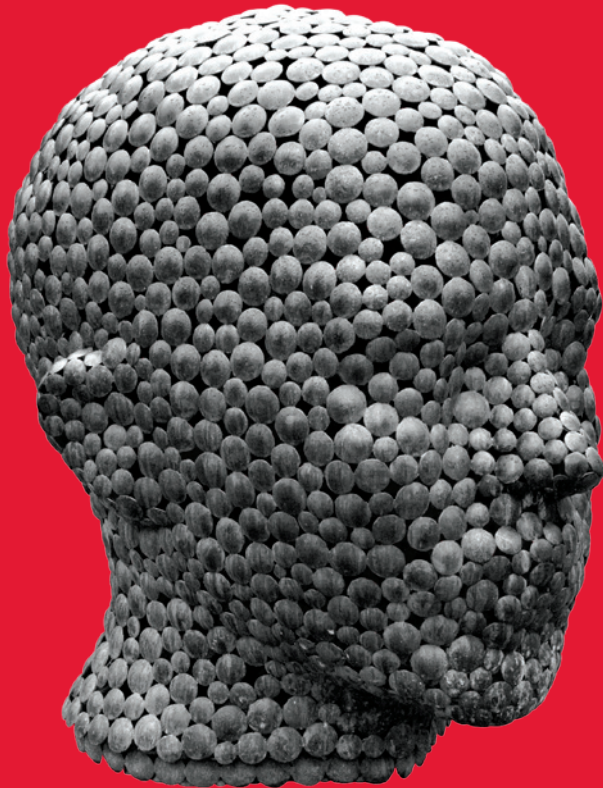


# RETHINKING BUSINESS EDUCATION

**FIT FOR THE FUTURE**





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**FIT FOR THE FUTURE**

Edited by Della Bradshaw

Produced to celebrate 25 years of the Chartered Association of Business Schools



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## FOREWORD BY DELLA BRADSHAW

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is a journalist  
and former  
business education  
editor at the  
Financial Times*

**The business world is in rapid change. The rise in populism that led to the UK vote to leave the European Union and the election of Donald Trump as US president in 2016, has rocked more than just the political world.**

As the Chartered Association of Business Schools enters its 25th year, division threatens the social cohesion of both countries as isolationist policies take hold. For many, the knee-jerk reaction has been to mourn the past: adjectives such as post-truth and post-globalisation have become common parlance. But looking backwards is a luxury, and business schools can little afford to do this if they are to help mend social and economic rifts.

The challenge for UK business schools is singular. Though the UK houses some of the most innovative business thinkers and top-ranked business schools, British managers often treat their local institutions with suspicion, if they are aware of them at all.

This disconnect would not be significant if British managers topped the league tables of the most innovative and effective leaders, but they do not, far from it. From OECD reports to personal anecdotes it is clear that British companies often succeed in spite of their management rather than because of it.

At one level, UK management's loss is a gain for overseas managers. International students, at undergraduate, masters and MBA level, flock to UK business schools in their thousands. And there is an economic advantage to this. The Chartered ABS estimates their value to the British economy to be £2.4bn a year.

But UK business schools cannot continue to flourish if they are cast merely as the cash cows of their parent universities and the wider UK economy. Nor will they continue to be the cash cows if government policies deter international students from coming to the UK.

As Britain prepares to leave the European Union in 2019, companies will need to address a host of challenges, many of them yet unclear. Business schools are ideally placed to help UK businesses to prosper but they can only do so if companies change their attitudes, and does so with a sense of urgency.

They need to do so on two levels. First they should recognise that for the past 20 years UK business schools have been training some of the most successful international executives, who understand how to do business in the UK and are positively inclined to do so. They are ideal partners in a post-Brexit world.



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continue to flourish if they are  
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of their parent universities and  
the wider UK economy.*



Second, British business and UK policy-makers must recognise that now is the time to promote a professional management cadre and foster the kind of strong links that exist between business and academia in countries such as France and the US.

In Britain, individual managers have long voted with their feet when it comes to postgraduate business education, particularly MBAs. Data from the Graduate Management Admissions Council (GMAC), which administers the GMAT entry test for business schools, make sobering reading.

In the UK just 1,174 candidates sat the GMAT in 2016, little more than a third of the number in France (3,097) and a quarter of that in Germany (4,398). With rising debt levels hampering the next generation of young managers due to the increase in undergraduate fees, it is difficult to see this situation improving.

Yet there are some positive signs of change, but these developments take time and time is short. The growth of the Masters in Management and other specialised Masters degrees in the UK over the past decade have gone some small way to mitigate the problem.

The introduction of apprenticeship schemes, which enable employers to send their managers on business degrees or executive short courses alongside their regular employment, is another real move in the right direction. Yet it is one that will question the very mission of many business schools, particularly those with a strong global focus.

This puts the ball squarely back in the court of the business schools, which are being challenged on a number of fronts.

The rise of the "gig" economy and entrepreneurial start-ups highlight the need for business schools to eschew lengthy campus-based programmes in favour of flexible timetables. The need for more practice-based research written for managers, rather than esoteric scripts intended for peer academics, is essential.

In the very varied articles in this publication professors, business leaders and policy-makers alike have acknowledged the thirst for innovative solutions in the structure and content of programmes and there is a real sense of purpose in driving through closer collaboration between business, academia and policy makers. These are exciting times and this is a welcome starting point ■



## WHAT DO LEADERS NEED TO OPERATE IN A WORLD OF DISRUPTION?



SIR MARTIN SORRELL

*Sir Martin Sorrell  
is Founder and  
Chief Executive  
of WPP*

**I am a firm believer in the value of business education, and owe a great deal to it personally.**

Although I always had it in mind to go into business, Harvard Business School crystallised those ambitions and was the launch pad for my career. I loved my time there: two years in a pressure cooker, doing three case studies a day, asking “what should the CEO do?”

I never really let go of the experience, which developed into a lifelong interest in the advancement of business schools. I keep my hand in as an advisor to Harvard, along with Iese in Barcelona, London Business School, the Indian School of Business, the China Europe International Business School and Fundação Dom Cabral Business School in Brazil.

Successfully developing future generations of commercial leaders is vital for the health of economies and societies, and business schools continue to lead that most essential of projects.

The perspective, case histories, frameworks and leadership training that an MBA provides remain invaluable. MBAs also put enormous emphasis on building networks and connections, which has never been more important, and alumni associations are often the route to good jobs.

MBA graduates have contributed hugely to WPP's companies, and hold key positions across the group. We run our own programme for MBA graduates as well as a “mini MBA” for rising talent within WPP.

A lot has changed, of course, since I arrived in Boston in 1966. Generational, geographical, technological and societal shifts have redefined what good leadership looks like.

In today's world of ubiquitous digital disruption and changing attitudes towards life and work, have business schools kept up? Do MBAs meet the requirements of our future leaders? Do they properly equip them to operate in a modern, global business context?

The statistics offer a clue. As Bill Riddgers, business education editor of *The Economist*, noted recently, the number of people sitting MBA entrance exams in the US has fallen by a quarter since 2012. Millennials appear to be voting with their feet.

MBA courses are often male-dominated (in 2016 only 36.8 per cent of full-time MBA students in the US were women) and they can be prohibitively expensive unless you are sponsored by a company or independently wealthy. This is not a recipe for diversity or social mobility. And yet diversity is precisely what all companies are seeking in order to reflect their customer base, not to mention the norms and expectations of contemporary society.

In terms of their careers, Millennials tend to be impatient and ambitious, and may not be prepared to invest two years in completing an MBA. As well as the actual cost, there is the opportunity cost of 24 months that could be used to gain experience in the workplace. Although I personally disapprove of it, there is no longer the same stigma attached to moving from company to company, which can swiftly build broad experience. Against that backdrop, the Masters in Management or short course option may seem preferable (and more affordable).

The leaders that Millennials admire are not so much the chief executives of big corporations (probably with an MBA), but the tech founders and entrepreneurs (often without an MBA).



Business schools do offer courses in entrepreneurship, but is there sufficient focus on technology, agility, responsiveness, innovation and creativity?

As virtually every business on the planet tries to exploit or deal with digital transformation, case studies need to present hyper-relevant, real-time scenarios, rather than lessons in how to tackle the business problems of the past.

As well as looking forward, the best business education also looks outward. Today's pre-eminent leaders have a global perspective. The assumption used to be that businesses in the fast-growth economies of Asia, Africa, Latin America and Central and Eastern Europe would learn from whatever businesses did in the US and Europe. I believe we can learn more by looking to China, India and others for inspiration – not least when it comes to technology.

Our own educational initiatives and partnerships reflect that philosophy. The WPP Fellowship graduate programme includes rotations through companies across our 112 countries of operation, and we have established schools and academies in Shanghai, Mumbai and Johannesburg to help develop local talent.

Finally, MBA programmes need to devote enough time to considering what makes for a sustainable, “healthy” company. All companies are looking at corporate wellbeing, not just in terms of physical health but in relation to working environments, local community support, employee engagement and development opportunities. For Millennials, the mantra of “making a difference” is more attractive than the traditional “winning is everything” or “masters of the universe” approach to management.

When I studied at Harvard there was a seminar about balancing career with family and society. No-one paid much attention to it and I cannot say it is something I have been particularly good at. Now, though, work-life balance is not a nice-to-have, but something people demand and leaders themselves are expected, as role models, to demonstrate.

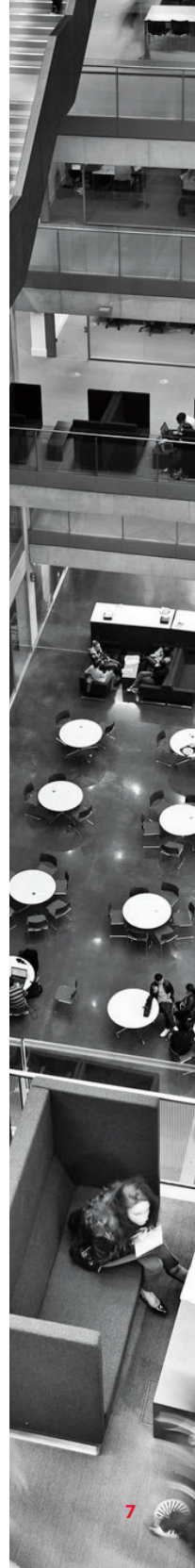
Champions of business education need not despair. The schools, with a greater emphasis on entrepreneurship and purpose (in a 2015 Bain study, two thirds of MBA students said social impact was more important than a high salary) are moving in the right direction.

Moreover, the MBA remains a symbol of its owner's commitment to their professional expertise and development. It is a badge of excellence and seriousness of intent, one that continues to open doors to the very best organisations, whether in Silicon Valley, management consultancies or, dare I say it, the far more enticing world of marketing communications ■

“

*Business schools do offer courses in entrepreneurship, but is there sufficient focus on technology, agility, responsiveness, innovation and creativity?*

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# RETHINKING AND RE-EVALUATING THE PURPOSE OF THE BUSINESS SCHOOL



PROFESSOR HOWARD THOMAS

Professor  
Howard Thomas  
is LKCSB  
Distinguished  
Professor of  
Strategic  
Management at  
Singapore  
Management  
University

**Without doubt, business schools have been one of the success stories of higher education over the past 50 years. Even so, over the past decade management education has come under attack over both its legitimacy as a serious academic discipline, and its failure to professionalise management.**

Perhaps now is an opportune time, therefore, for management educators to reflect on the value and purpose of business education and address the real issue of how to innovate to improve student learning about both the theory and practice of management.

One of the issues is that, at the same time as the role of the business school has come under attack, so a manager's role has shifted from one of a professional steward of an organisation's resources, according to Harvard Business School professor Rakesh Khurana. Instead, managers are seen as 'hired hands', operating only on the basis of contractual relationships. A key consequence of this is that the self-interest of relevant parties has replaced a proper ethical and moral scope and that the principle of trust that was central to the operation of market capitalism has sometimes been abandoned.

What is more, the ethical tradition in business life is arguably in danger of erosion by the institutionalisation of management education itself in its current form, a form in which the dominant programme paradigm, the MBA, is remarkably similar across cultures and countries in terms of curriculum.

It was the late Sumantra Ghoshal who argued that business schools, in their drive to become serious academic players, had been guilty of propagating and teaching 'amoral' theories that destroyed sound management practices. By graduating managers who were advocates of shareholder value and profit maximisation rather than responsible professionals, they may well have contributed to ethical failures that led to the financial crisis and to the collapse of large companies such as Enron and Worldcom in the US.

Some business schools have, in fairness, tried to turn the mirror on themselves. The UK business school community has added to this debate with Chartered ABS's 2014 report on the "Role of UK business schools" and the UK's Chartered Management Institute has also contributed with its 2014 reports on "Management 2020" and "21st Century Leaders".

At London Business School, Michael Hay argues that a business school should create academic value through research and its dissemination, personal value through its teaching, and public and social value in the form of knowledgeable and skilled graduates who engage responsibly in the broader society. These are clearly worthwhile objectives.

Hence, should the clear purpose of a business school be to develop a responsible, reflective and insightful professional managerial cadre as envisaged by Joseph Wharton in founding the Wharton School in the University of Pennsylvania in the US in 1881?

**“**  
*To produce responsible, authentic leaders,  
business schools need to develop  
more holistic management education models.*  
**”**

There is welcome evidence from the Aspen Institute in the US that business school students have moved on from thinking like customers and acting like greedy, profit maximisers to focus on 'purposeful' work, tackling issues of sustainability, inequality and social and financial exclusion. But where is the business school equivalent of a 'pro bono' clinic (a norm in law schools) for SME's and aspiring entrepreneurs?

In order to develop a professional class of managers, akin to doctors, lawyers or engineers, three critical dilemmas must be addressed. First is the need for a well defined, accepted and meaningful body of knowledge about management. Second, there needs to be a consensus about managerial status and legitimacy. Third is the need for an effective professional organisation that sets policies, managerial standards and appropriate examinations for final entry into the profession.

Arguably, management education has only achieved one of these – the body of knowledge criterion – and this is only based on the promise of continued acceptance of the scientific, analytic business school model (often labelled logical positivism), which became the dominant design for the US business school in the second half of the 20th century. Skills of analysis have been prioritised, often at the expense of skills necessary for managerial judgement, particularly in increasingly challenging, complex and ambiguous environments.

As MBA recruiters decry the overemphasis on analytic skills at the expense of the 'soft skills' of managing, professors are focusing much more on updating their courses to stress the importance of the multiple stakeholders in society.

Yet to produce responsible, authentic leaders, business schools need to develop more holistic management education models.

How should the business school develop this holistic approach? What is the new framework for the future evolution of management knowledge? This perspective calls for a more balanced relationship between business schools and business, government and society, with business schools reasserting their influence and focus in the education process to satisfy the diverse interests of their stakeholders.

So what is the value proposition for management education beyond examining the dynamic influences of digitisation, technology, globalisation, demographic dynamics and the knowledge economy?

The underlying question surely must be whether management education conducts itself with responsibility to society in its preparation of the students that will manage and lead others, make investment and fiscal decisions, source products and extract resources. But should management education today also provide an educational experience that enables students to develop a maturity in matters of ethics, spirit, society, culture and politics?

Thought must be given to how to develop this more holistic and balanced model of management education with its higher purpose to nurture social responsibility and enhance students' moral and ethical compass in an increasingly uncertain world. The good news is that there is evidence that significant efforts are already being made to build models of liberal, responsible management education involving meaningful collaboration and co-creation across the three sectors of the economy – business, government and society ■



## REGIONAL GROWTH, PRODUCTIVITY AND THE ROLE OF THE BUSINESS SCHOOL



CAROLYN FAIRBAIRN

Carolyn Fairbairn  
is Director-General  
of the CBI

**One of the great privileges of being Director-General of the CBI is that I get to travel across the country meeting people from so many different businesses. These companies range in size and sector; no two are the same.**

However there is one recurring theme in all these organisations: the difficulties employers face in finding the talent and skills necessary to take their businesses to the next level.

At the heart of this is a concern over low productivity, with a shortfall in skills a key factor behind this. Its impact is felt by businesses across the country.

Just as this is a concern for companies, it is also a concern for business schools. After all, it is something we hear a lot about – on the news and in the papers – but too often we forget what productivity actually means to people. Productivity is the foundation upon which so much of our prosperity rests: higher wages, better living standards, greater opportunities.



*For business schools to properly prepare their students for the modern workplace they need to train graduates not for roles that exist currently, but for those that will exist in five, ten or fifteen years.*



The differences just within the UK alone are striking, and I am not only talking about the differences between the North and South, or London and the rest of the UK, but the differences that exist within cities and regions. For instance, a worker in Solihull earns £5,000 more than someone down the road in Wolverhampton, thanks to Solihull being one-third more productive than Wolverhampton.

This is an issue across the UK's regions and nations. Since the financial crisis, our productivity has stagnated. So much so, that the Office for National Statistics has said that the current situation is unprecedented in the post-war period.

Nine out of ten UK cities perform below the European average when it comes to productivity, and more than half are among the 25 per cent least productive cities on the continent, according to the UK's Centre for Cities report 'Competing with the continent'.

As we prepare to leave the European Union and redefine our role in the world, these are issues that we desperately need to address in order to remain competitive. The size of the prize in tackling our productivity issues is enormous.

If each local area could improve productivity at the same rate as the top performer in their respective region or nation, our economy could be £208bn larger by 2024. This is why the development of modern industrial strategies is so important, as it allows us to address these weaknesses but also build on our considerable strengths.

The CBI believes that there is the opportunity for the UK to be the most open, innovative and inclusive economy in the world, home to a



leading knowledge base and world-class sectors. So what do we need to do in order to make that vision a reality? And, more importantly, how can business schools help support this work?

We know that there are many drivers to increasing productivity, such as investing in infrastructure or in skills. Yet crucially, we also know that there is great potential for organisations to increase their productivity by closely examining their management practices.

As we stand on the threshold of a new wave of technological development – from artificial intelligence to the advance of robotics – it is important to recognise how the world of work is changing.

Diffusion of new technologies across the economy, whether that is new processes or management methods, will be of crucial importance as we enter into this new period. That means for business schools to properly prepare their students for the modern workplace they need to train graduates not for roles that exist currently, but for those that will exist in five, ten or fifteen years.

This is no easy task, but business schools are ideally placed to deal with these challenges. In bringing together the UK's world-class higher education sector with expertise from business leaders, Chartered ABS members are at the crucial interface between universities and business.

Much of this relies on greater collaboration, between businesses and universities, but also within business schools themselves. And this means business schools need to keep their curriculum under constant review to make sure it reflects the changing world around us and draws upon the interdisciplinary strengths of universities.

Not only do we need them to provide students with the traditional skills that come with executive education, but business schools need to provide innovative programmes demonstrating the latest thinking and best practice in a range of areas, such as marketing, operations, resources and leadership. After all, problems in business are seldom focused on a single research discipline.

Let's be clear: we are in a good position to tackle these problems and business schools are well placed to help as we develop a modern industrial strategy. The UK is a world-leader in innovation and R&D, and has a higher education system that competes with the United States. More can be done to bring these two things together and we need Chartered ABS members to help in this.

Ultimately, we need to get to a situation where it matters far less where you work, be it in Solihull or Wolverhampton, and what matters instead are your ideas and the way you run your organisation. By ensuring we do more with business and not about business, I am confident we can achieve this vision ■







# THE **ROLE** OF BUSINESS SCHOOLS WITHIN UNIVERSITIES



PROFESSOR ALEC CAMERON

*Professor  
Alec Cameron is  
Vice-Chancellor  
and Chief  
Executive of  
Aston University*

**For two decades or more, the evolving relationship between business schools and their host universities has arguably brought much greater benefits to the former than the latter. If universities and business schools want to achieve the greatest impact on the societies they serve, now is the time for them to re-evaluate their relationship with one another, and with the wider business community.**

Having spent the last 15 years in vice-chancellor, deputy vice-chancellor and business dean roles in the UK and Australian Higher Education sectors, I have observed first-hand the major trends in the industry and the way these trends have changed the relationship between business school and university. Two of the most significant trends have undoubtedly been the growth in student numbers and international student mobility.

In both the UK and Australia there has been substantial growth in the enrolment of domestic students, with participation rates in both countries climbing to more than 40 per cent. Yet this growth has been outpaced by the growth in the enrolment of international students, mainly originating from China.

In Australian universities more than 25 per cent of the student population now comes from overseas; in the UK the figure is 20 per cent. A major attraction of these international students to universities is that their fees are typically one-and-a-half or two times those of their local peers – sometimes even more. At a time when fees or government funding for local students has not been matching cost indices on a per student basis, international students have provided a vital high-margin revenue stream for universities.

The issue is that more than 50 per cent of international student demand has been for business degrees, so universities, in spite of a desire for greater diversity in disciplinary mix and country-of-origin, have admitted larger numbers of international business students each year.

Compared to other disciplines, business has seen high market growth locally and internationally; it can attract a higher student fee in a deregulated market based on expected graduate earnings; and it is perceived to be inexpensive to teach and highly scalable.

As such, business schools have become the reliable “cash cows” for vice-chancellors, enabling them to fund ambitious growth plans in other lower-demand and lower-margin disciplines, as well as costly research that enhances reputation. Business schools have underwritten much of the investment in new facilities and initiatives.

But it was not always so. Many leading universities have only acquired business schools within the last 25 years, subsequent to the rapid growth in enrolments. And there were many leading examples of business schools that sat outside universities, or maintained a strong “arms-length” separation. In many cases, these independent or quasi-independent schools have been acquired, merged or integrated into the mainstream of established universities.

In Australia and the UK, a key factor has no doubt been the rise of business as an undergraduate degree or major. Demand from students to study on an established university campus, with all the benefits of the student lifestyle and facilities on offer, as well as the illustrious university brand, while





pursuing a professional degree leading to a lucrative career, has been an appealing mix.

The resulting reliable revenue streams have provided the capacity for universities to hire the leading business academics and develop prestigious programmes at the postgraduate level, in research and in executive education.

However, the academic establishment has been reticent to accept business as a prestigious academic discipline. For academic traditionalists, business “research” has had too strong a focus on understanding good business practice than on theory and scientific discovery.

The response of business academics and university-based business schools in the last generation has been to seek to overcome this lesser esteem within the academy by moving away from a focus on business as a practice-based discipline to one which is more academic in its orientation. This is evidenced by the extent to which the publications that are most highly valued in research assessment exercises are often those read exclusively by other academics rather than by business leaders or consultants.

Yet these efforts have been largely ineffective. Business schools are not able to compete with schools in the physical, life or medical sciences on the basis of research income or the volume of scholarly articles. Nor should they; society does not require the same amount of investment in research in accounting as it does in medicine.

So, what is the direction for business schools? The opportunity is likely to be the trend towards greater recognition of research impact beyond its academic impact. Research impact is a natural strength for business schools and their engagement with business often opens the

doors for engagement from other disciplines from the university.

A refocus of research on business practice rather than the academy could prove to be the saviour of both business schools and their parent universities.

Because business schools are the most commercially attractive segment of higher education, they have become the most competitive, and the most internationalised. With promises of well-paid careers, their students have a greater appreciation of return on investment, and universities have taken this opportunity to set fees accordingly. This higher level of student expectation coupled with competition between schools has spurred more innovation, with business schools at the forefront of the sector in terms of online education, executive education and new programme structures and modes of delivery, as well as in the engagement with external stakeholders through advisory boards.

If Vice-Chancellors are seeking to understand how universities will evolve in the next decade, they may do no better than by looking at where business schools are today ■

“

*A refocus of research on business practice rather than the academy could prove to be the saviour of both business schools and their parent universities.*

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## BUSINESS EDUCATION IN A GLOBALISED WORLD



CAMERON STEVENS

*Cameron Stevens  
is Founder and  
Chief Executive of  
Prodigy Finance*

**When London Business School's MBA programme was ranked the top MBA in the world by the Financial Times back in 2009, it was the beginning of a new era of business education. The student body at LBS was 91 per cent international, while 84 per cent of its academics were from outside of the UK. The recent first place ranking of Insead, another proudly global institution, confirmed the trend.**

The corporate world was going global, with the tech giants of Silicon Valley climbing in value and the emerging economies of Africa and Asia leading economic growth. The word "disruption" entered the vernacular, as old corporate giants tumbled in value and new ones emerged. The ranks of middle class professionals fine-tuning their corporate skills were becoming more diverse and business schools were adapting their programmes in response.

The growth of the technology industry has brought with it a more agile approach to doing business. It has lowered barriers to entry and made competitive advantage more fleeting, while innovations such as targeted advertising and artificial intelligence have dramatically changed marketing and data processing. Business schools have responded by concentrating on more collaborative, interdisciplinary and project-driven teaching.

A year and a half ago it was difficult to imagine how these trends could be impeded. Yet a populist insurgency in the US and UK, markets that provide eight of the FT's top ten MBA schools, rocked their liberal political establishments. The campaigns voiced by Vote Leave in the UK and by Donald Trump in his bid to become president of the US, found little backing in academia or established corporations, and both are concerned about the potential impact of Brexit and the Trump presidency.

For business schools in the UK and the US, there is already evidence that fewer international students are applying there following the EU referendum and the election of President Trump.



*The appeal of local institutions  
in the US and UK will wane if  
they are unable to place their  
international graduates in local  
jobs as a result of protectionist  
government policies.*



Although many corporate leaders and educators look at diversity as an issue that requires lip service, the more progressive view it as a competitive advantage. International diversity is valuable to every company and every classroom. The new global economy requires companies to scale quickly and enter new markets, so knowledge of different languages and cultures is a priority.

At its core, education, like technology, is about unleashing potential. Talent is evenly located, but not universally enabled. When we founded Prodigy Finance a decade ago we set out to remove the financial barriers

that prevented students from studying at the world's top universities, regardless of location.

The effect of changing business and political norms has been to further distance premium institutions from the rest of the field. The likes of Insead, Cambridge Judge and London Business School will be unaffected, as their brands are international and transcend local recruiting practices. These top institutions may even embrace the change as an intellectual challenge and opportunity for fresh and relevant research.

But mid-tier, respectable schools are suffering as education becomes a commodity. The appeal of local institutions in the US and UK will wane if they are unable to place their international graduates in local jobs as a result of protectionist government policies.

For business schools, playing it safe is becoming more difficult in a world where a wealth of free online content has made it harder to justify mid-market MBA qualifications. Schools have to respond more quickly to corporate demands as soft skills and traits such as leadership become more valued.

Corporate leadership and entrepreneurship requires close working relationships with engineering, product development and law, often turning work around to tight deadlines. Business schools now need to build this into

their programmes by collaborating with law, engineering and public policy schools on assignments related to product development and regulatory due diligence.

Today's business world is unrecognisable from the stale, unchanging, west-dominated global economy that was in place in the early 20th century, when US institutions first began awarding MBAs. We have seen stock market boom and busts, management philosophies from Taylorism to Holacracy, and a complete shift in the world's economic centre of gravity.

Teaching at business schools has had to evolve to keep pace, from Harvard to Oxford and New York to Paris. Technology has caused this evolution to speed up dramatically in the past decade, and provided a range of new case studies and principles for classroom discussion and debate. A growing number of students from China, Mexico and Brazil now enrol in business schools, bringing insights into the cultures of their home markets and the opportunities that lie there.

Technology and education both work best when they look beyond state borders or arbitrary barriers. Many companies, markets and even corporate leaders are identifying as global over national, but this represents real challenges for business schools. They will be forced to differentiate or become irrelevant ■









## CHAMPIONING DIVERSITY IN THE WORKPLACE STARTS AT (BUSINESS) SCHOOL

PROFESSOR HEATHER MCGREGOR



*Professor Heather McGregor is Executive Dean of Edinburgh Business School, the graduate school of management of Heriot-Watt University*

**Let's start with the word 'diversity'. What does it mean today? Back in 2010, when Dame Helena Morrissey set up the 30% Club to get more women on to public company boards, it largely meant diversity of gender. Recently, ethnic minorities have moved more front and centre of the diversity debate.**

Diversity in the workplace can also be about able-bodiedness, socioeconomic background, religion or sexual preference. In the future, diversity in the workplace will be diversity of education, of age and stage of life.

Business schools, I would argue, are already so successful in their pursuit of diversity that it almost goes unnoticed – diversity, that is, of nationality. Most business students sit alongside a wider range of peers by nationality than any other student body. Why do we not point this out more often? And why have we been so successful? How can business schools take this success and apply it to other forms of diversity?

In a truly global talent market, employers want the widest possible range of skills and thought, and they want to bring that together in functioning teams. Are there any other institutions better equipped to do this than business schools?

Business school is a great leveler. I was a student at London Business School in the early 1990s, in a class of 64 studying for an 'executive' MBA. This meant I was juggling an MBA with a full-time job (and for good measure, a relatively new husband and a brand new baby). I remember being very smug about my GMAT score, only to realise that the other 63 people in the class were cleverer than me and had more interesting business experience. In spite of being taught by such inspirational scholars and

teachers as Charles Handy, Andrew Likierman, and Rob Goffee, many of the lifelong skills I took from business school were thanks to the engineer from Jaguar who shared insights into producing a world-class luxury good at scale. My assigned work group included a senior manager in a homeless charity, a salesperson at an investment bank, and an operations director at a utilities company. How much more diverse can you get?

What helps the development of our students is, of course, the diversity of our faculty. Business school faculty are more diverse than mainstream university colleagues, by age, nationality, experience (practitioners like me are more and more common) and of course first degree disciplines. There are so many sociologists and historians working in business schools that I am surprised there are any left to fill sociology and history departments.

It is this ability of business schools to draw people in from all backgrounds and send them out with the common language of business, commitment to teamwork, and an understanding of management and leadership, that makes them the most effective promulgators of diversity in the workplace.

“

*We give people from all walks of life the ability to operate effectively in the workplace without turning them into automatons.*

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Ten years ago I started a foundation to train black and minority ethnic graduates to help them access careers in corporate communications. The 10-week intervention sought to level the playing field between the average white middle class workplace entrant and those from minority backgrounds.

The programme drew its entire cohort for several years from the University of East London, after the then vice-chancellor stood me outside the door of his business school, pointed to Canary Wharf, and challenged me to get more of his graduates into jobs there.

In designing the programme I sought to do the things that business schools do: give participants relevant skills for today's workplace, including a common business language, and to build them a network, not just with each other, but with the wider world.

That is what we, as business schools, do so well. We give people from all walks of life the ability to operate effectively in the workplace and deliver contacts and links that will last a lifetime. We put a brand and a qualification on to people's CVs that is easily understood by employers, even when they can't work out if the applicant is a male or a female because their name is so unfamiliar. As a community we must ensure that we draw on the most provocative thinking in root disciplines to ask what does it mean to organise effectively.

How will business schools do this in the future? I suggest there are four key approaches.

First, to attract people from across the age and life-stage spectrum we will need to have good access routes, and make sure that they are well publicised. While most business schools offer entry to well-qualified candidates without a first degree, the perception is still strong that a postgraduate degree in management is just that – post a degree.

Next, we will need to deliver distributed learning. This means having multiple touch points for the student: online, on campus, with third party tutors, with alumni, whatever it takes. The customer who can design their own learning experience from a set of building blocks, in the time and at the pace they wish, will be drawn from the most diverse student group of all.

Another key to a level playing field will be experiential learning. Other professions put a lot of emphasis on observing theory put into practice (think nurses, doctors, teachers) and business schools need to do this too. We can't be a profession if we don't take practice seriously.

Finally, social capital. While we all design our programmes to deliver very specific human capital outcomes, teaching people how to build a network, and then providing them with the opportunity to do so, and measuring how effective that is, is rare if not entirely absent from the business school today.

Business schools have a role to play as brokers across the many divides that separate people today. We are already creating – and will continue to do so better than anywhere else – the diverse workforce of the future ■



## OPPORTUNITIES FOR COLLABORATION BETWEEN BUSINESS SCHOOLS AND POLICY MAKERS



LORD DAVID WILLETTTS

*Rt Hon. Lord David Willetts is Executive Chair of the Resolution Foundation and former government Minister for Universities & Science*

**Almost every British university now has a business school – so there are more than 130 of them. They play a particularly prominent role in postgraduate education. And they attract many overseas students so business schools are a great British export earner. These are important and valuable roles.**

However, business schools also face the same challenges as the rest of higher education. Most important of these is the high value attached to research relative to teaching. One survey of academics across all departments showed that they thought their promotion depended first on research record, second on their contribution to administering their department and teaching came third. This problem is exacerbated by the lack of reliable metrics of teaching quality. What a great project it would be for business schools to develop new, better metrics of that and of the value added by good teaching.

Then there are questions about what is taught. Financial economics has been a big focus. This may in turn be a factor in the way British industry is run with such a focus on short-run financial metrics.

It is not just that research matters more than teaching. There is also the type of research that is rewarded. Research excellence tends to mean innovation in methodology and theory. That means using large data sets, often historic. Moreover the prestigious publications are, for business studies, mainly American journals.

So applying innovative statistical techniques using historical data from major American industrial sectors can score quite highly. But research on local business conditions may not score so well. That can pull the research agenda away from the issues most

relevant to company performance in the local or national economy today.

There is a long standing tension between the academic model and practical business training. When I was universities and science minister I used to discuss this issue very openly with representatives of business schools such as the excellent Chartered Association of Business Schools. We all recognised the problem. Abby Ghobadian, professor of management at Henley Business School, put it like this a few years ago: “While managers value applicability above all else, researchers value logical precision and empirical validity. And this already large gap may be growing because as research techniques become more sophisticated they are also becoming less useful for solving the practical problems of managers.”

So there are big challenges facing business schools. But at the same time I can see how business schools can overcome them.

The Government’s Industrial Strategy is a fantastic opportunity. The Government lacks mechanisms for reaching out to business and providing practical support. I worked closely with Lord David Young, when he was the Government’s Enterprise Advisor, to promote business schools as partners in delivering government programmes aimed at boosting the performance of local business and helping entrepreneurs – from administering start-up loans to organising advice for companies with low productivity that were trying to raise their game.

I would like to see business schools coming forward and taking these sort of initiatives further. They could also take on an explicit role working with local economic partnerships to research and understand better the local business community.



There is another hot current debate where I see business schools as key parts of the answer. Andy Haldane, the chief economist of the Bank of England, has recently given fresh impetus to the research by MIT's John Van Reenen and others suggesting that poor levels of management education may be one reason for low productivity in Britain. There seems to be a correlation between the proportion of managers who are graduates and company performance.

This is one of the many reasons why it is good news that more young people are going to university. But there are still the older managers who might have missed out first time round. A part-time course at business school tailored to their needs could be a real help. I know they exist but what about business schools as a group suggesting to Government a joint initiative to fund and deliver more of them?



*I see business schools as a fantastic national resource, crucial in tackling our biggest single economic problem – low productivity.*



A better-educated management cadre is a good way of raising the performance of British business. This could help not just with productivity but something else that really matters – the quality of life of company employees. We spend a large part of our working hours at work. It is deeply dispiriting to be badly managed. Trade unionists tell me that good management is crucial to job satisfaction.

So I see business schools as a fantastic national resource, crucial in tackling our biggest single economic problem – low productivity. Business schools can help boost the performance of our managers, our companies and our economy. And as business schools overcome some of the poor incentives in the higher education environment they will blaze a trail from which other university disciplines can learn ■









## BECOMING ANCHOR INSTITUTIONS: EMBEDDING BUSINESS SCHOOLS IN REGIONAL ECONOMIES



PROFESSOR FIONA DEVINE

Professor Fiona Devine is Dean of Alliance Manchester Business School

**The 25th anniversary of the Chartered Association of Business Schools is an ideal opportunity to reflect on the past and, more significantly, to consider the future. With rapid change in technological innovation, demographics and geopolitics, it is especially important to explore how business schools can shape this new world, both internationally and closer to home.**

The publication earlier this year of the UK government's Green Paper, *'Building our Industrial Strategy'*, is the perfect time to consider the role of business schools as anchor institutions in UK regions, helping to develop a stronger economy and a more equitable society.

The strategy identifies 10 pillars that build on the strengths of the UK economy and address its weaknesses and I would like to focus on how business schools can help deliver two of those.

The first of the pillars is about 'driving growth across the whole country'. Wide regional disparities, laid bare by the 2008 financial crisis, are the roots of our seriously-imbalanced economy. The regions need strong companies and innovative start-ups and the conditions that facilitate inclusive growth. These include better infrastructure, inward investment and a skilled workforce, one area where business schools can clearly help.

The second pillar acknowledges the importance of the right institutions 'to bring together sectors and places' for long-term development. Without doubt, business schools can and should be key players collaborating with organisations such as Local Enterprise Partnerships, Chambers of Commerce, local government and Mayors to bring together these clusters for growth. They should work with businesses of all sizes

and sectors across the increasingly blurred public and private sector divide.

This is not to say that business schools should suddenly become more parochial. In spite of the anti-globalisation rhetoric of the moment, we live in a global world, with regional economies operating in the context of the national and global economy. Large local large companies have international supply chains; inward investment comes from national and international sources. They are all interconnected and business schools understand this complexity well.



***Moving away from a centralised state to move devolved city regions in England is a huge, exciting experiment in which business schools should play a pivotal role.***



So, what do business schools bring to the table? Our core activities are in business and management, but business schools are especially strong at interdisciplinary research – working with scientists, engineers and medics. For example, colleagues in the Manchester Institute of Innovation Research (MIOIR), which is based in Alliance Manchester Business School (AMBS), collaborate with colleagues at two research institutes in the university, the National Graphene Centre and the Sir Henry Royce Institute – the latter is at the heart of the UK's academic endeavours in advanced materials.

Such teamwork is incredibly important to our understanding of innovation, the barriers to developing new products and services, and the key to successful commercialisation. Research that engages businesses from the start in Knowledge Transfer Partnerships (KTPs), for example, can support businesses to scale up to be important employers while enhancing world-leading sectors.

Moving away from a centralised state to move devolved city regions in England is a huge, exciting experiment in which business schools should play a pivotal role. In Manchester, for example, the devolution of the health and social care budget will require new ways of managing and delivering integrated services, with the well-being of a region's population dependant on success.

AMBS is one of several business schools around the country that are involved in regional initiatives to bring leadership to local health services through the Leadership in Applied Health Research and Care programme, a partnership between the National Health Service (via the National Institute for Health Research (NIHR), industry, the third sector and the University of Manchester.

Educating future leaders – most notably through the MBA – remains a key marker of the success of a business school. It is imperative, therefore, that this talent is attuned to the place in which they are studying and contributes to its economic and social well-being. So at AMBS, our MBA students' first task is a consultancy project for a local not-for-profit organisation.

Finally, in a world where life-long learning is ever more important, it is critical that business schools offer executive short courses that address the needs of local businesses. Technological advances, through all forms of blended and distance learning, will enable us to embed life-long learning into people's busy lives.

Business schools have so much to offer regional economies in the research that they undertake and the education they offer to national and international students in readiness for high-level professional and managerial employment. There can be no doubt that they are becoming anchor institutions deeply embedded in the regional economies of the world ■



# HOW CAN BUSINESS SCHOOLS **CAPTURE THE IMAGINATION** OF ENTREPRENEURS AND SMALL BUSINESS LEADERS?



STUART MILLER

Stuart Miller is  
Chief Executive  
of ByBox and  
Chair of the Small  
Business Charter

**Ten years ago, 'business school' would have been an oxymoron to most entrepreneurs. Their businesses were predicated on breaking rules, whereas schools relied on embracing them.**

Things could not be more different today. Entrepreneurs who are serious about creating purposeful enterprises grapple constantly with speed, scale and risk and Britain's business schools can help with all three of these core challenges.

## **Earning your go-faster stripes**

Entrepreneurs are in a hurry. The realisation that you have the solution to a problem that needs to be solved is like having a catchy song stuck in your head. Every waking moment is spent obsessing with how to drive your idea from concept to current account before the money runs out. Business schools can help in a few powerful yet fairly obvious ways.

Going faster during the start-up phase often involves raising seed capital and central to a successful funding round is getting a strong business plan in front of a number of active investors. Unlike other parts of the entrepreneurial journey, preparing a business plan is something that absolutely can be taught – and business schools are ideally placed to teach it. Not only does this save entrepreneurs time, it also dramatically increases their chances of success. Don't forget, you can't create a first impression twice, so you need to create the best chance of success when you are in front of potential investors.

Once investors are on board, the real work begins. Don't make the mistake of thinking that social media will sell your product for you,

although it might help down the line. At the outset you will need to get to the people who will buy your product. The reach of business school networks is phenomenal and leveraging them can be the difference between success and failure for a start-up.

## **Dream big – plan bigger**

Over the last few years, we have seen the focus in the UK shift from start-up to scale-up, largely in response to the realisation that serious job creation happens beyond micro-businesses. But the harsh reality is that you cannot simply think yourself big; there is no substitute for strategic planning.



*Entrepreneurs are in a hurry. The realisation that you have the solution to a problem that needs to be solved is like having a catchy song stuck in your head.*



Strategy is actually very difficult. It is also one of the first things to be ignored during the hectic growth phase. But if entrepreneurs are to fulfil their ambitions for scale, they must commit to constantly reviewing and revising their strategic plan. Engaging with a local business school that understands the real-world of scale-ups is an ideal way to maintain this discipline.



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*Business schools must continue to reinvent and refine their teaching and course formats if they are to remain relevant.*

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#### **Run the business, not the risk**

The once-popular image of entrepreneurs as devil-may-care-die-hards has been partially replaced by flip-flop wearing teenagers who have been told to fail fast. Both images – and approaches – are ridiculous. We have to stop trotting out trendy new theories that failure is the new success. It isn't. The objective is to build businesses that create jobs and generate tax revenues – it is not about wasting investors' money and failing. Of course, failure is a constant threat (and being too timid is in itself a form of failure). And you must be tough enough to bounce back if it happens. But as all cyclists know, looking at a pothole means you are bound to ride into it.

To avoid failure, you have to recognise and respect risk. An effective way of doing this is to work with a mentor who has trodden the path before, and business schools are great marketplaces for mentors. They might be labelled differently ('entrepreneur-in-residence' being the most common title), but they all exist to steer you through the precarious journey from start-up to scale-up.

#### **Business schools must keep innovating, too**

Entrepreneurs and business schools have clearly found some common ground over the last decade, but the best entrepreneurs are restless

and relentless. Business schools must continue to reinvent and refine their teaching and course formats if they are to remain relevant.

With more and more British people starting companies in their twenties, one trend that must be taken seriously is the increase in the number of younger entrepreneurs. This is both an opportunity and a threat to business schools.

It would be foolish to expect the same format of undergraduate and postgraduate courses to be appealing to would-be entrepreneurs who are limited in both funds and patience. Business schools that are committed to flinging open their doors to entrepreneurs would do well to be just as open in their view of the course format. Lower-cost, flexible programmes with an appropriate mix of theory and real practice are likely to appeal to these young upstarts.

Business schools can clearly help entrepreneurs to go faster and scale up with reduced risk. What they cannot do is provide a bullet-proof business ready for stardom: ultimately, it is the drive and tenacity of the entrepreneur that is the X-factor ■









## HOW APPRENTICESHIPS WILL CHANGE THE TRADITIONAL VIEW OF BUSINESS SCHOOLS

PROFESSOR PRU MARRIOTT



Professor Pru Marriott is Dean of Faculty of Business, Law and Sport, at the University of Winchester

**The important partnership between employers and universities has been transformed over the past decade, no more so than in the development and growth of apprenticeships. Since the launch of degree and higher degree apprenticeships in 2015, they have become the fastest-growing route to higher education.**

The needs of degree apprentices and educators mean that this is not “business as usual”. As with any change of strategy, the structure – and financial investment – needs to be in place to support the new market, both in companies and universities. With a government target of three million new apprentices by 2020, degree apprenticeships will reach into almost every occupation and at all levels of study.

For universities, degree apprenticeships provide new business opportunities and additional income streams, helping employers tackle higher skills shortages. Business schools should be centre stage in this, which makes it critical that they identify and respond to clear signals in the UK skills market. If not, they risk being completely out of step with both Government policy and corporate spending intentions.

If business schools respond swiftly, there could be real opportunities as apprenticeships help develop new, and enhance existing, relationships with UK employers. They will also enable business schools to diversify into alternative modes of delivery that can attract non-traditional students, and enable universities to improve social mobility through widening participation. Combining the benefits of on-the-job learning with a debt-free honours degree, apprenticeships will be an appealing alternative to full-time higher education.

Degree apprenticeships are not a threat to existing degree programmes and indeed they should not be.

Working with employers from the beginning of the process, not just in curriculum design but also in recruitment, is essential, and business schools are well-placed to do this through their already well-established corporate relationships.

University-based business schools now have to show leadership in working with other university departments to help them emulate these fruitful relationships. This may open up opportunities for joint programmes, or management courses for those on science or law degrees, for example, and so help embed the business school in the university at the same time as addressing corporate need.

**“Business schools should be centre stage in this, which makes it critical that they identify and respond to clear signals in the UK skills market.”**



Looking ahead, all indications are that it will become harder to recruit skills from overseas following Britain's departure from the EU, though there is still a long way to go in clarifying the UK's post-Brexit position. Employers are being prudent in looking to train their way out of this potential problem rather than rely on recruitment that may become more expensive as employers compete for scarce domestic skills. Business schools will need to be positioned as part of the solution to this by adding degree apprenticeships to their programme portfolios.

At the undergraduate level employers are often looking at how to combine their own work-based training with rigorous academic teaching so that the learning is embedded in practice. This gives the students greater confidence in the relevance of their learning as well as improving application skills.

As apprenticeship schemes develop at postgraduate and executive levels, employers could potentially use apprenticeship programmes to develop a more professional management.

One added advantage for business schools is that flexible programme delivery will result in

growth outside traditional recruitment cycles, and so enable institutions to use valuable resources, such as campuses and faculty, more effectively and efficiently.

Occupying an important niche alongside traditional undergraduate and postgraduate degree programmes, degree apprenticeships are a "game changer" that will transform opportunities for students, employers and academic institutions, while helping to increase productivity levels and rebuild the UK economy.

Business schools could be one of the biggest beneficiaries. Their engagement with employers will be more meaningful, productive and fulfilling, enabling them to make a real difference and further boost their reputation. Their closer engagement with other university departments and in supporting managers in sectors across the economy will increase their relevance.

By offering student choice and responding to the education and skills needs of business, degree apprenticeships will help to ensure that the UK economy is in the best possible shape to respond to the increased competitive challenges of the post-Brexit world ■



# ARE BUSINESS SCHOOLS FIT FOR THE FUTURE?



PROFESSOR SIMON COLLINSON

*Professor Simon Collinson is Deputy Pro-Vice-Chancellor, University of Birmingham and Chair of the Chartered Association of Business Schools*

**The growth of business education over the past 60 years has been phenomenal, with more than 16,000 business schools operating worldwide, according to an AACSB estimate. Yet a growing range of challenges will mean that in 25 years' time, many of our business schools will not exist, and none will exist in their current form.**

Business schools have grown to meet a universal need for thought leadership, education and training for businesses and management professionals. In the UK, some 130 business schools teach more university graduates than any other subject area and are responsible for attracting one in three of all international students studying in a British university. They contribute £3.25bn to the UK economy and are major sources of university income, supporting other departments in many UK institutions.

Changing markets and new competitors, combined with the multiple pressures of faculty shortages and the need to achieve research excellence, high-quality teaching and stakeholder engagement, now mean the standard business model of business schools is becoming obsolete.

At the same time a more fundamental challenge is emerging: the credibility, even legitimacy, of business schools as the dominant source of ideas, expertise and training for business and management professionals.

## **Changing markets and new competitors**

Successful business schools have expanded their portfolio of programmes, revenues and staff numbers by riding several waves of market demand. Some began with a focus on the MBA as their distinctive product and revenue earner, others have only recently evolved from undergraduate to postgraduate provision. The introduction of student fees created a new

source of income – but pushed up the need for support services, tutors and careers advice.

International students have been the main source of growth across the UK business school sector for the last 15 years, driving the proliferation of specialist courses and increasing revenues. But the position taken by the UK Home Office on international students, alongside Brexit and combined with a growth in competitor schools outside the UK, has led to a decline in international students coming to the UK in recent years (by 8.6 percent in 2014/15, for example).

International competitors have been on the rise for several decades, threatening the dominance of the Anglo-American business school model, but only recently, with a surge of new contenders in Asia and mainland Europe, has this begun to seriously affect the UK sector. Many UK institutions have responded with internationalisation strategies, through partnerships, dual-degree programmes, online delivery and overseas campuses, leveraging respected UK degrees and brands abroad.

Alongside this, private sector providers, enabled by changes in Government legislation, can now gain degree-awarding powers in the UK and are targeting lucrative management and business degrees. Pearson Business School at Pearson College London, for example, is expanding its reach partly through partnerships with established players, such as King's College London and Manchester Metropolitan University. Internationally, McKinsey Academy, Korn Ferry and PwC, LinkedIn's Lynda.com, as well as an alliance between the Financial Times and the Spanish business school IE, are examples of a growing number of new entrants.

Despite this increasingly competitive environment there is evidence that institutions

are adapting to these challenges, as evidenced in *'Pathways to Success'* – the Chartered ABS study of strategic groups across the UK business school sector. Rather than gravitating towards a standard business model, they are pursuing different strategies – leveraging scale, focusing on specific programmes or markets, or adopting distinctive themes and partnerships that encompass both research and teaching.

Top business schools, in the UK and worldwide, manage a 'premium positioning' strategy, investing in high-quality facilities and support staff to attract students (and leading professors) at a high price point. A high ranking and strong brand is always underpinned through investment in research. This provides a clue to what underlies the overall growth of the sector: the credibility of business school professors as a source of knowledge and expertise that adds value to individual managers, companies and policy makers. This is where the biggest challenge of all is emerging.

### **The future. Can business schools maintain their legitimacy?**

The dominant position of business schools as thought leaders is under threat, for two key reasons. First, a large and perhaps growing proportion of academic papers, the main output of business academics, are irrelevant – literally useless – in any real business context. Academics receive strong incentives to publish and the competitive drive for technical sophistication in the world of the peer-review journal has overtaken the drive to focus on solving real-world problems.

Second, a wide range of non-academic experts, practitioners, consultants and journalists – some credible and some not so – are challenging this hegemony. They are riding the wave of social media and benefiting from a general disillusionment with established experts. Demand for informed input to shape business and management practice grows relentlessly and the new challengers are filling a vacuum left by business school academics, many of whom prefer to stay in their ivory towers.

At a fundamental level legitimacy underpins an organisation's reason for being. It stems from appropriateness, worthiness and trustworthiness, allowing it to have influence and impact and secure resources. The future

of business schools is tied up with their future legitimacy. Without it they will have a declining influence on the next generation of business leaders and will fail to shape the behaviour of businesses or tackle the grand challenges facing the economies and societies that host them.

One solution to this relevance challenge lies, ironically, in business schools stepping back from being overly market-led. While new competitors are emerging to serve the current needs of students and managers, the long-term perspective of business school researchers may give them an important advantage.

Much of the knowledge and many of the skills appropriate for today's workplace will not be applicable in the future. The very nature of work is undergoing rapid and significant change, partly because of automation but also because the global economy is evolving to value different kinds of expertise.

Business school academics have considerable experience in teaching students how to learn, to derive meaning from information and to question, collate evidence, frame and debate complex issues. This serves them well when information is not only readily available but increasingly transient. Education that enables students to adapt beyond the current context and immediate occupational demands, provides enduring skills that will differentiate career paths.

Similarly, research that looks beyond the immediate fads and fashions to understand the long-term shifts and the forces that are driving them, has considerable value in a world increasingly dominated by short-term thinking and sound-bites. The world needs more robust insights from the social sciences, to match those from scientists and engineers.

This has always set academics apart from consultants, policy advisers and amateur commentators and may well be the key to the survival of business schools.

Clearly business schools need to improve their efforts on both of these fronts – to provide more 'future-proof' education and relevant research – to keep ahead of the competition. This will entail more explicitly and forcefully demonstrating their value and legitimacy in a challenging world ■



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