

An assessment of attitudes towards
stakeholder management amongst the
employees of Suffolk Business School

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Master of Philosophy
2011

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**DOCTORATE IN BUSINESS
ADMINISTRATION**

**Project Identification and Research
Plan**

**Cohort 9-Nottingham Business School
Mr. Stephen Sawyers**

Introduction.

We are just now perceiving that the universities' invisible product, knowledge, may be the most powerful single element in our culture, effecting the rise and fall of professions and even of social classes, of regions and even of nations (Moratis and van Baalen, 2002). Times have changed in the higher education sector (Naude and Ivy, 1999) with funding changes, ever widening participation, increased competition and improving technology leading to a position of over-supply in which terms are dictated by the buyers.

Douglas *et al* (2008, pp. 19) argue that people who are used to exercising choice about which services to use and where to spend their money are no longer happy to simply be passive recipients in the services higher education provides. Higher education institutions are increasingly recognising that higher education is a service industry (De, Shields *et al*, 2005, pp.128) and are placing greater emphasis on meeting or exceeding the needs and expectations of their customers.

Business schools have been around for over a century and still operate today under the same basic model that they did 100 years ago (Hawawini, 2005); a physical location is selected, faculty is assembled, students are attracted and graduates are produced after delivering courses rather akin to a manufacturing plant, with students being processed ready for distribution, but can this model remain into the future?

This document is a broad plan including details of the author's methodology, proposed research methods and a preliminary literature review, briefly bringing to the readers' attention the broad academic field of quality management in the context of the higher education specifically. This document aims to be a working plan during the author's academic research focusing upon the construction of his Doctorate in Business Administration and will hopefully also be of interest to:

- Administrators, managers and senior managers within higher education.
- The academic community.

- Policy makers and regulators, including institutional governing bodies.
- Professional associations.
- Fellow researchers.

The author's research strategy is to be explored using a range of research questions that will be applied to the author's own place of work - University Campus Suffolk. Finally the report will be looking at some of the possible benefits to be gained from the successful completion of the research.

University Campus Suffolk College and local contexts.

According to the Higher Education Funding Council for England (2007, pp.4) English higher education is respected across the world, which we are to be thankful for, as higher education is critical to the development of a modern knowledge-based economy. The Leitch Review (1996) recognised higher education as a key contributor to the challenge of ensuring the United Kingdom is a world leader in skills by 2020.

The Government set out in its white paper "*The Future of Higher Education*" (Great Britain, Department for Education and Skills, 2003) it's priority to expand higher education provision so that by 2010 50% of 18-30 year olds would have participated in some form of higher education. The paper proposed that there would be improvements in fair access to higher education broadening participation to all those who would have the potential to benefit regardless of background (Great Britain, Department for Education and Skills, 2003). The proportion of individuals achieving degree level or equivalent qualifications in the East of England are only marginally lower than is typical across the rest of England however in Suffolk the proportion is significantly lower (East of England Development Agency, 2007).

Suffolk College, a further education college, was the major provider of higher education qualifications in Suffolk up until September 2007 when University Campus Suffolk came into existence through a joint venture between the Universities of Essex and East Anglia. According to The Higher Education Funding Council for England, in the year 2006-2007 Suffolk College provided higher education for approximately 3,000 full-time equivalent students (East of England Development Agency, 2007). It is the intention of University Campus Suffolk's senior management team to more than double the number of full-time equivalent students that it provides education for annually by attracting 7,500 full-time equivalent students per year by 2014. Suffolk was until August 2007 the only county in England of a similar size that did not have a university presence. Suffolk covers 3,801 k.m.², the seventh largest by area in England and has a population of 684,000, which is growing at a faster rate than all but four other counties within the Eastern Region (East of England Development Agency,

2007). This expansion is due primarily to the dock developments in Ipswich and the opening up of Eastern Europe.

Suffolk is recorded as having an unemployment rate of 3.4%, which is below the average 4.0% for the east of England (Great Britain, East of England Development Agency, 2007). Proportionately agriculture provides nearly double the employment opportunities provided in other eastern counties with other key employers in the region being the N.H.S., the high street and tourism-based service industries, public administration, jobs coming from insurance companies' call centres and British Telecom (*ibid*). Suffolk employers invest significantly less in training than the regional or national averages (Suffolk Development Agency, 2007). In Suffolk rates of pay are significantly below regional (89%) and national averages (81%) (Suffolk Development Agency, 2007) and parts of the county population have seriously low levels of basic skills with 49% of the working age having low or no qualifications. Suffolk has the lowest level 2 numeric skills and information and communications technology level 1 skills in the region. Suffolk contains a significant number of areas ranked amongst the most deprived in England (*ibid*).

The Department for Innovation, Universities and Skills (2008) hopes that through the presence of a University within the county that a more positive attitude can be created amongst the local population towards higher education with all the possible benefits that this may bring for the county. The author hopes that the research will help University Campus Suffolk understand more fully what it is that key stakeholders consider being of importance in the delivery of a quality university product or service. It is hoped that this knowledge will assist in the development of University Campus Suffolk through enhancing the institution's reputation and assisting in efforts to widen participation in Suffolk.

Subject and Objectives

Why study the opinions of University Campus Suffolk's Business School's stakeholders as to what contributes to a quality university product or service?

When analysing the purpose, nature and value of higher education within the United Kingdom Barnett (1994) suggests it is possible to identify four recurring themes:

- An *epistemological axiom* referring to the nature of knowledge pursued.
- A *pedagogical axiom* referring to the nature of the learning process, the ideal outcomes of the learning process and the teaching methods.
- An *organisational axiom* referring to the management and organisation of higher education.
- And a *social axiom* referring to the perceived role of higher- education in society.

How much would it benefit an higher educational organisation currently establishing itself, such as University Campus Suffolk, to understand these axioms in terms of what philosophy towards each should be adopted with each of the university's key stakeholders, those with the potential to affect the organisation's long-term both operational and financial success?

We should regard our university as an experiential service, (Voss and Zomerdijk, 2007), one in which a customer's journey spans a longer period of time, consisting of multiple touch-points between customer and the organisation, starting before and ending after the actual sales experience. Our key stakeholders' vision for every part of this journey needs to be understood after careful research and designed effectively and managed for quality. If we understood our key stakeholders and appreciated more fully what they consider to be important components when judging the quality of their experiences at University Campus Suffolk we could develop innovations so we could implement continuous improvements to help our business grow at the desired rate. The development of our own vision is critical for implementing

continuous quality improvements at University Camps Suffolk (Lewis and Smith, pp 120) leading as it does to greater emphasis on anticipatory management and such innovation. Voss and Zomerdijk (2007) describe how innovation can take place in five separate areas of this service journey in order to influence the customer experience, the physical environment (the stage), the service employees (the actors), the service delivery process (the script), fellow customers (the audience) and back office support (back-stage).

Chesbrough and Rosenbloom (2002) sees the function of a business model as embracing the value proposition, the targeted market segments, the structure of the value-chain, the cost structure, the position of the firm in the value network and competitive strategy for exploiting the business model. More simply put Afuah and Tucci (2003, pp.4) define a business model as “the method by which a firm builds and uses its resources to offer its customers better value than its competitors”. If the author’s research allows for understanding of our key stakeholders’ definition of quality then it would be possible to create and adopt the business’ most appropriate quality management model for University Campus Suffolk.

Research would be of significant value for an organisation such as University Campus Suffolk if it could define, compare and contrast the needs and preferences of key stakeholders within the business school’s environment, using Barnett’s (1994) and others work. Further more it would be of use if it could propose alternatives to their existing business quality management model should the case warrant it, which could be developed from answering the research questions the author intends to address within this work.

Strategic Question

What managing quality techniques should the business school at University Campus Suffolk focus upon and develop in order to best ensure the highest possible full-time equivalent student growth numbers up until the year 2020?

Research Questions.

- What are the components within the provision of a higher education service (University Campus' business school) most likely to attribute to the generation of full-time equivalent students? According to University Campus Suffolk's;
 - Senior management team
 - Managers
 - Lecturers
 - Administrators.

(Are the values and attitudes relating to these success factors shared across a range of variables (E.g. length of service, highest qualification, job title etc.)?

- What are the components required within a university's business school experience most likely to attribute to the generation of students attending University Campus Suffolk? According to;
 - Existing undergraduate students and their sponsors.
 - Existing post-graduate students and their sponsors.
 - Potential sponsors of post-graduate students.
- How do the opinions of the various stakeholders within the research compare and contrast as to what attributes would make a successful or an unsuccessful business school in University Campus Suffolk.

Preliminary literature review

Edward Deming (1986) and Joseph Juran (1988) tell us there is a quality crisis, consumer expectations are rising and there is a reducing tolerance for faults. Whether this crisis was created by the managers within organisations, the consumers or the quality gurus themselves is outside the scope of this work, what is discussed within this literature review are some of the important contemporary issues related to the quality management movement, specifically focusing upon the higher education sector.

This concept of quality is derived from the Latin *qualis* meaning “what kind of”. Quality is not easy to define (Saheny *et al*, 2004, pp. 145) and with a variety of meanings and connotations it is referred to as a *slippery concept*, implying different things to different people. The Japanese peoples’ modern definitions of quality and focus on quality can be traced to the 1940s when according to McNair *et al* (1989) Matsushita launched a quality improvement campaign that could be a model for any global manager today. During these years immediately following the Second World War consumer demand for goods grew to such an extent that the focus within manufacturing was on productivity (Beckford, 2002). Growing markets had been starved of products and effectively everything that could be produced could be sold. Is there a similarity between this situation and the current higher education market due to long-term widening participation? Organisations were under no pressure to focus on quality.

After the Second World War organisations became faced with increasing costs of production as markets matured and growth stabilised, particularly the cost of labour. Managers pressurised workers for higher productivity levels as they also pursued less waste from their costly human resources. There developed an economic imperative for individual organisations to pursue quality, companies found they could lower costs, retain customers and employees, and improve profitability by dramatically improving their quality (McNair *et al*, 1989 pp. 20 - 28). There also developed a social imperative for quality within organisations with managers aiming for social cohesion and to maximise individuals’ satisfaction at work (Beckford, 2002).

In the 1950's Suffolk College was built and opened by Her Majesty the Queen as a small technical college serving a county town in East Anglia. Today, according to The Times Higher Education Supplement (2008 b), the new University Campus Suffolk is in the top ten for the biggest annual rises for university applications for the forthcoming academic year 2008-2009. It is unlikely that University Campus Suffolk will simply be able to continue operating like Suffolk College did as it continues its metamorphosis.

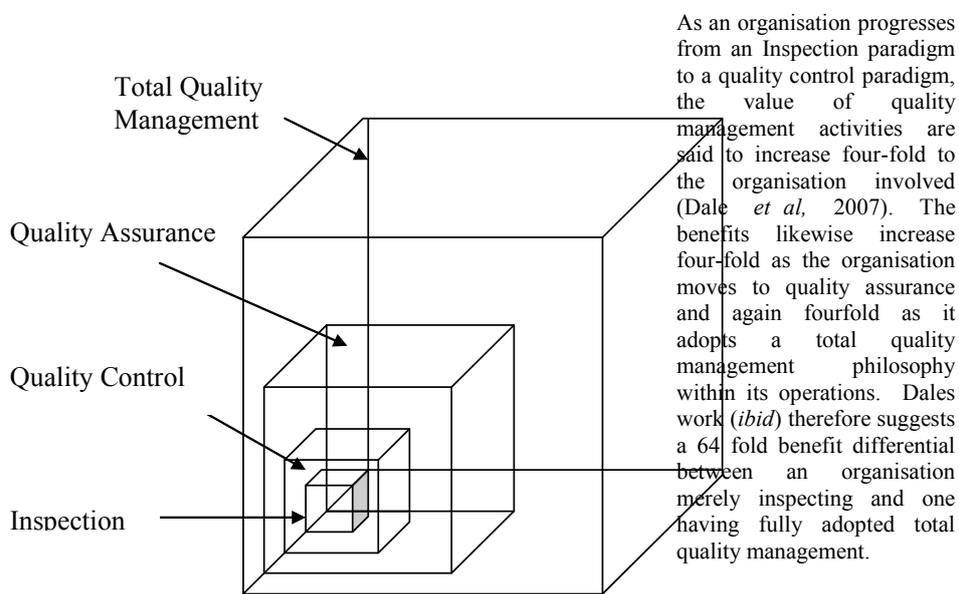


Figure 1 - The four levels in the evolution of Quality Management (After Dale *et al*, 2007, pp.24)

There are problems with the way organisations approach quality. Firstly organisations often adopt a neo-Taylorist approach during their implementation of a quality programme, focusing on control, standardisation and conformance, which can lead human beings to feeling as un-trusted, un-thinking parts in an industrial machine (Beckford, 2002). Secondly, organisations adopt quality through the traditional models of the quality gurus, some of which are discussed within this review. People working within these organisations are said not to give their best work because it is not asked for, instead they are asked to simply follow the laid down procedures.

In their work Dale *et al* (2007) (please see figure 1 on page 9) discuss the four discrete levels of quality management adoption that are referred to regularly within literature. First of all there is an inspection paradigm that is reactionary and would involve activities such as sorting, grading and salvage. Secondly there is quality control which might move on to detailed performance specifications being created, paper or electronic control systems operating, it might include an intermediate inspection process, the logging of performance data for processes and the feeding back of this information to appropriate personnel. Quality control might also involve self-inspection with appropriate personnel. Quality Assurance moves on to more advanced quality systems being developed using quality planning, statistical process control, the use of quality costs and the use of failure modes analysis. Those organisations providing a quality assurance for their products are likely to meet as a minimum those standards required for BS EN ISO 9001 (International Organization for Standardization, 2008). The Total Quality Management stage involves all operations, all employees, all managers, all customers and all suppliers in more sophisticated systems in all business processes and at every level within the organisation. Total Quality Management involves commitment from the organisation's leadership and teamwork.

The management pioneers who saw quality as a distinct business philosophy did not according to (Brocka and Brocka, pp. 61-97) restrict their writings to a narrow set of ideas relating to productivity, rather they looked at fundamental questions such as what is human nature? How must we lead? And what are the most powerful, yet simplest tools to allow us to achieve our goals? Those that are considered quality management gurus and are spoken about in this review wrote about or aspired towards total quality management. Interestingly for this piece of work, Calvo-Mora *et al* (2006) discusses how the doctrines of each of the great quality teachers can be transferred from the industrial to the educational. Each of the quality management pioneers proclaimed to have discovered the one real path to total quality.

The founding father of the quality movement was Walter Shewart whose ideas were technically perfect despite being difficult to fathom (Lewis and Smith, 1994, pp.45). Shewart's familiarity with scientific management influenced the development of his

control system in 1924 that allowed for the judging of an item's quality once it had been made. The quality control system consisted of specifying what was needed, producing what was specified and judging whether the specification had been met. If the specification was not being met and this was due to chance causes, i.e. *in statistical control*, it was not realistic or cost effective to control, or alternatively due to major uncontrolled variables from assignable causes, i.e. *out of statistical control*, that must be identified and removed (Beckford, 2002). The Shewart system became a key component of total quality.

Edward Deming (1986) first met Shewart during the 1930's at Bell Laboratories in New Jersey where Deming studied Shewart's ideas when applying his techniques to improve worker performance and productivity (Lewis and Smith, 1994). Deming was later to popularise Shewart's cycle of improvement in his famous 4-stage Deming Wheel involving workers to Plan, Do, Check and Act. Deming, who died in 1994, became famous for his post-war work in Japan proposing quality was not a luxury but a predictable degree of uniformity and that dependability and productivity improves as variability decreases (Bendell, 1989). Deming defined quality as "meeting the needs of the customer, both present and future" (1986: pp. 5).

Deming believed that as management had responsibility for the system they were responsible for 94% of quality problems (1986, pp. 315) and management's task is to help people *work smarter, not harder* (Beckford, 2002). Deming suggested that waiting until inspection was too late and costly. Deming is well known for the 14 points quality-system that he developed, but what was also became famous for his *Seven Deadly Sins*. These seven bad management practices included sin number 1, a lack of constancy, stating that senior western managers did not have an absolute and constant commitment to quality, productivity and innovation. Deming's approaches require managers to have more than a basic understanding of statistical techniques, which could be seen as their weaknesses.

In the 1950's A.V. Feigenbaum (1983) championed *Total Quality Control* which approached quality as a strategic business tool that required awareness by everyone in the company. Logothetis (1992, pp. 94) suggests that to Feigenbaum "Quality is

simply a way of managing a business organisation". Feigenbaum's work had far less a statistical emphasis than the earlier work of Deming and Shewart. Feigenbaum's total approach required a systemic attitude of mind (Beckford, 2002 pp.85) allowing for the dealing with interactions across internal and external boundaries. Quality needed to be designed into a product rather than failure being inspected out and successful quality control needs all functions within an organisation to be involved in the quality process. Continuous improvements were desirable and these would only be achievable using the human element of the ecosystem including the customers and suppliers.

Feigenbaum's work implies that there are limits to quality relating to the price a customer is willing to pay and there would be an acceptable quality differential between, for instance, an academic programme costing £3,000 per year and one costing double this figure. Feigenbaum (1983) spoke of *Four Steps to Quality* that are in essence the same as Deming's and Shewart's; setting quality standards, appraising conformance to standards, acting when standards are not met and finally planning to make improvements. Feigenbaum wrote about 4 operating quality costs, prevention costs including planning, appraisal costs including inspection, internal failure costs arising from scrap and rework and external failure costs such as those arising from complaints and warranty costs (Beckford, 2002). There is great scope to look at quality costs within a thesis reporting on quality within higher education, particularly the intangible and indirect costs such as lost customers due to bad publicity or service delivery quality.

Until his death in 1989 Kaoru Ishikawa was the foremost figure promoting quality in Japan and was considered the father of quality circles (Beckford, 2002 pp. 93). Ishikawa suggests that as industries progress and the levels of civilization rise, quality control becomes increasingly important and that quality begins and ends with education (1985). Ishikawa was the first guru to recognise that "quality improvement is too important to be left in the hands of the specialist" (Gilbert, 1992 pp.23). Rather like Feigenbaum, Ishikawa's philosophy was rooted in company-wide quality with him defining quality as meaning not only the quality of the product, but also the after sales service, quality of management, the company itself and the human being (1985). Flood (1993, pp. 33) sees Ishikawa's approach as involving vertical and horizontal co-

operation needing the significant active participation, co-operation and co-ordination between managers, workers, customers and suppliers. The ideal state in quality is when inspection is no longer required.

Ishikawa's work focused on qualitative approaches, rather than the primarily quantitative approaches of those that went before him. Greater commercial awareness was necessary, a change in attitudes towards one of continuous improvement needed to be developed and an atmosphere needed to be created where employees were continuously looking to solve their own problems. Ishikawa believed that 95% of quality problems could be solved using the seven tools of quality control including the Ishikawa or fish-bone diagram that charts the cause and effects of quality problems. Ishikawa's work emphasised simple methods and simple language promoting active involvement amongst work forces preventing managers from being able to hide behind the complex or sophisticated. Ishikawa wrote about 15 effects of company-wide quality control including, costs reducing, reliability improving, technique improving and better relationships being established between departments, all of which could benefit the operation of an Higher education institution such as University Campus Suffolk.

After the war the Japanese wanted to rebuild by copying America's ability to mass-produce high-technology equipment which they attributed to their statistical process control (McNair *et al*, 1989). Like Deming, Joseph Juran worked extensively with the Japanese to achieve this in the 1950's, where he worked primarily with middle and senior managers suggesting, "quality control should be conducted as an integral part of management control" (Juran, 1988). Juran's philosophy that quality does not just happen, it has to be planned (*ibid*), was also discussed in the writings of Feigenbaum and Ishikawa. Juran defined quality as fitness for purpose (Beckford, 2002). Juran believed that management is responsible for quality through the assignment of responsibility for the achievement of structured plans to achieve specific and measurable goals. Rewards should be based on results and lessons should be learnt from experiences. Juran's quality trilogy (Juran, 1988) involved quality planning expressed through goals, quality control comparing performance to objectives leading

to quality improvements, waste reduction, enhanced logistics, improved employee morale, improved profitability and satisfied customers.

Flood (1993, pp.21-22) sees the strengths of Juran's work as being the concentration on genuine issues of management practice, whilst its weakness as being that workers' contributions are under-rated. Logothetis (1992, pp. 62) suggest that Juran has made "the greatest contribution to the management literature of any quality professional" and Bank (1992, pp. 70) suggested that Juran was "perhaps the top quality guru".

Phillip Crosby (1979) is most closely associated with the idea of zero defects and his definition of quality that is conformance to requirements. Poor or high quality has no meaning, only conformance or non-conformance. Crosby states that the only performance measurement is the cost of quality and as there is this cost of non-conformance it is always cheaper to do it right first time. Crosby focuses attention on management processes that he sees as the key driver of quality and he talks about it being possible to start out a company that does not expect to make mistakes. Crosby associates quality management with inspection, testing and checking; he suggested that organisations should develop a *quality vaccine*, whose ingredients need to be "determination, education and implementation". Crosby's 14 steps to quality improvement could be applied to a university. Whilst Crosby's work is well recognised (Flood, 1993 pp.27-28) for its clarity, recognition of worker participation and its motivational style, it is also criticised for blaming workers, emphasising marketing's role and the potential of zero-defects to be interpreted as zero-risks. According to Lomas (2003) Crosby's work has been particularly popular within the university sector.

Shigeo Shingo passed away in 1990 as one of the lesser well known of the Japanese quality gurus, however was lauded by Bendell (1989, pp.11) with him saying that "If I could give a Nobel Prize for exceptional contributions to the World economy, prosperity and productivity, I wouldn't have much difficulty selecting a winner – Shigeo Shingo's life has contributed to the well-being of everybody in the world". Shingo's quantitative philosophy was displayed throughout his work with statistical process controls that lead to him being the first management thinker to engage in what is now referred to as re-engineering (Beckford, 2002 pp. 131). Shingo's work

emphasised Crosby's zero defects through good engineering and process investigation and rectification (Bendall, 1989). It is through this concept that Shingo's most significant contribution to the quality field was derived, Poka-Yoke (Shingo, 1986), an approach to engineering design which stops a production process automatically every time a defect occurs, defines the cause and generates action to prevent re-occurrence. Gilbert (1992, pp.24) suggests that Shingo would prefer to be remembered for his promotion of the understanding of the concepts behind the total manufacturing process and the elimination of transportation, storage, delays and inspection, much of which is now firmly embedded in the kanban system known as "just-in-time".

Like Shingo, Genichi Taguchi's early work was mainly quantitative and was concerned with production processes, however during the 1980's his work shifted towards attempting to design quality into the product or process (Taguchi, 1986). The principal of Taguchi's that quality can always be improved through design is a weakness in his philosophy in the way it fails to be as valid for the service sector of which higher education can be considered part-of. Another clear weakness would be that Taguchi does not appear to value the input of all within the organisation. Oakland (2002, pp.136) talks of Taguchi's prime concern being customer satisfaction and states that he discussed in detail his worries of "loss of reputation and goodwill" through failure to meet customer expectations. These focuses should be key concerns of the new higher education institute trying to establish itself in an already established market.

John Oakland is considered by Beckford (2002 pp. 116) to be the British guru of quality, giving absolute primacy as he does, to the pursuit of quality as the cornerstone of organisational success. Oakland suggests that Total Quality Management is the way of managing for the future and that TQM starts at the top (2002) and defines quality as meeting the customer's requirements. Oakland believes that most quality problems are inter-departmental and stresses the importance of the internal supplier-customer relationship; the remainder of his seven key characteristics of total quality management are nothing that has not been written about in considerable detail by other authors.

Now the review has spoken of some of most prolific of the general quality authors, now let us focus on quality within education itself. According to both Mizikaci (2006, pp. 37) and Sahney *et al* (2004, pp. 146) quality in higher education can be conceptualised in five different manners;

1. Quality can be seen as exceptional or exceeding very high standards.
2. Quality can be viewed as consistency – a “zero-defects” approach.
3. Quality can be viewed within higher education as fitting a customer’s specifications.
4. Quality can be seen as value for money through efficiency and effectiveness.
5. Finally, quality can be seen as transformative, achieving empowerment and enhancement of the customer.

It is important that this research gains an understanding of which of these types of definitions are most prolifically held between each type of stakeholder group to help University Campus Suffolk.

It is now 10 years since Lord Dearing reported from The National Committee of Enquiry into Higher Education (1997) setting out his vision for Higher Education, yet the four main purposes he proposed for higher education still remain worthwhile today;

- To enable and inspire individuals to develop their capabilities to the highest potential throughout their lives, so they can grow intellectually, are well equipped for work and can contribute effectively to society and achieve personal fulfilment.
- To increase knowledge and understanding for their own sake and to foster their application to the benefit of society and the economy.
- To serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional and national levels.
- Finally, to play a role in shaping a democratic, civilised, inclusive society.

How are we to measure whether Lord Dearing's almost intangible goals? The origins of the quality movement, its tools and techniques, rest within the manufacturing industries where tangibles and that which is visible are important. Quality models and tools come from the post-war era when the service economy was small in comparison and employing small numbers of well-qualified professionals. The service sector is now the dominant sector and generator of economic growth (Beckford, 2002). The challenge for the so-called knowledge and service economies is whether to simply adapt the tools and techniques created for a different sector or to more fully develop their own to measure that which is instantaneous and intangible.

In considering the assessment of quality of services managers might need to visualise the total span of the operation, an effective way of achieving this is through the analysis of the constituencies of an organisation (Watson, 2002, pp204).

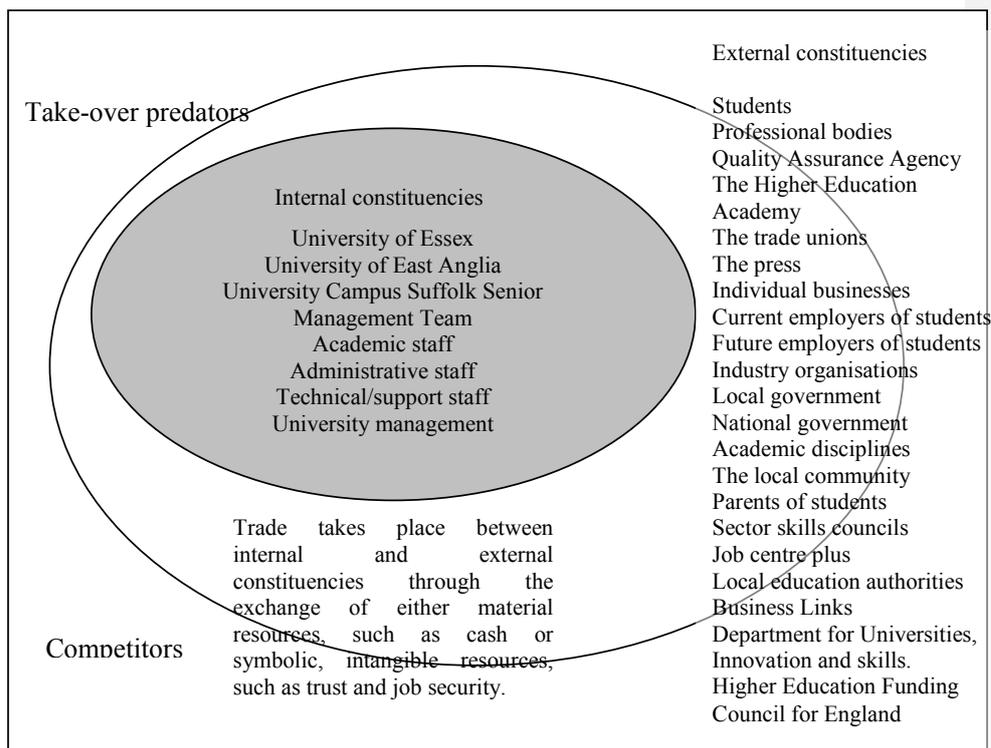


Figure 2 – Constituencies analysis for higher education in Ipswich in 2008 (after Watson, 2002).

Internal constituencies represent key stakeholders within the organisation itself, whilst external constituencies represent those from the wider society with whom the organisation trades resources with, both tangibly, such as cash and raw materials and in-tangibly, such as job security and work satisfaction (Watson, 2002, pp203).

Sahney, *et al* (2004, pp.145) state that in keeping with the socio-economic and cultural transformation that has taken place within higher education there is now a greater expectation from stakeholders that universities deliver quality products and services. Managing quality and continuous improvements within higher education potentially depends on the development of definitions and interventions that reflects the interests and concerns of those in the sector (Houston, 2008, pp. 61).

The stakeholders within higher education were classified by Parker and Jary in 1995, (*cited in* Watty, 2003), as being distributed between three layers, national-structural stakeholders, affecting all universities, individual organisational stakeholders and individuals within organisations themselves. Watty (2003) talks of a fourth type of stakeholder, the government sponsored quality agencies. The Leitch Review (1999) presented a model representing many of the stakeholders for education and skills in England (figure 3 on the following page). According to Srikanthan and Dairymple (2007) a management model of any type will only succeed if it represents the shared values of the stakeholders. According to the authors the four types of stakeholder are the providers of the resources, the users of the products, the users of the output and the employees of the sector.

Rampersad (2001) writes that to realise customer satisfaction, everyone within the organisation should consider continuous improvement as something normal, in order to achieve this it is would be necessary to define the product or service that the customer needs and the processes that cause most of the complaints. The needs of each customer should be examined separately, not only the external, but also the internal customers, after all if the organisation does not satisfy its internal customers then how is it to satisfy its external customers? Everyone must learn to think of whom is their customer and how can I satisfy their needs? If you do not satisfy your customers' needs then what is the reason according to your customers?

The demand for business education has surged world-wide since the mid-1990s and should continue to grow (Hawawini, 2005) to the obvious benefit of the business schools with quality products, both established schools and those created as a result of this surge. According to Pearce (2007) and Wright and Lockett (2007) Business Schools are formidably successful institutions.

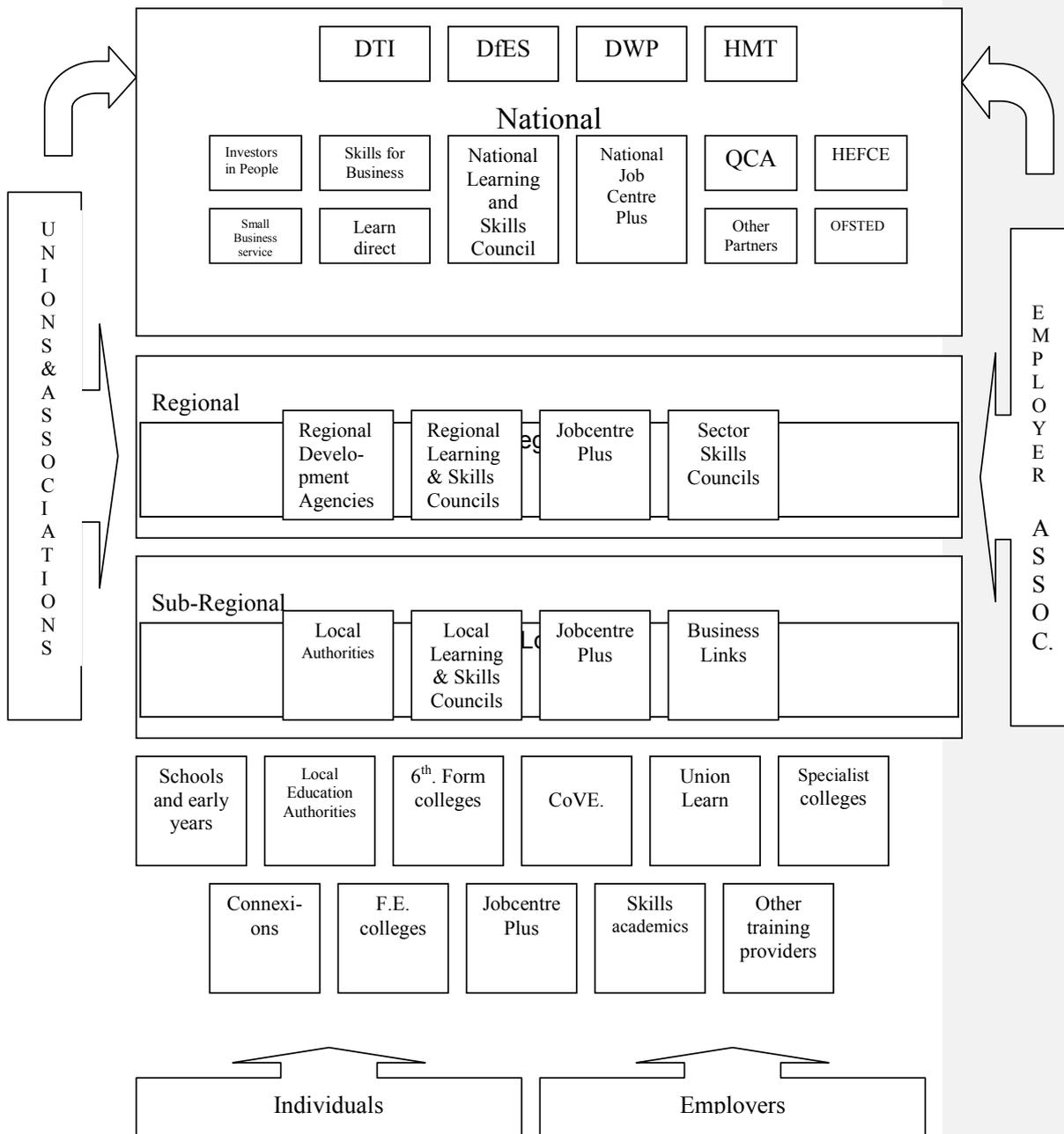


Figure 3 – Departments and delivery agencies for education and skills in England (Leitch, 1999).

What are the barriers to adopting quality management approaches within higher education? Beckford (2002) grouped barriers to quality under four headings. Firstly systems and procedures being frozen into an organisation to such an extent that resistance is encountered when there is a new level of customer expectations. Also individuals focus only on those procedures or systems the performance of which is measured. Secondly, the development of a quality culture is a critical area of achievement, a view-point agreed with by Schein (1985) whoever states that it takes considerable effort to change these behavioural norms. An organisation's design can also be a barrier to quality according to Beckford (2002). Rather than just the mechanics of the shape of the organisation, it's design can institutionalise conflict, prevent information flow, both formally and through the grapevine, prevent measurement of that which is important within the organisation and allows for the perpetuation of unnecessary tasks and processes. Finally management perspective is seen as a barrier to quality, not only their attitude towards quality issues themselves, but towards the impact that management practices would have on the organisation as a whole. Could the managers acknowledge when there are quality issues with their product or service, or would falling sales be blamed on the market, the sales team, anything but the quality of the product or service?

Ruben *et al* (2007) discuss the barriers to managing quality issues within higher education institutions as being competing priorities, lack of resources, lack of commitment, organisational structure, leadership change, insufficient knowledge, lack of accountability and mistrust. Motwani and Kumar (1997) are sceptical about the potential for success when adopting total quality management within higher education primarily because of the threat to individual staff's autonomy. Greener, I. (2007) discusses the notion of *institutional repertoires* which act as a barrier to change because organisational leaders are effectively only drawing from pre-existing solutions rather than considering new ones and that only *exogenous* shocks could pull an organisation from its path once it has been established. Changing from being a further education college offering higher education programmes to being a university's partner could be seen as such a shock.

According to Lewis and Smith (1994) it would be important at this early stage to provide some early warnings for those attempting to manage quality within higher education as they suggest it is not easy being a lengthy and time-consuming experience. Areas that provide additional difficulties within the university setting include the dual organisational structure in place for administrative and academics that make a shared sense of mission difficult. Furthermore intensive divisionalisation encourages identification with the department or profession rather than with the organisation as a whole. Additionally fragmented leadership makes the implementation of institution-wide quality reforms difficult.

Lewis and Smiths' (1994) second caveat that may prevent the accomplishment of successful quality management within higher education institutions relates to the beliefs or myths individuals may hold about their own institution's culture. There is the belief that higher education institutions are unique and different from other non-academic institutions and as such should be exempt from evaluation criteria applied elsewhere. Universities and colleges also tend to believe themselves to be unique from each other making industry-wide generalisations difficult. Difficulties would be made greater due to the higher education industry's reliance on the measuring of individual's performances where-as quality management tends to rely on the performance of the group. Performance issues within quality management tend to blame the system for the majority of failings where-as in higher education the individual rather than the system is blamed. The values of continuous improvement do not sit well with many academics many of who believe quality has been achieved. Finally likewise increased participation cannot take place during key decisions because managers believe high levels of involvement already take place, although this is most likely to be superficial consensus gathering.

Finally the third of Lewis and Smith's caveats (1994) relates to the language preferred to be used within quality management and that it does not according to the authors fit comfortably within higher education. The concepts of customer and customer satisfaction is too commercial for many, talking about control and management does not reflect quality improvement initiatives for some and talk of minimising variation and encouraging standardisation concerns some in higher education.

According to the quality pioneers the key to quality management is the concept of customer and supplier working together for their mutual advantage. In order to achieve this organisation must be organised into an effective system appropriate for the type of activity (Deming, 1986), allowing for the effective meeting of customer requirements, that is the control of quality.

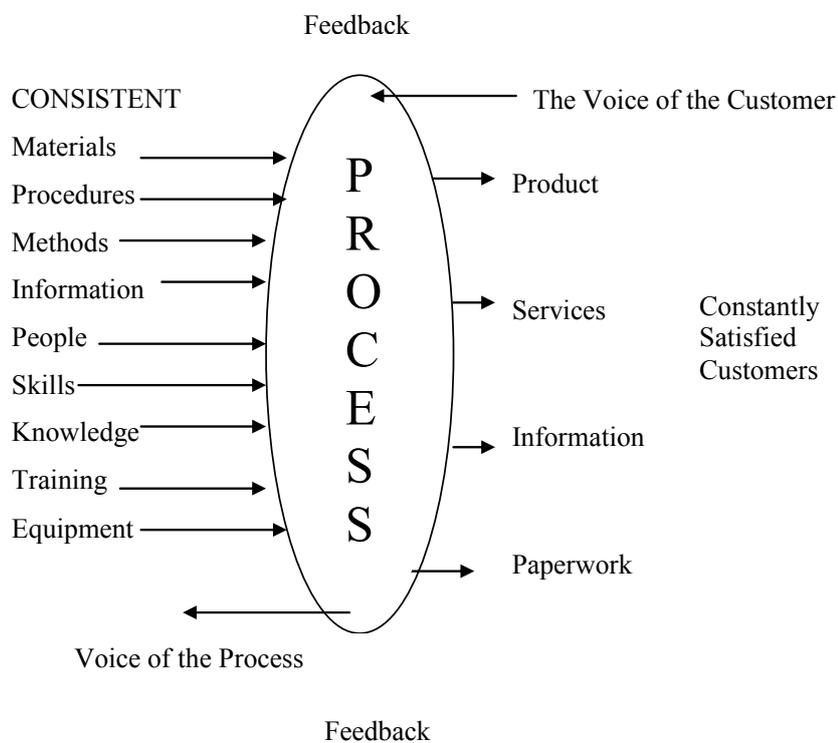


Figure 4 - A Systematic Approach to Process Management.

Srikanthan and Dairyple (2007) state there are two distinct types of processes within higher education, the services to the student body e.g. providers of the enrolment process, library and cafeteria and secondly the teaching and learning activities. Quality systems should apply to and interact with all systems of an organisation, typically processing, communicating and controlling, from the ultimate supplier to the ultimate customer.

Systems thinking is based on the view that valid knowledge and understanding comes from building towards whole pictures of phenomena rather than breaking them into parts (Houston, 2008 pp. 64). Systems should be goal orientated, have input from their environment, developing outputs for and feeding back to appropriate parties (Mizikaci, 2006).

A university could be viewed as a system of systems (Houston, 2008, pp. 64) containing systems of processes, the functional aspect of how things get done. In a university, how the product and support service needs of the customer are transformed into the design, development and delivery phases of programmes would be important. Like in a system the whole is greater than the sum of its parts, its processes. Process controls are of key importance too, how what has been planned is controlled to ensure its consistent delivery. A university's review and revalidation processes would be important to assess, ensuring the appropriate meeting of not only the current but also future customers' needs. Are existing services and new products improving progressively in terms of overall quality?

The use of management systems, adopting a process approach and introducing a continuous improvement philosophy are important within the management standards for The International Organization for Standardization (2008) which introduces industry to 8 quality management principles. These principles also state the importance of adopting a customer focus, an organisation having its entire people involved including its leadership in any quality issues, the need to adopt a factual approach to decision making and the importance of supporting mutually beneficial supplier relationships.

Calvo-Mora (2006, pp.103) agrees with this stating the key issue relating to the success of adopting quality processes is the management of people. Organisations that make no effort in training their people will not be able to improve their processes. The correct selection, development and recognition of workers is important for managing quality systems, likewise the commitment to and the continuous involvement within any quality management systems. It is important to involve suppliers in any process improvement work. Is the university using appropriate

performance-indicators to judge the quality of business processes and support services? How effective is the measurement of day-to-day quality in the delivery of services? How are poor performing parts of the university handled?

The concept of quality control is difficult to apply within higher education (Srikanthan and Dairyple, 2007) because the teaching is too varied, as are the sites where it is delivered, delivery modes are non-standardised, neither are the processes and personnel to be controlled. Universities and colleges all have different strengths (Great Britain, Higher Education Funding Council for England, 2007, pp10) and whilst it is right for the sector as a whole to strive for excellence, few organisations can excel in every regard. To compete effectively each institution should build on its strengths, recognising that there are things that others will be able to do better. In order to achieve excellence in higher education, The Higher Education Funding Council for England has produced detailed targets for the sector relating to;

- Enhancing excellence in learning and teaching.
- Widening participation and fair access.
- Enhancing excellence in research.
- Enhancing the contribution of higher education to the economy and society.
- Stakeholder's satisfaction with the Higher Education Funding Council for England itself.

Barnett (*cited in* Holman, 2002) brings to our attention four recurring themes within debates about the nature and value of higher education in his development of a contemporary model for use in the United Kingdom (see figure five overleaf). *The Epistemological Axiom* refers to assumptions about the nature of knowledge pursued, *The Pedagogical Axiom* relates to the nature of the learning process and the ideal learning outcomes, *The Organisational Axiom* refers to the management and organisation of higher education and finally, *The Social Axiom* refers to the perceived role of higher education within society. In an attempt to understand management education, in the context of these 4 Axioms, Holman (2002, pp. 198) develops a fifth, The Management Axiom, referring to the nature of management practice. Is management within University Campus Suffolk derived from a scientific-technicist

base, a practise base, seeing management as a social activity or a critical base, seeing management from a wider social, historical and economic context? There would be great scope to use the five axioms of Barnett and Holman in a study addressing higher education developments and quality in University Campus Suffolk.

The assessment of quality issues within University Campus Suffolk might also be undertaken using Voss and Zomerdijk's (2007, pp2.) model as a framework which states that innovation within services takes place in five distinct areas that directly or indirectly influence the customer. The five areas could be the physical environment "the stage", the service employees "the actors", the service delivery process "the script", fellow customers "audience" and the back office support "back-stage".

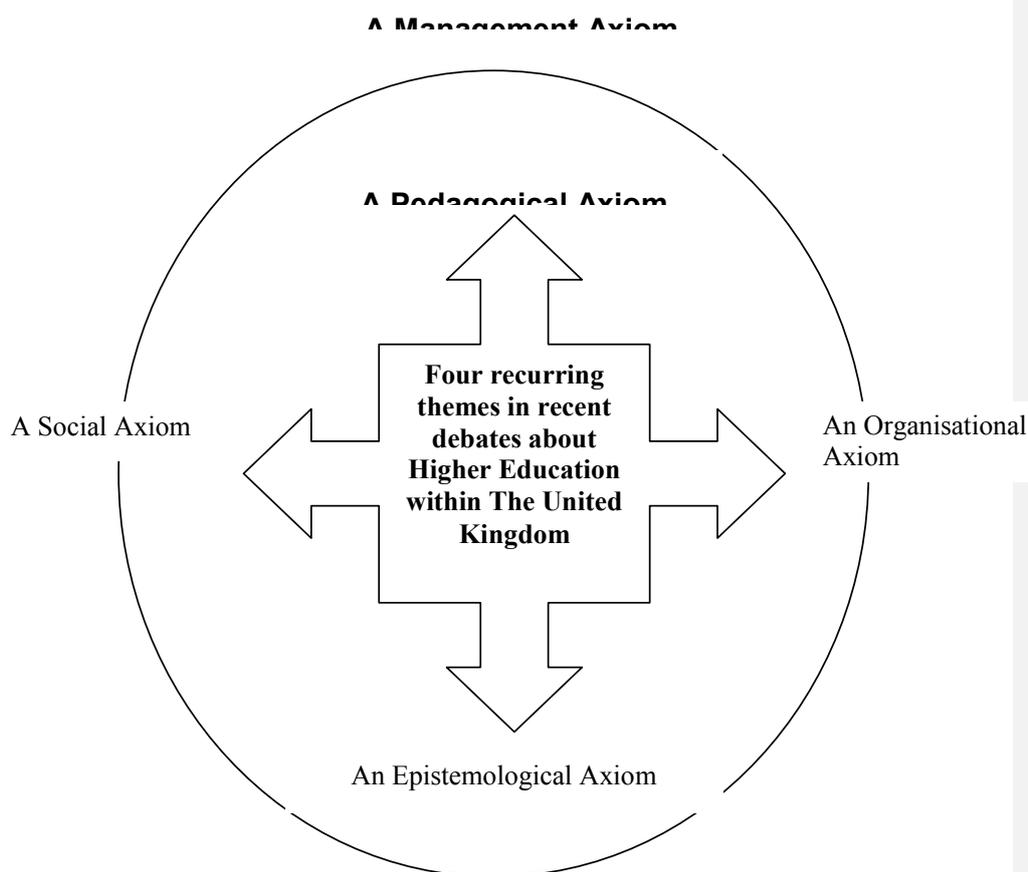


Figure 5 reflecting Barnett's Five Axioms (cited in Holman, 2002).

According to Drennan *et al* (2001) post-1992 universities, like University Campus Suffolk, providing primarily teaching for their local market, are in a vicious circle when it comes to the assessment of their quality. The reputation and resources of a department, judged by such factors as student to staff ratio and library and computer spending influence quality assessors' judgements, which in turn reap the financial rewards that their offering a high score might bring. Drennan *et al* (2001) suggests that it is only through increasing research reputation and gaining the financial benefits that this brings can such a university break this vicious circle.

There are several well-respected international models that could be used to assist in the quality evaluation of higher education provision within University Campus Suffolk from these five distinct phases. The Japanese Deming Prize (1997) and the Malcolm Baldrige Quality Award (2008) from the United States of America both use a well-publicised points scoring system to judge the quality of an organisation.

The Malcolm Baldrige system (2008) measures leadership as the driver of quality, measures the quality systems themselves from a strategic and an organisational level, measures operational results as a result of the quality effort and both customer focus and satisfaction. In 1999 The Malcolm Baldrige framework was adapted and a specific award for education was launched (Ruben *et al*, 2007). Two organisations have won the award to date. The Excellence in Higher Education model addresses leadership, strategic planning, relationships with stakeholders, process effectiveness of both programs and services, the entire staff, assessment and information use and finally outcomes and achievements. The Deming's criteria, alternatively, sees policy as the driver of quality and whilst being similar to the American award rewards dissemination of the quality information gathered and uses the phrase education rather than merely development.

The top business schools of the future will not only implement changes to remain competitive, but they will seek accreditation and quality improvement programmes to

prove they are committed to excellence and innovation (Cornuel, 2007). Universities need to develop quality in their operations if they are to be able to showcase their adaptability, creativity and innovation (Calvo-More *et al*, 2006) and a European context for this would be through working towards applying for the European Excellence Model. Over the past few decades industries have come to understand that in order to stay competitive, organisational self-assessment to continuously improve performance is necessary (Venkatraman, 2007). There is an agreement amongst organizational development professionals that organizational self-assessment is a very valuable activity (Ruben *et al*, 2007). Self-assessment gives those within an organization the opportunity to step back from daily activities and assess their strengths and weaknesses so that quality can be managed. The European Excellence Model, The European Foundation for Quality Award (E.F.Q.M.), just like its American and Japanese equivalents, uses self-assessment application forms for systematic reviews of quality in the early stages of the programme. The European model sees leadership as the driver for success in quality management, but recognises the importance of the processes within the system for consumer satisfaction, employee satisfaction, the impact on society and thus ultimately financial results.

Hawawini (2005) lists the future challenges to quality for business schools operating in today's global market. A shortage of highly qualified faculty, how to work with information and communication technology effectively, the need to introduce softer skills into the curriculum and the need to strengthen school brands in order to ensure long-term viability and secure competitive position are important amongst these challenges. Other challenges are that at present 13.6% of all higher education students are studying business and management, whilst it employs only 6.9% of the lecturers; the student to staff ratio is double the sector average at 26:1 and the volume and quality of research is low compared to other professional areas (Slack and Francis, 2007).

In order to remain viable in the longer term business schools need to recognise the *sovereignty of the customer*, which leads to the questions according to Naude and Ivy (1999), of what is a marketing orientation in this marketplace and who are the customers in this higher education, is it the students, their paymasters or other *publics* with an interest? According to Sahney *et al* (2004 pp. 150) a customer is anybody

who is served, a customer can be anybody within or outside the university; it could be anybody to who a product or service is provided. If a customer is anybody who is served we are lead back to the constituencies' model (pg. 19) (Watson, 2002, pp204).

Service quality is inherently difficult to define (Douglas *et al*, 2008) and has been subject to much debate, service encounters or *moments of truth* have been recognised within the service quality research as a key concept. Parasurman *et al* (1985) published work on their SERVQUAL satisfaction/expectation survey instrument introducing 10 determinants of service quality which later evolved into 5 determinants – the so-called RATER dimensions; Reliability, Assurance, Tangibles, Empathy and Responsiveness. In 1988 Cadotte and Turgeon (*cited in Douglas et al*, 2008) reported that determinants of service quality could be registered as *Satisfiers* or *Dissatisfiers*, *Criticals* or *Neutrals*. The presence of a satisfier pleases the individual, but its absence does not displease them, likewise the lack of a dissatisfier causes displeasure, whilst its absence does not necessarily cause pleasure. Criticals are both satisfiers and dissatisfiers and the presence of neutrals neither satisfies nor dissatisfies. This mirrors Herzberg's *et al* 1959 research on satisfaction at work.

If we see the nation's employers as the university's customers then what is it they that they want? The Higher Education Funding Council for England (2007, pp.8) state that employers look to universities to deliver a well-educated work-force in order to stay competitive globally and as such look to universities and colleges to create graduates of a higher quality than other countries. Public and Private sector companies look to higher education for highly skilled graduates who are readily employable and can play their part in helping organisations to change customer or stakeholder demands. The Lambert Review (2003, pp7) states that employers are broadly satisfied with the quality of their graduates, although there are some mismatches between their needs and the courses offered by some universities. The report states the importance of workplace skills and opportunities to provide entrepreneurial skills.

Customer satisfaction is a key issue, to survive you must continuously understand and provide what your customer wants (Rampersad 2001), talk to your customers and ask them what they think of your product or service. Rampersad (2001) discusses that

what the organisation thinks its customers wants *is not necessarily the same as* what the organisation thinks it has to offer *is not necessarily the same as* how the customer experiences this *is not necessarily the same as* what the customer really wants. For example according to The Times Higher Education Supplement (2008) most employers say they need specific competencies and skills delivered bite-sized, rather than traditional qualifications over a protracted period. Oakland and Tanner (2007) talk of customer requirements as being one of the main external drivers of change, thus surely it is key to understand precisely what it is that the customer requires from their complex set of expectations (Oldfield and Baron, 2000).

A common theme emerging from the service quality literature is that organisations must create and maintain a climate of service in order for employees to effectively deliver excellent service (Johnson, 1996, pp. 831). This climate is the perceptions the employees share about what is important within the organisation obtained through their experiences on the job and their perceptions of the kinds of behaviours management expects and supports. Creating a climate for service starts with identifying what the market expects and needs for service quality, Johnson (1996, pp.836) suggests that it is employees who deal directly with customers who are most likely to appreciate what it is that the customer actually wants.

Emiliani (2005) reminds us that competitive marketplaces require people at all levels within an organisation to think of ways to continuously improve the products or services that they offer to the customers, with organisations that succeed in improving the value proposition for customers usually becoming the supplier of choice. Improving customer satisfaction not only raises company profits (Chen *et al*, 2006 pp. 484) but also facilitates company development and we are reminded by this piece of research that employee satisfaction influences organisational performance as much as customer satisfaction. Chen *et al* (2006) discuss an employee satisfaction model appropriate to be applied to higher education and stated that perceived service quality was a key component for an employee's satisfaction with their job. Bartley *et al* (2007) discuss the importance of an organisation's employees having a shared understanding of how they should respond to any given situation in an expected, uniform manner if they are to develop a sustainable customer-focused culture.

There has been a shift recently from traditional models of higher education in which most students might have been viewed as passive recipients of teaching, absorbing information in an uncritical way (Mizikaci, 2006, pp. 37). The Dearing Report (1997) suggest that students now have high expectations, they want suitably qualified teachers who are effective communicators, to be supported in their studies, to enjoy their experiences and to get a good job after successfully completing their experiences. The Higher Education Funding Council for England (2007 pp.8) state in their strategic plan that today's students have high expectations, they want suitably qualified teachers who are effective communicators and to be supported in their studies, which they want to successfully complete having enjoyed them. Expectations are increasing after the introduction of variable fees in 2006-2007. Slack and Francis (2007) noted that only half of faculty, or less, were recruited from doctoral programmes and that at least half are recruited into the sector between the ages of 25 and 40, often from outside the education sector, with relevant business experiences. A key quality challenge is how to provide those with out the necessary skills and experiences those that the students think are required.

The issue of what constitutes a quality service within higher education is an emotive and complex one (Oldfield and Baron, 2000 pp.86). It is important that institutions look at what their students want and not collect data on what the institution perceives the student wants. Institutions should also understand what factors out of all those that students consider important, they consider the most important, which their research shows should prompt institutions to move away from quality processes that measure teaching quality alone.

Douglas *et al* (2008) found in their study that there were very few main determinants in student's judging the quality of the services they received.. The main source of dissatisfaction were mainly intangible, they were attitude, responsiveness, tangibles, teamwork, communication, management access and socialising. This research found that the sources of satisfaction were not always necessarily the obverse of dissatisfaction. Responsiveness and communication were the most important of the factors.

Student's views on all aspects of their higher education experiences are now being widely canvassed (Hill *et al*, 2003, pp. 15) and are now regarded as essential to the effective monitoring of quality in universities. Students value the quality of the lecturer, judging most highly those that knew their subject, were well organised, enthusiastic and were interesting to listen to. Students valued a curriculum that was related to their worlds and broadened their horizons. Students wanted to be surrounded by support systems in a positive atmosphere. Surprisingly few students viewed library and Information Technology resources as critically important.

Sargaent and Matheson (1996) considers students perception of value to be of concern when they judge business school quality

The quality issue is particularly pertinent to part-time students who are often working professionals (Emiliani, 2005) as these students take with them to the classrooms the same expectations for value that they have come to expect within their own working environments.

Rating	Student's Perception of key attributes.	Lecturer's Perception of key attributes.	Senior Manager's Perception of key attributes.
1st.	Qualifications gained are of value in terms of a career.	Commitment to the learning programme by the lecturers.	Commitment to the learning programme by the lecturers.
2 nd .	Commitment to the learning programme by the lecturers.	Commitment to the learning programme by the students.	Qualifications gained are of value in terms of a career.
3 rd .	Levels of books and journals within the library.	Commitment to learning programme by the university.	An atmosphere of mutual respect for all students and staff.
4 th .	Library opening hours compatible with the students needs.	Qualifications gained are of value in terms of a career.	Effective communications between students and staff

5 th .	Commitment to learning programme by the university.	Levels of books and journals within the library.	Emphasis on treating students as an individual.
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Table 1 –Higher Education Students, Lecturers and Senior Managers importance hierarchies according to Telford and Masson (2005).

Mizikaci (2006) brings to the debate that the adequacy of physical and human resources, the clarity of programme aims and objectives, the relevance of subjects offered and their content and the receiving of useful feedback are important to measure the quality of an higher education programme.

In 2001 Chase and Dasu (*cited in Voss and Zomerdijk, pp.12*) research suggested that customers generally do not remember every single moment of an experience. Instead, they remember the trend in the sequence of pain and pleasure, the high and low points and the ending.

Looking at the criteria different interest groups use in judging quality (Houston, 2008, pp. 62), rather than starting with a single definition, might offer a practical solution to a complex philosophical question because it recognises and acknowledges the rights of different interest groups to have different perspectives.

Telford and Masson’s (2005, pp.110) (*Table1 on previous page*) research looked at what key educational stakeholders considered to be the most important criteria to deliver a quality product or service within higher education.

It is interesting to note the commitment of lecturers is seen as almost as equally important to each of these key stakeholders. This is in contrast to Calvo-Mora *et al* (2006) who state that it is the commitment of the senior officers within a university that is important to an institutions success in the management of its quality.

The expansion of education has led to an increasingly competitive market place (Telford and Masson, 2005, pp.107), universities actively compete with each other and national newspapers publish annual league tables that are thought to have an impact on student recruitment. As judgements about quality in services are subjective rather than objective (Oldfield and Baron, 2000), providing a consistent service is difficult as factors such as the interpersonal skills of the staff and the demeanour of students is crucial.

Watty (2003, pp.213) tells us that if, as she thinks, academics do not agree that quality assurance systems currently measure what they regard as “quality in higher education”, then there is a need to recognise what differences exist in perceptions. Watty goes on to state that everyone within the higher education system has an interest in quality, but not everyone has the same interest about it.

Two issues are occurring concurrently within higher education (Erikson, 1995) that are having an impact on the quality movement within higher education, the transformation of an elite system into a mass system and the government’s introduction of increasing accountability within higher education. There is also an argument that developing a quality model for higher education becomes increasingly difficult for the industry as the government widens participation and “moves towards a lower common denominator” (Erikson, 1995 pp. 20).

Slack and Francis (2007) reported that there are changing demographics within the business school, with more students living at home and more international students, they also spoke of the advances in Information and Communication Technologies made possible with *Virtual Learning Environments*, however discussed the many challenges that the use of such Virtual Learning Environments presented.

Prince (2007) suggests that the resources, tangible, intangible and human resources, capabilities, core competencies and constraints under which business schools operate, limit and shape the strategic options that are open to them when they are seeking to grow.

Successful implementation of Total Quality Management requires the educational institution to be aware of the ever changing needs of their customers, to efficiently utilise resources to satisfy customer needs, make continuous improvements whenever necessary and to engage the learners as well as the institutional stakeholders to achieve their quality mission (Venkatraman, 2007).

According to the Times Higher Education Supplement (2007) nine out of ten business leaders think universities could do more to prepare students for the world of work, with 89% of business leaders believing *employability skills* needed to be better embedded in higher education.

Both Slack and Francis (2007) and Hawawini (2005) speak of the strategic choices for the institution, should the school be primarily a research orientated organisation, which carries out quality teaching to fund this or should it be primarily a teaching institution which carries out a small amount of research to enrich its teaching? Should the school carry out a full range of programs or should it specialise in a subset? Should the school remain local or regional or should it aspire to become an international one? Should the school operate as a solo institution or via strategic alliances?

In the future Moratis and van Baalen (2002) sees the business school of the future integrating teaching activities at different levels, fundamental and applied research, and commercial ventures into one umbrella-like organization, involving life-long learning and learning alliances. .

Wedgwood (2008, pp.4) tells us that the Higher Education sector must do its business of teaching and learning significantly differently if it is to achieve the step change in the delivery of higher education to the workforce market that is recommended in The Leitch Report. The report talks about the need for a new tradition (see table 2 overleaf) to be developed in higher education reflecting the varied service needs of employers and employees improving accessibility, flexibility, adaptability, integration and responsiveness.

The survey of literature indicates clearly that there is neither a panacea (Lomas, 2003) nor a simple blueprint to help with the most difficult task of embedding quality within higher education.

Quality assurance in higher education is a site-specific issue (Mizikaci, 2006), the culture of organisations, their philosophies, politics and values, the stakeholders involved are all factors that should effect the development of a site's quality system.

	Traditional Paradigm	New Paradigm
Market	18 – 21 ear old school leavers	Employers and employees
Starting Pont	Subject discipline	Work context
Entry Qualifications	GCSE / A levels	Multiple NVQ, APEL, GCSE, A level
Importance of Accreditation of Prior Learning	Low	High
Location of teaching delivery	HEI	Workplace and HEI
Learning material	Ready made syllabus	Individual learning packages
Typical teaching style	Lectures, tutorials, self-directed	Blended learning
Assessment	HEI based assessment	Work based assessment
Learning support	Lecturers	Lecturers and workplace mentors
Teaching staff	Lecturers	Managers of learning
Quality assurance	HE delivery mode	Mixed delivery module, credit based
Funding	FTEs on award programmes Closed programmes	Defined credit modules completed Open programmes
Typical mode	Full-time	Part-time
Typical student profile	18-21	Mature
Student funding support	Loans, bursaries, means tested grant	Tax concessions for employees

Table 2 – Comparing Traditional and New Paradigms for the design and delivery of Higher Education in the United Kingdom (Wedgewood, 2008)

Methodology

“The aim of methodology is to help us understand, in the broadest possible terms, not the product of scientific enquiry but the process itself”

Cohen *et al* (2004)

It is the author’s intention in this section to state the theoretical frameworks and concepts from which this piece of work is developed, provide justification and rationale for their use. This section states my Research Methodology, which according to Silverman (2001) is the author’s general approach to applying research methods.

It is imperative that at the earliest opportunity that readers of this piece of work understand the *world-view* of the author, the basic principles that are behind the writing, the author’s *paradigm*. Whilst this would never be a straight-forward task, or simple, for the purpose of this research readers should understand that the author is principally *Interpretivist* in his beliefs, which Burgess *et al* (2006) suggest is when believers see there to be no absolutes, as people and situations differ, that realities are not abstract, but depend upon inter-subjectivity between people.

The author suggests *Interpretivism* to be the paradigm suited to his personal beliefs as within his work researching University Campus Suffolk he believes that the meanings that different key stakeholders attribute to the phenomena under investigation, due to sometimes pluralistic beliefs, to be of paramount importance.

Pluralistic contexts are those that are shaped by the divergent interests and goals of different groups, each of which, according to Denis *et al* (2001), have sufficient power bases to ensure that their goals are legitimate to the organisation. The

organizations must respond to rather than abandon these goals, even when they are in conflict, resulting in complex and potentially fragmented organizations.

There is increasing evidence of pluralism in many public and not-for-profit sectors, including universities (Denis *et al*, 2001), where studies have focused upon the strategic implications of the tensions between professional values and the largely economic values associated with economic accountability.

In terms of whether the author believes in a work ethic that should use primarily a *qualitative* approach or purely a *quantitative* approach, there is no pure preferred approach, as the author believes in appreciating the need for flexibility, as might be an appropriate philosophy when undertaking a Doctorate in Business Administration.

The author's interpretivist values derive in part from his belief that within the research to be undertaken within University Campus Suffolk, the author and the reality around are in this situation inseparable. Not only that, the very nature of the author's interpretivist beliefs means that the author will himself become the measuring instrument, measuring, or interpreting the phenomenon within University Campus Suffolk and making sense of it. As such the author's knowledge of the situation being researched is intentionally constituted through my lived experiences, as such the approach to the research needs to be considered, so as to remain reliable and not simply to reflect the author's own subjectivity.

As an interpretivist looking at University Campus Suffolk the author is comfortable approaching the research as a case study, probably *ethno-methodologically* biased. It is likely that certain statistics will be used, traditionally a *Positivist* research tool.

In-depth work on consumer ethno-methodology, which the author would find interesting as an approach at University Campus Suffolk, has been provided by Arnould (1998, pg. 86) suggesting that ethnography "attempts to explicate structured patterns of action that are cultural and/or social, rather than merely cognitive, behavioural or affective".

Ethnography is discussed in the work of Daengbuppa *et al* (2006) and this approach to gathering information at University Campus Suffolk, simply “hanging out” as well as conducting more in-depth interviews sits well with the author’s interpretivist mindset. Ethnography is defined by Marshall (1998) as *the act of observing directly the behaviour of a social group and producing a description thereof* which would appear to be related in approach to *Grounded Theory* to such an extent that Pettigrew (2000) considers the two concepts to be married.

The value of adopting a Grounded Theory approach, time permitting, in which reality is assumed to be socially constructed by actors in a social setting, intrigues the author, presenting the opportunities, as it would, being rooted in the author’s own interpretive paradigm, to record and interpret stakeholders’ behaviour within University Campus Suffolk.

Research Plan and Methods

The author's plan for the research and the methods chosen for each component of the work are stated below:

Document 2 – The Literature Review and development of initial conceptual framework.

Dates – to be completed by September, 2008.

The Literature Review's primary focus will be on the core area of quality management within higher education. Firstly there will be a generalised introduction to the topic, including both its historical background, some of its current or most recent writings and finally a discussion as to where the author considers there to be weaknesses in the current literature.

Secondly the review will consider the topic as it currently is perceived through the eyes of writers applying it to an English Higher Education setting and finally looking at the topic specifically in the context of Business Schools.

A key area of interest will be Quality Management from the perspective of the assessment of quality and measuring quality within service organisations from a range of key stakeholder's perspectives.

Document 3 – An Interpretive Report on a piece of Case / Ethnographic research.

Dates – to be completed between September, 2008 and March, 2009.

The research questions below are being dealt with in document 3, from the perspective of the business school's lecturers and business school administrators.

- What are the components within the provision of a higher education service (University Campus' Business School) most likely to attribute to the

generation of full-time equivalent students? According to University Campus Suffolk's;

- Are the values and attitudes relating to these success factors shared across a range of variables? (Length of service, highest qualification, job title etc.?)

It is intended to gain this information through in-depth semi-structured interviewing of a broad sample of the business school's lecturers and administrators. It is difficult to put a figure upon how many employees will be interviewed due to the extensive changes that are occurring within the organisation, however it is hoped to interview as close as possible to a 100% of the population over the three months before Christmas, 2008 (approximately 30 individuals).

Document 4 - A Report on a Piece of Survey Based Research

Dates – to be completed between March, 2009 and the end of October, 2009.

The research questions below are being dealt with in document 4, from the perspective of the business school's existing undergraduate and postgraduate student customers.

- What are the components required within a University's Business School experience most likely to attribute to the generation of students attending University Campus Suffolk? According to;
 - Existing undergraduate students and their sponsors.
 - Existing Post-graduate students and their sponsors.
- How do the opinions of the various stakeholders within the research compare and contrast as to what attributes would make a successful or an unsuccessful business school in University Campus Suffolk.

It is intended to gain this information through a significant survey tool. It is hoped to survey as close as possible to 200 students between March and June 2009.

Document 5 - A Thesis.

Dates – to be completed by September, 2010.

The Thesis will include further primary research building upon that that will already have been achieved in documents 3 and 4.

It is hoped to carry out semi-structured interviews with a range of business leaders and human resource managers from Suffolk to approach the following research questions;

- What are the components required within a University's Business School experience most likely to attribute to the generation of students attending University Campus Suffolk? According to;
 - Existing undergraduate student's sponsors.
 - Existing Post-graduate student's sponsors.
 - Potential sponsors of Post-graduate students.

How do the opinions of the various stakeholders within the research compare and contrast as to what attributes would make a successful or an unsuccessful business school in University Campus Suffolk.

Following on from the work in document 3 it is hoped to interview Senior managers and managers with decision making responsibilities over the business school within University Campus Suffolk to discover their opinions and values relating to the following research questions;

- What are the components within the provision of a higher education service (University Campus' Business School) most likely to attribute to the

generation of full-time equivalent students? According to University Campus Suffolk's;

- Senior Management Team
- Managers

(Are the values and attitudes relating to these success factors shared across a range of variables? (E.g. length of service, highest qualification, job title etc.?)

Once all the research from documents 3, 4 and The Thesis has been carried out it will be analysed and evaluated with the following question being the primary focus;

- What components of the potential United Kingdom higher education model should The Business School at University Campus Suffolk focus upon and develop in order to best ensure the highest possible full-time equivalent student growth numbers up until the year 2020?

Issues Arising

Where research involves human beings – as subjects, participants or collaborators, dignity and their rights must always be respected by those undertaking the investigation (Denscombe, 2005).

Whilst this is not new, what is new is the extent to which researchers are being required to address ethical issues explicitly as a component of their research design and face the need to submit research proposals to scrutiny expressly to stakeholders within the research, such as the case with this work that will be presented to *ethics committees* at both Nottingham Trent University and The University Campus Suffolk. Compliance with the requirements of such committees ensures probity and legality with respect to materials, money, employment and intellectual property.

Open accountability, clarity and transparency are important and can be achieved through democratic involvement amongst all those involved in the research. It is important, after-all, that the research is carried out with the researched not feeling dominated, as victims, “passive in the face of the all-powerful researcher” (Wray-Bliss, 2003). All those being researched ethnographically must be aware that they are part of a research process.

Power-relations will be present in the research context and it is unlikely that researcher and researched will occupy a mutually empowering arena (Wray-Bliss, 2003), however it must be remembered that the researcher is subordinate to most of those being researched and whilst the researched would not have the power to stop publication, to dictate how they are represented, they do have the power to affect my career.

One of the defining features of organizations in the latter part of the 20th. Century has been the increasing influence of management according to Spicer and Bohm (2007), who talk about the spread of management from large corporations into the professions, the public sector and every day life. The spread of management has evolved due to the change in governance systems, a shift in the locus of control, a

move in the pattern of professional dominance and the transformation of the logic that characterizes the firm.

Spicer and Bohm (2007) talk of ideal types that pursue their aims through formal, organized political processes in the work place, where there is sufficient space for work-place conflict, suggesting the paradigmatic example of such resistance is unionism.

Ackroyd and Thompson (1999) discuss the possibility a second form of resistance in the work place, infra-political resistance, organizational misbehaviour, undertaken through informal or disorganised networks. The paradigmatic example of this resistance is workplace cynicism.

A third political resistance could arise from organisations located within civil society, so-called social movement organisations, and would likely to include public protests, the media and public debates. The paradigmatic example of such resistance would come from an organisation such as Greenpeace, from which the author feels perfectly safe from.

The author believes he will encounter significant resistance from individuals who considers all his research intends to do is to deligitimise the past of Suffolk College or the present University Campus Suffolk.

Outcomes

On a brief final note the following section provides for the reader what the author hopes are to be the achieved outcomes of the research work;

The author understands the difficulties that undertaking this research will provide for him, primarily being perceived by certain stakeholders within the organisations as simply being a criticism against their existing achievements or working practices. It is extremely important at this juncture for the author to stress that it is not his intention to use any of this research as a tool to criticise anybody either within, or external to, University Campus Suffolk. The author's intention is and always has been to use this research for the reasons stated below;

- To truly understand the differences between the organisation's perceptions of consumer expectations and the service(s) expected from customers.
- To understand the differences between the organisation's perceptions of consumer expectations and how those perceive these involved in the delivery of the services.
- To understand the differences between the services expected from customers and those actually received.
- To increase the likelihood that in the future University Campus Suffolk will develop and deliver programmes that reflect the desires of the market.

The research will also provide the following opportunities for the author;

- To gain experience in undertaking quality research.
- To up-grade the author's knowledge significantly in the management subject areas that he often teaches.
- To achieve a Doctoral level qualification.
- To further develop the author's general academic abilities.
- To provide for the author opportunities to publish material in academic journals.

Document Two

**DOCTORATE IN BUSINESS
ADMINISTRATION**

Literature Review

Cohort 9-Nottingham Business School

Mr. Stephen Sawyers

Chapter One.

An Introduction to the Author's Research.

In the 1950's Suffolk College was built and opened by Her Majesty the Queen as a small technical college serving Ipswich, a county town in East Anglia. Suffolk College has been rebuilt and rebranded, opening as University Campus Suffolk in 2007 and there is now a new enthusiasm for higher education within Ipswich. Today, according to The Times Higher Education Supplement (2008 b), the new University Campus Suffolk is in the top ten for the biggest annual rises for university applications for the forthcoming academic year 2008-2009. However, it is unlikely that University Campus Suffolk will simply be able to continue operating like Suffolk College did as it continues its metamorphosis.

The broadest topic area that the author's research could be classed as is a strategic analysis; an analysis of University Campus Suffolk's Business School, which is where the author works. "A strategy is not a fixed plan, nor does it change systematically at pre-arranged times solely at the will of management" (Mintzberg, 1978, p.947), the research intends to compare the strategic will of the management within University Campus Suffolk and contrast it with what other key parties within Ipswich consider to be important issues for managing an effective business school.

The Advanced Institute of Management (Birdi *et al*, 2003, p.24) suggest that strategy is a multi-faceted concept, involving two distinct tasks; strategy formulation, involving setting direction and strategy execution, making the strategy *come alive*. The research aims to consider whether either, neither or both of these components within the strategic task at University Campus Suffolk's Business School are executed effectively according to a range of chosen constituents. Fortune Magazine's research (*cited in Birdi et al*, 2003, p.24) stated that less than 10% of strategies formulated are effectively executed. The earliest part of the literature review will be a suitable introduction to the topic of strategy so that readers may understand the background to what is to follow.

The Higher Education Funding Council for England (2007 c, p.8) tell us that while fundamentally the purpose of higher education remains constant, the challenges it faces are increasing in complexity; the pace of change is increasing and higher education needs to keep pace and innovate ahead of it. There are a growing number of stakeholders in higher education, they are demanding more and varied outcomes and require swift responses as their needs change – the people who work in higher education need to be closely attuned to the needs of the stakeholders and customers. The next two sections of the literature review will look at the recent history of higher education and business schools within the United Kingdom in order to provide context for the reader of what is to follow.

According to Lim *et al* (2005, p.831) most successful corporations are working with a wide range of organizations and groups. These important constituencies are called stakeholders. In today's changing academic environment, leaders are confronted with increasing demands to transform their institutions to reflect raising stakeholder expectations with diminishing resources (Randall and Coakley, 2007, p.325). The author's prognosis is that success within University Campus Suffolk's Business School might only be brought about through adopting an effective stakeholder management programme within the business school and his research will aim to play a part in this should the managers wish to adopt one.

Stakeholder theory challenges the dominant economic model of the firm (Simmons and Lovegrove, 2005, p.495) and offers an alternative model based on its relationship with the external environment, an idea initially put forward by Mary Parker-Follett (Schilling, 2000) 60 years earlier and subsequently developed by Freeman's (1984) seminal work. In 2000 Kochan and Rubinstein (*cited in Lim et al*, p.831) proposed that the goal of corporations has shifted from creating shareholder wealth to balancing the need of the stakeholder. Kern *et al* (2007 p.446) agreed telling us that "Shareholder Primacy can no longer be upheld. Instead, scholars propose the shift from a pure shareholder to a broader stakeholder thinking of the firm". The literature review will now introduce the reader to stakeholder and constituency theories which are the primary focus of the author's research in the context of strategic management in University Campus Suffolk's Business School.

In research relatively little attention has been given to the so-called strategic planning process, to the set of activities by which management creates and maintains a viable firm, specifically within Higher Education Business Schools. As long as institutions were relatively small, as long as their products were profitable and stable and as long as new capital investments could be made on the assumption of a comfortably long pay-back period, planning for the future was not as important an activity for most higher education managers as working to increase the efficiency and effectiveness of current operations. In a new capital project such a University Campus Suffolk, in a rapidly expanding, turbulent market, senior managers will no longer be able to sit back and comfortably wait for the business school to succeed; both senior managers and departmental managers will have to do everything within their power to ensure the business school becomes effective quickly. The penultimate section of the literature review will look at defining and managing effectiveness within higher education.

An interest in broader stakeholder thinking started to gain relevance in the Higher Education Institutions in the 1980's and early 1990's according to Andreu *et al* (2006) who suggested pressures from a variety of stakeholders, including students, government, the business community and the local community, led Higher Education Institutions to attempt to improve their effectiveness and efficiency for their increasingly demanding customers. The overall aim of the literature review is to provide information for the author prior to the composition of his primary research looking into how various internal and external stakeholders to University Campus Suffolk view the potential of strategic issues within stakeholder management to have an impact on the effectiveness of the future of the Business School.

The author chose stakeholder management, "the effective management of relationships with stakeholders" (Lim *et al*, 2005, p.831), to be the focus of his research as he considers it be an important managerial activity for the future success of the business school at University Campus Suffolk. The government, funding bodies, the media and society need to trust the business school to protect theirs and others interests, but how do these stakeholders perceive their interests; their rights to an effective higher education experience?

Academic communities, value above all else personal and institutional autonomy and academic freedom (Jackson, 1998, p.5), but these principles must be positioned against public accountability and demonstrating responsible action to the constituencies they serve. The primary research that the author will carry out intends to discover in a detail previously not done so what it is that the academic communities should be providing for the constituencies they serve.

Never have universities been more important to Britain (Denham, 2008), unlocking the talents of students, promoting shared values and extending opportunities to a wide range of people.

Stakeholder literature is in a state of explosion (Elias *et al*, 2001); read on.

Chapter Two..

Strategy

Let us not forget the Greek origins of the word strategy, *strategos*, which means a general or a leader of the army (Eacott, 2008, p.353). Stakeholder management is Freeman's (1984), amongst others, contribution to strategic management, so prior to taking an in-depth look at stakeholder management it would be sensible for the author to put the subject into context by providing for the reader a basic introduction to the modern-day management developments having stemmed from this Greek *strategos*.

We will start no earlier than 1945 when Chester Barnard (p.175) told us that the executive of the future required broad interest, wide imagination, superior intellectual capability and rigorous training in intellectually difficult subjects, including the understanding of human relations, persuasion and rationality towards the unknown and unknowable. Some one had finally put their head above the parapet and

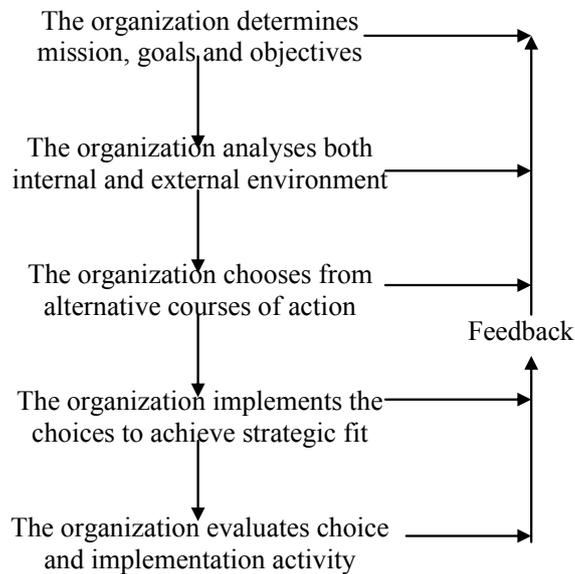


Figure One - A General Model of Strategic Management Processes (Thibodeaux and Favilla, 1996)

suggested that the most senior managers of truly successful organisations needed to be something other than wealthy.

The Strategic Management process

Igor Ansoff (1965) describes the concept of strategy as being rather elusive and rather abstract, however most of the strategic management processes that have been published is typified by Thibodeux's and Favilla's figure (please see diagram on previous page) which simply involves the determination of organisational goals, environmental analysis, choice and implementation of activities to achieve said goals, a process of evaluation and a feedback loop.

Henry Mintzberg's original 1972 definition of strategy related to a pattern in a stream of decisions or actions (*cited in* Mintzberg and McHugh, 1985 p.161). This early definition allowed researchers only to study intention and perceptions, however if we widen this early definition to include realisation we can study deliberate or emergent strategies (please see figure two below) or patterns in organisational behaviour, which has considerably more value for the manager of that organisation. Mintzberg (1978, p.935) reminds us that despite the term strategy having been defined in a number of different ways, it is almost always with a common theme, "that of a deliberate conscious set of guidelines that determines decisions in the future".

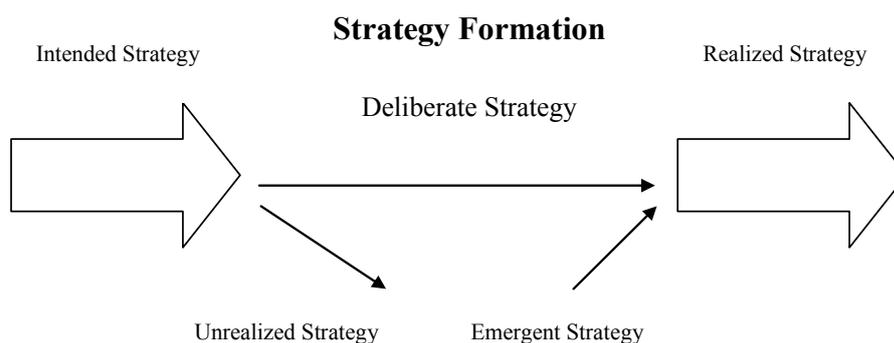


Figure Two - Basic Forms of Strategy (Mintzberg and McHugh, 1985, p.162)

In 1991 Wheale (*cited in Kettunen, 2004, p.358*) told us that strategic management is a matter of bridge-building between the perceived present situation and the desired future situation, but we are left to think for ourselves as to quite who is carrying out the perceiving and the desiring, but have to assume it is purely from a senior management perspective, which as we shall see later within this document displays a significant weakness when compared to Stakeholder Analysis.

The concept of strategy, and therefore strategic management, does not mean the same to all stakeholders within industry; as Ginsberg and Venkatramen (1985, p.425) remind us that, despite researchers agreeing with a three-level sub-categorization of corporate strategy; it may not necessarily mean the same to different stakeholders within the same transaction, leading to the possible mis-directing of resources and possible complications between parties. The first level of strategy is referred to as corporate level, answering the question; in which set of businesses should we be operating within? Business level strategy addresses the question; How do we compete in each of the chosen product-market segments? And finally functional strategy, which aims to maximise resource productivity.

The study of the process of intended or unintentional strategies may lead us to understand the complex organisational process of strategic management. Whilst these two concepts are potentially opposing phenomenon, we must listen to Mintzberg and McHugh (1985) who say there may not be any thing as a purely deliberate strategy or a purely emergent strategy, this would be particularly true within higher education, the focus of this research, with its environment so fast moving and its stakeholders potentially so powerful.

Environmental and organizational analysis

Key to strategic management are the concepts of environmental and organizational analysis; how can we possibly decide what to do in what fashion unless we fully understand the outside world and the business itself? Likewise, quite rightly, Elling and Halebsky (1961, p.185) told us that every organization depends upon the receipt of support from the occupiers of both its internal and external environments for achieving its goals.

McMahon and Carr (1999, p.228) tell us about the two opposing schools of thought with regards to the role of the environment in strategy; the *opportunistic* environment and strategy (e.g. Mintzberg, 1972), that sees management as a mechanism that assesses the environment in order to determine the best opportunities; and the *deterministic* environment and strategy which viewed management as a reactive agent to the environmental conditions (e.g. Galbraith, 1973). The author will be carrying out this research from an opportunistic perspective.

If we are unaware of the intricacies of our external business environments we are less likely to achieve our intended strategies. According to Raspin and Terjesen (2007, p.116) firms face uncertain environments characterised by shifting demographics, disruptive technologies, new industries and competitors and other challenges. To survive this tumultuous landscape, an organisation's managers must "make strategy" by assessing the organization's internal and external environments, questioning assumptions about how the world works and deciding how the firm should operate.

Hearn and Heydinger (1985, p.420) talk to us about the concept of such organizational environmental assessment for organizations such as Business Schools facing uncertainty and suggest it has two essential requirements; "a star to steer by (the vision by the business), (and) the other is a radar system (environmental analysis) to pick out rocks, reefs, headlands and clear water ahead". Of course there is no purpose in a vision that is both unachievable, and undesirable, nor a radar system that is insufficiently interrogative and is failed to be considered when decisions are made.

In 1974 Ackoff (*cited in* Freeman, 1984, p.23) argued that organisations had four basic strategic modes for coping with a changing environment; inactivity, reactivity, proactively and an interactive mode, which is involvement with external forces and pressures that seek to create the future for all concerned. In 1978 Emsoff (*cited in* Freeman, 1984, p.24) told us his opinion "that major shifts in the business environment require conceptual shifts in the minds of the managers", which the author agrees with. Clearly, for reasons the work shall discuss later, higher education has seen major conceptual shifts within the past twenty years and as such the first two aforementioned *modus operandi* are now in-appropriate for the University

department, with stakeholder management, as the reader will see, appearing to combine the features of both proactively and interactivity.

The author believes, like Koll *et al* (2005, p.2), that comprehensive attention to the entire environment is not feasible; a piece of research such as this should choose the most appropriate issues and stakeholders and not waste valuable resources to minimum effect. The forces affecting the balance of power within the Higher Education environment have been analysed by Vrontis *et al* (2007) whose suggestions include information technology advances, demographic changes (low birth rate/increase of average age of students), economic changes, political/regulatory changes, social and cultural changes and increased education and experience with marketing techniques. One of the purposes of this research could be to discover whether in fact there has been a change in the balance of power within a small higher education organisation such as University Campus Suffolk (U.C.S.) and equally to find out why this may have been the case from the perspective of various stakeholders.

Strategic Direction

Fidler (1996, p.1) suggests that strategy is concerned with the planning of “the long-term” futures of the organisation. Porter (1996) believes that strategy arises not only through the choice of activity, but also how they are performed. Mintzberg and McHugh (1985, p.160) agreed with Tille’s idea of making strategy explicit and Chandler’s idea of designing structure to follow strategy. Strategy is not only what the organisation intends to do, but also what it decides to do; the author would be interested to discover the differences between these two potential futures within U.C.S. as part of his research.

Porter (1980) tells us that we can achieve competitive advantage over a rival in one of two ways; we can supply a similar or identical product at a lower cost, or we can supply a differentiated product or service that the consumer is willing to pay a price premium that exceeds the additional cost of the differentiation. Attempting to achieve both at the same time will, according to Porter, leave us *stuck in the middle*. Whether we attempt to differentiate our higher education products and services in either

manner it is key that we adopt a market-orientated approach and speak to our customers if we are to become long-term successes – the central tenet of a stakeholder approach to strategy.

Kettunen (2005, *cited in* Eacott, p.354) states that “strategy implies the movement of an organisation from its present position, described by the mission, to a desirable, but uncertain, future position, described by the vision”. Calvo-Mora *et al* (2006, p.100) develops this telling us that excellent organisations implement their mission and vision by developing a stakeholder focused strategy that takes account for the market and sector in which it operates within. Policies, plans, objectives and processes are developed and deployed to deliver this strategy; time consuming and costly it might be, but in the long run the author believes the rewards will be inevitable.

Strategy Formulation

Mintzberg (1978, p.941), concludes through his work on strategy formation that certain themes emerge; Strategy formation can be viewed as an inter-play between three forces; an environment that changes continuously, but irregularly, an organisational operating system, or *bureaucracy*, and a leadership whose role is to mediate between these forces. Strategy formation over periods of time appears to follow distinct regularities which may prove important to understanding the process. Periods of complete peace within the operating environment for years may be followed by periods of erratic change.

Porter (1997) suggests that strategy is the glue that holds together the many systems and initiatives within a company. Well designed strategic plans provide an operational framework that allows the organization to enjoy distinct competitive advantages. Another, but equally probable rationale for developing strategic plans “is to appease different constituencies of the organisation” (Schraeder, 2002, p.8), that is different stakeholders, different interested parties.

Bob Pagano (2006, p.369) speaks of constituency management telling us that “too many companies are still coming up short in this critical arena...waiting for a crisis to hit (by which time it is too late) before investing seriously in a constituency

management program”. Developing a constituency management programme, or stakeholder management programme, as it shall be known within this piece of work, speaking to other internal and external parties during the strategic development process, is the focus of this research.

Strategy making still tends to be equated with planning (Mintzberg and McHugh, 1985, p.160), with its focus being the systematic formulation, articulation and implementation of deliberate premeditated strategies. According to Simon (1964, p.2) few discussions relating to organisational strategy can take place without introducing some concept of “the organisational goal”. Deliberate premeditated strategies and organisational goals tend to in the author’s opinion sit more comfortably with slow moving environments, unlike higher education, where it is his opinion that for example a five year plan would be wholly inappropriate; have a vision, but then to be successful be flexible and quick moving.

Stakeholder Analysis and Strategic Management

Frederick Taylor’s “One Best Way” has pervaded the field of management since the early twentieth century, being particularly influential in the design of organisational structures and the design of organisational strategy (Mintzberg and McHugh, 1985, p.160). Frederick Taylor’s mantra still has a great deal of influence on certain aspects of strategic management within higher education and is reflected in U.C.S.’ business school’s approach to operating.

Pehrsson (2007 p. 58) develops what he refers to as three competing views to strategic management; the universal view that general laws of strategy exist independent of environment; the business-specific view seeing strategy as an alignment between environmental and company features and; the contingency view whereby a deeper understanding of the company view is required and a successful strategy relies upon understanding this and how the variables both inside and outside the control of management will impact upon each other.

Ginsberg and Venkatramen (1985, p.421) agree that any theory of corporate strategy must be, by definition, contingency-based, reflecting amongst other components of

the transaction, the organisation concerned, its operating environment and the stakeholders the organisation carries out its business with. The author agrees with the suitability of adopting a contingency approach to strategic management agreeing that the popularity of contingency theory can be attributed to the fundamental -

Reputation	Internationally prestigious	Nationally prestigious	Locally/regional acclaimed
Research	Published in top international journals	Significant impact among other academics	Focused more specifically on local businesses
Type of Teaching	Post-experience or executive education for senior managers	Post-experience or executive education for middle/junior managers	MBA's mainly for local managers, MSc's and BSc's for students with little or no experience
Teaching Volumes	Low (more emphasis on research)	Moderate (leaving significant time for research)	High (leaving little time for research)
Financial Margin from Teaching	High	Moderate	Low
Broader Social Function	Flagship/elite institution. Good for national prestige	Provides good quality education for the country's leading employers	Broadens access to Higher Education to previously disadvantaged groups. Direct links with local SMEs.

Table One – Business School Profiling (after Ivory et al , 2006, p.10)

- assumption that there is no *one best way* to organize, no universal set of strategic choices that exist that is ideal for all organizations, regardless of the resources available to them and the current environmental position.

Porter (1996) underlines that the essence of strategy is in the activities, that is to either perform different activities or to perform the same activities differently than others do them. These principle ideas of Porter's are difficult to truly apply within the business school market where the products and services desired by stakeholders across the market are so similar and the ability for service providers to discover what others provide is limited to student-centred market research. Looking at the table one (please see previous page) we have to ask ourselves which of the strategic profiles are we at U.C.S. better served by attempting to achieve? Considering our contingent factors do we have the resources to strive to be anything but just one of the above options?

Ansoff criticised stakeholder theory in his 1965 book *Corporate Strategy* (Freeman, 1984, p.33) rejecting the notion that the objectives of the firm should be derived from balancing the conflicting claims of the various stakeholders in the firm, instead believing the objective of the firm is pure and simple – survival, often seeing stakeholders as constraining the organisation's efforts.

Disagreeing with this dated approach Freeman (1984) was the first scholar to present a theory assessing the role of actors in the firm's environment (Key, 1999, p.318), suggesting that a range of internal and external actors, other than the stockholder, impacted upon performance of an organisation. Freeman (1984, p.1) criticised the way we managed today based on our understanding of the past, rather than the future, and in response to the business environment of yester-year rather than today. Gone are "the good old days" (*ibid*, p.4) of worrying only about taking products and services to market, and gone is the usefulness of management theories which concentrate on efficiency and effectiveness within this product-market framework.

Part of stakeholder management within a business school that the author wants to look at during this research is the issue of what constitutes an effective product and service within higher education from various stakeholder's perspectives, this is an emotive and complex one (Oldfield and Baron, 2000 p.86). The author believes it is important that institutions look at what their students want and not collect data on what the institution perceives the student wants. Institutions need to understand what factors

out of all those that students consider important, they consider the most important, which research shows should prompt institutions to move away from measuring teaching quality alone.

In 1999 Key continued Freeman's work (p. 317.) telling us that within the last decade a new theory of the firm – stakeholder theory – had been created, which accurately described organisational behaviour by focussing upon stakeholder relationships; observed social performance would be linked to observed financial performance. This theory would become a rival paradigm to the, until then, dominant model – the economic model. Stakeholder theory focuses on primarily the actors in the environment and less directly on the processes of corporate social engagement.

Ryan (2005, p.95.) tells us of the three aims to uphold within the Higher Education system as stated by New Labour's treasury of that time, firstly to end social exclusion and improve social mobility, secondly to make universities *business-friendly* and make Small and Medium Enterprises university aware and finally to sustain world-class university research. Last year Ruth Kelly, (Johnson, 2007, p 1) identified "two major strategic priorities" for the Higher Education Funding Council for England; first was to lead radical changes in the provision of higher education in this country by incentivising provision co-funded by employers; secondly to continue to support widening participation, particularly with regards to people from non-traditional backgrounds. If these objectives within the higher education can be achieved they will be achieved using a stakeholder management approach to strategy.

Chapter Three

What is Higher education?

If we believe, as the author does, Ginsberg and Venkatramen's (1985, p.421) claim that any theory of corporate strategy must be contingency-based, it is key to the success of this study that the author introduces to the reader the operating environment in which any subsequent research shall take place. In this chapter the author will briefly introduce a recent history of the higher education sector within the United Kingdom, before moving on in the next chapter to look at the concept of the business school itself.

Let us think of the words spoken in 1963 by Kerr (*cited in* Moratis and van Baalen, 2002, p.160.) when he said "we are just now perceiving that the university's invisible product, knowledge, may be the most powerful single element in our culture, affecting the rise and fall of professions and even of social classes, of regions and even of nations. Vrontis *et al* (2007, p.980) agrees, moving on to tell us that "the importance and value of higher education is unquestionable", claiming increased education leads to higher salaries, longer working lives, more career mobility and a higher quality of life. In 2005 Crew spoke of not only the current success of Higher Education Institutions (H.E.I.) in the United Kingdom, but what he called the remarkable endurance of them, reminding us that the life-span of an H.E.I. was considerably greater than that of a *corporate*.

In the education sector Sanyal and Martin (1992, *cited in* Eacott, p.354) defined strategy as "the determination of the basic, long-term goals and objectives of an educational system, the adoption of courses of action and the allocation of resources necessary for carrying out these goals" – a definition similar to many others, general or sector specific.

The Purpose of Higher Education

The author agrees with The Higher Education Funding Council for England (H.E.F.C.E.) that higher education in the United Kingdom is rich and diverse. It is provided by many different types of institutions, which carry out teaching, scholarship and research (H.E.F.C.E., 2004, p.2). H.E.F.C.E. (2007, c., p.7), perhaps the key central government stakeholder within higher education, still consider the four purposes for higher education, stated in Lord Dearing's famous 1997 report, to be as relevant today as they were immediately after its publication. The four purposes for higher education were;

- To inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well-equipped for work, can contribute effectively to society and achieve personal fulfilment.
- To increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society.
- To serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional and national levels.
- To play a major role in shaping a democratic, civilised, inclusive society.

To debate the suitability of Lord Dearing's work is outside the scope of this work, however the author does agree with H.E.F.C.E., considering that the above purposes are still appropriate today.

It would be appropriate in the eyes of many to undertake here an Industry Analysis, such as Porters (1980); however such frameworks see the performance of an organisation to be characteristic of an industry and their place within that industry. These frameworks can lead to an over-emphasising of the industry's importance in the performance of an organization; we have to remember that whilst there are extremely successful H.E.I.'s within this country, there are also others which are far less so, in fact are only kept open by the government's desire to provide equal opportunities and

widen participation. There will be not be an industry analysis framework within this piece of work.

Recent Growth in Higher Education

If we consider the information provided by the Higher Education Statistics Agency (2008) (table two below) we can see that the industry has been growing well above the economic inflation rate during that period which did not exceed 3.5% throughout the five year period, with growth rates within higher education fluctuating between 6% and 9% for total revenue generated. The most -

(figures in £ thousands)	2002/03	2003/04	2004/05	2005/06	2006/07
Total income	15,691,291	16,896,211	17,993,162	19,528,413	21,289,853
Funding Council grants	6,049,216	6,522,935	6,967,346	7,547,846	8,030,651
Tuition fees & education grants & contracts	3,747,081	4,094,019	4,335,652	4,667,135	5,413,985
Research grants & contracts	2,597,074	2,724,924	2,883,900	3,137,561	3,376,991
Other income	3,061,975	3,312,624	3,506,749	3,830,658	4,077,385
Endowment & investment income	235,945	241,709	299,515	345,213	390,841

Table two – Revenue Streams for Higher Education in the United Kingdom between 2002/3 and 2006/7

Note: In table two the Funding council grants include those from the Higher Education Funding Council for England (HEFCE), the Higher Education Funding Council for Wales (HEFCW), the Scottish Further and Higher Education Funding Council (SFC), the Training and Development Agency for Schools (TDA) and the Department for Employment and Learning Northern Ireland (DELNI).

Tuition fees includes all income received in respect of fees for students on courses for which fees are charged.

Research grants includes all income in respect of externally sponsored research carried out by the institution or its subsidiary undertaking for which directly related expenditure has been incurred.

Other income includes all income in respect of services rendered to outside bodies, including the supply of goods and consultancies, residences & catering operations (including conferences and Income from intellectual property rights

- impressive area of growth has been tuition fees which of course can not be solely attributed to increased sector performance, but rather changes in legislation that we shall soon look at. Moving on, if we consider that strategically most organization's primary task is to create such wealth, we must remember that in addition to financial resources an higher education business also relies on the creation of other resources such as knowledge, reputation or positive relations that can be provided by employees, suppliers or customers - our stakeholders (Barney, 2001). How have higher education institutions in the United Kingdom performed in other respects?

John Denham (2008) speaks highly of our current higher education system, suggesting that in 2007, 81% of students judged their courses satisfactory, and 85% of graduates were satisfied with their careers three and a half years after leaving university. Crew's (2005) report agrees with these government' produced statistics and suggests that by international standards the United Kingdom's higher education institutions were highly successful; highly efficient and provide value for money. Crew (*ibid*) boasts that the United Kingdom's higher education system brings students to honours degree level in a year less than many O.E.C.D. countries; that it had the second lowest drop-out rates and the highest graduation rates in the O.E.C.D.; the economic rate of return is therefore higher than other O.E.C.D. countries. Productivity growth has increased well above the public or private sector average in recent years to 6% per annum. The quality of research is second only to the United States and the United Kingdom's share of citations is still increasing, innovation and spin-out companies are continuing to increase annually, the United Kingdom has the 2nd.largest share of The World market in international students - the annual export earnings of the sector amounted to about £4 billion in the academic year 2004 / 05.

The Impact of Government on Higher Education

Crow *et al* (1995) states that an organisation is most vulnerable to control from external stakeholders where certain conditions exist, for instance the other entities

possess resources needed by the focal entity and the focal entity is believed to have little discretion over its work. Higher education is extremely vulnerable to control from several stakeholders, one of which is The Government. In the past fifty years the British Government has attempted to steer higher education within England and become such a focal entity, becoming its primary stakeholder, mainly through the programmes of legislation that have become apparent, often stemming from government sponsored industry reports.

One such act of analysis on the higher education industry was the 1963 Robbins Report which suggested an increase in annual expenditure on higher education from £206 million to about £742 million by 1980. The Government's desire to increase spending in higher education was curtailed by The 1981 White Paper on Expenditure which cut total university sector spending by 15%.

In 1985 another government sponsored look into the university sector came with The Jarrett Report that published recommendations about University management to make universities more effective and efficient with clearer management structures and styles. In the same year a Green Paper entitled – The Development of Higher Education into the 1990's accepted the Robbin's principle that courses in higher education should be available to all those who can benefit from them and wish to do so.

The 1987 White Paper – Higher Education: Meeting the Challenge, reviewed the whole spectrum of Higher Education, the fullest review since the 1963 Robbins Report. Many of its proposals were translated into legislation through the 1988 Education Act which freed Polytechnics from Local Education Authority control. Universities Funding Council and Polytechnics and Colleges Funding Councils were established and further merged in 1992.

The practise and concept of strategy, with its varied meanings, began to appear in educational management literature in the 1990's (Eacott, 2008, p.353), but it appeared to mean little more than a general reference to the longer term, devaluing the term and mis-representing it. This interest in strategy may be linked to The Education Reform Act 1988 which required schools to have a development plan.

The 1990 Education Student Loans Act empowered the Government to finance the expanded higher education system through a system of student loans. In the 1993 Autumn Statement on funding The Government announces a cut of 45% in student fees to universities. In 1992 The Further and Higher Education Act allowed Polytechnics to change their names to University. A New funding body was also set up The Higher Education Funding Council for England – H.E.F.C.E.

Erikson (1995, p.14) talks about two things having happened concurrently when he wrote his article, the transformation of an elite higher education system into a mass system and increased accountability within the system itself with an increasing shift of power from the producer-provider to the student. Soon after this, in 1996, The Dearing Report Review on qualifications for 16-19 year olds reported that the qualifications framework for 16-19 year olds needs to be simplified. Quality assurance structures should be simplified and rationalised.

The Dearing Report (National Committee of Enquiry into Higher Education) recommended the expansion of The Higher Education system. Students should bare part of the cost of their tuition. Funding for research should allow for greater selectivity. Better teaching and more Information and Communication Technologies into universities should be introduced to universities. Objectives and outcomes of Higher Education should be made clearer to students, employers and other stakeholders. Universities should collaborate, not compete, a concept that we shall look at later on in this research

In 1998 The Learning Age – Green Paper, recommended 500,000 extra people should be in post-compulsory education by 2002, introducing the idea of widening participation in further, higher, adult and community education. Business, employers and trade unions, key stakeholders, should be involved in developing and supporting workplace skills. In the same year The Teaching and Higher Education Act set out arrangements for financial support for higher education students and set the fees for higher education students.

The 2003 Future of Higher Education (White Paper) proposed increasing the spending on research and various other changes to The Higher Education Research Strategy. Proposals for forming stronger alliances between Higher Education Institutions, Regional Development Agencies and Businesses are, quite correctly, made. The White Paper proposes setting up a new annual student survey and stresses the importance of striving for a 50% participation rate in higher education for those aged between 18 and 30 years old. The White Paper also encouraged the need for more flexibility in courses provided, it restored grants for lower-income families and expanded *AimHigher* to improve young peoples' aspirations whilst in schools and colleges. Funding was reformed so colleges are reimbursed for the extra costs of attracting and retaining students from non-traditional backgrounds. The up-front payment of tuition fees was abolished for everybody and The White Paper raised the payment threshold at which repayment is required post-graduation from £10,000 to £15,000.

Moratis and van Baalen (2003) reviewed the main trends impacting upon higher education amongst which they considered to be the challenges of dealing with an increasingly diverse student population, the need to carry out more commercial activities, the need to cope with a growing number of powerful stakeholders, the need to reposition the role of higher education in its local and regional community, reassessing the role of alumni and the engagement in partnerships.

In 2003 The Lambert Review of Business – University Collaboration made recommendations hoping to bring “significant economic benefits to the UK”, through “concerted action by business, universities and government” – key stakeholders within the industry. A greater role for the Regional Development Agencies and encouraging new forms of formal and informal networks between business people and academics were amongst the primary objectives – still key weakness of the higher education system in Suffolk today.

In 2006 Lord Leitch's published the United Kingdom's long term skills needs which stated that by 2020 40% of the working population need to reach degree level or equivalent skills if we are to compete internationally as compared to the current level of 30%. Without such increased skills levels Lord Leitch reported that there would be

a bleaker future for all of us, condemning ourselves to a lingering decline in competitiveness. Johnson (2007) tells us that only some of this expansion, from the current 29%, will be achieved through more young people choosing to enter higher education, but more will have to be achieved through “older people already in the work place” (pg.2). Foundation Degrees and two-year honours degrees are part of The Government’s plan to achieve this growth.

Whether or not Lord Leitch’s 40% target is appropriate is outside the scope of this work, however the author believes in Lord Leitch’s philosophy that to attain any such goals, the higher education system must become more efficient, more responsive to market needs and that The Government, employers and individuals must all engage more in the higher education system.

The Sovereignty of The Customer

By 1999 (Naude’ and Ivy, p.5) conditions in the United Kingdom higher education market “have moved from a position of shortage of higher education, where sellers were able to determine the conditions on which their services are provided, to a position of over-supply in which the terms are dictated by the buyers”. Higher education institutions are increasingly placing greater emphasis on meeting the expectations and needs of their participating customers, that is, according to De Shields *et al* (2005, p.128), the students. But are the students, truly the customers within higher education?

Pitman *et al* (1995) are also interested in who is the customer in education? suggesting that students are the customer in the *new paradigm* of education and that a partnership needs to be fostered in the discovery process of the developing new higher education paradigm. Prior to this in 1993 Edward Deming argued against considering the student the only customer of courses at University as he said that these customers did not have the knowledge at the end of a course to know of the adequacy of its content – they can not be considered the sole customer of a program until much later on in life, an opinion the author agrees with. George (2003) disagrees suggesting that the student is the customer and that tracking market share increases is the most effective manner to measure customer satisfaction.

Higher education institutions are increasingly placing greater emphasis on meeting the expectations and needs of their participating customers, that is, according to De Shields *et al* (2005, p.128), the students. Naude' and Ivy (1999, p.2) debate that it is possible to categorise the student as consumer, but not as customer, as do Conway *et al* (1994). In order to remain viable in the longer term higher education needs to recognise this *sovereignty of the customer*, which leads to the questions according to Naude' and Ivy (1999), of "What is a marketing orientation in this marketplace?" and "Who are the customers in this higher education, is it the students, their paymasters or other *publics* with an interest?". Secondly, we must reflect upon which other stakeholders are important? which as we shall see is a key component of an effective stakeholder management system.

Venkatraman (2007, p. 94) talks about educational institutions being industries which provide education as the service with incoming students as raw materials "on whom the processes of teaching are applied and turned out as the finished product of graduates". It is apparent that the student is the customer in the higher education process (Vrontis *et al*, 2007; Naude' and Ivy, 1999) according to higher education institutions, and just like any other industry, they have a primary purpose to satisfy these customers. One of the key objectives of this work shall be to see whom various stakeholders consider to be the customer within higher education and why?

According to Sahney *et al* (2004 p.150) a customer is anybody who is served, a customer can be anybody within or outside the university; it could be anybody to who a product or service is provided. If a customer is anybody who is served we are lead back to the concept of stakeholder management and the constituencies' model (Watson, 2002, p.204) which shall be looked at in the chapter after next. Kettunen (2004, p.360) suggested dividing customers within an higher educational setting into three sub-categories, students and employers on one hand and the local community, that would benefit from any regional development, on the other.

Parker and Jary (1995) and Winter *et al* (2001) both present models suggesting the importance of three stakeholder groups within higher education; government, quality agencies, universities and individual academics (*cited in* Watty, 2003, p.216). It is

noted that employers, parents, students and society in general are not considered as separate stakeholders. Seeann and O'Hara (2006) tell us that all higher education institutions have a variety of stakeholders and return to the concept that "the stakeholder with the most influence is the customer – the student" (p.26). Schmidt (2002) suggests that both the student and the instructor are equally the key stakeholders.

Prior to this in 1988 Robinson and Long (*cited in Naude' and Ivy 1999, p.2*) distinguished between the different key stakeholders within higher education, the different customers, by categorizing them into three groups in a manner that will be reflected hence-forth within this work;

- Primary – the students.
- Secondary – "the paymasters" such as government agencies, donors and now parents.
- Tertiary – other publics that have an interest, such as alumni and accreditation organizations.

There is little agreement on the identity of the higher education customer (Schmidt, 2002, p.37), however he suggests that the stakeholder concept is appropriate for educational analysis. The potential campus customers of higher education can be grouped as faculty, students, and administration (Schmidt, 2002, p. 37), which along with the educational management and the external constituencies sponsoring higher education students will be considered customers in various guises for the remainder of this research.

Customer Satisfaction within Higher Education

Student's views on all aspects of their higher education experiences are now being widely canvassed (Hill *et al*, 2003, p. 15). The Higher Education Funding Council for England suggest students value the quality of the lecturer, judging most highly those that knew their subject, were well organised, enthusiastic and were interesting to listen to (2007 p.8). Students valued a curriculum that was related to their worlds and

broadened their horizons. Students wanted to be surrounded by support systems in a positive atmosphere. Surprisingly few students viewed library and Information Technology resources as critically important.

Rhodes and Nevill's work in 2004 suggested that a convenient location and suitable course were the two most significant factors in a student's decision making process as to where they would like to study in a higher education context. In order of importance; the availability of learning resources, the friendliness of university staff

Order	No. of responses	Factor
1	67	Debt/money worries
2	28	Poor teaching
3	23	Not coping with the work-load
4	18	Family/work commitments
5	12	Lack of self-confidence resulting from failure
6	9	Poor stimulation/interest in course
7	3	Travel difficulties
8	2	Alternative route to desired job/career
9	2	Unfriendliness of other students

Table three – Rank order of student-generated factors most likely to lead to exit prior to degree completion (Rhodes and Nevill, 2004).

and other students, the availability of tutorials and the quality of feedback on work, the actual intellectual challenge, the physical conditions and working environment, the quality of university staff, providing a variety of teaching and assessment techniques and providing access to a social life all were proposed to be important to the students' university experience. Research has also been undertaken to see what it is that dis-satisfies students, with Rhodes and Nevill (2004) having produced work on what factors are most likely to lead to a student leaving an higher education institution (table three above), equally as useful for proactive managers.

A key component of the author's research will be to discover whether customers agree with research such as Rhodes and Nevill's, but equally as importantly do other stakeholders within the higher education system appreciate what it is that satisfies a higher education customer?

Rating	Student's Perception of key attributes.	Lecturer's Perception of key attributes.	Senior Manager's Perception of key attributes.
1st.	Qualifications gained are of value in terms of a career.	Commitment to the learning programme by the lecturers.	Commitment to the learning programme by the lecturers.
2 nd .	Commitment to the learning programme by the lecturers.	Commitment to the learning programme by the students.	Qualifications gained are of value in terms of a career.
3 rd .	Levels of books and journals within the library.	Commitment to learning programme by the university.	An atmosphere of mutual respect for all students and staff.
4 th .	Library opening hours compatible with the students needs.	Qualifications gained are of value in terms of a career.	Effective communications between students and staff
5 th .	Commitment to learning programme by the university.	Levels of books and journals within the library.	Emphasis on treating students as an individual.

Table four –Higher Education Students, Lecturers and Senior Managers Importance Hierarchies according to Telford and Masson (2005).

Telford and Masson's (2005, p.110) (Table four above) research looked at what key educational stakeholders considered to be the most important criteria to deliver a quality product or service within higher education. It is interesting to note the commitment of lecturers is seen as almost as equally important to each of these key stakeholders. This is in contrast to Calvo-Mora *et al* (2006) who state that it is the

commitment of the senior officers within a university that is important to an institutions success. Interestingly Telford and Masons' (*ibid*) three stakeholders hold different views as to the importance of certain issues; the research the author is carrying out will be able to compare and contrast these findings within the business school at University Campus Suffolk.

Spooen *et al* (2007) published work suggesting what it was that satisfied higher education students with regards to teaching quality from a student's perspective and stated issues such as worthwhile course objectives, appropriate subject matter, course structure, teaching activities, quality of course materials, the difficulty of the course, the availability of coaching and the quality of evaluations as the components through which an evaluation is formed by the student.

There has been a shift recently from traditional models of higher education in which most students might have been viewed as passive recipients of teaching, absorbing information in an uncritical way (Mizikaci, 2006, p. 37). Douglas *et al* (2008) found the main sources of dissatisfaction within higher education amongst students were mainly intangible; that was attitudes and responsiveness within the system; tangibles that dissatisfied were lack of teamwork, poor communication and management access and lack of opportunities for socialising. This research found that the sources of satisfaction were not always necessarily the obverse of dissatisfaction. Responsiveness and communication were the most important of the factors. Will we discover similar issues that dissatisfy within University Campus Suffolk's business school? Will these issues be similar across a range of stakeholders?

Surrige (2007, p.6) tells us that the results from the first National Student Survey varied according to student, course and institutional characteristics – taking us back to the necessity to adopt a contingency approach to our strategic management within higher education.

Stakeholders and Higher Education

Brickwood and Brown (2005) speak about how the importance of various stakeholders in the higher education sector might be judged as their potential

contribution to the promotion of and advocacy for higher education and, as current or potential funders of higher education. This work will consider how important various stakeholders consider other constituencies within the achievement of effective higher education provision. The realisation of H.E.F.C.E.'s (2007c, p.13) commitment to work in partnership with key stakeholders in the future recognises the need, which the author agrees with, to focus on the concerns of a much broader group of stakeholders, "including direct and indirect beneficiaries of the services that the H.E. sector provides".

If we are to consider the external constituencies sponsoring higher education as the university's customers then what is it they that they want? The Higher Education Funding Council for England (2007, p.8) state that employers look to universities to deliver a well-educated work-force in order to stay competitive globally and as such look to universities and colleges to create graduates of a higher quality than other countries. Public and private sector companies look to higher education for highly skilled graduates who are readily employable and can play their part in helping organisations to change customer or stakeholder demands. The Lambert Review (2003, p.7) states that employers are broadly satisfied with the quality of their graduates, although there are some mismatches between their needs and the courses offered by some universities. The report states the importance of workplace skills and opportunities to provide entrepreneurial skills.

The author agrees with Wedgwood (2008, p.4) who tells us that the higher education sector must do its business of teaching and learning significantly differently if it is to achieve the step change in the delivery of higher education to the workforce market that is recommended in The Leitch Report. Recommendations the author agrees with include those suggested by The Times Higher Education Supplement (2008) stating that most employers say they need specific competencies and skills delivered bite-sized, rather than traditional qualifications over a protracted period.

Finegold and Soskice's controversial 1988 paper (*cited in* Edwards *et al*, 2004, p.14) spoke of Britain's deficiencies in education and training, describing Britain as being "trapped in a self-reinforcing network of societal and state institutions which interact to stifle the demand for improvement in skills levels (resulting in) the majority of

enterprises staffed by poorly trained managers and workers producing low quality goods and services”. There is a valuable message within this work which at least should be read by providers of higher education.

The Higher Education Funding Council for England (2007d.) is developing a strategy to support higher education to engage more effectively with one key stakeholder, employers, with the aim to develop partnerships between Higher Education Institutions, employers and individuals. Key aims of the strategy are to establish the current level of employer engagement between institutions, investigate the level of demand for employer-led and funded provision and stimulate employer and employee demand further, identify and remove the barriers that inhibit the ability of higher education to meet employers and employees needs and promote flexible, responsive provision, in particular testing the workplace as a site of learning

Shupe (2008, p.12) tells us there is a risk to higher education if standardised academic practises remain the sole method for measuring educational results during a period of such great change; instead academic leaders and external constituencies should join in discussions focusing upon the different data types the academic institutions can provide, for example enrolment based statistics, peer-reviewed self-studies, test scores and student submitted survey data. Creating and adopting a strategic stakeholder management system is a critical success factor for a higher education institution of the present day and in the future.

John Denham (2008), The Secretary of State for Innovation, Universities and Skills tells us that the importance of universities and other higher education to the national economy is becoming increasingly well recognised. A local, high-quality campus can open up the chance of higher education to young people and adults who might otherwise never think of getting a degree.

In 2008 John Denham spoke of the quality of our Higher Education system at present, suggesting “We face the future from a position of strength; We punch well above our weight in terms of research; Ours is a system that produces highly employable graduates ...and ...with all due respect to the Public Accounts Committee, we have

one of the highest completion rates among O.E.C.D. countries. All this has been achieved over a ten-year period of expansion in student numbers and widening participation. We can say with confidence that the great majority of what we do is good, much is excellent, and a significant part is genuinely world-class". How many of these weighty statements will be reflected in the work of the author through the opinions of the stakeholders of University Campus Suffolk's business school?

Chapter Four

What is a Business School?

Ivory *et al* (2006, p.6.) tell us that the concerns and criticisms of business schools in the United Kingdom need to be put into context. Business Schools developed late and grew fast, with the first business school being established in 1965, with their being approximately 120 now by the beginning of the twenty-first century. Whilst the previous chapter looked at the higher education sector and how it had developed in the last fifty years, chapter four will look solely at the business school within The United Kingdom. The purpose of this chapter is to focus still further on the environment in which the research is to be carried out in order to provide still more precise context for the reader.

Vinten (2000, p.180) tells us that controversy has always surrounded business schools and that they are almost regarded as a necessary evil, claiming that business schools' credentials have been attacked as false or questionable from both within academia and the business community itself (*ibid*). British business schools, judged in terms of their ability to attract students and raise revenues (Ivory *et al*, 2006) have been enormously successful, but their legitimacy has been constantly and repeatedly challenged, but despite this "In a rapidly growing higher education sector no subject discipline has undergone a more remarkable rise than business and management" (Ivory *et al*, 2006, p.6.).

The Purpose of Business Education

The purpose of business education, as far back as Marshall (1920, p.137), was not that of enabling recipients to make more money, but more deeply grounded, of more social significance, that of thoroughly developing more competent businessmen to allow them progression through our society; but business education hardly existed in Marshall's day and was not treated as a serious academic subject within higher education. Edgar Schein's (1967, p.602) opinion was not that far different nearly fifty years later, telling us that learning to be a businessman or manager is a process of

acquiring a certain body of knowledge, skills in implementing that knowledge and the attitudes and values that define how and when and for what ends the knowledge and skills are to be used.

In 1947 Phelps (p.82) argued that the business school is becoming the dominant professional school on many campuses, which he said was not out of keeping with the importance of the subject-matter. The author agrees with Phelps's argument that every "going-concern", whether mercantile, manufacturing, governmental, military, educational or religious has its business side, and that to neglect this he said "is often fatal".

According to Bobbitt and Behling (1981, p.29) prior to the 1960's the major approaches to management education were generalised principles of management, or "what business did yesterday or the day before". As long as business organizations remained internally simple and their environment simple and stable, such approaches to management education were sufficient, however today in times of environmental turbulence and rapid change this approach would be in-appropriate

Cyert and Dill (1964) were early proponents for the business school and argued that there should be three basic missions for business schools in society. Firstly, at undergraduate, graduate and "executive" program levels to help students require the knowledge and skills needed to function effectively and responsibly as managers and as support personnel to management in business and industry. Secondly, primarily in doctoral programmes, schools should be responsible for training faculty members to teach, conduct research and provide administrative leadership in tomorrow's schools. Thirdly, there is a responsibility to carry out basic and applied research – improving the inter-relationships between economic institutions and the rest of society. The author agrees with Cyert and Dill and is interested to discover the opinions of stakeholders linked to University Campus Suffolk's business school as to what they consider are the important aims of the business school of today.

In 1964 Cyert and Dill (p.230) noted that the interest of business education had developed, but was limited to the interests of the economic institutions and their inter-connectedness with the rest of society, however they noted that increasingly business

education was broadening its concern to include government agencies, research laboratories, universities, hospitals, and the like. Despite there being relatively little interest in business education prior to Cyert and Dill (1964) they were still questioning whether it was an appropriate time to assess the future of business education, more than forty years ago. Perhaps at the time Cyert and Dill agreed with Danieli and Thomas (1998) who spoke that historically management and business tended to be perceived academically as a relatively low-status discipline and therefore did not justify the investment of time and money in its development. However, within the internal economy of universities the business school's ability to attract both home and overseas students willing to pay high fees, and the flexibility of courses which can be tailored to the "needs of the market", has today elevated business schools to the status of a *cash-cow*.

Business Education Models

The classical Business Education model (*after* Paton and Bevan, Date Unknown) was campus based using the written word serving mainly the local market, contrast this with the emerging Business Education model which might be national or/and internationally focused using a mixture of campus or/and electronic delivery methods. Previously the research standing of staff and subject expertise was important and involvement of employers was limited, perhaps in complete contrast with what is required today. Generic management theory has always been taught, but maybe extensive contextualisation for industries and national cultures is now required.

The demand for business education has surged world-wide since the mid-1990s and should continue to grow (Hawawini, 2005) to the obvious benefit of the business schools with quality products, both established schools and those created as a result of this surge. According to Pearce (2007) and Wright and Lockett (2007) business schools are formidably successful institutions. Business schools have grown rapidly over the past 40 years despite the opinion of many commentators, including some vice-chancellors, who questioned the stature of management studies as an academic discipline (Ivory *et al*, 2007). Their importance can now not be questioned with business students now accounting for one in seven of all under-graduates and one in five of all post-graduates (*ibid*).

There is simply no agreement on a single definition of strategy within business education (Eacott, 2008, p.354), arguably brought about through the *pluralism* of educational strategy, being as it is multi-disciplinary and inter-disciplinary. Ivory *et al* (2006, p.16.) propose four types of generic strategies that a business school might follow, the four options proposed are not mutually exclusive, but rather show the diversity of activities that can take place within a business school.

- *The Social Science* approach has a primary focus on the contribution to knowledge, the principle stakeholders are other academics in business schools and other universities constituencies. Excellence in this type of activity is measured by Research Assessment Exercise activity.
- *The Liberal Arts Agenda* similar to the first, but following the fundamental art of knowledge, wisdom, self-knowledge and leadership with the aim of managers being not just technically competent but also having the ability to think critically about the world in which they act.
- *The Professional School* primarily focuses on the improvement of management practise, the primary stakeholders here would be individual managers, employers and government who see the improvement of management skill as an enabler for economic growth and social inclusion. Teaching assessment is the principal measurement of excellence.
- Finally, *The Knowledge Economy*; this is key for the business school of the future where the development of management knowledge and the commercialisation of scientific discoveries, so-called third stream activities, will form key revenue streams. Upstream could be social science type business schools and downstream could be consultancies or internal training departments.

Strategic Choices for Business Schools

Both Slack and Francis (2007) and Hawawini (2005) speak of the strategic choices for the institution, should the school be primarily a research orientated organisation, which carries out quality teaching to fund this or should it be primarily a teaching

institution which carries out a small amount of research to enrich its teaching? Should the school carry out a full range of programs or should it specialise in a subset? Should the school remain local or regional or should it aspire to become an international one? Should the school operate as a solo institution or via strategic alliances?

The author suggests that different business schools have developed their own distinct areas of expertise and strengths and their ability to deal with the challenges ahead will depend on their institutional capabilities, reputations and path dependencies. Prince (2007) suggests that the resources, tangible, intangible and human resources, capabilities, core competencies and constraints under which business schools operate, limit and shape the strategic options that are open to them when they are seeking to grow. A contingent management approach would therefore be most appropriate for any successful strategic decisions.

Feedback on Business School Performance

As far as satisfying *the sovereignty of the customer*, the author agrees with Sargaent and Mathesons', (1996, p.6) research which suggests that many companies do not feel that business school's programmes lead to improved performance on the job with courses being too long and insufficiently flexible. Business school courses are also seen as being too expensive and lacking the application of interactive learning where managers work in teams or on solving real-world problems. Ivory *et al* (2006, p.7) agreed criticising the modern business school suggesting business school teaching is too theoretical and not sufficiently focused on problems that managers actually face; also the research it produces is too abstract and irrelevant to the needs of the practising manager. The author believes that many business school programmes are too academic.

Ivory *et al* (1996, p.6) provides criticism that Masters of Business Administration (M.B.A.) graduates were "critters with lopsided brains, icy hearts and shrunken souls", a comment that years later is reflected by the apparent decline of the M.B.A. as employers become dissatisfied with service provided by the business schools.

More specifically Masters of Business Administrations degrees generally, do not produce well rounded managers with leadership qualities.

The author agrees with Prince (2007, p.747) who discusses a range of opportunities open for business schools to engage with the wider business community, with the potential for mutual benefit to be gained through programme design and delivery, administrative support, programme validation, quality assurance arrangements, funding and tender writing expertise and knowledge specific capabilities.

Knights and Alferoff (2005) presented their review of business schools stating business schools were ineffective in creating useful business ideas, produced research that was unimplementable and neglected business ethics. According to the Times Higher Education Supplement (2007) nine out of ten business leaders think universities could do more to prepare students for the world of work, with 89% of business leaders believing *employability skills* needed to be better embedded in higher education. The author's research will discover some of the opinions of some University Campus Suffolk business school stakeholders as to whether they agree with these and other criticisms of the business school and the products and services it provides.

Ivory *et al* (2006, p.11) discuss the challenges facing the business school relating to its reputation, as concerning The Research Assessment Exercise and league tables; relating to funding issues, particularly student numbers and student fees; staffing issues, specifically recruitment and retention of faculty and finally the recruitment and retention of leadership capable of managing strategic change. It will be interesting for the author to draw from his research what he considers to be the challenges facing the business school at the present time and in the near future.

Stakeholders

The stakeholders within higher education were classified by Parker and Jary in 1995, (*cited in* Watty, 2003), as being distributed between three layers, national-structural stakeholders, affecting all universities, individual organisational stakeholders and National

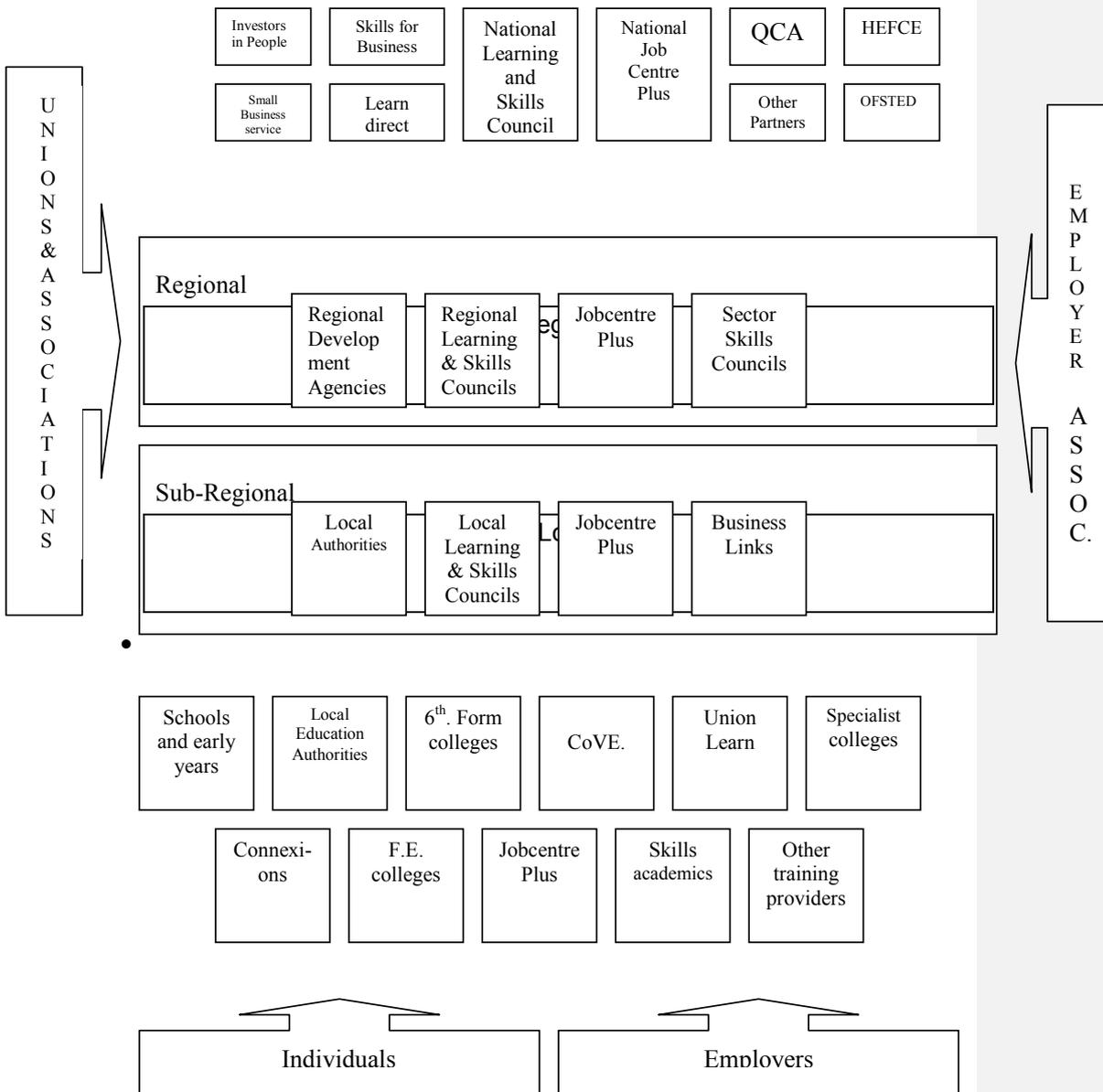
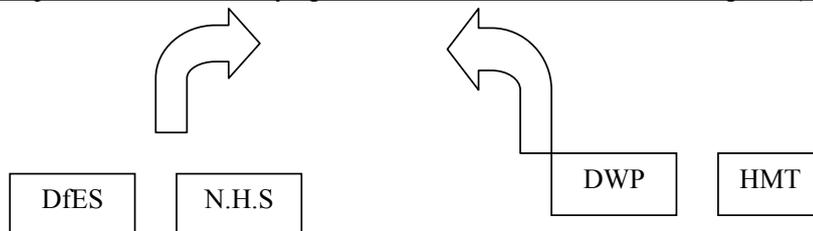


Figure three – Departments and delivery agencies for education and skills in England (Leitch, 1999).



individuals within organisations themselves. Watty (2003) talks of a fourth type of stakeholder, the government sponsored quality agencies. The Leitch Review (2006) presented a complicated model representing many of the stakeholders for education and skills in England (figure three on the previous page).

In 2002 Butcher and Clarke (*cited in* Simmons and Lovegrove, 2005, p.496) told us that the old style command structures amongst these stakeholders are giving way to negotiated relationships. According to Pesqueux and Damak-Ayadi (2005) an organisation will take into account its own interests before dividing subsequent efforts between stakeholders in a way that reflects their importance; will the author's research confirm this?

The stakeholders within higher education are many and varied leading to a complicated environmental system and structure for business schools. Business schools have to understand the stakeholders that are in their operating system and prepare to account for them in their own strategic management processes. Are behaviours between stakeholders contingent on circumstances and contexts?

There is increasing public criticism of business schools for their lack of engagement and partnership with their key stakeholders, including the wider business community (Prince, 2007, p.742), despite their increasingly competitive work environment and tighter and more targeted funding; it is not surprising that business schools are therefore under increasing pressure to engage with the business community as a strategic priority.

Vinten (2000, p.181) reported that a common opinion held by business about business schools was that they "do not practise what they preach" (such as Total Quality Management and layering) and they need to become more proactive in becoming the transformational organisation that the best businesses around them aspire to become.

To compete effectively business schools should build on their strengths, recognising that there are things that others will be able to do better. In order to achieve

excellence, H.E.F.C.E. has produced detailed targets for the sector relating to; Enhancing excellence in learning and teaching; Widening participation and fair access; Enhancing excellence in research; Enhancing the contribution of higher education to the economy and society; Stakeholder's satisfaction with the Higher Education Funding Council for England itself. (H.E.F.C.E., 2007, p.10). Apart from H.E.F.C.E. and the students, through the annual student survey, do business schools truly know what it is that other key stakeholders want from their transaction with them? The author's research will find this out for a range of key stakeholders within the business school environment.

Chapter Five

Stakeholder Theories

Let us now move on to look at the background of stakeholder theories and constituency theories, which are the focus of this research and will for the purpose of this work allude to the same thing. Stakeholder theory is found in a range of diverse disciplines including economics, marketing, ethics and systems science and has entered “mainstream political debate via references to the stakeholder society” (Simmons and Lovegrove, 2005, p. 495).

Defining Stakeholder Theories

Pagano (2006, p.369) defines constituency management “as the process of identifying, prioritising and engaging constituents to positively influence and shape their perceptions, behaviours and actions towards the interests of the company”.

Highly competitive markets and rapidly changing business environments leads the author to agree with Pagano who suggests that constituency management is important now, more than ever (2007, p.369), with Peter Senge *et al* (2000), going as far as to say that any model for management in any type of organisation can only succeed if it represents the values of the stakeholders. The author’s research will discover whether or not this is to be the case in the higher education operating environment for University Campus Suffolk’s business school

The author agrees with *The Father* of stakeholder theory, Freeman (1984), who argues that a firm, exists for the purpose of serving stakeholders interests, a view that is often overlooked; “the very purpose of the firm is ...to serve as a vehicle for co-ordinating stakeholder interests” (*cited in* Schilling, 2000). In 1948, however, Barnard was the first to realise the fact that, “in all organized groups, industrial, political or social, there are serious limitations in the development of the will to collaborate” (*cited in* Novicevic *et al*, 2006, p..310).

Stakeholder theory is often cited as “a theory of the firm” (Donaldson and Preston, 1995). In 1991 Brenner and Cochran (*cited in Yau et al, 2007*) suggested that as a theory of the firm stakeholder theory helps to establish a relational model of the organisation an aspect of organisational management which is seldom prioritised.

As early as the 1930’s Berle and Means (*cited in Steadman et al, 1996, p.4*) were discussing that “demands are constantly put forward that the men controlling the great economic-organisms be made to accept responsibility for the well-being of those who are subject to the organization, whether workers, investors or consumers”. Berle and Means’ work, quite rightly, laid down the idea that organisations should consider all constituencies affected by the business entity. Do those controlling the business school approach management from a stakeholder perspective or simply from a traditional economic-rational model; the research will discover this.

According to Freeman, (1984, p.31), the actual word “stakeholder” first appeared in the management literature in an internal memorandum at the Stanford Research Institute in 1963. The phrase was meant to generalise the term stockholder as the only group to who management need be responsive, hence the original definition” those groups without whose support the organisation would cease to exist”. Payne *et al* (2005) stated The Stanford Research Institute considered stakeholders were shareowners, employees, customers, suppliers, lenders and society. The researchers’ common-sensical argument was that in order to survive stakeholder groups must give their support to a company’s corporate objectives and that in order to formulate such objectives executives need to take the needs of these stakeholders into account. The expression *stakeholder* first gained popularity in the United States during President Reagan’s term in office (Pesqueux. and Damak-Ayadi,. 2005) during some of the earliest opposition to the organisational primacy being continuously given to the shareholder and financial value.

Mary Parker-Follett (*cited in Schilling, p.4*) suggests that through the involvement of bankers, stockholders, co-managers, wage earners, competitors and the people from whom he buys, “collective creativeness” can be attained which “far out-shadows individual creativeness”. The similarities between Mary Parker-Follett’s theory and stakeholder theory are significant despite predating it by 60 years, her work also

builds on significant weaknesses in the stakeholder theory literature, that of its implementation.

Adam Smith recognised a concept similar to stakeholders when talking about consumers having an interest in and being affected by an organisation (*cited in* Key, 1999, p.318). This stakeholder concept of Freeman's was as a result of a project begun at The Wharton School in 1977 whose belief was that management has a fiduciary relationship to stakeholders after their project which led them to speak to several thousand managers over five years. The author's research will be on a smaller scale, but will discover whether stakeholders within a business school consider such a relationship to be present.

Simmons and Lovegrove (2005, p.496), talk historically, about organisations having given over-riding importance to financial stakeholders over all other stakeholder constituencies – a neo-classical approach. Failure to meet these *fiduciary* obligations was reprehensible and likely to lead to sanctions such as a drop in share price or an enforced change in management. The financial stakeholders within higher education have historically been The Government for whom primacy was given; however, but now despite that students and others are liable for their own tuition fees, this relationship remains all but unaltered.

In 1971 Bernard Taylor (*Cited in* Freeman, p.34) claimed the importance of the stockholder would diminish and that “in the 1970's business will be run for other stakeholders, too”. Kern *et al* (2007) remind us that as an organization's task is to create wealth, it cannot solely rely on owners of stock, the firm must also rely upon the relations and knowledge resources that can be provided by customers, suppliers and employees. The author agrees with Donaldson and Preston (1995) who suggested that an organization had more than just its shareholders to look after, it had its stakeholders. In 2001 Middlewood and Cardno (*cited in* Simmons and Lovegrove, 2005, p.495) suggested that the management of stakeholders was like a form of democratic representation. These are as valid a set of statements for a business school as they are for any other organisation.

Clarkson (1995) suggests an appropriate definition for a stakeholder is “those that have something at risk” as did Post *et al* (2002, p.19) whom defined the stakeholders in a corporation were “the individuals and constituencies that contribute, either voluntarily or in-voluntarily, to its wealth-creating capacity and activities, and that are therefore its potential beneficiaries and/or risk bearers”.

Freeman (1984) later classically defined stakeholders as “any group or individual that can affect, or be affected by, the realization of organisational purpose”. Freeman’s *stakeholder map* allows organisations to identify their own stakeholders and he suggested that organisations should identify both their direct (primary) and indirect (secondary) stakeholders using this process. This activity will be carried out during the author’s research relating to the business school at University Campus Suffolk. The author agrees that Freeman’s presentation of identifiable actors provides managers with a valuable strategic tool (Key, 1999, p.319).

Mitchell *et al* (1997) alternatively spoke of the stakeholder as being those with urgency, legitimacy and power, where as Mercier (1999) defines stakeholders as being “all agents for who the firm’s development and good health are of prime concern”. The author agrees with Schilling (2000, p.2.) who describes the empirical nexus of stakeholder theory as being relationships between members of society who seek employment, organisations that seek to trade with other firms, customers who wish to purchase products, stockholders with an investment in businesses upon which they want returns to be accrued, creditors whom require a repayment and other community interests.

The stakeholder concept provides a new way of thinking about strategic management – that is, how a corporation can and should set and implement direction. A stakeholder approach to strategic management has three related premises according to Haberberg and Rieple (2001); firstly an organisation has a number of stakeholder constituencies that are affected by them and affect them, secondly the impact of these interactions impact stakeholders and the organisation and finally, stakeholder perceptions impact upon an organisation’s strategic options. The primary goal of management should therefore be to elicit collaborative services of its stakeholders in

general and its customers in particular, so that it can manage relationships with them in a value-creating way Novicevic (2006, p.310).

Developing the Concept

According to Watson (2002, p.203) internal constituencies represent key stakeholders within the organisation itself, whilst external constituencies represent those from the wider society with whom the organisation trades resources with, both tangibly, such as cash and raw materials and in-tangibly, such as job security and work satisfaction.

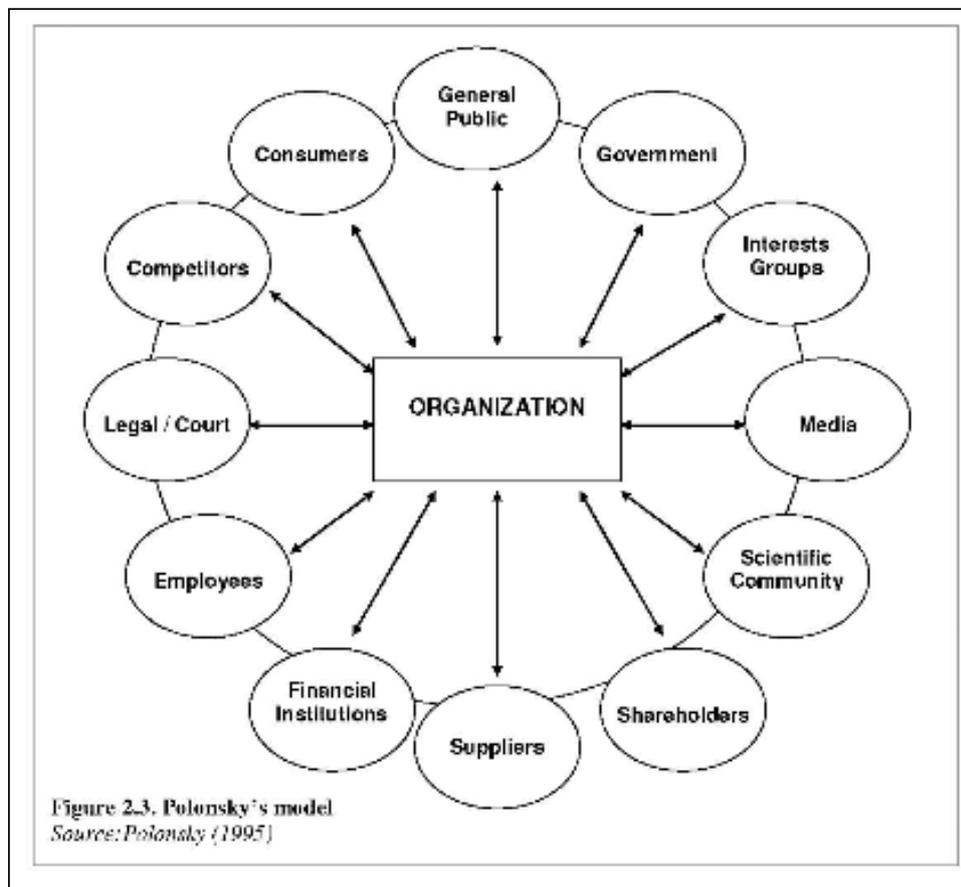


Figure four - Polonsky's 2003 Stakeholder Model.

Freeman (1984, p.26) tells us that for each strategic issue we must first think through the effect on our stakeholders and therefore we need processes in place that help take into account the concerns of these groups before implementing any strategies.

This visualizing of the stakeholder map is rather like Glushko's (2007) view of a service system where he sees service as a system of relationships, whether they be *Ad hoc*, transactional, governed by a service level agreement or governed by some *broader authority*. Polensky *et al* (2003, p 351) concluded that there are "no universally accepted definitions of stakeholder theory or even what constitutes a stakeholder". Polensky *et al* did provide their own stakeholder model (please see figure four on previous page) which was very similar to Freeman's placing the organisation at the centre of everything that happened, a hub, and stakeholders forming a wheel, connected to each other and the organization itself in the centre.

There are weaknesses to Polensky's model, failing to suggest the importance of the stakeholders' relationships and only focusing on external constituencies.

Stakeholder theory differs from the traditional management paradigm which gives primacy to the stockholder and in which profit is the only reason for existence (Schilling, 2000, p.2.). Corporations are human institutions composed of people, by people and for people (*ibid*). May Parker-Follett proposed a new paradigm based around social values (*cited in* Schilling, 2000, p.1) which was based on co-operation not competition in the workplace and suggested co-operating with organizations would result in greater organizational effectiveness and individual satisfaction with their lives – "society as a whole would achieve greater welfare".

In 2003 Carroll and Buchholtz (p 78) provided us with what are useful key questions for the management of an organisation's stakeholders -Who are our stakeholders? What are our stakeholders' stakes? What opportunities and challenges do our stakeholders present to the firm? What responsibilities (economic, legal, ethical and philanthropic) does the firm have to its stakeholders? What strategies or actions should the firm take to best handle stakeholder challenges and opportunities? These are all questions that the author will be answering to a greater or lesser extent during his research. Similarly Lim *et al* (2005) classify work on stakeholder theory as being

broken down into three distinct areas: stakeholder identification and classification, explanation of stakeholder influence and management and corporate social performance with stakeholders.

Freeman (1984) suggested that one way of assessing the type of effects that stakeholders have on the firm, or vice-versa, is by categorising these effects as either economic, technological, social, political or managerial. Freeman distinguishes between the stakes as either equity, economic or influencer and their power as either formal, economic or political. Freeman (1984) suggested that the creation of superior value for the stakeholders in the long run is the primary objective of the firm; organisations must therefore develop relationships, inspire their stakeholders and create communities where participants strive to give their best. The author agrees with Freeman who told us that managing stakeholder' relationships is about managing trade-offs between the host organisation's objectives and those of the stakeholders'.

A useful differentiation to Polensky's work, Carroll (1989) spoke of Primary Stakeholders, those with a direct contractual relationship with the company and Secondary Stakeholders, those situated in the hinterland, yet are impacted upon by the business of the organization. Whilst not ignoring secondary stakeholders, the author's research will focus mainly on the business school's primary stakeholders. Leperuex (2005) however criticises Carroll for his vagueness of expression when using terms such as "the public at large", after all what exactly does this mean?

Koll *et al* (2005) published work on the relative merits of following a strategy aiming towards multiple verses single stakeholder's interests. Attending more to certain constituencies implies attending less to others. Koll *et al* (2005) discuss how certain industries warrant more effort toward certain constituencies, also that certain constituencies expect certain behaviour and that constituencies will judge the behaviour of an organisation at an industry-wide strategic level – are you providing for them what others within your sector are?

Stakeholder Categories

Morgan and Hunt (1994) described four types of stakeholders; internal, buyers, suppliers and lateral, however Lerner and Fryxell (1994) suggested there were five categories of stakeholders; customer, community, stockholders, government and employees. Lepineux (2003) suggested classifying stakeholders into still more different categories; shareholders, internal shareholders, operational partners – including customers and suppliers and finally the social community.

	Types of stakeholders
Dormant Stakeholders	Stakeholders who possess only the power attribute because their power is unused due to the absence of legitimacy or urgency.
Discretionary Stakeholders	Stakeholders who possess only the legitimacy attribute as it is up to the discretion of the manager as to whether or not these stakeholders deserve attention.
Demanding Stakeholder	This stakeholders' claims are purely urgent, expecting something from the organisation.
Dominant Stakeholders	Those stakeholders that have both the powerful and legitimate claims over the organisation.
Dependent stakeholders	These stakeholders claims are both urgent and legitimate, but they have no power to influence the organisation.
Dangerous stakeholders	These stakeholders have power and an urgent claim within an organisation.
Definitive Stakeholders	These stakeholders have the power to enforce their legitimate and urgent claims.

Table five - Mitchell *et al*'s (1997) Seven types of stakeholders.

Mitchell *et al* (1997) identify still more stakeholder categories with seven types of stakeholders based on the three attributes of power, legitimacy and urgency (see table five on previous page).

The author believes that whilst this categorisation has useful differences between stakeholder types, in reality it would be too confusing to use within the business school.

Arguably Payne and Holt's *Six Markets Model* is the most comprehensive stakeholder model (Payne *et al*, 2005, p.2.) which delineates the following six market domains;

1. Customer markets – including existing and perspective markets and their intermediaries.
2. Internal markets – including internal departments and staff.
3. Supplier markets – both traditional suppliers and those with which the firm has some sort of strategic alliance.
4. Referral markets – existing customers who recommend their suppliers to others and referral sources, such as accountants who refer work to a law firm.
5. Influencer markets – including shareholders, financial analysts, consumer groups, the business press and government.
6. Employee markets – attracting the right employees to the organisation.

There is potential to adapt Payne and Holt's model for the author's research. In the author's opinion University Campus Suffolk's business school currently is impacted upon by Influencer markets and to a lesser extent, ineffectively, Customer markets when it comes to strategic management; The author will look at which other of these stakeholder groups is there the potential to forge mutually benefiting liaisons with?

Steadman *et al* (1996) brings to our attention the difference between shareholders and other non-shareholder constituents or stakeholders in a business, suggesting that the latter is less-sophisticated than the former and as such is less likely to monitor the organisation's business on a day-to-day basis. Cameron (1982) stated that the preferences of constituencies are difficult to assess in a reliable and valid way. This will be key challenge for the author's research, how to gain access to stakeholder's

true feelings with regards to University Campus Suffolk’s business school’s strategic priorities without letting stakeholders being influenced by the college’s often less than impressive past.

According to Koll *et al* (2005) in Freeman’s 1984 seminal work he divided the environment into various constituency groups and argued that these groups constituted – as recipients and providers of resources – the basis for organizational survival and well-being. Stakeholder theory is clearly an important issue in strategy (Payne *et al*, 2005, p.1); however there is still argument about the scope of the theory, the constituent groups that an organisation should consider as stakeholders. Stakeholder theory cannot ignore the existence of social inequalities (Lepineux, 2005, p.5) and the deepening of the social divide. Civil society is not an optional stakeholder but should hold a prominent place in the stakeholder list, a binary list (please see table six below) for the purposes of this research, differentiating between societal stakeholders and business stakeholders.

Societal Stakeholders	Business Stakeholders
Global Society	Shareholders
Host countries	Internal stakeholders
Home countries	Executives
National societies	Employees
International Institutions	Trade Unions
Governments	External business stakeholders
Local communities	Customers
Activist groups	Suppliers
Civic associations	Banks
Non-governmental organizations	Investors
Media	Competitors
Social groups or institutions	Business Organizations

Table six – The Organization and its Stakeholders: a mapping. Adapted from Leperuex (2005).

Stakeholder Strategies

Kern *et al* (2007) also remind us that, stakeholders too, have something at risk and as such they are interested in influencing the firm in such a way as to reduce or possibly prevent that risk. Who is put at risk and to what extent through the business school within University Campus Suffolk operating? If stakeholders are put at risk what strategies do they chose to adopt - either co-operation or passive or active resistance?

Lim *et al* (2005) write about Carroll's 1979 work suggesting companies can adopt four potential postures for stakeholder management; Firstly, reactive, whereby

	High	Low
Relative Cooperative Potential	High <i>Swing Group –</i> Strategy: <i>Change the Rules</i>	<i>Offensive Group –</i> Strategy: Exploit
	Low	
	Relative Threatening Potential	

Figure five - Stakeholder Strategy Matrix Model – *after* Freeman (1984).

companies acti
when an orga
approach, where organisations accept their responsibilities to stakeholders, but look for some concessions in return and finally, pro-activity, seeking out a stakeholder's requirements and resolving them before they become an issue of contention. It is the author's opinion that once the business school has discovered who are it's stakeholders, that it should adopt a pro-active strategy to accepting it's responsibilities with at least their *primary* stakeholders.

Freeman's work (1984) proposed between 4 and 6 Generic Strategies to accompany each group of stakeholders within his Stakeholder Strategy Matrix Model (see figure five on previous page) for instance, suggesting that organisations should isolate themselves from stakeholders with a low co-operative potential, but with a high threatening potential (so-called *Defensive Stakeholders*) with defensive strategies. Polonsky (1996) however disagreed with this approach stating that these stakeholders should be engaged with so as to manage the relationships and minimise any negative outcomes.

Taking another example Freeman (1984) also spoke about *Holding Stakeholders*, those with low threatening and low cooperative potential, those with whom he suggests organisations should hold their current position and monitor for changes; these marginal stakeholders should also be monitored according to Savage *et al* (1991). Polonsky (1996) believes that whilst monitoring these stakeholders their indirect ability to influence the organisation should be considered and as such it must be ensured that relationships remain positive. Mitchell *et al* (1997) criticise Freeman's stakeholder strategy matrix for it being too restrictive in defining stakeholder's influencing abilities.

Polonsky and Scott (2005, p.1) also speak of the importance of generic strategies "for dealing with stakeholders", suggesting, for instance, adopting Porter's or Miles and Snow's generic strategies. Freeman (1984) talks of using generic strategies for managing stakeholder relationships, with these strategies being based on a stakeholder's ability to co-operate and threaten organisational activities. Freeman's Stakeholder Strategy Matrix (1984) suggests that stakeholders' interests will be dealt with by strategies designed according to their ability to co-operate and threaten the activities of the organisation. The author does not agree with adopting generic strategies, rather remaining loyal to a contingency approach to strategic management.

Heugens *et al* (2002) proposed a framework for handling stakeholders' needs and wants with three strategic options; Buffering – Using a small number of controllable groups to influence a large number of stakeholders e.g. trades unions. Co-optation is whereby an organisation absorbs and adapts the leadership style and strategy most

appropriate for dealing with its most powerful stakeholders. Meta-problem solving involves collaborating with stakeholders for whom an organisation jointly faces complex problems with in order to solve such problems. There is a need to adopt all three of these approaches to undertaking business at University Campus Suffolk dependent on the issue and other components – once again leading the author to consider the contingent approach to strategic management most appropriate at present.

The Instrumental Stakeholder Theory focuses on the essential value of the stakeholder, with stakeholders being parties that have to be managed to maximise sales and profits. Jones (1995) stated unequivocally that all other things being equal that organizations that practise Instrumental Stakeholder Management, behaving in certain ways, will perform better in terms of profit, growth and stability than those that do not. Instrumental theory suggests there are causes and effects within stakeholder theory and that organisations that address their stakeholder's interests will somehow perform better than firms that do not address these groups' interests (Agle *et al*, 1999). Yau *et al* (2007) state that a corollary to this instrumental approach is that relationships with stakeholders that are profitable will be built, whilst relationships with stakeholders that are not profitable will be disregarded.

Donaldson and Preston's (1995) *Descriptive Stakeholder Theory* is what is found at the centre of situations involving competition and cooperation and does not allow for any connections between it and traditional strategic objectives involving for instance growth or earnings. Descriptive theory considers the past and present and tries to help predict the future looking at which stakeholders will be important, when they will be important and how organisations should interact with these stakeholders (Jawahar and McLaughlin, 2001).

Yau *et al* (2007) discuss their *normative* approach to stakeholder management that purports an orientation to stakeholders suggesting relationships should be pursued on the basis of intrinsic, ethical commitments to stakeholders; organisations have certain responsibilities which have to be met. The author believes that in managing a business school strategically this normnative approach would create more rewards than those that would be achieved by adopting a purely instrumental or descriptive approach to business.

Yau *et al* (2007) suggests there are four categories of stakeholders to consider within most corporations; the customers, the competitors, employees and shareholders. These four components are the four areas that were used to develop the authors *stakeholder orientation scale*, which consisted of measurement of customer orientation, a focus on customer interests, competitive orientation, the understanding of competitors strengths, weaknesses, capabilities and strategies, shareholder orientation, how willing a management team is to look after the needs of the shareholders and finally employee orientation, the company's intention to address the interests of its employees and satisfy their employment needs. Yau *et al's* (2007, p.6.) work supported their assertion that a stakeholder orientation is a multi-faceted construct consisting of the four dimension, shareholder, customers, employees and competitors; the authors went on to state in their conclusions that a stakeholder orientation "was positively associated with all components of business performance".

Final Discussion

The author agrees with Pagano (2006) who believes effective constituency management can help to reduce the cost of doing business, speed up the opening of new geographic markets, reduce time to market (by removing regulatory/legislative barriers) for specific products, help expand existing operations and increase the opportunities to adopt emerging technologies whilst capitalizing on new scientific discoveries; all key facets of managing a business school effectively today in the author's opinion.

In 1995 Lepineux spoke of what he suggested were the imperfections and shortcomings of stakeholder theory, mentioning that its definition was controversial, which in turn lead to the spectrum of stakeholders and their classifications being too variable and that the theory lacks a solid *normative* foundation. So is stakeholder theory really a theory after all he presupposes?

A theory is a systematic attempt to understand what is observable in the world (Key, 1999, p.317), creating logic and order from facts that, according to Mills in 1959, may be tumultuous and disconnected (*cited in Key, ibid*). Theory should have a predictive

as well as an explanatory value, ideally a theory will identify relevant variables and connections between them in a way that testable hypothesis can be generated and tested empirically. Stakeholder theory does not provide a logic or causality that links the variables and provides neither a way to test or predict the future behaviour of the actors. (Key, 1999, p.319) and incompletely maps the limitless linkages between internal and external stakeholder groups.

Crow *et al* (1995, p.4.) tell us we “need to identify the tribal leaders who wield power for their constituencies”; it is important to know about formal leaders as well as leaders of important informal groups. The author believes Crow (1995) who suggests we should conduct face-to-face surveys of the key people in each constituency to discuss which areas they believe should receive the most attention. We should be continually asking ourselves what both the published and the hidden agendas are of each constituent, what are their strengths and weaknesses and what is going on in the external/internal environments to affect this? What can be done to better predict their behaviour? What are the costs/benefits of ignoring or satisfying their requirements? Which stakeholders are the strongest and what strategies should be followed to accommodate or collaborate their needs?

Chapter Six

Organizational Effectiveness in Higher Education

In 1978 Cameron said that for the past fifty years, organizational researchers have been concerned with the “effectiveness” of organizations (p.604), yet confusion persisted regarding what organizational effectiveness was. Achieving organisational effectiveness is not achieved without effort, as Kettunen (2004, p.359) tells us, the measures of financial and customer performance are “lagging indicators that report on outcomes of an organisation to its external stakeholders”; they are not comprehensive measures of organisational effectiveness.

Eacott (2008) tells us the word strategy has become overused in the educational setting, with a large proportion of work claiming to be strategic referring to tactical areas and means to secure operational effectiveness. What the author is carrying out for his research looks at both the current organisational effectiveness within the business school at University Campus Suffolk, but also how what is found does and should impact upon the organisation’s strategy.

Zammuto (1984, p.606) told us “Organizational effectiveness has been a central concern of the field of organizational theory since its inception as an area of enquiry”, yet it is difficult to compare studies of effectiveness since most researchers use different criteria for measuring so-called effectiveness.

Definitions of Effectiveness

We must remember the argument of John Cowan (1985, p.235) who expresses the importance of us to remember the different definitions of the terms efficiency and effectiveness; the former being a measure of input to output, the latter being a measure of output compared to ideal outcome. Whilst both are ratios they have very different meanings and are not synonymous. Cowan suggests he has no objection in principle to either type of ratio being used as a measurement within higher education as long as they are kept separate from one another like in book-keeping.

The author considers Thibodeaux definition for effectiveness (1996, p.21.), “the extent to which an organization by use of certain resources fulfils its objectives without depleting its resources and without placing undue strain on its members and / or society”, a workable one for managers at all levels within an organisation.

Cameron’s previous research (1982) suggested agreed that the most popular definition of organisational effectiveness related to the extent to which an organization accomplishes its goals, despite the fact that organizations may be successful without achieving their goals and, for example, possibly being harmful to society. Koll *et al* also agreed with this (2005, p.2) telling us that the majority of empirical studies into effectiveness still use the goal approach, which benefits certain constituents more than others to be a “sensible yard-stick to evaluate performance”.

Models for Effectiveness

In early publications relating to *Organizational Effectiveness* Ford and Schellenberg (1982) suggested that authors consciously or otherwise used one of four frameworks. The majority of studies assume that organizations have multiple identifiable goals, for instance market share and customer satisfaction. The systems resource approach suggested success was to be gained through bargaining for scarce resources within an organization. Thirdly the internal approach focussed clearly on the functioning of internal organizational systems to create success. Finally the strategic constituency approach looked outside of the organization towards its ability to fulfil the needs of the businesses’ constituencies. The author’s research will confirm which of these four frameworks to measuring organisational effectiveness are utilised by University Campus Suffolk’s senior management team and whether or not it is the author’s opinion that a change of framework might bring about benefits to the business school.

Moss-kanter and Brinkerhoff (1981, p.322) suggest that models measuring organisational effectiveness tend to differentiate at least three different issues; task effectiveness or goal attainment – including results, output efficiency etc., appropriate organisational structure and process – organizational characteristics, member satisfaction, motivation, communication links, internal conflict resolution, absence of

strain between subgroups etc. and finally environmental adaptation – including flexibility in the face of change, resource acquisition, longer term adaptation and survival. Moss-Kanter and Brinkerhoff’s model is complicated, yet workable for a business school once comprehensive measurement systems and monitoring systems are created and implemented.

In the 1950s and 1960s, a dissatisfaction with the goal-based approach to managing organizational effectiveness (Georgopoulos and Tennenbaum, (1957) Katz and Kahn, (1966)) lead to the development of the systems-based model.

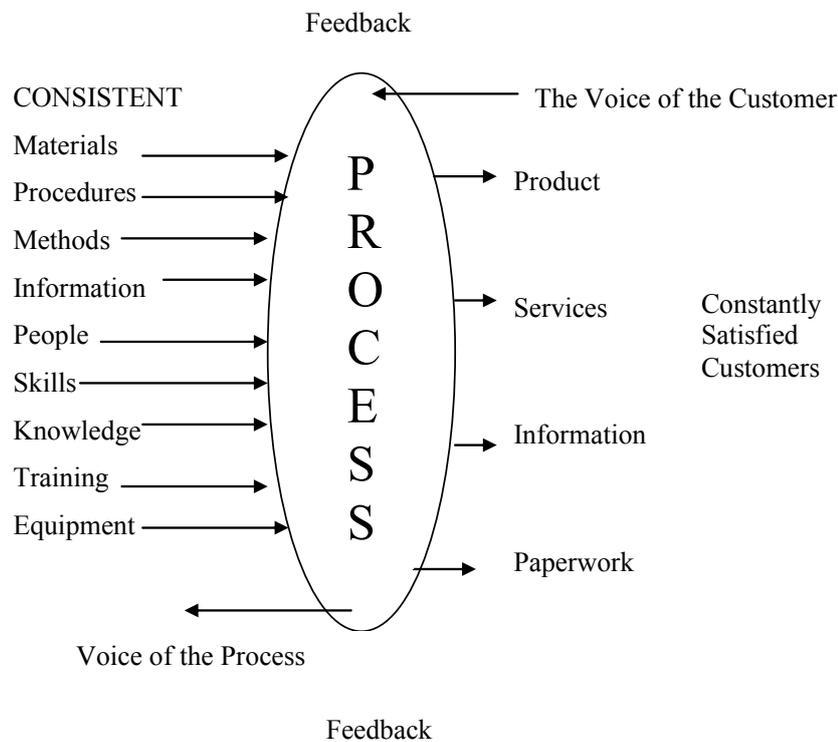


Figure six - A Systematic Approach to Process Management.

Systems theory has dominated the study of organisational change since the 1960’s (Simsek and Seashore-Louis, 1994, p.670) by viewing organizations as adaptive organisms that strive towards equilibrium under changing environmental conditions. Hearn and Heydinger (1985, p.419) remind us that organizations are not closed

systems sealed off from their environments, but are open to and dependent on flows of personnel and resources from outside their own system (please see figure six on the previous page).

Systems thinking is based on the view that valid knowledge and understanding comes from building towards whole pictures of phenomena rather than breaking them into parts (Houston, 2008 p. 64).

If systems' theory is to be taken seriously in that everything is connected to everything else, then theoretically everyone is a stakeholder or constituent for all organizations, whilst true in reality, this is useless in practise unless we have simple processes to assess who are our primary stakeholders so that we might prioritise our efforts and not waste valuable resources.

Thibodeaux (1996, p.21) agreed with there being four distinctive types of effectiveness models, similarly a goal model, a *legitimacy* model, considering effectiveness from a contextual measure of performance considering the external environment, a *process model* using six distinct phases and finally a *constituency model*, measuring effectiveness by evaluative criteria applied by a range of constituencies. The author agrees with Kanter and Brinkerhoff (1981, p.321), who proposed that the problems within this area are conceptual, rather than technical, not how to measure effectiveness, but what to measure?

Marshall *et al* (1998) wrote that there was a growing interest in effectiveness issues from the perspectives of constituencies, both internal and external to an organization. As early as 1977 Scott was writing about organizations being shifting coalitions of subgroups, both inside and outside and as such the data collected to measure organizational effectiveness should come from a variety of sources – as will be the case in the author's research. Cameron's work (1982) also wrote about the gaining popularity of a measure of organizational effectiveness being the extent to which an organization satisfies its strategic constituents (or stakeholders), despite how difficult it is to assess the preferences of constituencies in a valid and reliable way.

A series of critical reviews relating to both the goal-based and systems approaches came about in the mid -1970's (Steers, (1975), Dubin, (1976) and Campbell, (1977)). Following on from these reviews a new theme emerged in the effectiveness literature (Zammuto, 1984, p. 606) in the form of multiple constituency models.

Constituency-based Models for measuring effectiveness

Connolly, Conlon and Deutsch (1980) and Zammuto (1982) presented models which both saw organisations as “intersections of particular influence loops, each embracing a constituency biased toward assessment of the organization’s activities in terms of it’s own exchanges within the loop” (Connolle *et al*, 1980, p.215). Unlike the goal and systems-based methods for measuring organizational effectiveness - this approach uses the preferences of multiple constituencies when measuring organizational effectiveness. Who are the primary stakeholders for the business school and what do these constituents consider to be the issues that have the most impact upon the effectiveness of their relationships with University Campus Suffolk?

Telford’s and Mason’s (2005, p.111) framework for quality values in higher education used nine educational process sub-categories; course design, course marketing, student recruitment, induction, course delivery, course content, assessment/monitoring, miscellaneous and tangibles. There would be scope to adapt these categories for use during the development of any primary research with business school stakeholders.

Thibodeaux (1996) chose to evaluate organizations according to conflict levels – the ability of the organizations members to work together, communicate fully and openly and co-ordinate their work efforts; customer satisfaction; flexibility to alter its methods operationally to meet its need internally and externally; informational management and communication, its completeness, efficiency and accuracy; morale judged as being the group phenomenon involving extra effort, goal communality, commitment and feeling of belonging; planning and goal setting, the way in which an organisation systematically plans its future; productivity; urgency, the capability of the organisations to change due to the marketplace and finally, quality of human resources. Whilst being extremely complex the author considers Thibodeaux’s model

to be useful for one off evaluative projects within organisations should sufficient resources be made available to ensure their own effectiveness.

According to both Mizikaci (2006, p.37) and Sahney *et al* (2004, p.146) quality in higher education can be conceptualised in five different manners; as exceptional or exceeding very high standards; as consistency – a “zero-defects” approach; as transformative, achieving empowerment and enhancement of the customer; as fitting a customer’s specifications or as providing value for money through efficiency and effectiveness. University Campus Suffolk’s business school needs to understand how its primary stakeholders perceive it with regards to these definitions of quality if it is to develop and become successful in the competitive higher education market.

Moss-Kanter and Brinkerhoff (1981, p.322) tell us that the dimensions of performance and effectiveness that are measured are in a large part a function of who is asking the questions and how they wish to use the data. They reminded us what Campbell suggested in 1977 that effectiveness criteria must be chosen with reference to the purpose of measurement, for example to serve particular constituent groups or stakeholders. This is especially the case as organisational performance is typically measured in terms favouring the owners of a venture. The author’s research will discover which criteria effectiveness could be measured with from the perspectives of various primary stakeholders of the business school in the future.

The *Social Justice* perspective is most associated with the work of Keeley (1978) who suggests organisational effectiveness can be judged by applying a principle of *minimum regret*, whereby organisational effectiveness is judged through assessing constituents’ regret over participating with the organisation. The most effective organisation is therefore the one that minimises the regret of its most regretful organisation (Zammutto, 1984, p.608.) or in the case of a business school, student, an interesting focus for any future research.

Connolly *et al* (1980) presented a *relativistic model* within the multiple constituency approach with each constituent’s preferences for performance based on that particular constituent’s exchange with the focal organisation. An overall view of organizational effectiveness is viewed as being neither desirable nor possible as one would have to

make an assumption of one constituent's primacy over another's. Is it appropriate to decide which of the business school's primary stakeholders is *The* primary stakeholder; the author will consider this question further on in the research itself.

Pennings and Goodman's (1977) *Power Perspective* on organisational effectiveness states that a dominant coalition of constituents in effect negotiates the criteria against which an organisation's effectiveness will be judged, with the outcome of this negotiation process reflecting the relative power of each stakeholder. In this respect the effective organisation is the one that satisfies the needs of the most powerful constituents so as to ensure their continued support and ultimately the survival for the organisation. Perhaps the most powerful constituent that University Campus Suffolk's business school has to satisfy is The Government.

The Government's national standards for measuring higher educational organisational effectiveness are provided by the performance indicators compiled by the Higher Education Statistics Agency (2008), which are a range of statistical indicators intended to offer an objective measure of how a higher education institution (H.E.I.) is performing. The performance indicators currently cover; widening participation indicators (under-represented groups – disabled students allowance / low participation neighbourhoods / qualification points); non-continuation rates; module completion rates; research output and rates for the employment of graduates.

The set of performance indicators published in July 2008 by The Higher Education Statistics Agency is the tenth in the series and intends to provide reliable information on the nature and performance of the UK higher education sector; allow comparison between individual institutions where appropriate; enable institutions to benchmark their own performance and inform policy developments. It will be interesting to see through the author's research how relevant primary stakeholders consider these indicators to their measurement of the effectiveness of the business school at University Campus Suffolk.

If an organization, such as University Campus Suffolk's business school, is to become effective, it must fulfil (or satisfies) the needs and demands of its employees, its owners and the relevant members of society with which it transacts (Friedlander and

Pickle, 1968, p.289). It will be the aim of the author's research to discover the needs of the business school's stakeholders in this context. Various actors in and around the business school, like any other organization may require different kinds of effectiveness measures for different kinds of decisions (Moss-Kanter and Brinkerhoff, 1981, p.326); the author will attempt to discover which effectiveness measures need to be satisfied in order for stakeholders to build the most positive relationships with the business school.

Factors for consideration when Measuring Effectiveness

Mary Parker-Follett (*cited in* Schilling, 2000, p.5.) states that to enhance the implementation of stakeholder theory we must not only understand the constituents of a system, but also their relationships with each other. An underlying theme in stakeholder theory is the idea of *co-operative inclusiveness* (Schilling, 2000), rather than focusing on boundaries separating groups and differentiation, we should focus upon connectedness between the organization and other stakeholder groups, and on inter-grating their interests. It is often more important to study the relationship between the constituents than the constituents themselves (*ibid*). Allio (2006, p.258) reminds us that every organisation should respect the same things as the customer, supplier or shareholder does, "unfortunately, in the heat of battle, many firms drift away from intimately understanding how their key stakeholders really work".

Students want flexible provision that allows mobility and progression (H.E.F.C.E.c., p.17) and takes account of changing personal circumstances. Employers want Higher Education to deliver graduates who are enterprising, critical thinkers, who can deal with complexity and make a significant impact on their organisations.

Let us not forget what Wallace (2003, p.12) told us, that "No one can exert complete control over anyone else" which results in a generic complexity appertaining to the management of organizational stakeholders and their responses. Secondly Wallace speaks of an individual stakeholder's limited awareness of what is happening around them. Finally, a source of ambiguity is the "prevalence of contradictory beliefs and values held by individual stakeholders and distributed among different groups". Contradictory beliefs and values often coexist harmoniously by being kept separately

within organisations. Complexity will rein when measuring the effectiveness of the relationships amongst stakeholder groups at the business school; what one individual within a group considers important is not necessarily going to be what all consider important – the author believes a contingency approach will be most appropriate to managing stakeholders in many instances. The research will discover whether this is to be in fact the case

Zammuto (1982) developed an *evolutionary* perspective to the argument asking the key question of how an organisation can perform effectively over *the long run* as it operates in a dynamic societal context? Summary judgements of effectiveness are seen as being unimportant because they are context and time-specific – the definition of effective organisational performance continually changes and for instance the demands from University Campus Suffolk's business school's constituents continually change.

Effectiveness criteria always represent someone's values and biases, but there are conflicting opinions about who should determine effectiveness criteria and who should provide data for measurement (Cameron, 1978, p.606). Are the business schools managers' values based upon narrow and biased opinions that fail to take into account other constituencies' genuine requirements? Zammuto (1984, p. 609) tells us that all evaluations of organizational effectiveness consist of two components; elements of fact, of the observable world and elements of value, which whether they are implicit or explicit, cannot be proven empirically.

The approach used for choosing which stakeholders to assist in the assessment of the effectiveness within the business school could be chosen from the following perspectives (Zammuto, 1984, p.609); the power basis suggests the most powerful constituencies should be included, the social justice method implies quite the opposite should be used, the evolutionary method in practise would involve a range somewhere in between the two aforementioned and the relativistic approach offers no information on what constituencies should be chosen; The basis for the judgement of the effectiveness of organizational performance is likewise different for the four perspectives; the power perspective suggests effective organisations satisfy the needs of the most powerful organisations, the social inclusion perspective takes the opposite

view, effective performance with the evolutionary perspective is viewed as that which relaxes the constraints, allowing the organization to satisfy changing constituent preferences over time. The relativistic view-point is that no judgement on overall performance is possible.

Whose preferences should be weighted most heavily when reaching a consensus over performance (Zammuto, 1984)? These multiple constituency models disagree primarily over one question; which of the business school's stakeholders preferences should be satisfied in order for the organisation to be considered effective? Should it be the all powerful Government as has been the case in the past, or other stakeholders such as the student or local businesses, which would require the organisation to adopt more of a market-forces approach to their strategic management?

Zammuto (1984, p.611) introduces us to the temporal aspect of organisational effectiveness – the effects of time, which are not inherent in any of the models apart from the evolutionary model. The following effects of time can be discerned from the different perspectives;

Firstly the organisation's ability to sequence its attention to constituent demands for performance; Keeley (1978) noted that different aspects of organisational performance will affect constituents in different ways over time, necessitating an organizational sensitivity to variations in constituent time frames. The performance expectations from constituents differ over a typical 4-stage product life-cycle (Zammuto, 1984). This would be particularly sensitive an issue to students within a business school who would have a genuine seasonality as to how they might measure whether the business school is being effective or not. Ginns *et al* (2007, p. 603.) tell us that Student evaluation of teaching is one of the most voluminous literatures in applied psychology, which includes the perceptions of students of both the lecturer's performance and the learning environment themselves. Fresher's' periods and examination times would produce real step changes in what students saw as being important in measuring the effectiveness of a business school. Because different constituencies have different time frames within which they judge organizational performance, it becomes possible for the business school to sequence the order in which they attend to the expectations of stakeholders.

Secondly, on the composition of the pool of organizational constituencies, that is the pool of constituencies are likely to change over time, new constituencies emerge and others withdraw. Connolley *et al* (1980) point out that organizations can actively change their constituencies by changing their products and services, the geographic region they serve or the type of client served. A university may move from being primarily an undergraduate teaching school to a research and graduate training operation (p.215). The constituents served within a broad geographical base are likely to remain relatively static over time, however the constituencies served within Suffolk and Ipswich specifically may change more quickly with time; again suggesting a need to adopt a marketing approach within the business school. Who are the potential users of higher education products and services and are their requirements becoming greater or diminishing?

Concluding Remarks

Dickson *et al*, (*cited in* Telford, 2005, p.108) observed that, education may be unique in the sense that it is difficult for the customer to assess the quality and relevance of the service, to know what they really want. A University course is unusual in that the buyer may have only a general idea of what lies ahead and may not fully comprehend the content or relevance of the course until the later years of study or potentially long after graduation”. The author agrees with Dickson’s *et al*’s statement and will consider it during the evaluation of findings from the research gathered from the students and potential students.

In 1978 Pfeffer and Salancik (*cited in* Zammuto, 1984, p.607) considered the issues relating to multiple constituency models by summarising them to be “who wants what and how important is it that the demands are satisfied?” Cameron’s (1982) work concluded that organisational effectiveness is a multivariate, multidimensional and complex construct that has non-parsimonious relationships among dimensions.

Middlehurst (2004, p.271) tells us that part of the features of future landscapes within higher education will be stakeholder relationships involving more dialogue about what the business actually stands for, what constitutes reasonable behaviour and the

basis for success. Partnership codes will evolve, as will explicit reporting arrangements for these relationships.

Primary stakeholder satisfaction is a key issue, to survive you must continuously understand and provide what these constituents wants, talk to your customers and ask them what they think of your product or service (Rampersad 2001). Rampersad discusses that what the organisation thinks its customers wants *is not necessarily the same as* what the organisation thinks it has to offer, *is not necessarily the same as* how the customer experiences this *is* and *not necessarily the same as* what the customer really wants. The author's research will discover what the stakeholders and customers really want from a business school, giving managers a greater chance of being considered effective, with all that this may bring.

The author agrees with Cameron's research (1982) which stated that the most successful organisations, whilst not completely satisfying one constituency, satisfied multiple constituencies, whilst the least successful did not satisfy any. The research also concluded that some organisations are highly effective even when they did not satisfy any major constituency and that the most powerful constituencies are, by and large, the most frequently satisfied by the performance of an organisation, suggesting that groups that hold the most power are most likely to be satisfied by an organisation. Who are the most powerful stakeholders for University Campus Suffolk's business school?, there is a proposal as to this in the final chapter of this work where a conceptual model is developed as a framework for the author's research.

Chapter Seven

Discussion and concluding remarks

Suggesting what is “best” or “right” is best left to the philosophers according to Zammuto (1984, p. 614), rather the author suggests, “it might be useful to do multiple evaluations of the performance of a single organization from different value perspectives as opposed to the common practise of multiple organizations from a single perspective”. It is the intention of the author to undertake research in the fashion suggested by Zammuto with University Campus Suffolk’s Business School as the focal organization.

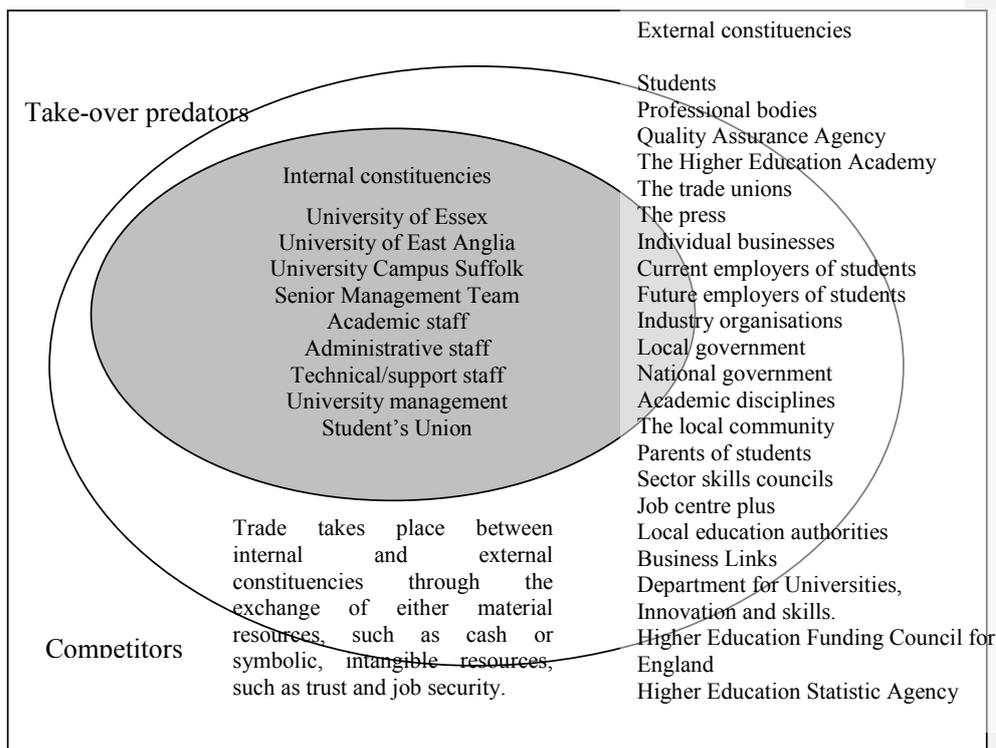


Figure seven – Constituencies analysis for higher education in Ipswich in 2008 (after Watson, 2002).

George (2003, p. 38) reminds us that the key to such stakeholder management is a balanced approach; “it rarely serves a leader well to focus on one group to the exclusion of others, all stakeholders have legitimate needs that must be met by the company to the best of its ability”. If we look at the constituents for University Campus Suffolk’s Business School (please see figure seven on the previous page) it is immediately apparent that there are perhaps too many to focus upon in a research project such as this, so a decision has to be made – who are the primary stakeholders within the system that are most likely to deliver valuable information to satisfy the aims of the research?

Research Aim

Which Organizational Stakeholders should University Campus Suffolk’s Business School give strategic prominence to in its attempts to maximise organisational effectiveness up until the year 2020?

The stakeholders chosen to take a part in the research are;

- University Campus Suffolk’s Business School’s Senior Management Team.
- University Campus Suffolk’s Business School’s Departmental Management Team.
- University Campus Suffolk’s Business School’s Administrative Team.
- University Campus Suffolk’s Business School’s Lecturing Team.
- Actual and Potential Under-graduate students and their sponsors from University Campus Suffolk’s Business School.
- Actual and Potential Post-graduate students and their sponsors from University Campus Suffolk’s Business School.

Specific Research Questions

Ivory *et al* (2006, p.22) tells us that Deans of Business Schools might be able to predict where they think their school is going, or ought to be going and what forces are driving it or preventing any change. This is one of the focus of the author’s study

which has the following questions targeted at two different levels of management, the Senior Management Team, with presumably a more strategic focus and the Departmental Management Team, with more of a focus on the operations within the business school;

- **Which Organizational Constituents have the potential to strategically impact upon University Campus Suffolk's Business School's effectiveness and why? , up until the year 2020, according to the organisation's Senior Management Team?**
- **Which Organizational Constituents have the potential to strategically impact upon University Campus Suffolk's Business School's effectiveness and why? , up until the year 2020, according to the organisation's Departmental Management Team?**

Surveying management alone has its weakness in the assumption that through asking a small number of individuals one can discover the responsiveness given to constituencies. Relying solely on this method would provide limitations when authors such as Dearborn and Simon (1958, *cited in Koll et al, (2005)*) suggest managers are biased and selective. Management surveys would still be useful when attempting to achieve the author's aim, but the administrative team will also be included within the research due to their unique position within the business school system and their links with both internal and external stakeholders, justifying the question;

- **Which Organizational Constituents have the potential to strategically impact upon University Campus Suffolk's Business School's effectiveness and why? , up until the year 2020, according to the organisation's Administrative Team?**

Lewis and Smith (1994) provide warnings for those attempting to manage within higher education, suggesting an area that provides difficulties within the university setting is the dual organisational structure in place for administrative and academics that make a shared sense of mission difficult. This is a key reason why academics

will be included in any research in a separate category, with a separate research question, from both the administrative staff and management teams;

- **Which Organizational Constituents have the potential to strategically impact upon University Campus Suffolk's Business School's effectiveness and why? , up until the year 2020, according to the organisation's Lecturing Team?**

Creating a climate for service starts with identifying what the market expects and needs for service quality, Johnson (1996, p.836) suggests that it is employees who deal directly with customers who are most likely to appreciate what it is that the customer actually wants, but which customers? The research will look at two key categories of both potential and actual customers and their sponsors, who are often the decision makers, with the following questions;

- **Which attributes of The University Campus Suffolk's Business School's experience should be given strategic prominence and why? , up until the year 2020, according to current Under-graduate students and their sponsors?**
- **Which attributes of The University Campus Suffolk's Business School's experience should be given strategic prominence and why? , up until the year 2020, according to current Post-graduate students and their sponsors?**
- **Which attributes of The University Campus Suffolk's Business School's experience should be given strategic prominence and why? , up until the year 2020, according to potential Under-graduate students and their sponsors?**
- **Which attributes of The University Campus Suffolk's Business School's experience should be given strategic prominence and why? , up until the**

year 2020, according to potential Post-graduate students and their sponsors?

Voss, C. and Zomerdijk, L. (2007, p.17) reminds us that such market research focuses on finding out what the market is and what the customers want and expect from a company, brand or experience. Carrying out market research does not necessarily mean that the business school should do everything a customer wants, but it should at least find out.

In addition to the research aimed at what various internal constituency groups consider strategically important and what various external constituency groups think should be given strategic prominence, answers to the following research questions will also be developed;

- **How do the opinions of the various University Campus Suffolk's Business School's stakeholder employees compare and contrast with each other?**
- **How do the opinions of the various University Campus Suffolk's Business School's external stakeholders compare and contrast with each other?**
- **How can the information gained from research gathered from both internal and external constituents of University Campus Suffolk be used to improve the effectiveness of it's Business School?**

Moss-Kanter and Brinkerhoff (1981, p.322) confirmed the emerging model of organizations which viewed them as "battlegrounds for stakeholders, both inside and outside, who compete to influence the criteria for effectiveness so as to advance their own interests". Will this viewpoint be confirmed with the various stakeholders on the University Campus Suffolk's Business School?

According to Srikanthan and Dairymple (2007) a management model of any type will only succeed if it represents the shared values of the stakeholders. George (2003, p.1) tells us that in his opinion that because the conflicts amongst constituents are real and

ever present “the hardest challenge is to meet the demands of all stakeholders concurrently”. Once the constituents’ requirements are known, would it be possible to meet their demands concurrently? Can a management model be developed to help in this aim?

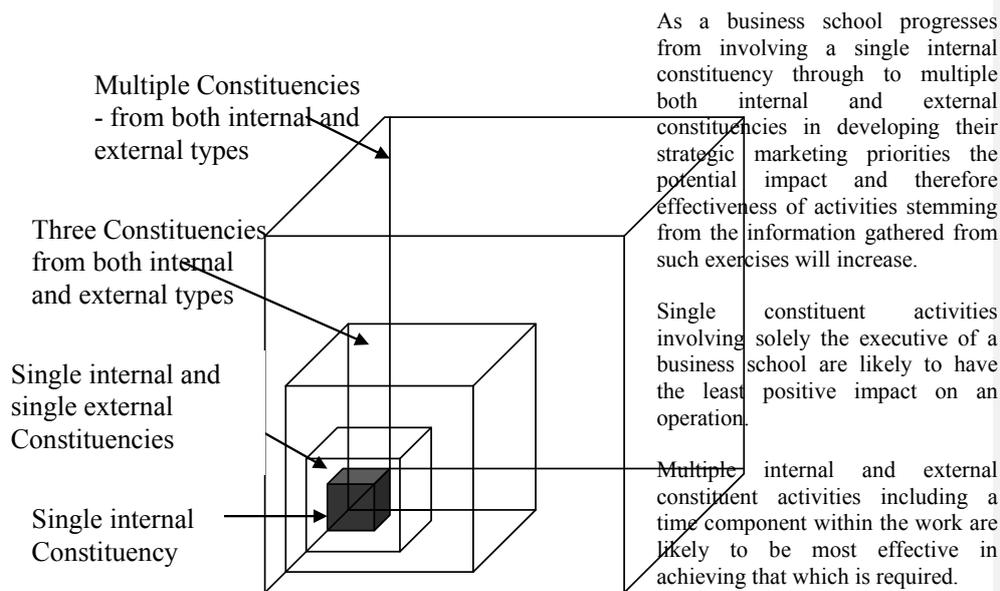


Figure eight - Graphic depicting the increasing potential for effective business school marketing strategies post-constituency research.

The model above (figure eight) is the author’s earliest attempt at a graphic representing how he sees the outcomes of his research. The business school will be least effective if it only involves a single internal constituency in its strategic management processes and will increase its effectiveness if it strategically involves more primary stakeholders, being most effective if it involves multiple internal constituencies and multiple external constituencies.

Future research might want to look at the differences in perception between different business schools from within and amongst external stakeholders and even between different groups of academics and managers within schools. Other areas for research

would include the affects of time on constituents' values, more specifically (Zammuto, 1984, p.614);

- How varied are the time perspectives of different organizational constituencies?
- How do the preferences of constituencies change over time?
- Under what type of conditions do new organizational constituencies emerge?
- How common is it for organizations to rid themselves of “troublesome” constituencies through changes in strategies?

The Suffolk Business School is a small-scale society, a body of individuals living as a community, an organised group of people associated together for a range of possible reasons, including scientific or benevolent purposes. The Suffolk Business School is part of University Campus Suffolk, an exciting opportunity to finally gain a university presence in Ipswich, last seen when Thomas Wolsey had that as his mission in the sixteenth century. The Suffolk Business School has only existed for two years and occupies part of a new building on the Ipswich Waterfront, in what is becoming known as the education quarter of the town.

I approach this report from the perspective of Freeman's (1984, pp 25.) research where he cautioned managers of the need to take into account all those groups that can affect, or are affected by, the accomplishment of the business enterprise. According to Lim et al (2005, pp. 831) most successful corporations are working with a wide range of organisations and groups; I believe that The Suffolk Business School is not currently gaining the benefits of working with a sufficiently wide range of its potential stakeholder groups. According to Freeman (1999), regardless of the objectives of the firm, if the business school wishes to become effective then it will manage the relationships that are important. Freeman's initial intent was to offer a pragmatic approach to strategy that urged organisations to be aware of stakeholders to enable them to achieve superior performance (Laplume, A.O. et al, pp. 1153).

My research will gain an understanding of the business school's internal stakeholders' views as to the relevant importance of key internal and external constituencies to the strategic success of the business school up until the year 2020; in the context of my research, stakeholders (Freeman, 1984) would be considered as those individuals and groups of individuals in contact with the business school, that hold, or could potentially hold a stake; or have, or could potentially hold a power relationship within the organisation.

Stakeholder theory assumes that stakeholders are distinct groups, (Grenwood and Anderson, 2009, pp. 191), with their own valid needs and interests. Stakeholder groups may be diverse but still hold common interests in relation to the organisation (Grenwood and Anderson, 2009, pp. 191). The business school may take actions that are in the interest of a stakeholder, but it does not mean they have the same values,

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they may simply coincide. If the business school and all of its stakeholders are largely in agreement on key strategic issues, then would managers have any need to concern themselves with stakeholder theory? (Grenwood and Anderson, 2009, pp. 191); this research will discover whether the opinions of the business school's various stakeholders agree with one another or not. Once I appreciate more fully the present situation, recommendations will be drawn to create or improve relationships between stakeholder groups that might improve the strategic success of the business school in over the next ten years.

The key concepts within my research are stakeholder management and constituencies' management. The concept of stakeholders fits into the mentality of strategically minded managers (Laplume, A.O. et al, pp. 1153) and thus strategic management theory is apparent within the research. Freeman intended stakeholder theory to be conceptually rigorous, whilst prescribing actions for managers in a rational sense (1984, pp. 47-8). An illustration of my conceptual framework thus far is found on the next page, (figure one), it is my full intention to change this model as a result of this piece of research, to clarify and develop.

The Research Questions

This report is the first part of a research study aiming to engage with stakeholder management theory and to understand its application within a small start-up higher education business school within The United Kingdom.

This report elucidates the following two research questions:

- ~~According to University Campus Suffolk's Business School's employees, which constituents within their operating environment have the greatest potential to strategically impact upon the organisation's effectiveness up until the year 2020 and why?~~

- How do the opinions of the University Campus Suffolk's Business School's stakeholder groups compare and contrast with each other with regards to the research findings?

The broader study aims to research both the internal and external constituent's thoughts and values relating to the Suffolk Business School and its stakeholders, with intention of my more fully understanding these relationships leading to proposals for the development of a business school constituency management programme.

The structure and content of the remainder of the report commences with a methodology chapter and subsequent section relating to methods. A chapter describing the Findings is followed by a chapter featuring a Discussion on the research findings, followed by an Evaluation chapter, finally a Conclusion.

METHODOLOGY

Introduction

The research problem emphasises the Business School's need to appreciate the strategic potential of its internal and external stakeholders and the value the various stakeholders place on each other for the organisation's future success. Research questions are stated and a research strategy is presented to address these questions.

The essence of the enquiry (Mason, 2002) can be summarised as follows:

To what extent and how could a Business School use a stakeholder management programme to develop itself strategically?

This work assumes that a methodology is a theory and analysis of how research should proceed (Harding, 1987, cited in Carter and Little, 2007). My methodology discusses ontology, epistemology and their links and why I have adopted an interpretivist approach to research. Methods and methodology are seen as two different levels of analysis and should not be used interchangeably; the methods chosen reflect my epistemology and are discussed in more detail in the next chapter.

Research Paradigm

As recently as 2006, Beck likened the qualitative and quantitative research communities as traditions with alternative gods (*cited in* Mahoney and Goertz, p. 227); each religion with its own values, beliefs and norms, suspicious and sceptical of the other. Whilst this methodology is not the place to analyse in depth these two cultures, it is important to allow readers to appreciate why I believe adopting a qualitative approach to research could have advantages in understanding the essence of this and similar research projects, allowing as it does to explain individual cases in more depth, to understand causal heterogeneity and to allow for the weighting, if needs be, of such causes. The last decade has seen a steady increase in the number of

qualitative papers appearing in the premier journals (Goulding, 2005, pp. 294), but this does not mean as yet there has been a Kuhnian revolution, but qualitative research is now less viewed as soft or merely speculative, as it had been.

Lincoln and Guba (1985) suggested truth to be a systematic set of beliefs, together with their accompanying methods, a paradigm; the use of paradigms have been through three eras (ibid), pre-positivist, positivist and post-positivist. Conventional forms of inquiry dwell within the positivist paradigm, whereby the concept of reality is viewed as existing out there somewhere (Lincoln and Guba, 2000); positivists assume that all people experience the world in the same way, reality is universal, objective and quantifiable. My research is not positivist, I am adopting an interpretivist approach as I am interested in the uniqueness of the business school and its stakeholders opinions.

Weber (2004, pp. iii) suggested that the differences between positivism and interpretivism are now so deeply ingrained in our discourse about research methods that they have become folklore, they are taken for granted. Research reflecting either paradigm can be valuable, but it is the interpretivist paradigm that I have adopted to gain the answers to my research questions; trying to appreciate the inter-subjective, rather than the subjective beliefs of my colleagues, as well as those held by the business school's stakeholders.

Denzin and Lincoln (1978) suggest that the social world of the business school would not be made up of objects with intrinsic meaning, but rather with objects whose meanings lie within the actions of the social actors within the business environment; its stakeholders. Reality in the business school is a social production whereby individual stakeholders produce and define their own definitions of situations, a process which is ever changing; stakeholders are capable of shaping their own behaviour and that of others, intentionally and unintentionally.

The focus of this work is to generate *Verstehen*, an understanding, as popularised by Max Weber (cited in Aunger, 1995); based on interpretations of the researcher and the researched in experiencing and interpreting their realities. The interpretive researcher approaches their studies with a different worldview from the researched, a basic set of

beliefs or assumptions that guide their enquiries. I am reminded that the more closely I have shared socialisation histories with those I am researching, the more I will have an accurate understanding of their feelings, meanings and intentions (Baldwin and Baldwin, 1978, pp.342); the more complete such a socialisation, the greater possibility for Verstehen. Perfect Verstehen is impossible within my research as no two socialisations within the business school will be identical.

These assumptions are related to the nature of reality according to an individual's opinions, the ontology issue; the relationship of the researcher to the researched, the epistemological issue and the process of research itself, the methodological issue (Cresswell, 1998, pp. 74). The purpose of carrying out interpretivist research is to provide information that will make sense to the researcher of the world from the perspective of the participants so that this information might be passed onto the outside research community.

Roberto Poli (1996 pp 5.) distinguishes at least five ontological levels; that of the inanimate physical world, of the animate physical world, of the psychological world, of the social world and of the ideal world; ontology is the theory of (the structures of) items (*ibid*, pp. 3). Interpretivists perceive reality to be concrete and that it can be explored, yet there are multiple and different constructs of reality due to varying human experiences, including their prior knowledge, views and interpretations of those experiences; reality is constructed through human interactions.

Regarding ontology, the author does not consider that reality is separate from the observer; I will be carrying out my work according to my life-world (Simms, 2005), that my perceptions within my research are linked to my experiences in life. Such experiences are subjective in terms of my understanding of them and objective in terms of the constant negotiations I will carry out with those I am researching to come to a final meaning, interpreting any given message and situation.

The research I will carry out will involve my own and others prejudices and biases, however I believe the interpretivist's qualitative approach allows these weaknesses in research to be dealt with in a less superficial manner than with positivism's primarily quantitative methods.

I do not believe that reality is the same for me as it is for you. Simply because I have the same role as a colleague, working in the same department as them, teaching the same students, does not mean my experience of University Campus Suffolk's Business School is the same as theirs. It is important for the success of this research that I discover what other internal constituents think of as being key to the future strategic success of the business school, from their perspective.

The ontological and epistemological perspectives interweave and condition each other in complex ways (Poli, 2008); they are not easily separable as they are complementary to each other. Roberto Poli (1996, pp. 3) tells us that if ontology is the theory of (the structures of) items, epistemology is the theory of the different kinds of knowledge and the ways in which it is used.

A way in which ontology and epistemology are separable from their intertwining is through either's claim to have a priori status in a philosophical debate (Hartman, cited in Kuhn, 1951, pp .296), with an a priori insight being only perceivably possible within epistemological knowledge. There was no a priori knowledge, that which is independent of experience, sought during my research due to the nature of my interpretive programme.

Epistemology is derived from the Greek *epistēmē* meaning knowledge and *logos* meaning reasoning, with Vorster (2003, pp. 17) telling us that it was originally a philosophical notion "that referred to a set of analytical and critical techniques that defined boundaries for the process of knowing". The epistemological contribution to research is essentially theoretical (Carter and Little, 2009, pp. 1319).

Denzin and Lincoln (2000, pp. 157) state that understanding your epistemology is significant as epistemology asks, how do I know the World? Fleetwood (2005, pp 197) suggests it is what we think can be known about the World and therefore what theories we think can be constructed about it. Appreciating the existence of different epistemologies and more importantly understanding your own philosophy towards knowing, thinking and deciding (Bateson, cited in Vorston, 2003, pp.17) will have significant impacts on the research you carry out and the methods that you use. My

understanding of truth within this research will be different to the positivist's correspondence theory of truth, whereby a response to any given question is true, if it corresponds to any given fact. My interpretivist notion of truth within my research will be whereby my initial belief of any given phenomena will be built upon my lived experiences of it.

Weber (2004) clarifies that positivists' epistemological beliefs are based around the knowledge that human experiences reflect an independent objective reality, where as my interpretivist knowledge would be built through my own experiences, culture, history and goals, reflecting my own socially constructed world; the researcher and researched cannot be truly independent. I believe in Weber's (2004, pp. vii) construct that as the researcher I become the measurement instrument, interpreting the phenomena observed through my life-worlds. I believe that the research activities that I carry out will effect the researched and in turn the researched will effect me.

The *sine qua non* of my qualitative research, like Bryman's (1984), is a commitment to see the social world from the actors viewpoint, the stakeholders of The Suffolk Business School and other constituents of the business' community. My qualitative research hopes to be more fluid than might be typical of a quantitative research project, possibly discovering novel or un-anticipated findings and allowing for the altering of research plans after serendipitous findings (ibid). I have been immersed in the culture of the business school, but I do not feel I am disorientated by it; the research project's outcome will produce the level of richness of information that is required in qualitative study (Bryman, 1984).

Research Design

The research design is the action plan for getting you from where you are to where you want your research to take you. This section of my study looks at how I actually gathered my information, considering my methodological stance; I discuss various pertinent issues to undertaking my research, for instance, what I learnt from the process and how I would do things differently in the future.

Purpose and Objectives of the Study

The purpose of a research study is important to the design of the research. The Suffolk Business School has been profoundly affected by its transition from a further education college, providing higher education, to University Campus Suffolk, owned jointly by the Universities of Essex and East Anglia. I decided the purpose of my research should be to analyse the opinions of the Suffolk Business School's internal stakeholders with regards to the constituencies within their business environment due to the apparent profundity of recent changes. Given this purpose, the objectives are *inter alia*:

- To investigate whether the business school's internal stakeholders consider their own roles strategically important.
- To explore whether the individual internal stakeholders consider other constituents within their organisation to be strategically important or not; and why?
- To examine which of the external constituents within the business school's operating environment the internal constituents consider to be strategically important or a risk; and why?
- To understand on what basis the business school's employees would like to have the effectiveness of their organisation judged.
- To ask who the internal constituents consider being the customer of their organisation.

From the research objectives, a couple of research questions were developed (as described on page 2 and 3). The research questions within this interpretive study intend to firstly ask, what is going on in the business school; and secondly what inter-subjective meanings are behind that which is happening which cause them to be reasonable?

Research Strategy - The Case Study

A Research Strategy is a plan as to how you will approach the essence of your research and how you will go about answering your research questions (Saunders et al, 2000, pp. 92); the selected strategy for this piece of work is a case study, which is according to Miles and Huberman (1994, pp. 25) a phenomenon of some sort occurring in a bounded context, or a specific, unique, bounded system with working parts (Stake, cited in Denzin and Lincoln, 2003). A case can be further defined as a unit of analysis, a unit of human activity embedded in the real world (Yin, 1989), an integrated system that is complex and functioning (Stake, 2003); qualitative research approaches or systems typically include case studies (Savenye and Robinson, 1996, pp. 1172).

My work at The Suffolk Business School had sufficient features so that it could be labelled a particularistic case-study (Cresswell, 1998); it focused on a particular event or situation, the management of the business school, and it highlights a general problem, the management of an organisation's relationships with constituencies and the impact this might have on business performance. The case study which is the focus of this research would be classed by Yin (1989) as a single case, who suggests that even such a single case can be considered acceptable in research as long as it meets the established objectives.

The case study at The Business School should strive towards an overall understanding of the system under review, the management of constituencies from the perspective of various stakeholder groups. The stakeholder populations that we are interested are illustrated in figure one (Page 3); they are part of a single large environment that have the potential to interact with one another and likewise the potential to impact upon our focal organisation, The Suffolk Business School. The system highlights the potential

for relationships and interactions between all the constituencies within the network, between internal and external constituents, and between primary, secondary and tertiary constituents. Miles and Huberman (1994) suggest such conceptual frameworks can be used as boundary devices in the context of case studies.

Once I had qualified that the essence of my enquiry was suitable for research I needed to confirm the scope of the assignment, which I did writing my research questions and objectives. I then gained consent from my senior managers to undertake the project and agreed any boundaries with them. I carried out background study on conducting a case study and I identified the groups that should be approached to participate within the research. I communicated with my chosen populations to again participants consent to become involved within the interview stage of the research process. Once participants agreed or otherwise to participate I built a relationship with an individual candidate to work with to improve the questionnaire that was to be used. The interviews were carried out and the analysis began, prior to writing up this report the research findings were synthesised to generate an up-dated conceptual model ([see appendix six](#)).

Data collection methods

The research methods chosen were the techniques that I applied for gathering evidence (Harding, 1987, cited in Carter and Little, 2007, pp. 1317.); these research methods techniques create data and analyses from which knowledge is created; they are the nuts and bolts of the research (ibid, pp. 1325). Understanding the relationship between my epistemology and the methods that I have chosen allow my research to make significantly more sense than it would do otherwise.

Questionnaire design – early trial interview and literature review

The interview is probably the most widely employed method in qualitative research (Bryman and Bell, 2003, pp.472); its flexibility makes it so attractive, particularly so the semi-structured approach giving the interviewee a great deal of leeway in how to reply; interviews “make it possible for the person being interviewed to bring the interviewer into his or her world” (Patton, 1990, pp. 279). I intuitively knew that the

only way to understand The Suffolk Business School's internal constituencies' views and their world-views was to undertake face to face interviews; a survey simply would not have provided the appropriate depth of findings. The questions to be posed in the interview were designed to be a guide for a flexible interview lasting between ten and twenty minutes; whilst in fact some of the managerial interviews lasted over an hour.

Interpretivism would shape my attitudes towards interviewees, rather than seeing colleagues as subjects being studied, I was to see them as active participants in the research. Interviewing managers and more senior academic colleagues was to be a unique developmental experience. The participants appeared interested in the research, without exception taking part with enthusiasm.

Advantages of my delivering Semi-Structured Interviews included that I could give a prepared explanation of the purpose of my study in a more convincing manner than if I was not facing any contributor. Face to face I could offer explanations to problems that arose, minimising the potential for bias within my study. The interviews were able to attain highly personalised views, attitudes and perceptions from participants; there were opportunities for probing interviewees' responses to questions, ensuring they remained relevant and not misinterpreted. Interviewees could not pre-prepare explanations for the questions that I was to pose.

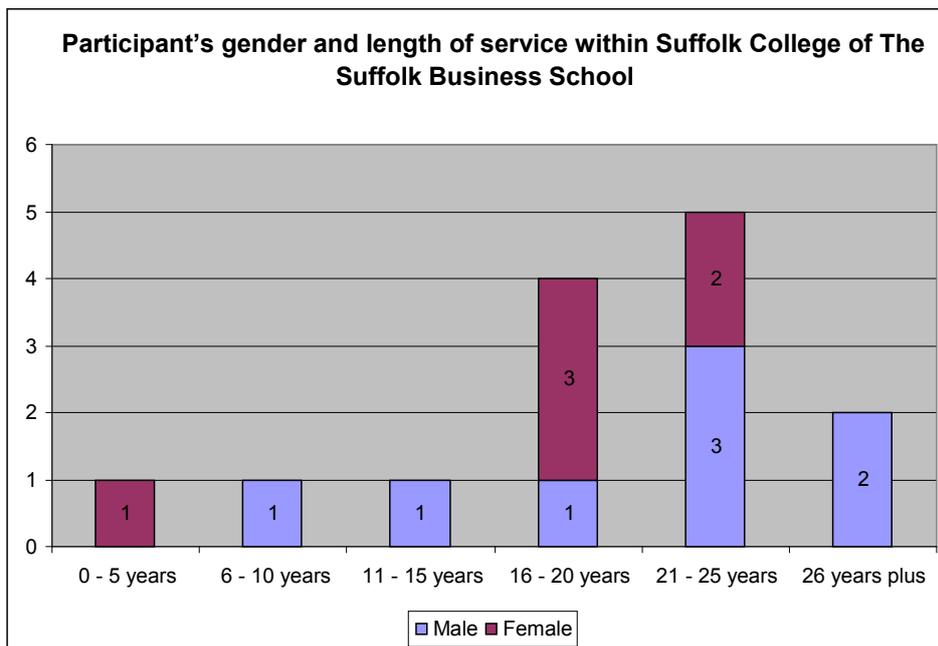
All of those being interviewed know me and have done so from between one and six years, they are aware that the research is for my Doctoral studies. There were few disadvantages to using the semi-structured interview, however as participation in the interviews was voluntary, those individuals with higher workloads or a personal dislike of me may chose not to participate. Interviewing and subsequent transcription has proven to be extremely time consuming and costly to me; next time I carry out interviews I will have learned from this experience.

Recording and transcribing interviews did however have various advantages, enabling repeated and detailed examination of events that might otherwise have been misinterpreted. Transcription extended the precision of the observations that were able to be made and helped minimise the influence of personal preconception or bias.

The data that I gathered can now be re-used in other investigations and re-examined in the context of new findings. Transcription is a change of medium and that introduces some issues of accuracy; [Kvale \(1988, pp. 97\)](#) warns us to “beware of transcripts”, also that as a result of transcription there are dangers of superficial coding and de-contextualisation.

Data Sources

To gain a thorough understanding of the internal constituents’ opinions and values I aimed to interview a member of the senior management team, members of the departmental management teams, members of the administrative staff and lecturers from the business school. It soon became apparent that only the managers and lecturers would be taking part, with administrators not wanting to or not being allowed to and the senior management team unable to do so.



I was pleased to gain the support of ten lecturing colleagues out of a possible twenty-two; I was equally pleased to be offered assistance from four managers who had a day to day operational link with The Business School. Not gaining access to the

administrators and senior managers of the business school will have lost for the research a valuable insight into some key views regarding which stakeholders might be strategically important to the business' future. These two stakeholders gain insights into the operations of the organisation that are often not achieved by the lecturers and less senior managers.

When and where were the methods administered?

All of the primary research was undertaken in December, 2008; purely on location in The Suffolk Business School's Waterfront Building. The interviews were all carried out in one of two identical syndicate rooms that did not possess any distractions. The interviewees were spoken to with their backs to the window.

Who conducted the data collection?

I carried out all the interviews personally: Miles and Huberman (1994, pp.8) insist that interpretivists of all kinds are not detached from the objectives of study, needing to carry out their own interviews with equally attached subjects. I knew all of the interviewees purely on a professional basis. The interviewing was a personal challenge to me and I was aware as to how my performance improved as I progressed through my interview schedule; both in terms of my delivery performance and my listening skills.

I have worked within the business school for six years and now feel that it is possible to undertake research regarding the organisation from the perspective of an internal stakeholder whilst keeping my appreciation of what is apparent both valid and reliable. I begin this research as a lecturer who has only recently been let in to the bounded context of the business school after six years of trying. It is highly likely that my being at least ten years more junior than my next least senior colleague, with on average ten years less service, has prevented me from taking a place in a team that completed all its norming and storming (Tuckman and Jensen, 1977) before I was even employed. Ironically, it was by inviting long-serving members of the business school to help in my Doctoral study that many of these participants opened their doors

to me to a far greater level than the superficial basis our relationships had been operating on during previous years.

The Analysis of the Data

After the transcription of the recorded interviews had taken place, analysis could begin. Miles & Huberman (1994) view the analysis of data as consisting of three concurrent activities: data reduction, data display, and dissertation writing, conclusion drawing and verification. Data reduction refers to the selection, focusing, simplifying, abstracting, and transforming the data that appear in the form of transcriptions (ibid). Data display is an organized, compressed assembly of information that permits conclusion drawing; usually in the form of matrices, graphs and charts. The dissertation is finally written. The goal of data analysis during my research was to develop an improved conceptual framework based on the conclusions that were drawn.

No qualitative data analysis software was used during the analysis.

The initial stage in the constant comparative method of analyzing data consisted of open coding, in which the data analysis began with no pre-established codes (Glaser, 1992). Transcriptions of staff interviews were first reviewed on a question-by-question basis. Notes were made in the margins and a highlighter was used to denote key ideas from the passage of text; reflective comments were noted during the process (Miles & Huberman, 1994).

Transcriptions with accompanying highlights and reflective comments were then used as a guide to begin initial coding. The task was to assign units of meaning to the descriptive data compiled by differentiating and combining the data into codes. It is not the words themselves that are of interest in the coding process, but Miles & Huberman (1994) suggest it is the meaning they convey that matters. The meanings of the concepts in the text were given corresponding names that attempted to capture the meaning of the concept in the words of the respondents.

The descriptive codes generated using open coding techniques began to form patterns

based on similar constructs which were then grouped into clusters of codes with similar meanings. Instead of a long list of descriptive codes, themes emerged that were grouped adding “depth” to the analysis.

Types of checks for trustworthiness and authenticity and ethical considerations

The knowledge created through this document needs to be reliable as well as valid. In the world of the positivist this would be tested through the ease of replication of my study by myself or others (Weber, 2004 pp. ix), with lack of reliability possibly being attributed to personal biases of the researcher and any differences in context of subsequent research projects. There is little difference to the aforementioned approach to testing validity and the one that I shall be adopting other than perhaps the timing within the research process, with interpretivists carrying out the reliability function purposefully as they progress through their research; however there is no place for a statistic to test for validity within this document;. My colleagues and the managers spoken to do not need to agree with the findings within the case-study, but must see that they are plausible given the perspective of my world at the present time; phrases such a credible and dependable need to be applicable by those reviewing my work for me to see the research as valid.

I wish to demonstrate my case study’s reliability through interpretive awareness by continuously acknowledging and explicitly dealing with my subjectivity throughout the research process; for instance as a lecturer within The Suffolk Business School I am aware that it is possible that my lecturer colleagues will hold certain biases when discussing our managers; as previously mentioned I will discuss these situations as and when they arise.

A disadvantage of face to face interviewing is failing to gain trust with the candidate; I believe I gained trust with all but one of the candidates, a manager who refused to be recorded. The manager who refused to be recorded had some of the strongest opinions to offer, but was insistent that they not be digitally evidenced, leaving me to hand-write the notes; the manager kept on approaching me over the next couple of weeks to check that she had not been recorded covertly.

My approach to the management of ethics within the research design was stipulated in great detail in my application for ethical approval, however there were some issues which became more significant than others as time went by. As the work progressed the amount of physical documentation and electronic data expanded significantly and at times was troublesome to manage in order to ensure that it was not available to anybody else. The management of data security was a time consuming process. Working in an open-plan office, typically nothing remains truly confidential for long and it was hard for me to carry out the research process, invading people's most private inner-selves and keeping those thoughts secret – it was difficult, but I achieved complete privacy of information. All participants completed a consent form for taking part in the information gathering process.

Final Thoughts

The tasks undertaken allowing me to be able to present my findings were valuable experiences, having first to learn a significant amount about qualitative data analysis before I could even begin. The approach I undertook challenged my habits and pre-conceptions like no other experience I had entered into, working from an inductive platform on such a grand scale, where as in the past I had worked hypothetically-deductively. I had sitting on my shoulders this idea that different internal constituents would of course have very different opinions of what was important to the business school and the other key areas of debate and I had to be careful not to lessen the value of my work by being genuinely open to what the research findings might be.

If I had to carry out the research again I would allocate considerably more time to it. If I had my time again I would allocate more time for analysis, involving as it did so much reflection, worry and re-work – was what I was doing sufficiently valuable for my level of study? I would find the time to travel to Nottingham to see my tutors more frequently, regardless of how difficult this might be. Designing research is a skill, like many others, which improves with practise. I appreciate that the methods chosen to answer the required research questions could be improved, but they did work, being suitable for my ideals and the research questions I wanted answering.

Findings

The responses to my interviews intended to contribute to my understanding of how could the Suffolk Business School use a stakeholder management programme to develop it-self strategically. The findings are presented in the order that the research questions were proposed; a detailed view of the analysis of the interview transcripts can be found in table two in appendix three.

- ~~According to University Campus Suffolk's Business School's employees, which constituents within their operating environment have the greatest potential to strategically impact upon the organisation's effectiveness up until the year 2020 and why?~~

All of the internal research participants were asked to offer who they considered to be the most important stakeholders to the survival of The Suffolk Business School over the next ten years. The internal stakeholders considered themselves not to have as much potential to impact upon the organisation as the external stakeholders did:

The stakeholders whom the managers considered the most strategically important were the student and the Higher Education Funding Council for England (H.E.F.C.E.). It has to be noted that only half the managers could provide an answer for this particular area of the study.

The lecturers placed the central government and its agencies as their most strategically important stakeholder, followed by the student with three other stakeholders being considered by at least one lecturer.

“The students will have the most impact. The customer in 75% of the cases is the student,...and potential students... all of them, not under or post graduate” (Male, employed by BS for 6 years).

The local government is seen as potentially the most significant provider of funding and customers; the community is seen as potentially the most important as a supplier of customers.

The national government (inc. Q.A.A.), but especially H.E.F.C.E, is seen as being the most powerful stakeholder overall. Its perceived control of H.E.F.C.E. and the Q.A.A. add weight to the government's strategic power as seen by the respondents.

Linked to this question was the idea of whether internal constituents considered any of the groups considered as being dangerous to The Suffolk Business School; the stakeholders the lecturers considered the most dangerous were the local and national governments and the student, that is, if they do not enrol or, if they discredit the school in The National Student Survey. The most cited response by lecturers was however that they considered no stakeholder as dangerous.

“What is important is also dangerous; if they provide funding they are dangerous if they withdraw it. H.E.F.C.E. is crucial...this building would not be standing here without them” (Male, employed by BS for 13 years).

A manager considered the Small and Medium sized enterprise scene as dangerous, another the local community and one manager thought the senior management team, the local press, the students and the local government to be as such. Interestingly the manager responsible for quality, who was worried about the senior management team, did not consider the government a threat. Only one manager considers the senior managers as extremely dangerous, with the power to say whether we will have a future or not, whilst interestingly only one lecturer considers it is they who are key to the success of the business school.

- **How do the opinions of the University Campus Suffolk's Business School's stakeholder groups compare and contrast with each other with regards to the research findings?**

Respondents were asked various questions to develop my understanding of how lecturers and managers opinions were similar within the research areas. Interviewees were initially asked what they considered to be the purpose of education.

The Purpose of Education

The lecturers most quoted purpose of education was to provide those experiencing higher education with some kind of functional education, for instance the skills for work, for a range of jobs, only a couple of lecturers from the entire population did not mention these purposes. Lecturers were just as likely to talk about what higher education should not be.

“Uhm, higher education, interesting one, uhm right, I would have thought to give a rounded education rather than training in any specific detailed area...” (Male, employed by BS for 20 years).

Secondly it was seen as the way in which the county’s human capital or resources should be developed, perhaps through a widening participation agenda, for the greater good of the country:

“I’m not sure there is a single purpose..erm...to maximise the, how do I put this? The human resources, the human capital, we can bring to bare for the future prosperity of the future society” (Male, employed by BS for 13 years).

Individuals expressed the desire for higher education to allow progression within their desired careers, to promote life-long learning and suggested that participation should lead to effectiveness at work.

Every manager hoped that higher education assisted in the development of what could be classed as softer skills, cultivating the mind, developing people spiritually and culturally, developing attitudes and skills, leading to blue-skies thinking and other higher level skills; lecturers typically did not speak of these softer skills.

Half of all of the interviewees spoke about their desire for higher education to develop the Nation and its regions, developing their culture and ensuring its people do not become a drain on the economy by developing a skilled workforce. It has to be noted that one of the lecturers laughed during this question and said they genuinely did not know what the purpose of higher education was. It would be very difficult to develop a conceptual framework containing all the constituencies of a higher education provider if you were not clear what your participants considered higher education to be.

Half of the interviews' participants mentioned that the purpose of higher education was to simply provide education, with only one lecturer suggesting otherwise. Lecturers see their work as simply providing successful students with a better range of skills to help them in the job market, where as managers are more likely to perceive the purpose of higher education as a more strategic function regionally or nationally.

The Objectives of the Business School

Respondents were then asked what they considered the objectives of the University Campus Suffolk's business school to be. One manager and one lecturer discussed the objective of survival as being paramount. The most frequent response was that the business school's primary objective was to simply increase student numbers.

It was worrying to note that one in five admitted to not knowing what The Suffolk Business School's objectives were and the remainder of those that did appeared to be talking from the perspective of what they thought the objectives should be, rather than from any solid knowledge of them. There were three broad schools of thought about the objectives, the modernising agenda, becoming research active and working with the business community, the traditional agenda making people employable in a cost effective manner and the survival agenda, requiring growth of student numbers.

The overall objective was seen as increasing student numbers which in turn would mean survival. Courses should be developed that were needed by the local community. Secondly an objective to improve the calibre of local managers was apparent, including the Small and Medium Sized Enterprises (S.M.E.'s), who are

currently not seen as a key customer. Managers were equally as unable to offer full responses to this questions as the lecturers were.

Whether or not the objectives should be met?

The interviewees were asked to consider whether the business school's objectives should be achieved. No managers and only four lecturers were willing to state that The Suffolk Business School was likely to achieve whatever objectives it has been set or has set itself. Half of the remainder were willing to say that the business school would not achieve its objectives as it does not have an appropriate plan, is too adrift from the plan that they do not have the required new blood to carry out what it needs to. The remainder thought that objectives could be met as long as certain changes were made, a manager suggested;

“There is no reason why it should not, but in order to do so it has to invest massively upfront first in its personnel, in its academic structure, its got to have new people in, people with much broader experience bases and it has to free them up from the class room”(Female, employed by College for 20 years).

There are criticisms from management suggesting the business school are not fully aware of the local business community or general community of Ipswich. A manager expressed the need to change to adopt a more international profile if objectives were to be met. Despite all these criticisms, one half of those interviewed were mildly complimentary towards the business school's likelihood of achieving their objectives, whatever they may be. One lecturer mentioned the phrase stakeholder within their response.

What should the Business School have achieved by 2020?

The participants were asked what should the business school hoped to have achieved by the year 2020? Managers responses were mildly hopeful, for instance that the school would be independent by 2020, however another stated that this was not even on the agenda. The business school should be a more viable force, with a stronger reputation, offering niche professional programmes to the local communities.

Lecturer respondents suggested a wide range of achievements for the next decade; that more student growth will have been achieved, that more valid courses for local businesses will have been developed; consultancy work will be undertaken; research will be part of the business school's offering and the need to adopt a more effective approach to marketing. Many of the lecturers' suggested achievements within ten years time were perhaps slightly unlikely considering the speed of change and funding that is occurring at present. There were no clear significantly different responses from either stakeholder group; the business school will have expanded and be offering a very different range of products to its customers.

Who are the Business School's customers?

The groups were asked who did they consider to be the customers? One manager rather sarcastically said:

“People who can not get in elsewhere” (Female, employed by College for 20 years).

The students are seen as the primary customers by lecturers and managers, both full and part-time, both under-graduate and post-graduate being seen as important. Secondly, the sponsors of the students, including both large and small local businesses, are seen as key customers and as being strategically important to the business school's future; businesses being seen as more important by the lecturers. One manager considered everybody to be the customer.

How should Effectiveness be Measured within the Business School?

A lecturer believed effectiveness was whether or not we could survive, with a further proportion believing it should be a numerical measure, with a financial base. A third of those asked thought effectiveness was related to the number of students that were enrolled, with others taking this idea further and relating it to retention and achievement; another thought it related to the proportion of students achieving 1st. class degrees (Female, employed by College for 18 years).

One third of lecturers asked thought effectiveness should be achieving a student-based satisfaction measure, with one suggesting students should receive “a wonderful experience” (Male, employed by BS for 20 years). An individual suggested that effectiveness was preparing students for the job market.

Effectiveness was expressed by a manager as being the number of new and rebranded products there were on the market that had been launched by the business school.

Managers and lecturers proposed effectiveness measures that related to success within non-traditional income streams for the business school including research, consultancy work, Continuing Professional Development courses and how successful the organisation had been at brokering contacts with external organisations, both in this country and abroad.

The effectiveness measure most frequently cited by lecturers was related to the academic value added to students during their programmes and not necessarily the precise quality of them once they leave the business school. A manager felt that it would be in-appropriate to measure the effectiveness of the school now. A lecturer did not want to be measured.

The Perception of Internal Stakeholders by Internal Stakeholders

The internal constituents of The Suffolk Business School taking part in the interviews, the lecturers and the managers, were asked to discuss the importance of a full range of both internal and external constituents’ relevance to the present and future strategic success of the business school and offer brief comments relating to their opinions of them. Initially internal constituents are discussed.

It was suggested there is a great impact from the University of Essex and University of East Anglia, however most of this impact was considered to be negative, particularly from the lecturers. There are a number of stakeholders who express that they are unsure as to whether our relationship with the two universities will continue in the future.

“At this time it is a bit of an unknown, we do not know to what extent they are going to give us the reins or are going to constrain us to be anti-competitive or they are going to let us go....we have no contact with them really...” (Female, employed BS for 20 years).

An equal number of participants expected the influence of the University’s holding body, jointly ran by The University of Essex and The University of East Anglia, to increase as participants expecting it to decrease into the future. The internal constituents of The Suffolk Business School were unsure of the two holding universities’ agenda with them, with an individual expressing their concern that “we are nothing but a pain to them”, (Male, employed by College for 25 years), but a necessity to help with their widening participation campaigns. Less than half of respondents had something positive to say about our relationship with Essex and East Anglia. By far the most significant criticism of the stakeholders by both internal groups was a concern as to their control over the previously independent business school; what is validated and what other standards should be.

There are significant negative comments expressed concerning the U.C.S. senior management team from both managers and lecturers, with most lecturers expressing some concern over their senior managers. A manager expresses her concerns that the Senior Management Team is invisible, (Female, employed by College for 18 years) and there are serious concerns that there are divisions in the management team, inherent from the University having been developed from the old Suffolk College.

The most frequent responses suggested that the senior management team would have more impact in the future than they do now, however currently there were weaknesses in their visibility and leadership. There were worries that the managers were inefficient and control orientated (Male, employed by BS for 23 years), rudderless (Male, employed by BS for 33 years) and inward looking. The appropriateness of the management team to achieve its own objectives should be questioned, lacking as it does university experience and business marketing skills. It was noted by a number of academics that the senior managers’ weaknesses were not all truly their own faults,

they may be due to externally constraining factors from perhaps the government or the two parent universities.

Only one of the managers had a positive comment to say about the Senior Management Team, despite half of the stakeholders suggesting they were a key stakeholder. The departmental management team were equally as open in their willingness to criticise their senior managers, suggesting they were lacking visibility and leadership skills.

Only half of the stakeholders, both managers and lecturers had positive comments relating to the academic staff; with one third of the respondents, including lecturers, suggesting or implying that the academic staff were a risk to the University. Negative comments towards the academics included that they were waiting to retire (Female, employed by College for 20 years), they were cynical, slightly switched off (Male, employed by BS for 33 years) and that they need to be more proactive. A couple of interviewees were unwilling to take part in the area of questioning looking at the lecturers.

“They should have a significant impact, but at the moment I have to agree again, it is not a positive impact, because there aint enough of them” (Female, employed BS for 20 years).

It was suggested that lecturers lacked identification with the business, had poor morale and it was considered that teaching was delivered at a range of skills levels. Criticism was offered from managers that they had no contact with the outside world, yet they were sometimes held back by managers from achieving this. A manager considered that lecturers were being held back by those above them and two suggested that they were hard working. It was stated that the lecturers development will have to improve, particularly so if research becomes important to the organisation.

Half of the academic staff had nothing complimentary to say about themselves apart from the level of their output; those academics that did find something positive about themselves suggested they were conscientious, able, committed and competent in

their own areas of teaching. Academics were also cynical of the U.C.S. project. The participants' most frequent response as to how their impact will differ now compared to ten years in the future is that their impact will remain the same.

From the responses it can be assumed that lecturers over estimate their own potential to change and achieve in the future and clearly under appreciate what it is that is required to achieve the change that they foresee.

There were more positive comments afforded toward the administrators than there were negative ones, with several respondents suggesting that they were key to the businesses success. Administrators were held back by their systems and by those supervising them. Lecturers and managers suggested that administrators were too powerful, driving, rather than working with the other stakeholders and what they were trying to achieve. Administrators and technical staff have too much power. Strong approvals came from managers:

“At everybody’s beck and call, without them none of your courses would succeed”
(Female, employed by College for 18 years).

Managers saw the administrators as demoralised. Administrative staff were seen by a small number of respondents as un-necessarily over-burdening and it could be assumed that they were a necessary evil. There were a number of people who were indifferent towards administrators as stakeholders, but the majority thought their impact would remain the same in the future as it is now. There was great positivity towards technical staff, probably reflecting respondents' implications of their need for Information Technology technical support of the highest level within the business school.

There was a widely expressed negativity towards the present incumbent of the business school manager's post, yet an understanding of the importance of that role. I found it difficult to keep discussions relating to The Business School Manager completely valid and the responses reliable because I was told that the current holder of the position is disliked by members of both the management and lecturing contingents. One of the managers would not hold the interview on tape because of

what was likely to be said about the business school's current manager, nearly half of the participants simply criticised the manager, suggesting they were weak, indecisive, lacked drive or teaching experience, but most frequently they were the wrong person for the job. It was suggested that the employment of a Head of the Business School of an appropriate quality is strategically important to the success of the department over the next ten years.

The student union was criticised as being ineffective and that despite being a necessary evil, it was suggested that they had a long way to go to achieve the standards of unions from competing universities. It was stated that they are unlikely to have an impact with the business school directly in the immediate future. More than a quarter of the participants were unsure whether the students union had any impact at all. Half of the managers did not overtly criticise the union but suggested they had a long way to go; one of the managers was willing to say they were having a negative impact on the business at present {Female, employed by College for 20 years}. Only one in five of respondents were willing to state that they thought the union would have more or significantly more impact on the business school in the future. Over a quarter of interviewees did compliment the student's union, one suggesting they were doing a good job in difficult circumstances (Female, employed by College for 18 years). The academic union is considered as an external constituent later in this piece of work.

Regarding the current cohort of post-graduates, the lecturers' most frequently offered opinions were that they needed to be utilised more and that they were important to the strategic success of the business school. It was suggested that the existing post-graduates are not utilised sufficiently through alumni or similar associations and that currently the students are having a negative impact on the business school; they have mixed abilities.

“They will spread a message... we need ambassadors in this place. ...many of our post-graduate students are senior managers in local companies and we need their positive attitudes in the community...they are important and will continue to be so” (Male, employed by BS for 13 years).

It was suggested that once the quality of provision has been improved, and not before, an alumni association needs to be introduced and managed for all the benefits that could be obtained from it. Current students are criticised by internal stakeholders whom it appears fail to accept shared responsibility for their short-comings.

Half of the managers consider the final category of internal constituency, the existing under-graduate, as important, whilst the other managers considered them to have no impact or a negative impact at present. The most often cited views by the lecturing staff were jointly that they had no impact on the strategy of the business at present and that they had the potential to have an impact in the future when there was more of them and they stopped behaving like college students; an opinion linking the students to the further education days of The Suffolk College.

The Perception of External Stakeholders by Internal Stakeholders

The internal constituents of The Suffolk Business School taking part in the interviews were then asked to discuss the importance of a full range of external constituents' relevance to the present and future strategic success of the business school and also offer brief comments relating to their opinions of them.

The potential under-graduates market is a significant market with a great potential according to two thirds of the internal stakeholders. There is apparently a need to break from the past and it is suggested there is a need to market the under-graduate products nationally, once we know what our customers want. The managers were completely split with half of them considering it an extremely important market with the remaining half believing that significant changes need to take place before they can be of real value to The Suffolk Business School. A similar split happened with the lecturers' views; almost one third were willing to say that we did not stand a chance of attracting students from the national markets, whilst at the same time slightly fewer suggested that local markets were too small to hold significant potential for the business school in the future. Despite these comments, all but two of the lecturers had something positive to say about the potential of this market, that it should be developed, or that it was important or extremely important. A couple of the

respondents could not see the Business School's impact getting any greater on the national market in ten years time.

There was considerable concern from several stakeholders that it would take a great deal of time to develop the important post-graduate level programmes to a sufficient level of quality to be acceptable. Nationally it was suggested we are seen as insignificant, however there were a range of positive comments suggesting this market was to be important in the future, crucial in-fact. It was implied that marketing of the programmes nationally is essential.

Parents were considered next and half of my sample either had no contact with parents or thought that they were not important at all. A higher proportion of managers considered that they were more important than lecturers, with a couple of lecturers believing that it will take a long time for student's parents to erase the negative views that they have developed, associating the business school with the old Suffolk College. Nobody suggested that parents were to become any more important in the future than they are now.

The press were seen as being important, having an impact by more than half of the stakeholders. Managers felt that the press were in our favour at present, that they were vital (Female, employed by College for 18 years). A single manager seriously wondered how many local residents would have heard of University Campus Suffolk because of the in-activity of the press (Male, employed by College for 25 years). Lecturers saw the local press as potentially useful if managed in the right way. There was still negativity towards the press and a suggestion that they do not have much impact at the present time.

“The press are and will be important... they paint a picture in the local community about what this place is all about, they are very important” (Male, employed by BS for 13 years).

It was suggested that the management of the local press and the development of an effective public relations strategy needed to be introduced for the business school as a

separate entity and not part of the overall strategy of University Campus Suffolk; this should include a proactive positive approach to managing community relations.

There was a great deal of positivity towards the local community and its impact; “They are very important and will remain so”, (Male, employed by BS for 13 years). It was implied that the local community is a major stakeholder; the business school recruits from them and employ people within it. There was still an amount of negativity however, with several stakeholders offering personal stories implying how the marketing of University Campus Suffolk had failed; however, “We have not had time to muddy the waters with the community just yet....” (Male, employed by BS for 27 years).

It was suggested the local community was seen as decent, with one manager and one lecturer thinking it was vital to The Suffolk Business School. One third of respondents believed that the community did have an impact on the business school, but criticisms were added that they were always asking the business school for help (Female, employed by BS 6 months) and it was suggested that many members of the community did not know what University Campus Suffolk is yet.

The National Government is seen as a key stakeholder with the potential to have a massive impact on the business school. It was suggested that higher education policy is linked to government and they therefore have the potential to greatly influence our future; a change of political direction could greatly impact upon us (Female, employed by BS 6 months). Government was said to be dangerous by one respondent (Female, employed BS for 20 years). A single manager said that the government had no influence on the business school at the present.

“I think that every organisation that is part of academia is greatly influenced by the policies and the decisions they come up with...I think they are a very important stakeholder at a remote distance...” (Female, employed by College for 18 years)

The National Government was said to be a major force concerning The Suffolk Business School’s strategy at the present, but nobody saw this impact increasing in the future. Phrases such as “they have the potential to close us down” (Male,

employed by BS for 23 years) and generally a confusion as to the government's role was mentioned, as was their incompetence. One manager said they had no impact on the business school at the present, a lecturer stated "it was in their interest to see us succeed" (Male, employed by BS for 23 years); there does appear to be a misunderstanding as to the power of national government and its agencies.

Only one respondent thought that the national government had as much impact as the local government, with a couple being undecided. The local government was seen as extremely influential having had perceived to have had a great impact on the setting up of the business school; it was suggested that they could release extra funds for future developments or not. The local government have senior officers sitting on the University Campus Suffolk board. It was suggested that the business school and University Campus Suffolk fit in with the plans of the local government to widen participation and regenerate the local area; also from the perspective of the local government, the development of a business school would be important for the region's economy and as a provider of training and development for the local public sector in all its guises. Managers saw the importance of the local government from a capital funding perspective.

Professional bodies are important, especially it was suggested regarding their ability to empower the business school to have qualification awarding powers. It was thought that some professional bodies are very important to the business school's future, others are less so. More than half of respondents believed that the professional bodies that they dealt with throughout their work were a strategically important stakeholder with nobody considering that they would become more important in the future. One manager wondered whether they played a role in The Suffolk Business School (Female, employed by BS 6 months) and a lecturer wondered whether they knew who University Campus Suffolk was (Male, employed by BS for 23 years).

The job centre plus was generally seen as being something unrelated with higher education apart from by a couple of stakeholders; most people had had nothing to do with the job centre.

Only one person saw the Local Education Authority as very important, with most seeing it primarily related to school and further education provision. Most interviewees were unsure of the role that local education authorities played at higher education level with only two lecturers considering any potential relationship as important or very important.

A couple of respondents thought that large national organisations probably did not think very much of The Suffolk Business School at the moment, however one manager and two lecturers thought that this stakeholder could be strategically important if they had a large local presence. A couple of interviewees could not make their minds up and a couple of respondents thought that they had the potential to have an impact. Large locally based organisations were seen as being important or potentially important by all managers and all lecturers. Nobody was willing to say that large local organisations were to become any more strategically important in the next decade and only a couple of candidates thought the large national organisations would in the future have more of an impact.

It was implied that both large and small local business enterprises should be approached proactively to become involved in the business school from a wide range of aspects; it was suggested that marketing resources and business school employees should become involved in parts of this programme.

Suffolk based Small and Medium Sized Enterprises (S.M.E.'s) are seen as important or fairly important to the future by a half of respondents and critical by a further one individual. They are suggested to be "all talk and no action" (Male, employed by BS for 23 years) and one manager said they were "sick to death with them not supporting us" (Male, employed by College for 25 years). These small companies were noted to be too small to allow employees out to study or to be able to afford to sponsor them. A manager saw S.M.E.'s as a stakeholder to consult with, but a manager thought that they had little to offer, one implying that they were in fact threatened by graduates.

National Small and Medium sized Enterprises were thought not to have even heard of us and we are seen as being unimportant to them by more than half of the respondents.

A couple of respondents saw them as being important and a further couple thought that they should be focused upon by the marketing department.

Interviewees had very little appreciation of what impact trade unions might have on The Suffolk Business School, apart from their own employment union. The trade unions were seen as generally having no impact by half of the stakeholders and being insignificant by others. Only one respondent thought that they were significant and likely to have an impact on the business school (Male, employed by BS for 23 years).

More than half of the stakeholders suggested that the Department for Universities, Innovation and Skills (D.I.U.S.) would have a significant or reasonable impact over the business school, with one manager stating that they produce the policy that affects us. The remaining stakeholders suggested they would have no impact upon the business school or that they did not know:

“You have to be aware of the thinking and the policies of anything that is a government department; however I am not sure you will be working with them hand in hand....”(Female, employed by College for 18 years).

Four out of ten of the lecturers did not know what the D.I.U.S.’s role was, whilst half thought they would be interested in the business school or that it was an important relationship.

A quarter of the internal stakeholders stated that the Quality Assurance Agency (Q.A.A.) was very important in terms of their strategic impact over the business school:

“It is a game we have to play...we dance to their tune. I have been inspected by Q.A.A. inspectors in the old college in the old days” (Male, employed by BS for 13 years).

Other stakeholders suggested that the Q.A.A. would have a peripheral impact or were unsure; others felt that they would have an impact in ten years time. Interestingly it was a manager with responsibility for quality management that stated that they only

had the peripheral impact upon the business school. Other managers were unsure of the Q.A.A.'s role, but thought they must know about us, with half of managers suggesting they must be a stakeholder with a strategically important relationship.

Managers and lecturers stated that The Higher Education Funding Council for England (H.E.F.C.E.) were very important with regards to their potential strategic impact that could be yielded towards the business school; other considered them to be important. Funding was the primary reason why H.E.F.C.E. was considered to be so important, however a manager who would know, stated that:

“You have to be extremely bad before funding is withdrawn from a provider” (Male, employed by College for 25 years).

One manager said that we were safe as we were one of H.E.F.C.E.'s pet projects. A lecturer offered the opinion:

“We are still getting money from them, so they must think something of us” (Female, employed by BS 6 months).

Only one lecturer did not consider H.E.F.C.E. important. Only two respondents thought that H.E.F.C.E. would be more important in the future than they were now.

The final stakeholder, the Higher Education Statistics Agency (H.E.S.A.), provided a great deal of uncertainty as to precisely what they did, over one third of those asked were unaware of their role, including one manager; eventually everyone was able to guess. A proportion of lecturers assumed that the H.E.S.A. was important. One lecturer suggested that:

“If I were them I would be monitoring us quite closely in terms of the funding issues...” (Male, employed by BS for 23 years).

I did not have access to participants' personal details, but all were willing to let me know how long they had worked in University Campus Suffolk or Suffolk College before that. Apart from one manager who had only recently been recruited, the

managers taking part in this piece of research had between sixteen and twenty-five years experience including their time spent at Suffolk College. Only two of the lecturers spoken to had less than sixteen years working experience at U.C.S. and Suffolk College with the majority having between sixteen and twenty-five years. All of the participants will have a first degree and all but one, a manager, has a Master's degree. Two managers and one lecturer have a Doctoral qualification.

It should be noted that the context of the study was taking place in a period of change for The Suffolk Business School, having recently moved premises, changed organisational names and senior management teams. The organisational setting was becoming un-stable as fears of job losses were being rumoured and this provided a challenge throughout the research as individuals were ever more willing to provide answers that were disrespectful to colleagues and senior managers, rather than to the questions posed.

This section provides a summary of the key findings from fourteen interviews carried out as part of a qualitative study into The Suffolk Business School's internal constituencies' opinions of the strategic importance of their both internal and external constituencies, both now and in ten years time. The following chapters provide a discussion relating to these findings and an evaluation of their contents.

DISCUSSION

The following discussion interprets the research findings from the participants' interviews in synthesis with an appropriate literature review relating to Stakeholder Theory, in which four major themes are focussed upon; this discussion section is further broken into two sections corresponding to the two research questions for the work. As part of this exercise the work in appendix four was carried out and will be used, which reflects upon the entirety of responses from either given stakeholder, lecturers or managers and furthermore considers how similar they are to each other.

The primary theme within stakeholder literature appears to be concerning Definition and Salience within stakeholder theory; Laplume et al (2008, pp. 1161) discuss the different debates surrounding the management of stakeholders; which stakeholders should managers pay attention to? And which stakeholders do managers really care about? A common thread appears to be that the business school's internal constituents really care about those stakeholders that pay the bills and keep the business school operating.

The literature suggests that most theorists held an opinion that a broad range of stakeholders should be paid attention to; this was not the case with my interviewees, with neither managers, nor lecturers suggesting broad ranges of constituents within their answers.

In 1995 Clarkson proposed that primary stakeholders should be paid attention to above secondary stakeholders, a view held by my respondents in all cases except for a strong opinion held towards the local government; who whilst being a secondary constituency, had the potential to become one of the business schools most significant customers.

Freeman (1984) suggested internal and external, cooperative and competitive stakeholders should be paid attention to; interestingly my internal stakeholders considered the external stakeholders to be of the most strategic importance to the future success of the business school, whilst it was a senior manager who spoke of the

threat from within being the most apparent; senior managers from University Campus Suffolk are the stakeholders whom the business school needs to work with if it is still to be in existence in ten years time.

Regarding the external need to watch the competition, local businesses do not appear to strongly compete with the university for school leavers and as such it might be suggested that the only competitive stakeholders looked at within the research are University Campus Suffolk's owners, the University of Essex and the University of East Anglia. Several respondents believe the business school's owners' wholly appropriate strategic objectives are in fact anti-competitive behaviour, so that we are not truly in competition with them either.

Institutional investors should be given prominence according to Ryan and Scheider (2003); whilst not given such prominence within my research, they may have been should the business school's senior management team have agreed to take part within the research.

Cragg and Greenbaum (2002) thought that anybody with a material interest in the firm should be paid attention to, an opinion coming close to be held by only one lecturer within the business school. Alternatively, Pajunen (2006) discussed that groups with resources and network power should be given salience, a view partially shared by a group of my interviewees who thought the local community were strategically important. Surprisingly very little prominence was given to the local press, with their great network power. Students, who were seen of primary importance, do of course have network power, but this was not discussed directly.

Regarding Mitchell, Agle and Woods' (1997) understanding that power, urgency and legitimacy were of relevance, in that order of importance, both managers and lecturers regarded students and H.E.F.C.E. as the two most important stakeholders, both of which are high with regards to all three of these traits.

A second theme within stakeholder literature relates stakeholder actions and their responses; if managers want to proactively manage their stakeholders, they must go beyond understanding their interests and attempt to predict which influence strategies

stakeholders are likely to employ (Laplume, A.O. et al, pp. 1162). Firstly, how do stakeholders influence firms? One of the most strategically important stakeholders is seen as H.E.F.C.E., simply as there is a concern that they will directly or indirectly withhold (Sharma and Henriques, 2005) resources, in this case funding for the business school.

Eesley and Lenox (2006) state that a stakeholder's influence over the business school is determined by the power and legitimacy of that stakeholder. The government, with its agencies, is seen as extremely powerful, however ironically the research has shown that the manager with responsibility for quality and a great many of the interactions with the government, does not consider them to be particularly powerful in comparison to other stakeholders within the research.

The Suffolk College product was improved by forming what Kochan and Rubenstein (2000) would consider to be a coalition with the Universities of East Anglia and Essex. This coalition has now allowed the two universities to influence the business school in a significant manner, holding a majority on the University Campus Suffolk's board. Adopting the universities' quality processes to allow the business school to deliver their courses has led to an improvement in the effectiveness of the business school, with us now delivering their business degrees. These improvements in quality are apparently seen as tight controls which are to be criticised by the business school's internal stakeholders.

Rowley and Berman (2000) discuss the importance of businesses such as the Suffolk Business School knowing when it is that stakeholder groups will mobilise? Knowing this would add great potential to improve the effectiveness of the Suffolk Business School. There was a concern highlighted within the research that would appear to suggest that specific tasks of the business school's marketing function were not been carried out as effectively as they might be. It is apparent that potential students from a range of market segments make decisions about enrolling for programmes at different stages within the year and this is not appropriately managed by a single basic advice and enrolment function. Potential students want to become members of the business school when they are aware, willing and capable, when they want to mobilise, not during a two week slot in the summer.

The business school is only two years old and it is unlikely that it registers so soon as being reliable and cognitively legitimate. If the organisation's managers believe Choi and Sheppard (2005) who suggest that stakeholders will probably support the business school more when it is older, cognitively more legitimate, more reliable, accountable and strategically flexible, then it would appear from the responses made by both managers and lecturers that a considerable amount needs to change before the external stakeholders will support the Suffolk Business School.

Other organisational outcomes are affected by stakeholder management. Berrone et al (2007) tell us that stakeholder satisfaction moderates the relationship between ethics and firm performance. Societal legitimacy is discussed by Heugens et al (2002), the business school is far more legitimate now it is part of a university and not a floor in Suffolk College. Likewise, now the business school is part of a more significant organisation, the threat to hostile takeover frequency is reduced (Schneper and Guillen, 2004).

If we are to support Hosmer and Kiewitz's (2005) theories, then the business school's internal stakeholders must appreciate that its external stakeholders are more likely to work with, be customers of, or enter into partnership with University Campus Suffolk when they believe they have been fairly rewarded, fairly considered and fairly treated. Presently it is apparent that only a small amount of reactive quality control is entered into within the business school; this has to change if the organisation is to become effective and offer appropriate business school products which allow for a feeling of fair consideration and fair treatment between co-operating stakeholders.

The next theme within the literature relates to how might the business school gain a stakeholder's support? It appears that in the most instances support for the Suffolk Business School is gained through an external stakeholder approaching the internal constituent directly and that stakeholder responding reactively. Suffolk Business School managers were critical of lecturers for not spending sufficient, if not any time with external stakeholders in the community outside the college. The vast majority of contact with external stakeholders is on a reactive basis, apart from the most senior managers who did not take place in this research; however, lecturers were discouraged

by certain managers from representing the business school externally, as it was suggested that they are a threat to the business' survival.

It is suggested that The Suffolk Business School would develop more support for its products if the external constituents were to trust it (Jones, 1995), for instance by avoiding simply opportunistic relationships and attempting to build longer term mutually beneficial relationships. The business community within Suffolk is virtually ignored at present apart from on a reactive basis as respondents within the research suggest that they have nothing to give back immediately; the internal constituents must understand that eventually something positive will happen if the business school works with the business community, especially the larger organisations. Carter (2006) discusses trust being built through reputation management and impression management, both areas which marketing should have at least a partial responsibility for; an area that weaknesses have been shown up in through-out my research.

Regardless of financial performance, what about the business school's corporate social performance? Is the relationship between stakeholder management and corporate social performance positive, negative, neutral or mixed? Barnett (2007) tells us that stakeholder action provides the underlying logic connecting corporate social performance and financial performance; the internal constituents of the business school appreciate the significance of the community, but according to their managers seldom venture into it.

How should the business school manage its stakeholders? There is currently a lack of team work between organisational levels, to such an extent that staff and managers perceive their senior managers to be dangerous. Lecturers and managers display narrow views as to the management of stakeholders, mist-trusting their immediate line managers and truly believing that contact with other stakeholders is not within their remit. Managers and lecturers need development to appreciate the importance of the management of stakeholders and an appreciation of who is important and why?

Lecturers do want to change, desiring to consult, research and earn third stream revenues, but only if their teaching levels are reduced. Prior to this, managers consider that the lecturers need development, presumably to lessen the risk they pose.

Unless more staff, or a different staff, is employed, neither the development nor the contact with external stakeholders is likely to change much in the future, presumably doing nothing but the managers considering their lecturers to be of less and less value to the organisation as time goes by.

Internal constituents within the business school need to appreciate that best practise differs within and between industries (Bendheim et al, 1998); too many of the internal constituents within the business school suggest that it should be turning into a research institute and a provider of consultancy services, when it is yet to achieve effectiveness as a university department delivering teaching. Reality for internal stakeholders within the business school is still likely to be the reality of a further education college mixed up with a new building and a name change; respondents express their concern that external stakeholders within Ipswich are still unaware of the changes that have been made to higher education provision within their town.

How should the business school manage its stakeholders? Freeman (1984) talks of exploiting those stakeholders with a low potential to threaten the business school, whilst having a high potential to co-operate with it. Rowley (1997) recommends developing networks, promoting dense ties between organisations and preventing what he refers to as free-riding. Finally, Huse and Eide (1996) recommend circumventing the control powers of stakeholders and using unethical tactics, playing one party off against another; would it be right for lecturers to manipulate managers within their organisation through using their external contacts in the business community?

The research implies that the Suffolk Business Schools internal stakeholders are feeling exploited after having had their control powers taken away from them by their new owners, the two universities. There is an impression gained that respondents have little desire to accomplish anything above and beyond the call of normal duties at present within the business school, whilst it is by achieving just these additional tasks that the business school's new owners are likely to loosen their controls and empower the business school once more.

University Campus Suffolk's business school could improve its products and its effectiveness through what Lampe (2001) would call direct stakeholder participation and the use of mediation. There is reactive participation at present and the managers say occasional interaction outside the business school, yet this needs to change to a proactive approach to improve the business' product and its effectiveness in the future.

Only a small proportion of lecturers and managers considered that student satisfaction was an important measurement of the business school's effectiveness, preferring much more to use financial measures and those relating to growth and survival. Only one lecturer suggested it was important that a student actually enjoyed their experiences at the business school.

The literature asks us to consider how do or should firms such as the business school balance stakeholders interests? Jensen (2002) talks of achieving a balance by maximising the long-run value of the firm, perhaps getting involved in effective partnerships with already successful institutions; however very few internal constituents value the opportunity that their relationship with the Universities of Essex and East Anglia afford the business school. The employment opportunities of the internal constituents are improved considerably by the long-term relationship that the business school holds with whom they consider to be primarily a negative towards the business school.

The two universities do pose a significant threat to the business school's staff, not only in terms of controlling their output; if the business school fails to raise its entire organisational standards from that of a further education college providing higher education to that of an acceptable university standard, then it has to be assumed that the school will be either shut down or a second, and subsequent, rounds of redundancies will occur.

There does not appear to be any understanding or consideration as to the significance of what is the relationship between stakeholder management and organisational performance? Only one lecturer mentioned the phrase stakeholder once in all of the interview processes.

If we are to believe Berrone et al (2007) and Godfrey (2005) and consider that the relationship between stakeholder management and performance is positive then a stakeholder management programme should become part of the strategic management process for both U.C.S. and the business school. If we are to believe Meznar et al (1994) that the relationship is negative or Bird, Hall, Momentè and Reggiani (2007) that the relationship is neutral or mixed; then the business school's approach to operating could remain the same.

Research Question 1.

~~According to University Campus Suffolk's Business School's employees, which constituents within their operating environment have the greatest potential to strategically impact upon the organisation's effectiveness up until the year 2020 and why?~~

Research suggests that a broad range of stakeholders should be considered as sufficiently strategically important to impact upon the business school in the future. Internal stakeholders within the business school see the government and its agencies, and customers, primarily students and their sponsors, as the most significantly important stakeholders to strategically impact upon the Suffolk Business School.

“To be an effective strategist” Freeman wrote “you must deal with those groups that affect you, while to be responsive (and effective in the long run) you must deal with those groups that you can affect (1984, pp. 47).

Research Question 2.

How do the opinions of the University Campus Suffolk's Business School's stakeholder groups compare and contrast with each other with regards to the research findings?

The opinions of the internal stakeholder groups vary very little in their opinions concerning how they consider the majority of the internal and external constituencies discussed within the research.

There were differences of opinions with regards to the significance of the University Campus Suffolk senior management team, with the lecturers being harsher with their criticisms, as one would expect.

Managers were extremely positive towards the administrative staff, whilst lecturers often saw them as a necessary evil, certainly not key to business success. Managers considered the technical staff to be more important than the lecturers did.

Managers considered that existing post-graduates were of mixed abilities and sometimes bad for the business school; where as lecturers thought that they were not being utilised sufficiently. The managers displayed more negativity towards the student union than did the lecturers.

Regarding external constituents, lecturers considered potential under-graduates to be more important for the future of the business school than did managers, but were concerned as to the likelihood of gaining success through a national market. A manager was insisting on success coming through the development of international markets. Lecturers were worried about the potential post-graduate market seeing what they had to offer as insignificant, whilst managers were simply worried about the calibre of the students that would be attracted to the business school..

Lecturers were worried that local parents might have an impact on the choice of their families' tuition, considering the history of the old Suffolk College before making a decision; managers did not express this concern. Whilst both internal stakeholders considered the local government to be important, managers gave consideration to their potential custom, where as lecturers saw their importance in relation to whether they controlled any capital development programmes.

The Higher Education Funding Council for England and The Quality Assurance Agency were both seen as important by lecturers, whilst their importance was diluted

by a single manager who would know their importance who considered it to be less so.

The first significant difference occurs in how the lecturers and managers consider the business school manager, with the lecturers being highly critical of the present incumbent and the managers not criticising the business school manager openly. Both groups acknowledged the importance of the role.

The final significant difference occurred in how the internal stakeholders considered the lecturing staff. The lecturing staff suggested they were important to the future of the business, with the managers considering them a risk to the business school's future. Lecturers considered themselves under-resourced, hard working and under valued, whilst the managers considered them to be in need of development, of poor morale and delivering poor teaching quality.

I do not want to just recreate the already explicit knowledge of what is strategically important to the customers of a business school, by finding out the opinions of my internal and subsequently external constituencies; what I wanted to achieve was to start to develop some tacit (Baldwin and Baldwin, pp. 336) understanding of why The Suffolk Business School in particular was not being successful.

The research has highlighted some of the failings in the Suffolk Business School's approach to stakeholder management; the business needs to develop products that their stakeholders want and not just those that the internal constituents want to develop and deliver. The internal constituents need to come together and understand more about each other, not simply through a union meeting or end of year assessment board.

Communications should be developed between senior managers and all other internal stakeholders; from the conceptualisation of an appropriate system, and the setting of appropriate targets, to the management of clean information. The measurement of the effectiveness of the business school can be planned for, measured and acted upon as seen fit by each of the business school's internal constituents. After the development of a system, internal stakeholders should become involved in both the strategic

process and the operational management of the business school's stakeholder management programme.

This first piece of non-survey research was intended to discover who the internal constituencies of the institution consider to be strategically important and, who they consider to be its customers; the students and the business community. The subsequent two pieces of primary research will attempt to develop this work with the customers themselves, attempting to appreciate what it is this strategically key constituency sub-set consider especially important. Reflection could follow, leading to influence on strategic processes within The University Campus Suffolk leading to greater strategic success.

I hold strong views regarding how the Suffolk business school should operate, involving their internal and external constituencies, in order to become and remain effective. I present for you an up-dated model (please see figure two in appendix five) that reflect my views on the potential for mutual gains through improved inter-connectivity between stakeholders within the business school's internal and external environments. The issue of which groups are identified as organisational stakeholders is significant because of implied assumptions about the strategic and moral relationships between an organisation and its stakeholders (Greenwood and Anderson, 2009, pp. 189). The updated model has changed in several manners;

- The central circular function within the model has changed from "research transaction" to a more appropriate descriptor "constituency management programme".
- The model clarified which stakeholders I classify as internal and which are external to the organisation's official boundaries; after this work I have moved the under-graduates and post-graduates to be internal constituents.
- As to how the constituents were categorised as either primary, secondary or tertiary, the tertiary classification was dropped; those constituents within the tertiary classification became secondary constituents, less a few stakeholders which the research appeared to show were perceived as un-likely to have an

impact on the business school over the next ten years, for instance the job centre plus.

- The constituents that were considered secondary became primary – external constituents, with the addition of a couple of additional categories that the research showed the respondents considered potentially important for the next ten years; including potential under-graduate and post-graduates and the present and potential sponsors of the students. The removal of the tertiary level of stakeholders and the subsequent re-categorising of other constituencies was hoped to bring more of the stakeholders to the centre of the model, minimising the implication that there was a vast disparity between how important certain stakeholders were considered compared to others.
- The middle and the inner-most spheres, representing primary internal and primary external constituencies have been altered hopefully to appear to reflect greater connectivity between the groups.
- The potentially confusing red spheres in the original model have been simplified, but still remain to reflect potential constituency management programme activity. Each of the three spheres represents a different stakeholder community, just the primary internal constituents, with these and the primary external constituents or with all of the business school's stakeholders.

The model may alter as I carry out my research, develop recommendations and present findings.

EVALUATION

The project has been complex with its aim of gathering valid and honest opinions from two often opposed internal constituents.

Research Design Limitation

The initial part of the evaluation deals with the research design limitations, in many respects, how I would carry out the research differently if I had the opportunity to do so again.

Duration of Study

The data collection of the study took part over a single month; December 2008. This was sufficient and appropriate for the size of the study.

Sample Size

I would increase the size of the sample should I repeat the exercise, despite the additional work and time involved. I would try significantly harder to gain the support of the administrative team and a couple of the senior management team; likewise I would attempt to gain the support of a few more lecturing colleagues so that the sample would be closer to 100% of the population.

Research Context

The work within document three has brought about many purposeful insights into my research area and place of work that I was unaware of prior to its commencement;

- There are differences between departmental level managers and lecturers as to what higher education should be; lecturers consider higher education to be

more of a functional micro-activity against the more strategic, macro-developmental viewpoint of the managers..

- All internal stakeholders and not just the lecturers are willing to blame managers for their perception that the Suffolk Business School is not succeeding as it should at present.
- The opinions of internal stakeholders as to what constitutes a customer are lacking similarity and are varied.
- All internal constituencies want to see significant change at The Suffolk Business School and not just the managers.
- Despite all the rhetoric, any strategic management activities that are carried out relating to The Suffolk Business School are done so at The University Campus Suffolk Senior Management Team level and University Campus Suffolk board level.
- Communications of any strategic management process outcomes are ineffective within The Suffolk Business School.
- The views as to who are important constituencies for the strategic future of the business school are varied between both managers and lecturers.
- No processes are in place that could be categorised as a Constituency Management Programme for The Suffolk Business School, with contact amongst and between internal and external constituencies being un-coordinated and under-developed.

Despite the author's initial consideration of the strategic importance of stakeholders such as lecturers and customers, the internal constituencies of The Suffolk Business School consider that it is customers and the national government and its agencies, including H.E.F.C.E. and Q.A.A., that are strategically important to the next ten years within University Campus Suffolk.

Confirming Findings

Miles and Huberman (1984, pp. 263) discuss the pitfalls of checking for the representativeness within research findings. I have considered their pitfalls and sources of errors and believe my work to not have been impacted upon by

overreliance on accessible and elite informants; the over-weighting of dramatic events and the reliance on non-representative informants.

Hawthorne Effect

The lecturers and managers who took part in the study were fully aware of the purpose of the research and their role in it. It is entirely possible that constituents behaved differently, providing untruthful answers during the interviews, behaving how they thought they should behave and not in the manner that they truly wanted to. I hope this effect was kept to a minimum as all but one of the participants appeared to trust me and the ethical consideration I would provide for their data.

Internal Bias

Whilst there are benefits as an interpretivist researching within your own organisation, there are also potential pitfalls;

There is a possibility that I carried out the research with a bias towards the performance of the lecturers within University Campus Suffolk's business school as I am a lecturer within the organisation myself.

There is also a potential for me and my colleagues to have shown a negative bias against the University Campus Suffolk senior management team as during the period of research there was a certain amount of hostility shown towards them within the business school as they had recently carried out an un-expected series of redundancies.

Execution of Instrument

The following recommendations emerge on the delivery of the research project and its management:

- An agreed working pattern should be developed from the very beginning of the research taking into consideration the scope for greater flexibility, perhaps

using as a forecasting tool – time for completion = (expected number of hours X 2).

- Administrative support and services need to be in place to deal with certain aspects of the project, such as transcription and software training.
- I would carry out additional primary research should I carry out a similar project again which could be considered as to have a triangulating effect within the project.
- I would build into my project plan sufficient time to provide colleagues with research findings so that I might gain feedback from them before re-working my report.

Suggestions for Future Research

Even though the study yielded worthwhile information I would recommend repeating the research with a bigger sample size containing managers and administrators.

The research would be improved by using qualitative research software during the analysis.

Theoretical

For theoretical research, scholars may want to conduct similar research in other business schools to consider whether findings would be different in a different business school setting.

Final Comments.

My research has had an impact on me and has affected me emotionally and intellectually, I am not the same person at the end of this study that I was before its commencement. This research process has moved me to write and inspires me to carry on with this journey in the same and different directions. I want to research; I

am fascinated by what it is and what action it moves me towards achieving. Whilst there are limitations in what I have achieved, it is a valuable spring-board for more research in the future, both, qualitative and quantitative, focussing on the external and internal constituents of the business school; my findings will work as a catalyst.

CONCLUSION

This study explores the opinions of the internal constituents of The Suffolk Business School with regards to which internal and external stakeholders they consider to be the most strategically important for their organisation's success until the year 2020. The research also considers whether the internal stakeholders of the business school have similar opinions in key areas of the business school's operation and finally, how they believe effectiveness should be measured within our business school.

The rationale is that despite strategic management and constituency management theory having emphasised potential synergies, little focus has been paid to synergies within the United Kingdom's higher education system, and less still upon start-up business schools.

There appears to be very little appreciation of the what stakeholder management is or its importance by the Suffolk Business School's managers, which is a worry considering [Freeman presented his theory assessing the role of actors in the firm's environment](#) as far back as 1984. Discussions relating to the business school succeeding in the future, through stakeholder management, unfortunately revolved around satisfying niche markets.

The lecturers' appreciation of the importance of the management of stakeholders is limited, but lecturers do understand the importance of involving the business community more than is done so at present. Lecturers appear to be falsely complimentary as to the extent that stakeholder management practices have already been adopted within The Suffolk Business School.

There are several major findings; regarding the first research question; the internal constituents of the Suffolk Business School considered that the stakeholders that would have the most significant strategic impact upon their organisation up until 2020 will be customers, primarily students and the national government and its agencies, particularly the Higher Education Funding Council for England

Ruth Kelly (Johnson, 2007, pp. 1) recently identified strategic priorities for H.E.F.C.E.; to lead to radical changes in the provision of higher education in this country, for instance incentivising provision that is co-funded by employers and the continued support of the widening participation agenda, particularly with regards to people from non-traditional backgrounds; which may have added to stakeholders' beliefs that the government agency was strategically important. I consider it a key finding that those managers whom deal with H.E.F.C.E. are the only internal constituents who do not consider this government agency to be strategically important.

It is fascinating to note that a similar range of constituencies were mentioned to be dangerous as had been previously mentioned to be important, but just by different individuals. A constituency management programme involving the participants within my conceptual framework would not only validate any pre-existing strategic management activities by the vast majority that appear to be not currently involved, but would allow for a shared frame of reference to be developed between those with an interest in The Suffolk Business School succeeding; minimising the risk in the future of what one person considered to be important, another thought to be dangerous.

Slack and Francis (2007) and Hawawini (2005) all speak of strategic choices for the Suffolk Business School; nobody suggested the school be primarily a research orientated organisation, with most preferring primarily a teaching institution which carries out a small amount of research to enrich its teaching. Primarily it is thought the school should remain a local or regional institution, with just one manager aspiring to introduce a significant international presence. Only one interviewee saw a future without the strategic backing of our partner universities.

As far as my second research question is concerned, the internal constituents had similar opinions, regardless of whether they were a lecturer or a departmental level manager; something that surprised me and I am sure would not remain true, should the administrators and the senior management team had become involved in the research.

The managers' responses as to what was the purpose of education had a slightly more strategic tone than the lecturers'. Managers' opinion of what higher education should be matched much of what Lord Dearing (1997) famously reported; to inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well-equipped for work, can contribute effectively to society and achieve personal fulfilment.

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The majority of all respondents did not know what the objectives of the business school were and there was a mix of responses as to whether these objectives would be met or not. Managers and lecturers responses to what the business school should have achieved by 2020 were similarly change oriented and the majority of respondents considered the students to be our customers.

Lecturers and managers held similar opinions regarding a range of internal and external constituents of the business school. There were only two stakeholders for whom the lecturers and the managers displayed perceived significant differences in so far as to they may impact the business school over the next ten years; the lecturers themselves and the business school managers. The lecturers considered their input strategically important, the managers considered them to be a risk to the business school; the lecturers considered the manager of the business school to be inappropriate for the role; managers were less willing to criticise one of their own.

One lecturer agreed with Ansoff who as early as 1965 criticised stakeholder theory (Freeman, 1984, pp.33), believing the objective of the firm is pure and simple – survival, often seeing stakeholders as constraining the organisation's efforts.

There are many negative references to the school's relationship with its partnership universities, curiously ironic, everybody wants to change and the only way of achieving significant change at the present is through such a relationship.

Despite the lecturers' apparent desires to remain regional and traditional, attitudes towards the future were positive towards change with lecturers wanting to offer what they called the products and services of a true university. There are also positive attitudes towards changing to become more market-focussed, however positive

attitudes do not necessarily lead to positive action. Managers understand the need for The Suffolk Business School to change, but worries about the lecturers' ability to change, the managers simply believing that the quality of the lecturers is too low and they are simply waiting to retire. I believe there is a great deal that needs to change about the lecturing team before I would suggest they could have a positive strategic impact, rather than the strategic impact they are having now, on The Suffolk Business School.

I would like to see The Suffolk Business School's constituency management programme adopt a Social Justice perspective, most associated with the work of Keeley (1978), who suggests applying a principle of minimum regret to measuring organisational effectiveness; whereby effectiveness is judged through assessing constituents' regret over participating with the organisation.

As this study highlights the critical purpose of the business school is developing strategic plans, "to appease different constituencies of the organisation" (Schraeder, 2002, pp.8), the model I propose for the management of constituencies within Suffolk Business School involves the reviewing of the past in order to look to the future; a process involving all of the internal constituencies and a revised set of external constituencies, based upon the results from this piece of research. I hoped that this research would present a more simplified and workable model from the original model (figure one, appendix five), representing so many of the constituencies for higher education and skills in England, to help strategists within higher education in Suffolk manage their constituents and stakeholders more easily; however whilst this emergent theoretical framework is promising (figure two, appendix five) and slightly more simple, it awaits the empirical testing to be carried out in future components of this study.

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Appendix One – Examples of Narratives of Interviews

Appendix Two – Table one representing a Coding Analysis for Interviews

Appendix Three – Table two representing a Boil-down of table one

Appendix Four – Typed up reflective notes on research participants.

Appendix Five – Revised Conceptual Framework.

Appendix One – Examples of Narratives of Interviews

Interview Transcription.

Interview participant : previous manager of a business school / dean level manager / good relationship / pleasant, near retirement.

Interesting facts: Came as senior lecturer, then head of research and development unit, then head of school, then head of faculty.

Doctoral qualification.

Particular issues relating to University Campus Suffolk's Business School

What do you consider to be the purpose of higher education in this country today?

It's got two purposes, it's got the functional purpose, which is to produce people with the appropriate skills for employment, a skilled labour force and in that sense develop the nation so to speak, so employers can find the right type of employee who can think strategically and run the country... I think that has taken over and has become the *raison d'être* of what we do, and to use an American phrase we have become the career credentialing station,

To use another thing, we are used to develop the blue skies thinking and develop culturally and not just to prolong the status quo, but to look in new directions, innovate, and there is a third side which too often gets ignored and that is the cultural side, that people should develop culturally and spiritually, it's a side we almost pay lip service to these days...a more sort of liberal education.

What do you consider to be the current major objectives of University Campus Suffolk's Business School?

Having said there are those three purposes, UCS is very much directed towards the first, which is doing things which make people employable, which is the first role, to provide people with the business skills, the management skills so that they can function;...we are very much local, although we have aspirations to be national we, if you look at the student survey for last year you will find that 92% are local students...or have local postcodes, so we are very much geared towards providing the management skills for the local people;

We should be more geared towards providing the management skills for the SMEs although it is often very difficult to get to the SME's.

The first function is to be running the sorts of courses that will develop them into good business managers...I think there are difficulties there as what we are geared towards are the award bearing courses, when locally, what people often want are the short courses, the quick-fix type of courses, they very often do not want a full offering.

I think a business school should be involved in those types of offerings as we have in the past..things like the chamber and business link, tell me if I'm waffling too long,

If you think of a business school as a centre, where things are happening in terms of business and management in the area and a vibrant community..not only of the university people, but other people coming in and sharing expertise in seminars and events and...joint research and so on, I think its got the purpose of running courses and that's about where it is at the moment, but if it is really to be a business school it has this wider community aspect we expect to see happening.

Now that you have experienced The Business School do you believe that these objectives will be met? Why? / Why not?

If I think back to the last ten years then it hasn't. If we look back in the past we actually has a centre, Suffolk Management Development Centre, on the other side, that is the time when I thought that type of thing was going to happen...

And now it is kind of absorbed in this building and it has no identity, there is no label, there is not physical entity, there is a virtual entity..I am not sure, if you look at UEA for example..their management school and its MBA and its range of MBAs, we re a mini school compared to that and that has developed in the last ten years, because that was nothing, there wasn't actually a management school there and to see that thing grow you need investment and you need investment in a lot of new blood that is going to really drive things forward and under the present circumstances I cannot see that investment occurring.

What do you consider should be the main aims for the business school to have achieved by the year 2020? Prompt: What could the Business School have provided for Ipswich by then?

Which stakeholder from within The Suffolk Business School has the most potential to impact upon the organization's present and future success? Why?

	Narrative
<p>University of Essex / University of East Anglia</p>	<p>How do the universities perceive us? As a bloody pain..but for many we mean nothing to their lives. If we take the business school at UEA, it has a name...day to day we just don't exist ...because they get on with what they are doing, because they are doing a lot of good stuff.</p> <p>It will be interesting to see what happens when they get their new V.C., certainly the last one, who is off ill, now, thought we were a pain, he wanted a top-rated research institution, so messing about with little things like us is a detraction from that...and I think UEA V.C. if asked the question in the beginning if he wanted to do this would probably have said no...it might be interesting to see who the next appointment is, it might be an internal appointment, in which case it would be a friend of ours.</p> <p>In the RAE they both did well, so on a day to day basis they want nothing to do with us.</p> <p>I am surprised this has not happened more, but they do not want to be associated with tin-pot things, they do not want us putting out people with a UEA qualification who aren't that good, if I was in the universities I would be concerned about that,,we are putting out people who have their labels on them and I would be quite concerned about that the graduates that came out aren't good graduates.</p> <p>One impact is that they get £600,000 out of our budget, so one impact is that they take away resources that we could otherwise use.</p> <p>In terms of the business school I don't think they have a significant impact, they validate courses, but as long as we put together a reasonable package they will be approved.</p> <p>For any new thing that we want to develop, supposing we want to develop an MBA in International Relations, I just made that up, that is when the two universities could influence, UEA could say we have already got an MBA in International relations and we do not want you to have one, so I that sense they can be extremely influential. In a sense if we are competing significantly with what they do....</p> <p style="text-align: right;">233</p> <p>They could have an influence, what the Suffolk Business school would need to do is chart a way forward that is acceptable to the</p>

The following are a list of External Stakeholders impacting upon The Business School, both now and in the future; For each of the following stakeholders, to what extent do you agree with the statement “this group has / will have a significant impact on the success of the business school at U.C.S.”

	Narrative
Potential under-graduate students	Must do, as they are going to decide whether to come here and we want the best ones to decide to want to come here...again I'm not close enough to know the present break-down of undergraduates. They must have an impact now and in the future.
Potential post-graduate students	Partly to do with whether they come and who comes, and also the level of people we actually get (the entry qualifications?) its partly to do with thatthe calibre is a good word.
Parents of students	No I don't think so, there might be the odd undergraduate who come and ask all the questions for them, but no....
The press	The press, that is what I said, we have not had anything negative in the press, but on the other hand we have not had anything positive in the press...it would be interesting to stand on the Cornhill and ask people what is the Suffolk Business School and when was the last time you saw any indication that, I think that part of this is you will see your Executive Dean (Peter) in these things frequently, but it wont say Suffolk Business School, Suffolk Business School is not in the public eye, how influential is the press, well at least it is not saying anything bad....In the future it could have an impact if we get hold of the press, if we had a friendly press person, that's what your executive dean should be doing, he should be getting Suffolk Business School and the faculty in the press...not himself.
The local community	To what extent is the local community influential, well it is in terms of, well it depends on what you mean, do you mean by the local community people that can buy your courses....they are quite influential....
National government	Is there anything they can do in terms of legislation, they can make decisions about and they are making decisions about for instance additional student numbers, but on the Suffolk business school at the moment I would not put the national government as being influential and how much they would be.....
Local government	To the extent that local government are clients..they can be in the current financial climate...of actually employing people
Professional bodies	They probably, they never, certainly Cipd are highly influential, I know we have talked about in the past getting ANBAR accreditation, but I don't think even the two

	universities have that.....they can have some impact.
Job centre plus	I cant see how they come into this at all.
Local education authorities	No, I don't think so.....
Large National Organisations	The large national organisation...if you can get them as a client, if we can start to win back BT.
Large Local Organisations	If we were at somewhere like BT, we have lost contracts to BT..... Large local organisations can be...
Suffolk based SME's	I think they are very influential in what we do because they don't come.
National SME's	By definition an sme is local, can you have a national sme? No.
Trade unions	I cant see trade unions having much effect unlesstrade unions in general, I cant see much influence there..
Department for Universities, Innovation and skills.	Could be, I suppose they could be, I am not sure they are at the moment.
Quality Assurance Agency	<p>As it stands, at present, the QAA is only very peripherally influential in our own quality procedures.</p> <p>The interesting thing about the QAA, and possibly one of the reasons why the Suffolk Business School is where it is, is somehow, the last time the QAA inspected business schools was in 1994, somehow we missed out on a subject review in the late nineties..the next direct influence of QAA is in 2010 when they will be doing a collaborative review of Essex's collaborative provision...that I don't think will necessarily effect SBS as it is all about how Essex manages its provision in the colleges.</p> <p>Then there is something called Quality Enhancement Provision and that wont be this centre it will be the colleges.</p> <p>It will continue to have some influence but not a great impact.</p>
Higher Education Funding Council for England	What they agree to fund will have an impact. You have to be really bad to be shut down or for HEFCE to take away funding.
Higher Education Statistic Agency	Unless you can see a reason I cant see how this will have an impact on the Suffolk Business School.

Do you consider any of theses stakeholders to be dangerous?

There is a danger that the students wont come, bad press is a danger, local government and their willingness to send people, professional bodies would only be a danger if they fail to approve, but that is not going to happen.

The SME's, I don't think we have ever really got into the SME's I don't know what you feel?

There is a risk linked to something you need to add here and that is the national student survey and there is a risk that we get bad student satisfaction scores – UNISTATS – we are doing the national student survey this year for the first time. I carried out the survey and we got an overall satisfaction grading of 87% which isn't bad, but we got a score for our facilities of 53% which is a risk if that comes through this year.

Does my study have a possible conclusion, why do we bother here? My study is assuming that there should be a Suffolk Business School, but is there a conclusion why do we bother? It would be a bit drastic.....academics pessimism is contributing to their own demise....

Is there a core of people in the current SBS that could drive it forward into a new Suffolk Business School..(No)..

Who do you consider to be the customers of U.C.S.'s business school?

How would you consider that effectiveness could be measured within The Suffolk Business School?

Length of Service at S.C. / U.C.S.

25 years in August, probably one of the longest serving, Bob Joyce has been here longer than me – I have been in 11 named roles –

Other interesting points about interview / client / activity.

Interview Transcription.

Interview participant : Mike Irwin

Interesting facts: Has taught me in the past – management accountant, risk management / business management course leader/ trade-union representative

Particular issues relating to University Campus Suffolk's Business School

What do you consider to be the purpose of higher education in this country today?

I think it should be more than just preparation for a job...it has to be widening of students perspectives and thinking allowing them to pass this on to a job.

What do you consider to be the current major objectives of University Campus Suffolk's Business School?

Perhaps at the moment the objective is survival and to be instrumental in providing a vocational education and the wider experiences attached to that.

Now that you have experienced The Business School do you believe that these objectives will be met? Why? / Why not?

Yes...I think the business school will survive...

What do you consider should be the main aims for the business school to have achieved by the year 2020? Prompt: What could the Business School have provided for Ipswich by then?

Certainly viable undergraduate education, both full and part-time and a post-graduate presence, better than what we have at the moment and we could have some consultancy work to help employers.

Which stakeholder from within The Suffolk Business School has the most potential to impact upon the organization's present and future success? Why?

Technical Staff

I think they are over rated.....sorry

	Narrative
University of Essex / University of East Anglia	I strongly agree the UEA/UE does have a significant impact at the present . I think it will be far weaker in the future, but the present structure is too fragile to survive. I think this is an entirely political construct for the widening participation activities to offload students they do not particularly trust. What's in it for the funding organisations? It fills a gap, as university provision becomes more expensive there becomes a need for every locality to have university presence
University Campus Suffolk Senior Management Team	I think they will have a significant impact in the future, the only way we will survive is if the senior management team can have a stronger impact...are you sure this is confidential....there is two senior management teams...there are the people who have come over from Suffolk College and I think they are the wreckage of two organisations too many and then there is the senior management team...the project management team that represent the new building and I do not think they have a long-term future.
Academic staff	Again I think that is vital, if we do not get it right then nobody gets it right in the business school...that is a difficult question...the institution has the staff it deserves..uhm...there needs to be a bit higher morale and identification with the business school and I think that the responsibility of the managers to develop that identification.
Administrative staff	They are important but later on they should become less important. I think we are excessively driven by the admin. Requirements. If we are to become successful they need to become support staff rather than driving the place.
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The following are a list of External Stakeholders impacting upon The Business School, both now and in the future; For each of the following stakeholders, to what extent do you agree with the statement “this group has / will have a significant impact on the success of the business school at U.C.S.”

	Narrative
Potential under-graduate students	They are essential
Potential post-graduate students	Less significant, I honestly think they will be a minority past time.
Parents of students	Again I think the impact will be very low. As we start to get different types of students in the parents might start to act differently.
The press	At the present I don't think they have a great effect, the people who read the newspapers think everybody else does... they don't. particularly potential students, they don't read the local press
The local community	We have to get the local community engaged...I find that very difficult to answer...I will take local community as being a stakeholder that does not find itself represented in any group, so I don't think of them as being very important.
National government	I think we are entirely linked to national Government, they have the potential to close us down. I don't know what they are going to do regarding funding so I find that very difficult to answer.
Local government	I think they are very important because they had such a huge amount to do with the setting up of UCS
Professional bodies	Again you are asking me what I think should happen?
Job centre plus	Job centre plus seems to be linked to the skills development thing so are more linked to F.E.
Local education authorities	Again I think this is only at the margins.
Large National Organisations	They could,
Large Local Organisations	They can have a significant impact.
Suffolk based SME's	They are all talk they do not support us...I get sick to death of talking to these people and them not coming up with any constructive suggestions.
National SME's	I don't know if there is anything else I can say about this.
Trade unions	They will not have significant impact,
Department for Universities, Innovation and skills.	They will have a significant impact.

Quality Assurance Agency	Again they could potentially by 2020.
Higher Education Funding Council for England	An impact
Higher Education Statistic Agency	Don't really know what these people do,

Do you consider any of these stakeholders to be dangerous?

Who do you consider to be the customers of U.C.S.'s business school?

The students and their sponsors.

How would you consider that effectiveness could be measured within The Suffolk Business School?

In the short term our ability to survive, the number of students we can get...

Length of Service at S.C. / U.C.S.

23 years.

Other interesting points about interview / client / activity.

Appendix Two – Table one representing a Coding Analysis for Interviews.

<p>academic staff are key to the success of the whole thing.</p> <p>The students will have the most impact. The customer in 75% of the cases is the student, , and potential students... all of them not under or post graduate.</p> <p>post-graduate students, all of them not under or post graduate</p> <p><u>Considers the government to be the most important</u></p> <p>If you asked which of those would have a major bearing, I would say local government</p> <p>HEFCE / Hefce could potentially be a significant threat What is important is also dangerous, if they provide funding, they are dangerous if they withdraw it, hefce is crucial...this building would not be standing here without them. otherwise it is whoever pays for the course, HEFCE I will say hefce because of the funding issues</p> <p>It could be the QAA, but they might say we are not up to it, and hence not close us down however, but do that. But also the funding, they might change how we are funded they might not release so much funding and so difficulty in a smaller area. They might have the biggest impact</p>	<p>External Stakeholder</p> <p>Student</p> <p>P.G. students</p> <p>Government</p> <p>Loc. Gov.</p> <p>H.E.F.C.E.</p> <p>Q.A.A.</p>	<p>10</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>5</p> <p>1</p>
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<p>and on the second tier you are talking about things like local community / the local community without a doubt, / It is crucial that we recruit nationally, but we must also recruit what I call the Chantry brigade, there are a lot of kids in this town who would benefit from higher education, but for financial or social reasons go elsewhere and I think we have an important role to play here...and it will continue to do so.... I think it was that role that lead Ipswich and Suffolk to support us to increase the critical skill base in the community</p>	<p>Loc.com.</p>	<p>3</p>
<p>and the press,</p>	<p>Press</p>	<p>1</p>
<p>Suffolk based SME's</p>	<p>S.M.E.'s</p>	<p>1</p>
<p>ARE THERE ANY STAKEHOLDERS WHO ARE DANGEROUS?</p>		<p>6</p>
<p>I think that your biggest risk at the moment is the senior management team because they have a say as to whether you exist or not....the conclusion could be that they decide SBS should not be there...</p>	<p>Internal stakeholder</p>	<p>1</p>
<p>Does my study have a possible conclusion, why do we bother here? My study is assuming that there should be a</p>	<p>S.M.T.</p>	<p>1</p>

<p>Suffolk Business School, but is there a conclusion why do we bother? It would be a bit drastic.....academics pessimism is contributing to their own demise....Is there a core of people in the current SBS that could drive it forward into a new Suffolk Business School..(No)..</p>	<p>External Stakeholder</p>	<p>6</p>
<p>Students although I think they are all linked There is a danger that the students wont come, There is a risk linked to something you need to add here and that is the national student survey and there is a risk that we get bad student satisfaction scores – UNISTATS – we are doing the national student survey this year for the first time. I carried out the survey and we got an overall satisfaction grading of 87% which isn't bad, but we got a score for our facilities of 53% which is a risk if that comes through this year.</p>	<p>Students</p>	<p>3</p>
<p>The potential post-graduate student is dangerous as we are yet to have a separate and readily identifiable graduate school and until this is in place it is hard to tell whether they will study with us</p>	<p>Pot. P.G. stud.</p>	<p>1</p>
<p>local government and their willingness to send people</p>	<p>Loc. Gov.</p>	<p>1</p>
<p>What is important is also dangerous, if they provide funding, they are dangerous if they withdraw it, hence is crucial...this building would not be standing here without them.</p>	<p>H.E.F.C.E.</p>	<p>1</p>
<p>The SME's, I don't think we have ever really got into the SME's I don't know what you feel? I think the SME market</p>	<p>S.M.E.'s</p>	<p>2</p>

is dangerous in that it is difficult to determine their behavioural patterns and because of the economic climate they are even more stretched.		
The local community...if local people look on you the wrong way... if you cannot sustain the needs of the local needs.	Loc.com.	1
bad press is a danger,	Press	1
professional bodies would only be a danger if they fail to approve, but that is not going to happen.	Prof. Bod.	1
<ul style="list-style-type: none"> How do the opinions of the University Campus Suffolk's Business School's stakeholder groups compare and contrast with each other with regards to the research findings? 	Purp.Ed.	
Purpose of education	Func.	1
Its got two purposes, its got the functional purpose,		
which is to produce people with the appropriate skills for employment, such as people can progress as not necessarily to a specific job, but to a range of jobs my beliefs are it is to broaden the work skills of the students.	Ind. Work skills	8

<p>Preparing people for the workforce, giving them the skills, knowledge, in fairness the need to deliver occupationally or vocationally relevant qualifications In a broad sense to educate people, not just in filling them full of subject specific knowledge, but enabling them to acquire skills, practical skills, to enable them to acquire skills to allow them to put those skills into effect. To develop the individual , I would say mentally and academically, but also to prepare them for an ever changing world and work environment. understanding to be economically active rather than a drain on the government</p>		
<p>To equip students with the correct knowledge, skills and attitudes to go into the workplace and function effectively</p>	Know.skills .att	1
<p>Uhm, higher education, interesting one, uhm right, I would have thought to give a rounded education rather than training in any specific detailed area, I think it should be education not training</p>	Not training	2
<p>it is to promote learning, life-long learning, above and beyond A-levels, A-levels through to post-graduate and the like;</p>	Life long	1
<p>..to provide high quality support</p>	support	1
<p>it can be vocational, but it doesn't have to</p>	vocational	1
<p>and tuition to a certain age range which is a very wide band (11)</p>		1
<p>a skilled labour force and in that sense develop the nation so to speak, To develop knowledge and skills of the United Kingdom, I'm not sure there is a single purpose..erm...to maximise the, how do I put this? The human resources, the human capital, we can bring to bare for the future prosperity of the future society. so employers can</p>	Nat. Work Skills	4

find the right type of employee who can think strategically and run the country... I think that has taken over and has become the raison d'être of what we do, and to use an American phrase we have become the career credentialing station,	Strategic help.	
and have the, how should I put it, the knowledge, uhm and certainly the experience of higher education so they can progress and have even more education after that if required. /,	Spring-board	1
the government agenda is about increasing inclusivity, increasing higher education, increasing the number of students that partake in education beyond A-levels, HEFCE support that in the way they allocate funds, UCS support that in that it is part of their strategic objectives because they need to grow. I am aware of widening participation trends in higher education which are equally commendable	Wid. Part. Agenda	2
I personally take a more traditional view of higher education and consider that the primary aim of higher education should be the cultivation of the mind, inculcating into young people the ability to think and solve problems and the ability to concentrate on a piece of text for a long time and analyse it . and it should be opening people's minds, personally I would like to see it not just assessment driven, I would like people to be given the chance to study in the way that we were given the chance to study, be given intellectual freedom, to go down rabbit holes that are not necessarily on the curriculum just for investigation, curiosity, development of knowledge and skills, education at a level which develops analysis, critical evaluation, desire for knowledge, not just here is the syllabus.....regurgitate it. I am not sure the volume game of higher education necessarily permits that for logistical reasons. I think it should be more than just preparation for a job...it has to be widening of students perspectives and thinking allowing them to pass this on to a job.	Cultivate the mind	3
their roles in regional development	Reg. dev.	1
there is a third side which too often gets ignored and that is the cultural side, that people should develop culturally and spiritually, it's a side we almost pay lip service to these days...a more sort of liberal	Cult. Dev.	1

<p>education. /</p> <p>and the community roles for universities they have always been a vibrant centre of the community and had a community responsibility</p> <p>to educate the professions</p> <p>To use another thing, we are used to develop the blue skies thinking and develop culturally and not just to prolong the status quo, but to look in new directions, innovate,</p> <p>I suppose it should be to. laugh...Do you know, I really do not know and that is the truth.</p>	<p>Com. Dev.</p> <p>Ed. Prof.</p> <p>Blue skies</p> <p>No idea</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>Objectives of UCS</p> <p>Perhaps at the moment the objective is survival and to be instrumental in providing a vocational education and the wider experiences attached to that our survival is based on our ability to get more students however that might be.</p> <p>we have never had a profitability agenda before but now we have.</p> <p>At the present, major aims, uhm, if you consider the business school as an entity, uhm, I would have thought that at the moment all they want to do is grab as many students as possible by offering courses that will get as many students as possible, not necessarily thinking whether it is useful for anybody apart from getting students in. / Numbers, I think it is simply growing in terms of numbers, first and then once we have an economical working base and the staff then I hope they will start to do the other things. one would</p>	<p>Survival</p> <p>Profit</p> <p>Inc. stud. Nos.</p>	<p>2</p> <p>1</p> <p>4</p>

<p>expect objectives to be framed in terms of growth, growth in terms of student numbers./ I think the main focus is to get more students, in this climate and the way the school is formatted today our survival is based on our ability to get more students however that might be.</p> <p>Efficiency</p> <p>Having said there are those three purposes, UCS is very much directed towards the first, which is doing things which make people employable, which is the first role,</p> <p>the management skills so that they can function;...</p> <p>we are very much geared towards providing the management skills for the local people;...we are very much local, although we have aspirations to be national we, if you look at the student survey for last year you will find that 92% are local students...or have local postcodes. Provide courses which are required by the local business community and others at a price that is cost effective, that also facilitates a surplus if possible.</p> <p>We should be more geared towards providing the management skills for the SMEs although it is often very difficult to get to the SME's.</p> <p>to provide people with the business skills,</p> <p>The first function is to be running the sorts of courses that will develop them into good business managers...I think there are difficulties there as what we are geared towards are the award baring courses,</p>	<p>Effic.</p> <p>Help. Empl.</p> <p>Dev. Mngt. skills</p> <p>Help dev. Loc. Mngt. Skills</p> <p>Skills for SMEs</p> <p>Skills for people</p> <p>Dev. Good.</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>3</p>
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<p>To perform that role (to maximise the human resources, the human capital) locally, with a particular emphasis on maximising the economic benefit of the local community. It doesn't seem to have strategic aims and objectives for the business school, only for the university, the objectives for the university is to grow its home market, the participation rate for Suffolk is 24%, where as for other counties it is much higher, 40% and the targets are predicated on the differences between these two figures.</p>	<p>Bus. Mngrs.</p>	
<p>when locally, what people often want are the short courses, the quick-fix type of courses, they very often do not want a full offering.</p>	<p>Dev. Short courses</p>	<p>1</p>
<p>I think its got the purpose of running courses and that's about where it is at the moment, but if it is really to be a business school it has this wider community aspect we expect to see happening.</p>	<p>Run. Courses</p>	<p>1</p>
<p>In addition to this there are objectives relating to market sensitivity where we have to be a lot more aware of what people are doing, what industry is doing, there is objectives relating to inclusion, which means we need disabled people to whatever, which I presume is just a backing up of the development ideas; I think the aims and objectives of the business school, if I were to truly have an opinion is to find a niche for itself in what is a very competitive market.</p>	<p>Widen. Part.</p>	<p>2</p>
<p>there are objectives relating internal growth</p>	<p>Int. growth</p>	<p>1</p>
<p>staff development</p>	<p>Staff. Dev.</p>	<p>1</p>

<p>No, I don't know what they are but they should be to equip the more mature student with the skills, abilities and knowledge to perform more effectively within their own organisations</p>	<p>Dev. Mat. Stud.</p>	<p>1</p>
<p>I do not think its got any aims at the moment I think its just drifting along / I think it is somewhat adrift at the moment, not really focussed, not clearly following any path. In the past it was to simply develop the brand, but now, I don't know. I do find that quite hard to say</p>	<p>It has none</p>	<p>3</p>
<p>I'm not sure I can answer that in any meaningful way and I apologise for that</p>	<p>No answer</p>	<p>1</p>
<p>Will the objectives be met?</p>	<p>Yes</p>	<p>1</p>
<p>Yes...I think the business school will survive...</p>	<p>..by embedding in comm..</p>	<p>1</p>
<p>I think the business school will have no choice other than to achieve and to become embedded into the community, serving the needs of businesses, serving the needs of Continuing Professional Development, serving the need of financial markets, or human resources</p>	<p>...by efficiency drives.</p>	<p>1</p>
<p>If you look at what are the main drivers of profitability the answer has to be yes, if you teach bigger classes using mass technology, in theory there is no reason why you shouldn't – mass testing – more students, same number of staff, as far as I am aware they haven't even promoted anybody in this organisation for 14 years and there is no reason why that is going to change – no changes as far as the business school, lots of change regarding income, students numbers, they also want more research, more consultancy, from people who are not qualified to</p>		

do that – it staggers me -		
<p>I cannot say when, but it should do / Uhm, they seem to be going in that direction, they are, there are a couple of examples where an employer has said can you do this and they say yes they can, which sort of answers that type of question. Whether there are the types and numbers of students that they want out there I seriously doubt. In a small way its nibbling at the edges of these things already, some members of faculty are already doing this, I have done some work in this area, but not to the extent that some other members of faculty have. There is no reason why it should not, but in order to do so it has to invest massively upfront first in its personnel, in its academic structure, its got to have new people in, people with much broader experience bases and it has to free them up from the class room. We will survive, but I do not know in what format, I don't think we will survive in the format we are in at the moment in terms of structure and staff and even the offer, what we are offering to teach./ I think there is room for improvement, but I think we are making attempts to do this</p>	<p>It should do...</p>	<p>5</p>
<p>Probably not or partly, but only partly/ Not necessarily the ones they have set in terms of growth, no, not in the time frame, they are too ambitious. although the business school might know what it wants to deliver, what it will deliver, will be lead by demand, some of what you want to do will be lead from within, but a lot of it will also have to be reacting to what is actually wanted. / And now it is kind of absorbed in this building and it has no identity, there is no label, there is not physical entity, there is a virtual entity..I am not sure..... you need investment in a lot of new blood that is going to really drive things forward and under the present circumstances I cannot see that investment occurring.</p>	<p>Negative answer</p>	<p>4</p>
<p>If I think back to the last ten years then it hasn't. If we look back in the past we actually has a centre, Suffolk Management Development Centre, on the other side, that is the time when I thought that type of thing was going to happen...</p>	<p>Past failures</p>	<p>1</p>
<p>At the moment we seem to have dragged that Suffolk College culture with us, make them teach and if they want to do anything apart from teach then it has to be in their own time and looking at the profile of the department I don't think there is the will to do that, people have had enough. Well, I hope so, I am not being unkind, but you have some stick in the mud colleagues, who have always done things the way they do things and they don't want</p>	<p>Need to change</p>	<p>2</p>

<p>to change very much</p>		
<p>Because it has not got any aims...I think it is just going to get bums on seats, it doesn't have a plan how it is going to achieve this</p>	<p>Need to have a plan</p>	<p>1</p>
<p>I don't think it will achieve what it needs to unless it starts now, investigating other countries, developing an international profile, recruiting students internationally to give it a critical mass, that enables some investment, but it needs to start linking up globally, definitely, its too isolated.</p>	<p>Needs to develop an int. profile</p>	<p>1</p>
<p>What should have been achieved by 2020?</p>		
<p>I wonder if by 2020 we could be an independent university..yes?..I am undecided, I suppose it depends on way the beautiful wind blows after the next election.. I would hope that in perhaps ten years time that UCS would be standing on its own and it is not part of the set up it now is, it could be therefore much more independent,.....something regional</p>	<p>Independence</p>	<p>2</p>
<p>Things might change in the future if we believe we have changed sufficiently for us to apply to award our own degrees the future, I don't think there are any plans for that in the near future, within the next ten years,</p>		
<p>almost certainly they will have changed, but what they will have changed to I do not know,</p>	<p>Changed</p>	<p>1</p>

<p>To be a much more obvious and dynamic and visible force First thing is it has to be bigger, we do not have enough critical mass, so it probably has to be double the size, at least and it probably has to have one or two more faculties. We are quite restricted, other business schools have multiple faculties within the business school,</p>	<p>More significant</p>	<p>2</p>
<p>uhm one hopes they will considering the number of stakeholders who have their money and pride invested in it.</p>	<p>More stakeholders</p>	<p>1</p>
<p>Certainly viable undergraduate education, both full and part-time and a post-graduate presence, better than what we have at the moment Right okay, certainly more students Delivering more of what we are doing now</p>	<p>More students</p>	<p>3</p>
<p>I would like it to be attracting a much wider range of student s than we do at the moment,</p>	<p>Widen Participation</p>	<p>1</p>
<p>Being an accountant I should say hopefully achieving this (more students) with a surplus.</p>	<p>Surplus</p>	<p>1</p>
<p>Hopefully to have canvassed opinion on a wider basis in the business community, to regularly and to provide courses for their needs, that should be the aim. we could do with some sort of marketing plan as without a marketing plan we cannot do anything else. For example this academic strategy that everybody has been talking about as without a marketing plan you do not know who your audience is. If your marketing plan is for bums on seats then your marketing plan would be to gather up not very able students for your retention rates. On the other hand if your academic strategy is to go for creaming off a more able market, one of the strategies has to be to raise standards. Without a marketing plan I can not guess where this place will be in ten years time. Does this make sense</p>	<p>Effective Marketing</p>	<p>3</p>
<p>I think one of the challenges to the business school is to become a player on this market that is already saturated and part of this challenge would be to understand that market and to see who the players are on the field locally...</p>		

<p>and provide a market for those who are not necessarily over ambitious and do not want to move away and set them selves up, but work for large local organisations, the insurers, public sector and they could still have the ambition for an MBA, it might be a market and promoting that more heavily to everyone who will listen.</p> <p>It should have a range of valid and professional qualifications available for the town, adding value for the local businesses. / there would be better qualified managers than there would otherwise be and better skilled than they would other wise be in accountancy and the things that we run, and we would hope therefore that they would all get jobs, the full-timers... and through the modular structure that the MBA offers, try to capture local businesses and individuals and try to convince them to study locally and have that flexibility</p> <p>their skills would hopefully generate more income for the firms they are in, but otherwise are happy.</p> <p>but focusing more on the needs of the local community?</p> <p>I would like it to be featuring on national league tables and to be well up them...</p> <p>I would like it to be an institution with a reputation for high quality teaching..</p> <p>I would like it to be a centre of excellence for the economy of east anglia.</p>	<p>Valid courses for local business</p> <p>Leagues</p> <p>Reputation</p> <p>Regional excellence</p>	<p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
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<p>certainly more staff, improving the student to staff ratio, err,</p>	More staff	1
<p>supervising Ph.D.,</p>	PhD.	1
<p>undertaking research, I would like to see the job role of lecturers to be spread to include research which it doesn't at the moment. There is no expectation to do it, we are not paid to do it.....</p>	Research	2
<p>carrying out consultancy work, and we could have some consultancy work to help employers. I would like to see some way of embracing consultancy, where lecturers are rewarded for consultancy....a change of attitude, a change of mind-set, a bit more grown-up, mature way of looking at the things that they want to get.</p>	Consultancy	3
<p>stronger links with other academic institutions,</p>	Stringer links	1
<p>I think it should be at the very leading edge of business development, I think it should be focussed around IT and finance as these are the key bottom line modes of delivery and ensuring your business thrives;</p>	Excellence in I.T. niche	1
<p>I think it should be international, I don't think it can survive being a regional, local business school .</p>	International	1

<p>because goodness knows whether UCS will still exist in ten years time, First of all we need to survive, as this is not definitely going to be the case.</p>	<p>We need to survive</p>	<p>2</p>
<p>I am sure that if you spoke to Bob Anderson (current CEO) he wouldn't know, he knows what he would like to happen, but in reality...</p>		<p>1</p>
<p>I don't really have any thoughts on that what so ever</p>	<p>No idea</p>	<p>1</p>
<p>Who do you consider to be the customers?</p> <p>People who can not get in elsewhere.</p>	<p>Insult</p>	<p>1</p>
<p>I would always like to put my focus on the students. If we consider full time students, then the students want to learn, customers who generally pay to get something of value so presumably it must be the students, Everyone consider students as customers but this is not very helpful / students, the customer for me is the student, however you want to define that, / The student are the customers/ The students. have various segments, we have students,</p>	<p>Students</p>	<p>6</p>

full-time and the student full-time If we consider full time students We full-time	Full-time	4
part-time, part time part-time we consider part time students	Part-time	4
someone doing CPD	C.P.D.	1
I suppose also the potentially locally based under-graduate students under-grad	Under-grad	2
post-grad	Post-grad	1
local potential post-grad students	Loc.pot.P.G.	1
and their sponsors We have their sponsors who send them to us if they are not self-funding,	Sponsors	2
End-users, and or business, employer of the student even the employers are as they are hopefully going to employ the graduate, the product	Businesses	3

Suffolk base SME's	Suffolk SME	1
large local organisations then the customers are their firms as it's their companies who want and pay for them to learn.	Large local orgs.	2
we have schools and teachers who will influence people, we are one step back, careers advisors,	Schools	1
potentially also parents	Parents	1
certainly local government	Loc. Gov.	1
and to a lesser degree the local community	Loc. Comm.	1
All of those people..(referring to the external stakeholders) / Everybody, everybody internally and externally,, we	Everybody	2

think of ourselves and everybody is our customer.

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	Narrative		
	<p>At this time it is a bit of an unknown, we do not know to what extent they are going to give us the reigns or are going to constrain us to be anti-competitive or they are going to let us go....we have no contact with them really...</p> <p>They have not had an impact but they are going to have....our masters and competitors...dictated to. In terms of the business school I don't think they have a significant impact, they validate courses, but as long as we put together a reasonable package they will be approved.</p> <p>They help us a great deal at the moment, we need their brand. I am not too sure how long this will be the case for but certainly for the moment we need them./ I feel well inclined towards both and grateful to them for providing the funding and the impetus to get this institution going.</p> <p>How do the universities perceive us? As a bloody pain..but for many we mean nothing to their lives. In the RAE they both did well, so on a day to day basis they want nothing to do with us..... I am surprised this has not happened more, but they do not want to be associated with tin-pot things, they do not want us putting out people with a UEA qualification who aren't that good</p> <p>Academics, concerned about maintaining standards</p> <p>They will have a significant impact, I think we will be dancing to their tune, I think they have a regulatory role, and I think that they obviously haven't had a lot of impact, it was always UEA that had an impact because it was their degrees that we were using, Essex did not have as much of an impact. I think now that they are working together I think they will have a significant impact because I think they will challenge each other, so I think you have a good cop : bad cop there, East Anglia will say I think that Essex will let you get away with that, but</p>	<p>Unknown.</p> <p>Neutral comments</p> <p>Positive comments</p> <p>Negative comments</p>	<p>1</p> <p>2</p> <p>2</p> <p>8</p> <p>268</p>

	<p>I suppose the word that comes into my mind first is some dislike, some doubt about her effectiveness / ... I do not know whether she is actually competent / Weak / ineffective, indecisive, patronizing Is this who we think it is.....laugh.....she does everything, whoever the business schools manager is they need to be a lot more experienced, in terms of a manager she does not appear to manage particularly well...</p> <p>Pheww (sharp exhale of breath) inadequate (laughs)</p> <p>do not know whether she is actually competent in her job or is being pressed down on from on high which makes her appear to not do the job which I think that she should do. / The schools manager is constrained by the same things as the senior management. If I can talk about the culture, the staff can only do what the manager allows them to do.</p> <p>She does not fit in because of the senior management team's clique.</p> <p>I am not really sure what it is that she is meant to do;</p> <p>in terms of pushing the business school ethos to outside organisations she does appear to do that.</p> <p>She will have a significant impact in the future</p> <p>a lot more business like, not academic, I know a lot of deficiencies in that role currently... there is a lot that has to go in there... if for instance you compare them with</p>	<p>Pressed down from above</p> <p>Unsure of role</p> <p>Positivity</p> <p>Need for</p>	<p>3</p> <p>1</p> <p>2</p> <p>1</p> <p>270</p>
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Student's Union	<p>An necessary evil</p>	<p>Negative, but necessary</p>	<p>1</p>
	<p>In terms of the business school I am undecided... I don't think so..... It might have an impact on UCS getting students in the first place, but the business school....?</p>	<p>Unsure for the business school</p>	<p>2</p>
	<p>Again probably a negative impact.....no comment.</p>	<p>Negative comment</p>	<p>5</p>
	<p>I do not see how they will have any impact at all. / Ineffective / I don't think they matter a toss. The student union thoroughly under-whelm me, I am not so sure what part they have to play I don't think they matter a toss. The student union thoroughly under-whelm me, I am not so sure what part they have to play in the</p>		
	<p>but they still have a long way to go to get things going but they hopefully will set up the union that other students have in other universities, but they have along, long struggle ahead of them.</p>	<p>A long way to go....</p>	<p>1</p>
	<p>they will have an impact on UCS and that will come down to us in the business school as well They will get stronger as their numbers grow. The student union have not has an impact to date but they will in the future /</p> <p>They're there supporting students so the way in which they handle students might help us to retain them or might in fact help us to lose them.</p>	<p>They will have an impact</p>	<p>2</p>
<p>Uhm, I think they are doing a good job, Doing a good job in difficult circumstances,</p>	<p>They are doing a good job</p>	<p>2</p>	

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	Narrative		
Potential under-graduate students		Positive comments	8
	Locally significant potential / Should be developed /	Positive Market potential	2
	Extremely important, they are our market and will be for some time,/ These are far greater importance to the business school at the present, but for how long? / They are essential As far as the success of the business school goes the potential under graduate and the potential post-graduate students are important and will remain so.. These are always crucial, Must do, as they are going to decide whether to come here and we want the best ones to decide to want to come here... They must have an impact now and in the future.		6
	We have no vision here...	Negative comments	2
	Limited ability, particularly compared with decades previous.	The need to break from the past	1
	I know they have had an impact, a lot of people have had an experience of the old Suffolk college, a negative experience and we are tarred with that brush, rightly or wrongly. If they do not want to come here they will close us down.		1

	<p>No, because there is nobody out there asking them, there ought to be.....</p> <p>What you should be doing , which you are not doing at the minute is developing your courses to make them so hugely attractive</p> <p>nationally limited potential</p> <p>we need to spread our net wider. There is a limited pool,</p> <p>I can not see nationally that we will get to a state where we will attract people locally..ahh the MBA in Ipswich isn't something people in Edinburgh will say. I do not believe there are enough coming out of the schools locally,</p>	<p>Potential for marketing</p> <p>Market potential nationally</p> <p>Unlikelihood of national success</p>	<p>2</p> <p>2</p> <p>1</p>
Potential post-graduate students	<p>Less important</p> <p>it will take us some considerable time to develop the programs, against the others we do not stand a chance./ I know of a lot of students who have achieved their bachelors here and then gone on somewhere else to achieve their Masters and how wonderful it would be to keep them</p>	<p>Negative comments</p>	<p>5</p>

	<p>here. They are not our main priority at the moment I don't think. I think that the potential post-graduate student is not even considering us.</p> <p>Nationally we are not important / Less significant, I honestly think they will be a minority past time.</p> <p>National students think of us as average</p> <p>Partly to do with whether they come and who comes, and also the level of people we actually get (the entry qualifications?) its partly to do with thatthe calibre is a good word.</p> <p>As far as the success of the business school goes the potential under graduate and the potential post-graduate students are important and will remain so..will become important or should become important This is improving These are always crucial, They will be, you hope, a source of an increasing number of students, its your marketplace.</p> <p>Decent, better than reasonable, but not fantastic.</p>	<p>Nationally insignificant</p> <p>Nationally average</p> <p>Importance related to volume and calibre</p> <p>Positive comments</p>	<p>2</p> <p>1</p> <p>1</p> <p>5</p> <p>1</p>
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	<p>We need to spread our net wider, that's how we will expand, there isn't enough locally</p> <p>Depends on publicity</p>	<p>Marketing advice</p>	<p>1</p> <p>1</p>
Parents of students	<p>Uhhm, extremely important,</p> <p>The parents of undergraduate students are important, I am not sure the parents of graduate students are.</p> <p>Locally they may have an impact...</p> <p>Again I think the impact will be very low. As we start to get different types of students in the parents might start to act differently.</p> <p>it is going to take some considerable time to overcome the negative impact of Suffolk College. Locally again I think we have the same problem, the tarring with Suffolk College; I think that tarring will last quite along time, as I was about to go under for my operation last week, the nurse asked me what I did and I said I taught business studies, she gave me my job and said my son wants to do that , but he doe s not want to go to Ipswich, he wants to go to Colchester. But we have that lovely building on the waterfront, but I did a course there and it took four</p>	<p>Very important</p> <p>Important (under-graduate)</p> <p>Locally an impact</p> <p>Little impact</p> <p>Locally – a negative impact</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>

	<p>months to get on to Wolsey (the VLE).</p> <p>No impact</p> <p>I have not got the foggiest idea what they think of this place – reasonable / I do not think I have seen a parent of student since 1999 / I have never met a parent of a student, it is a great shame. When people come to see the college they want to see us, not Clare or Bob Anderson, we are chalk-face, we are the product...they do not know what the product is, they might be able to talk about outcomes, I think the students want to know how they are going to be treated in the classroom, not the processes . No I don't think so,</p>	<p>No impact</p> <p>No idea</p>	<p>1</p> <p>4</p>
The press	<p>As I understand it the press are really giving us favour at the present, it is rare that we receive bad press, but I do know how long that will last. The press are behind us...</p> <p>The press are and will be important... Vital they paint a picture in the local community about what this place is all about, they are very important.</p> <p>Local press as a useful vehicle to stimulate local people to know that we are still here./ Uhm, useful if managed in the right way the press should be used for getting our message across, be our media, be our medium, can help attract, they can make you or break you really.</p>	<p>Positive comments</p> <p>Positive at present</p> <p>Important</p> <p>Potentially useful</p>	<p>7</p> <p>2</p> <p>2</p> <p>3</p>

	<p>I think it is just the case of continually having good news stories. The press is always dangerous potentially.</p> <p>The press, that is what I said, we have not had anything negative in the press, but on the other hand we have not had anything positive in the press.... Neither one thing nor the other, rather than undecided.</p> <p>it would be interesting to stand on the Cornhill and ask people what is the Suffolk Business School and when was the last time you saw any indication that, I think that part of this is you will see your Executive Dean (Peter) in these things frequently, but it wont say Suffolk Business School, Suffolk Business School is not in the public eye, how influential is the press, well at least it is not saying anything bad.....In the future it could have an impact if we get hold of the press, if we had a friendly press person, that's what your executive dean should be doing, he should be getting Suffolk Business School and the faculty in the press....not himself.</p> <p>I think that in the past we have been quite invisible, so this means they have had a strong influence....by their absence,if we fail they will love it.....they love the negatives, strong impact... the bicycles and the crossing</p> <p>The local press...I do not think they have that much impact. / At the present I don't think they have a great effect, the people who read the newspapers think everybody else does... they don't. particularly potential students, they don't read the local press /</p>	<p>Potentially dangerous</p> <p>Neutral at present</p> <p>Generally a failing to promote U.C.S.</p> <p>Negativity of press</p> <p>Not much impact at present</p>	<p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p>
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	The national press probably have no real opinion	National press	1
The local community	<p>Very important / They do have an impact; I think everyone in this list has a significant impact./ Until they recognise it, it is going to be a strong impact Are important and will remain so should be supportive,</p> <p>..... the local community...a major stakeholder to us, we are in amongst them..we hope we are recruiting from them, we hope our graduates will get some employment from them , we are in amongst them, we are part of them and they are part of us.</p> <p>To what extent is the local community influential, well it is in terms of, well it depends on what you mean, do you mean by the local community people that can buy your courses....they are quite influential....</p> <p>Local communities do / should be interested I am yet to know what their impact will be because at the present their only link with me is in requests for sponsorship</p>	<p>Positive comments</p> <p>Important as a stakeholder</p> <p>Important as a customer</p>	<p>10</p> <p>1</p> <p>1</p>

	<p>There is a limited pool locally, there isn't enough population</p> <p>Decent, we have not had enough time to muddy the waters just yet</p> <p>We have to get the local community engaged...I find that very difficult to answer...I will take local community as being a stakeholder that does not find itself represented in any group, so I don't think of them as being very important.</p> <p>I am not actually sure whether the wider local community actually know what UCS is, uhm I think they still see UCS as being Suffolk College and that includes people who should know better, professionals, educators.../ The local community does not know we exist, at the Chelsea football ground there was a picture of this building and somebody thought it was Suffolk College. It should be important because they will talk up or talk down, they are an important stakeholder</p> <p>The vibe I am getting is the local community is very excited to have a university, but I don't think there is sufficient awareness of what a university is about or supposed to do.. We give this impression of being this wealthy, shiny institution that is the only one not impacted upon by the recession.</p> <p>I was talking about the local community, having the support of the local community is very important, having the buy-in from the local community is too. I am undecided because they are undecided.</p>	<p>Negative</p> <p>Inevitably the relationship will sour.</p> <p>The failings of marketing</p> <p>Neutral</p>	<p>1</p> <p>1</p> <p>3</p> <p>1</p>
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	Not sure how much engagement at the moment...		1
National government	<p>A major force for us / Extremely important / Massive impact / I think we are entirely linked to national Government, they have the potential to close us down. I don't know what they are going to do regarding funding so I find that very difficult to answer./ Grants and fees will always have an impact and this comes from policy, wanting a very high number of people to stay on and get degrees, yeah The national government will be very important as they have the money and make the policy;. I think that every organisation that is part of academia is greatly influenced by the policies and the decisions they come up with...I think they are a very important stakeholder at a remote distance..</p> <p>The national government is important as it clearly determines funding..., but as far as impact on the business school, I doubt it very much..</p> <p>Interested ...It is in their interest to see us succeed. This is improving, but I don't think they have much other than their interest to increase higher education../ they will be interested</p> <p>new building,</p> <p>new location,</p> <p>a change of political direction could impact on UCS and the direction of what we do</p>	<p>Very important</p> <p>Important</p> <p>Interested</p> <p>Impact of government</p> <p>Significance of government</p>	<p>7</p> <p>1</p> <p>2</p> <p>2</p> <p>5</p>

	<p>Seem vaguely incompetent to run most things, whether labour or otherwise can determine our future through the various bodies that provide funding.</p> <p>Government is dangerous in its many guises. the national government will determine the trend for higher education</p> <p>They are... dunno.... Undecided.</p> <p>Is there anything they can do in terms of legislation, they can make decisions about and they are making decisions about for instance additional student numbers, but on the Suffolk business school at the moment I would not put the national government as being influential and how much they would be.....</p>	<p>Un-decided</p> <p>Not influential</p>	<p>1</p> <p>1</p>
Local government	<p>Very important / Again a massive impact / I think they are very important because they had such a huge amount to do with the setting up of UCS What ever they become in the future I think they will be important. They are important as they can release funds if they wish, as they have done to create UCS, they have further commitments to phase two. Extremely interested, or they should be ,</p> <p>Good, because some for the senior officers there are linked to here</p> <p>It tries and it seems to be convinced that UCS is a good thing it is part of their wider agenda, Ipswich's growth of skills. Jobs, bringing in money to the economy. So politically,</p>	<p>Very important</p> <p>Positive impact</p> <p>Important for Ipswich so</p>	<p>6</p> <p>1</p> <p>3</p>

	<p>economically, socially, it ticks all boxes. They are getting more involved</p> <p>We are now attempting to strengthen these links for student developments by getting them to align their training needs with what UCS has to offer. To the extent that local government are clients..they can be in the current financial climate...of actually employing people</p> <p>For some reason I am inclined to say that they have less impact and I am just going to say that because I cannot justify that.</p> <p>Again dunno..... but what impact does local government have itself on the business school, I'm not sure.</p>	<p>they will be involved</p> <p>Important as a client</p> <p>Less impact than national government</p> <p>Do not know</p>	<p>2</p> <p>1</p> <p>2</p>
Professional bodies	<p>Important / These will be key to the business school</p> <p>Yeah, reasonable to good in that we have been awarded quality status from both of those / Well they can yeah or neah a lot of our programmes, so I would have to agree with that. Professional bodies, I think they have an impact on our post-graduate provision, we need the accreditation of CIPD, CIMA and people like that...if we are to continue being successful The courses you are doing that interact with professional bodies they will be very, very influential...and I am sure they currently are... the courses that you might develop in the future might tie you in further to professional bodies, but they are</p>	<p>Important</p> <p>Influential for awarding status</p>	<p>2</p> <p>6</p>

Job centre plus	<p>This will have an impact</p> <p>Again they should be, they should be skilling up the population etc.. in terms of what links we do have I wonder The business school might be working in the future with the job centre plus with the students to help with jobs</p> <p>Uhm, again reasonable</p> <p>Job centre plus seems to be linked to the skills development thing so are more linked to F.E. / If we were an FE college they would have a big impact, but not for us...</p> <p>Had nothing to do with Job centre, know it exists but that's about it I don't think they will have a role. I don't rate job centre plus to be honest I cant see how they come into this at all.</p> <p>No idea For the moment I am not sure how job centre plus will impact on UCS</p> <p>....</p>	<p>Positive answer</p> <p>Reasonable</p> <p>Not linked to H.E.</p> <p>Negative answer</p> <p>No idea</p>	<p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>4</p> <p>2</p>
Local education authorities	<p>Very important</p> <p>Probably reasonable to average ?./ They probably do but They should be supportive,</p>	<p>Very important</p> <p>Reasonably important</p>	<p>1</p> <p>3</p>

	<p>The local education authority will have a very indirect impact through the school, but I would have thought relatively unimportant.</p> <p>I don't think it has that much effect on UCS level, more on education at college level. More to do with schools/ Again I think this is only at the margins / Again they would impact FE colleges more. If they ever started offering grants or loans again that would change. Are these not more connected to schools? But they might impact in signposting, but I am undecided.</p> <p>They should be interested in what we are going to do. The business school should be working with the local education authority selling themselves to attract students. they should be consulted as to what is going, as to the wider expansion issues.</p> <p>No, I don't think so.....</p> <p>No idea Don't know</p>	<p>Indirectly important</p> <p>Not related to H.E.</p> <p>They should be interested in each other</p> <p>Negative</p> <p>Do not know</p>	<p>1</p> <p>4</p> <p>2</p> <p>1</p> <p>2</p>
<p>Large National Organisations</p>	<p>Probably not much of a thought as far as they are concerned / I expect that we are not even on their radar./ They are going to look at league tables and we are not even on them, so I do not think they will even look at us. I cant see they are going to have any impact Perhaps not too much at this stage.</p> <p>LNO's that have a local branch, BT for instance has a big presence locally and hence can be</p>	<p>Minimal impact</p> <p>An impact if</p>	<p>5</p>

	<p>useful to us Quite important, particularly if we are talking BT.....we are going to have to build connections with other organisations or we are sunk.. However, large local organisations will have an impact . The large national organisation...if you can get them as a client, if we can start to win back BT.</p> <p>These are key....</p> <p>They could / If we could get in with the large nationals and provide them with something we could spread around the country it would be so wonderful. I don't know what potential there is because we haven't worked with large nationals</p> <p>Disagree...</p> <p>Undecided / Do not know I can not really think of anything off the top of my head.</p>	<p>they have a local presence</p> <p>Important</p> <p>Potential</p> <p>No impact</p> <p>Unsure</p>	<p>4</p> <p>1</p> <p>2</p> <p>1</p> <p>3</p>
<p>Large Local Organisations</p>	<p>They can have a significant impact./ Likewise key, They will continue to be important, Ipswich is claimed to be on some eastern end of some arc of high technology....if that were to disappear we would be in trouble. However, large local organisations will have an impact . Our bread and butter (UG), their Post-graduates go elsewhere If we were at somewhere like BT, we have lost contracts to BT..... Large local organisations can be...</p> <p>Probably good to decent as we get their post-graduates and a fair amount of their middle to senior management come through Where students might be given placements or partners for placements.</p>	<p>Strategically key</p> <p>Important</p>	<p>6</p> <p>2</p>

	<p>We should be on their radar Local might, yeah,</p> <p>whether or not they understand what we are and what the grand plan is... I mean I expect most of them will know.. the likes of Willis and Axa because of the links that we have, outside of Ipswich I really wonder.</p> <p>I would probably say that they are under used. / They could be important as we might collaborate with them Yes, huge, if we can get them onboard it will impact considerably and I think we have tried to work with them</p>	<p>Of some significance</p> <p>Failing in public relations</p> <p>Potentially important</p>	<p>2</p> <p>1</p> <p>3</p>
<p>Suffolk based SME's</p>	<p>Yes they are our future and they have been some of our past,</p> <p>Fairly important as they have to keep on funding students and sending us students. / I think they are very influential in what we do because they don't come. Reasonable to good / Less so, but still important</p> <p>Sources of placement for students if necessary, but also people who you should be discussing the college with, certainly in the short term future.</p> <p>Maybe all talk and no action / It is a well known though that SMEs are not a big fan of training, they do not pay for training, and they don't even participate that actively in sponsored training They are all talk they do not support us...I get sick to death of talking to these people and them not coming up with any constructive suggestions. there is the</p>	<p>Important</p> <p>Fairly important</p> <p>A source of placements</p> <p>Critical</p>	<p>1</p> <p>4</p> <p>1</p> <p>4</p>

	<p>additional problem whereby many SME's don't employ graduates or steer clear of graduates . It is not clear what the benefits are of employing graduates, especially when many of the owners or managers are not graduates themselves and might see them as a threat or undermining their authority as having read more. Sadly not a lot.</p> <p>There are lots of them but they are so small, the workforce are small and cannot afford to loose members of the workforce to UCS. Perhaps this is the million dollar question, this is the question that I am trying to solve, with all other higher education institutions. I see a number of issues in trying to engage SME's....they truly have not got spare cash, so where there is sponsored training, they are very keen, but not even then are very keen as they see day release of staff as a problem in a small organisation, they keep on saying we want a better educated workforce and then the next sentence is we get students who cant write or add up</p> <p>Uhm, again I do not really know if most of those are really aware of what UCS really is... the difference between UCS and the old Suffolk college./</p>	<p>An Important Strategic marketing issue</p> <p>Failings in marketing</p>	<p>2</p> <p>1</p>
National SME's	<p>I do not think they will have much of a thought about us./ I don't have involvement with national ones at all/ Again we do not even appear on their radar/ Not very important to the business school Not terribly important National SME's to a lesser extent.</p> <p>They are all talk they do not support us...I get sick to death of talking to these people and them not coming up with any constructive suggestions.</p> <p>They might be significant by default, they might have gone to Cambridge or Essex and we might be able to win that business.</p>	<p>Unimportant</p> <p>Critical</p> <p>Significant by default</p>	<p>6</p> <p>1</p> <p>1</p>

	<p>Really want them to be I think these are organisations that you will work with in a much more long-term basis than you currently do.</p> <p>By definition an sme is local, can you have a national sme? No.</p> <p>Don't know</p>	<p>They need to be worked with</p> <p>No</p> <p>Do not know</p>	<p>2</p> <p>1</p> <p>1</p>
Trade unions	<p>They will not have significant impact, / I don't think these will have an impact in the future / I don't think they are terribly important these days Doesn't matter Trade unions would not impact fortunately because university provision is well captured and well defended I cant see trade unions having much effect unlesstrade unions in general, I cant see much influence there..</p> <p>Again, possibly just about on the radar, in terms of teaching unions, broader trade unions, we do not even register. Errr, yes.....</p> <p>Big impact if we were to get rid of staff...</p> <p>Are you talking about our trade union....we are not held in great esteem by those organisations</p>	<p>No significant impact</p> <p>Insignificant</p> <p>Potentially significant impact</p> <p>Unions do not think much of UCS</p>	<p>6</p> <p>2</p> <p>1</p> <p>1</p>

	<p>My experience of trade unions is that they are pushing NVQ 1 and 2's and they don't particularly see their remit as anything higher. Again if we could get them to recognise us and what we are doing.</p> <p>They ought to be, providing us with money, but I do not know what they are up to at the moment.</p> <p>I don't have involvement with trade unions ever, I have no idea of their effectiveness Don't Know</p>	<p>Unions are not focussed at H.E.</p> <p>Negative comment</p> <p>No idea</p>	<p>1</p> <p>1</p> <p>2</p>
<p>Department for Universities, Innovation and skills.</p>	<p>I expect that they see as some kind of experiment between Essex and UEA.</p> <p>Very important / They will have a significant impact./; Well we got our funds from them, in terms of the building for UCS. It is going to be important as at some time we are going to seek accreditation as a university Has a huge impact at the moment...they create the policy which determines the HEFCE funding; they get their queue from national government, for instance coming up with the new university challenge policy.... they will be hugely influential to you</p> <p>Reasonable / We should be there somewhere on some list, / They must have some influence You have to be aware of the thinking and the policies of anything that is a government</p>	<p>Significant impact</p> <p>Reasonable impact</p>	<p>7</p> <p>4</p>

	<p>department, however I am not sure you will be working with them hand in hand....</p> <p>Could be, I suppose they could be, I am not sure they are at the moment</p> <p>they do know we exist Something new, they will be interested.</p> <p>I don't know what they do</p>	<p>Potential impact</p> <p>Potential interest</p> <p>Do not know</p>	<p>1</p> <p>1</p> <p>1</p>
<p>Quality Assurance Agency</p>	<p>They have to be important/ Very important / Definitely and it will remain that way</p> <p>Yeah it's a game the way it is played, yea reasonable / We dance to their tune all of the time I have been inspected by QAA inspectors in the old college in the old days The QAA is an interesting one in our concern because we are jointly validated with the parent universities, so the QAA will impact on the parent universities validation procedures and through that on us You want to be well thought of, you have to have QAA on your side... I don't think you will ever escape them or their equivalent.</p> <p>QAA I think is the organisation which basically evaluates the effectiveness of education in establishments by inspecting them and so on. That's what I believe they do but that's all I know they do</p> <p>As it stands, at present, the QAA is only very peripherally influential in our own quality procedures ... It will continue to have some influence but not a great impact.</p>	<p>Very important</p> <p>An impact</p> <p>Unsure, but an impact</p> <p>Peripherally influential</p>	<p>3</p> <p>5</p> <p>1</p> <p>1</p>

	<p>They will have a significant impact.by 2020 / Not at the moment. But presumably they will.</p> <p>Yes they will be interested, they will know about us in terms of general standards and specific standards and also in the assessments that they undertake with us.</p> <p>Do not know</p>	<p>An impact in the future</p> <p>Do not know</p>	<p>2</p> <p>1</p>
Higher Education Funding Council for England	<p>The Higher education funding council has a massive impact because we are one of their pet projects and we are ensured survival, but if they change their direction, or their funding per student, per additional student all of these things, then that would have a direct impact. I expect that HEFCE will continue to exist in its present format Very important/ Top dog and it will remain that way unless we get private funding which is about as likely.... Wooooooow, hefce (what is the wooooooow for?) Money, support, numbers.</p> <p>Obviously important / Obviously pretty important / Again we do not want them withdrawing funding HEFCE have got to be important An impact</p> <p>We still get money from them so they must think something of us Again the same sorts of things, in the way that HE is funded these days. Certainly in terms of students numbers and student retention rates will feed into that.</p> <p>What they agree to fund will have an impact. You have to be really bad to be shut down or for HEFCE to take away funding.</p> <p>I know they provide funding for courses, but I don't know the mechanism on which things are based as I've never had involvement at that level</p>	<p>Very important</p> <p>Important</p> <p>Funding – positive</p> <p>Funding – negative</p> <p>Funding - unsure</p>	<p>4</p> <p>5</p> <p>2</p> <p>1</p> <p>1</p>

Higher Education Statistic Agency	<p>Again, very important impact</p> <p>And these guys could but I don't know when./ So are they the people who are collecting those surveys? If they are showing us to be lesser quality than others then they will have an impact. I don't know, I have never even heard of those</p> <p>If I were them I would be monitoring us quite closely in terms of the funding issues..</p> <p>Sorry to be a pain, but reasonable / They will have a role to play</p> <p>I am undecided at the moment, it gathers data on universities and aligns them....I think currently we slip through the net on this one</p> <p>I know government produce statistics but that's about it / it is a government body that collates stats that will allow them to judge achievement, ranking, stats, Don't really know what these people do, I don't know about that one ... I do not know this organisation, the higher education statistics agency, so I will have to be honest with you, I do not know, both now and in the future. Unless you can see a reason I cant see how this will have an impact on the Suffolk Business School.</p>	<p>Very important</p> <p>Potentially important</p> <p>They should watch over us</p> <p>They are reasonably important</p> <p>They do not measure us</p> <p>Unsure as to what they do / who they are.</p>	<p>1</p> <p>3</p> <p>1</p> <p>2</p> <p>1</p> <p>6</p>

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	<ul style="list-style-type: none"> How can the information gained from the research gathered from the internal constituents of University Campus Suffolk's business school be used to improve either the effectiveness of its operation, or the <u>appropriateness of the Business School's product?</u> <p>How should effectiveness be measured?</p> <p>in a number of ways /In two ways as far as I'm concerned, if I had absolute carte blanche as to what I am going to be measured on it would be on two measures</p> <p>In the short term our ability to survive / whether it is viable?</p> <p>have we provided what they require as an individual / I don't think we can ignore a student based measure, the number of students who leave here with a degree that is worth having the satisfaction of the students themselves as it is important they have a good experience, The satisfaction of those that have come..</p> <p>If we are trying to educate people then if people have had a wonderful experience then they will tell</p>	<p>Effectiveness should be measured in more than one way</p> <p>Survival</p> <p>A student based satisfaction Measure</p> <p>A Wonderful experience</p>	<p>3</p> <p>2</p> <p>4</p> <p>1</p>

	<p>other people I suppose at the moment it is done by the number of successful graduates with first degrees and all the rest of it...yeah that's important</p> <p>it is also important to measure how well. you prepare your graduates for the job market as well...</p> <p>and secondly the success that we have perceived to achieve through the press and the P.R. and that type of stuff / the extent to which our image is, and the perception that the total marketplace has of the institution</p> <p>in terms of initiatives or programs or even old programs that have been rehashed, rebranded and freshly advertised to raise awareness of their existence and then to measure their take up of those and the return business and future growth.... but you could measure it on how many new courses have been developed</p> <p>It could be a numerical thing to look at how many staff we have. It could be an accountancy thing</p>	<p>Number of first degrees</p> <p>Preparation for job market</p> <p>Press and publicity measure</p> <p>New initiatives and rebranded programs</p> <p>Numerical measures</p>	<p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>3</p>
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	<p>affecting if we get more money. I suppose it is going to be predominantly quantitative because you would have to look at the growth figures.... contribution to overheads,</p> <p>Target numbers – critical mass , the number of students we can get / students numbers, undergraduate students, post-graduate / Probably in terms of growth, The number of undergraduate and postgraduate recruitment rates</p> <p>retention and achievement, the usual sorts of ways./ , the through-put, so the enrolment and the attention and achievement of the students and the usual achievement rates and dropout rates.</p> <p>Perhaps throw in some research measurement on a much smaller scale than the RAE...it could be around joint research, it could be around joint projects.</p> <p>I think we could also look at income streams Perhaps finally you could measure it on a quantitative output on money from consultancy, cpd courses and how much revenue these have generated niche areas..... global connections</p>	<p>Student numbers</p> <p>Retention and achievement</p> <p>Research success</p> <p>Success from non-traditional income streams</p>	<p>4</p> <p>3</p> <p>1</p> <p>4</p>
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	<p>but beyond that what we should be doing, what we haven't being doing is getting out into business, consultancy with business and getting them to come here, not necessarily for programs, but for the bits and pieces that they need, as our profile develops, we become the first choice for them...this would be a significant measure for success for us./ qualitatively we could look at how we are liaising with and collaborating with nationally and sadly locally, the extent to which we are integrated into the business community and how many new contacts have been brokered with external organisations,</p> <p>I would like us to be assessed by the claim from local bodies on how we contribute to the local community and the broader community</p> <p>You've got to compare the outcomes with the entry requirements, but I do not how / I do not want to be measured simply by the numbers in and the numbers out, being a training and development person, adding value to the students is important to me from when they arrive to when they leave. Personally I think on the value added, when you look at the student we are getting, because we are not necessarily getting the high flying student as we enable them to grow, to fly. The work we do with the non-traditional student, we have a lot of strength with them, so some measure of where they are when they start and where they are when they finish.; and after that numbers. and the appropriateness of the degree classification to the ability of the student, as if you put rubbish in you are only ever going to get rubbish out, if they keep on sending us students with only 1 A level.....distance travelled, if there was</p>	<p>Community inter-action</p> <p>Value-added</p>	<p>1</p> <p>4</p>
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	<p>some way of measuring the distance travelled, which I understand Ron Impey does,</p> <p>It would not be fare to measure it now, I don't think it would be fare for UCS to have anything measured right now, the building opened few months ago, next years take up will be quite telling, lets see how it goes after a year, when the buzz has been around for a year,</p> <p>I don't want to be measured, I know that's a very un-business like reply, but if you go back to academia 30 years ago there was no measurement and if you go back 20 years ago there was the start of measurement</p> <p>Improve awareness of stakeholder needs</p> <p>Business community</p> <p>I expect that we are not fully aware of the needs of the local business community, only partly.</p> <p>What is U.C.S.?</p>	<p>It would be in-appropriate to measure it now...</p> <p>I do not want to be measured</p>	<p>1</p> <p>1</p> <p>1</p>
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	<p>Individually or combined..one thing is I wonder what it is that they (Essex and UEA) get out of UCS? Or being involved in UCS, that's one thing</p>		<p>1</p>
	<p>What's in it for the funding organisations? It fills a gap, as university provision becomes more expensive there becomes a need for every locality to have university presence</p>		<p>1</p>

Appendix Three – Table two representing a boil-down of table one.

A Table representing a summary of interviewees responses, a “boil down” (including Interview Numbers)

Green sections relates to Managers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
According to University Campus Suffolk's Business School's employees, which constituents within their operating environment have the greatest potential to strategically impact upon the organisation's effectiveness up until the year 2020 and why?														
Internal stakeholders														
The two sponsoring universities			√								√			
Senior management team						√	√					√		
Support staff	√													
Trade Union					√									
External stakeholders														
Students	√	√					√				√			
Post-graduate students							√							
Under-graduate students							√							
Parents		√					√							
The widening participation brigade								√						
Government							√						√	
Local Government							√	√					√	
H.E.F.C.E.	√						√							
Q.A.A.										√	√			

Local Community	√	√					√						√	
Press							√						√	
Small and Medium Sized Enterprises		√					√							
Higher Education Statistics Agency													√	
Are there any stakeholders whom you consider dangerous?														
The community	√													
Senior Management Team				√						√				
Lecturers								√						
External stakeholders	√	√												
The S.M.E. scene		√		√										
Sponsors								√						
H.E.F.C.E.								√						
Press				√										
Students				√				√	√					
The widening participation brigade								√						
Local Government				√		√		√						
National Government				√								√		
None							√	√					√	
How do the opinions of the University Campus Suffolk's Business School's stakeholder groups compare and contrast with each other with regards to the research findings?														
<u>What is the Purpose of Education</u>														
<u>A Functional Role</u>				√			√	√	√			√		√

To Provide skills for work	√		√	√	√				√			√		√
Knowledge, skills & attitudes	√		√						√	√	√			√
Anything as long as it is not training										√	√			
To prevent individuals becoming a drain on society									√					
Life long learning						√					√			
The need to deliver Vocationally based qualifications		√			√									
Widening Participation Agenda		√				√	√							
Develop human capital								√						
Social responsibility agenda		√						√						
Spring-board to further study										√				
Strategic help to run the country								√						
National Work Force													√	
Cultivate the mind		√			√						√			
Regional development	√	√												
Cultural Development														
Educate the Professions.		√												
Blue skies research														
No idea														√
What are the objectives of U.C.S.?														
Survival					√									
Generating Profit							√							
Increase student numbers						√			√	√	√	√	√	√
Improve efficiency						√								
Help the employability of students			√	√										
Develop management skills for students			√	√										
Develop management skills for Ipswich				√										
Develop skills for local S.M.E.'s				√										
Develop skills for people			√	√										

Develop short courses				√							√			
To develop human capital locally								√						
To develop collaborative projects											√			
To operate educational courses that people want						√	√				√			
To widen participation						√								
To generate and operate within a niche			√											
To grow internally, develop a community				√		√								
Staff development related						√								
It has none													√	
Unsure for the business school	√					√								√
Will the objectives be met?														
No answer	√													
Yes					√	√			√	√				
Yes, by becoming embedded in the community			√											
Yes, by efficiency drives						√								
It should do							√	√		√	√			√
.....if new people are employed										√				
.....if the culture changes											√			
Negative answer			√				√					√	√	
...because of past failures.				√										
...because of the need to change						√			√					
...because of them being too ambitious												√		
...needs to develop a plan							√						√	
...needs to develop an international profile				√										
What should have changed by 2020?														
Change, but unsure how..	√									√				
To become a more viable force	√		√		√				√					
To have more stakeholders														
To have more students						√				√		√		
It should have widened participation in Ipswich						√		√						
It should be working to a financial surplus							√						√	

It should have effective marketing							√							
It should have valid courses for local businesses		√					√		√					√
It should be featuring on the national league tables								√						
It should have a stronger reputation			√							√				
It should be a centre of excellence regionally								√						
More staff should be employed												√		
Research degrees should be supervised												√		
Research should be undertaken						√						√		
Consultancy work should be carried out					√	√						√		
There should be stronger links with other academic institutions												√		
There should be a niche for finance programmes			√							√				
There should be a niche for excellence in I.T.			√											
To be far more independent	√													
We need to survive													√	
No idea											√			
Who do you consider to be the customers?														
An insulting answer			√											
Students				√	√			√		√	√	√		√
Full-time students										√	√	√	√	
Part-time students										√	√	√		
Continuing professional development												√		
Under-graduates											√			
Post-graduates											√			
Local post-graduates								√						
Local under-graduates								√						
Sponsors				√	√					√	√			
Businesses										√	√	√	√	
Suffolk based S.M.E.'s								√						
Large local organisations								√						
H.E.F.C.E.							√							

Local Government							√							
Local community							√							
All external stakeholders									√					
Everybody	√													
What are your opinions of the following stakeholders?														
The sponsoring universities														
Unknown										√	√			
Neutral comments					√	√				√				
Positive comments		√							√			√		√
Negative comments			√		√				√	√	√	√	√	√
.....Too distant													√	
Strong negative comments				√										
Financially driven opinions				√										
Widening participation agenda					√									
Concerns of their control due to influence on the board	√													
Concerns of their control on output	√	√	√	√				√		√	√	√		
Expects their strength of impact to remain as such into the future									√					
Increased independence in then future									√					
Expects that their impact will be less in the future	√				√	√								√
University Campus Suffolk Senior Management Team														
Negative comments				√	√		√	√	√	√	√	√	√	√
Negative, but not their fault								√		√				√
Negative, truly their fault									√					
Lacking leadership			√							√			√	
Lacking visibility	√									√	√			
Lacking appreciation of the efforts of their own internal stakeholders										√				
There are two management teams, the old and the new					√				√					

Too "old school"													√		√
Positive comments		√						√							
A key stakeholder	√	√				√		√							
Disrespect voiced for Chief executive										√					
They will in the future			√		√					√					
Uncertain							√								
Academic staff															
Positive comments					√		√	√	√	√					
Hard working	√	√					√						√		
Under-valued					√	√							√		
Committed													√		
Under-resourced													√		
Competent in their own teaching areas											√				
Negative comments			√	√					√	√	√				
A risk to the organisation				√							√				
Switched off														√	
Cynical comments										√					
Training is needed			√	√											√
Poor morale			√		√										
Poor teaching quality			√	√											
Held back by management	√				√					√					
No opinion		√													
Administrative staff															
Positive comments	√	√					√		√	√	√	√			
The key to the businesses success	√			√				√	√						
Demoralised			√												
Hindered by their systems										√			√		
Will become less important in the future					√										
Negative comments			√		√		√	√		√			√	√	
Over-burdening							√								
Technical staff															
Indifferent			√				√	√							√
Important				√					√		√				
Extremely positive	√														

They will have to change for the better			√			√								
Too controlling	√					√								
Positive		√					√	√		√		√		
Negative					√								√	
Uncertain												√		
The Business School's Manager														
The role is extremely important	√	√	√	√	√	√		√	√					√
Important, but less so than academic staff								√						
Negativity towards the present incumbent			√		√	√	√		√	√		√	√	√
The incumbent is pressed down from above									√	√	√			√
Positivity									√					
There is a need for an established figure						√								
Student's Union														
Negative, but necessary							√							
Unsure for the business school								√		√	√			
Negative comment			√	√				√					√	
A long way to go to reach the necessary standards	√													
They will have an impact		√				√			√	√				
They are doing a good job	√											√		
They have improved												√		
They seem focused												√		
They currently have an impact							√		√					√
No answer					√									
Existing post-graduates														
Nice students							√							
Important		√			√			√	√					
Committed												√		
Driven by achieving their qualification												√		
Most enjoy the experience												√		
Neutral opinion of students	√										√			√
Not utilised sufficiently				√	√	√		√	√					
Not seen as sufficiently important						√								
There will have to be positive changes			√											

Currently having a negative impact			√											
Mixed abilities				√			√					√		
No opinion									√				√	
Existing under-graduates														
Influential or important		√		√	√				√		√			√
Decent							√					√		
Committed												√		
Negative comments			√		√		√			√				
No impact at present, but there will be in the future	√		√			√			√	√				
Variable										√			√	
Here for a single purpose										√				
Having a negative effect					√									
Potential under-graduates														
Positive comments		√		√	√							√	√	√
Crucial		√			√				√			√		
Positive potential in local market						√	√	√						
Negative comments			√			√	√		√	√				
A need to break with the past									√					
A potential to improve intake by developing new courses	√			√										
Unlikelihood of national success							√			√				
No answer											√			
Potential post-graduate students														
No comment			√											
Negative comments				√	√				√			√		
Nationally we are seen as insignificant					√							√		
Nationally we are seen as average							√		√					
The students that we will attract will be of a low calibre				√										
Improving						√						√		
Less important than under-graduates														√
Very important	√	√						√				√		
Need for help from marketing									√	√			√	

No answer												√		
Parents of students														
Very important		√						√	√					
Important (under-graduates)								√				√		√
Locally they have an impact	√		√						√					
They have little impact				√	√					√	√			
Locally they have a negative impact									√			√		
No impact													√	
No idea							√							
No answer														
The Press														
Positive comments								√						
Positive at present		√	√	√				√						
Important	√												√	
Potentially useful					√			√		√				
Potentially dangerous												√		
Neutral at present									√			√		
Generally failing to promote U.C.S.	√			√					√			√		
Not much impact at present				√	√				√		√			√
The national press probably have no opinion							√		√					
No answer							√							
The local community														
Positive comments	√			√		√	√	√					√	√
Important as a stakeholder	√	√		√	√			√	√		√			
Important as a customer	√									√				
Not sure how much engagement at present			√		√				√			√		
Negative comment			√							√	√			
Inevitably our relationship will sour							√							
Marketing have not helped in building this relationship									√		√	√		
The National Government														
Very important	√				√		√		√			√	√	√
Important		√				√		√		√				
They are interested in what we do					√	√						√		

The government has had an impact on U.C.S.					√		√	√						
The governments point of view is important	√							√	√					
Un-decided as to impact on the business school								√		√	√			
Not influential				√										
No comment			√											
Local Government														
Very important		√		√	√			√					√	√
Impact improving						√								
They are involved as U.C.S. is so important for Ipswich					√		√			√		√		
Important as a client		√		√										
Less impact than national government									√					
Do not know	√										√			
No comment			√											
Professional bodies														
Important	√						√						√	√
Influential for awarding status to programmes		√		√			√	√	√		√			
Unsure as to their status				√					√			√		
Negative answer			√											
No impact						√								
No idea					√					√				
Job centre plus														
Positive answer														√
Reasonably important	√						√							
Not linked to Higher Education					√			√	√					
Negative answer				√		√						√		
No idea		√								√	√		√	
No answer			√											
Local Educational Authority														
Very important														√
Reasonably important							√						√	
Indirectly important	√	√			√			√						
Not linked to Higher Education		√		√	√				√	√				

They should be interested in each other											√	√		
Do not know		√				√								
Large National Organisations														
Minimal impact							√				√		√	
An impact if they have a local presence				√				√		√				
Important		√												√
Potentially important					√				√					
No impact						√						√		
Unsure	√		√											
Large local organisations														
Strategically key to U.C.S.			√					√						
Important				√			√		√	√		√		√
We are failing in our public relations responsibilities												√	√	
Potentially important	√	√			√	√	√		√		√		√	
Suffolk based Small and Medium sized Enterprises														
Unimportant										√	√		√	
Important				√		√			√					
Fairly important							√	√						√
A source of placements	√													
Critical		√												
An important strategic marketing issue		√			√	√								
Failing in our marketing relationship with them		√			√							√		
No answer			√											
National Small and Medium sized Enterprises														
Unimportant				√	√		√	√		√		√		√
Critical		√												
Significant by default									√					
They need to be worked on	√					√								
Do not know													√	
No answer			√								√			
Trade Unions														

Significant impact					√									
No significant impact		√		√			√		√			√	√	
Insignificant														√
Unions do not think much of U.C.S.							√							
Unions do not get involved with higher education									√					
Negative comments											√			√
No idea	√			√						√			√	
Department for Universities, Innovation and Skills														
Significant impact		√			√			√	√					√
Reasonable impact	√						√						√	
Lacking an impact				√										
Do not know			√							√		√		
No answer						√					√			
Quality Assurance Agency														
Very Important						√			√					√
They will have an impact		√			√		√	√	√		√	√		
Unsure, but they will have an impact	√									√		√	√	
Peripherally influential				√										
An impact in the future				√	√				√		√			
Do not know			√											
Higher Education Funding Council for England														
Very important		√					√		√					√
Important					√		√	√			√	√	√	
Positive due to their links with funding	√	√					√	√	√			√	√	
Unsure because of their links with funding										√				
Sarcastic answer				√										
No answer			√											
Higher Education Statistics Agency														
Very important													√	
Reasonably important							√							√
Potentially important												√		

They should have a watch over us													√		
Unsure as to how they have an impact				√					√	√		√			
Unsure as to what they do / who they are	√	√	√		√	√					√				
How should effectiveness be measured?															
Effectiveness should be measured in more than one way			√					√		√	√	√			
By whether we survive or not					√										
A student based satisfaction measure						√		√		√					
A local business satisfaction based measure								√			√				
Whether students have a wonderful experience or not										√					
By the preparedness of students for the job market	√							√							
By financial measures			√							√	√				
Student numbers			√		√						√	√			
By retention and achievement											√	√			
By success from non-traditional income streams												√			
Value added measure	√					√			√				√	√	
I do not want to be measured						√									

Appendix Four – Table three representing typed up reflective notes on research participants.

Table four – Reflective notes regarding a cumulative opinion of the two primary stakeholders concerning each of the constituencies discussed within the interviews.

Colour Coding relates to the similarity of opinions of the two primary stakeholders – **Yellow suggests minimal difference in opinion Tan suggests some dissimilarity in opinions Orange suggests significant differences of opinions**

Stakeholder	User’s Assessment
U.E.A. / Essex	Lecturers have predominantly negative comments to say regarding the relationship they have with their two supporting universities; of primary concern is a worry over controls that will be exercised, yet there is a feeling that these will lessen in the future.
	Managers are likewise predominantly negative towards the relationship they hold with the two universities, again primarily related to the levels of control that will be exercised
U.C.S. Senior Management Team	Whilst lecturers believe the senior management team to be important, most of the lecturers hold a negative opinion towards them. The senior management team is lacking visibility, too “old school” and suffers from being in two separate teams, one from old Suffolk College and one from the new project team.
	Managers agree that the stakeholder has a significant impact on the present that will remain about the same in the future. Managers have very little positive to say about their senior team, suggesting they lack visibility and leadership
Academic Staff	Not surprisingly, lecturers suggest they are important to the future of the institution with terms such as hard working, undervalued and under-resourced used; there were however a range of negatives spoken of themselves, suggesting that they were switched off, in need of training and showing poor morale.

	<p>Apart from one exception, managers had nothing but negatives to say about lecturers; they were seen as a risk to the organisation and were in need of training. Teaching quality was seen as being poor and morale as low.</p>
Administrative staff	<p>Lecturers had as many positive things to say about administrators as they had negative. They were over-burdening; yet were held back by their systems. Only a couple of lecturers saw administrators as key to business success.</p>
	<p>Managers were more positive about the impact that administrators would have on the business, with half believing them to be key to business success.</p>
Technical staff	<p>There was an extremely broad range of opinions held by academic staff about their technical colleagues, showing no real obvious pattern.</p>
	<p>Managers believed the technical staff to be more important than the lecturers did, with only a couple of negative comments made.</p>
Business School Manager	<p>The lecturers felt that the business school manager was an extremely important job, but there was a strong negative towards the present incumbent of the role. There was recognition that the manager's performance may be being pressed down from above.</p>
	<p>The managers without exception stated that the role was extremely important, but were less open with their criticisms of the present occupant of the post.</p>
Existing Post-graduate students	<p>The most significant theme running through the responses regarding this stakeholder was that they were not used sufficiently and were not seen as sufficiently important</p>
	<p>Managers were not so consistent in their views, suggesting the students were of mixed abilities and in cases actually bad for the institution.</p>
	<p>There were two distinct themes within the responses; that the under-graduates were important at present and that they would become more important in the future.</p>

Existing under-graduate students	A range of similar opinions came from the managers, that the under-graduates were important at present and that they would become more important in the future.
Student's Union	Lecturers believed that the student union are either currently having or will have an impact in the future on University Campus Suffolk, but they were unable to say what direct impact this might have on the business school.
	There were a range of negative responses from managers, with suggestions that they have a long way to go until they working like their counterparts in other campuses.
Potential under-graduates	Lecturers had predominately positive things to say about this stakeholder, suggesting it was crucial for the future and that it was an important local market. There were however negative comments including the likelihood that there will be national success to be gained from an under-graduates market.
	Managers did not purvey such strong views regarding the potential for gaining success through an under-graduate market, offering a range of both positive and negatives to the argument.
Potential post-graduates	Lecturers had less positive things to say about post-graduates than they did about undergraduates. Nationally they were worried of being seen as average and being insignificant. Lecturers did see post-graduates as important, but mentioned the need to have help marketing this product.
	Managers saw the post-graduate market as very important, but it was worried that the calibre of students that would be attracted would be very low..
Parents	There was a split of opinions amongst the lecturers, with those that suggested that the local parents would have an impact and those that said that it would be insignificant. There was worry that parents would still think of the business school as part of the old Suffolk College with its weaknesses towards the end of its existence.

	Managers were equally split in their opinions that local parents would or would not have an impact.
The Press	Lecturers suggested that the local press had no impact at the present; it did no good, nor any harm. It was noted that not much effort was being made to promote the business school within the local press.
	Managers saw the local press as important, yet failing to promote the business school at present. Despite this the relationship with the local press was positive at present.
The local community	Lecturers acknowledged the importance of the relationship with the community, but were not sure as to their engagement with it at the present, expressing the need to have help with getting involved with the community itself. Lecturers were worried that it was only a matter of time before the relationship with their community would sour.
	Managers also noted the community as an important stakeholder and its importance as a provider of customers. It was expressed that there was not an understanding of the level of engagement with the community at the present.
The National Government	Lecturers saw the national government as either important or very important with the impact they would have on University Campus Suffolk, yet were unsure as to their direct impact on the business school itself.
	Managers did believe the national government to be important, but not all of them. It was significant that a senior manager did not consider their role important in the next ten years.
The Local Government	Lecturers consider the local government to be important and that they are interested in the campus because of all the positive impact it might bring to the area.
	Managers saw the local government important, but not all of them. The local government was seen as a key potential customer.

Professional Bodies	Lecturers saw the professional bodies sole role of importance as that of being able to award accredited status to the business school in professional programmes.
	Managers believed there to be a similar importance to their relationship with professional bodies as did the lecturers.
Job centre plus	Lecturers either had no idea what impact the job centre might have on the business school, or thought that it would be minimal because of their only being interested in awards up to further education level.
	Managers had a range of answers to this question, none of them suggesting that there was anything to be gained from holding a relationship with the job centre plus.
Local education authorities	Lecturers believed that the local education authority and their organisation should be interested with each other, but that it might be seen that they are more directly linked to the further education sector.
	Managers saw the local education authority not directly important, interested more directly with further education.
Large national organisations	Lecturers saw large national organisations unimportant unless they had a large local presence in which case there could be great potential.
	Half of the managers were unsure as to this answers response; whilst the other half believed there to be potential within this sector should there be a large local presence also.
Large local Organisations	Lecturers saw these stakeholders as being either important or potentially important, with only one suggesting they were strategically key to the business school.
	Managers held a similar range of opinions to the lecturing team

Suffolk based S.M.E.'s	Lecturers were split as to whether local sme's were important or not to the business school. A couple of lecturers implied that capturing their business was a key strategic marketing issue.
	Managers believed that developing business with local sme's was important or critical and a strategic marketing issue for the business school.
National based S.M.E.'s	Lecturers saw nationally based sme's as unimportant to the business school.
	Managers had a range of answers for the importance of this stakeholder, ranging from unimportant to critical. It was said to be a marketing issue by one manager.
Trade Unions	Only one lecturer had a positive comment regarding unions with most suggesting that they have no impact on higher education anymore.
	Managers were either unaware of the impact or were willing to suggest that trade unions had no impact on the business school now.
Department for Innovation, Universities and Skills	All lecturers stated that the Government department had either a significant or reasonable impact upon the business school. A few did not know what it was.
	A similar response came from the managers apart from one who open in saying that they had no impact on the running of the business school.
Quality Assurance Agency	Lecturers all thought that the Q.A.A. would have an impact, however many of them were unsure as to what it might be.
	Several managers were equally unsure as to their impact, however others suggested there was little impact now, or only a peripheral impact, but there might be in the future.
	Lecturers thought that HEFCE would have a significant impact upon the future success of the business school because of the links it has to funding.

Higher Education Funding Council for England	There was only a low usable response rate to this question due to the sarcastic nature of half of the responses by the managers. Those usable responses suggested that they were important due to their links with funding.
Higher education Statistics Agency	Many of the lecturers were unsure as to who the statistics agency were and further more what they did. The remainder considered what they did to be important.
	Most of the managers were unsure as to what the statistics agency did or who they were.

Appendix Five – Conceptual Frameworks distinguishing between current modus operandi and that which would be preferable in 2020 – figures one and two.

In the Business Schools Environment (at time^x), the Effectiveness of Strategic Actions is linked to the breadth of the Constituency Management Research Process; Ceteris Paribus.

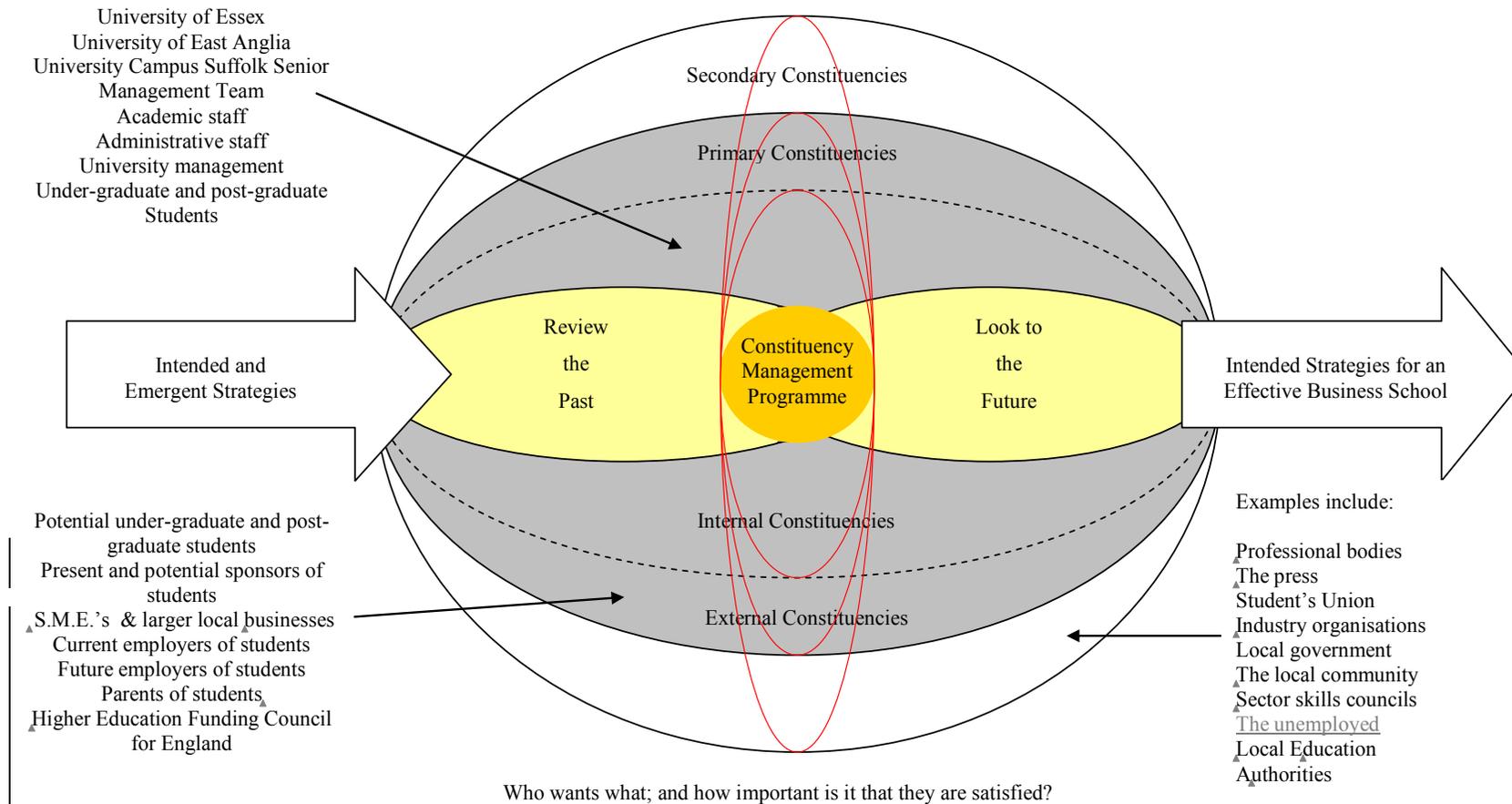


Figure two – Constituencies analysis for The Suffolk Business School in 2009

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