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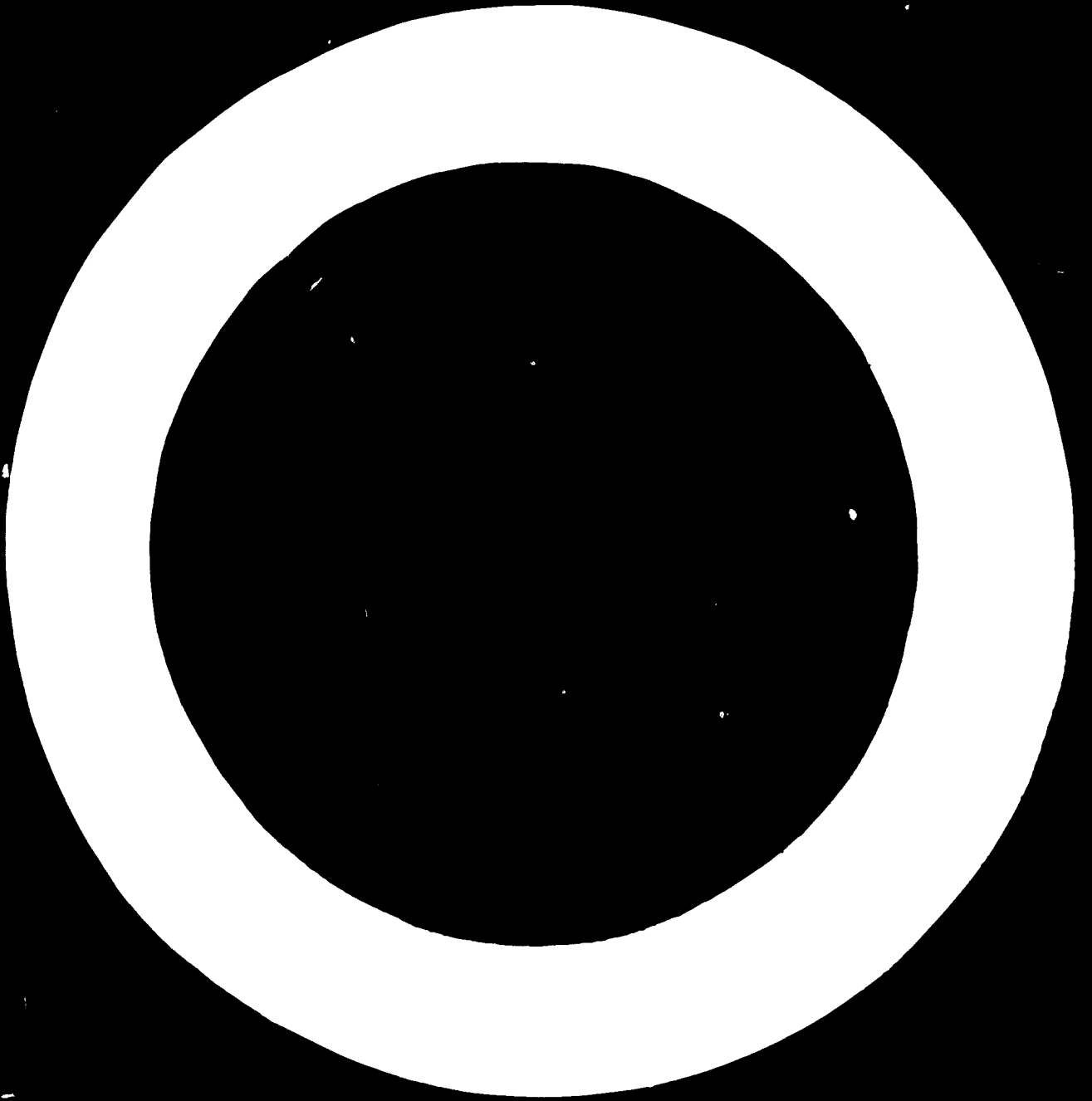
MEASURES TO INTENSIFY INDUSTRY-UNIVERSITY COOPERATION  
AND TO REINFORCE THE CAPABILITY OF BUSINESS SCHOOLS  
TO SUPPLY WELL TRAINED MANAGEMENT RESOURCES, WITH  
SPECIAL EMPHASIS ON CONSULTING SERVICES  
AND SUMMER WORK PROGRAMMES <sup>1/</sup>

by

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## I - INTRODUCTION

The following paper is based on personal experience in the establishment in 1963 of the first professional business school in the Dominican Republic, <sup>1/</sup> in the subsequent efforts to adapt that school to the realities of that country, and on observations made during visits to similar institutions in other Latin American countries.

## II - THE PROBLEM

### A. The Need for Dynamic Innovative Management in the Less Developed Countries (LDC's)

With the increase in international competition, and in face of the danger of multinational corporations and foreign investment, family enterprises, which compose the majority of all enterprises in the LDC's, are becoming increasingly concerned with the need to obtain professional management.

The public enterprise sector, which is rapidly growing in many LDC's, sometimes at the expense of foreign enterprises, sometimes at the expense of the family-owned enterprises, and sometimes through the creation of new activities pre-empted for the government, is also demanding professional management.

Further, the LDC's are faced with the need to make very complicated choices under great uncertainty, as to the types of industries to be established and the technologies to be employed. Already established companies need to revise their administrative methods to improve their productivity and thus their competitiveness. A very special type of management is required to carry out these activities under such conditions, very different from the management required for well-established efficient firms under stable conditions in developed countries.

1/ The School of Administration and Economics of the Universidad Madre y Maestra (UCMM).

In short, the degree of availability of well trained management may be one of the most important factors determining the rate of growth of the economies of the LDC's.

Ideally, management in the LDC's should be:

- innovative and adaptive;
- dynamic and entrepreneurial;
- fully aware of the need for social justice;
- professional, ideologically free to work either for private or for public enterprises.

#### B. Possible Sources for the Required Management Resources

Leaving aside the possibility of importing management from abroad, which should be used only as a stop-gap solution, the internal sources of management resources can be classified and analyzed as follows:

1. The traditional families versed in business activities.
2. Employees within existing companies.
3. The self-made entrepreneurs.
4. The professional business school.

Sources 1 to 3 above do not at all guarantee management resources in the quantity and quality required for an LDC's development, since either they produce such resources adapted to the status quo (sources 1 and 2), or in very small quantities due to social and educational restrictions (source 3).

In view of these difficulties, the professional business school would seem to be, at least theoretically, the best potential source. Through it, social class determinants of success could perhaps be by-passed, and the training and experience unobtainable in family-owned enterprises can perhaps be transmitted. Further, it is an institution where efforts can be concentrated, where decisions can be taken in relative isolation from the pressures of the environment, and where the quality and quantity of the output (graduates) can be varied in a planned manner.



C. Evaluation of the Present Capability of the Professional Business School to Supply Management Resources and Services

In actual fact, the contribution of business schools to economic development in the past has been rather insignificant. Some of the possible reasons explaining this phenomenon are analysed below:

1. Traditionally, university-level business schools trained students to work within the existing business environment, which meant that they were given tools (commercial law, accounting, statistics, sales methods) to qualify them to be middle-level employees at best, little emphasis having been placed on training for decision-making. These traditional schools employed part-time professors drawn from the business or professional ranks (primarily accountants and lawyers), who taught to part-time students who were concurrently low-level business employees.

These schools have generally restricted their activities to the training of their regular students, and have carried out very little research, consulting work or management development efforts.

2. More recent efforts to establish modern business schools have run against very serious obstacles, analysed below, which have much reduced their effectiveness:

- (a) great scarcity of professors trained to use the new teaching methods, to teach the courses required in the new programmes, and to conduct the new activities planned for such schools;
- (b) the few persons potentially able to apply the new teaching methods and teach the new courses, trained abroad in all likelihood, are young and lack teaching and practical business experience; this situation is preserved by the tendency of these schools to contract their professors on a full-time basis without providing them with an opportunity to obtain business experience;

- (c) the majority of business school graduates, in the absence of special efforts by the school, are immature for business decision-making both because they have not received or been able to absorb formal training in this at school, and because they have no family training in it.

Whether the business school graduate comes from the traditional school described in 1. above, or from the more recent efforts described in 2. above, the established business community, perhaps partly in self-defence but to a great extent with reason, does not accept him as having the required abilities to fulfill responsible jobs. The graduate is seen as having been taught by inexperienced professors either too practical (fully adapted to the environment) or too theoretical, and as having no feel for the problems of the local enterprise, but sometimes giving the appearance of knowing too much (too theoretical) and being unwilling to get "his hands dirty". However, as will be seen in the following sections of this paper, much can be done to reinforce the capability of the business school to provide the required management resources and services.

### III - MEASURES TO INTENSIFY INDUSTRY-UNIVERSITY COOPERATION AND TO REINFORCE THE CAPABILITY OF THE BUSINESS SCHOOLS TO SUPPLY WELL-TRAINED MANAGEMENT RESOURCES

#### A. The Assumptions behind the Suggestions of this Paper

The suggestions of this paper rest on a number of assumptions which should be stated at the outset. If these assumptions, discussed below, do not obtain in a specific case, then it may be necessary to ensure their application before the suggested measures are implemented.

1. The business school should preferably be part of a University, so that it may draw on the various services which the latter can offer, but it should be relatively free from internal and external pressures which might prevent its attempting to introduce new methods. Specifically, very close cooperation should be obtained between the Business School and the Schools of Mechanical, Electrical and Industrial Engineering, with many programmes being jointly administered.

2. The business school should employ the majority of its professors on a full-time basis, and should provide these professors with assurances that their chosen career is a worthwhile one which will provide them with a reasonable level of stable income.

3. The business school should select its students carefully on the basis of their abilities, avoid unfavourable proportions of students to professors, and require that its students dedicate to their studies as close to full-time as possible, although special courses for part-time students may be established.

4. The Dean or Director of the Business School should be convinced of the need to find new methods to assure its effectiveness; he should also be fully acceptable to the business (public and private) community, and should have ready access to their leaders.

5. The persons responsible for the school need to clearly define the levels at which the school will work, to avoid producing graduates who do not fill any specific needs of the business community which is to receive them.

B. The Objectives of the Suggested Measures

The measures suggested in this paper fulfill the following objectives:

1. to make the school's graduates acceptable to the business community, by being adapted to the requirements of the country, with a certain amount of down-to-earthness;

2. to orient the school's training towards entrepreneurship and decision-making, and towards the preservation of a rational open mind conscious of the social responsibilities of a modern administrator in an LDC;
3. to give the business community controlled access to the school, but not a decisive vote in its affairs, so that a working rapport may be established;
4. besides its regular academic programmes, to promote the school's participation in programmes to improve the capabilities of the management of already established enterprises, so as to increase the short-term effectiveness of the school.

C. Suggested Measures

Although a balanced composite approach to the problem is needed, this paper will emphasize two measures (the establishment of management consulting services in the business school, and of summer work periods as part of the regular student's programme), partly because they relate specifically to the author's personal experience, and also because the author believes that these two measures may provide the backbone for the whole approach to industry-university cooperation.

Again, although a balanced composite approach is recommended, if a choice of priority had to be made, the measures designed to increase the level of experience of the professors should be initiated first.

1. Measures Designed to Raise the Level of Practical Experience of the Professors, through Increased Contact with the Business Community

The objective of the following measures is to place the young, academically well-trained full-time professors in close contact with the national realities in which the business community carries out its activities, to bring a good measure of realism to his teachings, and make him more acceptable to the business community. Of course, the professor's teaching load should be designed to permit him to engage in these additional activities:

- (a) The creation of a Management Training and Advisory Centre  
Employing the same staff as deals with the regular academic programmes the Centre would conduct all management development programmes, and would carry out consulting work on the various aspects of management and technology. All professors of the business school should have some contact with the activities of the Centre, either on a rotation basis, or on a part-time basis. Even some of the students of the regular academic programmes should also become involved in its activities.

The training activities could act as an introduction of the business community to the school, out of which consulting work could result. Apart from benefits to the school, its professors and students, the activities of the Centre would, of course, directly and quickly benefit the business community.

The Centre should charge for its services, although perhaps the cost schedule adopted at the beginning of its operation should not be too high as to frighten away the potential customers. All contracts should be entered into by the Centre as a body; individual contracts should be discouraged, if not forbidden. Since the Centre should be a non-profit organization, whatever "profits" are made should be used:

- (i) to purchase necessary bibliography and equipment, and to cover the cost of training trips and courses of Centre staff; and
- (ii) the remaining funds, to be distributed among the staff participating in the Centre's activities according to some predetermined formula.

Such an arrangement would have the benefit of providing the professor with a supplementary income beyond his regular salary, which would mean an added incentive for him to stay in the school and not be tempted by offers from the business community. At the same time, since contracts would be entered into by the Centre and not individually by the professors, a minimum standard quality of work will be assured, which would add to the reputation of all concerned. Further, since the Centre would distribute the work and abilities, all the professors would have a chance to participate in the Centre's activities, while if such work were left to the initiative of the individual professor some, because of greater reputation, contacts or more forward personality, would perhaps have much work and others would even have none.

To break the initial reluctance of the business community to use such services, specially when being provided by a university, it is of great importance that such a Centre be initially reinforced for a few years by a strong, highly qualified but practical group of senior staff taken from other institutions offering similar services, if possible through a UN project designed for this purpose. The cost of establishing such a Centre, necessary for a country's development in any case, is lower if it is placed within a university as part of the business school's activities, since at least part of the facilities and staff of the school can then be assigned to the Centre, and only some additional facilities and staff may be necessary. The Centre should also be able to draw freely from the staff of the schools of electrical, mechanical and industrial engineering at the university, if they exist,

and of other related departments as well. Indeed, if such engineering schools exist in the University concerned, the Centre should perhaps be sponsored jointly by the business school and such engineering schools.

The Centre should, of course, have a Director of its own, apart from the Dean of the business school. This Director, who should have full academic status in the business school, should be well-trained and fully acceptable to the business community. A committee, formed of representatives of the local and/or national business associations, public bodies and so on, should be formed to advise the Director on all policy decisions. The School of Administration and Economics of the Universidad Madre y Maestra (UCMM), Dominican Republic, prepared a project in 1969 for UNDP financing for the creation of just such a Centre, on the basis of the reasoning outlined above. The project was approved by UNDP, but has not yet been implemented, partly due to the lack of a local director who the University felt would be able to mobilize the business community in support of the activities of the Centre. The importance of a qualified Director can thus not be underemphasized. Naturally, the school can carry out management development activities without such a Centre, as the school of the UCMM had done in the past. But the danger in this method is that the effort may be discontinuous and dispersed.

As pointed out in sections (b) and (c) below, and in III.C.3 (c) further on, the Centre could also be the place where business school professors could carry out research work and the preparation of business cases, and where a business information service could be established.

- (b) The promotion of business research by the professors  
Part of the professor's duties should be to carry out research into the management problems of the country, if possible using student assistants for this purpose. This research should result whenever possible in published reports, made available freely to the business community.
- (c) The preparation by professors of teaching cases  
As a result of consulting and research work, the school's professors, with the aid of students if possible, should work in the preparation of business cases. Such local cases should become an integral part of the various courses offered by the school's various programmes, since they are a great aid to training in decision-making, and to orienting the school's teachings towards local problems. The school of the UCMM carried this out on a limited basis with some success. The students responded favourably to the experience.
- (d) Leaves of absence to professors to work in public or private enterprises  
The school should promote and probably even require the granting of leaves of absence, for a summer or a full year, for professors who lack practical experience to work in local enterprises. Such work, to be considered as part of the professor's job, should fit into his interests, and should be clearly designed to improve his capabilities as part of the staff of the school.



Many schools do not permit such leaves, for fear of losing the professors permanently to the enterprise in which he will work. If the school provides a satisfactory place of work, both from the point of view of intellectual satisfaction and income, then the danger is minimized, and the risk should be taken.

2. Measures Designed to Give Practical Experience and Business Maturity to the Regular Student

The objective of the following measures is to introduce activities into the regular academic programmes of the business school which will permit the student to obtain a good feel for the real problems of his country and a mature approach to business problems.

(a) The design of the plan of studies

In LDC's, where business conditions often change rapidly, a broad social-science based business education is probably desirable. On the other hand, especially because of the initial opposition of the business community to the granting of responsible positions to graduates, the student should obtain a good command of certain management tools, particularly accounting, which might help to impress prospective employees. In sum, the plan of studies should strive to prepare a "generalist" with some elements of a "specialist"; a tall order for sure, but one which should be attempted. From the experience of the School of Administration and Economics of the UCMX, a programme which would to some extent fill the above outlined specifications is a 5 year programme after

secondary school, of which the first year <sup>2/</sup> is dedicated to general education, and the second and third to a good basis of social sciences (economics, sociology, political science). The third year also should include some introductory course in management and probably an accounting course. The fourth and fifth years would be dedicated to management courses, with economics courses interspersed. These last two years would include basic courses in all the fields of management (marketing, production, etc.), more advanced elective courses in certain fields of concentration chosen by the student, and courses such as Management of New Enterprises designed to give the student an entrepreneurial outlook. Accounting, with an emphasis on management accounting, should be followed throughout the programme.

The only real alternative to the above-outlined plan of studies is to have a more general undergraduate degree of 3 to 4 years, preferably in the social sciences, followed by a post-graduate programme in business administration of 1 to 2 years. However, in an LDC, at least for the time being, such a programme would only serve to train a small elite of graduates who can afford to continue studying for so long, and the cost to the community, in terms of scholarships, would also be great. Undoubtedly, such a programme can be started a few years after some good under-graduate schools have been developed, especially after a group of capable professors have been trained.

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<sup>2/</sup> If the country concerned has a good secondary school education, this first year can be eliminated from the plan of studies.

(b) Teaching methods

To implement the plan of studies outlined above, the courses should be taught in such a way that they directly relate to the business problems of the country. To achieve this, the following suggestions are made:

- the use of business cases relating to local enterprises should be much encouraged (see also section III.C.1.(c) above);
- advanced courses should be designed on the basis of seminars or roundtables, with a high degree of responsibility assigned to the student for the conduct of the course, and with local businessmen being invited to participate in the discussions;
- the preparation of a "Professional Report", a type of small thesis, should be required in the last year as a pre-requisite for graduation, and should be based on an actual business problem or a business opportunity.

The School of Administration and Economics of the UCMM has applied these teaching methods with wide acceptance by the students and the business community.

(c) Summer work programme

In our opinion, the measure that would help to assure, more than any other, a reasonable degree of experience and maturity in the school's graduates is the establishment of summer work programmes as requisites for graduation. For that reason, we instituted such a programme in the School of Administration and Economics of the UCMM, together with the School of Engineering (electrical, mechanical and industrial).

The programme, which started to function in the summer of 1967, had the following characteristics which were consigned in a Reglement covering this activity:

- the student, within a five year study programme, had to comply with two summer periods each of two months duration, to be able to graduate;
- the first, after the second year of his study programme, had to be carried out at the level of labourer preferably in an industrial enterprise;
- the second, after the fourth year of his study programme, had to be carried out at the level of management assistant in an enterprise, either commercial or industrial;
- the school assigned professors to supervise the students during their work periods;
- during his work period, the student was subject to all the normal rules and conditions of employment of the enterprise and he received a basic remuneration to cover his subsistence cost, after the school and the enterprise had agreed on the conditions of work and payment;
- the school was to make all possible efforts to place the student for his summer work period, but the final responsibility in obtaining a place of work was vested on the student, subject always to the approval of the school;
- for the summer work period to be valid, the student had to present to the school, within 30 days after the end of the period, a short report, between 3 and 5 pages long, describing the experience obtained during the work period, and a letter from the enterprise describing his work and behaviour.

Since the work programme applied to those students who had entered the school in 1965, the first-level work periods (labourers) were started in 1967 and the second-level (management assistant) in 1969. By 1971, slightly over 100 business administration students had carried out their first level work periods, and 35 the second level.

Because of university disturbances which prolonged the 1970-71 academic year into the summer of 1971, no work programme was carried out in that summer. At the same time, primarily because the burden of finding work places had apparently become excessive for those administering the programme at the moment (it must be remembered that students following the economics programme and those of the School of Engineering were also required to carry out summer work periods), the programme was changed so that only one two-month period, of indeterminate level, was required during the whole five year study programme; all other aspects of the programme were maintained. The summer of 1972 saw the application of this new policy.

During the life of the programme, the business school students have been placed in 33 different enterprises to carry out their second level work periods. If the two levels are considered, about 50 enterprises have participated in the programme.

The acceptance of the programme by the students and the business community has been very favourable. Even the work at the level of labourer never met with real opposition, contrary to our expectation when it was instituted. We believe that this programme was one of the main factors contributing to the acceptance of our school by the business community.

A side-effect of such a programme is that it serves as a placement mechanism after production. Of the 50 graduates in business administration who had participated by 1972 in the work programme (those who graduated in 1970, 1971, and 1972), six had found permanent employment with the enterprise with which they had carried out their last work period.

Notwithstanding the success of the programme, the decision, against the wish of many, to require only one summer period of indeterminate level points out clearly the logistics problem involved. The only conclusion is that much time and attention needs to be dedicated to the management of such a programme, and that very close contacts need to be maintained with the business community. Naturally, the existence of a Management Training and Advisory Centre, outlined in section III.C.1.(a) above, would do much to facilitate the implementation of a summer work programme by establishing the required close contacts with the business community and by helping to identify prospective enterprises for inclusion in the work programme.

3. Other Measures Designed to Establish Formal Ties between the Business Community and the Business School

Further efforts, along the lines outlined below, can be made to promote formal ties between the business community and the business school:

(a) An Advisory Committee to the Dean of the School

It is very useful for the Dean of the business school to have an advisory committee formed of distinguished administrators from the private and public sectors. The problem is to really make it operative, and not just decorative; this is the responsibility of the Dean who must obtain and maintain a close personal relationship with the businessmen who sit on the committee.

The School of Administration and Economics of the UCMM established such a committee in 1963 when its programmes were being designed, and it continued in operation for about 2 years. It was effective in its beginnings, and much valuable help was given by it in the formulation of the school's programmes. Undoubtedly, its existence helped the School to become known to the business community much before it started graduating students. However, it lapsed into disuse, and eventually disappeared, to a great extent because the Dean, who at the moment had few people on whom to delegate responsibilities, had to dedicate his time to other efforts which were at the moment, more demanding.

(b) Employment of local administrators as part-time professors of the business school

Any of the LDC's has a number, however small, of successful administrators who have the ability to synthesize and generalize their experiences. The school can gain much by contracting such men on a part-time basis, especially young professionally-trained administrators who are in very responsible positions

either because of family ties or because they have directly gained the position. These men can be used to conduct orientation meetings, occasional lectures, last year seminars and roundtables, or even introductory courses. They bring to the school their practical experience, and give a needed balance to the more theoretical approach of the full-time professors. The business man himself benefits by being forced to keep up to date in his field and to draw conclusions from his experience.

The School of Administration and Economics of the UCMM, although basing its programmes primarily on full-time professors, made strong efforts to have this type of businessman in its lecture halls, with marked success.

(c) The business school as a centre of information for the business community

With the cooperation of the staff of the business school, and if possible of the school of engineering, the university library or the specialized management library can create a collection of documentation and information for the use of the businessman, who will see the school offering him a direct and useful service.

(d) Feed-back from the school's graduates

The business school should maintain close contact with its graduates as they become placed and rise in local enterprises, to obtain their view on the usefulness of the academic training which they received from the school.



(e) Professors paid by local enterprises

Once the business community has achieved respect for the school's dedication to service, some enterprises may be willing to cover the cost of some of the professors of the school.

IV - CONCLUSIONS

A. Difficulties Involved

From the above, it should be clear that measures can be taken to improve the relationship between the business community and the business school, to their mutual benefit. However, each of the measures indicated above require much planning for their implementation, much attention for their continuation, and time-consuming contacts with businessmen, all of which means a high cost. The persons responsible for the business school who initially have the confidence of the business community are usually very few, and these have to divide their attention between the regular academic programmes and student affairs, and the external relations needed for the success of many of the measures outlined in these pages.

For the above reasons, even if a school is able to initiate some of the measures here outlined, it may find itself unable to continue their implementation because of the rise of new ideas, needs and pressures. Such is to an extent the experience obtained in the School of Administration and Economics of the UCMM.

Therefore, to make the business school a centre of service to the national economy, and not merely a producer of graduates, the school should be reinforced, both at the level of its directors, and at the level of its staff.

B. The Importance of the Dean or Director of the School

As indicated throughout this paper, the Dean of the School will be hard put to implement many of the measures here suggested if he does not initially have the confidence of the business community and the time to carry out these activities. Ideally, the Dean should be a very well-trained professional with close contacts with the business community. He should have two assistants, one for the academic aspects of his work, and the other for the external activities.

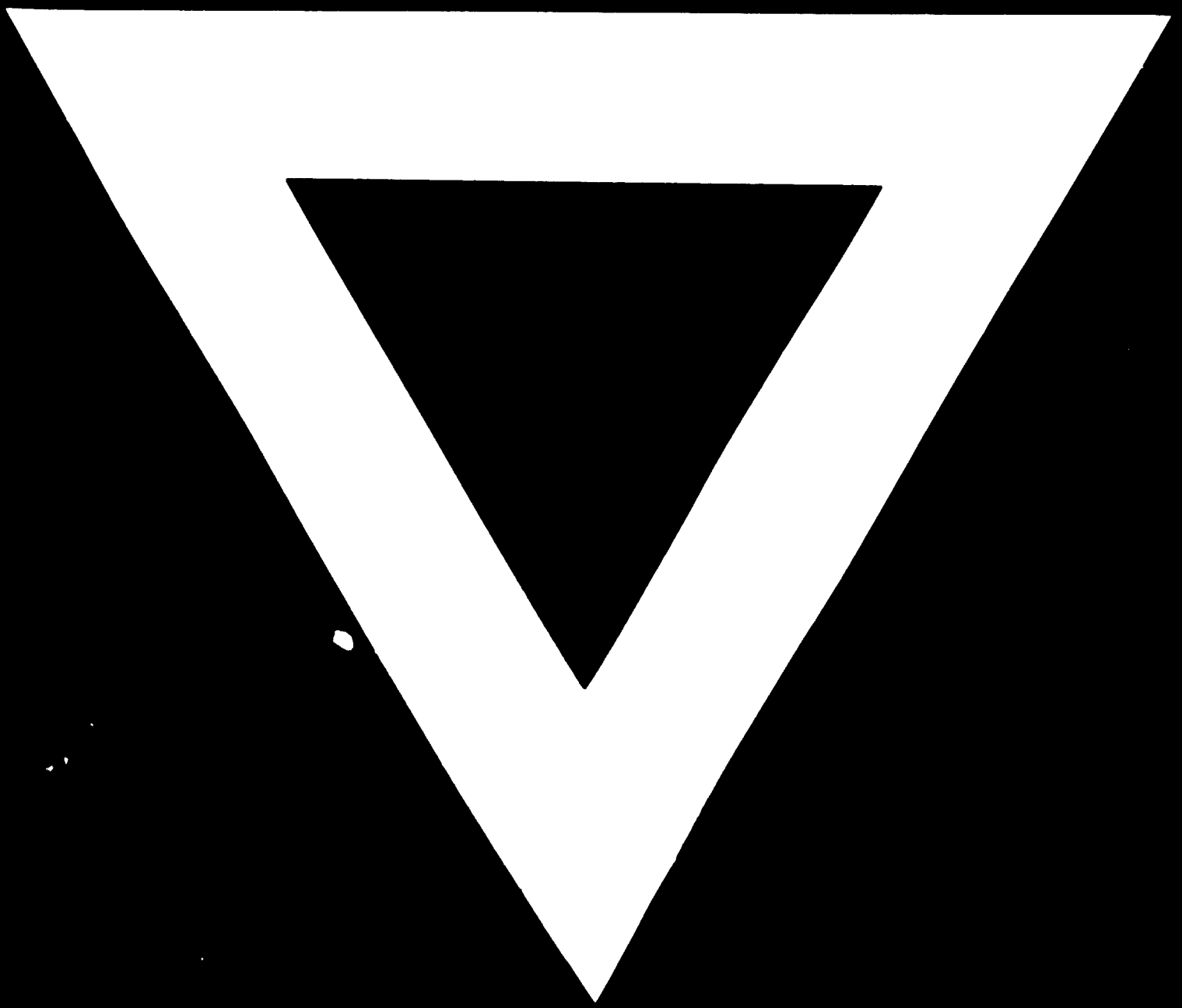
If a Management Training and Advisory Centre is established to conduct the external activities of the school, then the Centre's Director should, of course, also be fully acceptable to the business community. This Director would take the place of the Dean's assistant for external activities mentioned in the above paragraph and would be responsible to the Dean who would coordinate the academic and external activities of the school.

C. General Reinforcement of the School

As indicated previously, it will normally be necessary to reinforce the school's staff to make it capable of implementing the measures outlined in this paper. If it is accepted that the business school is at least potentially the best place for the offering of services to the business community, then efforts should also be made to avoid the dilution of such services among several unrelated self-contained institutions such as Productivity Centres, National Training Schemes, Research Organizations, Consulting Services and the Business Schools themselves.

The concentration of service to the business community in one or several business schools, depending on the country's requirements, should preferably be done with the assistance of the financing and expertise of an international organization which would provide the school with equipment, additional staff for a few years, and training facilities. As indicated in section III.C.1. (2) above, in the discussion on the establishment of the Management Training and Advisory Centre, such international assistance would help to break the initial reluctance of businessmen to using such services. This assistance would also provide the Dean of the school with the necessary staff to which to delegate part of his responsibilities, while local personnel is being trained as a result also of that assistance.





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