

Leading Experts

An Empirical Study of Business School Deans

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Abstract

Do knowledge-intensive organizations, which are made up of expert workers, systematically choose experts as their leaders? There has been little statistical research into this question. The world's 100 leading business schools make a natural and valuable test-bed. Unusually among knowledge-intensive organizations, the former technical ability of a B-school leader can be measured fairly objectively. The paper demonstrates -- using a variety of data sets, and in a variety of settings, including a check on the role of outliers -- that better business schools are led by deans with systematically higher numbers of life-time scholarly citations. Interview evidence with leaders is used to suggest possible theoretical explanations.

Key words: Strategic leadership, knowledge-intensive organizations, business schools, deans, citations.

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“The standard bearer has to first bear the standard.”

Patrick Harker, Dean, the Wharton School.

Interview with author, April 28, 2005

Introduction

This study makes an empirical contribution. It presents a new correlation and, informed by interview evidence, suggests possible reasons for its existence¹. The paper shows that business schools that stand higher in the Financial Times Global MBA ranking have deans with systematically higher levels of life-time citations. The same correlation is found, using a different performance measure, among UK business and management schools. These results are not driven by outliers.

There seem to be four possible interdependent explanations for this relationship. First, top business schools are more likely to seek out leaders with a strong publishing record. Second, the best schools could be more attractive to better scholars. Third, the correlation might be a statistical coincidence of this time period. Finally, deans who have been successful scholars may improve the performance of a business school.

Given the centrality of research performance in most university mission statements, it seems a logical step to turn attention to the research background of their leaders. In the context of business schools particularly, but also of universities, the question of whether it matters if a leader has been a scholar has circulated for a number of years. In principle, every Dean Search Committee grapples with this issue. Yet to the author’s knowledge there appears to have been no previous empirical research on business schools.

One of the major challenges for business schools is trying to straddle two communities – research and practice. Publishing output is expected to be both scholarly and relevant (Augier & Teece 2005). The potential conflict has generated considerable debate (see for example Hodgkinson et al 2001, Starkey & Madan 2001, Pettigrew 2001, Dossabhoy & Berger 2002, Stiles 2002, Aram & Salipante 2003, March 2003, Gosling & Mintzberg 2004, Bennis, & O’Toole 2005, Zell 2005).

It might perhaps be expected that there would be no relationship between a dean’s life-time citations and the position of their school in an international ranking. A natural argument takes the form: what the leader of a knowledge-intensive organization needs is primarily high managerial ability allied merely to

some acceptable minimum level of technical ability. By contrast, what the data suggest is a fairly smooth relationship between cites and business school quality.

Drawing from interviews with university and business school leaders, the paper goes on to consider possible explanations. First, in the case of business schools, if a dean has been a noted scholar it is suggested that this may shape the way in which he or she leads an organization. Specifically, a leader's strategic choice (Child 1972) might be influenced through a process of inherent preferences. For example, someone who has prioritized research in their own career may continue to prioritize research when they move into a leadership position.

Second, allowing for the social interactions between leaders and their followers (Bass 1985, Bennis and Nanus 1985, Cannella & Monroe 1997), it is suggested that, when running a knowledge-intensive organization credible leadership, as opposed to charismatic leadership, may be preferable. A common claim made by deans and presidents in interviews (some conducted for this study) is that those who are good scholars are viewed as more credible by their academic peers. This, therefore, may extend a leader's influence.

Because the emphasis in this study is on an empirical finding, theoretical discussion is presented at the end of the paper.

Research Method

A simple testable proposition is central to the paper.

Hypothesis: There is a positive correlation between the prior research success of a business school's dean and the position of that school in an international ranking.

This study focuses on one variable, namely, the lifetime citations of business school deans. Each leader's citation score is calculated and then used as a measure of how research-active and successful that dean was in his or her academic career. Given the paper's hypothesis, a business school ranking is also required. The one used in this paper is the Global MBA ranking 2005 produced by the Financial Times (FT) newspaper.

Financial Times Global MBA Ranking

Media-generated university league tables are ubiquitous and often controversial. They may be useful heuristic devices for students, but as objective tools of quality assessment they can be unreliable. Rankings also exclude factors such as an institution's history, reputation and wealth. However, it could be argued that because business schools are relatively new additions to the academy, and

they are small in comparison to universities, there is a greater possibility of movement within league tables or other performance measures.

The Financial Times produces one of the more consistent league tables. It has the advantage that the methodology used for assessment remains largely unchanged each year. The FT league table is also chosen here because it is internationally recognised².

The FT ranking began as a European survey of 49 business schools in 1998 and developed into a worldwide league table of 75 schools in 2000. This number was extended to 100 in 2001.

To construct its ranking, the FT assigns 55% of weight to alumni survey returns, relying on criteria such as salary and career progress. Twenty-five percent is put on business school characteristics -- for example, measuring diversity of staff and students, and the extent to which a school is internationally recognized. A final 20% is allocated for research quality; 5% for faculty with PhDs; 5% on the number of doctoral grads taking a faculty position at one of the top 50 schools; and 10% for the number of faculty who publish articles in 40 named academic journals.

The FT ranks institutions by assigning points; therefore, this can result in two or more institutions being given the same position.

The Collection of Citations Data on Leaders

Citations are references to authors in other academic papers. Citation information used in this study comes from the Institute for Scientific Information (ISI), which is an on-line database comprising the Science Citation Index, Social Science Citation Index and the Arts and Humanities Citation Index.

The disciplinary backgrounds of business school deans are almost exclusively in the social sciences. Because of this disciplinary homogeneity across deans, there is no need to normalise citations in the way that would be required for an equivalent citations study of university presidents (who can come from the humanities, the sciences, and the social sciences).

Data on the 100 deans were collected between June and July. Only those deans in post during this period are included³. Each dean's lifetime citations were counted by hand. These cover citations to both journal articles and monographs.

The use of bibliographic data for purposes other than information retrieval is still in its infancy although it is developing ground⁴. A problem when assigning citations to authors is nationality. Language biases have been shown to exist within ISI (van Leeuwen et al., 2001), although it is now considered to be less of a problem because most journals publish in English.

There is a growing body of work that uses citations to assess intellectual output and productivity (see King 2004, Bayers 2005). Moreover, citation counts are a good predictor of professorial salaries (Hamermesh et al, 1982). An alternative approach is to count an author's published articles and weight by journal impact factors. However, this presents two problems. First, monographs would be excluded from the data, and, second, the quality of a journal is a noisy measure of the future impact of individual articles (Oswald 2006). For example, many highly cited articles were not published in 'Grade A' journals and vice versa.

Substantial effort for this paper has been made to accurately assign citation numbers to authors' names. However, there may be small counting errors. Precision may be less crucial than would at first be thought. Two studies that adopted different counting methods, Seng and Willett (1995), who use a very precise method on the one hand, and Oppenheim (1995), who assigned citations more approximately on the other, both report similar results. Finally, it is important to note that citations are not necessarily an exact measure of research success. However, bibliographic data seem a natural measure for the purpose of this paper.

Data on the 100 Business School Deans

The sample in this study includes 100 business school deans, two of whom are acting-deans.

Sixty-five of the 100 business schools in the FT MBA (2005) ranking are located in North America. Fifty-eight of these are in the US and 7 in Canada. Twenty-six schools are based in European countries. Of these 14 are in the United Kingdom (UK), 3 each in France and Spain, 2 in Ireland and 1 each in Switzerland, Netherlands, Italy and Belgium. Finally, 9 of the 100 schools are spread across the rest of the world. There are 2 schools each in Australia, Hong Kong and Mexico, with one each in Brazil, China, and South Africa.

Only 11 deans in the FT Top-100 are women. Six of these are located in US schools, 3 in the UK, and one each in Canada and Brazil.

With regards to deans' backgrounds, 9 of the 100 have come from the business sector and not from academia, though 2 of the 9 have PhDs. Most of the deans in the sample have had traditional academic careers. Over a quarter of the deans define themselves as professors of management, business administration, strategy or entrepreneurship. In addition, there are 18 economists, 13 are from finance and 6 from accounting. Marketing professors account for 7, organizational behaviour and industrial relations 6, and finally 7 in operations and information management, operational research and risk management.

The age of deans may potentially affect their life-time citation score, because those who are older have had the greatest opportunity to accrue citations. So, for example, if the deans with low numbers of citations can be shown to be significantly younger than those deans with high life-time scores, age could be influential. However, inspection of the age profile of deans in the data of this study finds that there are no major age differences between those with the highest and lowest citation scores. In a similar study of university leaders, again there was no relationship between age of president and their life-time citation score (Goodall 2006). Most academics that become leaders tend to have accomplished the bulk of their scholarly work a number of years prior to moving into administrative positions.

Results

The individual life-time citation scores of the 100 deans in this study are in the range 0 - 3378. The mean citation score is 355 and the median score is 103. There are three deans with scores over 2500 cites. Twenty deans have a citation score of zero.

It is useful to begin by splitting the group of deans in half. Among those who run the world's top-fifty business schools, the mean citation score of the deans is 447 and the median 183. The mean citation score of the next 50 deans is 263 and the median is 52. These data are presented in averages in Figure 1. The bar chart shows that the first 50 deans in the FT Top-100 collectively have just under double the citations of those in the second group.

To test for statistical significance, two checks are applied. The first is a calculation of Spearman's rho. It tests whether the ordering of one variable (the position of a business school) is correlated with the ordering of the second variable (a dean's life-time citations). The highest citation score is ranked 1 and the lowest is ranked 100. As an alternative, this is followed by a calculation of Pearson's correlation coefficient (r). Each dean's citation score is regressed against the position of their business school to try to establish whether there is a statistically significant relationship between the position of a school in the FT table and the citation score of a dean. For clarity, full scatter plots are presented.

Using these data, Spearman's rho is 0.274. With 100 observations, the associated 5 per cent critical value for a two-tailed test is 0.195, and at 1 per cent it is 0.254. Hence the correlation between leader's rank and school's rank is statistically significant at $p < 0.01$.

Using Pearson's coefficient (r), the degree of linear relationship can be examined between the position of a business school and the citation score of a dean. Figure 2 presents a scatter plot showing 100 deans' citation scores plotted against the FT global ranking of business schools. Pearson's r is 0.288. The 1

per cent critical value on a two-tailed test is 0.254, which means, again, that the relationship is statistically significant at $p < 0.01$.

Could the results be driven by outliers?

Conspicuous in Figure 2 are three distinct outliers -- those individuals above 2500 citations. When the same test is applied, but this time to the logarithm of a dean's citations, Pearson's r is 0.275 which is significant at $p < 0.01$. When the three outliers are removed from the data, as in Figure 3, Pearson's r increases to 0.351, which is now significant at $p < 0.001$. This suggests that the results are not driven by these outliers.

Does the correlation exist in US business schools?

The US dominates the FT league table with 58 business schools. Of the top 20 schools, 15 are located there. Fifty-eight US deans are in the sub-sample. The mean life-time citation score of the US deans is 449 and the median 210. As can be seen in Figure 4 when Pearson's r is applied to the US group once again the relationship is found. The one per cent critical value for 60 observations is 0.408, and Pearson's r for the US deans is 0.419 which is significant at $p < 0.001$.

These tests show that there is a statistically significant relationship between the position of a business school in the FT ranking and the life-time citations of its dean. The higher the school is in the league table, the higher the dean's citations. On average, six extra citations gained by the dean equate to one move up the FT ranking for a business school. Equivalently, 600 extra citations will, at the mean values, move a school from the bottom of the FT Top-100 to close to the top. The correlation holds for the full group of 100 deans and also for the sub-sample of 58 US deans.

Interestingly, when this test is applied to the group of 43 non-American institutions only, there is no statistically significant correlation between the rank position of a school and a dean's citation score. This non-US result raises a number of questions. Could it be a reflection of bias of English language or US journal publishing? Or do the top US business schools perhaps favour research more than the non US institutions? It is not feasible to answer these questions here. But it is possible to isolate a single country from the 100 sample and run the same test to identify whether a similar pattern exists⁵.

Does the same correlation hold in different data on a sub-sample of UK business schools?

After the United States, the UK, at 14, has the second-highest number of business schools in the 2005 FT Top-100 table. The UK seems an appropriate nation to focus on because language parity means that publishing and citations biases may be somewhat minimised. Also, the UK has a potentially useful

objective measure of quality, namely the so-called Research Assessment Exercise. The Research Assessment Exercise (RAE) was set up by the UK Government in 1986 to assess, with the aid of expert peer review, the quality and quantity of research being generated in UK universities. The RAE Unit of Assessment (UoA) for business school submissions is 'Business and Management Studies'⁶. The year used in this paper is 2001, which was the last time the RAE assessment panels reported. Each submission is of a whole university department.

Only those units of assessment that achieved a score above 4D in the 2001 RAE are included here. RAE UoA scores range from '5A Star' at the very top end with the 'A' signifying that all staff in the field of business in a given university have been submitted for assessment. The scores go down to 1D, at the very lowest level, where D signifies that only a small minority of staff have been submitted. The reason in the present study for drawing a line at RAE grade 4 is because a quality threshold allows comparison with schools in the FT Top-100 (2005). Of the UK business schools that made it into the FT ranking in the equivalent RAE year of 2001, the lowest RAE grade of a UK school included was 4D.

In 2001 there were 38 units of assessment in Business and Management Studies in UK universities rated 4D and above. Sixteen submissions scored in the 5s, and 22 scored in the 4s. Thirty-six of the 38 business schools are located within comprehensive universities. Only two are stand-alone business schools.

The next step is to test whether a similar correlation exists between the 38 UK business schools (or units of assessment) and the research history of those deans in place in 2001. Again the life-time citations of the 38 deans were hand counted. RAE scores are used here to rank the position of a school or UoA. The top UK school, London Business School with '5A Star', is ranked 1; the second two schools, Lancaster Business School and Warwick Business School with '5B Star' are ranked 2; and so on down to those schools rated 4D in the RAE, who for this study, have been assigned a ranking position of 9.

The maximum recorded number of life-time citations of a dean in the 38 British schools is 1600 and the minimum is zero. The mean leader-citation score among departments rated in the 5s is 379, and the mean citation score of those in the 4s is 150. This implies that deans running departments in the former group are two-and-a-half times more cited than those in the second column of departments that scored in the 4s.

Figure 5 presents a scatter plot of the 38 UK deans' citation scores plotted against the RAE ranked position of business schools. Pearson's r is 0.452. The 1 per cent critical value on a two-tailed test for 40 observations is 0.393, which means that this negatively-sloped relationship is statistically significant at $p < 0.01$. An increase of 65 citations obtained by a dean is equal to one move up in the RAE for a unit of assessment.

In summary, this study finds that the higher a business school is in the FT ranking the more likely it is that the lifetime citations of its dean will also be high. This result is also found in a different sample of UK business schools rated by the Research Assessment Exercise. The paper's finding is consistent with those of a previous study where a correlation was established between the citations of presidents of universities and the position of their institutions in a global ranking of the world's top-100 universities (Goodall, 2006). Indeed, the relationship between presidents and the position of their universities is marginally stronger than that between deans and business schools. Given the above-mentioned debate in business schools, about reaching a balance between academic and applied research, this seems interesting.

It is perhaps useful to note that business school rank explains approximately 10% of the variance in leaders' citations. As would be expected, there are other explanatory factors that are not being measured here.

Discussion

Strategic Leadership

The emphasis in this study is on those at the apex, namely, deans of business schools. Most recent research on strategic leadership has focused on the Top Management Team (TMT) (Hambrick & Mason, 1984, D'Aveni, 1990; Haleblan & Finkelstein, 1993, Finkelstein & Hambrick, 1996, Geletkanycz & Hambrick, 1997, Goll & Rasheed, 2005, among others). Increasingly, however, the TMT is being analytically dismantled, and research is turning to various constituent parts (Lewin & Stephens, 1994, Hayward & Hambrick, 1997, Bigley & Wiersema, 2002, Carpenter & Sanders, 2002, Papadakis & Barwise, 2002, Bertrand & Schoar, 2003, Jensen & Zajac, 2004, Arendt et al., 2005).

It is generally argued that universities are governed through processes of collegiality and negotiation in a *first among equals* culture (Birnbaum, 1988; Cohen & March, 1974; Rosovsky, 1991). However, this does not mean that leaders have no influence, albeit there may be differences in levels of executive power between presidents in US privates and those in European universities (Rosovsky, 1991).

The decision adopted in this paper to turn attention away from the top management team (TMT) and on to individual leaders can be justified. In a university, there is a president or vice chancellor at the top of the institution, but there are other heads of key strategic units, for example, deans of schools or faculties. These leaders are also decision-makers. It is conventional for deans, and also presidents, to each have their own TMTs, but it is normally they who decide which academic administrators are to be included among them. Most university leaders, especially in the US and UK, make their own appointments to

business school dean, although endorsement from faculty may be taken into consideration (Rosovsky, 1991). Similarly, most business school deans appoint their own deputy deans.

Adopting this position is not to deny the importance of TMT members but it is suggested here that the CEO, or dean, in principle, is potentially *more* than a central member of the TMT (Jackson, 1992).

Amy Gutmann, President of the University of Pennsylvania, said in interview that she practises leadership “in a fuller sense, through collaboration, not by command and rule”. However, she was unwavering when asked about her direct input and presidential powers. President Gutmann sets the “overall strategic direction” and, although she states she does not micro-manage, she appoints deans and provosts, who act on her behalf and report directly to her (interviewed April 28, 2005).

What about management and leadership ability?

It is important to note that scholarship is not a proxy for either management experience or leadership skills but *in addition to*. Most academics in senior leadership positions within universities have first gained management experience by running research centers or labs, or heading up academic programs. However, a priori, if what really matters in a leader is managerial ability, it would not be expected that business schools would be led by successful researchers. Scholarship can be viewed as complementary but also necessary. To acquire management experience within academe, for example as a head of department, it is usually necessary to be an academic and normally one in a senior position. Thus scholarship is already a prerequisite of leadership in universities.

Four Possible Explanations

These findings suggest that those business schools at the top of the FT-100 ranking are behaving differently from those lower down. Better scholars are leading better business schools. Cross-sectional analyses can be indicative of causality but, of course, they are not sufficient to establish a causal relationship. Nevertheless, the empirical evidence presented here seems interesting and apparently robust. It deserves exploration.

Why are business schools that are higher in the league table being led by deans with stronger publication records?

Four interrelated explanations are:

- A. Top business schools are more likely to seek out top scholars as deans.
- B. The best schools are more attractive to the best scholars.
- C. The correlation might be a statistical coincidence of this time period.

- D. Deans who have been successful scholars are more likely to improve the performance of business schools.

Possibility A -- Top business schools are more likely to seek out top scholars as deans.

It is possible that an Ivy League university will always appoint a president or dean who has either worked at an Ivy institution or studied at one. In UK universities, there is little movement in vice chancellors between those leading older research universities and those in former polytechnics or newly established universities (Bargh et al., 2000). Who gets appointed may be a factor of the universities that house business schools. For example, business schools within universities that have a strong research focus may be more likely to conform to this culture (Bennis & O'Toole, 2005). Similarly, it could be argued that because the leaders of universities who appoint deans are themselves top scholars, they appoint other scholars into key leadership positions. In short, like may appoint like.

Top business schools are also better placed to attract top candidates because they have access to greater resources, and therefore can provide better facilities and salaries.

Alternatively, university and business school governors or board members may wish to use the appointment of a scholar to signal a change in institutional strategy. Signalling may be of symbolic importance both to internal and external stakeholders. Some illustrative statements from university leaders express these ideas.

“Appointment of a top researcher sends an internal signal to colleagues that research success in the institution is important”, Amy Gutmann, President, University of Pennsylvania (interview April 28, 2005).

“An appointing board can signal a sound understanding of the culture of a research university by appointing a recognized scholar with administrative ability to a top leadership position”, John Heilbron, former Vice-Chancellor of Berkeley (personal correspondence July 2004).

“By having an academic at the helm, the university is stating clearly what it values most highly,” Shirley Tilghman, President, Princeton (The Daily Princetonian, October 24, 2005).

“A top scholar is more likely to be of interest to the media. And a high media profile can be very useful with brand growth, fund raising and alumni relations”, Mary Blair, Director of Fundraising at the London School of Economics, (personal correspondence 2005).

Alternatively, the correlation may be explained through unobservable heterogeneity in that research talent is merely a proxy for leadership ability. Universities choose successful scholars because those who are good at research are, perhaps, simply good at everything. Appointment committees may regard those with strong publishing records as having demonstrated high productivity, which is required of a leader.

Possibility B -- The best schools are more attractive to the best scholars

This is the idea that candidates who have been successful scholars will be more attracted to higher-status business schools. It offers an explanation that is the mirror image of A in that there is a match between the selector and the selected and that this represents a better investment return. Economists might describe this as a form of rational assortative matching (Becker, 1973).

Possibility C – The correlation is a statistical coincidence of this time period.

It is unlikely that the results in this paper occur through statistical coincidence. For instance, a similar pattern was found in a previous study on 100 presidents of universities (Goodall, 2006).

Possibility D -- Deans who have been scholars aid the performance of business schools

Option D proposes that there may be a link with organizational performance in that those deans with strong publishing records contribute something extra to the role of leader. This hypothesis suggests that business schools perform better if led by a scholar. This study is not longitudinal, and therefore it cannot demonstrate causality. However, two lines of thought seem relevant.

Inherent preferences

The first draws loosely from upper echelons (UE) theory (Hambrick & Mason 1984). UE theory argues that top managers make strategic choices (Child 1972) that are reflections of their own values and cognitions. The theory proposes that members of the TMT will be influenced in their decision-making by individual and group demographic factors such as age, education, functional track, TMT heterogeneity, socio-economic roots, among others (ibid). It is suggested in this paper that, in the context of a business school or university, having been a successful scholar may provide 'inherent knowledge' of the organization's core business which informs decision-making and influences strategic choice. This combines with a process of 'inherent preferences'. It is reasonable to assume that a top scholar has prioritized scholarship in his or her own life. Furthermore, once a scholar becomes a leader he or she may continue to emphasize activities

related to scholarship. Strategic choices that have been prioritized are more likely to yield successful outcomes (Hickson, Miller & Wilson, 2003).

For example, in allocating time a scholar-leader may be more likely to stress academic and research activities above other demands on managerial time. A dean may trade-off activities so that he or she can perform a central role in faculty appointments and tenure decisions, and may favour research funding over other forms of income and expenditure. Leaders who are scholars may also focus more heavily on the Research Assessment Exercise (in the UK). Finally, scholars may place greater emphasis on the selection of top faculty and they may also help to attract them. Referring again to interviews with the author:

“The most important part of the job of dean is the recruitment and retention of top faculty. Appointing good staff is the key to sustaining the position of a business school or university”, Patrick Harker, Dean of Wharton School (interview April 29, 2005).

“Everything in a university flows from the academic value of faculty. My priority was to ensure that the LSE attracted and retained the best academics”, Anthony Giddens, former Director of London School of Economics (interview June 21, 2006).

“A scholar will be better equipped to lead the intellectual direction of a business school or university.” Kim Clark, Dean, Harvard Business School (interview March 25, 2005).

“Good people only ever want to work with other good people”, Richard Sykes, Rector, Imperial College London (interview June 20 2006).

Credible leadership

The second possible explanation suggests that when leading a knowledge-intensive organization -- like a business school or university (Mintzberg, 1979) -- credible leadership, as opposed to charismatic leadership, may afford greater influence. This approach draws from literature focusing on the social interactions between leaders and their followers (e.g. Bass 1985, Bennis and Nanus 1985, Cannella & Monroe 1997, among others). It suggests that a scholar-leader will have greater credibility among his or her colleagues, and concomitantly, that this might extend a leader's influence. It is generally accepted, however, that respect must in the long run be earned through leadership performance.

This argument focuses on the context of strategic leadership (Carpenter 2002, Jensen & Zajac, 2004) and adds to the literature on managing and leading experts (Quinn, Anderson & Finkelstein, 1996) and professionals (Alvesson,

1992, Maister, 1993, Mintzberg, Quinn & Ghoshal, 1995, Lowendahl, 1997, Robertson & Swan 2003, Fenton & Pettigrew, 2006) and also project leaders in R&D (Narayanan 2001). In the context of professional service firms, Lowendahl (1997) argues that only those who have been successful in a professional capacity (i.e. they have excelled in consulting, accounting and so on) will be accepted as firm leaders and managers. A key reason is that those with an excellent professional reputation will be more readily accepted by their peers (1997, pp. 56). Similarly, R&D project leaders tend to be selected for their technical expertise as much as for their leadership skills (Narayanan 2001). It is significant that among the 100 deans of business schools reported in this paper only nine are not career academics, and of the nine, two have PhDs.

These points have been expressed in the interviews.

“Leaders are the final arbiters of quality. Therefore it is right to expect the standard bearer to first bear the standard.” Patrick Harker, Dean, Wharton (interview April 29, 2005).

“A good scholar can command greater respect from his or her academic peers”, Jeremy Knowles, former Dean, Faculty of Arts and Social Sciences, Harvard (interview April 12, 2005).

“The rationale for rating academic excellence very highly is the enormous importance we place on the president having the respect of the faculty. Without that, it is very difficult to lead a research university.” Shirley Tilghman, President, Princeton (The Daily Princetonian, October 24, 2005).

“Being a good researcher gives you legitimacy in either a business school or a university. And legitimacy gives you authority as a leader”, George Bain, former Dean, Warwick Business School and London Business School, and former VC Queens University Belfast (interview June 8, 2006).

Concluding Comments

This paper offers simple evidence that the higher a business school is in the FT Top-100 ranking the higher are the lifetime citations of its dean. The correlation is found for the international group of 100 business schools, for 58 US schools, and, in a different data set, for 38 UK university business schools in the 2001 Research Assessment Exercise. For the sake of clarity, full scatter plots are reported. The correlation is robust to the exclusion of outliers and a logarithmic transformation of the variables. One reason why business schools are an interesting case is that, unusually for knowledge-intensive organizations, their leaders' technical expertise can be measured reasonably objectively.

Interestingly, one possibility seems tentatively to be rejected by the data. It is the idea that these knowledge-intensive organizations need leaders with merely some minimum level of technical competence. Drawing on interview evidence, the paper suggests that the appointment of someone who is primarily a scholar and who also has management and leadership experience may create the conditions favourable to successful organizational outcomes. In the words of a former UK university vice chancellor, 'what matters is scholarship not just management -- we should take management for granted'⁷.

The paper's contribution is that it provides the first formal evidence that top business schools systematically appoint experts as their leaders. Its limitation is that the data are cross-sectional, and, therefore, causality cannot be established. Understanding why the paper's correlation exists seems a pressing matter for future longitudinal research.

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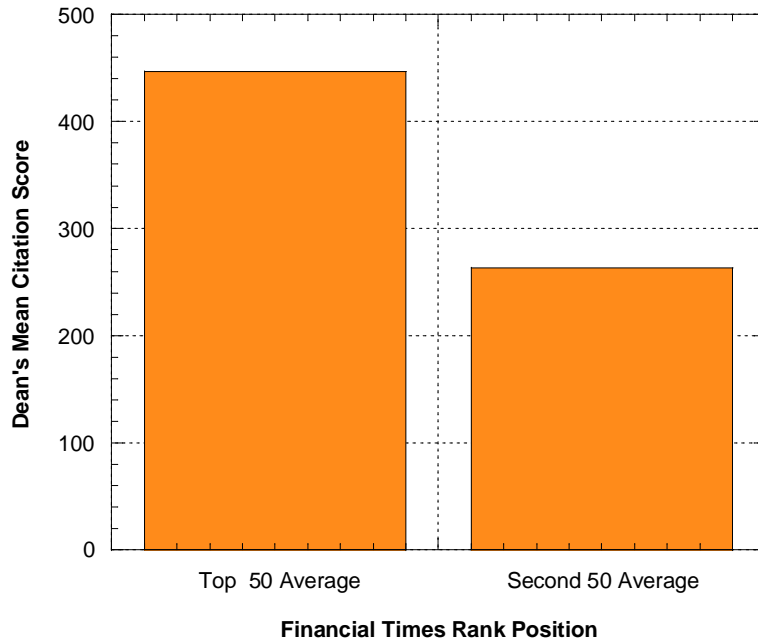
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Figure 1. The Relationship between Deans' Mean Life-Time Citations and Business School Quality



**Figure 2. The Relationship between Deans' Life-Time Citations and their Schools' Position in the FT Top 100 Ranking
($p < 0.01$)**

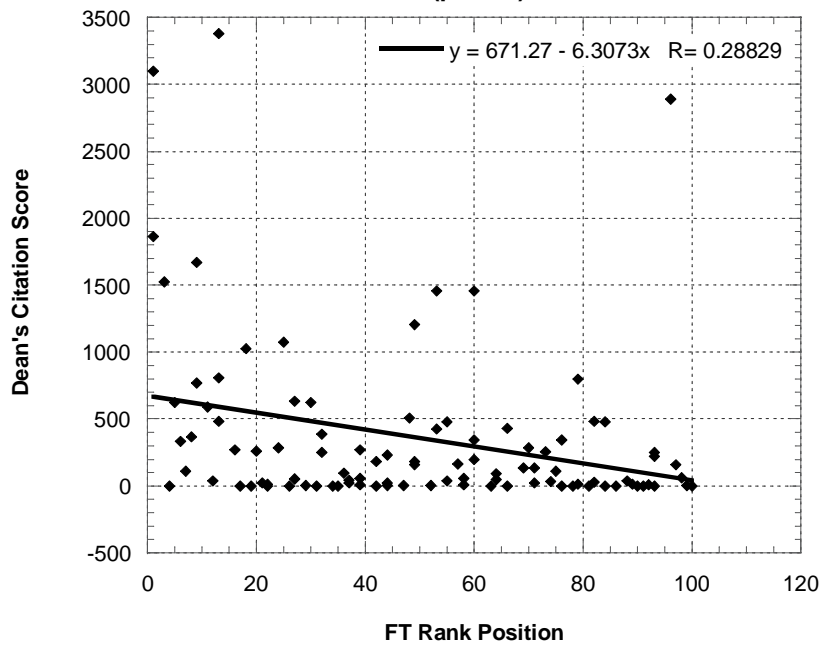


Figure 3. The Relationship After Excluding Outliers
(Three deans with citations over 2500)
($p < 0.001$)

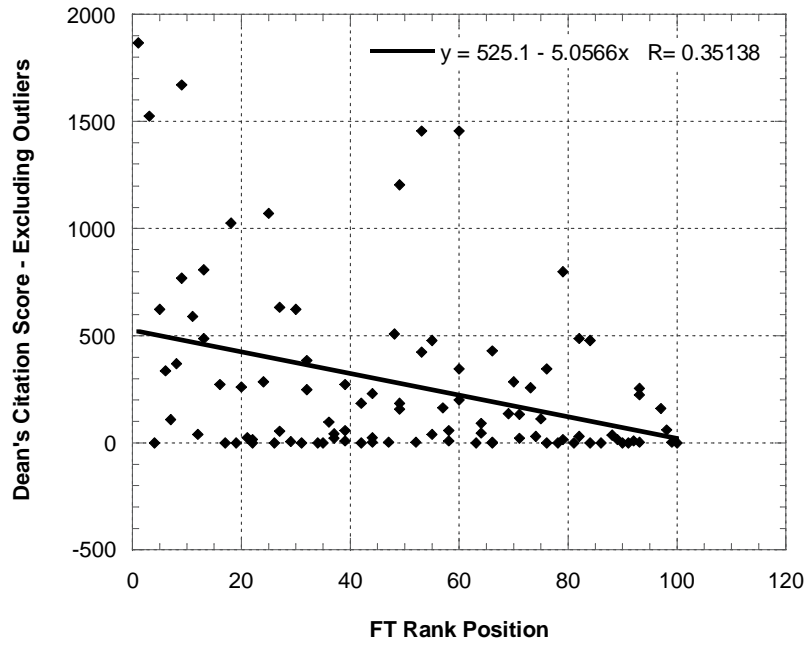
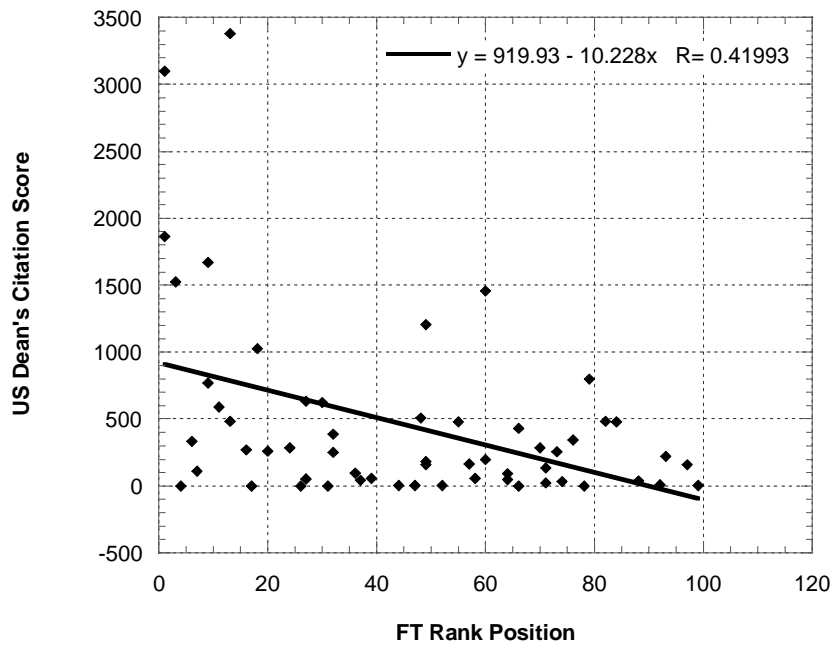
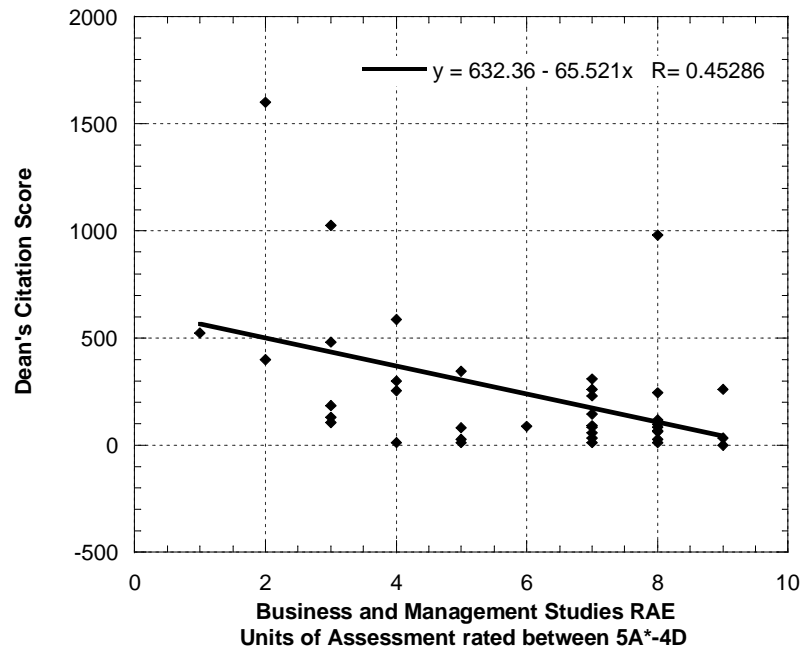


Figure 4. The Relationship on a Sub-Sample
of United States Deans
($p < 0.001$)



**Figure 5. The Relationship in a Different Data Set:
Deans of UK Business and Management
Schools in 2001 Research Assessment Exercise
($p < 0.01$)**



APPENDIX 1. Interview schedule

1. Kim Clark, Dean, Harvard Business School. Interview held at HBS, Harvard, March 25, 2005. He left this position in summer 2005.
2. Jeremy Knowles, former Dean, Faculty of Arts and Sciences, Harvard. Interview held at Harvard April 12, 2005.
3. Amy Gutmann, President, University of Pennsylvania. Interview held at University of Pennsylvania April 28, 2005.
4. Patrick Harker, Dean, Wharton School. Interview held at University of Pennsylvania April 29, 2005.
5. John Heilbron, former Vice-Chancellor of the University of California, Berkeley. Personal correspondence July 2005.
6. Professor Sir George Bain, former Dean, Warwick Business School and London Business School, and former VC Queens University. Interview held at Department of Trade and Industry, London June 8, 2006.
7. Sir Richard Sykes, Rector, Imperial College, London University. Interview held at Imperial June 20 2006.
8. Lord Anthony Giddens, former Director, London School of Economics (LSE). Interview held at LSE June 20 2006.
9. Mary Blair, Director of Fundraising, London School of Economics. Personal correspondence 2005.

END NOTES

¹ Interview schedule in Appendix A.

² Available from: www.rankings.ft.com.

³ With the exception of one dean who was appointed two months after this period.

⁴ For an overview of the strengths and weaknesses of using bibliometric data, see van Raan (1998, 2003) & Norris and Oppenheim (2003).

⁵ For an alternative research ranking of European business schools see Baden-Fuller C., F. Ravazzolo & T. Schweizer T (2000) and for Canada see Erkut (2002).

⁶ RAE results available at www.hero.ac.uk/rae/Results/. For a review of UK management submissions to RAE 2001 see Bessant et al (2003), and for a review of the journals cited in the business and management submissions in the same RAE see J. Geary, L. Marriott & M. Rowlinson (2004).

⁷ The former UK vice chancellor asked to remain anonymous.