

What does Business expect from an On-going Relationship with Academia?

DR PETER CRITTEN

Independent Consultant

And

CARL DAY

Director-European Business, Development, ACA Compliance Europe

And

IAN HELPS

Director Consalia

And

DR PHILIP SQUIRE

CEO Consalia

This paper builds on and follows up papers delivered at UALL conferences over the last decade: Critten P (2007); Critten P, Squire P & Leppenwell G (2010); Critten P (2012) and Critten P, Squire P and Locke G (2015). The theme common to them all is the unfolding story of a partnership between business (specifically Consalia Ltd) and Academia (specifically Middlesex University) culminating in 37 senior sales executives now having graduated with an MSc in Sales Transformation.

Having experienced an academic programme it is opportune now to ask these 37 executives what, if anything, they expect further from Academia. All 37 have been invited to respond to this question and this paper explores their observations. It also explores the expectations of one of these graduates who intends to carry out further research and study towards a DProf as well as exploring the expectations of a tutor on the programme.

In the final section the CEO of Consalia, Dr Philip Squire, brings the story up-to-date by declaring a new educational role for his company in the context of business-to-business selling and in particular the first business-to-business degree in selling that will be awarded to those successfully completing the new Government sponsored apprenticeship Programme.

All through the paper we draw on the vision of Ronald Barnett for a new kind of university in an age of what he calls 'supercomplexity' and conclude with a model which indicates how Mode 2 knowledge from those engaged in a degree or Masters could be integrated within academia's curricula (Mode 1 knowledge) and how the vision for what Squire calls an

'ecosystem' can be the medium within which all initiatives in this paper suggested by students and tutors can be embedded and accessed by business-to-business sales executives of the future.

Keywords Business' s on-going relationship with academia; role of university in age of supercomplexity; MSc in Sales Transformation; B2B Degree in Sales'; Consalia: The Sales Business School; Mode 1 , 2 and 3 knowledge/knowing

Introduction

'Let the modern university be built upon the realization that we shall always be behind the game, that the world will always be beyond our full grasp' (Barnett, 2000 63).

This was Ronald Barnett's rather pessimistic assertion in his book 'Realising the University in an Age of Supercomplexity' (Barnett 2000) where he challenged the traditional view of universities as being the centres of expertise and received wisdom (which is how Business tends to see them, as we shall see later).

Over the last decade in a series of papers delivered at UALL conferences , Peter Critten has sought to draw attention to the opportunities work based learning should be opening up to Business and Academia alike (Critten, 2007; Critten et.al., 2010; Critten, 2012; Critten et.al., 2015). The background to all these papers is the unfolding story of a partnership between Business (specifically Consalia Ltd) and Academia (specifically Middlesex University) which has led to the creation and validation of an MSc in Sales Transformation. Consalia describes itself as a global sales performance improvement company.

The programme (summarized in Appendix) comprises 5 modules run by Consalia and two final modules run by Middlesex University. To-date 37senior sales executives have now graduated from the programme (see the Appendix for details of the contents of the programme). The content of the programme derives from research undertaken by the CEO of Consalia , Philip Squire , as part of his DProf at Middlesex University completed in 2009.

The focus of the research was around how CEOs wish to be sold to and Squire's conclusion that almost all of CEOs interviewed were of opinion that sales people had no idea how to sell to CEOs led him to explore what was missing. Traditionally sales training had focused on the development of behavioural competences but Squire discovered that what were the critical factors were values not competences and that four in particular held the key to successful selling: authenticity; proactive creativity, tactful audacity and client centricity. Subsequently, workshops were developed to share the findings and then in 2012 was launched the world's first MSc in Sales Transformation .

A radical review of what a University might be in an age of Supercomplexity

Previous papers have drawn heavily on the ideas of Ronald Barnett around what should constitute a 'modern' university in an age of what he calls 'supercomplexity' (Barnett, 2000). Barnett is adamant that the university must rid itself of the 'pretence' that it knows best. He suggests that the idea of a university being the 'site of universal knowledge' is comparatively modern and returns to the root of the word which comes from 'universitas' which means a guild or corporation:

'the medieval universities were in their origin , just that: groups of scholars who formed themselves into self-governing guilds...the idea of a *universitas*, then , denoted a mutual recognition of the members of the association and a common language (latin): each would understand the others and all understand each other as sharing a common cause. In the beginning was unity – through dialogue' (Barnett, 2000 :72)

He questions why universities should, in fact, be on a site at all. He also goes on to say that instead of preaching 'certainties' universities should prepare students for a 'supercomplex' world by unsettling their thinking ; 'it has to create epistemological and ontological disturbance in the minds and in the *being* of students: it has to pose cognitively and experientially the radical uncertainty presented by super complexity:' (Barnett, 2000:154)

Barnett (2011) questions why it is that 'Higher Education' is so often conflated with the notion of 'University' and considers that the comparison does 'an injury to both concepts'. 'Higher education' he argues 'is an educational process that may or may not be found in universities: it is a *critical* concept that provides standards such that educational processes in universities (or institutions of higher education for that matter) can be assessed as to the extent they fulfil the criteria implied in the idea of higher education' (Barnett, 2011:2-3).

A university, on the other hand is a 'complex entity' which, as Barnett explores in his book 'Being A University', over the centuries has incorporated a wide range of functions such as 'scholarship, research, consultancy, knowledge transfer and public engagement' (Barnett 2011: 3). The pity is, he concludes, that 'our ideas of the University are limited, in the first place, by our imagination. If our thinking about the University is impoverished, then let us dare to imagine new kinds of Universities' (Barnett, 2011: 154). 'Academic life' he writes

is brilliant at erecting enclosures and less adept at finding ways of dismantling them. Borders play an important part in securing identity of purpose but the university has to find ways of making its borders transitory and of transcending those that are in place. University life has to become nomadic, where identities and purposes are lived out in border country' (Barnett, 2000:107).

This is his vision for the future:

If the world is one that is characterised by uncertainty, unpredictability, challengeability and contestability, then the university has an unparalleled opportunity to become the key institution in the world. It will become such a pivotal institution precisely through its insight into the character of the world and through the human capacities it will sponsor to confront that world. Knowledge in any simple sense is not available. Instead, what it can offer is what it has been doing for eight hundred years: perpetual critical scrutiny of what it encounters alongside its creative offerings. These two capacities - creativity accompanied by critique - are the capacities that a world of uncertainty and contestability require' (Barnett 2000:68-69).

He suggests that the university has a responsibility for exploring and sharing the 'accounts' by which the world is known. Barnett suggests that we have no direct access to the world; we have access 'to the world through our accounts in it...our activities and technologies and our institutions, as well as the world itself, are "known" to us through the descriptions we have produced" (Barnett, 2000:70).

On the one hand he argues that 'in the post-modern university, nothing remains that connects its parts or its inhabitants. All are nomadic, unsettled and confused. There is nothing to hold its inhabitants together'. (Barnett, 2000: 93) So, one faculty has nothing in common with another faculty.

But on the other hand he says ' The western University is based on conversation. No conversation, no university' (Barnett, 2000: 94). Despite the fragmentation he describes he still sees that having conversations is 'central to the academic enterprise' even though 'the space for conversation ...narrows' with such conflicting pressures on the modern academic'.

He concludes that the 'decentred 'post-modern university.....will do its best to avoid conflict...Much as uncertainty presses upon it, the post-modern university would prefer to be a place of quiet and safety. These are tendencies that have to be combated' (Barnett, 2000: 95).

Having revisited Barnett's Brave New World we now have a reality check from those very much engaged in the real world of today, the 37 graduates from the MSc in Sales Transformation. From their responses to the question 'What would they want from any future engagement with Academia' we sought to build up a picture of what kind of academy best fitted their expectations and how that compared with Barnett's vision for the university of the future.

What does Business look for in an ongoing relationship with academia?

These were the key services and support our 37 graduate respondents would like to be available to them:

- Access to latest research in a particular field which is neutral and unbiased
- Opportunity to connect up with academics with expertise in a particular field
- To continue to be challenged to 'push boundaries for my company'
- Opportunity to connect up with other postgraduates who have carried out research in a similar field
- Help in writing papers for publication
- Help in continuing studies for additional academic qualifications
- Help in creating a network out of which 'academic' research would emerge
- Availability of 'curated content' ie material which academics will have tailored to needs of particular interest groups
- Creation of 'Think Tanks' comprising business executives and academics with sole purpose of researching a particular issue and publishing findings

What does one graduate who wants to undertake further research look for from Academia?

Carl Day was formerly Sales Director Indirect Division Toshiba TEC UK Imaging Systems Ltd. Five years ago he saw an opportunity for offering clients who were selling the photocopiers his company produced and served a place on the MSc in Sales Transformation run through Consalia and Middlesex University. To-date 12 Sales Executives, including Carl himself, have graduated with an MSc.

The project Carl undertook for his final project so absorbed him that he wants to continue the research towards the award of a Doctorate in Professional Practice (DProf). But at the same time this raises for Carl a dilemma which was the same one Philip Squire, CEO of Consalia, has written about in his experience of undertaking a DProf :

Businesses have very little time to think about how to reflect, let alone reflect, as they chase the quarter's performance goals - the value of reflective practice is less tangible than hitting the latest sales figures or meeting the current cost reduction exercises. Academia has much to offer on reflective practice, though perhaps it does not always give the best image to the outside world.. 'Academic' is often in the business world an acronym for too complicated or not relevant. Business needs a robust thought leadership process, but they also need relevancy. Academia can provide more robust processes to thought leadership.

My suggestion is that Businesses should lead the thought leadership agenda as this ensures relevancy but that academia underpin the thought leadership process with sound research methods often lacking in business (Critten et al., 2010).

Carl Day, like Philip Squire, is of the view that Business have all the ideas and should 'lead the thought leadership process'. A problem for him – as for many of his colleagues – is how those

ideas get to be written down on paper. A question that could be posed, if we go back to Barnett's views and the Universitas of old, is how ideas and initiatives in Business can best be communicated to each other? Why should it only be through the traditional route of a published paper?

Carl Day values the short sessions he has had since completing his Masters with colleagues from Middlesex University who are able to 'challenge me, spur on my thinking and ignite me'. Meetings between Carl and Peter Critten have inevitably led to stimulating thinking which Peter Critten has written up and fed back not with a view to publish a paper or for academic accreditation but as a record of a learning conversation which may never be followed up. What matters is though they may never become a published paper they could now become accessible to a wider public audience (a form of publication in itself). While academics might never see their role as writing up their students' thoughts – after all how else could students demonstrate 'academic rigour' if not through narratives they have committed to paper – we suggest we may need to revisit how Academia evaluates and contributes to ongoing research activities of the kind Carl Day is seeking to pursue. As Downes has pointed out:

Learning...occurs in communities where the practice of learning is the participation in the community. A learning activity is in essence a conversation undertaken between the learner and other members of the community. The conversation in the Web 2.0 era consists not only of words but of images, video, multi-media and more. The conversation forms a rich tapestry of resources, dynamic and interconnected, created not only by experts, but by all members of the community, including learners (Downes 2010:18-19)

Carl Day's own response to the question 'How can academia help you in the future?' drew on his own reflections on how he had benefited from attending the MSc programme. It had helped him solve business problems, he commented, 'by providing me with a different lens through which to view the situation and to articulate to myself what I need to do'. As for the future he hoped that 'When I have a business problem I'd like to be able to put out a call for help – "Is anyone free to help?" – and for an academic to call me back and for us to engage in the kind of dialogue that has helped me in the past.'

In the next section we 'imagine' a new kind of collaboration between Business and Academia that would provide what our 37 graduates said they would want from Academia: an ongoing relationship with academia and in particular to continue to be challenged in a way they would not be in the workplace.

Towards a model of a new kind of collaboration between Business and Academia

Figure 1 below is based on a model first introduced back in 2007 (Critten, 2007). For us, work based learning has always been about the theorising of one’s own practice., or what McNiff and Whitehead call our ‘living theory’ (Whitehead and McNiff, 2006) which also equates with what Gibbons et al termed ‘Mode 2 Knowledge’ (Gibbons et al., 1994) This is what our 37 graduates created throughout their programme which was then critiqued and challenged and eventually ‘accredited’ as being worthy of Mode 1 knowledge . This is the cycle of what we’d like to call a ‘flow of knowledge’ which we suggest reflects all work based learning programmes. But, we suggest, we haven’t necessarily seen it in these terms, preferring to ‘internalise’ the process within the borders of the university. Over the years Critten has suggested that if we see it in terms of flow and exchange of knowledge we should expect Mode 2 Knowledge (living theory of practitioners) become incorporated as Mode 1 knowledge by being incorporated in Academic curricula.

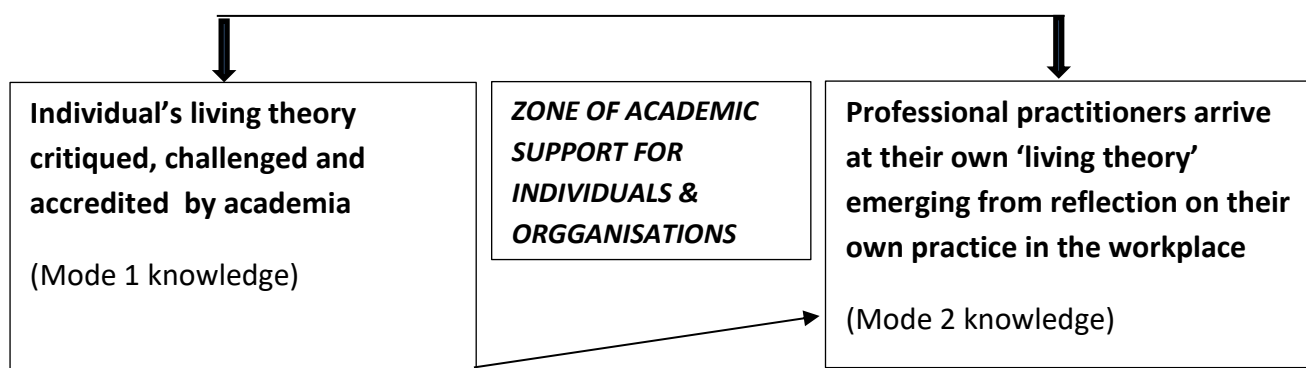
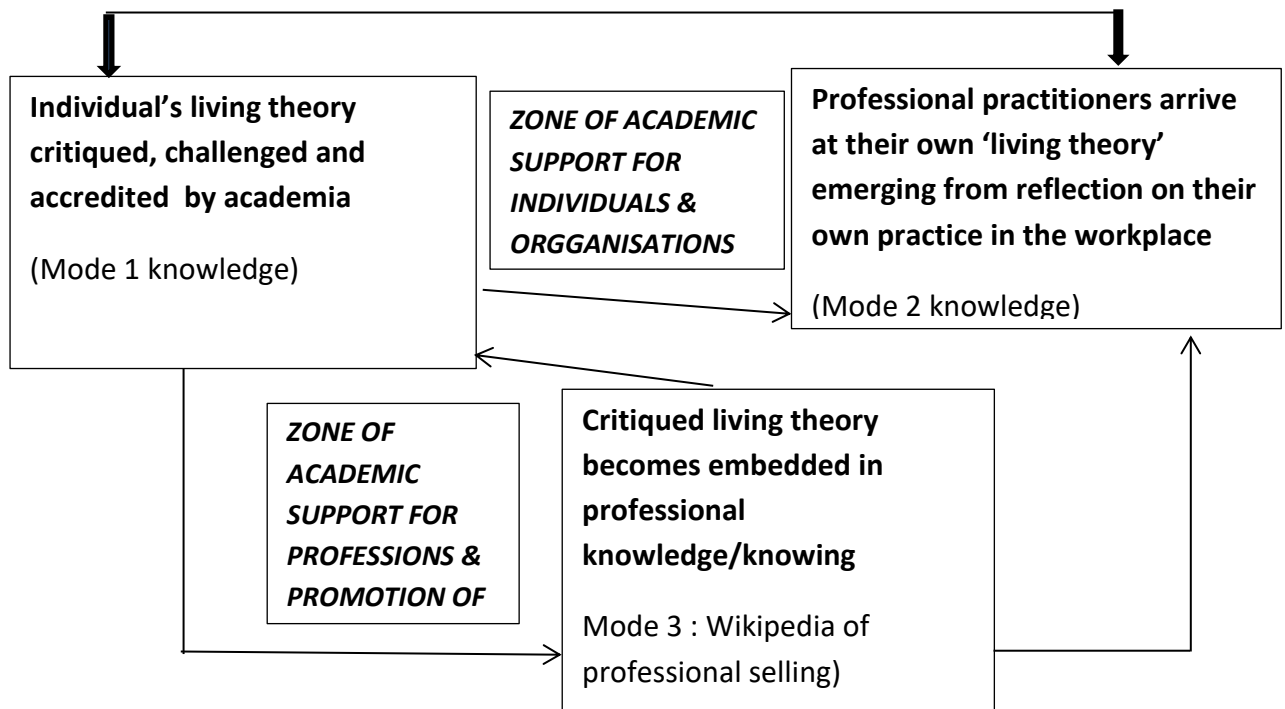


Figure One.

Now, we would like to put to you another proposition. Why should the cycle of critique and challenge finish when the students graduate – as suggested by our graduate respondents? Why can’t academics in ‘nomadic’ mode continue to offer feedback and challenge but which doesn’t have to lead to accreditation and qualifications?

In 2015 at the UALL conference Critten added another cycle to the model which is much more aligned with Barnett’s notion of the university going nomadic (see Figure 2 below) It also reflects the developmental journey of Consalia since Philip Squire had his Mode 2 Knowledge accredited as Mode 1 knowledge at doctoral level and then goes on to disseminate and build on his research within his own profession, as we shall see later, through the creation of an International journal and conferences where academics and professional practitioners have come to build what we would call Mode 3 knowing. Knowing rather than knowledge because , in terms of flow, we see it continually emerging and evolving, rather like Wikipedia which is constantly being updated.



The graphic above, we suggest, reflects the full development cycle of how students on Consalia's MSc can move from the creation of their own living theory (which emerges from the modules they first undertake with Consalia) to having their living theory critiqued and challenged during the two modules they do with Middlesex to finally submitting their final 'theory' to a process of analysis and synthesis whereby their theory is aligned with the theories of everyone else completing the MSc. And this will be available to all future candidates undertaking the MSc and, indeed, to the selling profession as a whole.

How does our model compare with Barnett's criteria for the university of the future?

First of all we would point out that there are no borders or the kind of boundaries that Barnett was so critical of. A core principle is the free flow and sharing of knowledge – which goes back to the Universitas of old. A common request of our respondents was to be able to be updated on the latest academic research relevant to particular projects they were working on. By the same token they would be expected to share their own research findings with colleagues in their profession. This is already happening in that Consalia have founded a quarterly publication 'The International Journal of Sales Transformation' in which graduates' research is regularly shared.

The journal was launched in February 2015. The keynote introduction was given by Professor Neil Rackham who wrote that 'The new *International Journal of Sales Transformation* will meet the increasingly important need to bring theory and practice together'. What is described as 'the world's first research and practitioner led publication specifically targeted at sales' is intended to be a quarterly publication. It will be available to all alumni of the Masters as well as those choosing to follow Diploma and Certificate programmes and will also provide a vehicle in which they can further disseminate their research outcomes.

Secondly, graduate respondents to our question were keen that academics could continue to both support and critique projects they were working on. We suggest that contracts could be established with academics so that they could continue to both support as well as challenge practitioners' emerging ideas but now their role would be more aligned to what Reg Revans called 'critical friends'. But equally they would also be on hand to help in the creation and publication of papers that would in turn contribute to what we have called Mode 3 knowing.

The kind of roles academics would be taking on would be much more aligned to the kind of functions Barnett was suggesting would be characteristic of a University in the age of supercomplexity, where academics should venture beyond the confines of the University curriculum and engage with 'the real world'. And above all to challenge and even unsettle

thinking which is the kind of experience practitioners enjoyed on their MSc journey which in turn helped, as one respondent put it, 'push boundaries for my company'.

In conclusion we would recommend academics do the following in order to break down the borders between Business and Academia:

- Get out more and spend more time writing up the thoughts of professional practitioners in the field than promoting those of their colleagues in academia
- Recognise, promote and publish practitioner led research and incorporate within their curricula (Mode 2 knowledge thus becoming Mode 1 as well)
- Take the role of 'critical friend' in continuing to challenge/ critique the research of professional practitioners in the field and "unsettle their thinking"

A tutor's perspective on the MSc programme and the kind of relationship he would like to see with academia to support his future research

When the MSc was first launched in 2012 Ian Helps, a Consalia Director, was unconvinced that it would deliver the benefits Philip Squire was convinced it would. Ian had started his career as a scientist and was looking for evidence that the programme would have the kind of impact Philip Squire believed it would 'Though I didn't have the evidence, I trusted Phil [Squire]. I tapped into his passion.

What shifted his perspective was seeing for himself how the very first module (which he helped deliver) focused on helping sales executives, possibly for the first time in their lives, to stand back and 'reflect' on what they were learning and had a profound impact on a sales executive he knew; not just at a personal level but this translated into improved performance and exceeding targets – which is what counts for sales people.

Over the course of two years running modules on the MSc Ian has noticed profound changes in himself as well as course members. Being part of a work-based learning community has diffused inexorably into Ian's ways of working and indeed has dramatically expanded his field of self awareness. It has given him an opportunity to explore these changes at a deeper level and the focus of future research he wishes to undertake will be around what he calls 'the new logic for sales'. He has identified what he calls 'two key layers': There is the traditional 'Business knowledge', to do with the stories sales people tell each other which often end up in publications which invite others to follow the same principles and thus be just as successful as the author.

But there is also a second 'layer' which he calls the 'Inner self' which he sees as the more critical layer. This has similarities to the value Squire identified as 'authenticity' but Ian is taking it to a deeper, almost 'spiritual' level. He sees himself coming up with a model that links together the two layers – business (the professionalism others can see) with the 'Inner Self' which they can't see yet it makes itself felt in any sales encounter through the creation of an authentic and totally unique shared experience. He describes it in terms such as

‘transparency’ and ‘radiance’ which shines through the outer, business layer. He sees both these layers potentially multiplied by ‘the alignment of purpose shared by the parties’.

We have gone into some detail to reflect the level of reflection this MSc encourages which everyone involved in it, whether as student or tutor, embodies as a way of ‘being’ – even scientists! But by the same token what kind of support is Ian looking for from Academia? There is the traditional access to research, other thinkers’ work (which was the same as the 37 graduates were expecting). But more important was what Ian described as ‘The quality of relationship with his supervisor’ and ‘the quality of questions he would be asking him.’ Again, similar to what the MSc graduates were looking for – to continue to be challenged by Academia.

What is significant about students’ and tutors’ experience alike is that they want to be part of a community that will provide what Consalia is seeking to provide (see later) within which experiences can be shared and how what can amount to what Ian calls an ‘overlying’ of sales person over customer or student over tutor or vice versa. In Critten’s experience the university focuses on evidence of cognitive skills (eg analysis/synthesis/appropriate research methodology etc) to draw equivalence with other academic disciplines . But , as he has claimed in other papers presented to UALL conferences, it has always failed to recognise life-changing qualities that , in his experience , over the last 25 years, every work-based learner exhibits and in particular how a change in oneself impacts on others. This is how a Masters student described his experience of workbased learning:

I see myself as part of the community in which this research is set as opposed to an outsider looking in. I have as much to gain from delivering a solution as any other stakeholder and see our interaction as mutual relationships of influence.

The University sector has had the last 25 years to build on the platform the pioneers of WBL created but has chosen to seek to ‘normalise’ the process within the context of the disciplines it has traditionally taught rather than use it as a spring board to ‘imagine’ alternative ways in which rich knowledge and social skills can be recognised and, crucially, be recognised as making a difference to professions , to organisations and society ; its contribution to supporting what the WBL student called ‘mutual relationships of influence’.

We believe the time has come to recognise ‘parallel’ forms of ‘university’ which grow organically out of communities of practice within organisations and new social movements. In the same way Barnett criticized universities for being too confined within their own institutions and curricula Critten has tried to nudge the work based learning movement outside of its comfort zone (the university) back into the workplace and as a result revisit what then should be the proper role of a university (Critten, 2012). We believe for real progress to be made it will need Business to take the lead and demonstrate just how the kind of relationships and partnerships discussed in this paper could be realized. It will need a new kind of Business School.

Consalia to take the lead in becoming *The first Sales Business School*

But this will be a Business School quite unlike any we are used to, driven by Mode 1 knowledge and usually offering this knowledge through separate departments specializing in subjects such as Law, Economics, Marketing, Financial Management, Human Resource Management etc. As we have seen, Barnett is of the view that Academia 'is brilliant at erecting enclosures and less adept at finding ways of dismantling them' (Barnett, 2000:107).

Consalia is seeking to create what it calls an 'ecosystem' :

Since 2006 we have been purposefully building a unique ecosystem to enable sales professionals and or organisations to sustainably learn at the pace that their customers demand.

It is fitting that Philip Squire, Consalia's CEO, has the last word since it was his DProf in 2006 that laid the foundations for the MSc in Sales Transformation which in turn has led to the emergence of a world side support system, as described in this paper, culminating in the positioning now of Consalia as 'The Sales Business School'.

In an interview with Philip Squire, he focuses on the latest initiative which sees Consalia approved by the Government's 'Education and Skills Funding Agency' as an 'Apprentice Training Provider'. Given the successful partnership with Middlesex University in delivering the MSc in Sales Transformation, which has been at the heart of this paper, it was inevitable that Middlesex and Consalia jointly bid to be providers for the first ever Degree in Business to Business (B2B) Sales.

Philip Squire was a member of the Trailblazer Group, comprising representatives of corporates and SMEs from the Sales Profession, that produced the standards the business would expect and the programme Consalia and Middlesex are delivering, not surprisingly, reflects the reflective work based learning approach that has been so successful for Masters graduates; so, potential graduates will need to demonstrate learning through work based projects supported by peer learning and coaching.

The Chair of the Trailblazer Group, Graham Davis, who is Group Sales Director of Royal Mail, comments:

The new apprenticeship programme will enable professional salespeople to gain a prestigious qualification from the many hours of personal development they invest in their careers. From an employer's perspective, we will soon be able to start recruiting people with a degree in sales, and this will undoubtedly improve the quality of the sales talent available.

The B2B Sales Professional Trailblazer Group has been consulting closely with the Association of Professional Sales, the not-for-profit professional body, which represents sales professionals in the United Kingdom. The APS has been closely supporting the development of the programme as part of its stated goal of professionalising selling and positioning sales as a career of choice.

Royal Mail, along with BT, were the first companies sending members on to the Consalia/Middlesex apprenticeship programme . Since then , a further 18 major companies representing all sectors of business have sent members of their sales departments onto the apprenticeship programme. (see Figure 3 for the full list)

Organisations supporting the level 6 B2B Sales Degree Apprenticeship Scheme
AON
BT
Royal Mail
Hyster Yale
Stannah
Whitbread
Experian
Bentley
Speedy
Arena Group
Edenhouse
Muller
SKF
Booking Go
Microsoft
Volution
Tribal
Sharp
Eon
Simply Health

Figure 3

The programme these apprentices will experience will draw on the principles that Squire pioneered as a result of his DProf. Sales people, he says, are operating in a very different world now where the customer probably knows more than the sales person about the product he wants and probably has already made up his/her mind as to where to buy so the degree programme will be seeking to develop a very different cross section of skills to the kind of programme currently on offer from most universities.

Graham Davis was surprised to find out that while the employers were collaborative in arriving at the kind of standards required, each university who would be involved in delivering the apprenticeship programmes were likely to run it in a different way . To ensure there is a more collaborative approach Squire has already taken the initiative of connecting with a university in the North of England to help ensure universities learn from each other to run the programme on similar lines and learn from the process.

This is in line with the promotion of an ‘ecosystem’ and in line with what we call ‘Mode 3 Knowing’ in Figure 2 which encourages free open exchange of knowledge. But different from the way Universities work according to Barnett, being very adept at ‘erecting enclosures and less adept at finding ways of dismantling them’.

Squire knows more than most how academia works. But he is also appreciative, as will be the students emerging from either the B2B degree in sales or the MSc in Sales Transformation of what he described in a previous paper as the ‘robust thought processes to thought leadership that academia provides’ (Critten et al., 2010) . In our interview he extolled the value of salespeople on his programmes being able to ‘process information and reflect on it quickly and deeply’. And it is help with the quality of ‘depth’ of reflection that our graduate respondents would also most like academia to continue providing .

And so, with the future creation of ‘Consalia: The Sales Business School’, we have come full circle, embodying the principles that Barnett envisioned of the university in an age of supercomplexity

Knowledge in any simple sense is not available. Instead, what it offers is what it has been doing for eight hundred years: perpetual critical scrutiny of what it encounters alongside its creative offerings. These two capacities – creativity accompanied by critique – are the capacities that a world of uncertainty and contestability require (Barnett 2000: 68-69)

Endpiece

Critten has suggested before that the now disestablished ‘Tent City University’ , which grew out of the needs of those protesting against Global Capitalism outside St Pauls Cathedral in 2012, was a good example of the kind of academy we are trying to promote. (Critten 2012) Their former website proclaimed:

This is a space to learn, share knowledge and develop skills through a wide series of workshops, lectures, debates, films, games, praxis and action. As formal education becomes more and more commodified and inaccessible, here we have an opportunity to explore alternatives. Because between us we have all the resources we need. (Tent City University)

Perhaps if academia appreciated, as Barnett did, that ‘all the resources’ they might need will not be found inside the confines of their faculties but outside in the real world and ‘through our accounts in it ...our activities and technologies and our institutions...are “known” to us through the descriptions we have produced ‘ they would be more inclined to take on the responsibility, which Barnett suggested they had, of exploring and sharing the ‘accounts’ by which the world is known. And if they were to engage with our 37 graduates in the way they indicated they would like , academia might not ‘always be behind the game’ but at the cutting edge of knowing .

We end with a final quote from Barnett who looks at the challenges of ‘teaching’:

for the academic who comprehends research as the promotion of supercomplexity but also to compound that complexity by promoting radical uncertainty in the minds of his or her students *and* of enabling them to cope with that uncertainty. This kind of teaching requires a continuing commitment to the students, a continuing relationship. The academic has to be continually *there* for the students, to give them encouragement, self-belief and a sense of their future achievements' (Barnett 200:164)

In the final part of this paper, based on the responses of senior executives who know all about uncertainty in their attempts to survive in an increasingly 'supercomplex' world, we have suggested ways in which a university *could* reposition itself not on a campus but at the heart of a continuing exchange of ideas and knowledge. And finally we have, with Consalia's permission, revealed its plan for creating 'The Sales Business School' which will operate quite differently to the 'traditional' business school model 'enclosed' within the traditional fare of corporate management. Instead it will offer an 'ecosystem' within which alumni of the MSC and its tutors and associates can share experiences within a mode of knowing we have called Mode 3 knowing.

References

Barnett, R. (2000). *Realizing the University in an Age of Supercomplexity*. Buckingham: Open University Press.

Barnett, R. (2011) *Being a University*. New York: Routledge.

Critten, P. (2007). New Knowledge from Old- How researching Practice Could Add Another Dimension to the Academic Curriculum. *Work Based Learning: A Multi-Dimensional approach to knowledge*. UALL Work Based Learning Conference, Middlesex University, 5-6 July 2007.

Critten, P., Squire, P., & Leppenwell, G. (2010, July). *The University in the Workplace: Extending the Boundaries, of Academic Jurisdiction*. Paper presented at the UALL Work Based Learning Network Conference, Teeside University, Middlesborough.

Critten, P. (2012, April). *To Fly Higher we must loosen our ties – How WBL can release "Higher" Education from its Institutional Confinement*. Paper presented at the UALL Work Based Learning Learning Network Conference, Middlesex University.

Critten, P., Squire, P., & Locke, G. (2015, June). *How Work Based Learning can Transform a Profession: A Case Study in Sales Transformation*. Paper presented at the UALL Work and Learning Annual Conference, Yumus Emre Turkish Cultural Centre, London.

Downes, S. (2010). Learning Networks. In Yang., H.H., & Yuen, S.G. (Eds.) *Collective Intelligence & e-learning 2.0*. Pennsylvania: IGI Global.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S, Scott, P., & Trow, M. (1994) *The New *Production of Knowledge*. London: Sage.

Whitehead, J., & McNiff, J. (2006). *Action Research Living Theory*. London: Sage.

APPENDIX MSc Sales Transformation Programme

3 day Workshop	2 day Workshop	2 day Workshop	2 day Workshop	1 day Workshop
Thinking Innovatively about sales leadership (Managing yourself)	Cracking the code: managing the business of selling (Managing the business)	Elective Module 1 Elective Module 2 A choice from two of six 20 credit modules		Planning your professional development (Developing yourself)
<ul style="list-style-type: none"> – Introduction to the programme – Introduction to transformation – Reflective Practice – Mindsets for sales leadership – Prioritising my time – Action Research & Appreciative Inquiry 	<ul style="list-style-type: none"> – Understanding your market environment – Driving account / territory planning – Achieving targets with linearity & predictability – Managing pipeline and forecast – Managing disciplined sales execution 	<p><u>'Leading collaborative change'</u> : Understanding collaboration and transformational change for matured leadership.</p> <p><u>'Coaching for sales transformation'</u> : Masterings influence without authority – coaching for account transformation.</p> <p><u>'Advanced negotiation'</u> : Best practice procurement and negotiation insights combined to transform negotiations.</p> <p><u>'Building compelling financial value'</u> : Building winning value propositions around clients' financial priorities for projects.</p> <p><u>'Sales Enablement'</u> : In the context of changing business & market situations, driving strategy through to execution.</p> <p><u>'Advanced Sales Operations'</u> : Analytics, OD and customer led development for enhanced systems and tools.</p> <p><u>'Sales Talent Management'</u> : Integrated perspective on talent recruitment, development and succession planning.</p>		<ul style="list-style-type: none"> – Your personal journey; where you have come from – Your professional journey; the way forward – Action plan for the future – What will be its value to your profession
Work Based Project 20 Credits	Work Based Project 20 Credits	Work Based Project 20 Credits	Work Based Project 20 Credits	Work Based Project 10 Credits
<p><u>'Advance Practitioner'</u> : Developing one's skills in designing, research and inquiry methodologies culminating in a 'Final Work Based Project' proposal.</p>		<p><u>'Final Work Based Project'</u> : Dissertation exploring / critically discussing one's transformed work practice; demonstrating skills / knowledge acquired and the impact of applied learnings.</p>		