global focus

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Are you Open to Think?

The flat tyre of Open Thinking

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Is this the end of strategy as we know it?

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In focus

Global Focus
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Our issue kicks off with an interesting article from Dan Pontefract, author and Chief Envisioner of TELUS, a Canadian telecoms firm, and a fairly regular contributor to these pages.

His subject is the importance of "Open Thinking".

"If you practise 'Open Thinking' – founded on an easy-to-remember mantra: dream, decide, do and repeat – you stand a far higher chance of being successful and engaged," he writes. "When you, your team and your organisation exhibit Open Thinking habits, long-term prosperity is far likelier. There may be flat tires but you have tools at the ready that allow you to be innovative, timely and productive."

The reference to flat tyres is central to his argument, tracing the decline and fall of US giant Firestone Tire and Rubber Company, which failed to use its renowned reputation for Open Thinking to survive a massive change in the market and technology for car tyres.

Open Thinking highlights the need for changes in corporate strategy but another author, Martin Friesl (page 16), argues that we may be seeing the end of strategy as we know it

This does not imply that strategy is becoming less important for firms, writes Friesl. In fact, strategy is becoming even more important for the future success of companies and organisations and even more pervasive in the everyday work of managers.

The educational implications of the future of strategy are a major opportunity for business schools he writes, putting "an even higher emphasis on the strategic capabilities of business school students [which is] a chance for profile building and differentiation in an otherwise crowded space for business education".

A number of other stories concentrate on the question of adapting corporate learning to the technological revolution we are undergoing (page 64), the need to move on from teaching the "unholy trinity" of strategy, leadership and change (page 34), and, in an unusual take on the issue (page 54), the often overlooked but essential role of kindness, which the authors claim can have enormous benefits for organisations.

Finally, an intriguing story on the use of mobile robots in law schools in the UK and South Africa (page 46) supports the view that mobile bots may suffer from the major drawback of the infamous Daleks in the TV series *Dr Who*. Though a considerable success, like the Daleks, they need human help to overcome uneven floors and, especially, the dreaded staircase!

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Your say

We are always pleased to hear your thoughts on *Global Focus*, and ideas on what you would like to see in future issues.

Please address comments and ideas to Matthew Wood at EFMD: matthew.wood@efmd.org

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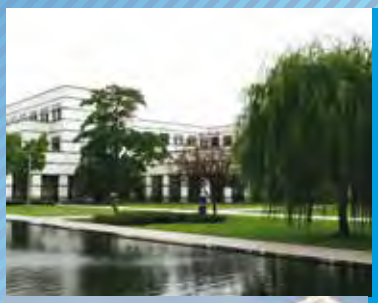

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> *Open Thinkers are continually alert, consciously navigating the wheel of life and work. They balance reflection with action. They pause, ponder, determine and then move forward*

Dan Pontefract chronicles a cautionary tale of a major US company that forgot its commitment to Open Thinking and paid a heavy price

The flat tyre of Open Thinking

Good thinking is required by all of us if we wish to explore new landscapes or decide how to travel from point A to B. If your thinking style is closed — like a flat tyre — chances are you are going to be stuck going nowhere for a long time.

However, if you practise "Open Thinking" — founded on an easy-to-remember mantra: dream, decide, do and repeat — you stand a far higher chance of being successful and engaged. When you, your team and your organisation exhibit Open Thinking habits, long-term prosperity is far likelier. There may be flat tyres but you have tools at the ready that allow you to be innovative, timely and productive.

Open Thinkers are continually alert, consciously navigating the wheel of life and work. They balance reflection *with* action. They pause, ponder, determine and then move forward. How?

Open Thinkers first exercise "Creative Thinking", where they generate new ideas and opportunities unleashed from constraints. They allow themselves to dream and mind wander. They do not get bogged down by society's penchant to be busy all the time.

Next, they employ "Critical Thinking", the thorough analysis of their creativity — emboldened by facts and truths not opinions and falsities — to make an ethical and timely decision.

Finally, that decision has to move to action. Critical Thinking becomes "Applied Thinking" where the Open Thinker commits to attentive execution. If need be, the Open Thinker remains flexible and will repeat the Creative or Critical Thinking stages. Dream. Decide. Do. Repeat.

Firestone Tire and Rubber Company – Early Days

We must be in control of our thinking, even when there is a flat tyre. Open Thinking demands responsibility. However, skid marks on the road today and from our past indicate we have a lot to learn if we want our driving to be smoother.

Take the example of Firestone Tire and Rubber Company. Before and during the aftermath of the second world war, the company was a very successful and profitable organisation. It operated in several US cities with headquarters in Akron, Ohio. It was a family-first type of company, proud to provide high-paying jobs to Americans of all classes.

Firestone possessed responsive managers, a sound strategy, efficient manufacturing processes and superb customer relations. All of it benefited its culture and its bottom line. Innovation, inclusion, and collaboration were at the forefront of its ethos. Bottom-up budgeting, for example, ensured team members across the organisation were involved in surfacing customer feedback that led to new ideas. It was Creative Thinking at its finest.

Indeed, Firestone was an Open Thinking type of business by including everyone in the creation of new ideas, decision making *and* action. The company was empathetic and continually dreaming up new ways to innovative to serve both its customers and employees. Revenues in the late 1960s averaged close to $3 billion annually, second only to Goodyear Tyre but well ahead of rivals Uniroyal, B F Goodrich and General Tyre. Profitable, productive, engaged, purpose-driven and open in its thinking, Firestone might be considered a model organisation during the days of Woodstock and flower power.

Over a few years, however, the doggedness that was once behind Firestone's Open Thinking DNA slowly began to erode. As the 1970s dawned, bias rubber tyres — which had fuelled Firestone's growth for decades — were under threat from more efficient and cheaper products.

Initially, Firestone was able to see off the challenge posed by the belted bias tyre, making a few modifications to its assembly lines and maintaining its Open Thinking approach.

However, darker times lay ahead. A far more efficient and technologically superior tyre was about to sweep across North America and render the Firestone story a footnote in the history of tyre manufacturing.

In 1946, the French company Michelin developed the radial tyre, which lasted twice as long as the bias models. As Michelin also owned leading European automaker Citroën at the time, it was an easy way to hone and test the new tyre with its customers. In the following decades, the radial tyre gained widespread popularity in Europe though

making no inroads into North America. That was about to change. Was Firestone going to continue acting like an Open Thinking organisation?

The Flat Tyre at Firestone

In 1966, Michelin partnered with retailing giant Sears and began to sell its radial tyres across North America under the Allstate brand. By 1968, the independent guide *Consumer Reports* recognised that the radial tyre delivered less rolling resistance and better steering for the driver than belted bias tyres. It resulted in better fuel economy for automobile owners. Radial tyres were taking over the market while air simultaneously began to leak from the Firestone brand.

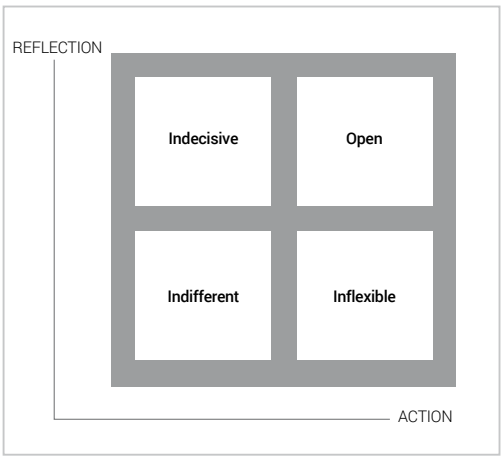
In 1973, pre-tax profits at Firestone were $52 million but by 1980 the company was posting a $32 million loss in a single quarter. By the end of 1980, it had suffered losses totalling close to $100 million. Through the early 1980s, Firestone's debt climbed to over one billion US dollars.

A new CEO entered the picture who divested the company of many of its assets and lines of business, as well as closing nine of its tyre production facilities. The company even moved its headquarters from Akron to Chicago. By 1988, Firestone was no longer. Rival Bridgestone swooped in and acquired the company cheaply.

What Went Wrong at Firestone?

There is much to glean from the example of Firestone and how both individuals and organisations think. Firestone watched Michelin enter its tyre-making landscape in North America — skipping over its Open Thinking culture to address the threat proactively — and then witnessed its biggest competitor, Goodyear, adapt to radial tyres with speed and effectiveness. What happened? Arguably, Firestone executives demonstrated three cardinal sins of thinking over several years. In doing so, it failed to balance reflection *and* action. These poor habits led to the eventual sale of the company.

• **Indifferent Thinking:** By resting on the company's bias tyre-making success, Firestone ignored the competitive threat of Michelin and radial tyre advancements over several years. Given radial tyres were introduced in 1946 across Europe, it had plenty of time to rethink or adapt its existing



North American tyre-making strategy. Instead, it decided to remain with the status quo of belted bias tyres for far too long. Only when radial tyres started to impact North American market share significantly — and *Consumer Reports* provided third-party evidence — did Firestone begin to change course. Consequently, Firestone lost out on a first-to-market opportunity. Indifferent Thinking maintained the *status quo*, which, ultimately, cost the company dearly. It failed to invest any time in new reflections or new actions.

• **Indecisive Thinking:** While Firestone did eventually upgrade its production lines to accommodate the newer belted bias tyre designs, it did not correctly decide to take action with radial tyres until it was too late. It spent too much time reflecting, and not enough taking action. Michelin had entered North America in the mid-1960s while its biggest competitor — Goodyear — began building brand new radial tyre plants almost immediately in response. Firestone became indecisive about radial tyres. "Should we or shouldn't we enter the market," executives would have asked each other before it was too late. Eventually, the company decided to retrofit many of its existing facilities for radial tyres instead of building new production plants. However, it also kept many of its facilities open to continue producing legacy products no one wanted. This poor thinking — creating both types of tyres in facilities meant for one while continuing to deliver

$1bn

In 1973, pre-tax profits at Firestone were $52 million but by the end of 1980, it had suffered losses totalling close to $100 million. Through the early 1980s, Firestone's debt climbed to over a one billion US dollars

> *The ultimate question that this story begs is whether you — or your organisation — is thinking like Firestone. Are you an Open Thinker or have you closed off your mind, allowing external forces and Indifferent, Indecisive and Inflexible Thinking habits to dictate your fate?*

$2.6bn

In 1988, Firestone's board accepted an offer by Bridgestone to acquire the company for $2.6 billion. Firestone was no longer, (in part) due to its Inflexible Thinking

an unpopular tyre — resulted in massive quality issues with its radial tyres, a fall in profits and a plummeting stock price. Their Indecisive Thinking also led to a significant executive and personnel shake-up at the company.

• **Inflexible Thinking:** By the late 1970s, as a result of the quandary it faced, Firestone's board dismissed President Mario DiFederico in December of 1979 and hired John J. Nevin, a newcomer to the tyre industry. He subsequently terminated 22% of the workforce, closed 30% of Firestone's tyre-making plants and reduced inventories by 42%. He also eliminated its bottom-up budgeting process and any shred of the engaged and Open Thinking culture it formally possessed. Nevin had instituted a top-down, hierarchical workplace. Inflexible Thinking was commonplace. Top-down action versus company-wide reflection became the norm. Its engaged culture evaporated and the mission became focused on maximising shareholder return. In 1988, Nevin's unilateral, action-driven thinking style resulted in Firestone's board accepting an offer by Bridgestone to acquire the company for $2.6 billion. Firestone was no longer, (in part) due to its Inflexible Thinking.

The Road Ahead

Today, radial tyres possess 100% of the available tyre market share in North America. Sales of radial tyres now surpass $50 billion annually. It makes you wonder where Firestone might be today if it had not exhibited such poor thinking — showing Inflexible, Indecisive and Indifferent Thinking — in the face of competitive threats and technological advances. It makes you wonder how the company forgot how to be Open Thinkers.

The ultimate question that this story begs is whether you — or your organisation — is thinking like Firestone. Are you an Open Thinker or have you closed off your mind, allowing external forces and Indifferent, Indecisive and Inflexible Thinking habits to dictate your fate?

Are you adequately balancing the time needed to reflect and take action? Have you found yourself stuck in the *status quo* of yesterday's strategy? Are you spending too much time stressed out in a constant state of urgency and busyness, feeling compelled to complete task after task? Are you not paying attention to the signs of change?

An Open Thinking mindset requires you — and your organisation — to properly balance Creative, Critical and Applied Thinking. Dream. Decide. Do. Repeat.

Otherwise, you may end up with a flat tyre, or worse, like the fate of Firestone Tire and Rubber Company.

Put simply, are you Open to Think?

gf

About the Author

Dan Pontefract is the author of OPEN TO THINK: Slow Down, Think Creatively and Make Better Decisions*; Chief Envisioner of TELUS; and Adjunct Professor at Gustavson School of Business, Universityof Victoria, Canada*

Rolf D Cremer describes EFMD's innovative Strategic Leadership Programme for Deans

Stepping into the role of the dean

Never walk alone.

"I enjoyed meeting other deans and sharing our common concerns. The quality of the lecturers was excellent and I found numerous ideas and methods to apply to improve my work as the dean of a business school. I recommend the programme

Jon Foster-Pedley, Dean and director
Henley Business School, Africa

Hardly anybody embarks on the long, difficult and actually quite risky path of a career as a professor in order to become the dean of a business school. Few are prepared when it hits them. But it should be clear that the responsibilities and tasks of a dean, let alone the expectations levelled at a new dean, are diverse, depending on the institution and the situation of the school, and distinctly different from those demanded of a senior professor.

In my own case, I was asked point-blank in March 1987, at the then private University of East Asia, now University of Macau, whether I would accept the deanship of the School of Social Sciences immediately after the then dean had been dismissed under a cloud. I had been one of his critics. Declining the offer would have meant agreeing to live with whatever appointment would otherwise have been made. I accepted, at age 37, hardly even knowing how to spell the word "dean".

What rescued me was the friendship, openness and mentoring of two experienced deans at the university, the Dean of the School of Management, Professor George H. Hines, and the Dean of Arts and Professor of English, Matthew Macmillan. They came to my office the morning after I had signed and said: "You are one of us now".

What is SLP trying to achieve?

This is the spirit of the EFMD Strategic Leadership Programme for Deans (SLP). The SLP brings together deans new to the role with experienced and successful counterparts in an intensive three-day workshop in Brussels. They are all experts on deanship, not experts on human resource management, knowledge management, teaching technology or fund-raising.

This article sets out the objectives and building blocks of the programme, highlights the profile and calibre of the group getting together and sharing and discussing their experiences and problems, and some experiences and examples from the first edition of the SLP in autumn 2017.

The objective is, actually, not too different from what helped me in Macau almost 40 years ago: to ensure, as much as possible, that new deans are successful and enjoy this incredibly challenging, often difficult but also often most rewarding stewardship while feeling not alone but part of a great group of international business school leaders.

What is the Scope of SLP?

Each setting into which a new dean steps is, of course, different. It does make a difference, for example, whether the school is part of a larger public university or a small private business school. Neither are the challenges the same depending on whether the school is financially sound or it is fighting for financial stability.

Leading a school in an established institutional and regulatory environment is different from one in a still-developing environment. Taking over from a successful and popular predecessor is a totally different story from being brought in on a rescue mission.

An academic culture emphasising research has other priorities and constraints compared to a university tradition that is primarily teaching oriented. A school that has been in prominent international rankings such as the *Financial Times* has different expectations from internal and external stakeholders compared to one that is struggling to find a place and to get solid programmes rolling.

However, regardless of what the particular challenge may be, it will always be imperative to be mindful of everything in the school and its environment.

Steven C. Wheelwright, emeritus professor of Harvard Business School, used to state that 95% of being a successful dean was doing the normal things well. Normal things are those that have to be done in any school at any time and in any place. And advancing those normal things everyday takes a school closer to the goals formulated within its general strategy .

Theodore M. Hesburgh, looking back on 35 years of his presidency of the University of Notre Dame, summarised the requirement of comprehensive leadership of an academic institution in these words:

"To be great, an academic institution needs a great faculty, a great student body, and great facilities. In order to have all these things, it needs substantial endowment, which means you have to learn how to raise money – lots of it. And, finally, a great university needs to be imbued with a great spirit, which is an inspirational and cohesive kind of ambience, and not just a lot of separate parts that operate around a central heating plant."

In the language of business schools nowadays, this defines the landscape of a dean: managing faculty; recruiting and selecting students; providing facilities; managing revenues, including fund raising and costs; and creating and fostering a sense of identity and spirit.

The SLP, thematically, follows this idea of covering most, if not all of those five key tasks. It does so by picking selected topics based on real-life business schools.

Who participates in SLP?

We decided early on that key to a useful leadership programme for deans would be to bring together the right sorts of people and to find formats of discourse and interaction that would allow participants to share their problems, settings and experiences.

This meant staying clear of generalisations and instead focusing on actual, real-life experiences – either from experienced business deans and university leaders ("been-there-done-that") or from those stepping into the role and the concrete challenges they have been facing at the start.

In more than one way, the essence of the programme thus resembles a case study approach, with the protagonists being present and available for intensive debate with participants.

> *"The programme provided three kinds of benefits – sessions led by highly impressive established deans, giving insights into the strategic dimensions of developing business schools internationally; working with a peer group of deans, learning from our challenges and ways of addressing these, again with a strong international profile; and gaining insight into EFMD itself, its accreditations and view on developing business education internationally. To my delight, the working relationships and peer groups formed during the course have been sustained and it has been a pleasure to catch-up with colleagues subsequently*
>
> ***John Finch, Head of School***
>
> ***Adam Smith Business School, University of Glasgow***

95%

Steven C. Wheelwright, emeritus professor of Harvard Business School, used to state that 95% of being a successful dean was doing the normal things well, Normal things are those that have to be done in any school at any time and in any place. And advancing those normal things everyday takes a school closer to the goals formulated within its general strategy

How is the programme structured?

The SLP is a three-day workshop on the premises of EFMD in Brussels. Each of the half-day sessions, with only minor deviations, has the same clear structure.

Each day begins with a short review of the previous session and a look-ahead.

This is followed by an impulse statement of an internationally renowned, successful dean or president. The focus, in each case, would be on a strategic issue related to one or more of the five tasks outlined above.

Invariably, the speakers take from their own leadership experience at their school. Depending on the speaker, and entirely at their discretion, the impulse statement could also be a substantial account of a key challenge they have faced but would be open for questions and comments at all times.

In 2017, outstanding examples of speakers included Professor Santiago Iniguez of Instituto d'Empresa (IE) in Madrid, who talked and discussed with participants the strategy that under his leadership took IE from a good business school to an outstanding business school and eventually to a university.

He recalled the role of the dean in framing the landscape, defining the values, providing cross-cultural leadership, and exposing and instilling passion.

Another hugely relevant insight came from Professor Professor Edeltraud Hanappi-Egger, President of WU in Vienna. She provided a splendid illustration of modern faculty performance measurement and diversity management, notably regarding female faculty, and presented how-to-do-it advice for faculty management and recruiting.

Professor Per Holten-Andersen, President of Copenhagen Business School, gave a fascinating account of how to align the strategy of a school

with the role of business in society. In his session, the relationship between democracy, the welfare state and a strong economy and the pivotal role of business education were passionately discussed.

The case of the creation of the China Europe International Business School (CEIBS) in the mid-1980s provided an excellent case of the challenges of establishing a new school in an unregulated and uncertain environment. All of these speakers will be part of the 2018 programme.

Perhaps the most innovative and successful element of the strategic leadership programme is a new type of session under the heading "What could I have done better?". In these sessions participants, who volunteer for the experiment, tell stimulating stories about their experiences in their early days as deans. The cases, as it has turned out, are more or less examples of errors of judgment, even of failures, out of which much can be learned.

A typical example, in 2017, was a case from EDHEC Business School, told by Professor Emmanuel Metais from his first days as a dean. He introduced a case of tuition fee increases, and the turbulences it created for two long years.

Alternative courses of action as well as similar cases at other schools were discussed. The critical role of timely and clear communication with external and internal stakeholders as a central task for deans became obvious through these and other cases during the workshop.

> *"This programme is a great opportunity to share best practices, to discuss future developments for business schools and universities and to understand issues faced by schools and universities due to various factors: legal, political, financial, economical, social etc.*
>
> *The seminar format, with a small and international cohort (less than 20 participants), some convivial moments and an intensive timing (three days) gave us the opportunity to discuss our own experiences with a combination of case studies/ experience sharing, intensive discussions and workshops.*
>
> *I found out that deans share many common issues and challenges to instil critical thinking, resilience and strong values.*
>
> ***Virginie de Barnier, Dean***
> ***Aix-Marseille Graduate School of Management, France***

How to be part of SLP?

In 2017, 19 new deans from all over the world registered. The 2018 SLP takes place 24-26 October 2018, again at the EFMD in Brussels.

About the Author

Professor Rolf D. Cremer is Chair of EFMD's flagship Strategic Leadership Programme for Deans. He is also former dean of the China Europe International Business School (CEIBS) and immediate past President and Chief Executive Officer of EBS University of Business and Law, Wiesbaden, Germany

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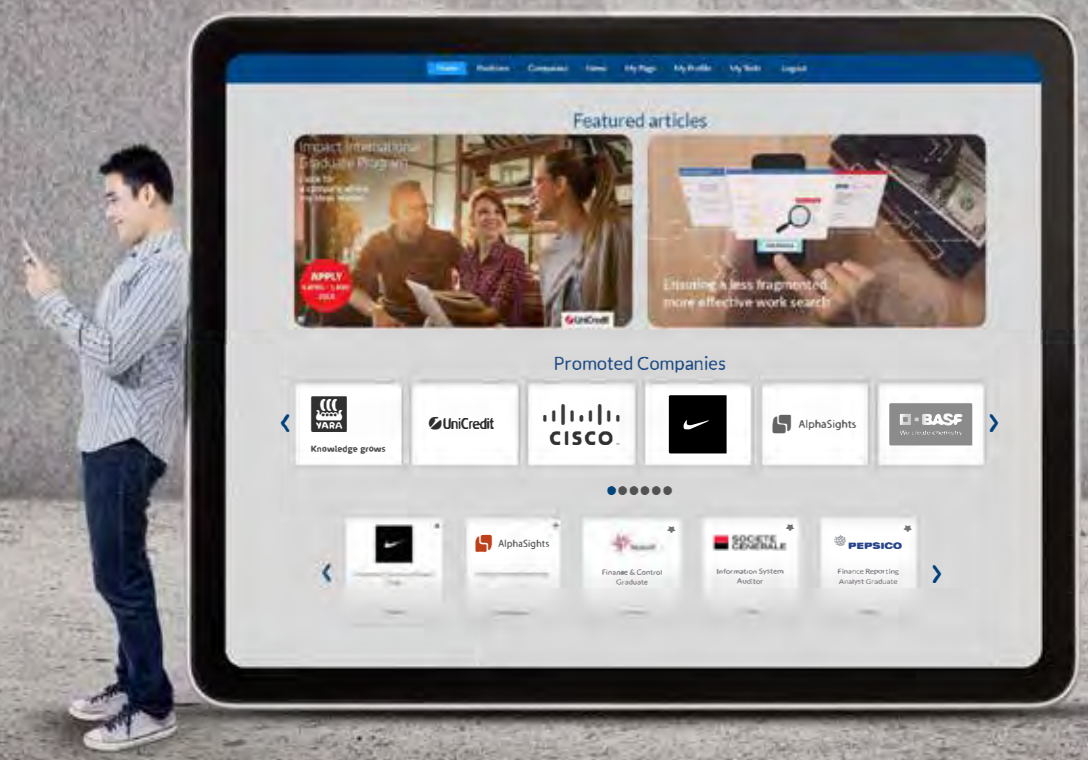

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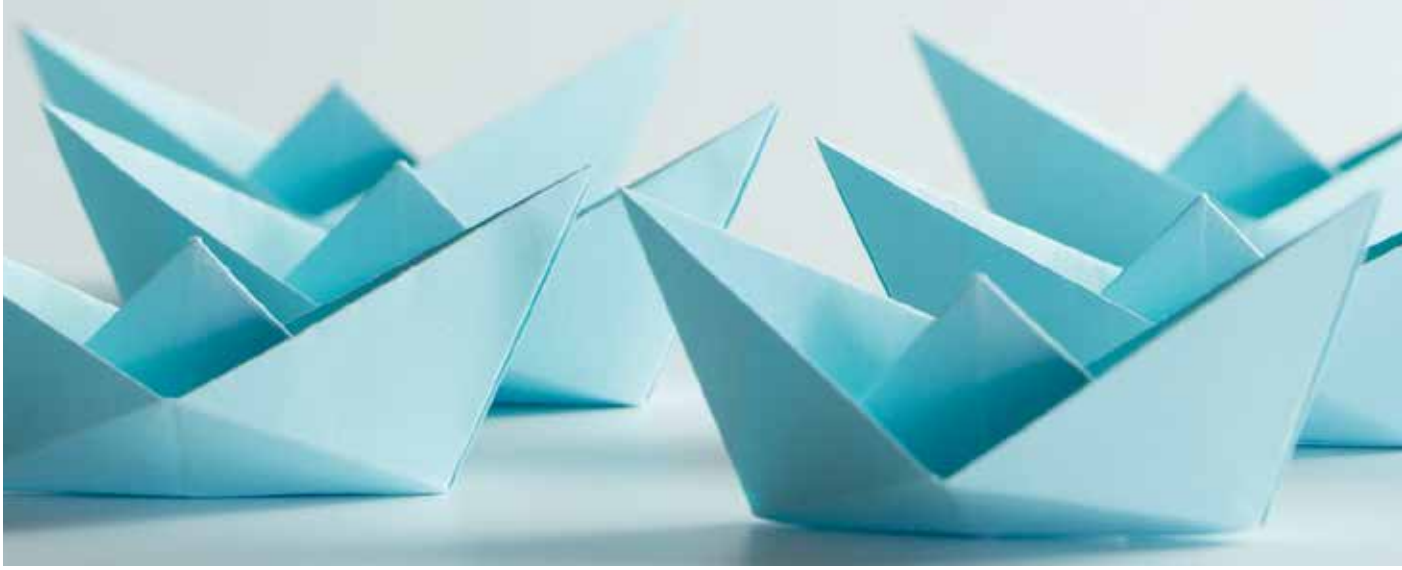
Is this the end of strategy as we know it?

Strategy is changing rapidly in response to a volatile environment but, **Martin Friesl** argues, that is making it more important than ever

> *A "fleet" metaphor is symptomatic of today's corporate world. Gone are the days, it seems, of grand corporate strategies that aim to maximise synergies across businesses by painting a picture of coherence for shareholders that often turns out to be a mirage*



The CEOs of Siemens AG and Volkswagen AG recently announced new strategies intended to steer them through the wild and partly unchartered waters of increased globalisation, a digital revolution, unravelling trade agreements and political instability.

In an unprecedented act of synchronicity, Siemens' Joe Kaeser and VW's Herbert Diess independently of each other used the same metaphor to describe their future strategies: Siemens and VW are going to transform from "tankers into agile fleets of ships". For both companies this will mean a simplification of corporate structures and a stronger independence for product divisions.

Siemens and VW are, of course, not alone in doing this. There seems to be a trend (or even a need) among large, diversified and mature corporations to become faster, more innovative and more reactive to changing trends. A critical observer might even question whether the same consultants were involved? But let's not go there.

In any case, the "fleet" metaphor is symptomatic of today's corporate world. Gone are the days, it seems, of grand corporate strategies that aim to maximise synergies across businesses by painting a picture of coherence for shareholders that often turns out to be a mirage.

Indeed, it seems that the speed and complexity of the current business environment means the end of strategy as we know it. This seems obvious: steering a tanker is a little different to making sure an entire fleet is moving in a particular direction. Strategy work in the latter scenario deals with a potential paradox: to manoeuvre quickly, the captain of each ship needs to be autonomous. Yet too much autonomy bears the risk of the fleet dissipating. Finding a solution for this conundrum is the future of strategy – and its biggest challenge.

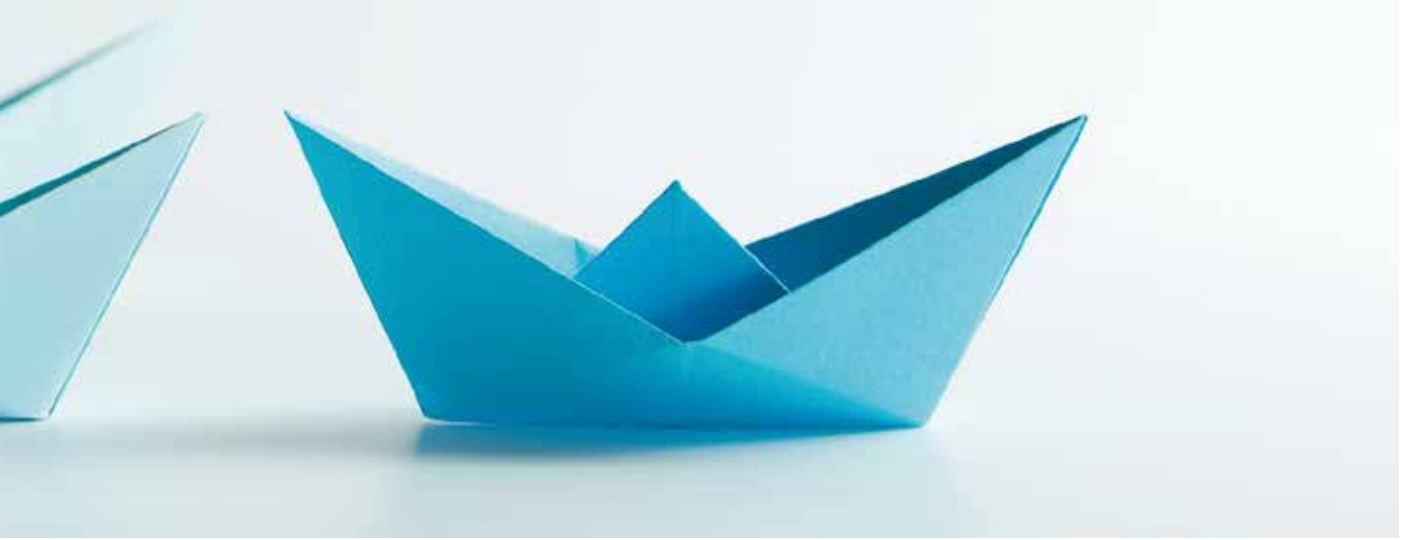
Three types of strategy work are particularly important:

Strategy as purpose

The increased need for flexibility and agility requires the renaissance of a somewhat old-fashioned strategy classic: the creation of a shared understanding of "purpose" as a premise of firm-level strategy – "what is it we try to achieve and for what reason?"

This idea has been central in one of management's great books, Chester Barnard's 1938 seminal work, *The Functions of the Executive*. An agile and autonomous "fleet of ships" will only work if they share the same "co-ordinates". It is precisely the need for speed that requires companies and organisations to make sure that the direction of travel is fully understood.

This understanding gives business units, departments but also individual managers the autonomy to decide the means by which they get there. Yet what does it take to create such a sense of purpose?



Strategy as orchestrated dissonance

Complex environments invite different and often conflicting interpretations, meaning there will be tensions regarding the right course of action. Research increasingly shows that innovation and change happen as a result of these tensions – and from constructively engaging people at all ranks of the organisation.

A number of companies such as Intel and IBM have started to engage the creative potential these tensions offer by opening up their strategic conversations to involve as many people as possible. They include people both inside as well as outside the organisation in order to benefit from the clash in perspectives. How can managers deal with conflicting perspectives in a creative way?

Strategy as experimentation

Transforming large organisations into nimble fleets of ships also highlights the need for corporations to deal with fast-paced change, slower innovation cycles and the quick erosion of any advantages a firm might have. It is an invitation to experiment with new approaches, technologies and solutions.

Design thinkers and management scholars agree that strategy is increasingly about the ability to conduct cost-effective and quick experiments in order to learn from failure faster than the competition. Yet, this often requires smaller units, akin to start-ups, that create the space for experimentation but also reduce risk.

Transforming large organisations into nimble fleets of ships also highlights the need for corporations to deal with fast-paced change, slower innovation cycles and the quick erosion of any advantages a firm might have. It is an invitation to experiment with new approaches, technologies and solutions

Sinking a single boat does not sink the fleet. It also raises the general question about how managers can create environments where people feel safe to experiment.

These ideas of strategic thinking and the reality of strategy making in many businesses and organisations are in direct contrast to the traditions of strategy education offered in many business schools. So what does the future hold? The future of strategy work, as described earlier, affects how we teach strategy, but we also need to consider who we, as strategy educators, think strategists are.

The current strategy curriculum is often exclusively focused on (or at least heavily skewed towards) strategy as a predominantly analytical exercise. This results in the foregrounding of strategy "frameworks" and the application of these frameworks as the central pedagogical principle.

This is also evident in the content of major strategy textbooks. With few exceptions, the content of many texts is highly similar and draws on a canon of work that is very much rooted in industrial organisation economics of the 1970s and 1980s and the resource-based view of the firm of the 1990s and early 2000s.

This is not to say that the existing curriculum has become obsolete. This is not the case. However, I do argue that strategy education in business schools can play a stronger role in preparing students to take an active role in setting the purpose of their future organisations; in enhancing their ability to deal with and constructively facilitate conflicting points of view and in becoming entrepreneurs who are willing to take the risk and try new ideas.

However, this requires business schools to bring these complexities into the classroom. The strategic management module on the Lancaster MBA tries to incorporate these elements. The idea of conflicting points of view (between students but also between the trio of tutors delivering the module) and the reflection on the very purpose of business are the central pedagogical principles that enable students to explore strategic options for real businesses.

Moreover, the future of strategy work sketched above also requires us to rethink who the strategists of the future are. In a fleet of ships, strategy work no longer resides solely with the CEO and a group of corporate strategists. Rather, the development of a shared purpose, the negotiation of conflicting views and the launch of experiments are a collective endeavour. With increasing autonomy, the responsibility for strategy needs to be dispersed across many different individuals, who are in very different roles and on different levels of the hierarchy.

Recent strategy research increasingly highlights the dispersion of strategy work in many different contexts. It also highlights the severe demands this creates for individual managers and their ability to cope with conflicting views and create momentum for new initiatives and experiments. This calls for an increased need for the theory and practice of strategic management in the curriculum of business schools.

The end of strategy as we know it does not imply that strategy becomes less important for firms. In fact, I hope I have argued the exact opposite.

Strategy becomes even more important for the future success of companies and organisations and it becomes even more pervasive in the everyday work of managers. The educational implications of the future of strategy work are a major opportunity for business schools. Putting an even higher emphasis on the strategic capabilities of business school students (undergraduate, postgraduate and post-experience) is a chance for profile building and differentiation in an otherwise crowded space for business education.

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About the Author

Martin Friesl is Professor of Strategic Management at Lancaster University Management School, UK, and Associate Editor of the International Journal of Management Reviews. *His research mainly focuses on strategic renewal and bottom-up strategic initiatives. His work is published in leading peer-reviewed journals and has received awards for its implications for practice*

Ramon O'Callaghan and **José Varejão**
outline the positive effects of a BSIS study

The impact of BSIS

Unlike most universities, Portugal's University of Porto has delegated its mission to educate future business leaders to two schools: the School of Economics and Management (FEP) and the Porto Business School (PBS).

FEP is a regular school of the University of Porto. PBS was set up as a separate legal entity – an association of the university and 36 organisations, including some of the largest companies in Portugal.

While FEP offers undergraduate, MSc and PhD programmes, PBS targets working professionals and corporations through its MBAs, executive education and customised in-company programmes.

Though FEP and PBS are autonomous schools, as we think about impact in its multiple dimensions, it becomes clear that the two schools are not, *de facto*, independent. The full extent of their educational impact cannot be identified separately.

With non-overlapping programme portfolios and target groups but partially overlapping resources (part of FEP faculty also teach PBS programmes); and alumni networks; financial, educational and business development impacts; as well as the impact on the regional ecosystem the two schools are deeply intertwined.

For us, thinking in terms of impact was tantamount to thinking about how the strategies of the two schools were linked and how they should be aligned for maximising impact.

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The Porto BSIS study

In 2017 both schools participated in an EFMD Business School Impact System (BSIS) study that assesses schools' impact on several dimensions from financial and educational to business development, intellectual impact within its local ecosystem, and societal and image impact.

Completed in September 2017, the BSIS report concluded that FEP and PBS had a combined financial impact of €85 million and highlighted some "remarkable features" of the schools:

- an unparalleled reputation in bachelors degrees in Portugal
- a solid position in executive education, with good international exposure
- a quality partnership with companies in the region
- active alumni associations with graduates proud of their schools
- quality of students
- full-time faculty producing high-quality intellectual contributions
- exemplary faculty pedagogical success in executive education and MBAs
- highly motivated administrative officers

36

PBS was set up as a separate legal entity – an association of the university and 36 organisations, including some of the largest companies in Portugal

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The 'impact' of the BSIS process on our schools

The most remarkable effect of the BSIS process is that it led us to rethink the notion of impact itself, what impact really is and what it meant for our schools and our stakeholders. In both schools, impact was predominantly considered for its effects on students' lives and careers.

Although financial impact, intellectual impact and impact on the regional ecosystem have always been perceived as important, the truth is that the focus was on the educational impact with the other dimensions being given a relatively low status.

PBS, for example, independently of the BSIS process, was engaged in a rebranding effort. The previous positioning emphasised the school's impact on students. "We change lives", the slogan used to say.

While this was certainly true (many MBA alumni indicated that the school had indeed changed their lives), it was too restrictive a view. PBS was clearly also having an impact on organisations, given that a third of its turnover came from customised programmes for corporate clients.

Thus, at that point, we could have modified the slogan into something like "changing lives and transforming organisations", but the BSIS process made us realise that the sphere of impact went beyond organisations and that the school was making a difference at a societal level in many other ways.

So, there was no point in trying to be explicit about the "target" and circumscribe the impact to a given domain. PBS's slogan today ("make change happen") is an invitation to take the lead and a call to action, to make a difference. And it is applicable at all levels: individual, organisational and societal.

Beyond the question of rebranding, BSIS has helped both schools reach a better understanding of how the respective impact domains are structured and who the key stakeholders are.

This reflection has had a positive effect in developing an overall comprehensive view of the total portfolio of management education at the University of Porto, including undergraduate, pre-experience, post-experience, specialised postgraduate and non-degree executive education programmes, irrespectively of the schools where specific programmes are offered.

Moving forward, we believe that the external communication of this comprehensive view of the full portfolio of programmes and activities can lead to significant synergies in terms of communication, brand equity and overall reputation.

Another consequence of the BSIS process has been the collaborative spirit that it created. For the first time, the two schools, which had generally worked independently, were talking to external stakeholders with a single face and single goal – to educate future business leaders and, thus, improve the management capabilities of Portuguese businesses and society, especially in the north of the country.

For the external stakeholders, the process, and most particularly, the interview with the team leaders, was a rare opportunity to think jointly about the two schools and their stakes in them.

Internally, the BSIS process has already made change happen: for the first time, faculty and staff of the two schools (and university staff) were working together and not just at the operational level, as they typically used to do. In the process, they came to take stock of the current state of co-operation (or lack of it) and to assess the domains where co-operation made sense and should be developed further. This is already enhancing efficiency and creating synergies in key areas of the two schools' activities.

Regarding intellectual contribution and its external communication, BSIS has led both schools to proactively disseminate the managerial relevance of research output to the business community by means of research reports, newsletters, trade publications and to organise topical seminars and discussion events.

Although career progression is monitored for MBA alumni, the schools do not have sufficient data for other alumni. BSIS has encouraged both schools to systematically collect data about alumni of all programmes in order to measure career progression as well as the extent to which their learning experience at our schools has helped them in their professional advancement.

More broadly, the idea of developing an "Impact Information System" is now being considered. Such a system will centralise data on alumni, career services, corporate relations, publications, media presence and so on.

In addition to these specific initiatives, a more subtle consequence of BSIS has been the gradual development of an "impact culture". Increasingly,

> *A more subtle consequence of BSIS has been the gradual development of an "impact culture". Increasingly, management, staff and faculty are recognising the importance of measuring impact and, thus, becoming aware of their own contribution and of the collective impact of the schools' activities*

management, staff and faculty are recognising the importance of measuring impact and thus becoming aware of their own contribution and of the collective impact of the schools' activities. This is key for designing impact-oriented programmes.

The BSIS process has been of great value to the University of Porto, and more specifically to its two management schools. It has offered the opportunity to assess the impact that we produce on the local community and beyond, and to reassess the expectations of our main stakeholders regarding our activities.

For both schools, BSIS has been a powerful instrument not only to raise internal and external awareness about impact but also to influence the management agendas, both at operational and strategic levels, while developing an impact-oriented culture in the schools.

Subsequent to the BSIS process, the schools now envisage further collaboration, better alignment and joint projects for greater societal impact. While the schools will continue to operate in different and non-overlapping domains, there is a growing consensus that many synergies can be obtained through closer relationships and joint strategies, which in turn will lead to greater impact and recognition.

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Fast-changing technology and some dubious business practices are eroding customer and public trust, especially in the finance sector. **Paul Kofman** suggests some remedies

A Matter of Trust

> *Despite a lack of trust in financial institutions, we are increasingly reliant on their services for our daily payments, our investment loans and mortgages, and pension investments. Surely that cannot be a sustainable relationship between a financial sector and its customers?*

Growing up in a small rural village, I remember that bankers were once held in high regard. The bank manager sat alongside the local GP, the police commissioner and the notary in public esteem… but that was before the bank branch closed its doors and the bank tellers retrenched, replaced by an ATM.

Of course, these structural changes were not unique to the banking sector. Over the years technology introduced a distance between service providers and their customers in many industries. Yet it seems to have disproportionally damaged our trust in the financial services sector. The local bank manager was entrusted with the finances of the community, was invested in the community and could be held accountable by that community. Suddenly, those connections were lost.

Mind you, in those days financial transactions were limited in number and variety, and straightforward to understand. Information asymmetry and complexity were minimal. Financial deregulation changed all that. It triggered intense competition for market share through product differentiation, diversification of business lines, and vertically integrated mergers and acquisitions. Banks turned into financial institutions that catered for all our financial needs – and created needs we didn't even know we had…

Financial advisory services became the key to encourage prospective (and existing) customers to benefit from an ever-expanding portfolio of banking services. Suitability and individual circumstances did not always feature prominently in the advice given. Compensation structures often provided incentives that tilted priority away from clients' interests.

Undeniably, all that choice enhanced customer satisfaction and provided many new opportunities to borrow, save and invest to achieve life's goals. I don't think there is much evidence to suggest that the public wants a return to reliance on the local bank branch. But along with deregulation came a marked and steady decline in the public trust in financial institutions – as conveyed by the annual trust-in-professions surveys.

Key features of Australia's financial system, including its "four pillars" policy and the independence of its Reserve Bank, allowed it to avoid the worst of the 1997 Asian Financial Crisis, the 2001 dot-com collapse, and the 2008 financial crisis. From a systemic point of view, this exceptional performance over a quarter century should have earned it the people's trust.

Other features of Australia's financial institutions include the banks' exceptional profitability given an apparent lack of competition and aggressive cost cutting via branch closures. Add to that an excessive focus on mortgage lending and (at times) a failure to pass on official interest rate cuts to home loan customers.

That concentration on home loans in bank portfolios also seems to have crowded out small business loans. It might not surprise that the public perception of banks' behaviour is one that sets prices and rations loans at the expense of its customers.

Despite a lack of trust in financial institutions, we are increasingly reliant on their services for our daily payments, our investment loans and mortgages, and pension investments. Surely that cannot be a sustainable relationship between a financial sector and its customers?

To be clear, those trust surveys do not really distinguish between financial systems, institutions, practitioners, markets or products. Australia's financial system may be the envy of the world but a particular product (say a car financing loan) offered by an otherwise highly reputable bank could be grossly unfair or unsuitable for someone with limited financial means. Then who is to blame for that mismatch?

Where ethical mishaps were once attributed to rogue traders and fraudsters, the 2008 crisis highlighted institutional and systemic shortcomings across the sector. Failure to uphold ethical standards in a trading division of an investment bank affects the entire sector. It's everyone's problem and one that requires a shift in taking responsibility to repair trust.

Right now, with the global finance sector under scrutiny, Australia's *Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry* highlights much of what we already know from numerous inquiries into the sector. Invariably, they diagnosed and documented the problems. Yet their proposed recommendations for reform often got caught in party politics or legal loopholes.

Much of the evidence to date suggests that instances of misconduct or unethical behaviour can be traced to conflicts of interest. Finance professionals have a duty to their clients but do not always put that ahead of their duty to their employer. And private interests may also interfere.

Too many institutions consider a declaration of conflicting interests the gold standard. And it might be for a financially sophisticated client of an investment bank who will know how to discount biased advice. But consider retirees with limited financial literacy. Can they be reasonably expected to infer what that declaration means for the priority of their interests? Or what the financial consequences would be of biased advice? Clearly not.

In this latest inquiry, new examples of conflicts of interest and persistent failure in a bank's duty to its clients continue to surface – and suggest that little progress has been made to satisfactorily address compensation incentives that prioritise personal or institutional interest over client interest.

Whereas previous inquiries focused on the victims of unethical financial practices – and possible financial redress – the Royal Commission has so far uncovered that the practices persist, with banks arguing that competitive pressures prevent them from being first-movers to change incentive structures. That attitude may be short-sighted with traditional finance under threat.

We are on the cusp of the next technological disruption, bringing us block-chain, mobile payment devices and robot advice. It is different from the introduction of ATMs. No longer is it just the large major banks rolling out cost-saving technology; but small niche players – entrepreneurs – are picking off highly profitable business lines, market segments and products from the large conglomerate financial institutions.

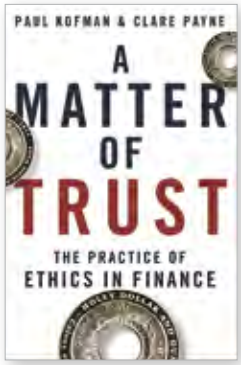
By specialising in a single service platform customers may escape commission-driven conflicts of interest. Personal finance advice would be available at low-cost and in real-time. Fintech promises to shake up the industry profoundly and make it more competitive, accessible and trustworthy.

But it is not all good news. A robot's lack of understanding of personal circumstances and internet banking privacy breaches feature prominently on the Fintech ethical concerns list.

Over 450,000 individuals work in Australia's financial services sector and there are many good people among them who share our concern about a lack of trust. These individuals should be empowered and motivated to serve Australians and help to grow their wealth and prosperity.

Our book, *A Matter of Trust*, provides a practical guide for those in the sector and those wishing to join, so that they can raise the standards and ensure an ethical finance system that benefits all.

We believe that industry and academia can and should work together in rebuilding the trust in finance. Unlike accountants and actuaries, no generally accepted accreditation standards apply to finance practitioners.



That needs to change; but it can only be achieved if the finance industry supports it. Training students of finance needs to include an understanding of the nexus between ethics and trust. Putting students and practitioners in training situations where they face typical ethical dilemmas will enable them to first recognise an ethical issue and then make an informed response based on a good decision-making model.

Fintech presents the opportunity to design fair and transparent markets and platforms from ethical principles. Our colleagues in the Economics and Finance Departments design market experiments and test financial service scenarios in a behavioural laboratory. This is an exciting new area for the social sciences that brings together the disciplines of finance and economics, with information science, sociology, psychology and even neuroscience.

Beyond the classroom, we need to work together on improving financial literacy throughout society. Despite the plethora of financial literacy programmes offered over the years by banks and regulators, we seem to make little progress. Too often, we find that financially literate people are making poor financial decisions. The problem is a mechanistic approach to financial literacy that ignores ingrained behavioural biases. There is a role for academia to offer independent financial literacy training that includes a behavioural bias module.

And then there is a duty on us, the engaged academics, to explain the role and inner workings of the financial system to the public. When the system is under threat – as it has been in the wake of the 2008 financial crisis – it is our duty to scrutinise its failings and reconnect the public to the long-term benefits of a fair and transparent financial system to economic growth and prosperity.

That requires a realisation that finance serves society rather than just its customers and shareholders. And that involves translating heightened community expectations into ethical business practices that engender trust in our financial sector.

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Over 450,000 individuals work in Australia's financial services sector

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A new leadership lens to navigate complexity

Sharon Olivier, Viki Holton, Kerrie Fleming and **Frederick Hölscher** describe Ego, Eco and Intuitive leadership – three capabilities that managers can deploy to successfully navigate complex problems

When, according to the Deloitte Global Human Capital Trends report, 2018, 11,000 business and HR leaders tell us that future organisations will no longer be assessed only on financial performance but on the basis of their relationships with their workers, customers, regulators, communities and their impact on society it's time to sit up and pay attention.

We now know that social capital is gaining equal status with financial and physical capital. There are many reasons for this but in the main they are related to the social, economic and political changes that have grown since the financial crisis of a decade ago when trust, that fundamental ingredient of social capital, was severely undermined.

While the demands on leaders are shoulder buckling at the best of times, today they must lead organisations that "serve a social purpose" and workforces where the power of the individual is growing and questioning the very premise of corporate behaviour and economic and social principles that guide it. This, combined with technological disruptions, creates unforeseen impact that can undermine social cohesion.

What is the best track for leaders to follow? Do they focus solely on helping to build genuine relationships with those working alongside them or get down to business and set clear goals to navigate this tricky terrain? We suggest that the choice is not binary but similar to building an algorithm. There is a choice to be made depending on the context of the issue leaders are facing. Let us examine this further.

Many theories and tools taught in leadership training programmes focus "above the waterline", namely changing behaviours, practices and processes. Few address the unconscious default habits, beliefs and the ego identities from which leadership behaviours emerge though these are often the inevitable default positions on leadership programmes even after setting good intentions.

Our experience and research with more than 140 leaders and leader-participants in our programmes tell us that leaders are not able to sustain behavioural change unless they gain insights and skills into addressing those default habits, beliefs and identities.

Our curiosity led us to examine what actually happens *below* the waterline. Over the past 18 months or so, we have collected research data from a variety of sources: questionnaires, discussing the topic with those attending executive education programmes, observations of top team meetings, and company site visits to interview a range of leaders and teams across industries .

As the complexity and diversity of leaders' worlds increase, their capacity to flow and flex accordingly becomes increasingly important. This study explored three sets of capabilities or 'intelligences' leaders need to flex between in order to navigate their business in an increasingly complex world. Leadership Intelligences refers to the way leaders make sense and create (or co-create) meaning in their leadership practice.

What emerged was a clear set of three capabilities that when drawn upon offer leaders a means to be flexible without ever become overly dependent on one particular skill to the detriment of the diverse needs of their stakeholders and staff. These three capabilities: Ego- , Eco- , Intuitive Leadership are referred to as "intelligences" and they refer to how leaders make sense of the world and how they (co-) create meaning and purpose.

> *Eco-intelligence is not the same as being a democratic leader or an emotionally intelligent leader but rather involves understanding organisations as complex adaptive systems and the ability to create the needed psychological safety and context for such a system to thrive*

1. Ego-intelligence (working with and within boundaries)

The ego is one's sense of identity, one's own boundaries and separation. Ego-intelligent leaders see themselves as outside the team, using their ego strength, knowledge and vision to shape, control and manage things from the "outside-in". In other words, they use their ego strength and energy to lead from the front, providing security, direction or speed when needed.

Ego-intelligence used with compassion and wisdom is the "benevolent ego" versus the idea of overused ego or an egotist (a self-contained, self-focused person to the exclusion of others).

These leaders enjoy being the drivers and can act fast. Their ability to shape and focus is a key strength, often delivering fast results in times of crisis. Overdone however, they may lose the engagement (hearts and minds) of people in the process, missing opportunities because of their laser-beam focus on the goal.

How does ego-intelligence "present" in organisations?

One chief executive interviewed (who is also the company founder) made two interesting comments:

"we do not look at what our competitors are doing, but remain totally focussed on what we can deliver to the market."

"I believe that too many CEOs worry too much about staff happiness; staff should rather encourage their leader, ensuring the leader stays in a good state of mind so that he/she can give the needed direction to the business."

2. Eco-intelligence (working between boundaries)

Eco intelligence refers to the ability to work with complexities by leveraging the inter-dependencies between teams or stakeholders; creating the context and enablement for the organisation to operate more like a self-organising 'eco-system.' Interestingly many organisations today refer to themselves as "eco-systems" yet do not seem to know how to develop their leaders' capabilities to lead eco-systematically.

While ego intelligence brings the ability to think in a clear linear way, eco intelligence brings 'matrix' (both/and versus either/or) thinking. They understand the inter-dependencies of social eco systems in business and see themselves as a part of a wider system of interconnected and interdependent parts. Ego-leaders will eliminate what does not fit the goals and objectives while eco-leaders apply the art of inclusion and reconciliation to optimise the value of each part towards the growth of the whole. It relates to the African concept of "*ubuntu*" meaning: "I am because we are."

Eco-intelligence includes collaboration, co-sensing and co-responding with others, working in partnership and taking joint ownership for what happens. Eco-intelligence is not the same as being a democratic leader or an emotionally intelligent leader but rather involves understanding organisations as complex adaptive systems and the ability to create the needed psychological safety and context for such a system to thrive. While recognising the importance of behavioural sciences, this model of leadership draws on the rich conceptual frameworks of complexity thinking.

How does eco intelligence "present" in organisations?

This style is ideal for complex situations, optimising the benefits of diversity to create new, innovative solutions. It is about opening up spaces for "generative" dialogue and enabling the active participation of all. Because of its "appreciative" and non-judgemental nature, eco-leaders create a safe space to discuss difficult topics, where people feel comfortable enough to speak honestly. They cultivate a climate of curiosity instead of fear and this takes time and practice.

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According to the Deloitte Global Human Capital Trends report, 2018, 11,000 business and HR leaders believed that future organisations will no longer be assessed only on financial performance but on the basis of their relationships with their workers, customers, regulators, communities and their impact on society

Intuitive insights may not always seem logical initially and need to be pondered and processed for them to make sense to ourselves and to others

3. Intuitive-intelligence (working beyond boundaries)

Essentially, intuitive intelligence refers to the ability to "sense into" a situation, see the bigger picture, often beyond the boundaries of the specific problem, and then to draw on an inner wisdom, gut feel or "knowing." Most of the disruptive technologies like Uber and Airbnb is the result of intuitive insights that came from thinking beyond the boundaries of business as usual. The impact of intuitive intelligence however relies on the leader's confidence and courage to speak out their intuitive sensing in the moment, knowing that they may be challenged or ridiculed.

Many of the leaders interviewed said that they do often intuitively "see" solutions to problems, but are then challenged by colleagues to come up with facts and figures to substantiate their ideas, which often becomes a very cumbersome exercise within which the intuitive ideas get lost. Aptly expressed by Einstein, "the intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honours the servant and has forgotten the gift."

The greatest gift of intuitive intelligence to an organisation lies in its out-of-the-box freshness and creativity. Whether or not intuitive ideas thrive or die is largely dependent on the receptiveness of the organisation culture.

Our research shows that leaders use either their ego or eco intelligence to express their intuition. For example "this is the wrong direction so this is what we will do instead" (ego intelligence bringing shape and speed), or "I am feeling uncomfortable with this direction and am wondering if others feel the same? Could we explore an idea I have?" (eco intelligence opening it up for generative dialogue).

How does intuitive intelligence "present" in organisations?

Intuition is not always easy to express; it needs to be blended with ego- and eco-intelligence to bring out its full value. A CEO of an insurance company explained he often has a "belly feeling" about decisions or direction. "I become silent in board meetings because I am pondering/thinking. My colleagues felt that I was judging them and have asked that I at least say that I am busy puzzling so they can understand why I am reacting like this".

> *Sometimes life events prompt leaders to embrace a new style. For example, one leader observed: "I ran out of plans and was humble or desperate enough to turn to my team, and they came up with solutions I would never have thought of, which gave us all the needed shape and focus."*

Leaders use either their ego- or eco-intelligence to express their intuition. For example, ego-intelligence: "this is the wrong direction; this is what we will do instead"; or eco-intelligence "I am feeling uncomfortable with this direction and am wondering if others feel the same? Could we explore an idea I have?"

A choice or a blend?

We have found that the most effective leaders are those who are able to draw on all three intelligences appropriate to the context they are in. A blended approach of the three leadership intelligences can create a more engaged workforce able to self-organise, leverage inter-dependencies, be more innovative and take ownership for the outcomes of their work. It offers a leadership lens more flexible for today's unpredictable and fast-paced complex world.

A few, but by no means a majority of the leaders we interviewed demonstrated a blend, in that they feel comfortable working with more than one of the three intelligences .

It is also clear that experimenting with another intelligence requires courage. One leader's style changed when he "reached his limits" – a financial project went badly wrong, key processes did not work and the customer complained loudly. At that moment he realised that any extraordinary situation always needs a broad set of competencies, and "not only from one person". Dividing the tasks and instilling ownership in everyone meant he had to relinquish much, almost all, of his usual control. He says it was initially scary but quickly he could see the potential in the team.

Sometimes life events prompt leaders to embrace a new style. For example, one leader observed: "I ran out of plans and was humble or desperate enough to turn to my team, and they came up with solutions I would never have thought of, which gave us all the needed shape and focus." This incident was his defining moment of expanding his intelligence from ego across into eco.

We would encourage you to examine what is happening below the waterline of your organisation during volatile periods. We suggest that those leaders who find themselves at a point of stagnation may well have dug a deep trench and are stuck with a limited repertoire of one intelligence that limits their navigational ability to move through the storms of complexity.

For more on this topic, check out our TEDx Talk on *What Kind of Leader are You?* by one of our research team, Kerrie Fleming https://www.youtube.com/watch?v=GB9SL3jUMOg

About the Authors

Kerrie Fleming is Associate Professor of Organisational Development; Sharon Olivier, Senior Faculty, Leadership Development; Frederick Hölscher, Adjunct, Leadership; and Viki Holton, Senior Research Fellow and are all based at Ashridge Executive Education, Hult International Business School, UK

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For the past 50 years business schools have focused on teaching the unholy trinity of strategy, leadership and change. But **Philip Glanfield**, **George Binney** and **Gerhard Wilke** describe a case study that replaced the current orthodoxy with a different way of understanding organisations and those who work in them

Beyond the trinity

It has become increasingly apparent that the current orthodox trinity is no longer adequate for the complex and demanding world in which we find ourselves. Brilliant *strategies* are nothing without widespread engagement and emergence; *leadership* is more nuanced and demanding than ever before; and achieving *change* via linear, transformational programmes has proved to be an organisational pipe dream.

For business schools this poses a major challenge: the issues they have built their success around are being re-invented and re-interpreted – often by academics based in business schools – but belief in these traditional ideas remains powerful and the purchasers of executive development tend to be conservative: you aren't fired for buying a traditional course from a business school.

As a result, the key question facing business schools is how to create innovative and effective solutions that someone wants to buy and which have an empowering and sustainable effect on organisations.

This is happening – in places. Consider a ground-breaking collaboration in the UK between the National Institute for Health Research (NIHR) and Ashridge Hult Business School, designed to facilitate "faster and easier" clinical research in the National Health Service (NHS) in England, and to maximise the contribution that research makes to the "health and wealth" of the nation.

Through this initiative 200 NHS Research & Development (R&D) managers and directors from 100 different NHS organisations have become instrumental in leading a revolution in performance and culture within and between their NHS Trusts.

"The key question facing business schools is how to create innovative and effective solutions that someone wants to buy and which have an empowering and sustainable effect on organisations

This has resulted in impressive levels of impact in delivering the UK government's ambition to "become a world-leader in life sciences". Critically, the initiative has proved to be empowering and sustainable as participants have established a new national network giving them a voice in national policy development and facilitating their own leadership and learning.

Since 2012 medical research in England has become faster and easier. This was one of a number of initiatives so it is not possible to directly attribute improvements to this programme. In an independent evaluation the research institute RAND Europe reported that the programme had significantly improved organisational relationships and raised the profile of R&D, exposed managers and directors to new potential collaborators, enabled them to work together on concrete improvement tasks and provided an opportunity to put new leadership skills into practice

This experience offers important lessons for the future shape of executive education:

200

Through this initiative 200 NHS Research & Development (R&D) managers and directors from 100 different NHS organisations have been involved

1: Choose your client carefully and build trust

Developing organisations and individuals requires a long-term relationship and mutual trust. Too often, HR departments act as intermediaries and the relationship is with them rather than with the individuals, teams and groups with development needs.

The NIHR initiative was a subset of a wider programme that had been running for several years and this specific initiative ran for over five years. In the early stages there were some false starts and difficult conversations about the way forward. This would not have been possible without the trust and respect that had been created. Over time this developed into a real partnership and the results exceeded expectations.

Dr Louise Wood, Director of Science, Research and Evidence, Department of Health and Social Care, says: "The sense of common purpose and trust grew as we explored how best to approach this."

20~

We listened to the stories of those working in and leading the R&D function, and spent time in around 20 organisations

Developing organisations and individuals requires a long-term relationship and mutual trust. Too often, HR departments act as intermediaries and the relationship is with them rather than with the individuals, teams and groups with development needs

2: Inquire and make haste slowly

In the heroic orthodoxy it is conventional for outside consultants and executive educators to follow the medical model. They investigate what's wrong through tests and, based on the results, diagnose and prescribe a solution. The work is problem focused and, embedded in this way of thinking, is the idea that the planned change starts post-diagnosis at the implementation phase.

There are three critical flaws with this.

First, imagining that experts can stand outside the situation and know more (or better) than those who are fully immersed in it.

Second, the assumption that the diagnostic phase is somehow neutral; that a conversation with you about your view of the organisation leaves you completely unaffected. Actually, the moment anyone is touched by the interaction, the work has begun because the existing state of affairs is called into question.

Third, the labelling of a group or situation as "a problem" sets up its own dynamic and creates suspicion.

Our first move was to listen to the stories of those working in and leading the R&D function. We spent time in around 20 organisations and heard many different stories. The need for faster and easier research was well understood and many were as frustrated by bureaucracy. We encountered a world of experts, many of whom felt excluded and devalued. All were welcoming but some were suspicious and doubtful that anything would change.

3: Beyond individuals to pairs, groups and community

In orthodox leadership, the development focus is on individual behaviour, often defined by an abstract and idealised competence framework. To us this makes no sense. By definition, none of us leads alone in an ideal world. In leadership it is not what I do, or what you do; what matters most is *what we do between us and how we work together*. Of course, we have to pay attention to our own development as leaders. In our book *Breaking Free of Bonkers* we describe this as working on the "Settled (Enough) Self".

In our inquiry work we noticed that, usually, there are significant differences between R&D directors and managers, particularly their professional career paths and personal histories.

We came to think of this relationship as akin to 'upstairs downstairs' in a 19th century English stately home (think Downton Abbey!).

Directors live "upstairs" with their privileged colleagues, thinking great thoughts and doing great research; the managers, "downstairs" with their administrative colleagues, "keep the show on the road" so that those "upstairs" are relatively untroubled by "administration". This analogy always sparked lively conversations – some seeing it as "hitting the nail on the head", others protesting "it's not like that where we work".

The expectation was that we would work with managers as part of a process focused on individual leadership development, confirming "downstairs" as the problem.

But we were sure that it was the *relationship* between manager and director that was central. Between them these pairs held many of the relationships critical to effective research between hospitals and universities, patients, public, pharmaceutical and other medical industries. Therefore we made it a requirement that you joined the process as a pair, on behalf of your Trust, not as an individual. Bringing the pairs together had wider benefits too.

As Christine McGrath, Director of Research and Development, University Hospital Southampton NHS Foundation Trust, says: 'We can see that we were disconnected and fragmented and as a community of leaders, we felt ignored. This initiative has created a real sense of purpose and a deep connection between us – so that we have been able to find our voice".

Directors live "upstairs" with their privileged colleagues, thinking great thoughts and doing great research; the managers, "downstairs" with their administrative colleagues, "keep the show on the road" so that those "upstairs" are relatively untroubled by "administration". This analogy always sparked lively conversations – some seeing it as "hitting the nail on the head", others protesting "it's not like that where we work"

4: Face up to the reality of organisational politics "us and them"

How often have you heard people say, "if it wasn't for the politics this would be a great place to work".

This is a trap for leaders because power and politics lies at the heart of leadership and we need to find ways to work with it. Working directly with directors and managers as a pair is one example and we encountered another striking example of inter group politics.

The NIHR had created a national organisation to co-ordinate research activity and distribute the associated funding. Early on the story had developed that this organisation would do away with the need for R&D in Trusts and this tricky relationship became more vexed. We heard many stories of fraught relationships and we became increasingly concerned.

In private we talked about the nature of our responsibility. We felt we would be washing our hands of something if we did nothing. So we encouraged the NIHR to convene a national meeting, which evolved into a large gathering over two days. The meeting is still talked about and there are stories about things having changed for the better as a result, and stories of nothing changing. Subsequently we found that our work was taken more seriously and that we were trusted to intervene in difficult situations.

5: Sweat the small stuff

As we have described, in the conventional wisdom big problems require big solutions involving heroic leaders, visions and transformational change. As our work evolved the idea that we change the world one conversation at a time took hold. In a world where providing services and treating patients will always be the first priority, not research, and where research is highly regulated, it is easy for research leaders to feel that the challenge is too great and they have no significant influence. The bigger we make the problem, the bigger we make the solution and the more powerless we make ourselves.

We encouraged directors and managers to focus on the next challenging, difficult conversation, one they knew that they needed to have but had been avoiding. We brought in actors so that they could work one-to-one to rehearse and prepare. Subsequently, we heard some remarkable stories that were truly transformational.

It is now nearly seven years since this initiative began and the impact has been surprising. We can see plenty of evidence of effective strategy-in-action, leadership in partnership, and measurable change and improvement. There is life in the trinity but not as traditionally conceived.

The power and potential of this way of working emerged from a rigorous and shared willingness to learn from experience over and over again. It was our pleasure and privilege to be part of this and to learn about our craft along the way.

The project featured in this article won the EFMD Excellence in Practice Gold Award in 2015. You can read about the case here https://www.efmd.org/images/stories/efmd/EIP/2015/NIHR-NHS-AshridgeBS-EiP15-FullCase.pdf

7 yrs

It is now nearly seven years since this initiative began and the impact has been surprising

About the Authors

George Binney is a coach and consultant at Ashridge Hult Business School. He entered business after qualifying as a barrister y. He is the co-author of Living Leadership *(2012) and* Leaning into the Future *(1997).*

Philip Glanfield is a consultant and coach at Ashridge Hult Business School. Previously he was a probation officer, hospital director and internal consultant in the UK's National Health Service.

Gerhard Wilke is an anthropologist and group analyst. He is an Honorary Fellow of the Royal College of General Practitioners and co-author of Living Leadership (2012).

Binney, Glanfield and Wilke are the authors of Breaking Free of Bonkers: How to Lead in Today's Crazy World of Organizations *(Nicholas Brealey, 2017).*

Nadine Burquel provides a comprehensive guide to EFMD's leading programmes for personal and professional development

EFMD leadership programmes

EFMD leadership programmes support business schools with organisational development and individual leaders and managers with personal and professional development.

Of the programmes briefly covered in this article, three programmes specifically address professionals who are new to their jobs while three others take upcoming leaders to the next level. The objective of these programmes is to raise awareness, share knowledge and provide reflective high-level strategic conversations. Participants develop new leadership and management skills and build their own international networks.

The programmes described here all comprise plenary sessions, practical work on case resolutions, reflections and networking building. They last from four to six days.

Strategic Leadership Programme for new Deans

This programme, described in detail on page 10, consists of one single module spread over three days. It brings together 20 new deans and top university and business school leaders.

The programme Chair is the former Dean of the China Europe International Business School (CEIBS), Rolf Cremer. Leading Deans from across Europe give high-level presentations with detailed conversations and debate addressing the themes of disruption in business schools, facility management, the publication race, the role of the president to manage strategic directions across the institution, and transversal themes such as cost and revenue generation, fundraising and student and staffing issues. Each day, specific sessions focus on "What could I have done better?" in which participants share their experiences. These powerful learning opportunities deal with mergers, crisis management and reputation disasters.

Research Leadership Programme for new Research Directors

This programme is offered in collaboration with EURAM, the European Academy of Management. The four-day programme comprises plenary sessions, interactive workshops and structured group work centring on the design of new research strategies. The programme deals with four themes building on understanding and networking:

- learning from each other
- the future of management research in Europe
- learning from the competition
- managing the research process.

Peter McKiernan, the programme academic director, is former President of EURAM and is currently engaged in the Responsible Research in Business and Management network (https://www.rrbm.network).

Other innovative input on the advances of management research include a session on the Future of Business Schools in Europe by Thomas Durand (based on his recent book the *Future of Management Education* and a session on Managing expectations to academic activities and output by Peter Møllgaard, now Dean of the School of Business and Economics at Maastricht University.

> *The programme was very rich, allowing in-depth analysis of the international context (accreditations, EU funding) and the resulting management challenges for Research Deans. It facilitated major international networking.*
>
> **Pascale Bueno Merino**
> *Research Director,* EM Normandie

Admissions Institute for New Professionals

This joint programme with the Graduate Management Admission Council (GMAC) targets professionals starting their career in admissions with no more than six to 36 months of experience.

Admissions play a crucial role in attracting potential candidates to business schools and selecting high-quality students. The programme consists of three modules: context, outreach and evaluation.

- Context deals with the impact of rankings on admissions and helps to identify the right admissions tools for the right context
- Outreach looks at approaches that maximise the impact of outreach activities
- Evaluation focuses on application reviews and interviewing candidates.

This unique programme puts experiential learning at its heart through cases, group discussions, workshops, individual contributions while also offering a number of key lectures on core issues. Participants learn, among other things, how messaging and branding strategies can best drive recruitment and outreach.

"You should attend the Admissions Institute for New Professionals Europe to network, gain new skills and to find out how people work at other business schools. Being able to gain insights from my peers in the industry and also experienced facilitators was very enriching.

Alisa Walker
Student Recruitment Manager
Frankfurt School of Finance & Management

One-week "schools"

Three schools have been developed together with HUMANE, the Heads of University Management and Administration Network Europe, which has some 170 members in 26 countries.

These schools are offered for senior managers of professional services, typically professionals working under the authority of the head of administration. Participants either come from the central level within a university, from faculties or schools inside a university or from independent business schools. The format is similar for all the three schools, which run annually and include plenary sessions and case resolutions. At the end of a school, each participant receives a professional certificate. To date the three schools have more than 500 alumni.

95

The three schools with HUMANE had 95 participants in 2018

500

To date the three schools have more than 500 alumn

Winter School

The Winter School has been organised annually in Spain since 2003. Currently it takes place every March at the Barcelona School of Management of Pompeu Fabra University. In line with its initial strategy, this well-established leadership and development programme has contributed to talent growth through the many examples of alumni who have become heads of administration and now send younger colleagues to the School.

The Winter School covers leadership and governance, strategic finances, talent management, and branding and communication. Two case studies focus on the different internationalisation strategies of Maastricht University and the University of Nottingham. Participants work in the same groups throughout the week and present their appraisal first in writing, then verbally to an EFMD-HUMANE panel that provides constructive feedback and includes representatives of the two case study institutions.

To design a broad framework for assessment and feedback, the Winter School was inspired by the EQUIS internationalisation standards. Speakers include Martin Paul, President of Maastricht University, David Sweeney, Impact Expert, Paul Greatrix, Registrar of the University of Nottingham, and Andrew Crisp, Education Marketing Specialist, providing market research, consultancy and creative services across higher education.

"Attending the EFMD HUMANE Winter School provided me with an exceptional learning and networking experience, working in multicultural teams with professional staff from cross-functional divisions in higher education institutions. Our speakers were exceptional. I learnt from the experiences of colleagues in the North which provided insight into the higher education landscape in South Africa. I highly recommend it.

Samantha Walbrugh-Parsadh
Head of International Affairs
University of Stellenbosch Business School

Recently launched schools

Two new schools, the Summer School and the Asia-Pacific School, were launched in 2017.

Summer School

The Summer School focuses on the theme of transformation of professional services and follows the same format as the other schools a week-long training programme with plenary sessions and case resolutions. The second edition was held successfully at the Freie Universität Berlin in September 2018.

The Summer School considers high-level professional delivery as its starting point. Shared services are one way to improve quality and efficiency. The cases used in the Summer School are a merger of the Universities of Bordeaux and the case of the University of Helsinki, Finland, which faced major budget cuts in 2015, laid off more than 350 staff and subsequently reorganised its internal services.

Examples of speakers include Bert van der Zwaan, former Rector of Utrecht University, who spoke on the Future of Universities, and Edward Byrne, President, King's College London, UK.

"A week full of insights! Deep-diving into change and transformation in higher education at the EFMD & HUMANE Summer School. Working in Berlin with other leaders who are also driving and managing change within organisations in our sector. Fantastic programme, lots of sharing and best practices and a great, diverse group of colleagues. I looked forward to going back to work and implementing the next stages of the exciting change process at my institution.

Laura Rojo
Executive Director, Undergraduate Studies
IE Business School

Asia-Pacific School

The Asia-Pacific School takes place annually, currently at the University of Hong Kong. It is based on strategic partnerships between institutions in Europe and the Asia-Pacific (APAC) region. The school deals with governance, finances, human resource management, quality assurance and risk management.

Its case resolutions focus on global engagement at Monash University and Aalto University's international strategic partnerships. In 2017 speakers included Yuan Ding, Dean of China Europe International Business School (CEIBS), Andrew MacIntyre, Deputy Vice-Chancellor of Global Development and Vice-President of RMIT University in Australia, and Ellen Hazelkorn, Director of the Higher Education Policy Research Unit, Dublin Institute of Technology, Ireland.

"The programme was a rewarding and stimulating experience. It enabled us to explore a comprehensive framework of strategic factors affecting successful internationalisation in or with the Asia Pacific region. The format and the in-depth speakers' experience allowed us to focus on challenges and opportunities associated with the region. It brought new perspectives for successful implementation. The approach (case studies and experience sharing in a multicultural context) and the participants' diversity created a dynamic learning environment for knowledge sharing. A "must" for all those institutions willing to make a difference in the Asia-Pacific region.

Professor Serena Rovai
Director of International Relations
La Rochelle Business School

EFMD Global Network Executive Academy

The new Executive Academy for programme directors deals with programme design and review, participant management, faculty assignment and management, and programme-related budgeting as well as marketing and admissions, programme operations, placement and alumni management. The highly selective programme admits a maximum of 20 participants on each of the three streams in Europe, America and Asia and leads to the award of a professional certificate.

The programme's core theme is "Leading with Impact" and has a strong international focus. It starts with a preparatory self-study phase and a demanding 360º feedback exercise, followed by a face-to-face week focusing on leading oneself, leading others, and managing degree programmes and portfolios. It ends with a project implementation phase at participants' home institutions with support and feedback provided by the faculty facilitators. The programme combines conceptual analysis, integrated application and personal coaching, ensuring sustainable impact and allowing each participant to become a more effective driver of change.

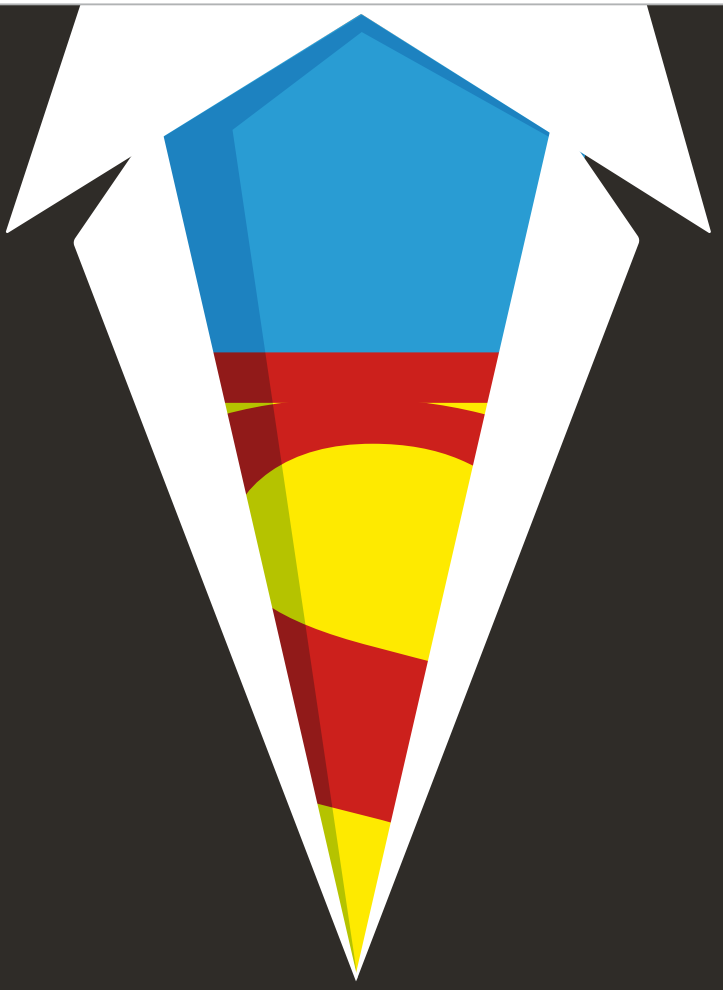
The next editions of the Executive Academy will take place in Prague in November and in May 2019 in Miami. Currently a portfolio of additional programmes are being created around the EA by EFMD GN.

"We are all works in progress and the Executive Academy offered a great opportunity to develop further. The programme enabled me to discover more about myself, and how I may leverage my strengths and work on my weaknesses to better lead the students, staff and faculty within my school to achieve their own personal and professional fulfilment.

Andrew Gaudes,
Dean
Goodman School of Business, Brock University

20

The highly selective programme, at the EFMD Global Network Executive Academy, admits a maximum of 20 participants on each of the three streams in Europe, America and Asia and leads to the award of a professional certificate



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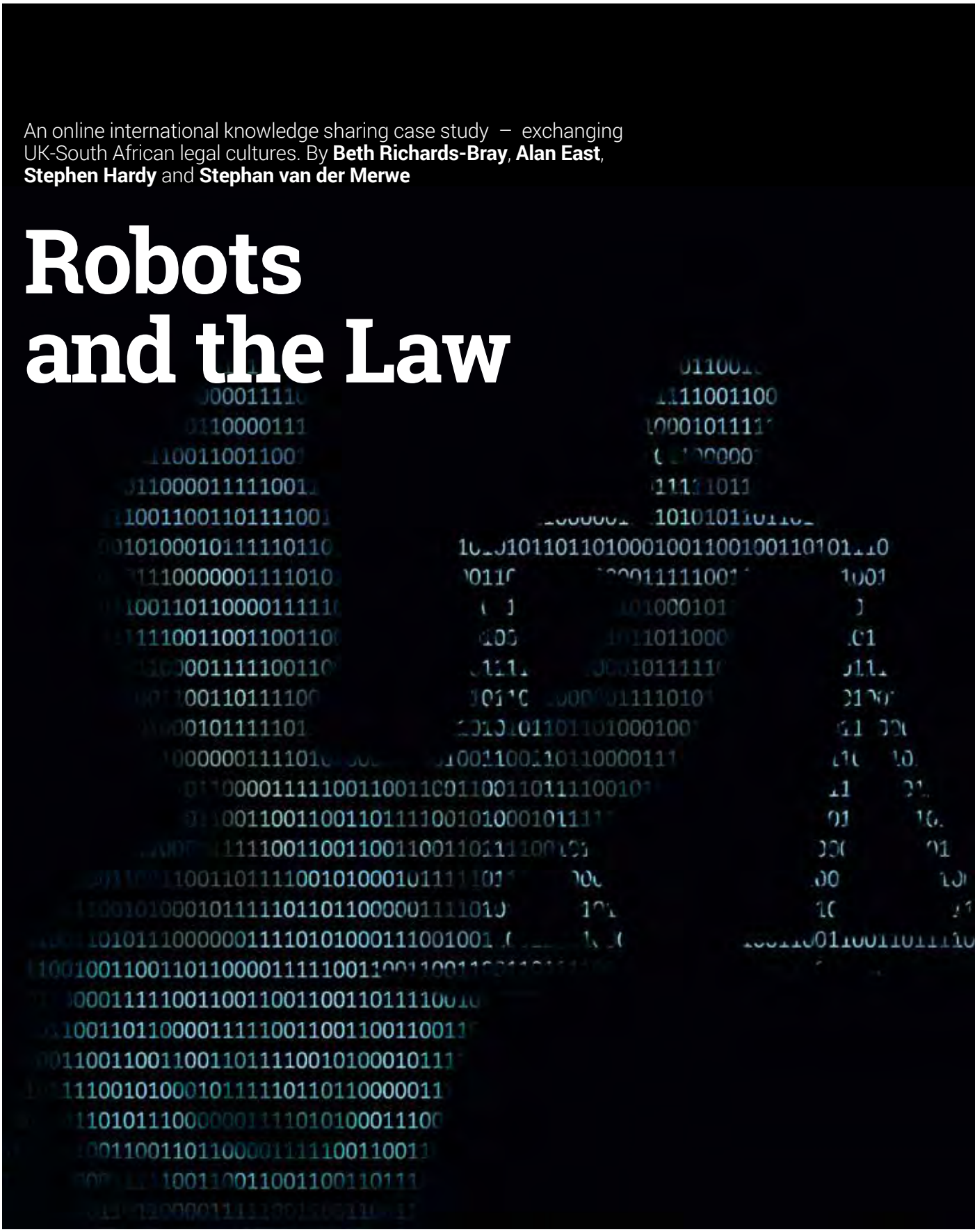
An online international knowledge sharing case study – exchanging UK-South African legal cultures. By **Beth Richards-Bray**, **Alan East**, **Stephen Hardy** and **Stephan van der Merwe**

Robots and the Law



In 2017, Coventry University in the UK established the Coventry Law School Advocacy Project in partnership with the Central England Law Centre. This move enables students to represent clients in front of appellate tribunals. To capitalise on this practical approach to clinical legal education, Coventry University's Law School and Stellenbosch University in South Africa embarked on an innovative advocacy programme.

The project began when Alan East of Coventry's Law School built on links developed by Coventry University and connected with Stephan van der Merwe, an attorney at Stellenbosch Law Clinic in South Africa. Beginning with visits by East to Stellenbosch and van der Merwe to Coventry, the details of the project began to take shape.

In November 2017, van der Merwe was the keynote speaker at a Coventry Law School conference presenting his research on the positive societal impact that can be made through the work of university law clinics. At this conference the technology used in this project was demonstrated live to an audience for the first time.

The collaboration culminated in a ground-breaking project: an online international learning (OIL) initiative joining academics, who also had backgrounds as skilled practitioners, and students from both universities via a "mobile robotic presence" (MRP).

This article explores the application of OIL projects to clinical legal education and by extension potentially business schools, which face similar issues, and the way in which MRP technology can enhance the educational experience for students. It also seeks to demonstrate how students develop intercultural and comparative legal competencies; enabling them to communicate effectively and appropriately in intercultural situations based on their knowledge, skills and attitudes .

This project is aligned with increasing pedagogical support for student learning which is authentic, situational and based in diverse learning environments. It brings real-world experiences into the classroom and allows students to be active participants in their learning experience. The technology offers the opportunity for business schools to link with other institutions worldwide, and to collaborate with industry partners to explore similar initiatives.

The "Double Robot" MRPs used during the OIL project work through the internet aimed to allow a seamless connection for students wanting to have complete mobility in the designated area.

However, there are two important caveats to this. First, the reliability of the connection depends on internet availability or the strength of the WiFi signal where the robots, which resemble tablets mounted, at face height, on a moveable device, are roaming. Second, they are not completely mobile; human intervention is needed to assist the robots to negotiate stairs or changes in floor level where there is no ramp.

An internet link is sent from the MRP to a student, who controls the robot by clicking the link and connecting to the web using a computer, tablet or phone. Using the MRP's visual and audio capabilities students can fully interact with the environment and its actors and, subject to the above-mentioned limitations, move around unhindered.

The OIL project's purpose was to enable Stellenbosch students to interact with students in Coventry; take part in client interviews; and join a mock tribunal hearing with a real judge. In so doing, the MRP technology enhanced the educational experience of the participating students, enabling them to develop intercultural and comparative legal competences.

The Coventry Law School/Central England Law Centre advocacy programme involved 24 Coventry University students assisting members of the public who were appealing against the refusal to grant their employment support allowance (a UK social security benefit). The students interviewed the clients, gave them legal advice and afterwards represented them at the tribunal.

The Stellenbosch students linked into this programme using the MRP technology; two Stellenbosch students were paired with two Coventry students. Over a four-week period the students worked together on a programme, facilitated by the use of a virtual learning environment, OpenMoodle and the MRP technology.

During the first week, the students participated in an introductory session where they met fellow students. Using MRP, Coventry students then took their Stellenbosch partners on a tour of the university. The students were divided into groups of four, consisting of two from Coventry and two from Stellenbosch, and were given projects to work on. In those groups, the Coventry students explained the cases they had previously dealt with and each group was handed their first case and began to prepare for the client interview.

During the second and third weeks, the Stellenbosch students used the MRP technology to observe their partner students interviewing clients on other cases. Following the observations, both sets of students discussed the case they had been allocated and how they would approach the initial interview for their assigned case.

Coventry Law School's purpose-built interview suite was the venue for the interviews, which Coventry students led, assisted by their Stellenbosch partners.

The robots enabled students sitting in the South African university, to be "present" in the interview room, playing an active part in the meeting. Prior to the interview, all necessary assurances were put in place to ensure the confidentiality of the interview and the details of the client's case. The relevant clients also agreed to participate in the project and to engage the Stellenbosch students through the MRP units.

After the interview, the student group reflected on the experience, the information obtained and discussed how this would be used to take cases forward. They then planned the case and, where appropriate, arguments were drafted to be presented to the Department of Work and Pensions aiming to persuade it to change its decision.

It was originally intended that the Stellenbosch students would draft the arguments, which would then be discussed with their Coventry counterparts. Various difficulties regarding the availability of information to assist the students with this were encountered, preventing the Stellenbosch students from drafting the arguments; this will be rectified in future iterations.

As a result of the Coventry Law School/Central England Law Centre collaboration, the UK students benefitted from the opportunity to appear in the tribunals assisting the client; however, this is not possible for the Stellenbosch students. Therefore, the final part of the OIL project aimed to give the Stellenbosch students a taste of the tribunal experience. The students participated in a mock tribunal hearing led by a tribunal judge. Staff from the advocacy clinic played the roles of other tribunal participants such as a doctor, clients and opposition legal representatives.

Coventry University sees itself as a unique institution and with a unique approach to activities known as "the Coventry Way". This advocacy project is aligned with those values; it provides truly impactful value for the students, clients and the provision of legal services.

It allows students to represent clients in front of real judges, helping the local community and allowing more people access to justice. It facilitates intercultural education allowing students to interact with fellow students from different legal jurisdictions, thereby enabling learning to take place through different legal experiences.

Coventry University sees itself as a unique institution and with a unique approach to activities known as "the Coventry Way". This advocacy project is aligned with those values; it provides truly impactful value for the students, clients and the provision of legal services

Also, it allows students to address the challenges of living and working in different societies as professionals, allowing students to understand a different jurisdiction's legal problems. All of this through MRP, which is fast becoming a popular means of communication.

Projects which require participants to venture into new and innovative terrain inevitably have a measure of risk and will likely involve teething trobles that need to be addressed in future iterations of the project. This has been the case with the Coventry/Stellenbosch MRP OIL project.

Anecdotal feedback from the students who participated in the project emphasised the importance of ensuring stable and suitable ITC services to support projects that rely on digital equipment. Students were at times frustrated with interruptions to the internet feed and unstable WiFi connections, which led to unscheduled breaks in their MRP use. Other unforeseen technical challenges included audio feedback at the controller's end when MRP devices were in too close proximity to each other in small rooms.

Despite these challenges, the value of this project is that it enabled students to communicate in real time with their peers from different jurisdictions, allowing them to collaborate on legal cases and develop legal skills.

Both Coventry Law School and Stellenbosch Law Faculty provide excellent experiential learning through their law clinics. Both schools provide their students with invaluable social welfare experiences. This project brought the two together, enhancing the learning experience for students in both countries.

Coventry students found the interaction very helpful because they were keen to understand how Stellenbosch students approach a legal case. Even after taking account of the inevitable technical difficulties, Stellenbosch students who appeared in Coventry via the MRP, found this a valuable experience as it allowed them to experience how cases develop and to participate in a mock tribunal.

In September students from Coventry who took part in this project, will be visiting the law clinic in Stellenbosch.

The benefits of this kind of project are not limited to Law schools. Business school students can also benefit from the ability to work with students in other locations or with industry partners. There is potential to engage in joint projects where students work on real-world issues with businesses, or participate in university initiatives sharing knowledge and comparing approaches in different countries. MRPs also offer the opportunity for interdisciplinary projects, for example, bringing law and business students together internationally to work on real or case-study problems. The MRPs offer a new dimension to international activities; they allow international partners to have a presence in the room, providing a more practical, natural way for parties in both locations to interact, in a manner not possible with existing video-conferencing technology.

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Beth Richards-Bray is Deputy Head of Coventry Law School.

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Stephen Hardy is Head of Coventry Law School.

Stephan van der Merwe is the Senior Attorney, Notary Public and Lecturer at the Stellenbosch University Law Clinic.

From A to Z

Corporate learning for the digital world

The global technological revolution is transforming business models and the way we think about management. Is the learning and development community ready to face the changes?
By **Valery Katkalo**, **Martin Moehrle**, **Dmitry Volkov**

We live in an era in which digital technologies are integrated into virtually all spheres of human life. This technological revolution is fundamentally changing business models and our approaches to management.

First, professions are materially changing. While robotics and artificial intelligence will replace or augment many traditional jobs, roles such as data scientist, specialists in sales of complex products, engineers in robotics maintenance and biological engineers will be in high demand.

Second, the new key competencies in companies are speed (time to decision, to product and to market) and flexibility (ability to adapt quickly).

Third, experience is becoming more popular than ownership and companies are shifting from promoting their products to optimising the customer experience.

Finally, social networks and media are becoming the primary source of information for a new generation of consumers.

All these drivers have a significant impact on how we manage talent.

The regularly stated lack of talent does not mean a lack of people around the world but rather a mismatch between demand for and supply of skills. Organisations and society will require new skills and the demand for traditional skill sets will decrease. At the same time, the demand from employees and enterprises for alternative work arrangements will grow.

Information distribution and consumption is changing formidably. Generations Y and Z demonstrate a desire for individualism and high-tech multitasking, for example the desire and ability to readily switch attention between media platforms such as laptops, smartphones, tablets and TV.

The amount of available information is growing rapidly, as is ease of access to it. As a consequence, content becomes obsolete very quickly. In addition, it becomes increasingly challenging to find access to a desired target audience since there is much more choice and personalisation of content based on the user's needs and preferences.

What do all these shifts in business and society generated by the digital revolution mean for corporate learning?

First, businesses require not only skills development to solve current and future business problems but learning experiences for the rapid mastering of new skills, the shaping of new mindsets and lifelong learning. These must be proactive (reducing time to competence), personalised (data-driven), utilise relevant technologies (digital) and, finally, be cost-efficient and transparent.

The focus of corporate learning functions in the digital world is shifting from portfolio management to educational experience management, from being a learning provider to becoming a learning enabler.

Corporate universities can become one of the key drivers of digital business transformation if they establish a strategic partnership with the business and increasingly co-operate with management in identifying areas of strategic development.

The extension of the learning and development (L&D) toolkit to provide organisational diagnostic services or the transformation of corporate universities into knowledge hubs is not possible without identifying the company's development paths. Therefore, the L&D function should not only be a "partner to" but also be "inside" a company focusing on learning impact, the achievement of existing business objectives and personal career goals of the learner. Hence, corporate universities should ensure a seamless process of assessing learning effectiveness thereby connecting learning analytics with performance and talent management.

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Corporate universities must prioritise proactive and rapid design and delivery of learning solutions for acquiring new skills and mastering new professions. And they must strengthen the culture of "a learning organisation", which is a key capability for a successful adaptation to the challenges of technology.

They must also cultivate an educational ecosystem and the acceleration of its development in line with business strategy. The boundaries of corporate learning are expanding and beginning to follow the key directions of business development, namely suppliers and customers, new areas of business and potential employees. Thus the corporate university is now becoming a strategic marketing tool, especially for the companies that are moving towards platform-based business models.

Given these social and technological changes, corporate learning has to embrace the informal learning that it has long ignored. This implies the design of learning experiences that directly reflect the needs of learners and their work context.

Digital-age learning also means a comprehensive digitalisation of learning processes, which again requires shifts in the roles and qualifications of learning professionals. A basic prerequisite for an effective self-service learning marketplace, where employees can choose the most relevant solution, will be a distinctive learning culture. Corporate universities have a role to play in shaping habits of experimentation and feedback in a safe environment.

To summarise, the new model of corporate learning in the digital world implies the following transitions:

- from an educational services provider to a catalyst for the development of a new generation of executives, managers, employees and value chain partners
- from content development to content development and curation
- from the focus on quality content to focusing on customisation of learning solutions to meet customers' needs
- from combining in-class and distance learning to the combination of formal and informal learning (social, collaborative, experiential)
- from the standardisation of training to the personalisation of learning
- from the transfer of knowledge to the building and certification of skills

The digital revolution in corporate learning is leading to the emergence of new technologies, methods, models and concepts. The L&D professional language is being enriched with a multitude of new definitions and terms that often stem from other professions. We are witnessing an unprecedented acceleration of renewal in the field of corporate learning. But how can we understand this new language permeating the profession?

A first step has been the reference dictionary *Corporate learning for the digital world*, developed and published in late 2017 initially for a Russian readership by Sberbank Corporate University (the only Russian CLIP-accredited institution).

The purpose of the dictionary is to establish a unified conceptual understanding of modern corporate learning technologies and to provide a concise overview of advanced approaches and methods. This edition consists of 57 entries, including three appendices, recording more than 270 basic terms on special aspects of corporate learning in the digital world.

Although these concepts (such as microlearning, e-textbook, flipped classroom, gamification, virtual simulation and so on) are already becoming mainstream, most of them were

The pioneering nature of the dictionary meant it quickly earned popularity in the Russian L&D community and elsewhere, notably among the many hundreds of learning professionals who participated in the annual international conference "Beyond Just Learning", which Sberbank CU and EFMD have been jointly organising in Moscow since October 2016

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A source of inspiration has been the success of 20 sessions of EduTech, a series of monthly methodological seminars organised by Sberbank CU since September 2016 (with up to 1,000 learning experts from the corporate world and academia attending in person or online)

rather exotic just a few years ago. The book is also aimed at broadening conceptual and practical knowledge and stimulating innovative insights and actions by those involved in the design and delivery of new learning solutions.

In developing this reference dictionary, the authors used material from analytical reports and conferences by leading global associations in corporate learning, including those in which Sberbank CU is either an active participant or a member of governance such as EFMD, ATD, ECLF and GlobalCCU.

Another important source of inspiration has been the success of 20 sessions of EduTech, a series of monthly methodological seminars organised by Sberbank CU since September 2016 (with up to 1,000 learning experts from the corporate world and academia attending in person or online).

In addition, the dictionary contains examples of methodological and technological learning innovations at Sberbank and some other top European companies with CLIP accreditation. Partnerships with EduTech companies were also very helpful in preparing the publication.

The pioneering nature of the dictionary meant it quickly earned popularity in the Russian L&D community and elsewhere, notably among the many hundreds of learning professionals who participated in the annual international conference "Beyond Just Learning", which Sberbank CU and EFMD have been jointly organising in Moscow since October 2016. Leading international experts, with whom the concept of this dictionary was discussed, encouraged us to consider publishing it for a global audience.

Today we are happy to announce that EFMD and Sberbank CU will jointly publish the first international edition of the dictionary in English in early 2019. We hope that this international edition will be useful and relevant for the professional learning community around the world. Although many cases and examples in this dictionary come from Russia, we have tried to give a global, universal and impartial view of the subject.

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About the Authors

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Kindness in leadership

'Kindness' is seldom mentioned as a desirable leadership trait in MBA or executive programmes but it can have enormous benefits for organisations. **Gay Haskins** and **Lalit Johri** argue that it's time we all became more kindly

In a global climate of increasing complexity, competition, intolerance and impatience, there has been a steady erosion of public trust in both public and private sector organisations and their leaders. At the same time, there are calls for a more responsible and respectful form of leadership in business and society, for a leadership that fosters a sense of inclusion, connection and belonging.

Those of us who live in English-speaking countries or speak English on a daily basis, will hear the word "kind" very often. It is one of the 500 most frequently used words in the English language. Kind actions are praised and remembered: they have a "boomerang" effect, Kindness begets Kindness. Such acts cost nothing to give but create significant value.

The idea of kindness having a positive effect on humanity is present throughout religious thinking: it is both a virtue and a practical act, a behavioural as well as a cognitive or emotional response to others. As well, the world's great philosophers have discussed and written a great deal about kindness. The Confucian "Golden Rule" of "Do unto others as you would have them do unto you" has been an inspiration throughout the ages.

Yet research has indicated that kindness is not regularly considered in the leadership programmes at business schools nor in the leadership literature. In the words of Mary Farebrother, former Director of London Business School's Senior Executive Programme: "While working in executive education, I didn't come across an organisational value statement or leadership competency framework that mentioned kindness. Although integrity, respect, collaboration and teamwork were highlighted, kindness was absent".

We hope, therefore, that our new book, *Kindness in Leadership*, will open the door to a consideration of the strengths that kindness can bring to an organisation and the commitment and trust it can inspire among employees.

500

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Kindness-based behaviours

We sought input from 200 leaders around the world in public and private sectors in both large and small organisations. A number of these had been participants on Saïd Business School's Oxford Advanced Management and Leadership Programme and others came from the authors' own wide networks, including members of EFMD and European Women's Management Development Network (EWMD).

Irrespective of their country of origin, these worldwide leaders emphasised that kindness in leadership has a universal appeal and is characterised by a variety of kindness-based behaviours. These included: adopting a humane approach; fairness and equity; accommodating personal issues; treating others with respect; caring and being responsive; communicating with a personal touch; sharing information in a transparent way; explaining logically; listening intently and valuing the views of others; counselling and mentoring; and being inclusive as a leader.

A garment finishing company in Bangladesh, for example, showed kindness through the provision of nutritious meals to all employees to ensure their health and wellbeing. At a large retail chain in Turkey, the foremost element in the code of conduct is respect. This has been found to promote harmony and happiness, leading to high-quality consumer services: "happy employees create happy customers".

A large number of respondents reported that they avoided impersonal emails or written office memos to communicate on personally sensitive issues, preferring instead to deal with issues via one-to-one or small group meetings. Simple gestures were found to matter a great deal.

Vivian Unt, owner-manager of the Vivian Vau shoe salon in Estonia, said: "Most commonly, kindness is expressed through little gestures that are not part of required conduct but are said and done because they make people feel good".

> *For employees, kindness can result in greater happiness and contentment, higher motivation and energy, higher engagement and participation, and greater loyalty and commitment. The relationship between teams and management have also been found to be more creative, innovative, collaborative and positive when trust is more prevalent*

Kindness-based beliefs

The leaders also subscribed to beliefs that gave them a rationale for adopting kindness in their leadership style. In many cases these became part of the values and culture of the organisation that they led. These included beliefs that:

- people are central to the success of any organisation, contributing to success through their imagination, vision, inspiration, problem-solving abilities and personal drive
- equity and fairness are important ideals in enhancing employee self-confidence and loyalty
- respect and care stimulate ownership and commitment

It appears from our interviews that kindness in leadership can be facilitated across the whole organisation if leaders share these types of beliefs. Sally Waterston, founder and director of the UK business and IT consultancy Waterstons, states her beliefs as follows: "We believe completely in people first – we don't have fixed hours, we don't have fixed holidays – we measure people on what they do and not when they do it. People said it would not work but we are still here 22 years later and making a profit. I am absolutely passionate about kindness but not from a paternalistic point of view. I think it should be within the company, it should be peer to peer and we see it every day in our business."

The impact of kindness in leadership

These examples suggest that these kinds of leadership behaviours and strong beliefs in the value of kindness can have a positive impact on the culture of an organisation, its well-being and its performance.

For employees, kindness can result in greater happiness and contentment, higher motivation and energy, higher engagement and participation, and greater loyalty and commitment. The relationship between teams and management have also been found to be more creative, innovative, collaborative and positive when trust is more prevalent.This parallels evidence from the growing field of research into factors affecting employee engagement, which consistently shows that levels of engagement are linked to a sense of being valued, having the opportunity to develop and progress within the organisation, and enjoying positive relationships with colleagues. Furthermore, being known as "a great place to work" helps to attract and retain the best talent.

This positive impact was stressed by Richard Everard, chairman of Everards Brewery Ltd in the UK: "Kindness is at the very heart of our philosophy, but it demands that everyone lives and breathes it every day. The human, financial and societal outcomes are tangible and will endure through future generations".

Haskins, G, Thomas, M, and Johri L, *Kindness in Leadership*, Routledge 2018.

Available quoting promotional code FLR40 from www.routledge.com/9781138207332.

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Several primary and secondary schools have kindness as a core value and celebrate World Kindness Day each year on 13 November

Educating for compassion, empathy and kindness

If kindness can have the positive impact on organisations and on society that these leaders suggest, should it not also be more central in education and development programmes? We looked at a number of initiatives around the world and found that a growing number of primary and secondary schools are stressing the importance of kindness, compassion and empathy in their objectives and curriculum. Several schools have kindness as a core value and celebrate World Kindness Day each year on 13 November.

In 2016, Harvard Graduate School of Education published a report called *Turning the Tide: Inspiring Concern for Others and the Common Good through College Admissions*. It tackles the intense focus on personal achievement and academic performance and the advantages enjoyed by more affluent students.

It calls for an admissions process that also focuses on a concern for the common good, citizenship, empathy and kindness. Compassion is now a core value at a number of universities, especially those that have signed the worldwide Charter for Compassion, committing to building a more compassionate world.

There is also a growing number of training and research programmes, focusing on compassion and empathy and related behaviours, including kindness. Some of these have been pioneered through medical schools and research centres following breakthroughs in neurological research and have been targeted at the healthcare sector where compassion, kindness and empathy can be core organisational values. These initiatives could certainly be relevant to business schools, their faculty and to degree students and executive education participants.

However, as we saw at the opening to this article, kindness does not yet really appear on the leadership agenda within business schools. But perhaps the door is opening?

Putting kindness on the business school agenda

Although few business schools put kindness to the fore in their MBA and/or executive programmes, behaviours, concepts and approaches that have links to kindness are increasingly emphasised.

Mindfulness programmes are widely integrated into MBA and executive programmes and loving-kindness meditation aims to create a powerful inclination to act kindly whenever we can

Emotional intelligence, for example, has been widely embraced in leadership teaching. A Coursera online course, "Inspiring Leadership through Emotional Intelligence," developed by Richard Boyatzis at Case Western University in the US, focuses on emotional intelligence, hope, mindfulness and compassion and their role in alleviating stress and building leadership capabilities.

Mindfulness programmes are widely integrated into MBA and executive programmes and loving-kindness meditation aims to create a powerful inclination to act kindly whenever we can.

Much work has be done through the University of Michigan's Ross School of Business to foster awareness of the importance of compassion in the workplace. Ross has formed the Compassion Lab, a network of scholars working in this area around the world, www.compassionlab.com The Roffey Park Institute's work on compassion is also significant. It was featured in Global Focus in 2016 and the Institute has now developed an online tool to assess individual propensity for compassion. Other initiatives include increasing our understanding of the power of empathy and compassion through the arts: improvisation, drama, poetry and literature, for example. In addition, programmes that emphasise responsible business conduct and responsible leadership will certainly cover areas linked to kindness inthe broader societal context.

John North, Managing Director of the Globally Responsible Leadership Initiative (GRLI), spoke about the importance of empathy when he was interviewed for *Kindness in Leadership*. He said: "Really empathising with less advantaged people may require business leaders to make decisions that may not be in their own interest. This will be truly heroic".

Kindness: the MBA reaction

As well as interviews with business leaders, we sought perspectives from MBA/EMBA students at three institutions with which we are directly involved: the Saïd Business School, University of Oxford; EADA in Barcelona; and students on the MBA programme at the University of Central Lancashire (UCLAN).

In all three schools, we found that students were very intrigued by thinking about kindness. One wrote that kindness was central to his Buddhist faith and that combining this with his work was a great challenge. Another said: "It's likely to be a hot topic in future. An organisation with a reputation for kindness would attract [students]". Our interviews suggested an appetite for the inclusion of kindness in the leadership curriculum.

We would suggest, therefore, that the time is ripe for incorporating kindness into business school MBA programmes and research. If business schools are to address the calls for a more responsible and respectful form of leadership, kindness could be a central to making this happen.

Kind and kindness are simple words and easy for everyone to grasp. In an inclusive world, we urge business schools and management centres to give them greater attention.

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About the Authors

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7 questions to ask before joining an online programme

Paul Hunter provides an insider's guide to the questions you need to ask before signing up for an online programme – and the answers you need to hear

Q1 Will this programme help me in my career?

Unscrupulous providers, keen to get your credit card number, will undoubtedly respond with a resounding yes. However, this may be disingenuous. In order to answer this question properly, you must first be clear about your own learning objectives. If you don't know why you are signing up to a programme you should stop and pause.

If you are about to invest an additional four to six hours a week on top of an already busy professional and family life, sporting activities and/or other hobbies, you should first be very clear on what you want from this experience.

In IMD's online programmes, the first question you will be asked on your application form, and the first interaction you have with your coach will be around your specific aims and objectives. This will be the frame through which you will ultimately decide if your programme has generated a strong personal ROI and yielded a meaningful impact. If you're not clear on where you're going, you're unlikely to get there.

Beware of providers who simply sell you a programme. Embrace learning partners who engage you in a discussion about what you want to achieve.

"If the only criteria for participating in a programme is internet access and acceptable bandwidth, be prepared for mediocre interaction and off-the-cuff questionable "advice", which may resemble the blind leading the blind

Q2 Who are the other people on the programme?

Any online programme worth its salt will involve regular interaction with other members of your cohort in a number of combinations. Full cohort interaction, typically via a discussion forum, will be particularly useful to allow you to share best practice in exchange with others and to gain reassurance that you are not the only person in the world undergoing this specific issue!

Group interaction (ideally five to eight participants) will enable you to form stronger relationships with a subset of the larger cohort and will lead to robust discussion, debates around conflicting viewpoints, and an opportunity to jointly apply concepts and frameworks to a particular business conundrum.

A canny instructional designer will have set up exercises that explicitly focus on providing you with opportunities to gain familiarity with a set of business tools. In essence, it is not the answer that matters but rather the opportunity to flex your cerebral muscles and gain practice with a tool that you will subsequently apply to your own business arena.

Pair working allows deeper bonding with one other individual and leads to disclosure – the ability to feel comfortable sharing intimate details around a business challenge you face, leading to personalised feedback and new insights gained from a fresh pair of eyes.

Of course, all of the above can only reach their full potential if the other participants have meaningful and relevant experiences to share. If the only criteria for participating in a programme is internet access and acceptable bandwidth, be prepared for mediocre interaction and off-the-cuff questionable "advice", which may resemble the blind leading the blind.

If you are not explicitly asked upfront what experience you will be bringing to the party, best steer clear.

Q3 How is this different from other online programmes I have followed such as MOOCS?

It's highly probably if you are reading this article, that you have already had some kind of online learning experience, ranging from a dreadfully dull health and safety compliance training (aka death by PowerPoint), featuring tedious voiceover of written text and intellectually dubious multiple choice quizzes, to an engaging transformational learning experience that kept your motivation high and led you to willingly sacrifice more time to stay the course.

What makes the difference? It is ultimately a combination of three factors: programme content and design; production values; delivery mechanisms.

Reflect on the last time you got hijacked at a family gathering to peruse Uncle Jack's holiday photos. After a mind-numbing hour of random photos, presented in an unstructured manner, many of which seemed remarkably similar to the previous ones, some of which were blurred shots of people's feet, and you start to get the picture (no pun intended).

Perhaps, however, you may have also been fortunate enough to be invited to the world première of your niece Sally's holiday iMovie – a careful selected filtering of photos whisked on screen for just the right amount of time, ably supported by Ed Sheeran's *Galway Girl* and with a total running time of seven minutes.

Online learning is no different – well-designed, well-produced, and well-delivered learning experiences can be spotted a mile off. Ask in advance to see the programme roadmap, an overview of the activities you will be undertaking, snippets of videos, examples of articles and access to the platform that will be used throughout the programme. If the way ahead is not crystal clear, if the content is not built on solid research and development or if you are primarily treated to classroom footage, talking heads and static slides you may want to run for the hills. If on the other hand you feel like you've been immersed in an informative, rigorous and engaging YouTube movie trailer which is relevant to your challenges and piques your curiosity to know more, you're probably in safe hands.

Q4 Is my coach qualified?

Coach? What coach? A serious online learning provider will not leave you to your own devices. A self-study programme that relies on you having an iron will to wade through multiple screens with no feedback or support mechanism is akin to watching paint dry and the chances are that you will not learn much.

If, on the other hand, you have a coach who helps you reflect not only on what you have seen and read but, more importantly, on what you have applied, you're well on the way from knowledge consumption to learning application.

Knowing that you should run five kilometres a day and actually putting on your running shoes are two very different things – and only one yields demonstrable results. Of course, as the recent football World Cup in Russia showed, some coaches are better equipped and more qualified than others.

Ask your programme provider who your coach will be. If the answer is "the other participants" or "alumni from previous programmes ", alarm bells should start to ring. If your coach is not qualified, why should you listen?

90%

IMD's open online programmes have a completion rate in excess of 90%. It's rare that our learners do not complete and it's even rarer that they have not had a meaningful learning experience

Q5 Can I access the course while I'm travelling?

If your online programme doesn't include mobile access or better still an app, you'll probably not make it to the end. Just ask yourself how much time you spend on your phone per day and you will soon see why this might be true.

The number one consumption channel of our time is your smart device. If your online learning deviates you away from what has most likely become an extension of your right hand, there's not much chance of success.

Mobile apps enable you to transform "lost" downtime such as travel commutes into micro learning moments. Skillfully crafted learning nuggets that you can listen to or watch to in bite-size chunks allow you to remain in control of your learning agenda and seamlessly integrate it with your professional obligations. In a time crunched world, *carpe diem* applies equally to your personal development as it does to any other activity vying for your time and attention.

Q6 How many people complete the course?

If not many people make it to the finish line, instinctively you know this is a bad sign. A poorly executed programme leads to poorly motivated learners and a dearth of gold medals.

What's a good number? IMD's open online programmes have a completion rate in excess of 90%. It's rare that our learners do not complete and it's even rarer that they have not had a meaningful learning experience. If you can't get a clear answer to this question, proceed with caution or not at all.

Q7 Can I talk with past participants?

If this channel is closed to you, move on. Every provider will vaunt their USPs, provide downloadable shiny brochures, delight you with Oscar-winning video footage… but at the end of the day, what really counts is the feedback from people who have gone before.

And don't just ask them "Did you enjoy it? Was it good?" rather "What precisely did you learn? What are you doing differently today that you weren't doing before? Have your colleagues/boss/direct reports noticed a difference?". There are the questions that matter, and programme alumni are the people to ask.

So, in summary, march into the fray of online learning armed with precise questions to ask and expecting precise answers. You owe it to yourself to be sure that the learning journey you are about to embark on is underpinned by rigorous, relevant research, meticulously planned, superbly executed and has the right "tour guides" – guides whom will show you not just the usual learning tourist haunts, but who will take you off the beaten track, sometimes to places you might not feel comfortable visiting, but that ultimately will lead to a richer, more memorable and more impactful experience.

You may even be able to leverage this for a captivating iMovie of your own….

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About the Author

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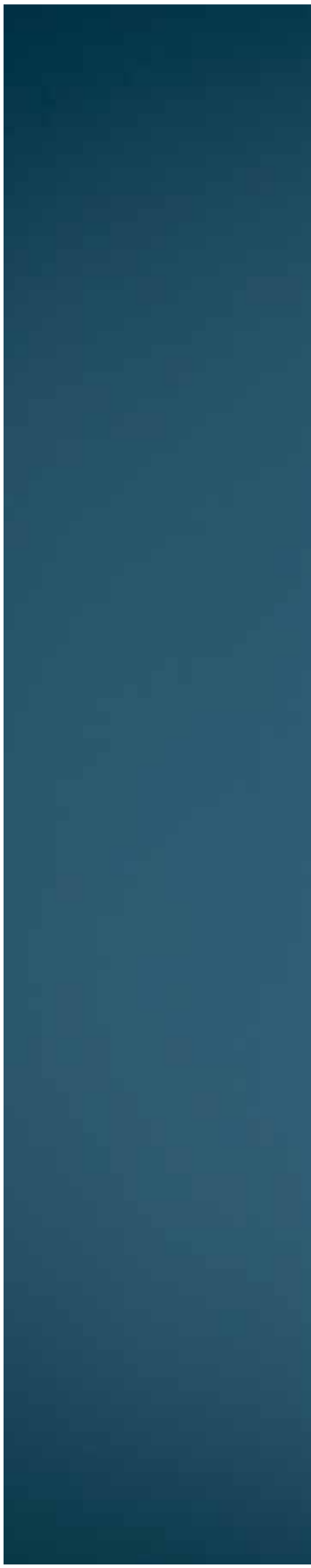
Is your business school fit for the world of AI?

The impact of technology, already hugely significant, is about to become even more intense. **Prabhu Guptara** asks if business schools are ready



In January 2018, I started a research project to understand how business schools are responding to the new world of Artificial Intelligence (AI) and to assess whether our graduates are really being prepared for the world that current "supertechnologies" are bringing into being.

I abandoned the research project due to a lack of response from the leading business schools I approached, who all claimed to be too busy with other priorities.

Yet as I sit down to write this article, Jeff Bezos, Bill Gates and Mark Zuckerberg are the three richest men in the world. Each of them made his fortune via technology. None of them studied at business school.

Two points arise from the above that are relevant for us in business schools:

1. Technology is today's single-greatest wealth creator

2. Business schools ignore tech at their peril

"But we are not ignoring tech!" was the response when I raised such matters with business school faculty, deans and directors.

On being pressed, the worst and most common answer that has emerged so far is that the school has an IT department whose job is to ensure the school's internet system is working properly.

The best answer has been that there is a member of the faculty who works with the IT department to ensure that the school has the best IT system in the world of business schools.

However, there seemed to be some puzzlement at my research and my questions, as IT is after all a convenience, a servant. Why the fuss?

Well, consider: are we not confronted with the sorts of opportunities and challenges represented by the business model of Facebook and other social media? What about the even greater opportunities and challenges represented by Blockchain, Cryptocurrencies, Machine Learning, Cloud Computing, Big Data, the Internet of Everything, Wireless Mesh Networks, CRISPER/Cas tools, Engineered Atoms, SuperMaterials, Molecular Engineering, Machine-Human interaction and Near-Human (soon to become Super-Human) Robots?

As each of these displays aspects of "artifice" as well as of "intelligence" and as these are increasingly converging into ecosystems, I lump all these together into my definition of Artificial Intelligence.

At least, I do so for the purpose of discussing these developments with business schools. Here are the questions I have asked, which you can use to assess the situation of your own school:

Consider: are we not confronted with the sorts of opportunities and challenges represented by the business model of Facebook and other social media? What about the even greater opportunities and challenges represented by Blockchain, Cryptocurrencies, Machine Learning, Cloud Computing, Big Data, the Internet of Everything, Wireless Mesh Networks, CRISPER/Cas tools, Engineered Atoms, SuperMaterials, Molecular Engineering, Machine-Human interaction and Near-Human (soon to become Super-Human) Robots?

A. Governance

A1: Does your school's Governing Board commission and ensure systematic scouting of digital trends for their implications on governance?

A2: Does that process enable identification and consideration of relevant SWOTs for your school?

A3: Does all that make for appropriately speedy adaptation of your school's positioning, competitive advantage, USP and business model?

A4: How does your business school assess whether its approach to IT is aligned to the school's objectives?

B. Faculty

B1: Do the recruitment criteria for all your new faculty explicitly include digital competence in appropriately fine-grained detail?

B2: Are the abilities of the faculty member(s) responsible for your school's IT (and the IT staff) regularly evaluated objectively by an outside party for competence and not just for data management but also in other critical areas (cloud, mobile, security)?

C. Research

C1: Is AI well integrated into your school's approach to research in all fields?

D. Curricula

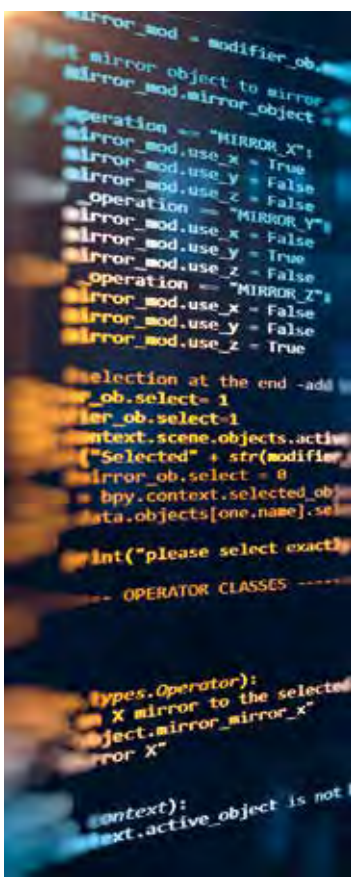
D1: Do you commission external audits into whether digital trends are sufficiently integrated into the overall curriculum as well as into individual courses, both in terms of content and in terms of pedagogy?

Broader questions

The Facebook – Cambridge Analytica data scandal triggered anguished public discussion on ethical standards for social media companies, for political consulting organisations and for politicians. The UK Information Commissioner's Office recently announced its intention to fine Facebook £500,000 because it "contravened the law by failing to safeguard people's information", a view backed by the UK's Governmental Select Committee, which proposes major new steps towards greater consumer protection, clearer enunciation of the right to privacy and increased curbs on misinformation and propaganda.

We might conclude that while the executives of Facebook demonstrated contextual intelligence, extended networks of relationships, possessed technology-related abilities of a high order, and deployed an extraordinary willingness to seize each and every business opportunity they could see or create, they lacked the sort of moral compass which most human beings would accept and respect as valid.

What has all that to do with your business school? Well, in his book *The Mosaic Principle*, Nick Lovegrove develops six dimensions business schools need to implement in their students' educational journey, the first of which is "morality, compass, ethics, gyroscope".



> *Beyond ensuring that we as citizens do not surrender our privacy and are treated fairly as customers, in a global business world do we not all need to strive for an appropriate global AI governance regime to be put in place?*

The others are:

- intellectual thread, metanarrative, meaning, purpose
- transferrable skills, abilities
- contextual intelligence, situational intelligence, emotional intelligence
- extended networks of relationships
- a prepared mind

Though Lovegrove published the book in 2016, the world has already changed since then, as we have been through another generation of technology. Another dimension, therefore, needs to be added to Lovegrove's framework. Let me put it this way: if Zuckerberg were to decide to cash in his work in technology and come to study at your school, I wonder whether he would emerge any better fitted to address the enormous ethical, social and political issues that are being created by AI.

Beyond ensuring that we as citizens do not surrender our privacy and are treated fairly as customers, in a global business world do we not all need to strive for an appropriate global AI governance regime to be put in place? If you agree, would your business school deny graduation to a Zuckerberg if he or she was unwilling to internalise that striving? How would you know? In any case, is your business school willing to take a public position on such questions? There lies the rub of whether your business school, as a business school, has a conscience.

It is that which will determine whether your business school is fit for a world of AI – just as it is whether AI has appropriate conscience-like features built into it which will determine whether AI is fit for the world.

500k

The UK Information Commissioner's Office recently announced its intention to fine Facebook £500,000 because it "contravened the law by failing to safeguard people's information", – a view backed by the UK's Governmental Select Committee

gf

About the Author

Prabhu Guptara is Distinguished Professor of Global Business, Management and Public Policy at William Carey University, India. He has two books scheduled for publication this year, Make the Best of Your Life ("Letters to Indian Youth", *Forward Press, New Delhi, published on 23 August) and* Where Did We Go Wrong?: Reflections on 200 Years of Modern Education in India, 1813-2013 *(details to be announced shortly).*

Why language matters

There is a gap between language-sensitive IB research and international management education. **Philippe Lecomte** calls for increased research and an interdisciplinary approach to the subject

In the past three decades there has been a growing recognition of the importance of language in international business and organisation and management studies. At the same time, however, language-sensitive research is failing to permeate higher management education.

Language issues faced by international companies and managers are not represented in the curricula of business schools. This article aims at examining why language-sensitive academic research in international business and organisational studies does not impact management education. Why do university business schools and French *grandes écoles* ignore the role of language in management, considering language as "a non-business issue"?

In their research, for example, Canada-based academics Professor Mary Yoko Brannen and Professor Terry Mughan found four clear inflection points among 32 selected articles where language was central:

1. an initial interest in language as an instrument

2. a preliminary inflection point indicating a turn toward linking language with culture

3. a second inflection point toward linking language with strategy

4. a more recent turn toward understanding language as a central construct in management theory

Due to the rapidly increasing globalisation of international business operations, translation processes are at the heart of collective understanding.

The conceptualisation of translation has become a core theoretical issue of language-sensitive academic research. Translation and translators can no longer be considered as simple transmitters of written and oral texts. The translation process is much better defined as a creative activity, which shapes a new reality.

Other academics demonstrate the link between the dominant North American culture in international management and the linguistic hegemony of the English language, claiming that language is not a neutral medium and that "business English" also acts as a conduit of power in order to impose the domination of one business ideology on the rest of the world and also to business education.

Language diversity has become a critical component in international organisations. Previously an under-explored component of cultural diversity, language diversity in organisations is now being studied by applied linguists and management scholars

Language diversity has become a critical component in international organisations. Previously an under-explored component of cultural diversity, language diversity in organisations is now being studied by applied linguists and management scholars. Their research findings lay emphasis on the *de facto* multilingualism, characterised by the interplay of different languages, in today's multicultural workplace.

With the intensification of connections between people of different cultures and backgrounds, a simplistic and limited view of language has given way to a fuller understanding of the complexity of communication and language-related issues in today's international organisations.

This has been facilitated by what has been termed the "linguistic turn" in the social sciences, which has given greater recognition to the importance of language in the social construction of reality and to language as a "performative act" because using words means taking action rather than merely using a symbolic system to describe an objective reality.

In recent years, the field of applied linguistics has also moved toward a "multilingual turn" in research on second-language acquisition, questioning the monolingual foundation of theoretical and applied linguistics and thus acknowledging the "performative" role of language.

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In their research Canada-based academics Professor Mary Yoko Brannen and Professor Terry Mughan found four clear inflection points among 32 selected articles where language was central

Therefore, language-sensitive research is multi-layered and can be explored from different theoretical angles. Language plays a crucial role at the individual, group and firm levels. This literature review has demonstrated the centrality of language in management and organisational research and highlights the emerging call for a holistic approach.

As mentioned above, language in business schools' educational programmes is still treated as a non-business issue, contrary to what happens in management research. Language teaching is seen as onerous, which is partly true because "language courses", based on oral communication, can only be achieved in small groups. Language teaching is also considered as useless on the grounds that effective oral competence can only be reached through linguistic immersion and in actual contextualised verbal interactions with native speakers. In this case, why should business schools allocate an important part of their scarce financial resources to language teaching?

One reason – and probably the only reason – is that there is a strong demand from students for language teaching because it is the only place where students actually "speak" foreign languages, as opposed to listening to a course in finance in English. An alternative means of reducing the costs of multiple language teaching is to declare that the world speaks English, which is not true. Curiously, this position coexists with the grand narrative on social diversity elaborated by business schools' decision makers.

There are more theoretical explanations for the dismissal of language in management educational programmes. The ignorance of what language really means is the reason why foreign language learning/teaching is a problem in business education. Language is not only a tool of communication, it is culturally embodied and socially embedded. It does not mirror but shapes reality; language equivalence between two different linguistic areas does not exist. Yet in business education the positivist vision of language as a neutral phenomenon still remains.

First, cross-cultural studies have dominated the field of management until recently and have contributed to the subordination of language issues under cultural differences. Second, language is still viewed as a mere tool of communication, with the basic assumption that it is sufficient to allow students in the classroom to learn to express in a foreign language what they think in their own mother tongue.

> *"The ignorance of what language really means is the reason why foreign language learning/teaching is a problem in business education. Language is not only a tool of communication, it is culturally embodied and socially embedded. It does not mirror but shapes reality*

The tendency of language training policies in many business schools is to reduce language learning to the acquisition of a linguistic code and is disconnected from the overall learning objectives in management programmes. In addition, the teaching objectives of such language courses are often designed to match the criteria of standardised tests.

Another explanation lies in what can be called the "disciplinary silo" structure of educational programmes and faculty, in which each department is in competition with the others. Business school programme directors seem to be unable to rethink their curricula, which impedes any attempt to shape business education transversely.

Based on this analysis, the question must be asked as to how we could best transpose these research findings into useable skills.

First, language training can no longer be dealt with in pseudo pedagogical structures (do language departments still exist in business schools apart from a few noticeable exceptions?), which are distinct from other management departments, where language teachers are hired on the criteria of being "native speakers".

More and more language teachers in French business schools have understood that the way to escape the precarious conditions in which adjunct language teachers find themselves is to undertake language-related management research, although this is far from being widespread. Language teachers should be fully integrated into the faculty and encouraged to conduct language-sensitive management research.

Instead of linguists specialising in languages as semiotic systems, what is needed are specialists in actual diversity-driven language usage in international management settings. Put differently, foreign language training has to be conceptualised in relation to managerial activity at the micro-level, in relation to organisational behaviour at the meso-level, and in relation with strategic decision-making at the macro-level.

Second, the monolingual orientation of English *lingua franca* teaching makes no sense given the diversity and complexity of the globalised world. This is not only true from a linguistic perspective but it also questions the hegemony of the American management dogma in business education throughout the world. Diversity in the ways of approaching management issues, be it culturally or ethically, goes alongside linguistic diversity.

Third, translation should be at the core of the management education agenda. Translation means a reconceptualisation of meanings from a linguistic and cultural semiotic source system into a target semiotic system. It is a reconfiguration and the translator is a "reconfiguration agent".

The simplistic view that prevails in business schools that language proficiency can only be achieved in contact with native speakers in a monolingual context is very misleading, as in reality, international managers are permanent "translators".

Only a holistic approach to language in management education can help to break down disciplinary boundaries, to shape language and communication training in business schools differently, and to contribute to filling the gap between research and education.

About the Author

Dr Philippe Lecomte holds a PhD in Applied Linguistics from the University Paris X, France, and has been member of the faculty of Toulouse Business School (TBS), France, for over 30 years where he was head of the language department for seven years. He is also President and founder of GEM&L (Management & Language Research Association)
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Upcoming events

Global Focus
Iss.3 Vol.12 | 2018

October 2018

Event
EFMD GN Workshop
Dates / Venue
23-25 Oct /
Shanghai, China
Host
Antai College of Economics and Management (ACEM), Shanghai Jiao Tong University, China

Event
Strategic Leadership Programme for Deans
Dates / Venue
23-26 Oct 1/
Brussels, Belgium
Host
EFMD

Event
The Programme Management Accelerator Workshop
Dates / Venue
29-31 Oct /
Tallinn, Estonia
Host
Tallinn University of Technology, School of Business and Governance

November 2018

Event
EQUIS XXL Accreditation Seminar
Dates / Venue
06-07 Nov /
Brussels, Belgium
Host
EFMD

Event
2018 EFMD Conference on Bachelor Programmes
Dates / Venue
07-09 Nov /
Madrid/Segovia, Spain
Host
IE Business School

Event
2018 EFMD Career Services Conference
Dates / Venue
14 -16 Nov /
Gothenburg, Sweden
Host
University of Gothenburg, School of Business, Economics and Law

Event
The Executive Academy – Europe: Leading with Impact
Dates / Venue
19-23 Nov /
Prague, Czech Republic
Host
Executive Academy – EFMD GN CEE

November 2018

Event
EQUIS and EPAS Accreditation Seminars
Dates / Venue
19-21 Nov /
Prague, Czech Republic
Host
EFMD GN CEE

Event
2018 EFMD Middle East and Africa Conference
Dates / Venue
26-28 Nov /
Abu Dhabi, United Arab Emirates
Host
Abu Dhabi University College of business Administration

Event
EFMD Advisory Seminar – Alumni Communities in a Digital World
Dates / Venue
26-27 Nov 1 /
Brussels, Belgium
Host
EFMD

Event
2018 EFMD GN Americas Annual Conference
Dates / Venue
28-30 Nov /
Bogotá, Colombia
Host
School of Management, Universidad de los Andes

December 2018

Event
2018 EFMD Conference on Master Programmes
Dates / Venue
10-12 Dec /
London, UK
Host
London Business School

January 2019

Event
2019 EFMD Conference for Deans & Directors General
Dates / Venue
21-22 Jan /
Shanghai, China
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CEIBS – China Europe International Business School

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2019 EFMD Quality Services Seminar
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23 Jan /
Shanghai, China
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March 2019

Event
2019 EFMD MBA Conference
Dates / Venue
17-19 Mar /
Budapest, Hungary
Host
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Event
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Dates / Venue
13-15 May /
Liverpool, UK
Host
Liverpool Business School, Liverpool John Moores University

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28-30
November 2018

2018 EFMD GN
Americas Annual Conference

Leveraging the Unconventional

Bogotá, Colombia | **Hosted by School of Management, Universidad de los Andes**

Instead of viewing business schools and institutions as passive receivers of change among agents of disruption, we were urged instead to re-imagine business schools as agents of disruption themselves, as actors with power to influence, to shape, to change.

What does this power look like to different types of business schools and what can we learn from schools who have had to leverage unconventional demographics, resources, market needs? What does it mean to redefine management education and development outside of its conventional norms?

Let's come together for inspiration and discussion in Bogotá.

Topics will include:

- what it means to use technology responsibly
- business schools as agents for change in their communities and societies at large
- leveraging unconventional demographics, resources and market needs
- redefining management education and development outside of its conventional norms

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Ana Paula Assis, General Manager for IBM Latin America, BRA

Georgette Phillips, Dean, College of Business and Economics, Lehigh University, USA

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