##### Researcher

Okay. Wonderful. Okay. So the first thing I kind of wanted to ask, obviously I've read your profile and so I know a little bit about you. But kind of like in your own words, can you tell me about yourself and your kind of career and your current job role?

##### Participant 17

The first part of my career was sorting out problems in some interesting businesses. I spent the first part of my career with parts of [company] looking at basically restructuring their sales and operations teams, which was, which probably sounds quite grand, but it was a job that nobody wanted to do very much. [Company] was a great company to join and I spent a lot of time just getting my hands dirty and solving problems. If I wanted to probably summarise what my careers been like - sorting out mess and sorting out problems and trying to make things a little bit better in certain areas. And then that's kind of where I began. But the, from where I began to where I've ended up, there's always been an involvement with business schools and research. From very early on, recruiting, recruiting graduates and getting frustrated with graduate recruitment because it's probably not what you'd kind of expect if you don't really know the world of graduates so much. And working, as my career probably progressed, working for some better companies, some worse companies and some companies that I took on roles basically in [area] at times where they were just about to go out of business, which at the time looks like a fantastic thing to do. In hindsight, it's probably, very, very frustrating and a bit high-risk. I kind of moved across these companies and was setting out to recruit graduates, more involved with the business schools in terms of commissioning research, speaking to students, getting involved with different campaigns, and I guess I always wanted to do more of that. And what really interested me is the strength of research and strength of a scientific approach in business. So kind of in the second stage of my career, I probably did more sort of business school related work. So I worked on specific programmes as a consultant, I worked a little bit more closely in terms of getting knowledge. I suppose I made some fantastic mistakes in the first part of my career. Mistakes I don't think you could probably make now and continue. I did a lot in my first two stages of my career on gut feel, on experience, and actually I'm now more objective and hopefully more scientific in my thinking. And it's interesting, at the final conversation at the second part of my career, I was sort of working a bit more closely with universities like [example university], just trying to look at what, look at a better way of doing business. And I realised I was spending more time actually looking at research, looking at different approaches, teaching others. And now I've transitioned over the last two years into working directly for business schools and spending a small amount of my time with business. I don't particularly view myself as being part academic and part business as I know a number of people probably do. I've got an academic role with a business background, some good stuff in the background. Some pretty ropey failures as well to learn from, but with a common thread of just trying to learn a little bit more, help businesses solve problems. And I don't think it's necessarily something that, for me, is achievable solely in a sort of practitioner basis without any research-informed thinking. From an academic point of view, I don't necessarily have the view that research-informed thinking without that direct practical knowledge is as effective as it can be. So, yeah, and over 20 years on I'm in a very happy position. So, yeah, that's the snapshot of 20 plus years. There you go. I'm not going to dwell on how short you can cram that into a summary. And where I am now, at [current institution] actually is where I really wanted to be about [years] ago when I left school. I had an invitation to [current institution] and really, really liked the campus and really actually hoped I'd work for the organisation one day. So, yeah, that's where I've been so far.

##### Researcher

And is [current institution] the only university that you've actually worked at?

##### Participant 17

No, previously I've worked at [previous institution], it's a very different institution, very different in terms of culture, in terms of approach, in terms of students. There are obviously some similarities. So [current institution] is where I'm currently placed and I look after now a number of programmes. So I look after [group of programmes] in the business school, which is interesting at the moment, just in terms of how that type of programme is being perceived. And I've got a remit to basically get business decision making closer to business school research, which sounds very grand and sounds very broad. It's not grand. It is, it is a massive challenge, not something I necessarily do alone. It is quite broad. And this one has been going around for a long time. I previously worked for [previous institution] in a different capacity. I was a [role] and also managed some of the [group of programmes] that we had across the world, which was interesting, bought in a few different skills. I ran the [programme] for [another previous institution] and in different capacities, whether that's visiting academic or consultancy or collaborations, I've worked with universities in [foreign countries], variously, with different sort of small partnerships.

##### Researcher

Okay, and so in your kind of current role at [university] so you've mentioned you're kind of in charge of different programmes and that kind of thing. So how much of your time would you say you devote to different areas of the job so kind of like education research and then maybe sort of admin kind of responsibilities as well?

##### Participant 17

It's a great question. I probably will have to answer that in two parts. I think, I try to make sure that there's very little distinction between all of these areas. I have, I have a teaching focus. I teach on postgraduate and executive education programmes, so that is one part of my role. From a programme management point of view, I look at the curricula across the [group of programmes] and I also get involved with overall marketing strategy, business relationships, student experience, so that's kind of the second part of the role there. From an admin point of view, at times in the day I'd probably say that every single second is admin, but if we think about what admin really is for me, there's necessary admin in terms of management, management of data, management of people. I have indirect responsibility, I'm in indirect line management for about 40 people. I have direct line management of nobody. So there is a reasonable amount of managing through creativity or managing through influence, or just begging people to do things which is kind of typical for the sector really. The, there can be days where everything is predominantly admin. You could lose yourself in administration. I would argue that probably 90% of the administration I can do does not have any value on students or doesn't necessarily have value on business or the programme or something that's really measurable for the business school. So, I have a slightly controversial view to administration and that if it's necessary and I have to do it and if it benefits all of these other areas, I'll do it. If it doesn't I tend not to do it. And to that extent I probably view everything I do as being one area, which is just trying to make the, make the programme a little bit better, try to increase my knowledge about management problem solving and decision making, and not have anything to balance. I know the question is not necessarily about admin or teaching balance. But for me, I don't tend to consciously move between those categories. I just try and do. And the reason being, if you spent too long thinking about the frustrations of administration you'd never do anything. You could do administration forever. You could spend countless hours on teaching that won't necessarily upskill your knowledge or your tools or your capability. So trying, I try to not think like, I hate to use the phrase "typical academic", and just try and think like a, think like a consultant or take some business approaches whereby I've got a finite amount of time. If it adds value, I'll tend to do it. If I have to do it, obviously, I will do it. If I spent too much time thinking about the balance and how to do things in an optimal way, equitably allocate time across all of that, I'd probably go mad. So in an ideal world I'd probably be spending at least 80% of my time just becoming a better teacher and researcher because ultimately that should make you a better administrator in some ways, or at least make you a better delegator. And the other 20% of my time to have no thoughts whatsoever about necessarily being better, but just making a load of mistakes. And I'd then allocate a lot of my time to ask silly questions and try to look stupid mainly because, best bit of advice I ever had from a consultant and an academic was the day we stop asking questions - like why are you doing that as a business, or what was the basis of a research project - if you stop doing that, then I think you become a little bit more ineffective, a little bit more closed off. And so, yeah, I'm yet to look stupid I think, but I try to allocate a bit of time across there.

##### Researcher

Okay, great. And so obviously coming from, I guess, like a practitioner background moving into academia, and you even said sort of a while back, you sort of wanted to work at [current institution] anyway, what was it that sort of made you want to move into academia from that kind of other world?

##### Participant 17

I suppose as a 16 year old having a tour around [current institution] - and I didn't get in funnily enough, it wasn't a route I particularly took in the end - but I just thought it was amazing to see where Nobel Prize winners had shared their knowledge. And we were introduced to somebody who won the Nobel Prize for economics. That means probably very little to me now even as an academic, but I was really blown away with how down to earth and how accessible they were and how pleased they were to actually have their work challenged or questioned and talked about, especially to a group of young, naïve people who, in all honesty, were probably more interested in football or what's happening that weekend. And that really made me feel something about the university. I'm not sort of blindly loyal. I am very biased towards the institution, I think it's fabulous. I think there's a lot of things that it is doing very well. There's a nice feel to it. Culturally it's a very nice fit. There's a lot of things that you would change if you could. Culturally, there are some challenges. So that was kind of interesting back then. It was very different. The culture of the places I worked in after that, [previous company], if you left the office before 5 o'clock, you'd probably get fired after a number of times doing that. And I think the more I spend time around the environment I'm in now, it's a lot more open, it's a lot more creative. It can be exceptionally frustrating. But having worked in various places, I think it is a very good fit for me. I think it's an exceptionally flexible job. I couldn't honestly sit here and tell you there's a huge amount of things to - there is a lot of responsibility, you can be as effective and as hard working and as busy as you want to be. You could also disappear into obscurity and get away with doing very little for the rest of your career. And I think that's a common, but not very communicated thing, across academia. So I think within the role there's actually a lot of flexibility, which is good. I tend to try and not have a work-life balance. I'd like to, and it is funny if you talk about, I get kind of frustrated with courses that discuss work-life balance because personally, I think it's just life. And sometimes you're going to focus more on one aspect of it and do the best that you can, and vice versa with another aspect. There's never any sort of perfect 50 50 balance in my view. But I think the environment gives you the opportunity to focus on different areas. There's a lot of latitude, there's a lot of responsibility. There is a lot of administration. But if you can compare that to private sector businesses, it's nothing really. So, and I think the appeal is now, rather than being a starry-eyed 16 year old on a visit to [current institution] on a day trip many years ago, I think the attraction now is I'm around some fantastic, really interesting people, some of which who are going to change the world, some of which are going to change somebody's meetings, some of which are just interesting to talk for a moment, but they're working in so many different areas. There's so many different, yeah, interesting things to see on a daily basis. There's a huge amount of politics, but it's nothing compared to private sector work. Yeah, I'm very, very lucky, I think.

##### Researcher

Okay, thanks. As so you mentioned, you spoke a little bit about the culture of the business school and the kind of environment. So you kind of have said it is a flexible job and it's a very kind of open and creative environment. But you did say there are some challenges in that environment. What would you say those challenges are?

##### Participant 17

I think there is a historical challenge, and this could be across probably any institution that I've spoken to or been involved with. There is a lot of creativity. I probably spend, yeah, if I'm with family obviously I'll focus on that, and I tend to be not particularly mindful, because that's the lifetime challenge. But there's lots of things to devote your time to and there is almost an aspect of devotion. You're not going to work in a business school for exceptionally high salaries, although the salaries, I think, are very good, you're not gonna drive a 911 Turbo, but then again, I can't fit in one. In terms of frustrations if you like, the business schools can be very distant from the realities of business. And that's a major frustration for me. And it is sort of recognised as well throughout the sector. There still is an ivory tower syndrome, there still is a disconnect between what's researched, what's taught, and actually what's experienced right now. I'm not saying they have to be completely merged together, but actually getting them closer for a closer understanding, because, take, for example, the top 50 selling business books of all time. Not one of them is an academic text or was published in an academic journal. I think that gives you the premise, a very top level sort of snapshot of just how little attention some businesses will pay to business school research. And there's also a flip side to that as well in terms of where research is situated. I think there, there's a number of reasons why those frustrations and situations exist. You don't necessarily have to come from business to understand business, but there's actually very few that have got practitioner backgrounds as well or want to actually see what can be changed. Certainly it can be frustrating that very few businesses really engage well with business schools. And there's very few business schools that do the same. In terms of, I suppose there is the world of administration. I could possibly spend my life responding to emails. I've got about 400 emails today, which is interesting, but then again, I'm sure it's the same in every single sector. I think there's a lot of things that happen that don't particularly add a huge amount of value, but that requires thinking like a management consultant in a lot of ways. I tend to just respond to what I need to respond to. And the pace of change is probably, probably one of the biggest challenges moving from a corporate environment into predominantly an academic environment. Change does not happen quickly. It does not happen without a huge amount of resistance, even if the change is good. Again, similar themes that I speak to a lot of businesses about. I think it's probably amplified in an academic environment because in some ways it's very insular. Everybody in the academic world knows everybody, they all know your mistakes, your reputation is absolutely everything. I feel like I'm giving you a post-PhD tip here. Everybody will know when you do something at some point. Which is great, if we're talking about research, but actually there can be a lot of negativity around that. So I think if you can, I've tried very consciously to adjust to the pace. I work a very long week as I'm sure everybody, as I'm sure some people do. I'm sure some people don't. In some other sectors, they'll probably work longer, but it's different and it's not necessarily a "here's your week by week outputs". You might be looking at creating change that's going to take two or three years. I think adapting to, adapting yourself to it is actually key. And that's something I've consciously tried to do. And as I've done that I'm probably less frustrated. But perks as well, I can't think of any corporate hospitality perks, I used to have that in [company], but my main perk of the job, I spend literally all my time - when I'm not on Zoom as I have been this year - just around people infinitely more intelligent than I am, with some fantastic experiences, and that's great. I'd like to say I get free stationary, but I don't get that anymore.

##### Researcher

Haha, okay. Wonderful, Thank you. And obviously you're very kind of I guess passionate about impact and changing businesses through the kind of business school sort of activities, teaching and research and that kind of stuff. Do you feel like the business school generally kind of shares that kind of vision of creating impact?

##### Participant 17

Hmm... does the business school share that? I think at a top level, yes. I think there is some major parts of the school that struggle to work out how. It probably sounds strange, it sounds strange when I talk about it now, which is the first time I've kind of articulated it like this. Sitting outside of the business school environment, there are lots of barriers to how you actually get into this knowledge. I mean, I can walk down the corridor where my office is in [current institution] and talk to a professor in a very similar or different sphere and share some ideas. I get to walk through, I used to, the medical school where I can speak to people just to bounce ideas off in terms of [topic], a really fascinating area for me. And that's great. But actually unless you know how to access that, business schools are very difficult to deal with. Who do you speak to? So I know very broadly from working in business it's difficult to make that first type of engagement, and it's actually difficult as well for business schools to do that. A business school, the primary aim of the business school is not to expand or increase the performance of businesses. And that's not necessarily right or wrong. But the primary aim of the business school is to sort of expand intelligence and research and knowledge, to certainly find ways that we can help to influence change, but there's so many aspects of it, whether that's governmental policy, whether that's looking at financial performance, helping with investment, helping to look at research. I think our business school and probably the majority of business schools would find it very difficult to be that sort of conduit to improving businesses all the time, just because there's so many different responsibilities. But with any institution, you've got the broader institution itself, and then we have a [structure]. So I'm in the [department] where you'll find psychology, you'll find business, there are different objectives, there are different characteristics, there are different agendas, there are different challenges. Actually helping business went down the agenda massively for every single department in about April because there was a potential short fall of many millions in terms of postgraduate students and research. So it's funny, I'd like to think it should be everybody's agenda to help businesses perform better and bring that into teaching. But with the nature of the organisation, I think with people, with the structure, it's a good aim, it's a really good objective, but it's unlikely to be the mantra for everybody because there's so many different agendas. And I think that's a weakness. And it's also a strength as well because it's not creating a tunnel vision approach for the management team, for people, it kind of encourages a little bit more expansive thinking. It could be really, really frustrating. But I do my best not to let it be a frustration.

##### Researcher

Okay. And as you said the primary aim of the business school is not necessarily to help businesses or improve businesses, it is more kind of the expansion of research and knowledge and that kind of thing. And I know that a lot of the kind of pressures in this area are related to obviously publishing research in highly ranked journals and then going for those like three star, four star publications, and then REF submissions and that kind of thing. I'm wondering as a sort of, more of a teaching focused academic, do those pressures filter through to you at all or do you feel like that maybe is something that is more on your colleagues and not so much on your shoulders?

##### Participant 17

It does filter through and I've worked in institutions that have been primarily teaching focused, which is very interesting. If you compare the, if you compare the workloads and the stresses and challenges from a teaching focused institution to a research one, they're kind of poles apart, really. [Current institution] is research focused, its research informed, and even within a teaching role there is an expectation, probably less so than my research intensive colleagues, but there's an expectation to publish. Publishing as a process is on one hand very complicated, on the other hand you can publish quickly if you wanted to. There's always a way. But even with all of the teaching focus colleagues, when we teach, when I teach, I try and draw the case studies, I would, like myself, the case studies that were developed with businesses if that's the type of pace that we're going to take. The insights that we get from business are genuinely from companies like IBM where they are facing tremendous change or the realities of life as a Jaguar Land Rover senior manager. So I tend to draw from, draw from business, help businesses as well from a consultancy perspective, which I also do, but bring them into what I teach and my research, part of my research is teaching effectiveness, so it kind of makes sense to research and write about what I teach and how I do that. Again, I think there's not a huge amount of difference between a research focused academic and a teaching focused one, probably the main difference is there's a little bit more pressure on the research focused academic to write and to publish, and they have a slightly less teaching load. But if I'm going to be brutally honest, the pressure to write and do publications is nothing compared to running a business. So I don't really buy the publish or perish mantra that exists. If I get a rejection from a journal now I should probably feel that pressure.

##### Researcher

So do you feel like maybe that kind of pressure put on an academic, that kind of three star four star kind of goal that is put forward, do you think that is in any way maybe prioritised over the impact agenda?

##### Participant 17

Oh, I do, 100%. I think there's a big, there's kind of an age old debate about rigour and relevance. You tend to see that a lot in business school focused research and MBA school research. And funnily enough actually, I've just finished a study where we've been speaking directly with 50 business leaders in some very complicated, very challenging sectors they're in at the moment. And there is a huge disconnect between what practising managers actually want from research, what they read, how they solve problems, and what's published in three, four star journals. And I could completely understand, obviously, the need to publish is there. There's one part of the job which is, actually, my role is to increase knowledge, as yours will be in whichever way through your PhD. So absolutely you need to disseminate that. There's also a status element to that, there is a personal element to that. Do you published on your behalf or do you publish for the university? Most academics, I'm going to be brutally honest, it's an individual type of career that you happen to do with an institution. But the majority of businesses, business leaders, decision makers, are never, ever going to read a four star, three star, two star, one star journal. I've spent the last five years looking at this. They don't even know what an academic journal is, most people. And actually, I think that's a failure of researchers to translate their knowledge and their insights for a variety of audiences. And I know obviously with the impact cases, but - and for conferences and workshops et cetera you can do that. But I think that's one of the real gaps. So I don't think it's necessarily the problem of having to publish in journals, or the journals fault, there's just, there's a little bit, probably of denial, about the fact that nobody in business reads this. And if they do, they don't get it. And if they do, basically, you're currently reading about research that took place maybe a few years ago, drawing on insight from a few years ago. And you're talking to businesses who are dealing with problems now, like will they survive in the next two months in terms of cash flow? A company asked me in May this year "we've got to make a decision next week to stop making [product] and to start making face masks". Which ultimately they did do and the ended up doing [number] percent of their original turnover by switching there. So there are business now that are faced with challenges that are going to be life or death, changing products, doing things very quickly, learned from mistakes, looking at multiple research methods in their studies. And actually, we can all probably forgive them for not reading the Journal of Management every month or whatever else. But I think we probably shouldn't forgive ourselves for not translating that and really finding a concentrated way to get the insights across. So a bit of a collective failure maybe. But I think there are some opportunities there, and I think that, where we talk about the business school not necessarily being designed to always help business - they won't be able to help every single business in every single way. There's probably a little bit of reform that's required before then, but no reform is quick.

##### Researcher

And you mentioned the lack of readership of academic journals, I guess obviously talking to lots of different practitioners you might kind of know, do you get the vibe that they are more inclined to read sort of practitioner oriented journals such as Harvard Business Review and that kind of thing? Or do they really not engage with that kind of research?

##### Participant 17

I think there is a number, there's a number of different characteristics about the managers that I deal with. There are some that will definitely read the Harvard Business Review because it's £10 in a shop at an airport. Do you remember airports? And why does it sell there? Because ten pounds is nothing on expenses and you can read the Harvard Business Review because it's accessible, because it also looks really good, because if you buy a physical copy, it does fit really well in a laptop bag or an iPad bag. And you can read it on the plane, and it's accessible. And I think some will do that. Very few will read say a Journal of Management paper because if we speak to, from academics to PhD researchers, how many times do you read a really cutting edge article in a four star journal and understand everything 100 percent on read number one, maybe on read number five, perhaps? And that's absolutely fine. But we don't expect managers to really access that knowledge. So there will be some that will read some more practitioner oriented stuff. But also if you think about the time frames that we're working, I'm involved at the moment on a programme review to modify and improve and MSc programme. Great. That's probably going to take two years, six months of paperwork, six months of reviewing, probably another year to put that together. Generally speaking, businesses are working at a slightly different pace. How can they make a decision about going into a new market? Get the decision wrong, business dies, get the decision right, everybody keeps their jobs. So I think the inclination to think very, very expansively, we're probably thinking in two areas. A lot of, a lot of research that is published is either quite retrospective or looks very, very broadly at theories and frameworks. And business problems are either immediate or there's confusion of dealing with the future and it's very fast paced. So I'd say yes, some won't even be aware that there's any such thing as a journal. I spent years working at [companies], if you told me what the Harvard Business Review was, I never would've realised, because it's not solving my problem on a day-to-day basis.

##### Researcher

Okay, great, wonderful. Thank you. So just thinking back to when we were talking about the kind of priorities of the business school. So, obviously you kind of mentioned that since the whole kind of change in the way business schools have been working this year, the kind of helping businesses improve fell a little bit on the priority list. Do you feel like along with that, the kind of research and publishing and that kind of side of things also fell in respect of the increased need to focus on teaching in terms of obviously online learning and that kind of thing, do you feel like there was a similar fall on priority in that kind of area?

##### Participant 17

I wouldn't say there's necessarily been a shift in terms of priority. I think a research-based institution, research is obviously the number one priority. It's where a lot of funding goes, and a lot of the research does ultimately impact on lots of businesses, lots of different organisations and people. Even with teaching evaluation frameworks and gold to bronze awards, teaching has never been the absolute priority and I think what has happened this year has not necessarily changed the priority, but it's accelerated some really necessary thinking about, you know, being excellent in research really does need to be mirrored by excellence in teaching. There's a huge amount of upskilling, training, probably more now than most teaching-focused institutions in terms of making sure that lecturers and tutors have those tools, making sure it's a real pedagogical approach to everything, and everything is very visible in terms of measurement. That probably would have taken a long period of time. Even with distance learning, distance learning where we have, I think we have a good programme. We have a good, effective programme. It can be, I think, a lot better, a lot more impactful, a lot more global. And the reasons why that might have taken a long time to move through to the next level of performance may be that of internal cultural resistance. Because we have these massive lecture theatres, and they're wonderful, so it's not necessarily been the most important area. So distance learning has kind of been, not that it's not been a priority, but it's been different or probably a little bit outside of the main focus. And it's a horrible set of events that's probably moved the institution to experience, as has everybody, to recognise that, I think it's important has been elevated. Now researchers have been, we've had research academics who have lost research time and been given teaching time. That would never happen if we hadn't been in this situation this year. We've got goals to accelerate distance learning because in two weeks time we'll be completely locked down again, probably. And everything will have to use distance learning platforms, which wouldn't necessarily, I would never be invited to any of these meetings things two years ago. But here we are today. So I think the, research is still the priority, but teaching has got a lot more focus and that's very much consumer-led by students, the technology and distance learning is now visible rather than, you know, I mean it received focus from some areas but it was a little bit invisible. And, so I think we have this kind of accelerated change. Which for me is really normal in terms of, I feel really comfortable now. And I might've felt quite uncomfortable prior to today because actually it's, it might've been a little bit slower, it might not have had the focus on that. I'm quite hesitant to say that good things come out about situations, but that's where we've been at.

##### Researcher

And how has your kind of individual role within the business school changed since the pandemic, the shift to online learning, do you feel like you're kind of in the same position that you would have been a year ago? Do you feel like it's quite different, the kind of stuff you're doing now and your kind of priorities?

##### Participant 17

I feel like I'm in a much better position than I was last year. Last year most of my focus was on some of our collaborative partnerships overseas, so I ran onsite delivery in [foreign country] for the university, we had a site there, and also in [another foreign country]. And yeah, so I probably wouldn't be feeling very good about the world, because at the moment we don't fly to [foreign country], we don't have any international teaching commitments, everything is online. So I think I'm in a very good position because I'm probably the only person who's got the, the ability to restructure digital education, which is one of my backgrounds, comfortable with teaching remotely and doing things quickly and doing things... it makes me sound like I don't feel any pressure. And I do. But we have teaching situations whereby we might have to submit, do a workshop for 5 hours on Zoom with six different nationalities and keep that engaging at 3 o'clock in the morning. And that sort of situation for me is probably what I've been brought up on in work. Sorting out a problem at [company], my job description, I actually showed people on the MBA course, my job description at [company] was two lines. And it said, "just find a good way to get the work done". That's it. I mean you probably won't get a job description like that now. For me it's kind of normal. So I think I'm in a good position because distance learning was always going to be the future of higher education. It's just we've managed to move past the denial stage in a research-focused institution that that's never going to happen. So as you get a bit more acceptance, for me, that's good. And I like complexity and I'm comfortable dealing with ambiguity, so, I'm in a good position I think.

##### Researcher

Excellent. And I think the last thing I kind of wanted to ask and I wanted to touch on was, obviously so you mentioned that the business school priorities maybe don't necessarily align with your kind of personal and professional kind of priorities in terms of you're very much focused on impact. But the business school does have those other priorities in terms of research. But it sounds like you're still working in a way that you feel you're kind of making those differences to businesses that you want to and why you kind of joined academia. So I mean, would you say you have kind of like a specific strategy in this environment for working in a way that suits you and your personal goals? Or do you kind of just get on with it, and it just kind of works? Like do you feel there is a specific strategy?

##### Participant 17

I think I've got to have quite a broad one. Yeah, as I said, is it the broad organisational objectives as a business school to completely help businesses on how to be better? No. Part of my sort of objectives are. I think in reality as well, is it the job of the business school to do that collectively? Or is it the job and responsibility of people working individually to drive those conversations? You could do nothing, you could spend 30 years in academia in a business environment and never speak to business. And also that could be OK, because some of the best economic theories have come from non-business economists, so I think that's okay. I think in terms of my strategy, I've got to find a way to broadly have more conversations with business and be as naïve as I can. Which is what I think is the top level sort of training that a management consultant would have, to ask more questions than actually get answers to some degree. There is almost like a PhD researchers approach to that I think as well, correct me if I'm wrong, where you've got a lot to question, and there's a lot that we don't know. And there's some very interesting things that we have, and it's kind of a responsibility to go and find ways to make that useful, whatever that is, knowing that there might be some organisational help, and there also might be some organisational hindrance. So if that's the very broad strategy that I take, the other one is to just roll with it and be adaptive. I'll put that down as being flexible and adaptive in strategy. But like you say, kind of work it out as you go along, with the big caveat that if you get frustrated by all of this permanently, you are going to not last. Because there's only so much that you can do an impact on. It can be a lot, but there's a lot of things to challenge and change.

##### Researcher

Wonderful thank you. In terms of kind of questions, I think that was pretty much the last thing I wanted to ask specifically. So unless there's anything else that you think would be useful that you haven't said or anything.

##### Participant 17

No, I hope that's useful. Happy to help, and great to catch up.