, he states "higher education will continue to provide versatile generalists but must also produce graduates skilled in the newest technologies more efficiently."⁽¹⁴⁾ However, as the following table shows, business and industry in this research indicated that the MBA as a management training course should train generalists. The same finding was also found by the Business Graduates Association - "almost 60% of respondents support the view that the business schools' prime role is to provide 'generalists' as opposed to 'specialists'."⁽¹⁵⁾ It is interesting to note that in this research, the majority of both the students (93%) and teachers (60%) indicated that the MBA programme should also develop 'generalists' and not 'specialists'.

Table 9

Role of the MBA Programme

Role	No.	%
Generalists	32	82
Specialists	2	5.1
Generalists & Specialists	2	5.1
Others	3	7.7
Total	39	100

8.3.4. Length of the MBA Programme:

Another debate previously discussed in Chapter 5 relates to the length of the FT MBA programme. Some argue that the FT MBA programme should be two years, others believe that one year is enough to cover all the materials. As early as 1971, for example, the 'Owen Report' stated "there is the vexed question of the one year or two year course. Opinions are very divided on this ... There are very many people in industry who regard two years at a business school as two years wastefully lost practical experience for the business graduate and as an important use of material resources for the country. The minority favours two years, but that minority includes some of those who have used business graduates most successfully, and it is certainly difficult under existing conditions to provide a business graduate with a specialist option as well as a general grounding in one year. It is possible that the two years course will slowly grow in favour, but at present both the weight and strength of opinion is against it. The prevailing view in industry is that, given proper selection and an improved standard of teaching, it should be possible to cover the ground in one year."⁽¹⁶⁾ (see Chapter 5 for

more detail).

The result of this research supports the 'Owen Report' findings. The majority of respondents indicated a preference for a one year duration for the FT MBA programme, three years for the PT, and three years for the DL programme.

8.3.5. Relationship between Industry and Colleges/Universities:

Throughout the history of management education and training in Britain, there has been a conflict of views concerning the nature of the relationship between industry and formal management training. British industry has been criticized for its negative attitude toward educational institutions. Lloyd, for example, states "industry and commerce has always been sceptical of the academic world ... Before any comments are made about attitudes to postgraduate management education it is essential to recognize that much of this scepticism (even hypocrisy?) applies to all forms of formal education, particularly anything that has 'academic' connections."⁽¹⁷⁾ By contrast to the above statement this research found that many companies/organizations indicated a strong desire to have a closer relationship with educational institutions. This desire is clearly indicated in the following table which shows that industry believes that relationships and communication between the industrial world and formal education can be created in a number of different ways in addition to financial assistance. This is further supported by many comments received from industry which will be presented in the next section - 'recommendations'.

Table 10

Relationship between Business/Industry and Colleges/Universities

View	Agree	Dis- agree	No res- ponse	Total
-Business relationships with universities should be limited to financial assistance		36	3	39
-Business/industry should be closely involved in designing the MBA curriculum	35	1	3	39
- Business/industry should provide instructors for various business courses within the MBA programme	34	3	2	39
- Business/industry and business school personnel should work together in classes in which both participate	34	3	2	39
- Executives within industry should serve on the governing boards of colleges/universities	33	4	2	39
- Advisory councils made up of executives of business/industry should be an integral part of planning MBA programme	35	2	2	39
- Business/industry should send people more regularly to various management courses offered by business schools	23	12	4	39
- Business/industry should provide greater help to students to complete their projects in companies/organizations	28	8	3	39
- There should be more joint projects, research, and consulting services between industry and business schools	33	4	2	39

8.4. Recommendations

8.4.1. MBA Programme Improvements:

Companies and organizations were asked to indicate whether or not the MBA programmes at colleges and universities in Britain need to be changed. As the following table shows, the majority (64%)

believed that the MBA programme should be altered. This is further supported by the fact that 41% of organizations indicated that the MBA programme is not geared 'too well' to their organizational needs. It must be noted, however, as the following table shows, that 28% indicated that they 'don't know' whether the MBA programme needed any changes or not, which clearly indicates a lack of knowledge about the MBA programme in general:

Table 11

MBA Programme Improvement

Response	No.	%
Yes	25	64.1
Don't know	11	28.2
No Response	3	7.7
Total	39	100

It must be noted that recommendations for the areas in which the MBA programme need to be improved and changed reflect many opinions expressed in the literature review (Chapters 2 and 3). The following are some of the typical comments received from respondents:

1. Private Sector:

A. Manufacturing:

The following typical recommendations were received from manufacturing companies:

- "Closer involvement between industry/business and universities on course content"
- "Lecturing staff should be drawn from business and industry"

- "Closer consultation with business and commerce, and some evidence that business schools produce effective results"
- "Greater use of up-to-date management principles, strategies and techniques"
- "A greater amount of practical teaching by practising managers"

B. Non-manufacturing:

Some of the typical recommendations for changes in the MBA programme received from the private 'Non-manufacturing' companies are listed below:

- "Draw industry/commerce into the MBA programme early, and get teaching staff into companies on projects"
- "Greater liaison between colleges/universities and business/industry"
- "More research on business/commercial needs in the future e.g. technologies, labour relations"

2. Public Sector:

The following recommendations were also indicated by public sector organizations:

- "Better teaching methods - eliminate lectures and exam approach. Better contact with business/industry and more working managers to lecture on MBAs."
- "Closer liaison between industry and universities offering MBAs to produce graduates with blend of theory and experience"
- "More practical and less theoretical approach should be implemented in the MBA programme"

It is interesting to note that the above recommendations

centered around two main issues. First, many companies/organizations indicated a perceived desire to develop a closer relationship with educational institutions to ensure a programme that will meet the needs of business and industry. This clearly supports the assumption of this research that, without an effective and open communication system between industry and management training, management institutions will continue to produce 'mis-fit' products (graduates). Kubr clearly states "the institution's links with client business organizations are fundamental. It is with these clients that institutions have the overwhelming majority of transactions: they provide most services to them and in turn not only receive fees, but acquire essential information and knowledge of business and managerial practice. The views and priorities of business are determinants in programme planning and in evaluating the real impact of services. The more mature and independent the institution is, the greater is normally the importance of its relations with business clients."⁽¹⁸⁾

Second - as mentioned before, the comments indicated by companies/organizations clearly support many opinions and criticisms directed to the MBA programme in general discussed in the literature review (Chapters 2 and 3). For example, many suggested 'use of practical teaching methods' in the MBA programme, 'use of up-to-date management principles', 'better teaching methods', 'produce graduates with blend of theory and practice' etc. These recommendations are further supported by the fact that, when members of business and industry were asked to indicate on the basis of their experience any other criticisms of MBA qualifications, the same criticisms discussed above and in the literature review were

clearly indicated (see Appendix D-3). The following are some of the typical criticisms stated by business and industry:

- "MBA studies are frequently undertaken by those without leadership abilities"
- "Too academic, theoretical and too long on part-time basis"
- "The preoccupation with qualifications without a proper balance of practical skills is no use to industry. British Business Schools have long disdained 'practical application' in comparison to their preference for academic status. Industry needs trained MBAs capable of breaking the academic mould and willing to apply their skills in areas traditionally frowned upon."

8.4.2. MBA Programme Priority Areas:

In the light of the current and projected needs of the country, companies/organizations were asked to indicate some priority areas on which they felt the MBA programme should focus over the next decade. The various recommendations received reflected many other opinions indicated in other previous questions. However, it must be noted that almost all the comments received centered around two main issues - developing personal and leadership abilities and greater consideration to the various changes and turbulences occurring in the environment. The following are some of the typical responses indicated:

1. Private Sector:

A. Manufacturing:

Some of the comments indicated by the manufacturing private

companies are listed below:

- "A closer relationship between business and industry to identify current and future needs, and the development of more programmes directed to the needs of business and industry"
- "Improvements need to be made in marketing, management information systems, leadership, new technology and working practices"
- "Courses in motivation, how to get people to accept greater responsibility, improve interpersonal relationship, and the development of employees' potential viewed by employers as a return on investment"
- "The MBA programme should be designed with the recognition that the role of managers is constantly changing. The strategies and techniques taught today may not be applicable tomorrow. Manufacturing is an example. Techniques are changing as well as materials being used, systems employed and the type of work being done."
- "The practical application of new technology is needed and methods devised for making labour more flexible in this changing environment. This requires men and women to be more innovative and creative in the development of new ideas to keep companies competitive in the market place. Managers need to be trained in how to motivate people to make the best use of human resources. This requires increased leadership skills, awareness of problems, and the ability to make effective decisions."

B. Non-manufacturing:

The non-manufacturing companies agreed with the comments

expressed by the manufacturing companies. They indicated that:

- "There is great concern about preparing men and women to meet the technological changes taking place in industry today, and more are expected in the future"
- "Personal skills need to be developed in finance, labor, small business, government aid, and business policy"
- "There should be less emphasis on financial aspects of industry and more emphasis on developing people"
- "Closer relationships between industry and management training should be encouraged. Courses should be related to meet the demands of the changing environment, including recognition of the international aspects of business."

2. Public Sector:

Respondents in the public sector organizations expressed the same concerns. They indicated the need for:

- "Closer links with business and industry including onsite visits"
- "Priorities in courses indicated reduction of emphasis on academic subjects and more practical training"

In general, it can be said that from the analysis presented in this chapter it is obvious that a 'mis-match' does exist between the MBA programme and the industrial world. For example, the majority of companies and organizations (64%) did not support their employees financially to study on the MBA programme, the majority of companies and organizations had little or no knowledge about their future use of the MBA programme, the majority (41%) indicated that the MBA

programme is not geared 'well enough' to their organizational needs, and the majority (60%) of companies and organizations indicated that there is a perceived need to change and improve the MBA programme. In addition, the various comments and recommendations indicated by industry in this research clearly support the various criticisms directed to MBA programmes in general discussed in the literature review. This 'mis-match' will be presented and discussed in detail in the following Chapters - 9 and 10.

Footnotes

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8. Robert Gordon & James Howell, "Higher Education for Business", New York City: Columbia University Press, 1959, p. 5.
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15. Business Graduates Association, "British Industry's Attitudes to Business Graduates and Business School", London: B.G.A, 1971, p. 17.
16. British Institute of Management, "Business School Programmes - The Requirements of British Manufacturing Industry", London: B.I.M, 1971, p. 11 (Owen Report).
17. Bruce Lloyd, "Business Degrees and Industry: Facts Behind the Myths", The Guardian, Thursday, September 12, 1985, p. 20.
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CHAPTER 9

THE MIS-MATCH BETWEEN INDUSTRY AND THE MBA PROGRAMME

The purpose of this research was to explore the possibility of a mis-match widely hinted at in the literature already reviewed between MBA programmes and the industrial world in Britain. The working hypothesis states "the MBA programme is out of phase with its client groups." This hypothesis is based on the widely reported observation in the literature that such a disjunction between business schools and their client systems in fact exists. To test this hypothesis, the methodology chosen was that of a questionnaire distributed to staff and students of the University of Strathclyde's MBA programme:

- (a) New (incoming) MBA students
- (b) MBA graduate students
- (c) Teachers employed in the MBA programme
- (d) Representatives of business and industry

According to the findings of this research, there is evidence of a perceived 'mis-match' between the MBA programme and the industrial world. The evidence presented in this chapter centers around issues related to sponsorship and recruitment of MBAs, communication relationships between the business school and the industrial world, and elements of the MBA curriculum including: course content, teaching methods and lecturers, however, it must be noted that, as many writers on management education, training, and development subjects, believe, these three elements (curriculum, teaching methods and teachers) must be viewed as not simply individually, but as part of a 'system'. For example, Lupton states "there is continuing and persistent pressure on the schools and their faculty to be relevant in all they do to the development needs

of managers and the problems of their organizations. The criteria of relevance are applied to programme design, to the material presented, and to the method and style of presentation."⁽¹⁾

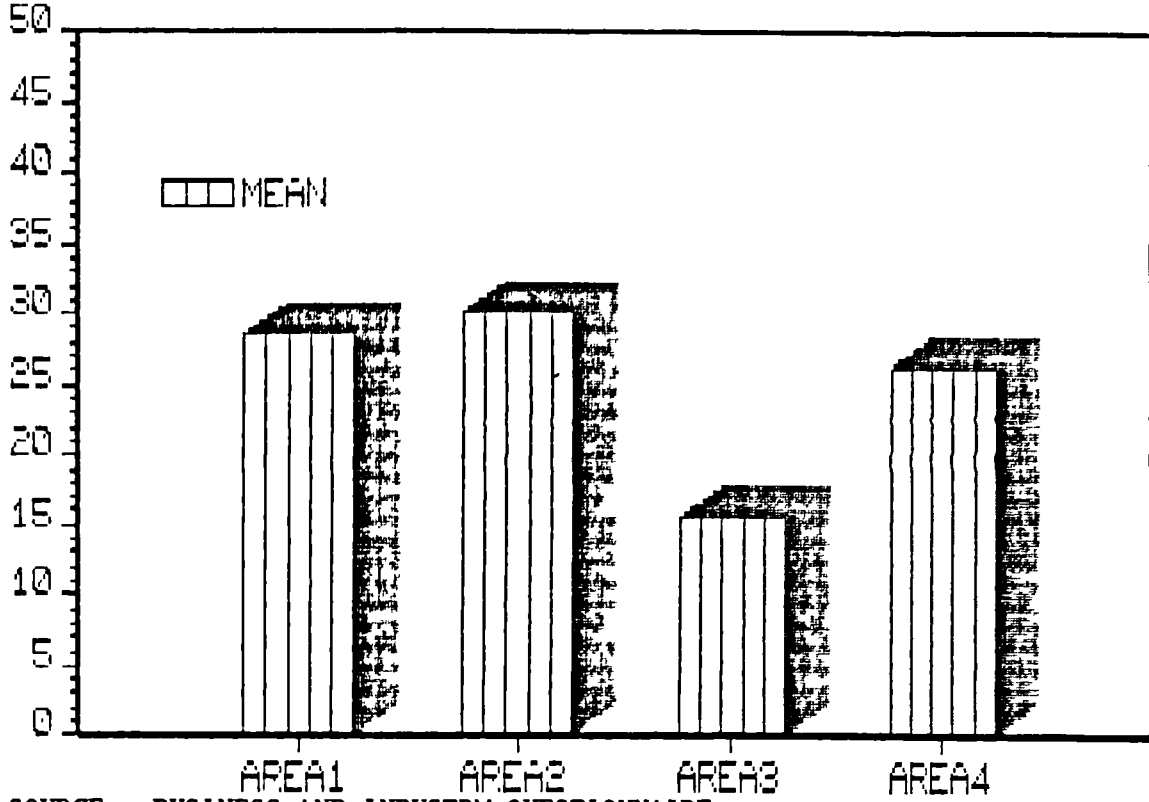
9.1. The MBA Curriculum

9.1.1. Course Content:

9.1.1.1. Subject Areas:

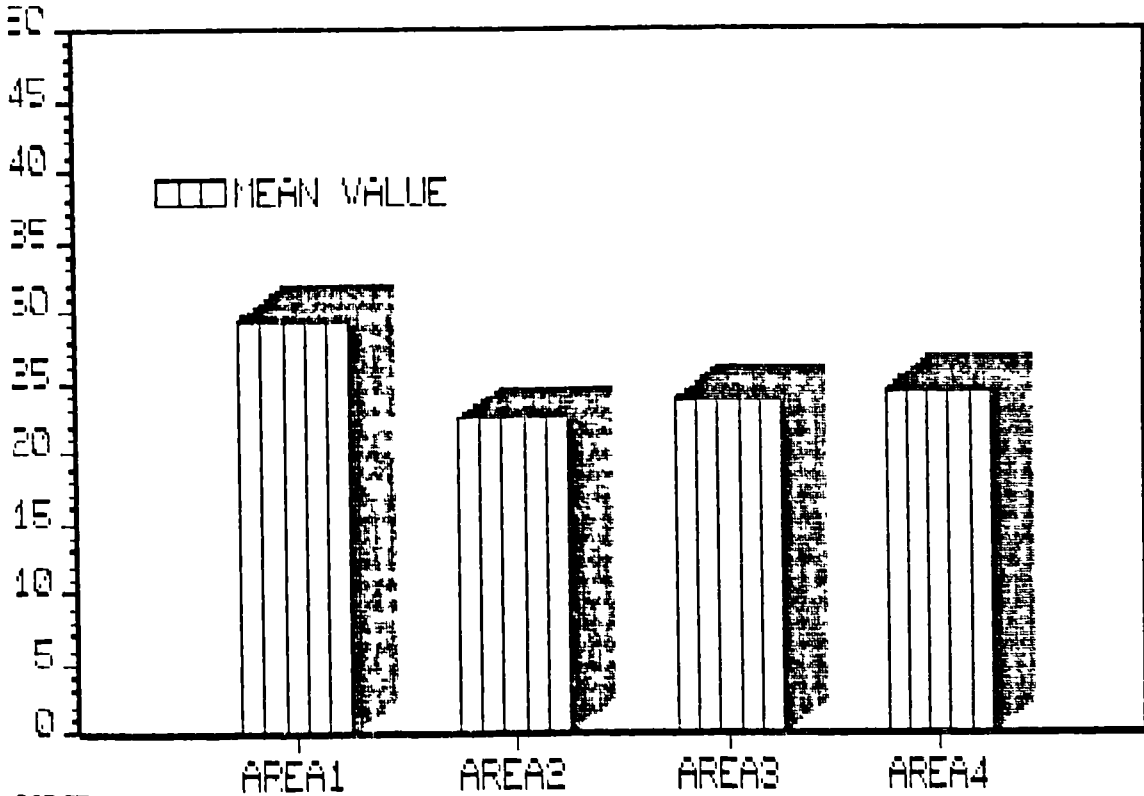
As mentioned before (Chapter 6), subject areas were categorised as: 'Administrative Techniques' (Area 1), 'Tools of Management' (Area 2), 'Academic Subjects' (Area 3), and 'Human Relations, Psychology' (Area 4). The following graphs show the relevance of each of these subject areas to business and industry compared to those (subject areas) indicated by MBA graduates in Chapter 6.

BUSINESS AND INDUSTRY GRAPH



SOURCE : BUSINESS AND INDUSTRY QUESTIONNAIRE

MBA GRADUATES GRAPH



SORCE : MBA GRADUATES QUESTIONNAIRE

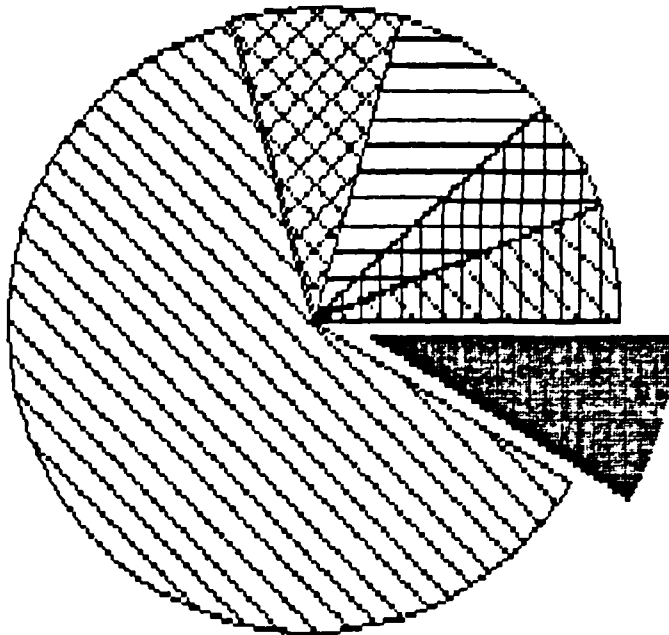
By reviewing the above graphs, it is obvious that MBA graduates gained greater knowledge in the 'Administrative Techniques' category (area 1, functional areas - personnel, marketing, finance, etc.) which fits industry's expectations. There is also agreement in the 'Human Relations, Psychology' category (area 4 industrial social psychology, work groups, communication, etc.). However, there is a considerable disagreement in the 'Tools of Management' and 'Academic Subjects' categories (areas 2 and 3). There is a clear indication of a mis-match between the real interests and expectations of business/industry and the real knowledge gained by MBA graduates. Industry is looking for more emphasis on 'Tools of Management' (area 2 - as Smith⁽²⁾ calls it, 'System Analysis and Statistics') including: 'accounting' (cost control, standard cost, budgeting), work study, operational research, statistics, and the utilization of manpower, and less emphasis on 'Academic Subjects' including: industrial relations, law, and social and political aspects.

9.1.1.2. Skills:

In this research, as discussed in Chapter 6, skills were categorized as 'Technical', 'Social' and 'Conceptual'. 'Technical skills' were defined as: knowledge of the manager's functional responsibilities (marketing, production, personnel etc.) and its relationship to the other functional areas which comprise the organization. 'Social skills' were defined as: the ability to motivate others in different organizational situations, and 'conceptual skills' were defined as: the ability to interrelate the various factors generated within the business and those coming from the outside as the basis for adequate long term decisions and policy. As the following pie charts show, there is also a 'mis-

match' between the different kinds of skills acquired by the graduates in the MBA programme and the skills required by business/industry:

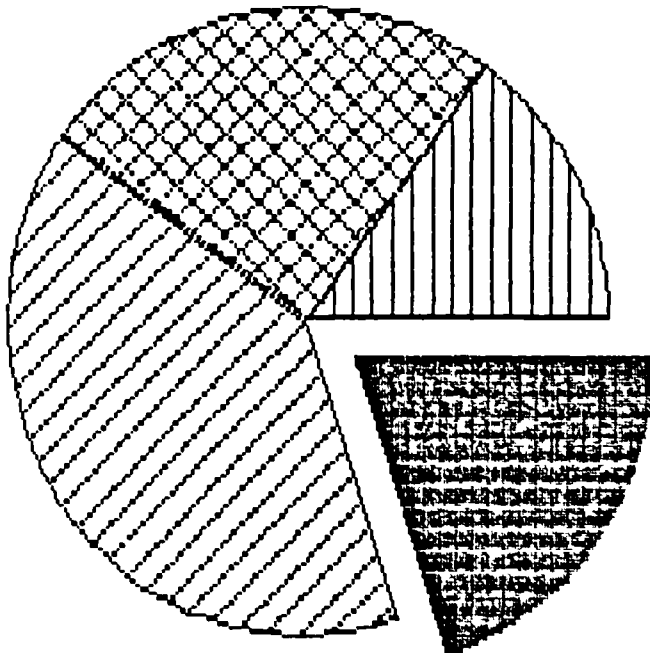
SKILLS REQUIRED BY BUSINESS AND INDUSTRY



- TECHNICAL
5.9 %
- SOCIAL
5.9 %
- TECH & SOC
8.8 %
- CONCEPTUAL
8.8 %
- TECH, CONC & SOC
61.8 %
- MISSING
8.8 %

SOURCE : BUSINESS AND INDUSTRY QUESTIONNAIRE

SKILLS GAINED BY MBA GRADUATES



- TECHNICAL
15.0 %
- CONCEPTUAL
25.0 %
- TECH & CONC
40.0 %
- TECH., CONCEP. & SOC
20.0 %

SORCE : MBA GRADUATES QUESTIONNAIRE

As the above charts indicate, business and industry would like MBAs to have the ability in the three skills, as supported by Hesslings'⁽³⁾ findings and many other management writers (see Chapter 6). By contrast, the majority of graduates indicated that they acquired skills in the 'Technical' and 'Conceptual' areas, and none of the graduates indicated 'social skills'. Only a minority (20%) indicated they acquired all three skills (technical, social, and conceptual).

'Social skills' including: The ability to motivate others in different organizational situations are essential in every leadership role, and the lack of such skills could have a negative effect on the organization. Therefore, the question of social skills in management has received a great deal of attention and consideration by many management writers. Hesselling states "social skills are important at every level of management, particularly for people operating at middle and functional management levels."⁽⁴⁾ This led him to emphasize that "one of the most important concerns of management education is to define the nature of managerial qualities and skills. If this can be done satisfactorily, the objectives and limitations of management education can then be formulated with precision and realism."⁽⁵⁾

Mintzberg also placed significant emphasis on social skills, he believes that in the manager's role as a disturbance handler, he also needs social skills, he states "each manager must motivate and encourage his employees, reconciling individual needs with the goals of the organization."⁽⁶⁾

Stewart also states "a manager is often described as someone who gets things done through other people. We tend to forget that

this means that he is dependent upon them. The dependence of the manager on other people is one of the key characteristics of the managerial way of life, a characteristic that increases with the complexity of the job. The manager depends upon his supervisors for his advancement, upon his subordinates for the efficiency of his department, and often upon his colleagues at his own level for help in getting his job done. The relationships that he has with his fellow managers are therefore, vital to the success of his job and to his future career."⁽⁷⁾

Gunn termed social skills as "human skills which relate to the administrator's ability to work effectively as a group member and to build cooperative effort within the team he leads. This involves the ability to motivate and lead, to be skilled as a communicator, and have interpersonal competence."⁽⁸⁾ In other words, social skills are directly related to relationships with others in the organization, at all levels. Without social skills, a manager cannot be an effective leader. Lathrope clearly states "the work of managers is intensely interpersonal, particularly at high levels in a business, unless social skills accompany technical skills, performance will be inadequate."⁽⁹⁾ Therefore, MBA programmes for today's and future MBA students need to place greater emphasis on developing social skills. This is very important, since many writers on organizations predict that tomorrow's managers in future organizations will be dealing more with people rather with machines. Korey, for example, states "an understanding of people is one of the most vital attributes to managerial success, and will not lose its importance in times of change. Instead, it will become more and more important in the management of future change."⁽¹⁰⁾ Pitt and Booth

also state "it is widely assumed that the organizational work of the future will be different from that of today. Three propositions typically support such a view. First, the environment of the organization will be more fluid or 'turbulent'. Second, the needs of 'organizational man' will greatly enlarge. Third, as a consequence of the first two, the structure of the organization will assume a prototypical 'organic' form rather than a 'mechanistic' (bureaucratic) one."⁽¹¹⁾

Many writers on management education and training subjects believe that social skills can be developed through courses in behavioural sciences or by exposing the student to a variety of teaching methods with greater student involvement in the learning process, to relate the conventional classroom approach of learning to the practical work situations (see Chapter 6 and 7). Hawrylyshyn, for example, states "management is the process of getting things done with and through other people. What one really has to be able to do in management, therefore, is to manage people. This calls for a series of human skills. These can naturally also be developed through observation and practice. In an educational setting, one can develop these skills by the study of human behaviour subjects, such as psychology, sociology, and applied anthropology. The purpose is to learn what motivates individuals, how they relate with others, how people work in small teams, in complex organizations."⁽¹²⁾ It is interesting here to note that many students in this research from both 'the new incoming MBA students' and the 'graduates' categories indicated their desire to have more group work and other participative teaching methods and less emphasis on formal traditional lectures (see Chapters 5 and 6). On the other hand,

teachers in this research emphasized formal academic lectures as one of the primary methods of instruction to teach experienced people. Few teachers used participative methods such as group projects and discussions, role playing, business games etc. (see Chapter 7).

In general, the findings of this research indicate that the MBA curriculum should be changed and improved to make it more relevant to various organizational needs. In this research, 95% of the graduates, 64% of the companies/organizations, and 40% of the teachers indicated that the MBA programme should be changed and improved. Graduates indicated that the MBA course content was interesting, however, as one of them stated "the course content seemed to lack the practical side of management." Another graduate said "... the course content probably was adequate but a greater use of practical experience would have been of benefit" (see Chapter 6). One teacher also stated "the standard of the MBA programme is high enough, therefore, it is good preparation for the future, but I sometimes question its relevance." Another said "the standard of the MBA programme is high enough, but what industry is looking for is practical training."

These comments clearly support Bennett's argument that "it seems clear that management educators and the courses they design have to get closer to the real work of managerial work. Their role cannot simply be to educate - it must be to educate with a clearly identified purpose in mind. That purpose has to be the improvement of effective management. This is not to say that management educators have not needed these requirements in the past. They have. The pity is they have not gone far enough. Management educators must continue to become more related to, if not integrated with, their

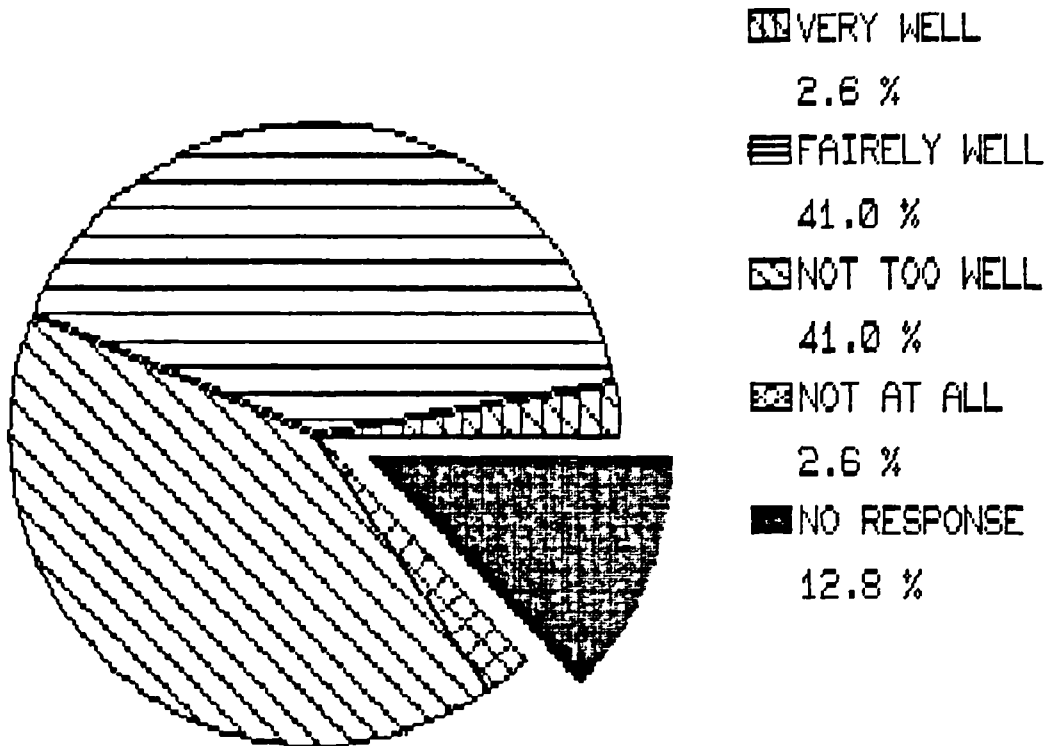
clients and other organizations, in focussing their activities and efforts on organizational and managerial problems."⁽¹³⁾

9.1.2. Teaching Methods and Teachers:

To support the hypothesis and the thesis that a 'mis-match' exists between business/industry and the MBA programme, companies/organizations were asked to indicate "how well are present MBA programmes geared to meeting the needs of business and industry?"

The results of this research indicated that the current MBA programme was not meeting the needs of industry (as discussed in the literature review, Chapter 3) which support the hypothesis and the thesis that there is a perceived 'mis-match' between the MBA programme and its client groups (business and industry). As the following pie chart indicates only 2.6 per cent of business/industry respondents believed that the MBA programme was meeting the needs of business and industry, while 2.6 per cent indicated "not at all", and 41 per cent indicated "not too well". This is also clearly supported by the various comments received by industry in Chapter 8, and the fact that the majority (64%) of the companies and organizations indicated that the MBA programme should be changed and improved. These findings clearly should serve as a signal to administrators of schools offering MBAs that the curriculum needs to be closely studied and revised to meet local organizational needs.

Meeting Needs of Business and Industry



Source: Business and Industry Questionnaire

Companies and organizations responding to the above question were asked to give reasons for their answers. As the following criticisms (reasons) indicate, most of the comments are directly related to the various criticisms discussed in the literature review (Chapters 2 and 3). It must be noted that many of the criticisms (reasons) indicated are also supported clearly in the various responses received from industry in Chapter 8:

1. Private Sector:

A. Manufacturing:

Typical of the responses indicated by the private manufacturing companies were the following:

- "There should be a greater co-operation between the business school and sponsor's company."

- "Business schools should teach management courses as a practical and applied subjects rather an academic subject."
- "Management cannot be taught academically, it is not a subject, it is an experience unique to each manager. Management training, therefore, becomes a tool to develop this practical experience."
- "The MBA programme is too academic/theoretical, finance/marketing based, and needs more emphasis on the ability to manage, not just sections on finance and marketing, but organizational analysis, group dynamics, and real management skills and styles are mostly needed."
- "It is not possible for a business school remote from industry both in terms of thinking and in many cases, location to provide training which will meet the needs of a particular business without having strong links with that business and its managers."
- "Not enough projects giving practical skills. A fair proportion of industrial placement are of little help unless time has been taken by the college to gear the practical experience gained to the theoretical."
- "Over-emphasis on the academic and too little on the application. Not enough on creating awareness of behavioural issues in getting things done e.g. climate, authority, relationships, influence, negotiation. Danger of creating 'crown prince' attitudes, rather than application of role as another member of a team."
- "The MBA programme is too theoretical and, therefore, does not have any applicability to the real world of management."

B. Non-manufacturing:

The following typical criticisms were also indicated by the private non-manufacturing companies:

- "Mostly specialist functions at present, general management yet to be developed."
- "Case studies become outdated, the world of business and commerce is very dynamic."
- "The difficulty is really in keeping abreast of changing techniques in all disciplines and being able to amend/review programmes quickly."
- "Too academic. Management training needs to be continuous, lengthy and relevant."

2. Public Sector:

Typical criticisms from public sector organizations were the following:

- "Not integrated sufficiently to the real work life of management and administration."
- "Remoteness of some of teaching staff from actual management."
- "Limited practical experience, too theoretical."
- "Too much technique, too little skills oriented, emphasis on control mechanism, rather than development of organization, people, self etc."

As the above comments show, criticisms indicated by manufacturing companies were mainly in the area of teaching methods. The current MBA programmes, according to many respondents, had too much emphasis on academic theories rather than on practical aspects

of management and administration. Weakness was also indicated in areas of problem analysis and decision-making. It was also the view of some respondents that a business school remote (relationships-links) from business and industry could not possibly train men and women to step into leadership or management positions.

Criticisms expressed by those in non-manufacturing companies largely supported the view of respondents from manufacturing industries. The majority indicated that the MBA programme was too academic, the material too theoretical and irrelevant to today's workplace.

Respondents from the public sector broadly supported the views of those in the private sector. One of the major criticisms was directed at the limited practical experience of the teaching staff. It was the general opinion that too much emphasis was placed on theories and not their application. Many respondents recommended that more consideration should be given to a study of organizations, and the development of people.

In general, it can be said that the comments of the target group (industry) and the results of this research supported many other research studies that MBA programmes, in general, are characterized by an over-emphasis on formal lectures and academic theories, and to that extent, are not relevant to the real practical world of management and administration. Graduates in this research reported lectures as one of the major teaching methods in the MBA programme, many students indicated strong preference for more participative teaching methods in the MBA programme e.g. case studies, group work, discussion, tutorials, role playing, management games, visiting executives from industry etc. (see Chapters 5 and

6). Teachers on the other hand frequently emphasized lectures as one of the primary methods of instruction, with handouts and guided reading as of secondary importance. Few teachers used participative methods such as, projects, role playing, business games etc. The majority (72%) did not use external speakers from business and industry. Above all, the majority of teachers (72%) believed examinations are the right or correct method of assessing experienced people performance in the MBA programme (see Chapter 7).

As emphasized throughout this research (Chapter 7), according to many writers on management education, training and development subjects, teaching methods for those people who have industrial experience and who are undergoing further training, education and development should be based on a variety of participative teaching methods, with active participation by the student in the learning process in order to build on his own practical experience (as many writers call it 'self-development, self-learning or learning by practical experience). The passive absorption of formal knowledge according to many writers will not be useful and effective unless the manager learns how to apply it to the real life of management and administration. The Organization for Economic Co-operation and Development, for example, states "higher education in particular, needs to integrate applied work more effectively into curricula, with programmes conceived in such a way as to develop an experimental, problem-solving attitude ... Greater use should be made of those methods which call into play the initiation of the students, active methods in their widest sense, which lead the individual both to methodical ways of working and to acquiring the skills of working as a member of a team."⁽¹⁴⁾

Sketchly also supports the above statement. He states "the main factors in teaching self-learning is to encourage motivation by enthusiastic precept. If, throughout the teaching establishment there is a willingness and desire to encourage learning, coupled with an 'image' of sufficient esteem, then there is little difficulty. The values that are necessary are those that foster individualism (students-participants) ... lectures should be used as the inspirational sources from which a clear lead is gained for self-exploration of the management world. There should be adequate time for argument, for reflection, and to make mistakes. Examination questions should reflect a wide choice and heterogenous range of student interest, and it should be emphasized that examinations are a very unreliable guide to attainment in fields where complex concepts are being discussed and value judgements are rife."⁽¹⁵⁾

Gordon and Howell⁽¹⁶⁾ believe that a variety of participative teaching methods should be used in higher education for managers, each should contribute to the development of certain managerial skills. They emphasize, however, the active participation of students in the classroom, to give them the opportunity to develop through practice different skills. They believe "the business school can train the student in the use of analytical tools (statistics, accounting, economic analysis etc.) and give him experience in using those tools in situations that resemble those he will encounter in the business world. Real-life cases, role-playing, and other types of assignments can give the student limited experience in analysing and solving some of the kinds of problems with which he will have to deal later on. Through practice in the classroom he can make a start on learning how to combine innate intelligence, a command of

analytical tools, and judgement in the solution of various kinds of business problems."(17)

Human skills, according to Gordon and Howell, can be developed through role-playing, business games, group projects and discussions etc. in all of which the students acquire some experience in handling interpersonal relations. Technical or administrative skills can be acquired or developed through simulated experience, particularly through the use of current management cases that illustrate various types of management and administrative problems. According to Gordon and Howell, however, the most important fact that must be realized is that "management education is more than a matter of didactic teaching, more than a matter of 'book learning', more than a matter of knowledge acquired without the ability to use it. Formal education for management is one in a sequence of steps which lead to the development of a set of basic skills that constitute business competence."(18)

As indicated before (Chapters 6 and 7), teaching methods are directly related to teachers (lecturers). MBA staff in this research were highly qualified in terms of practical experience and academic qualifications (see Chapter 7). The problem, however, as Margerison describes it, is that "one of the major criticisms of business schools is that their teaching methods fall far short of what is required. Often the topics chosen are of interest, but academics tend perhaps to still teach the way in which students on other courses are taught. Essentially what the businessman needs is a practical guide rather than a theoretical discourse."(19)

As emphasized in Chapter 7, teachers, according to many writers, should re-think their approach (lectures) in teaching

higher education and training for managers. They must search and revise teaching materials, and decide what is most suitable for mature and experienced people, in order to help them to inject academic theories into practice. As Kubr states "the professional staff will have a strong commitment to the application of concepts and analytical tools to the real world problems of practising managers. They will view theories and concepts as a means of solving problems rather than as an end in themselves. Irrespective of their functional or disciplinary specialisations, they should be willing to play an active role as 'users' of knowledge."⁽²⁰⁾ Griffiths and Murray also clearly state "relevance, in our judgement, does not mean sloppy intellectual standards or a bias against the teaching of theory. But that theory must be useful to future managers."⁽²¹⁾

According to management education, training and development literature, management teachers should act as tutors and not as conductors of lectures. They should be available in the classroom to supply questions to practical problems, help the student to think for himself and build on his own practical experience to make effective decisions, and to motivate the students by working with others. In such an environment, as many writers believe, the classroom becomes a 'learning or experimental laboratory' under the leadership of the teacher. Margerison, for example, states "the most important persons in management programmes will be the managers themselves. They will be expected to bring with them to programmes issues which they wish to discuss and the teachers will be expected to build their contributions around the agendas of the participants ... The managers will be asked to learn far more by looking at their existing personal way of operating rather than looking at someone

else's way of operating. Positive introspection will therefore be very important for learning ... This is not to say that the management teacher should not teach. What it does say is that the management teacher must become more flexible in the way he teaches. He will have to build upon the agendas set by participants rather than just teach his theories ... with only the vaguest form of discussion about the current particular problems brought by members." (22)

As early as 1969, Mant also maintained that "apart from the experienced manager's participation in organizational development or institutional learning, there is a growing interest in experienced manager education tailored to an individual's need and making use of the experience which is his strength. This implies another emergent role in the schools that of the 'educational manager' - an educationalist, conversant with the practical problems of management, devoting his attention to designing 'learning experiences' for individual managers, and deploying academic staff, not as 'lecturers', but as resources on a tutorial basis. All this is a far cry from the schoolroom, because it permits, or forces, the manager to assume some responsibility for his own learning and, perhaps for the learning of others." (23) (These arguments are also clearly supported in Chapters 2, 6 and 7).

In general, therefore, it can be said that the evidence presented in this section (course content, teaching methods, and the effective contribution of the staff) clearly suggests that the MBA programme should be revised to be closely related to the real practical world of management and administration.

9.2. Recruitment and Sponsorship of MBAs

The next evidence that will be discussed in this chapter concerns the 'Recruitment and Sponsorship of MBAs'. As a result of the 'mis-match' (discussed in Chapter 2, and presented in the previous section), British companies and organizations all-too-frequently choose not to recruit MBAs or to sponsor their employees to study the MBA programme. According to Ascher "there are two ways in which organizations can make use of the business school programmes: by sponsoring their own employees to undertake the course or by recruiting graduates."⁽²⁴⁾ Applying Ascher's statement to this research, the results clearly show the lack of support for MBAs by industry, as the following findings indicate.

9.2.1. Recruitment of MBAs:

As indicated before in Chapter 8, the majority (61%) of companies/organizations in this research claimed to be employing MBA graduates. However, as the following table indicates, specific criteria were established for employing MBAs, which clearly indicate that the MBA qualification is not considered as a major factor in the companies/organizations recruitment policies.

Table 1

Criteria for Employing MBAs

Manufacturing	Non-manufacturing	Public Sector
1. Broader horizons - greater business perception;	1. Degree relevance;	1. Experience
2. Supports in company development progr.	2. Experience;	1. Management potential
	3. Personality;	2. Personality
	4. Commitment/ambitions	3. Intelligence
1. Experience; 2. Personality; 3. Degrees.	1. Experience; 2. Degree;	4. Experience.
	3. Personality.	1. Personality;
1. Experience; 2. Degree	1. Experience; 2. Personality;	2. Experience.
3. Personality;	3. Quality of degree;	1. Personality;
4. Ability to get on with people.	4. Ambition;	2. Experience;
	5. Willingness to serve anywhere.	3. Management ability.
1. Experience; 2. Maturity; 3. Personality	1. General academic ability/intelligence;	1. Personality;
4. First degree;	2. Creativity and flexibility of ideas;	2. Experience;
5. MBA specialisation	3. Personality; 4. Experience;	3. Achievement;
	5. Degrees;	4. Degrees; 5. Grades
1. Experience;	6. Grades.	
2. Personality.		
1. Experience; 2. Present degree; 3. Character;		
4. Motivation.		
1. Experience; 2. Motivation; 3. Personality		
4. Degree relevance		
5. Grade		
1. Experience; 2. Personality; 3. Disciplines		
4. Grades.		
1. Experience; 2. Personality; 3. Degree;		
4. Grades.		
1. Experience prior to MBA; 2. Track record;		
3. Maturity; 4. Degrees;		
5. Grades; 6. Personality		
1. Experience; 2. Grades		
3. Personality.		
1. Personality;		
2. Experience;		
3. Qualifications.		

From the above comments it is clear that the most important criterion on which organizations take the decision to recruit/hire an MBA graduate is first based on experience and personality, with degrees taking the second place. Experience, personality, maturity and achievement are considered important for employing MBAs for management positions. Only four out of the nineteen respondents indicated that the MBA degree is given first consideration in their recruitment criterion. Eight respondents did not list the degree as a major factor in the criterion. In other responses, the degree was ranked third, fourth and even fifth.

The recruitment policy for employing MBAs, therefore, did not concentrate on the degree itself, but rather on a number of other factors. In addition, the major emphasis was on experience, and personality, and the MBA degree was considered to be less important. This finding clearly supports Forrester's argument that "British organizations, are in short, not much interested in the MBA. Even some of those organizations who actively recruit MBA graduates tend to see them as a kind of organizational leaven useful for particular jobs ... They do not see the MBA as an essential qualification for mainstream management, in the same way as an accounting qualification is needed for an accountant, or an engineering degree for an engineer." (25)

It must be noted that fifteen (38%) out of 39 respondents indicated they don't recruit or employ MBAs into companies/organizations. The reasons for not recruiting or employing MBAs indicated by these organizations clearly supports Forrester's argument (indicated above). One respondent from the Private Manufacturing Sector, for example, stated "we recruit graduates as

salesmen, development officers, engineers, mathematicians and promote them to management positions. Therefore, it is not easy for us to fit new graduates into our organization. In addition, we have not seen any outstanding MBA applicants". Another respondent from the Private Non-manufacturing Sector stated "the main reason for not employing MBA graduates is that, the qualification itself is not sufficient to ensure selection for a particular post", and a respondent from the public sector stated "the MBA as an additional qualification is not critical in our recruitment criteria."

9.2.2. Sponsorship of MBAs

As revealed before (Chapter 8), the majority (64%) of companies/ organizations in this research indicated that they had no formal policy for sponsoring MBAs. In addition, as the following cross-table shows eleven (50%) out of the twenty two who claimed to be employing MBAs, had no formal policy for sending employees to business schools. This result is also supported by the fact that the majority (33%) of companies/organizations surveyed had little clear perception about their future use of the MBA programme (see Chapter 8). It must also be noted that this research found that the majority of the new (incoming) students (42%) and the graduates (55%) were attending the MBA programme at their own expense (see Chapters 5 and 6). These findings clearly indicate that employers are unwilling to support their employees financially to attend the MBA programme.

Table 2

Employment Cross-Table Policy

Employ MBAs	Policy for sending employees to MBA		
	Yes	No	
Yes	11	11	22
No	1	14	15
			2 No response
	12	25	39

In general, therefore, it can be said that the evidence presented in this section (recruitment and sponsorship of MBAs) clearly indicates the lack of enthusiasm by industry to recruit or to sponsor MBAs (as discussed in Chapter 3).

9.3. Communication between Industry and the Business School:

The assumption of this research was that, the 'mis-match' (discussed in the literature review, and indicated in previous sections) is directly related to the lack of effective relationships and communications (as many writers believe) between the business school and the industrial world. Without an effective communication process between the two parties, business schools will continue to produce 'irrelevant products' or 'misfit products' (MBAs). In Chapter 2, however, we came to the conclusion that British industry and educational institutions did not cooperate or communicate effectively toward common goals as Franks⁽²⁶⁾ hoped when he published his report in 1963. As Kenyon describes it "one of our problems as a nation, that industry and education do not talk to

each other, or explore opportunities of possible mutual benefit."⁽²⁷⁾

The situation described by Kenyon (indicated above) and discussed in the literature review (Chapter 2) also existed in this research. The results clearly indicate that the 'partnership' emphasized by Franks in the 1960s between business schools and industry has not been created until now. The 'lack of communication' between the business school and industry is clearly evidenced in this research by one of the comments received from industry - "we do not have a policy of not employing MBA graduates, simply, do not go looking for this qualification. In addition, we have a lack of management awareness of what the MBA can offer" (see Chapter 8). In addition, as the following tables indicate the majority (59%) of companies/organizations in this research reported no links with educational institutions offering MBAs. Only 38% indicated having some limited links.

Table 3

Links with Colleges/Universities

Response	No.	%
Yes	15	38
No	23	59
No Response	1	3
Total	39	100

Companies/organizations indicating links with business schools revealed relative limited support, which clearly supports many other findings discussed in Chapter 2 that a real partnership still does not exist between industry and management education, as indicated before.

Table 4

Types of Linkage

Linkage	Yes	No
Financial contribution	7	6
Assisting in developing new courses	4	9
Send participants to MBAs	6	8
Members teach in MBA programmes	3	12
Members of staff serving on Board of Directors of Colleges/Universities	8	7
	<hr/>	
Total	28	42
	<hr/>	

By contrast to the above findings, as indicated before, many writers on management development believe that establishing an effective management education and training programme requires an understanding of the needs it must serve, and closer links between the providers of management education (business schools) and clients of management education (industry). Without effective 'communication', education, according to many writers, can never identify the needs and requirements of local organizations and there will always be a 'mis-match' between the two parties. Kubr, for example, states "the institution's links with client business organizations are fundamental. It is with these clients that institutions have the overwhelming majority of transactions: they provide most services to them and in turn not only receive fees, but acquire essential information and knowledge of business and managerial practice. The views and priorities of business are determinants in programme planning and in evaluating the real impact of services. The more mature and independent the institution is, the greater is normally the importance of its relations with business

clients."(28)

The above ideas are also maintained by Ping.⁽²⁹⁾ He believes that a successful business continually reviews critical measures of performance, analysis changes in the environment, and effectively uses all of this information in strategic planning. Colleges/universities according to Ping need to learn to develop and use information in the same way. What is required, Ping believes, is not a simple transfer of technique from business to higher education, but rather a translation of the business model for organizational planning into the references and values of the campus. To know how to use data and to ask and answer the right questions effectively are just a matter of learning new management skills and applying techniques. Rather, Ping stresses, the university must combine its own sensitivity of purpose - its distinctive way of doing business - with a new way of asking questions about the future and translating answers into strategic decisions. Business and industry can provide help through both collaboration and good example.

Ping emphasises that "a close collaboration between industry and the university can help restore perspective on both sides. Each can teach the other how to state its case more forcefully and persuasively to the general public. As the principal consumer of our prime product, industry should be an important interpreter of our worth. In recognizing the academic accomplishment of business in the field of planning and research, the university can lead its own intellectual support to the defense of the system. Recognition of worth is the basis of support."⁽³⁰⁾

The above statements are also supported by Forrester's final

conclusion, which clearly states "I would like to conclude by emphasizing the concept of partnership. Management must develop into a singly fully competent and dedicated profession. This can only be achieved if educators and practising managers play a full part."⁽³¹⁾ (The above arguments are also clearly supported in Chapters 1, 2, 7, 8 and 10).

9.4. Conclusion

The results presented in this Chapter clearly support the hypothesis and the thesis of this research that there is a perceived 'mis-match' between the real needs and requirements of industry and what is being taught in the MBA programme. The majority of companies and organizations in this research (41%) indicated that the MBA programme is not sufficiently geared to their real organizational needs. The results and the comments presented in this Chapter and Chapter 8 clearly support many other research studies discussed in the literature review (Chapter 2) indicating that the MBA programme is excessively devoted to formal lectures and academic education and training rather than practical training. As a result, the majority of companies and organizations in this research (64%) indicated that they had no formal policy for sending employees to study the MBA programme, and the majority gave no recognition to MBA degrees in their recruitment policies.

The problem as discussed is that the MBA programme is designed and taught on a purely academic approach. Students, for example, in this research experienced lectures as one of the primary methods of instruction (see Chapter 5 and 6). Teachers on the other hand were emphasizing lectures as one of the major methods of instruction to

teach experienced people. Industry, by contrast is looking for a programme that focuses on the real world of managerial work. This as emphasized throughout this Chapter, requires: a course content relevant to the real needs and requirements of local companies/ organizations, teachers who are skilled at handling group dynamics and influencing the content of the discussion in the classroom, and a variety of teaching methods with active involvement of the student in the learning process (learning from his own practical experience). These elements are clearly described by Godfrey, who states "the management course needs to be as open as its syllabus. Above all, its aims need to be clear and its resources explicit. To match its purpose, the course has to evolve, to be as much the creation of its students as of its staff, who are equally committed to its development and who are both prepared to learn from experience." (32)

The 'mis-match' presented in this Chapter and discussed in Chapter 2, however, is part of another serious problem - 'lack of communication' between the business school and the industrial world. In this research, the majority (59%) of companies and organizations indicated no links whatsoever with colleges and universities offering MBAs. By contrast, many writers believe that to eliminate the 'mis-match' between industry and educational institutions, and to make management courses relevant to their 'client groups', business schools and industry should and must communicate effectively. Foy, for example, clearly states "several preceding studies have reached remarkably similar conclusions to mine about the problems of credibility and relevance in management education, and the need for more project-orientated work, exchanges, and other

joint activities that might help bridge the real or perceived gaps between management education and managers."(33)

Reyneir also states "better communication is needed with industry in the development of courses in order to minimize the criticism that courses are too academic, quality of instruction is low, and content of courses is not relevant to people's jobs. This has been the main criticisms as to why more managers are not sponsored by organizations."(34)

The communication aspect between management education and the industrial world was also emphasized by the recent Report of the Scottish Education Department. The Report clearly concluded that "we believe that the arrangements should encourage a greater measure of consultation and co-operation with industry and commerce in establishing their needs for the education and training of management personnel. They should be capable of securing the participation and co-operation of industry and commerce in the planning and provision of courses and in the promotion of research. This would be facilitated by the greater involvement of practising managers in specialist teaching and by relating the curricula to the expressed needs of industry and commerce."(35)

Footnotes

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CHAPTER 10
SUMMARY AND RECOMMENDATIONS

The 'mis-match' between industry and the MBA programme as hypothesized is supported by this research and by other research studies (discussed in Chapter 3), past and present that repeatedly stated that what is being taught in the MBA programme is out of phase with its client groups (industry). In this research, only 2.6 per cent of the companies/organizations surveyed indicated that the present MBA programme was meeting their organizational needs, while the majority (41%) indicated that the present MBA programme is not geared to their real needs too well. The reasons given and the comments received from industry and the results of this research in general, supported many other studies indicating that the MBA programme is too academic and theoretically biased, and, therefore, has little or no practical relevance for industry. Graduates in this research reported traditional lectures as one of the key methods of instruction in the MBA programme. Many students indicated their desire to have greater participation in the learning process to learn by doing, as well as having the opportunity to benefit from the actual experience of other students (participating in groups) (see Chapters 5 and 6). Teachers, by contrast, were relying solely on lectures, the majority did not use visiting speakers (as a practical teaching method) from the business community, and a high percentage of teachers responded 'don't know' to relevant questions related to teaching methods and the MBA programme in general (see Chapter 7).

The results of this research support the broad finding of other research studies indicating that, as a result of the present 'mis-match' (discussed in the literature, Chapter 3, and this research Chapter 8) between the MBA programme and industry. British industry

is reluctant to recruit or to sponsor MBAs. In this research, the majority (64%) of companies/organizations indicated that they had no formal policy for sending employees to study on the MBA programme, and the majority gave no recognition to MBA degrees in their recruitment policies. These results are clearly supported by the fact that the majority (33%) of companies/organizations surveyed had little clear perception about their future use of the MBA programme. In addition, the majority of the new (incoming) students (42%) and the graduates (55%) were also attending the MBA programme at their own expense. All these findings are clear indication of the continuing debate (discussed in Chapters 2 and 3) about what should be taught in the MBA programme? how? and by whom?

The questionnaires presented in this research support, in general, the need for the MBA programme to be improved. 95% of the graduates, 64% of the companies/organizations, and 40% of the MBA staff indicated that the MBA programme should be changed and improved. As indicated in Chapter 9, changes and improvements centered around the course content, teaching methods, lecturers, and more important a better relationship and communication between industry and business schools.

As discussed in Chapter 9, there was a clear indication of a mis-match between the real interest and expectations of industry and the real knowledge gained by MBA graduates. Industry, for example, was looking for more emphasis on 'tools of management' including accounting (cost control, standard cost, budgeting) work study, operational research, statistics, and the utilization of manpower, and less emphasis on 'academic subjects'. In addition, there was also a mis-match between the various skills (technical, conceptual,

and social skills) gained by graduates in the MBA programme and the real skills indicated by industry. Industry, again, was looking for MBA graduates trained adequately in the three skills: technical, conceptual and social skills. By contrast, the majority of graduates in this research indicated that they acquired only technical and conceptual skills. This clearly indicates that the present MBA programme should be revised to reflect the real needs and requirements of the industrial world, and the course content should reflect a better balance between the 'functional' areas (marketing, personnel, finance, etc.), 'tools of management' (accounting, work study, statistics, etc.), and 'social skills' area including the ability to motivate others in different organizational situations (see Chapter 9 for more detail).

It was also emphasized throughout the present research that teaching methods in higher management training for those people who have industrial experience and who are undergoing further education and training should be based on a variety of participative teaching methods, with active participation by the student in the learning process in order to build on his own practical experience (learning by practical experience). Lecturers, on the other hand, should re-think their formal approach (lectures), and act as tutors in the classroom rather than conductors of lectures. They should be available in the classroom to supply questions to practical problems raised by the students, help the student to think for himself, and build on his own practical experience (see Chapters 6, 7 and 9).

Education and training for experienced managers, as emphasized in this research must be viewed from the perspective of practicality. In general, the course work should design to give

subjects more relevancy to real work situations. While formal education and training is important, knowing how to use the formal education and knowledge gained on the course is vital to men who are expected to direct the effort of others in the organization. In other words, formal education and training should be designed for application rather than simply for the furtherance of academic theory. Johnson states "subject taught should be to a much greater extent regarded as skills or technique resources for which the students elect in order to achieve the level of competence in their required area of development. To facilitate this, they might work in task or study groups with common interests in order to process the amount of work efficiently, generate discussion between group members and decide for themselves the focus of their studies."⁽¹⁾

Gunn also clearly states "any training syllabus must be designed around desired 'outputs' ... that is, administrative activities and problems and not around the availability of particular teaching 'inputs'. ... Academics often want to teach what they have themselves been taught and that is usually one such discipline. But administrators do not require and increasingly do not want training in academic disciplines."⁽²⁾

In general, it can be said that previous research and the current research strongly support the fact that changes need to be made in the MBA programme. The need for change in the programme is immediate and urgent.

10.1. The Need for Change in the MBA Programme:

The pressure for change and revision in the MBA programme comes from the various changes and turbulences affecting all organizations in the society. To manage change, managers will need the best

management training to tackle these changes. The challenge of the MBA programme, therefore, is to recognize the impact of the various changes taking place in the environment and to fully equip future managers with the most effective managerial tools in order to manage future environmental changes. Toffler states "one had to be blind to be unaware that something extraordinary is happening to our entire way of life. The swift speed of microprocessors ... biotechnology ... the electronicization of money ... the convergence of computing and telecommunications ... the creation of starting new materials ..." (3). Future managers, therefore, according to Toffler "need a new kind of leadership ... managers of adaptation equipped with a whole set of new, non-linear skills." (4)

Handy (5) emphasizes that we are at a critical point in the history of education and training. On the one hand, it is clear we need more education with greater variety. On the other hand, he believes, we have a formal educational system that has traditionally been turned on itself, and under these constraints is likely to continue teaching as in the past, rather than preparing men and women for the future. Handy admits "the British educational system today probably harms more people than it helps. That is not intentional. The teaching profession is on the whole, both diligent and dedicated. It is the fault of the system, designed at other times for other purposes but now disabling rather than enabling to many who pass through it." (6)

Handy emphasizes that learning is a continuing process. Education does not end with school, college, or university; nor has learning been confined to the classroom or the lecture theatre. Education is a mirror of the society. Educational institutions,

therefore, have the responsibility of leading the way to the future by recognizing important changes taking place and preparing the student to meet their challenge. The future of work, according to Handy, will depend on educated people, people who have access to knowledge, and people trained to think for themselves.

Handy is greatly concerned about the quality of education and directly relates it to the growth and development of the society. He warns "if we do not get education right, quickly we will be faced with a scenario of lost opportunities and a generation of whom it might be said one day, 'they have a bright future behind them'."⁽⁷⁾

Similar ideas have been expressed by Dennis. He believes that the British higher education system has allowed itself to remain static, while the world of employment has steadily changed. Therefore, the system has failed to prepare young people for life, for the world as it really is, at home and at work. Dennis states "we are failing to show them (students) the opportunities which are open to them. Worst of all, we are failing to teach them to look at themselves as they are, to see the truth, both good and bad, to accept it and to plan their lives accordingly. Each step that we take to improve this situation is in the interest of all parties concerned. That the solution requires a joint approach between employers and teachers is therefore not only true, but highly appropriate. The necessity for imminent changes in higher education gives us the opportunity to build new bridges. Let us not argue for too long over the details of each design, but get down to some solid construction."⁽⁸⁾

Korey⁽⁹⁾ believes that in the technological systems of tomorrow, managers must be better qualified to make decisions, to be

creative, innovative, and develop the ability to predict future changes. In other words, education is the only institution that can train people to meet the needs of business and industry today and for the future.

According to Korey, to meet the challenge of the future, curriculum planning for management education and training should be flexible to reflect individual student needs and background. It should not be designed to teach academic subjects, but rather structured around experimental learning wherever possible. In addition, Korey believes a new field of study is necessary. A programme based on futurism and the intellectual exploration that seeks to identify, analyse and evaluate possible changes and development in human life, and the world, from the point of view of managerial leadership is needed.

Managerial leadership is the most important factor in the success of every organization in both the public and private sectors. Sadler states "the next generation of managers will need to be more adept at coping with value conflicts and issues of managerial legitimacy. They will need to focus on elements of vision and creativity, less on logic and rationality. Such development will require closer inter-relationship between work experience and learning." (10)

Sadler believes organizations will continue to be affected by long term trends in economic growth and development which will demand educated and trained people to ensure economic stability and economic growth.

To provide an example of the changes that have taken place, Sadler believes when the Franks report was published in 1963 in

Britain, some 51% of the working population were employed in production industries, and 46% in services. By the end of the century, it has been predicted that three out of every four jobs will be in the service sector, including hotels, banks, hospitals, schools etc.; rather than running factories. To support this theory, Sadler claims more people in the United States today are employed by McDonalds than are working in the steel industry, which was once the foundation of the economy. Such continuing changes in our economic life will bring more social and demographic changes as well. These changes in turn, according to Sadler, bring with it the need to develop a new and markedly different education and training philosophy. He states "the training of managers will have to place greater emphasis on the development of leadership and interpersonal skills, strategic thinking and the ability to manage change than on academic disciplines, and the absorption of knowledge (formal lectures)."(11)

Johnson also supported the above arguments, he states "since the late 1950s and early sixties a new kind of turbulence increasingly has made itself felt ... Typically, it expressed itself through threats: threats of saturation of growth, threats of new technologies, of foreign competitors, of government regulation, of accelerating inflation, of raw materials shortages, of increasing societal hostility toward the firm ... "(12) Management, according to Johnson, will have to increase its ability to meet these various threats, because the changes will have a significant effect on organizational structure, requiring them to be more flexible and adaptable in order to meet the demands of the changing environment. The importance of being able to manage in this environment is that

these changes will not occur at one time, or at the same rate, and are in process at the present time. The effective managers are those who help direct desired changes rather than attempting to adapt after the fact.

The importance of Johnson's work is the recognition of the need for changes in management education and training. Johnson believes that current teaching methods are not appropriate because the emphasis has been on increasing a student's knowledge of subjects from an academic rather than from a practical perspective. Johnson suggests new teaching methods need to be designed, those which will allow students to take a problem and develop solutions before they enter the workplace. In other words, teaching methods should be based on the concept of learning by doing rather than learning by memory and have a direct relevance for the adult learner.

As early as 1968, Skerchly also clearly supported the above argument. He stated "for the world of the future we must develop self-learning programmes which allow the manager to acquire his own technique to obtain knowledge of his own results. The attainment of a sufficient degree of self-learning is central to the problem of contemporary management education and the new management ability."⁽¹³⁾

From the above analysis presented in this section (the need for change in the MBA programme) it is obvious that a change in the concept of education and training is needed. It must be viewed in a broader sense. Instead of viewing it as a method to increase man's formal knowledge, it must be viewed as a system that will make men to think, to reason, to experiment, and to influence change. As illustrated, the need for such a change in the MBA programme is

urgent. Harder, for example, clearly states "industry's need for more skilled workers and better-educated managers stems from a variety of causes. Chief among these are scientific and technological advances which add to the complexity of industrial operations and create new demands for highly trained employees, the rate of change at all levels of operation which places a premium on lifelong ability to learn as a virtue in and for itself, and the world-wide scope of business operations today."⁽¹⁴⁾

As early as 1959, Gordon and Howell also stated "the situation has been changing rapidly during the last fifty years. A 'managerial revolution' has occurred. ... As we think this report will show, the training required by today's and tomorrow's managers can be provided in part in the university ... Business will need the help of higher education even more in the future."⁽¹⁵⁾

Although Gordon and Howell indicated the above argument in 1959, the statement perhaps is more applicable today than it was at that time.

Again, as emphasized throughout this research any present or future changes in management education and training can only be achieved effectively by the active participation and cooperation of the client (industry). To solve the 'mis-match' indicated in this research and other research studies, and to make MBA programmes more relevant to the needs of business and industry, open communication must exist between business schools and client being served (industry) that will inform the business school of business and industry needs, as well as members of management working with educators to make certain these needs and requirements are filled. Dennis states "our higher education system is, by its nature, geared

to objectives and ways of working which are very different from those which apply outside the academic world. It provides few experiences, and also does little to prepare students in any practical way for the needs of the business world. Therefore, our strategy to 'bridge the gap' must look hard at both our higher education system and at the world of work. Our task is to use the combined expertise of teachers and employers to design courses which achieve the best of both worlds. Not only is such an approach appropriate for the start of the 1980s, it is already urgent."⁽¹⁶⁾ (This argument is further supported in the following section: 'Recommendations' and Chapters 1, 2, 7, 8 and 9).

10.2. Recommendations

MBA programmes should reflect the changing needs of business and industry today and in the future. The success of any management education and training programme, as emphasized throughout this research (and as many management writers believe) requires a close relationship between the educational institution and the business world, joint effort is necessary. Griffiths and Murray state "if there is to be a new ethos, a joint partnership between industry and business staff will be required of the kind envisaged but not realized by the Franks report, with joint responsibility for policy and monetary controls, curriculum content and relevance, curriculum and course development, recruitment of students and staff, and student placement, so that the key partnership will be with the external marketplace of the business world and not the internal one with other traditional academic departments of the same university."⁽¹⁷⁾

The results of this survey emphasized a greater need for a closer relationship between industry and the MBA training. This was the primary recommendation found in each questionnaire of this research. New (incoming) students indicated the relationship with industry was essential due to the changes taking place in industry today. Graduates indicated that a close relationship with industry was necessary for the MBA programme to effectively meet the current problems of British industry. Teachers also indicated a need for a close relationship with industry to identify industry's needs. A close relationship was recommended by the respondents from both the public and private organizations. Their recommendations included more involvement by industry in the classroom by providing lecturers, materials, and joint research and projects.

The results of this research indicate that there is a recognition by business/industry for increased communication with institutions of higher education and training. This can be achieved through utilization of some of the following channels:

1. Co-operative Research Efforts That Benefit Industry and Education:

One of the most important channels of communication between industry and education is joint research activities. Ping states "industry has a variety of ways to help the university in the physical dimension. For example, the modernization of aging research laboratories is an urgent issue. Industry can provide access to research capabilities or channel basic research activity through universities. It can support research laboratories and projects directly." (18)

Forrester also believes that research activities will "ensure that faculty are continually in contact with practising managers,

their experience, their philosophy and their problems."⁽¹⁹⁾ This is also supported by Tolley who states "research in higher education institutions is justified essentially on two counts. It is held that research maintains the freshness, the competence, the creativity and hence the quality of teaching staff. It is also held that research activity and findings inform the curriculum, not merely keeping it up to date but ensuring that it is lively and demanding."⁽²⁰⁾

2. Members Of Business And Industry Serving On Academic Boards/ Committees And Other Committees As Required In The University:

Ping believes that beyond the basic idea that universities must learn from industry, business and industry "must foster this learning by bringing some of its management techniques and thoughts to its role as trustee on the governing boards of universities. In this way, it can help us develop effective options to deal with long-term issues."⁽²¹⁾ However, it must be emphasized here that these committees must represent all the sectors of local industry that can act and participate in the various policies related to the MBA programme. In addition, these committees must not substitute for regular and direct contacts between organizations and members of the business school. Kubr states "virtually every institution, even a small one, will have a general committee which may be called a management committee, executive committee, co-ordinating committee or the like ... It is used for discussing all matters of importance to policy and co-ordination. Meetings are relatively frequent once or even twice a month."⁽²²⁾

3. Members Of Business/Industry Should Serve As Teachers And Lecturers:

Another field of collaboration and communication between business schools and the industrial world is to use part-time lecturers drawn from local industry, or to use business executives from industry as visiting speakers (regularly) on various management courses offered by management institutions. Foy states "to run a management school you should have some senior managers (serve as lecturers). Simply rubbing shoulders with such colleagues is no doubt good for teacher development, much more effective would be the industry secondment, if it could be arranged. This is another area where it will be important to develop close, trusting relationships between an academic centre and a company."⁽²³⁾

Henderson also believes that to be an effective business school you must "seek active co-operation with your region. You identify with the idea of a close working relationship with potential customers in your area, drawing on local businessmen as associate staff to supplement your permanent faculty. This idea of seeking to be valued, in practical terms, of seeking to make a real contribution, not merely to the idea of management education but to the life and commercial vitality of your region, strikes me as the greatest strategic and practical importance."⁽²⁴⁾

Warner⁽²⁵⁾ presents a very effective proposal to solve the practicality problems in many management courses. He believes many problems related to teachers and teaching methods can be solved by relatively long exchanges between the academics and the business world, "Exchange secondment proposal". The basic idea behind this proposal is that, for a period of not less than a year, but not more

than three, a member of staff of a management college should move into an actual line management job in industry. At the same time, a manager in the company/organization would join the staff of the college.

Warner goes over all the possible difficulties that might emerge from this exchange, and consider them as all minor barriers compared to the long-term benefits from such exchange.

In addition, Warner believes "not only would the teacher retain (or regain) credibility, his motivation and job satisfaction might benefit equally. The management college would gain from this, and from employing personnel with recent experience of business problems. The seconded manager would have an invaluable opportunity to develop a conceptual framework for his job; to develop social and other communication skills; and to rethink his job, free from day-to-day pressures. He would, in addition, meet a wide variety of managers with whom to exchange opinions and experience."⁽²⁶⁾

4. MBA Graduates Should Serve On Advisory Committees And Serve As Liaison Between Industry And Higher Educational Institutions:

The alumni are a valuable resource which should be utilized. The alumni have the benefit of having participated in the MBA programme as well as having experience in industry. The MBA programme could benefit from these experiences to greatly enhance the MBA programme in general. As Foy states "graduates are the best source of new students, new ideas, and new markets, and they know what the real problems in a locality or an industry are."⁽²⁷⁾ The importance of such a link with the alumni is also emphasized by Kubr who states "participants in longer programmes often organize themselves by selecting a committee or appointing representatives

for formal contacts with the institution's management in matters seen as important. In a management school this might concern the relevance of the curriculum to business practice and the placement of graduates after the completion of their studies. ... If the concept of life-long education is accepted, and since many alumni continue to advance in their careers, they are at the same potential clients for refresher and more advanced programmes. They are a source of demand for training, consulting and other work for their organizations. They are instrumental in strengthening the links with business and government and providing the institution with feedback." (28)

Additional recommendations suggest more funds from industry might be used for research and development, i.e. library materials for student's research, implementation of technology - computers, audio-visual equipment, sources of information for developing current case studies etc. In addition, industry can offer the 'internship plans', reports on summer work experience where students are supervised practically by experienced people in the real life of work.

At the end, it must be emphasized that communication between industry and management education, in general (as many writers believe), could and should take many different forms. The above are just a few ideas or forms.

10.3. Further Research

Most of the previous limited research studies on the MBA programme (Whitley, Ascher, Forrester, etc.) were conducted in England, primarily with London and Manchester Business Schools. No

systematic research studies have been conducted concerning the MBA programme in Scotland. A number of studies focused only on industry and students. Forrester, for example, states "no survey has been made of the background of management school academic staff."⁽²⁹⁾ Many studies were conducted within a narrow framework that did not study all aspects of the MBA programme, the students, graduates, MBA staff, and the industrial world. As early as 1963, the Organization for Economic Co-operation and Development stated "hitherto management education has been largely aimed at adults, yet little research has been undertaken to evaluate the educational methods best suited to holding the interest and deepening the understanding of the mature individual (experienced students-managers)."⁽³⁰⁾ In 1986, Forrester still reports "the most complete survey of alumni is that carried out by Ketchum and Neuberger for LBS."⁽³¹⁾

The lack of sufficient data on management education and training in Britain, in general, is clearly supported by Handy, who states "the study has highlighted the lack of reliable data on management education and development in Britain. In West Germany, France and Japan there are national statistics covering most aspects of the topic, which provide the basis for long-term thinking by both government and corporations and educational institutions. In the more free-market system of the USA there are few national statistics, but an abundance of surveys, privately and publicly commissioned. In Britain there is little official information and the surveys tend to be both small and hurried and therefore easy to discount or ignore if their message displeases."⁽³²⁾

The present research study, therefore, could contribute significantly to the development of Scottish management education

and training in particular and the British in general, not only because it includes a complete systematic evaluation of attitudes displayed within the students, academics and the industrial communities. But also it covers a very broad perspective on the MBA programme, receiving various information from new (incoming) MBA students, MBA graduates, MBA lecturers, and business/industry. Each area could be a starting point for many other individual research studies. Various research studies could be devoted to some of the following areas:

1. Further research should take into consideration the needs of local organizations, those in the public as well as the private sector, to ensure that MBA students will receive the education and training that will meet the needs of both the public and private sectors. This was the primary conclusion indicated by the recent Report of the Scottish Education Department. The report states "the Scottish Business School should investigate the latent needs of industry and commerce, the benefits derived from particular courses, the demand for them and their effects on careers; it should also monitor the overall pattern of provision and its appropriateness to perceived needs."⁽³³⁾ Therefore, the report emphasizes "there is an immediate need for a comprehensive data base to provide the information which the above task will demand ..."⁽³⁴⁾ The report further states "future arrangements must enable providers of courses to respond flexibly to consumer needs; this has implications for teaching methods as well as for course design. More study is required for the impact of technological change on accepted practices in teaching and learning ... "⁽³⁵⁾

2. The majority (64%) of companies/organizations in this research indicated they had no formal policy for sponsoring MBAs. In addition, the majority (33%) of organizations had little clear perceptions about their future use of the MBA programme. Therefore, research studies must be promoted to find out the best ways of marketing business school programmes, and the means by which various organizations might have a greater interest in the business school programmes.

3. Further research studies on teachers and teaching methods would significantly contribute to the design of a more effective staff team, the development of new teaching methods and building a team spirit among teachers, all of which would greatly enhance the MBA programme. In this research, we found a lack of team spirit among teachers. This could be due to many limitations such as weakness in administrative procedures, lack of organizations, the absence of good teaching materials, lack of motivation etc. (some MBA lecturers in this research indicated some of these limitations - Chapter 7). Further research studies, therefore, are required to investigate this problem.

4. Longitudinal research studies should also be devoted or dedicated to MBA students to determine their mobilities, salaries, positions, success in their workplace etc. A large number of research studies (as indicated in the literature review - Chapters 2 and 3) have attacked and criticized MBA students as inexperienced individuals, not up to standard, demanding high salaries beyond their abilities who cannot be

fitted into most organizations etc. By contrast to these allegations, this research found students entering the MBA programme were well qualified. The majority had received high academic qualifications ranging from Bachelor's, Diplomas, and Master's, with an average employment experience of 5.5 years. Self achievement and development was found to be the motivating force for entering the MBA programme. The majority of new (incoming) MBA students indicated they would not leave their present organizations. Graduates on the other hand had expectations of better jobs. The majority (50%) were at middle management level. By contrast, many writers claimed that MBAs are usually given advisory or staff posts or positions. None of the graduates surveyed were unemployed. 60% of the graduates gave 'recognition by their employers' ranging from promotion, more responsibility and high salaries, 40% indicated a combination of promotion, increase in salary and more responsibility. These findings clearly indicate that further research studies are necessary to determine and investigate many allegations and criticisms (myth - see Chapters 5, 6 and 8) directed to MBA graduates.

5. Research studies are also required to identify the extent to which public sector studies can and should be distinguished and separately taught in higher management education and training (see Chapter 7). Students in this research indicated that the MBA programme was too oriented toward the private sector. The majority of lecturers (48%) also believed the MBA programme does not satisfy the needs of the public sector, and little

emphasis is placed on problems germane to the public sector. (It must be noted here that a high percentage [40%] from both the new incoming MBA students and the graduates in this research came from the public sector - Chapters 5 and 6). Kubr clearly states "links with public organizations have to be based on a sound understanding of what really is similar or different in the management process. A priori judgements are not helpful. Not only the programme content, but also the way in which it is presented, have to appeal to public managers. They must be convinced that the institution understands their specific conditions of action, objectives assigned to public organizations by government, problems of decision making, centralisations and decentralisation, political criteria and influences that cannot be avoided, and so on. If this is overlooked, an institution may be seen as irrelevant despite its excellent potential for helping public sector clients."⁽³⁶⁾

6. Finally, since a high percentage of MBA students come from the Third World, consideration should also be given to international students accepted in the MBA programme. Students coming from foreign countries (mainly developing countries) are working in organizations different from those found in Great Britain. A broader curriculum probably could be designed with courses applicable and relevant to their needs, to prepare them to contribute to the development of their countries.

At the end of this research, we would like to add that in past and current research it has been stated that the majority of full-time MBA students finance their own tuition. In this research it was

found that the majority of the new incoming students (42%), and the graduates (55%) were attending the MBA programme at their own expense. More important, no government awards were indicated. This has effectively prevented many students from having the advantage of experiencing higher education and training (see Chapters 2, 3, 5 and 6). At the same time the government is continuing to make painful cuts in educational institutions. In 1987, for example, the London and Manchester Business Schools "were given the unexpected news that government funds for their Master's degree courses in management were likely to be cut sharply over the next three years. They have still not been told why."⁽³⁷⁾

Wilby⁽³⁸⁾ conducted a study of 450 employers who believed the quality of graduates could be improved. They were convinced that more educated and trained people would be required for the future.

The problem according to Wilby presents a serious problem as university grants are being decreased by two per cent per year. The consequences of this action could lead to the closure of universities which are dependent upon government support. These cuts will have a significant negative impact not only on the MBA programmes but also on many other programmes of higher education in the future.

The failure of industry as well as government to obtain qualified people in leadership positions will affect Britain's economy in the future. As the number of educated and trained men and women are reduced, industry and government will find it more difficult to compete in the international marketplace. Handy made it clear, "the conclusion that many British managers are uneducated in business and management terms is inescapable. It must also be true

that management training in Britain is too little, too late, for too few." (39)

The government, educators and business/industry need to establish a joint effort to encourage men and women to enter programmes of higher education and training. The importance of this can be clearly found in Forrester's statement, "we are largely reliant on the MBA and its equivalent for the development of thoroughly trained professional managers." (40)

Footnotes

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