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by Henry Mintzberg

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11

DEVELOPING MANAGERS II

Five Mindsets

This is the course in advanced physics. That means the instructor finds the subject confusing. If he didn't, the course would be called elementary physics.

—LUIS ALVAREZ, NOBEL LAUREATE, 1964

Let us turn now to the core of the IMPM, the classroom activities built around the five mindsets. The distinctive nature of each, combined with our particular pedagogy, posed quite a challenge to each of the module teams, forcing them to think afresh. In this chapter, I describe the five results, after introducing the basic issues we had to face in designing all of the modules. Our intention has been to create five unique experiences that blend into a single integrated program.

DESIGNING THE MODULES

Our modules had to be designed but not overdesigned; in other words, they had to be designed for flexibility in the classroom. This is a bit like

cooking: Get the right pot, drop in good ingredients, heat carefully, stir periodically, and then let the process take over.

Four goals have driven us in the design of each of the modules:

- We have to *cover* the subject matter of each mindset—for example, in Module III, various aspects of managing context (e.g., consumer behavior, financial markets, stakeholder relationships), ideally as alternate descriptive models (e.g., various forms of capitalism), and related competencies (e.g., networking and negotiating). But that has been the easy part; academics are used for “covering ground,” at least conceptual ground.
- Beyond coverage, we had to develop a *theme* for each module, to encourage a natural synthesis as it flows along. In the fourth module (Managing Relationships), for example, the theme became “Management is not about controlling people but about facilitating human collaboration.” The themes, of course, have developed and shifted as new faculty became involved. The mindsets have proved to be rich canvases on which to paint interesting ideas.
- As module director at McGill, Kunal Basu emphasized that we need to get beneath the obvious interpretations of each mindset, into its *deeper meaning* in the practice of managing. We have to get to the inner truths, he said, to tell the deeper stories. What is the essence of analysis in organizations? What is the real meaning of development to participants from developing and developed countries? All themes simplify; in the words of Karl Weick (1996), we had to get to the “profound simplicity”—beyond the “conspicuous” regularities to the “hard-won simplifications which capture the lessons of . . . more complex experience” (252).
- Trickiest of all was to bring each mindset to life—not just to present material about it but to *live* it during the module. In some modules, that proved easy: If you are not Indian, to feel context in India you need only take a walk. Likewise, reflection has been built into the very notion of the module in Lancaster. But how to feel change in Fontainebleau or analysis in Montreal? It is easy to teach analysis in a business school. But how do you experience analysis? How, in other words, do you get fish—participants and faculty alike—to appreciate water?

I do not include integration in this list of goals, because we have discovered that it has to be woven into all the components, rather than being formally designed. In other words, this kind of education is not about taking steps up to the top of some mountain, where everything can finally be seen, so much as about working together to create a fine cloth. Integration has to take place as we combine individual and collective efforts, interconnecting the fibers of different ideas. The resulting cloth is certainly woven, but by no particular thread so much as by every single one—by every single idea and experience discussed in that classroom.

GENERAL MODULE DESIGN

To proceed from these lofty goals, we had to fill in the spaces on those damnable sheets called schedules. Everyone is supposed to know what is happening all the time. In theory at least. If this is Tuesday, at Chicago, it must be Shareholder Value. We fill in those sheets in the IMPM, too, but hopefully with some white spaces that keep parts of them empty.

Figure 11.1 depicts the overall module design. This is to suggest not that the modules mimic each other—a visit to our five classrooms would quickly dispel that notion—but that a common framework helps blend them into a single experience.

We begin most of the modules with “reflecting back,” to review thoughts and experiences since the last module, and we end most with reflecting forward, to consider the return to work and on to the next module. Between the two come mostly the content sessions of a half or

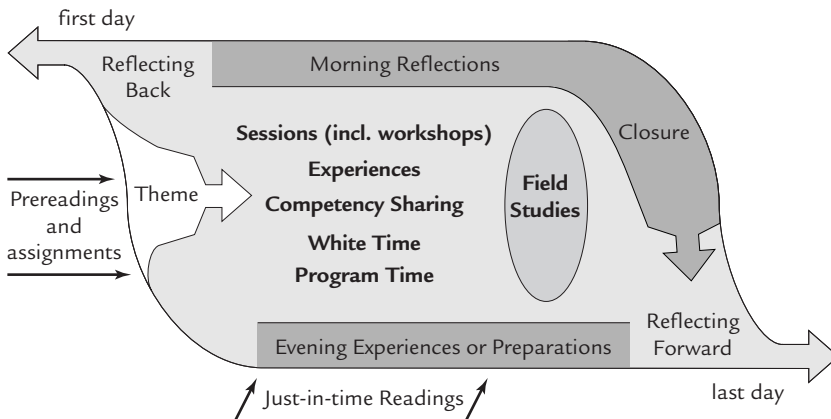


FIGURE 11.1
General Module Design

full day on topics related to the particular mindset, introduced by lectures, exercises, cases, etc., followed by workshops at the tables.

Educational programs are generally designed around courses that run periodically for weeks or months; developmental programs tend to have sessions of a few hours each. Our modules are like courses that run for two weeks, while our classes are like sessions that run for a few hours.

While it is important to make the greatest possible use of the experiences that the participants bring to the classroom, we also create some experiences on site—visits of various kinds, exposure to the local culture, and so forth. Here what matters is not the fancy events that impresses, so much as the interesting experience that gets people thinking. For example, a canned speech by a local dignitary may add nothing substantial, while having a well-briefed class question that person can be enlightening. And, of course, with the emphasis on the verbal in the classroom, there is much to gain from attention to the visual outside it. Thus, near Lancaster, the class regularly visits original sites of the industrial revolution, to appreciate the challenges of managing in another time.

Another important component of all modules, increasingly so as the program has developed, is labeled *program time*. Here the cycle director deals with issues related to the program at large. Every program, of course, has some of this, but it takes on special significance in the IMPM, with special sessions that consider the impact of the learning back at work, share insights from the Reflection Papers, and brief and debrief the Managerial Exchanges and Ventures. Figure 11.1 also shows time for Competency Sharing and Morning Reflections, already discussed, and White Time and Field Studies, discussed next.

WHITE TIME The best way to beat those damnable sheets is to fill in some of the blanks with blanks. I call this *white time*—no black ink in those white spaces. (“I’m sorry; that time is taken. We’re doing nothing then.”) Unexpectedly interesting things inevitably arise in management programs. What a shame when they cannot be accommodated in the classroom. White time provides the chance to return to them.

Program designers often live in mortal fear of what radio announcers call “dead air.” What if no one has something to say? I can hardly recall any such silence in our classrooms; the managers don’t lack for interesting things to discuss, only for the time, and freedom, to discuss them. In spite of our good intentions, including Morning Reflections and our 50-50 rule (violated when things run behind schedule), the IMPM participants have one unrelenting complaint: not enough time to share among themselves. White time can fix that, by allowing us to design *out*, not just design in. (See the accompanying box on IMPM Forums.)

IMPM FORUMS

In the second module, on the analytical mindset, we schedule a day each on a number of the business functions—marketing, finance, accounting, information technology. The mornings are dedicated to “cutting-edge” material in these fields, and one year (Cycle 4), we decided to block out the afternoons for open-ended *Forums*—in effect, everything you always wanted to know about marketing one day, finance another, and so forth. Participants were able to list on a flip chart topics they wished to discuss (e.g., in marketing: “How can you brand a new company?”; in finance: “Has any company implemented the ‘balanced scorecard’?”), and other topics came up in the morning sessions. Several of the specialized faculty, sitting among the participants at the tables, took part in the general discussion; no one was at the front.

The first day we tried this, in finance, the Forum was scheduled from 2 to 5 P.M.—three open-ended hours. The discussion ran to 5:45! In the middle of the afternoon, someone asked for a primer on Economic Value Added. One of the Alcan participants, highly experienced in this area, went up to the board and gave a well-received account. Later the group quizzed their Red Cross colleagues about how it finances its campaigns. The next day, in accounting, the Forum started later but ran to 6:30. No dead air!

In Cycle 7, I was to lead a full day on forms of organizations, to compare Machine, Professional, Entrepreneurial, and Project types (Mintzberg 1989:Pt. II). I introduced the conceptual material in the morning, with a couple of workshops for the groups to consider it in their own companies. Things went faster than expected, so we decided to hold a forum in the afternoon; Brenda Zimmerman, who was the module director and has a creative flair for designing workshops, joined me. We drew on a number of issues that had come up in the morning, “just in time,” so to speak, but with a little more structure than in earlier forums.

- One person had asked about alternate ways to organize the same activity in the different kinds of organizations. We chose new product development as the activity and asked who had extensive experience in it. There were four volunteers, and happily they came from organizations that leaned to different forms. The four sat on stools at the front of the class and answered questions

about how they were organized for new product development. A lively discussion ensued.

- Another issue concerned control in project-type “adhocracies”—how they do it, compared with more conventional organizations. People had been sitting at the tables in company groups, and we asked them, based on the morning workshops, which form best described their companies. Each of the four types was represented, so we designated one corner of the room for each and asked people from companies favoring that form to huddle there and discuss how their control systems reflected their form. They then presented their findings, which made clear, using the experience in the classroom, the extent to which control system differ in the different forms.
- A manager of a Canadian company had asked how *kaizen*, or continuous improvement, can become a regular activity instead of a sporadic one. We called on the participants from Fujitsu, a company with extensive experience in this area. Out of their comments and the discussion that followed came the conclusion that treating this as a technique, with formal meetings, is quite different from instilling it as a philosophy, in regular work.

This was just one afternoon, but rich with learning from experience, related to concepts. It took just three ingredients: (1) appropriate raw material—namely, experienced participants and applicable concepts; (2) a classroom culture that prizes reflecting on experience; and (3) a few simple ideas to organize the discussions.

FIELD STUDIES We use *field studies* in all our modules, but in a particular way: Participants visit the local operations of the companies represented in the class. These are not passive tours, but active investigations, on a subject related to the module, for example, a “cultural audit” at BT in the first module or probing into change processes at Lufthansa in the last one.

Except for the first module, the participants from the company are responsible for setting up the studies (but not for accompanying their colleagues; they go to another company); they decide the issue to be studied, associated with the mindset of the module, divide the class into groups of about five to investigate the issue in various parts of the company (preferably what we call high and low, from senior management to ground operations), organize these investigations, and brief the class on all this.

The groups go out for one full day. The next morning, all those that have been to a particular company get together to consolidate their findings, which are presented to the class in the afternoon, followed by open discussion, including reactions of the participants from those companies.

These presentations seem to work best when they are not too polished. We don't need PowerPoint any more than executive summaries. We need to get the interesting findings out, to stimulate free-wheeling discussion. The intention here is not to prescribe change but to offer descriptive insights. In other words, these should be seen as thoughtful inquiries, not consulting studies, that add to the weaving together of the module's activities. Besides, how often can a manager get comments from trusted colleagues on his or her situation, with no axes to grind, nothing to sell, no authority figure to impress?

I mentioned in Chapter 8 my surprise at how well the one-day visits to colleagues' companies worked in the short courses developed by Sumantra Ghoshal at Insead. This is what inspired our field studies, and, again, I find it quite remarkable how well they work. Participants from the companies frequently praise the insightfulness of their colleagues' comments, while people interviewed back in the companies often comment on how much they learned simply from the questions they were asked. "Why don't we ask each other those simple questions?" one Matsushita manager remarked.

These field studies may seem like case studies, but they have several key differences: The experiences are visual and can be visceral, not just verbal—the participants are out there, on site; they have already come to know the companies through their colleagues; and these colleagues, who have lived these "cases," can take them to a deeper level. I recall one BT manager who visited a call center at the Royal Bank of Canada telling the class that his own job was to help set up such centers for BT clients, but never had he seen one that had been designed around the behavioral factors first, followed by the technological factors. He was impressed! The manager of that call center, a participant in the class, sat there beaming! To repeat a point that bears repeating, experienced managers have a great deal to learn from each other's experiences.

PUTTING THIS TOGETHER Add together all of the components discussed here, and you end up with quite a range of activities in our modules—from reflective sessions to content sessions to visits to forum to field studies, etc., linking every which way. But that is what helps sustain the interest.

Bill Van Buskirk, a creative management educator (see, e.g., Van Buskirk 1996), visited our classroom and remarked on "how self-organizing

the whole thing is.” Maybe that is the best measure of success: the extent to which the participants take charge of the learning, become partners, or citizens, of the program. We have examples of this from the participants of one cycle who asked to run the Morning Reflections, and from those of another cycle who took the initiative to meet with and brief faculty presenters ahead of time.

Let me turn now to the specific modules. Developing them has been quite a challenge—five challenges, in fact. But this is what has attracted an interesting and enthusiastic faculty. How do you take all the characteristics just described and develop two weeks of class time around a mindset that has never been addressed before, to have its own special character yet blend into a cohesive overall program?

Richard Rumelt of UCLA once quipped that if two professors have the same idea, one of them is redundant. That has not been our problem! Everyone involved in this program has had his or her own ideas. And they continue to. So described next is not necessarily our current or best practice—as I write this, something is being changed, even improved—but the essence of some of our practice as we went along.¹

MODULE I: MANAGING SELF— THE REFLECTIVE MINDSET

The IMPM opens in Lancaster by setting its own tone. The purpose is *reflection*: to appreciate it, do it, live it. There is an ancient Chinese expression attributed to Lao Tzu that “knowing others is intelligence; knowing yourself is true wisdom.” Our intention in this module is to encourage some true wisdom.

Of course, a module on reflection represents quite a change from the pressures of daily work, but no less from most management education and development. Yet *what* we do in this module is perhaps less unusual than *how* it gets done—and *how much* of it gets done. For here we have two solid weeks of activities related in one way or another to reflection. Figure 11.2 shows a conceptual overview, or map, of this module.

¹I should say that as program director, I was in attendance at the first twenty-two modules of the IMPM—that is, all of the first four cycles plus the first two modules of the fifth. Since then I have taught in three of the modules regularly and have been most involved in the second module at McGill, where I am codirector in Cycle 8, 2003.

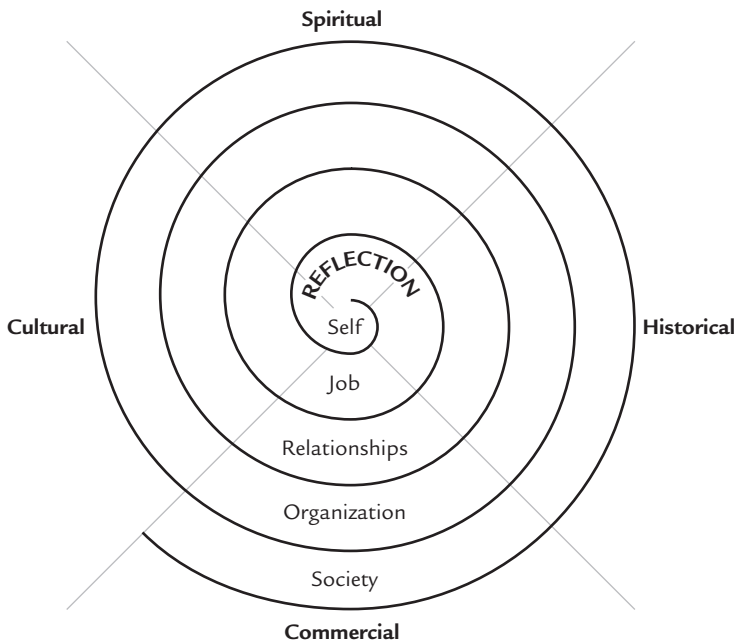


FIGURE 11.2
Map of the Reflection Module

To develop a reflective turn of mind, the participants focus on themselves, their work, and their world, to appreciate how they think, act, and manage; how they cope with the stresses of being a manager; and how they learn from experience to become more discerning—more “critical” in the constructive sense of this word. In the metaphor of Jonathan Gosling, who ran this module for the first two cycles, reflecting is like peeling an onion, to reveal successively deeper layers:

- society (history, economy, ethics, spirituality)
- organization (culture, structure, knowledge)
- relationships (with others, with groups)
- job (managerial work, managing self, managing time)
- self (experience, style)

The first three mirror the next three modules of the program, which indicates another intention of this module: to provide an overture to the entire program. Module I launches the program by introducing all of its

elements and also by bonding the class into a tightly knit learning community. The participants don't lose their national identities here but reinforce them, by learning how to use them to deepen their appreciation of the world. One participant claimed she discovered her American-ness here in northern England!

Reflect in Latin means to refold, which suggests that attention be turned inward so that it can then turn outward, to see a familiar thing in a different way. This is much of what happens in this module.

The details of the activities in this and the other modules are described in a companion volume (accessible on www.impm.org), so I shall just provide overviews here. As shown in Figure 11.2, four content dimensions—spiritual, historical, cultural, and commercial (or economic)—are woven through the sessions on self, job, relationships, organization, and society. There are sessions on managerial work and management thought; on the learning organization and appreciative inquiry; on morality and the role of religion; on the meaning of work and the nature of self. All of these are combined with reflective workshops. The theme of the module, as it has evolved, is to appreciate how context shapes self, through work and culture.

The module is also interwoven with a set of experiences: out-of-door exercises at the outset to encourage bonding; a theater workshop to appreciate the nature of spontaneous interaction; a session on spirituality that has taken the class on a “pilgrimage” to a pagan site, a Buddhist monastery, and a Christian church (discussed in Roberts 1999); and a trip into economic history that visits a cotton mill and the “new economy.” There is also that “culture audit” of the British companies represented in the class.

A surprising number of the participants have told us over the years that this module turned out to be a life-changing experience. Initially, this effect took me by surprise, but it should not have. Managers are terribly harassed these days. They rarely stop, even in their so-called free time. Suddenly they find themselves in a relaxed setting, free for hours on end to engage in all kinds of unexpected reflective activities, and the results can be profound. Near the end of the second cycle, a participant polled her classmates as to whether the IMPM had been a life-changing experience. All but one said yes (the one was not *yet* sure!), and most pointed to the opening module at Lancaster.

We were nervous the first time we ran this module, not only because the program was so new but also because we had no precedent for running two weeks of reflection for managers. Now, with several years' experience behind us, we can only wonder why that should have been. Contemporary managers have a great deal of time *not* to reflect. By

beginning with reflection, the IMPM sets a tone for developing more thoughtful, more balanced, and wiser managers.

MODULE II: MANAGING ORGANIZATIONS — THE ANALYTICAL MINDSET

From reflection at Lancaster, we go to analysis at McGill. Quite a shift in mindset! And the source of untold hours of reflection at McGill, I can assure you, about how to teach a module about analysis.

As noted earlier, the obvious answers were all too easy. In business schools, we specialize in teaching analysis; at work, the participants specialize in using it. So the module could have just taught about technique and been done with it. That way at least we would have “covered” the language of business. But we had to do much more than that—for example, put analysis under the scrutiny that it puts everything else. This was our charge at McGill: to get the fish, professors and managers alike, to appreciate water, and land. This meant stepping far enough away from analysis to be able to go more deeply into it. In other words, we had to get inside the analytical mindset: Who really does analysis, why, how, and to what effect?

Key to module design was coming up with an insightful frame. Indeed, the whole notion of choosing and applying a frame can be seen as the essence of analysis. Figure 11.3 shows a map of this module, similar to the generic module map shown in Figure 11.1, but with straight lines, to convey the structured nature of analysis as the decomposition of a whole into its component parts.

The module itself decomposes into three parts, a first called *framing*, which introduces it; a second called *functional frames*, which considers the specific business functions; and a third called *fusion*, which seeks to bring these frames together.

We frame analysis at the outset by offering different perspectives on the nature of analysis—for example (in Cycle 8), sessions by a well-known philosopher on the role of science (Bunge 1998) and by a researcher on how the game of analysis is played out in business (Langley 1995). Another session contrasts analytic, artistic, and craft approaches to strategy making.

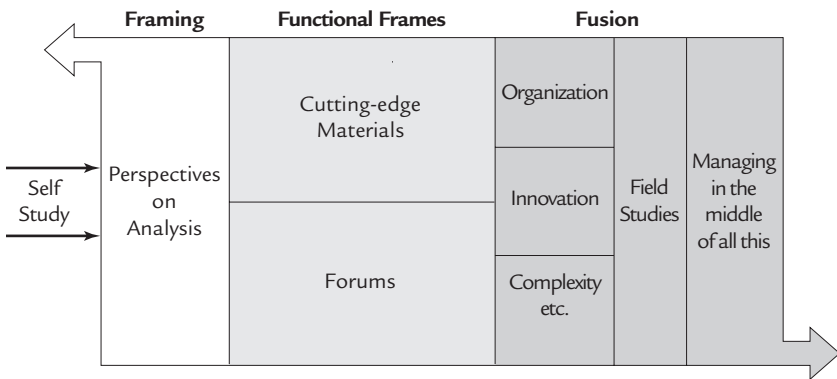


FIGURE 11.3
Map of the Analytical Module

The overall frame having been set, we move to specific frames—namely, how analysis is commonly applied in business organizations, in the functions of marketing, finance, accounting, and information technology. As noted in the earlier box on IMPM Forums, a day is devoted to each, typically in two parts. The morning offers “cutting-edge” materials (sometimes as electives), for example, about options in finance. Here in some cases we have successfully used junior faculty, whose limited experience with management groups is compensated for by the currency of their ideas. We have even used graduates of our own program, such as a banker who taught one elective in options. And in the afternoons, we have run some of those open-ended forums discussed earlier, where everyone could raise issues about the function in question, including competency sharing as it came up (e.g., in a marketing forum, “How do I get close to my customers?”).

One difficulty with organizing these functional frame days is that the level of knowledge can vary enormously in such a class, from people who have spent a career in a function to others who have barely worked with it. That is where our Self-Study comes in—preparatory work in advance of the module to bring people up to a certain level, in marketing, accounting, and finance (discussed later).

The third part of the module concerns fusion. Here we seek to override the functional decomposition by looking at the organization as a whole, from various perspectives: different forms of organizations; complexity theory; the role of “designing” in management; and innovation. The field studies also serve as fusion, by allowing the managers to probe into how analysis is used in the North American organizations represented in the class (e.g., in strategic planning or financial reporting).

At the end of one of these modules that he directed, Kunal Basu put up the following:

- Reflection. Analysis
- Reflection, Analysis
- Reflection ↔ Analysis

In other words, are these separate, sequential, or interactive mindsets? Clearly, we wish to get to the bottom of this list.

MODULE III: MANAGING CONTEXT— THE WORLDLY MINDSET

The third module of the IMPM changes many of the participants, too. Partly this is India, which has a habit of doing such things to people; partly it is the module itself; mostly it is the symbiosis of the two. This module is *about* context, but the participants live context here as well. As suggested earlier, for all but the Indian participants, India hits people like a wave from the ocean: It is not only another world, but in a sense, otherworldly. As illustrated in Figure 11.4, a map of this module, it has been designed on the assumption that being exposed to other people's worlds brings insight to one's own world, and thus helps to make a person more worldly-wise.

We live on a globe that from a distance looks uniformly round. Correspondingly, “globalization” sees the world from a distance that encourages homogenization of behavior. Is that what we want from our managers?

A closer look, however, reveals something quite different: This globe is made up of all kinds of worlds. Should we not, therefore, be encouraging our managers to become more worldly, defined earlier as experienced in life, in both a sophisticated and practical way? Managers need to get into worlds beyond their own—other people's worlds, their habits and cultures—so that they can better know their own world. To paraphrase T. S. Eliot's famous words, they should be exploring ceaselessly in order to return home and know the place for the first time. That is the worldly mindset.

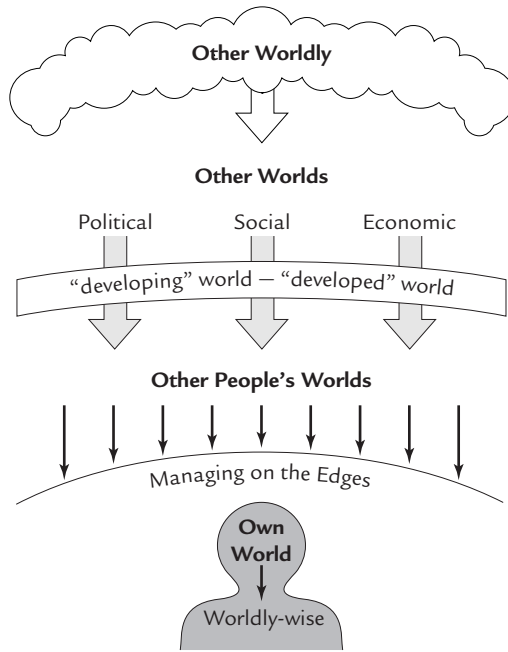


FIGURE 11.4
Map of the Worldly Module

Of course, to do all this in two weeks is obviously a tall order. But it is surprising how far we can get, how powerful simple experiences in a new context can be. In our feedback from Cycle 1, a participant described this as “the total immersion module,” while another wrote, “Most revealing, even shocking. . . . Bangalore changed the way I viewed the world.” India is a thoroughly different place yet ideal for the international development of managers—a truly developing country with widespread facility in English and a strong academic infrastructure.

Porter and McKibbin (1988), in their assessment of management education, call for greater “attention to the external environment—governmental relations, societal trends, legal climate, international developments, among other areas—for the obvious reason that these events ‘outside’ the organization are increasingly penetrating into the internal operations of the firm and affecting its core efficiency and effectiveness” (318). This is precisely the intention of this third module of the IMPM, but with a focus on encouraging worldliness. (See the box on page 306.)

Against the backdrop of developing society in general and India in particular, this module seeks to weave the various components of external context into an appreciation of worlds beyond one’s own. That comes

WORLDLINESS AT FUJITSU

(from the Reflection Paper by Amane Inoue, Cycle 5, 2000)

Japanese people sometimes confuse the meanings of “Global” and “Worldly,” compared to the term “Local.” However, the term “Global” actually means “affecting or including the whole world” whereas “Worldly” means “having a lot of experience and knowledge about people and life.” In the McGill module, we studied in an attempt to find new concepts by asking provocative questions. This provided us with a means of drawing out key points or issues concerning the company. At that time I tried to form some provocative questions according to the company policy, which was “Fujitsu pursues the status of a Global solution provider company.” However, how can Fujitsu be a Global solution provider company when the solutions are of a localized nature? That is, the solution for Fujitsu Europe will be different to that of Fujitsu India. [Instead] if you were to say that “Fujitsu pursues a Worldly solution provider company status,” then the whole of Fujitsu and its employees can understand this concept more clearly. In fact, the term “Worldly” best describes Fujitsu’s aims because of its connotation with experience; “global,” albeit meaning “Worldwide,” does not convey the necessary experience or knowledge required for a company of Fujitsu’s standing. Employees can therefore identify better with the “Worldly” solutions status.

alive in a number of specific experiences, such as yoga early each morning (on a voluntary basis) and evening entertainment in theater, music, and dance. But for the non-Indians, just being there, especially among fellow Indian managers, brings this other world alive. It takes them past the nice abstractions of economic, political, and social differences in the classroom, down onto the streets where the differences come alive. “How can you possibly drive in this traffic?” asked an American participant, shaken up on her drive in from the airport, of the module director. He said, “I just join the flow.” Worldly learning can begin! There is order on those streets of Bangalore, but you have to get inside another world to appreciate it. The module opens with visits to the diversity that is India, from a food market to a software campus, a few kilometers and several centuries apart. This may have shock effect. But after the participants

are asked to reflect on this from the outside comes the real shock that such a tour is possible in New York City, too.

The core of the module focuses on political, social, and economic dimensions, in “developing” as well as “developed” worlds. For example, the political context is conveyed as both controlling and conflictive, manifested in issues such as regulation, privatization, and governance. The social context can be seen as cultural and collaborative, concerned with networks and alliances as well as organizations that are neither public nor private—cooperatives and developmental NGOs, for example. The economic context considers competition and consumption; here is where globalism comes, in the form of financial markets, consumer behaviors, and industry analyses.²

Shown in Figure 11.4 between one’s own world and other people’s worlds is the managerial theme of this module: “Managing on the Edges,” between the organization and its context. As Raphael (1986) has commented in his book *Edges*, biologists have found that many of the most interesting things happen at these interfaces, for example, in the narrow zone between land and sea, where “living organisms encounter dynamic conditions that give rise to untold variety.” And to tension as well: “The flora of the meadows,” for example, “as they approach the woodlands find themselves coping with increasingly unfavorable conditions”—different soil, less sunlight, competition from alien species of trees and shrubs. “The Edges, in short, might abound with life, but each living form must fight for its own” (5–6). And so it is for managers who must likewise function on the edges: chief executives and sales managers most evidently, but all managers, who must connect their units to the broader world around them. Here managing becomes linking more than leading, convincing more than controlling, dealing more than doing. And so this third module addresses the related competencies of networking, negotiating, working with different stakeholders, and managing across cultural divides.

If Lancaster is about looking inward and McGill is about looking outward, then Bangalore is about looking outward to see inward. In a sense, this module marries internalized reflection with externalized analysis. One might say that worldliness puts analysis and reflection into context.

²There may appear to be some overlap here with material of other modules, but the focus in the different modules actually brings out the uniqueness of the mindsets. For example, marketing and finance are discussed in Module II with regard to doing analysis and applying technique and in Module III with regard to understanding the behavior of consumers and financial markets in different contexts.

MODULE IV: MANAGING RELATIONSHIPS—THE COLLABORATIVE MINDSET

The Japanese term *ba* describes a shared space for emerging relationships, especially to create meaning (Nonaka and Konno 1998). This has been a popular theme for the fourth module: There are lectures and readings on *ba*, a great deal of discussion about it, and the term gets used in many of the follow-up Reflection Papers (sometimes for the IMPM itself).

Not just the content but also the mood and tone of this fourth module is very different from the others. For one thing, it conveys the Japanese worldview unequivocally. As noted earlier, here is one place on the globe that has not been inclined to go with the “global” view of management. So while India opens up perspectives on other worlds in general, Japan opens up perspectives on another world of management in particular. And not just from the faculty: The real power of the module comes from the fact that this world is brought to life by those who live it—the Japanese managers in the class—and where it lives—in the field visits to their companies. Observing people at Fujitsu sitting in a big open space, with the manager’s desk at one end, a Canadian banker reacted with horror at the idea of the boss being able to watch everyone all the time. But maybe he isn’t bossing, one of her Japanese colleagues suggested; maybe he’s helping!

Hiro Itami, the module director for Cycles 1 and 2, described this module as follows: “Management is not to control people. Rather, it is to let them collaborate.” This module is thus about “managing human networks.” As for shareholder value, Itami liked to tell the class, on behalf of Japanese business, “Let’s go out and hire ourselves some shareholders!” For years, I tried to encourage him to include something on leadership. We have to pay some attention to it, I kept saying; Module IV is the obvious place. Then I suggested “styles of leading” instead. “We could do that!” he replied. “Leadership” itself, I learned from my colleague, is part of the Western style of managing!

Kaz Mishina, who took on the directorship of the module later, followed suit. He conceived the Japanese style as “leadership in the background,” being about “letting as many ordinary people as possible lead.” As one of the participants quipped, the manager becomes a “*ba-tender*”!

Key to appreciating this is tacit knowledge, another idea that has infused this module—the sense that we use far more knowledge than

we can formally articulate. Ikujiro Nonaka, dean of Japanese management academics, teaches the subject in the module (see Nonaka and Takeuchi 1995).

All of this is conveyed in the experiences as well as the content of the module. “Breathing the local air,” as Itami puts it, has included visits to numerous Japanese sites, including the massive Tokyo fish market, the offices of Fujitsu, reconstruction sites after the Kobe earthquake, and a Japanese primary school to observe the roots of cooperation. Particularly well received has been a session where Fujitsu workers come into the classroom to talk about how they engage in kaizen. With the involvement of LG, part of the module is now run in Korea, with its own experiences.

A map of this module (Figure 11.5; compare this with the more linear map of Module II) comes from Kentaro Nobeoka, co-module director of Cycle 3. He laid out the content around the coordinates of (1) the nature of collaboration, being either implicit/social/informal (namely tacit) or explicit/rational/formal; and (2) the scope of collaboration, from the individual level to the intrafirm, interfirm, and national/societal levels.

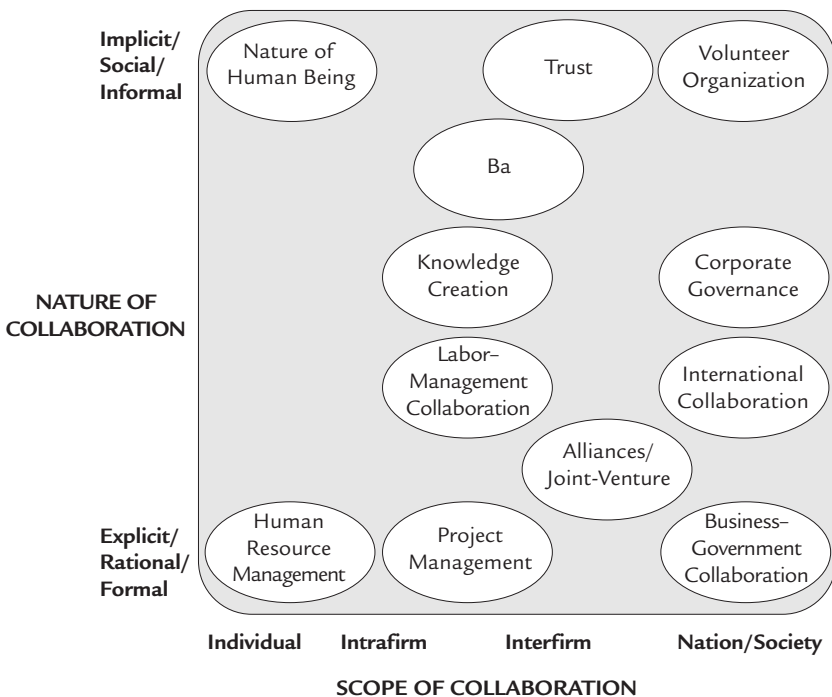


FIGURE 11.5

Map of the Collaboration Module (modified from Nobeoka)

So, for example, there have been sessions on the nature of the human being (implicit and individual, such as Basu's session on models of people, described in a box in Chapter 9), on alliances and joint ventures (interfirm, explicit), and on business–government collaboration (national, explicit).

Competency sharing in this module can include sessions on team-working, culture building, mentoring and apprenticing, and the art of nonverbal communication, plus the various skills of collaborating. A lengthy closing workshop has been used to turn the module over to the class for an afternoon, to self-organize and consider their learning of the two weeks around the theme question of “How do you motivate first-line employees?” Following presentation of their conclusions to the faculty on the next day, the group in Cycle 1 sang, “There is a kind of ‘ba’ . . . all over the world!”

MODULE V: MANAGING CHANGE— THE ACTION MINDSET

After the experiences of Module III in India and Module IV in Japan, the class returns to a more conventional management topic in a more conventional management setting, at least for the Europeans and North Americans. This is the action mindset (originally called catalytic), about the management of change, at Insead in Fontainebleau, France.

Insead specializes in teaching change; it has all kinds of people who do this very well. That has not been our problem; moving away from it has (in some of the other modules as well)—beyond good teaching, to active learning, too. Beyond presenting change, covering it, discussing it, the class has to live it, and also live their members' experiences of it, and so turn this into a profound learning experience by getting under the label of the module and into its essence. A problem with calling the module “catalytic” originally was that a catalyst remains the same while changing other things. The world needs managers who change others by first changing themselves. And that has meant changing how we as faculty design a curriculum about change.

Module V has developed in two respects: in format and in the uses of experience. In format, the module has moved closer to courses, or blocks—sustained focus on particular aspects of change, as shown in the map of Figure 11.6. After an opening session designed to debunk

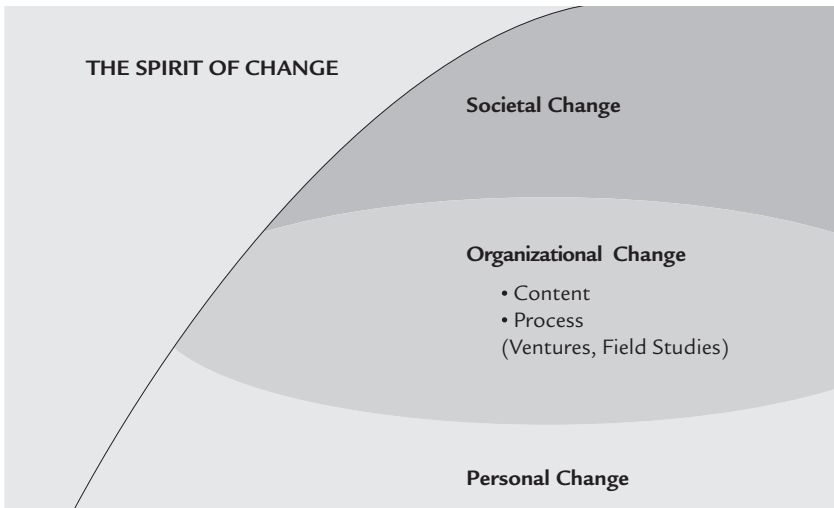


FIGURE 11.6
Map of the Action Module

standard notions of change (e.g., that changing is good and resisting change is bad), there are three blocks.

One block focuses on macro change—more dramatic and discontinuous, usually top-down, leader-driven, deliberately strategic. Cases and examples are used to show how such change has taken place successfully in different organizations.

Another block concerns micro change, especially from a middle management perspective, where most of the participants can be found. Venturing and the use of projects is especially important here, compared with restructuring and broad strategy for the macro block.

The third block is about personal change, to allow the participants to focus on issues such as their own styles of rendering change and their own biases in action. For obvious reasons, this tends to be the most experiential of the three blocks and has included setting personal agendas for future action. (There are also several sessions on societal change.)

Change experiences are woven into the module in various ways. Of course, workshops builds on the participants' own experiences linked to the various conceptual inputs. The field studies are also particularly important here. As might be imagined, after a year and a half with colleagues from companies such as Lufthansa and Électricité de France, visits to those companies to investigate change activities can be highly

revealing. One group, for example, found in part of a company more of a “sense of urgency” to change among the first-line employees they met than among the managers. Particularly revealing have been field studies to Red Cross disaster relief sites, including refugee camps in Tanzania and operations in Kosovo (before the module, on a voluntary basis).

A significant part of this module is dedicated to presentations of the Ventures—the change projects in their own companies that all the participants have been conducting throughout the program (discussed later). These become case studies, if you like, by the protagonists about changing their organizations.

Additional experiences during the module have included a visit to the Louvre for a presentation on changes in painting, driven by technology, and exercise sessions dropped into the class at various intervals to activate the group physically. (The instructor had been doing this with Insead people for several years at the exercise center; this was the first time she ever stepped foot in an Insead class!)

This is a tricky module, for the same reason that Module II is tricky: It is too easy to do what academics do best—that is, teach *about* change, providing examples through cases and driving them home through concepts. We have moved beyond this approach, to use experiences—including that developed during the sixteen months of the program. But we have to take this much further, as we must in all of the modules, to bring their mindsets more to life in the classroom.

To conclude this discussion, Table 11.1 lists various dimensions of the five modules.

TABLE 11.1 DIMENSIONS OF THE MODULES

| MODULE | MINDSET | SUBJECT | SCHOOL | MANAGING |
|--------|---------------|---------------|------------------------|-------------------|
| I | Reflective | Self | Lancaster (England) | Itself |
| II | Analytical | Organization | McGill (Canada) | In the middle |
| III | Worldly | Context | Bangalore (India) | On the edges |
| IV | Collaborative | Relationships | Japan and Korea | Human networks |
| V | Action | Change | Insead (France) | Comprehensively |

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