

NEWS RELEASE

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NEW REPORT: LEADERSHIP OF BUSINESS SCHOOLS, PERCEPTIONS, PRIORITIES AND PREDICAMENTS

UK Business Schools have grown rapidly over the last forty years. Despite a tentative start, where many commentators (including some vice-chancellors) appeared to question the status of management as an academic discipline, business schools have now come of age.

Leadership has long been heralded as a crucial variable enabling organisations to survive and advance in uncertain and turbulent environments. Leaders, it seems, are responsible for creating a vision of where the organisation is going and implementing initiatives to achieve this vision. This is just scratching the surface into this fascinating subject, the report looks in depth at motivation for goal achievement, engagement with external stakeholders and the wider increasingly more complex and dynamic environment – it looks at the difference between leaders in academia and business and looks at answering the following three questions:

- 1) What are the challenges that business school leader's face? As perceived by the Dean's themselves.
- 2) Secondly, it examines business school Dean's roles, and;
- 3) Finally it explores the qualities that's Dean's believe themselves to be important in shaping success.

Jonathan Slack, Chief Executive of the Association of Business Schools says:

"This report focuses on the leadership issues facing Dean's of Business Schools as many of these schools have grown in size, maturity and complexity to that of..

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entire Universities of just a few years ago. We hope that the insights offered in this report will help Universities to better understand the leadership requirements and dynamics of Business Schools at a time of notable turnover in Dean's ... positions so as to carry forward their combined success and strategic contributions for mutual advantage in future.”

Andy Neely, AIM Deputy Director, Cranfield School of Management supported this by saying:

“This report looks at the complicated lives of Dean’s of Business schools, highlighting the challenges they face in balancing two different roles – as strategists and fixers. Drawing on wide ranging discussions and debates the report adds significantly to our understanding of what it takes to be a good Dean”.

The Executive Briefing can be downloaded from:

<http://www.the-abs.org.uk/files//AIM.ABS%20Leadership%20Report.pdf>

Hard copies of the report can be obtained by contacting:

aim@wbs.ac.uk

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Notes to editors:

1. **ABS** is the authoritative voice of business and management education and for the UK.

ABS operates as an effective and independent network organisation for its members.

ABS works broadly in three areas:

- Policy Development
- Promotion & Representation
- Training & Development Programmes

ABS works with similar organisations in Europe and around the world to influence those who have an involvement or interest in business and management education.

www.the-abs.org.uk

2. **AIM** Research is funded by the ESRC and EPSRC and was launched in November 2002. AIM's mission is to improve understanding of management's contribution to organizational performance, and thus UK well-being. AIM's more specific objectives are: (i) to conduct research that will identify actions to enhance the UK's international competitiveness; (ii) to raise the scientific quality and international standing of UK research on international competitiveness; (iii) to expand the size and capacity of the active research base for UK research on management; and (iv) to develop the engagement of that capacity with world-class research outside the UK and with practitioners as co-producers of knowledge about management and other users of research within the UK. For more information on **AIM** visit www.aimresearch.org

3. The **ESRC** is the UK's largest funding agency for research and postgraduate training relating to social and economic issues. It provides independent, high-quality, relevant research to business, the public sector and Government. The ESRC invests more than £76 million every year in social science and at any time is supporting some 2,000 researchers in academic institutions and research policy institutes. It also funds postgraduate training within the social sciences to nurture the researchers of tomorrow. More at <http://www.esrc.ac.uk>

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