In business schools sustainable growth comes via various pathways, including: new degrees to open up new markets; expanding student intake on existing degrees; increasing fees; expanding and innovating in the executive development market; increasing research income and associated research activity. This chapter will focus on growth generated through degrees since it was this pathway that contributed most to the School’s resources.

An explicit strategy of growth has always been followed by those leading the School. This undoubtedly helped the University out of a succession of financial crises caused by a combination of a shrinking market for engineering courses and government policies involving financial cutbacks. The School was not the only part of the University able to innovate and expand, but it was the major player. The shift from engineering to business and management was highlighted in Raoul Franklin’s review of the first 10 years of his office as Vice-Chancellor (see *CityPlus*, Number Two, Winter 1988–89, p. 4). In the review he pointed to the changes that had taken place in staffing. In 1976 the School had no undergraduates and Engineering had 49 per cent; by 1986 Engineering had 28 per cent of the University’s undergraduates and the School 25 per cent. On the postgraduate side in 1976 the School had 41 per cent (101 students), and Engineering 27 per cent (66); by 1986 the School had 35 per cent (238) and Engineering 11 per cent (74). In both faculties during the period staff changes had been greater than 50 per cent, involving a significant fall in numbers among Engineering faculty and a slight rise among School faculty. The relevance of these observations is that they reflect, and precipitated, an organisational culture change from an engineering institution to a broader-based university in which ‘business and management’ was a major part. The School’s
growth strategy was given a particularly strong boost during the Deanship of Andrew Chambers, who saw it as a way of increasing the power of the School in negotiations with the University. Similar boosts occurred in subsequent years. Under Kaye, Hannah and Currie growth was a prerequisite to house the School in a quality building, and to build up the financial resources to maintain the successful occupancy of the building.

The forces at work that sustained this drive for growth are complex. They include: individual motivation of staff to experience intrinsic (e.g. a feeling of achievement) and extrinsic rewards (e.g. improved facilities); perceived market opportunities; approaches made by external bodies (e.g. professional institutions) to provide new courses or services; the need for some disciplines to build up critical mass thus giving individuals the opportunity to specialise; competition from other business schools; pressure from University Officers and Deans to increase student numbers (thus reflecting the political and financial reasons mentioned earlier). While these various factors were creating synergistic forces for innovative behaviours, each new degree had its own unique combination of factors. This is illustrated next.

**MSc in Administrative Sciences**

A highly motivated and cohesive team of seven full-time staff launched the degree in September 1966. Since there was no standard content for such a degree at that time, its design was very much a product of the team’s experience and academic expertise. A year later the team expanded to 13 to cover all the functional areas of management. Three key principles influenced the structure, content and recruitment policy of the MSc: on graduating the students should be of immediate value to their employer in one of the functional areas of management; while students were given sufficient knowledge and skills for this aim to be achieved, it was critical that they should also be given sufficient knowledge of other functional areas so that they could appreciate their contributions within the overall organisational context; the first degree of students needed to be relevant to their chosen specialism. These principles were reflected in the nomenclature and specialisms available to the first intake (see Chapter 3). Choice of specialisms increased as new staff were recruited. Thus in 1968/69 ‘Investment Analysis and Management’, and ‘Financial Management’ were added.

It is worth pointing out that the basic structure of this degree remained the same until the early 1990s. The promotion and marketing