



Learning to Lead

in Celebration of Nine Decades
of Business Education at Ivey, 1923-2013



IVEY
Business School

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Learning to Lead: 1923-2013

The history of the Ivey Business School is marked by both significant milestones and by the people whose vision and leadership made them happen.

This second edition of *Learning to Lead* carries on the important work of its first editor – Doreen McKenzie-Sanders – and brings to light the growth and change generated by Deans Larry Tapp (1995-2003) and Carol Stephenson (2003-2013) in establishing Ivey as one of the world's premier business schools. It also recognizes the transformative vision of the Ivey Family and their steadfast support of their namesake over the years.

If you haven't spent time exploring Ivey's rich past, you have missed some wonderful stories of leadership that continue to define the School today.

McKenzie-Sanders, in her insightful and entertaining introduction to this new edition (page 4), notes that in those early days, "Everyone at the School was too busy managing its present and working towards its future to be concerned about its past."

Some things never change. It has been 20 years since the first edition was published. Now, as then, we simply must take a moment to enjoy a look back on these milestones and the visionary leaders behind them with respect and even a little awe.

We hope you will do the same.

Maura Paré, MBA '04
Editor & Director, Communications & Public Affairs



It takes a huge community of committed leaders to grow a business school to the size and reputation of Ivey; to raise a building as grand as this; and, to secure a future as bright as ours.

Thank you for your dedication and commitment to Ivey's continued success.



Learning to Lead



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In Celebration of Nine Decades
of Business Education at Ivey, 1923-2013

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Western Business School 1923-1993
Collected & Edited by
Doreen McKenzie-Sanders, C.M.

Ivey Business School 1994-2013
Written by Phil McLeod
Collected & Edited by Maura Paré, MBA '04



The past as future

by Doreen McKenzie-Sanders, C.M.

Editor of original *Learning to Lead* published in celebration of seven decades of business education at Western (1923-1993).

Editor Emeritus, *Business Quarterly* (1963-1988) now titled *Ivey Business Journal*.

By the 1960s the School had been making history as the leading innovator of business education in Canada. Trouble was no one was placing priority on recording this history. There were no archives. Everyone at the School was too busy managing its present and working towards its future to be concerned about its past.

This lack of a written history was of major concern to F.W.P. (Fred) Jones, the successful London businessman who was the pragmatic and influential dean from 1954-1963. He passionately advocated the publishing of a book that would preserve the School's past and the memories of those who had helped shape it.

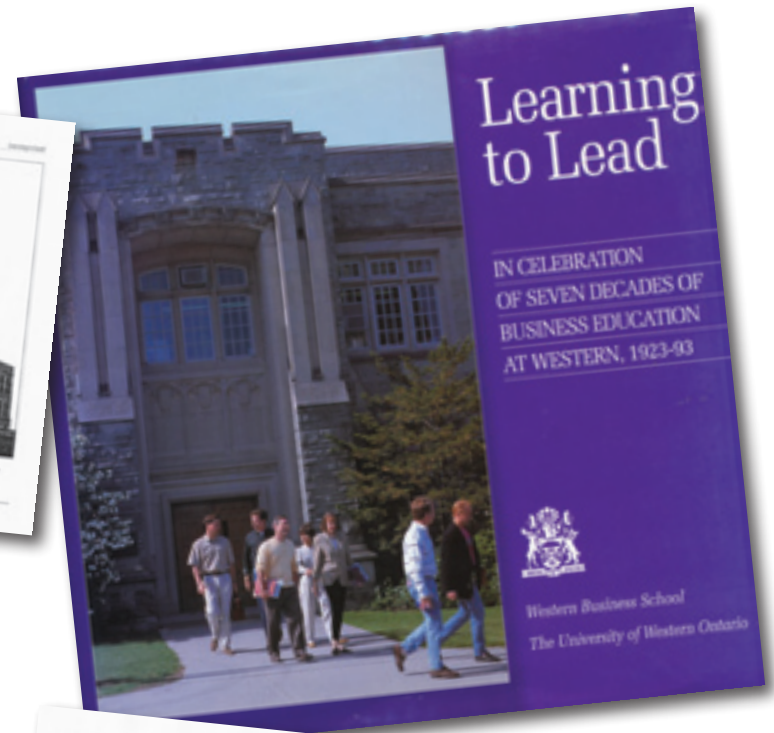
"The past is the foundation of its future," he would explain.

Fred kept a file of bits and pieces of information he thought would be

relevant to writing the history. Treasured among them were hand-written notes by Dr. Sherwood Fox, President of Western (1927-1947), in which he described events leading to the establishment of the teaching of business at Western and the logic of using the case method of instruction.

My involvement in producing such a book came about serendipitously and over many years when, in 1963, Fred, the retiring dean, and J. J. (Jack) Wettlaufer, the charismatic, newly-appointed one, hired me to assist Professor Jack McDougall, the editor of the School's management magazine *Business Quarterly* (now *Ivey Business Journal*). I had recently graduated with a B.A. in Honors Journalism from Western as a mature student (read: wife and mother). As a journalism student, I had been required to select an area of interest in

which to specialize. In the hope of learning how to become rich I chose business. As a result I had taken several introductory courses at the School, one in Business 20 from Jack who was a professor at the time. I was known to them. On graduating in 1961, I was hired as a "stringer" for *The Financial Post*. My byline appeared frequently in this national, respected newspaper. At the time it was most unusual to have a woman writing on business topics. I was as pleased with the bylines as I was with the modest pay cheques. Because I needed to gain experience in the business aspects of publishing I applied to the small, simple Help Wanted advertisement in *The London Free Press* seeking an assistant editor for a business publication. This and my interview with the two deans led to my being hired — much to my delight and astonishment.



There were no women on faculty. Even harder to believe there were no women students.

The school was not welcoming to women when I arrived in 1963. There were no women on faculty. Even harder to believe there were no female students. It was not until 1973 that women, 13 of them, were among the graduates: five along with 187 of their male classmates received MBA degrees and eight accompanied by 105 males received BAs in Honors Business. On the rare occasion when a woman would apply for admission she was referred to the Secretarial Course. This procedure was not unique to Western. Business schools everywhere

followed the same pattern.

If you had told us then someday a woman would be dean we would have thought you were hallucinating. Of course, I was aware of this attitude that discounted the abilities of women, but I liked my job and associates too much to be distracted from the upcoming challenges. Jack, our leader, exuded energy and enthusiasm for developing the School into a world leader. We were all caught up in helping fulfill the dream. Jack understood the environment in which I had been placed. He was my mentor and championed the admission of women students in spite of the antiquated prejudice of many "captains of industry" from whom he sought guidance and financial support.



I had even been known to rummage through wastebaskets looking for discarded material that might be relevant.

Jean Strangways, his secretary on whom he relied for 18 years, called me one afternoon and said the dean would like me to come to his office. Seated there were two senior executives from Xerox Canada Inc. He explained they were interested in, perhaps, sponsoring a project at the School with which the company name might be associated. "Tell them about the history, Mrs. Sanders." I was completely unprepared for such a presentation. Never had there been a formal discussion as to its preparation and publishing. No budget. No one had been assigned to take on such a formidable task. Yes, Fred and others would stop by my office with old photographs, documents, correspondence and miscellaneous trivia. Anything to do with printed words seemed to find its way to my desk. I had even been known to rummage through wastebaskets looking for discarded material that might be relevant. I was acquiring significant "stuff" which turtle-like followed me from move to move. Never had I been officially appointed editor. Such an undertaking was not in my job description. Yet here I was being asked to describe something as serious as a history. And to possible sponsors!

At the beginning I heard myself echoing Fred's reasons for a history. Suddenly a thrill of excitement possessed me. I envisioned the book clearly. I was on fire. "It will be different from traditional histories. Very different. We will ask people

key to the School's development to write with candor and humour recollections of their participation in the School's remarkable progress. Historic highlights will be in a separate section simply stated for easy, reliable reference. It will be a quality publication designed by award-winning graphic artist Leslie (Sam) Smart." I raced on and when I paused for breath and looked at Jack he was beaming.

"How much is this going to cost?" asked the Xerox executive. I had no idea. I named an amount hastily based on my knowledge of printing costs I negotiated for *BQ*. There was no reaction. Jack was still smiling. I was thanked and dismissed. Several months later Jack received a cheque for the amount. The history was financed. I was named editor.

In the late 70s at the urging of our newly-appointed, energetic dean C.B. (Bud) Johnston (1978-1989), I began to pressure those men key to recalling historic facts to get their experiences down on paper. Fred wrote his memoirs and urged the appropriate men to do likewise. He was persuasive; the select few responded. They included: Walter A. Thompson who during his 40 years at the School among other distinctions founded the Management Training Course; Lloyd Sipherd, first dean appointed to the newly-established School in 1950; Garnet "Gar" Woonton who had graduated in Commerce in 1925 and remembered attending classes on the old Huron College campus before Western University moved in 1924 to its present site. Fred had in his files the incomplete memoirs of Ellis H. Morrow, Head of the Department of Commercial Economics, Faculty of Arts, written in 1954 just prior

to his death. W. Sherwood Fox in 1958 wrote his recollections when as Western's president he and Morrow established the formal teaching of business in response to the interest of veterans of World War 1.

The important manuscripts Fred had acquired meant I could begin editing and Sam could begin to design the book we had envisioned for so long. This talented graphic artist with whom I worked for 20 years could take one of my vaguely defined ideas for a visual presentation and in a magical way produce arresting, elegant works of art for the School's numerous publications. My favourite is this book on which we worked together for an unbelievable number of years.

Sam had been a tail gunner with the R.A.F. during the Second World War—not the background you would expect of an artist.

Sam and I worked compatibly. I knew him well. He had been a tail gunner with the R.A.F. during the Second World War. Not the background you would expect of an artist. He was short and tough with a grizzled beard, receding hair and intensely blue, twinkling eyes. His sense of humour was mischievous and legendary. Whenever we made corporate calls together in Toronto's financial district and needed to take an elevator to some executive's office high in the sky, Sam would get in first and move to the back. While I scurried to enter he would call out in a loud voice so everyone could hear, "Coming Mother?"

Not all things were as light-hearted. I remember when Bud felt it was time to report to Xerox on the history's progress. To do so he asked Sam to prepare some sample page layouts including the sponsor's recognition two-page spread. Bud and I, on our way to this all-important meeting, stopped at Sam's Toronto studio which was also his home. The page presentation boards were impressive. Bud viewed the critical sponsor pages. He turned red. He paced. He shouted, "Hell! You have spelled Xerox with a "Z." Out whisked the white paint coverall. Over the "Z" was added an imposing "X." I held the page on my lap to dry as Bud and I sped in the taxi to keep our appointment.

A chastened Sam worked on the book for many years after this incident all the while arguing the company could have changed its spelling.

He died years ago. Sam, wherever you are now—one is cautious about speculation—you will be overjoyed to know, in 2013, the history has been updated and reprinted.

It is 20 years since "our day" when the first edition was published in celebration of 70 years of business education at Western. A great deal has changed since then. Two dynamic, visionary deans Laurence G. (Larry) Tapp (1995-2003) and Carol Stephenson (2003-2013) have provided leadership in the remarkable growth of the School as one of the world's foremost business educators. (Accounts of their years as deans are to be found in this edition.)

One of the dramatic changes made by Larry was the renaming of the School from Western Business School to Ivey Business School in recognition of the

pivotal role played by three generations of the Ivey family in assuring the establishment of a national business School and further supporting its progress over the past 60 years.

The increase in the number of women involved in the School's overall activities is significant: Today 39 percent of students and 21 percent of faculty are women. Having Carol as the first woman dean provides an inspiring role model for women everywhere who wish to achieve leadership positions of power and influence.

A glittering new building envisioned and brought to completion by Carol in 2013 now houses the School. Those of us who belong to the cut-stone age of expecting university buildings to be built in Collegiate Gothic style marvel at the beauty of the sleek, glass façade and vastness of its efficient interior. It is a symbol of belief in the future of the School's global pre-eminence.

What of Ivey's future? A distinguished academic and accomplished leader, Robert (Bob) Kennedy was appointed dean in 2013 after a rigorous international search. A new era has begun with new challenges and opportunities.

When asked to reflect on Ivey's future given my knowledge of its past, I am enthusiastic even though change beyond our imagining will continue to occur. However, Fred Jones' conviction the School's past is the foundation of its future assures that Ivey is an unstoppable force—a privileged place in which to work, teach, study and learn to lead.

I was privileged to have been there and part of it.



Dr. D. Carlton Williams, Western's President (1967-1976) adds the University's congratulations to The Business Quarterly on the occasion of its 40th anniversary while Dean Wettlaufer and Doreen McKenzie-Sanders (Editor/Publisher 1963-1988) respond to his remarks.

A tribute to those, past and present, who have encouraged the quest for leadership in business.

A collection of memories by some of those who have helped lay the foundation of Western Business School.

The Ivey family of London have, for three generations, played a generous, leadership role in the development of Western Business School. Richard G. Ivey, who helped establish this first, national school of business was Chancellor of The University of Western Ontario (1955-1961). His daughter, Mrs. Lorraine Shuttleworth, through the Richard and Jean Ivey Fund, has long been a benefactor. His son, Richard M. Ivey, pictured here, in addition to his personal involvement and support of the School, was Chancellor (1980-1984). His son, Richard W. Ivey and daughter, Mrs. Rosamond Thom, both graduates of the School, continue the Ivey tradition by taking an active interest in the School as it prepares for the 21st century.





Western's mace has been used throughout this book to denote a citation, read by Western's president, about the person being conferred with a degree from the University.

Western's mace was presented to the University at the installation of Dr. G. Edward Hall as President and Vice-Chancellor in 1948 to mark the seventieth anniversary of the University. Originally, maces were used as war clubs and later evolved as symbols of corporate identity and authority. It is used at convocation ceremonies and is placed before the chancellor.



14 Highlights of the School's development

...events in the evolution of the teaching of business at Western University and Ivey Business School.

22 Ten-foot square beginnings

W. Sherwood Fox and K.P.R. Neville, two Classics scholars at Western, had the vision, in 1919, to instigate the teaching of business, based on the Harvard case method. Dr. Fox recounts how this was accomplished.

26 "Finally, the call came and I started to work in 1922"

recalls Ellis H. Morrow, first Head of the Department of Commercial Economics (1922-1928), who became known as "the real founder of education for business at Western."

36 "I see those wonderful years as through a golden haze"

writes Garnet Woonton, a distinguished graduate who registered in 1922 in the second year of the Commercial Economics Course when it was an innovation at Western and taught in the buildings on the former Huron College campus where "we struggled with Business English in a frigid barn."

40 Seeking the School's identity

Lloyd Sipherd, a Harvard Business School graduate, joined Western in 1929 as one of two professors in the now-called Department of Business Administration. Although he left in 1937 to go into business, he returned in 1948 and was later appointed the first dean of the newly-established School. He tells why it was important to move off campus to Goodholme, a former estate of a London businessman, in order to establish a separate identity for the School.

44 Tending the garden

Walter A. Thompson, a man of humility, humanity and inspiration, who arrived in 1930, devoted more than 45 years to teaching leadership at the School. He looks back over those years in his roles as Acting Head of the Department (1938-1942), Professor (1945-1972) and as founder and Director of the Management Training Course. He describes his contribution as that of a gardener who knows the importance of the basic efforts in producing a really good crop – which he did year after year.

56 Establishing the first national school of business

F.W.P. (Fred) Jones, a successful London businessman and later dean of the School (1954-1963), recalls how a group of Canadian businessmen, headed by R.G. Ivey, a London lawyer and entrepreneur, envisioned establishing Canada's first national school of business administration at Western. Supported by G. Edward Hall, President of the University, he describes how this near miracle came about.

68 The alligator years

J.J. (Jack) Wettlaufer, for 40 years, played a leading role in shaping and developing the School. For thousands of people he and the School are synonymous. Both emerged as leaders and outstanding contributors to management development for Canadian business. In 1988, Jack recalled his "alligator years" (1963-1978) as dean.

84 Expanding the vision

C.B. (Bud) Johnston, during this 35-year association with the School as student, teacher, administrator and dean (1978-1988) had a remarkable overview of what was essential to business education. It was during his energetic leadership in the 1980s that he responded to the accelerated rate of change in the issues facing management, and the technologies available to address them. He recounts how during his tenure as dean, he, together with faculty and staff, expanded the ambitions of his predecessors to meet the rapidly changing times.

- 96 From slide-rule to lap-top in 30 years**
Alexander (Al) Mikalachki was a 30-year contributor to the School's preeminence as a teacher, researcher, administrator and acting dean (1989-1990). He recounts the dramatic demographic attitudinal and technological changes that took place in the classroom during his time at Western.
- 102 Becoming world-class**
Adrian Ryans, in preparing for management education in the 21st century, felt the School needed to fundamentally restructure its thinking and view itself as a school challenging itself to become one of the leading centres for management development in the world. He describes how, since his appointment as dean in 1990, he, enthusiastically supported by alumni, the Canadian business community, faculty, staff and students has worked towards this goal with considerable results in a variety of innovations. Although he sees incredible challenges ahead he is confident the School will achieve new heights of excellence as it is recognized as one of the world's leading centres.
- 114 Re-inventing the business of business schools**
In the eight years that Larry Tapp was dean, he transforms Ivey into one of the world's premier business schools. Along the way, he helps redefine the way business schools were funded, strengthens ties with Ivey alumni worldwide, orchestrates the opening of a second campus in Hong Kong, and – despite the challenges – lays the groundwork for a new and prosperous relationship with Western.
- 126 A decade of leadership**
As the first woman to serve as the School's dean, Carol orchestrates the School's success through a five-part strategy that included redefining the way MBA programs were delivered, building the best HBA program in the country, creating a world-renowned executive education program, developing a cross-enterprise approach to business education and completing the largest fundraising campaign in the School's history, culminating in the construction of a world-class home for Ivey.
- 136 A vision for excellence**
Actively engaged as founders, benefactors, visionaries and advisors, the Richard Ivey family has been intimately tied to the School since it was first established as a separate faculty in the 50s. Each gift has transformed vision into reality, helping ensure the School stays on the cutting edge of business education around the world.
- 146 New Beginnings**
Attractive and inspiring, Ivey's new building is a welcoming place that supports a range of student activities, yet is respectful of the School's past. Take a walk through the fascinating development of Ivey's world-class home.
- 150 90 Years of Leadership**
This chapter lists of deans, as well as Advisory Board members who have made Ivey into one of the world's leading business schools. It is truly a Who's-Who of Canadian business – both past and present.



highlights

of the development of Ivey Business School

- 1922** Teaching of business administration begins at Western (known as Commercial Economics)
Ellis H. Morrow appointed Head of Department of Commercial Economics, Faculty of Arts (located on former Huron College campus)
- 1923** First B.A. (Honors Commerce) granted
- 1924** The University of Western Ontario moved from Huron College campus to its present site on the bank of the Thames River
- 1927** Dr. W. Sherwood Fox installed as President and Vice-Chancellor of the University
Department of Commercial Economics name changed to Department of Business Administration, Faculty of Arts
- 1929** Philip H. Hensel appointed Head of Department
- 1932** Graduate work in Business begins
- 1933** *Quarterly Review of Commerce* begins publishing. Later, title changed to *The Business Quarterly*
- 1938** Walter A. Thompson appointed Acting Head of the Department
First Alumni Directory publishes listing 196 names of business graduates
- 1942** Ross B. Willis appointed Acting Head of the Department

- 1947** Dr. G. Edward Hall installed as President and Vice-Chancellor of the University
- 1948** In March, 100 Canadian businessmen met at Western to discuss the need for a national school of business administration
Management Training Course established, Walter A. Thompson, founding Director. This marked the first of the Continuing Education Courses offered to business
- 1950** School of Business Administration established (located in lower hall of University College)
Lloyd W. Sipherd appointed first dean
Board of Governors established School's Advisory Committee
R.G. Ivey, Q.C. appointed first Chairman of Committee
First Master of Business Administration degree granted
- 1951** School moves off campus to Goodholme, a former residence.
First MBA class graduates
- 1953** First Marketing Management Course offered to businessmen, J.J. Wettlaufer, founding Director
- 1954** F.W.P. Jones appointed dean



- 1955** J.R. White appointed Chairman of Advisory Committee
- 1957** Official opening of Richard Ivey School of Business Administration Building on campus
First annual 'London Conference' inaugurated
- 1960** Larger library facilities added to the building
- 1961** Senate approved first PhD Program in business in Canada
W. Harold Rae appointed Chairman of Advisory Committee
- 1963** J.J. Wettlaufer appointed dean
- 1964** First PhD Degree in business conferred on Alexander Mikalachki
Ford Foundation awards five-year grant in support of the PhD Program
- 1967** Dr. D. Carlton Williams installed as President and Vice-Chancellor of the University
Second Alumni Directory listing 5,927 alumni of the School published to mark Canada's Centennial
Computer and the Manager Course offered, Andrew A. Grindlay, founding Director
- 1968** John E. Brent appointed Chairman of Advisory Committee



- 1969** New addition to the School is completed doubling size of the building
Richard Ivey Foundation and Richard and Jean Ivey Fund provided grant for computer equipment and MBA and PhD Fellowships
- 1970** 'Plan for Excellence' started to raise \$1.5 million for research and MBA and PhD Fellowship Programs
Production and Operations Management Course offered, A.R. (Bert) Wood, founding Director
- 1971** Five-year agreement signed with the Canadian International Development Agency and the University of the West Indies to assist in development of management studies programs on Jamaica and Trinidad campuses
- 1972** Small Business Assistance Program begins supported by Ontario Ministry of Industry and Tourism, John Graham, John Kennedy and George Forsyth, founding Directors
- 1973** Birthday Parties held with alumni across Canada and abroad to celebrate School's fiftieth anniversary
Indian Business Assistance Program established across Canada sponsored by Department of Indian Affairs and Northern Development, John Graham, founding Director
- 1974** Western Arctic Program offered for first time sponsored by Imperial Oil and Arctic Gas for the pilot project
Centre for International Business Studies established under five-year grant from Department of Industry, Trade and Commerce, Harold Crookell, Director

- 1975** The first Brazilian Management Course offered in that country, John Nicholson, founding Director
- ‘Plan for Excellence’, Phase II, established to raise \$2.1 million for research and MBA and PhD Fellowships
- Managerial Accounting and Control for Financial Executives Program offered, T.R. (Ross) Archibald, founding Director
- First Western Business School Club organized in Toronto
- 1976** Senior University Administrators’ Course established and supported by grants from Kellogg Foundation and Richard and Jean Ivey Fund, J.J. DiStefano, founding Director
- Col. Allan Burton appointed Chairman of Advisory Committee
- 1977** Dr. George E. Connell installed as President and Vice-Chancellor of the University
- 1978** The University of Western Ontario celebrated its one hundredth anniversary
- C.B. Johnston appointed dean
- Spencer Hall Continuing Education Centre officially opened
- International Management Course established at Western, Harold Crookell, founding Director
- Grant received from the Richard Ivey Foundation to establish the Richard G. Ivey Computing Centre
- 1979** New Ivey Computer Centre opened
- ‘Plan for Excellence’, Phase III, announced to begin in 1980 to raise \$3 million over 1980-1984 period
- 1980** John A. (Jack) Armstrong appointed Chairman of Advisory Committee
- 1982** Richard G. Ivey Computer Centre upgraded by grant from the Richard Ivey Foundation
- 1983** Sixtieth anniversary of the founding of the teaching of business administration at The University of Western Ontario
- Business Quarterly celebrated its fiftieth year of continuous publication
- First Canada/Kenya Executive Management Program offered in that country, Harry Lane, founding Director
- James C. Taylor Distinguished Lecture in Finance established
- Senior Executive Program offered, J.N. (Nick) Fry, founding Director
- Ralph M. Barford appointed Chairman of Advisory Committee
- Management of Human Resources Course offered, Jeffrey Gandz, founding Director
- 1984** A.K. Adlington installed as Acting President and Vice-Chancellor of the University for 1984-1985
- The National Centre for Management Research and Development (NCMRD) established by a \$4 million grant from the federal government. Also supported by a \$1.5 million commitment from the ‘Plan for Excellence’ and \$3 million from The University of Western Ontario and \$3.5 million to be raised from the private sector
- Four-year China Program agreement with Tsinghua University signed, funded by Canadian International Development Agency (CIDA), J.J. DiStefano, founding Director
- Hewlett-Packard (Canada) Ltd. made a significant donation of personal computers

1985 Dr. George Pedersen installed as President and Vice-Chancellor of the University

Dr. David S.R. Leighton appointed first Director of the NCMRD

First Professorship at NCMRD established by Magna International Inc.

IBM Canada Ltd. donates a mainframe, terminals, PCs, software and peripheral hardware for student use and faculty research

Professorship in Marketing established by Nabisco Brands Ltd.

William G. Davis Chair in International Trade established – to alternate between Business School and Department of Economics

1986 NCMRD building completed

R.A. Barford Professorship in Marketing Communications established at NCMRD

The Imperial Life Professorship in Organizational Behaviour established at NCMRD

Donald G. Campbell appointed Chairman of the Advisory Committee

1987 F.W.P. Jones Corridor, a gift of the D.D.C. McGeachy Family and McGeachy Foundation, opened

The Royal Bank Professorship in International Business established at NCMRD

1988 Donald F. Hunter Professorship in International Business established by Maclean Hunter Ltd.

Executive Marketing Program for technology-based businesses offered, Adrian B. Ryans, founding Director

Hewlett-Packard (Canada) Ltd. upgraded personal computers and donated printers and software

1989 Second five-year contract signed for CIDA-sponsored China Program

The Hewlett-Packard Professorship in Technology Management established

The J. Allyn Taylor and Arthur H. Mingay Chair in Business Administration endowed by The Canada Trust Company

Alexander Mikalachki appointed acting dean

1990 Adrian B. Ryans appointed dean

Richard J. Currie elected Chairman of the Advisory Committee

HBA International Case Tournament established

1991 Executive Development Centre, established by Western Business School, opened in Mississauga, Ontario. Named the J.J. Wettlaufer Executive Development Centre

Executive MBA Program offered, J.P. (Peter) Killing, founding Director



1992 South Wing of Spencer Hall completed for use by all residential executive programs.

J.J. Wettlaufer Faculty Fellowship established

F.W.P. Jones Faculty Fellowship established

1993 Earl H. Orser appointed Chairman of the Advisory Committee

J.J. Wettlaufer Executive Development Centre in Mississauga purchased with Renaissance Campaign donations, including a major gift from the Richard Ivey Foundation and Ivey Family members

The Journal of International Business Studies begins its five-year term at the Western Business School

Purchasing Management Association of Canada Chair in Purchasing Management established at the Western Business School

1995 Lawrence G. Tapp, former CEO, Lawson Mardon, is appointed dean.

Richard M. Ivey family donates \$11 million and School honors the relationship, that started over 45 years ago, by renaming the School after the inaugural Chair of the Advisory Committee, Richard G. Ivey

This gift forms the beginning of The Ivey Campaign, supporting the School's move to the world stage

Ivey's Executive MBA by videoconference is launched, led by Professor Terry Deutscher

1997 The Ivey Campaign publicly launches, with a target of \$75 million – the largest campaign by a single faculty in Canadian history. The Campaign is chaired by Bruce Birmingham, President of the Bank of Nova Scotia

Ivey's interest in Asia gathers momentum, with the establishment of the Asian Management Institute (AMI), led by Paul Beamish. AMI leads research and case writing initiatives for Ivey with Asian themes

Alumni help celebrate Ivey's 75th anniversary with parties across Canada and in major international centres

1998 The Cheng Yu Tung Management Institute is officially opened in the Hong Kong Convention and Exhibition Centre, thanks to the generous support of Henry K.S. Cheng, HBA '71, MBA '72, LLD '97.

The Hong Kong Executive MBA program opens, with Joe DiStefano as its first Director

The Ivey Alumni Association Board is established, with representation from alumni of various ages, geographies and degrees. Ron Charles, MBA '71, Managing Partner, The Caldwell Partners International, is appointed the inaugural Chair of this group of 40 alumni.

The first Ivey Distinguished Service Awards are given to Earl Orser, LLD '91; Donald K. Johnson, MBA '63, LLD '07 and Michael Needham, MBA '68.

Ronald Gage, Managing Partner, Ernst & Young, is appointed as Chair of the Ivey Advisory Board



2000 Ivey is ranked by the Financial Times as one of the top twenty MBA programs in the world

The first students of the Hong Kong Executive MBA program graduate in Western's first convocation outside of Canada

Larry Wynant becomes Executive Director of the Cheng Yu Tung Management Institute and Ivey's first Associate Dean, Asia

2001 The Ivey Campaign successfully closes having raised over \$78 million in support

Ivey was ranked as the #1 Business School outside of the U.S. by The Wall Street Journal and rated in the top tier by Forbes, Business Week and the Financial Times

Christopher Matthews, MBA '72, CEO, The Hay Group, is appointed as Chair of the Ivey Advisory Board

The establishment of the Leenders Professors Emeriti Lounge is announced, thanks to the generous support of Arkadi Kuhlmann, HBA '71, MBA '72, LLD '10

2002 The NCMRD is expanded, an atrium is added and the building renamed the Lawrence National Centre for Policy and Management thanks to a generous gift from R. John (Jack) Lawrence, HBA '56.

Spencer Conference Centre is expanded and renovated with the new entrance wing being named the Donald K. Johnson Executive Wing, after the generous support of Donald K. Johnson, MBA '63, LLD '07.

2003 Carol Stephenson appointed dean of the Richard Ivey School of Business

2004 Arkadi Kuhlmann, HBA '71, MBA '72, Chairman and CEO, ING Direct USA, is appointed as Chair of the Ivey Advisory Board

The Lawrence Centre addition and Atrium as seen from University College Tower

2005 Ivey announces the launch of Cross-Enterprise Leadership™ (CEL), a revolutionary new approach to business education

Ivey begins a comprehensive redesign of its programs, research and organization to focus on Cross-Enterprise Leadership™ which provides future leaders the skills to continuously adapt to the societal forces swirling around them such as globalization, competition and technology. It envisions a generation of executives who, even as they find themselves in functional roles, will have the breadth and capacity to always see the bigger picture and to lead initiatives that enhance the whole enterprise

In May 2006 the Ivey MBA became a 12-month program and takes place at Spencer Conference Centre

2006 Dean Carol Stephenson transforms the MBA program into an intense 12-month learning experience, focused on the capabilities required for Cross-Enterprise Leadership™, the driving force behind Ivey's revolution in business education

Spencer Conference Centre, formerly Spencer Hall, is renamed Spencer Leadership Centre

2007 ING Leadership Centre officially opens in downtown Toronto and is the new home of the Executive MBA Program and Executive Development

Ivey's first 12-month MBA class graduates

Carol Stephenson reappointed for second five-year term as dean, effective July 2008

Ivey welcomes a fifth HBA section delivering on the first phase of its strategy to build the world's best undergraduate business program

Ivey's business library was renovated and re-named in honour of C.B. "Bud" Johnston, LLS '54, MBA '57, Ivey's dean from 1978 – 1989

2008 Ivey celebrates the 60th anniversary of both its MBA and Executive Development programs, the oldest in Canada, and the 10th anniversary of the opening of the Cheng Yu Tung Management Institute, Ivey's Hong Kong Campus

Site selected and approved for new landmark Ivey building in front of Brescia College on Western Road

Ivey students spend a day with the "Oracle of Omaha," Warren Buffett, as part of the J.C. Taylor Lecture in Finance series

2009 Ivey welcomed the 50th class into the Executive MBA program, a program that has operated in Canada since 1991 and in Hong Kong since 1998

With start-up funding of \$5 million from the Government of Canada, and building on Ivey's established strength and leadership in bridging the gap between business, science and technology, Ivey establishes the Ivey International Centre for Health Innovation

Architects Hariri Pontarini are unanimously selected by the New Building Task Force to bring the vision of the new building into fruition

2010 Dean Carol Stephenson serves as a member of the organizing committee for the Vancouver 2010 Olympic Games

Ivey announces the formation of the Ian. O. Ihnatowycz Institute for Leadership following a generous gift from Ian Ihnatowycz, MBA '82 and Maria Witer. The Institute has a clear mandate to "secure Ivey's position as one of the top ten leadership institutes on a global basis"

Dean Carol Stephenson receives the Order of Canada for her contributions to Canadian business as a pioneering executive in the telecommunications industry and as dean of the Richard Ivey School of Business

Ivey welcomes inaugural MSc class of 36 students

2011 Janet De Silva, EMBA '94 appointed Associate Dean of Ivey Asia.

Phase I of Ivey's new building complete. Throughout the late summer and early fall, many staff members and some graduate students move into the new building permanently

2012 Ivey's MSc wins the CEMS school of the year, awarded to the Business School that has the best student evaluations overall, measuring the effectiveness of the CEMS Masters in Management (MIM) academic program, career and program services

2013 In September, Ivey Business School celebrates a new beginning with the Grand Opening of its new building on Western Road, across from Western University. Now all Ivey programs, including MBAs and HBAs, are together under one roof after more than seven years.

Dean Carol Stephenson completes her second term as dean of Ivey Business School.

Robert (Bob) Kennedy is appointed the new Dean of the Ivey Business School, commencing October 1, 2013. Kennedy comes to Western and Ivey immediately following a 10-year career at the University of Michigan's Ross School of Business where he has served in multiple roles that include Executive Director of the William Davidson Institute, Director of the Ross School Global Initiative, and the Tom Lantos Professor of Business Administration.







Ten-foot square beginnings

Together, in 1919, two Classics scholars at The University of Western Ontario, Dr. W. Sherwood Fox, then Dean of Arts and Science and Dr. K.P.R. Neville, at the time Registrar, played key roles in establishing what is today, Western Business School.

In 1958, Dr. Fox, then in his eightieth year, recalled, in his elegant handwriting on a fifteen-cent note-pad, his memory of events that laid the foundation of teaching business, by the Harvard ‘case system’, at Western.

The establishment of the particular type of course which has now become the School of Business Administration of The University of Western Ontario was the result of careful observation and study. When I became Dean of Arts and Science in 1919 the Registrar, Dr. K.P.R. Neville, and I undertook jointly to scrutinize systematically the substance of the applications for admission into the faculty over which I presided. Naturally, a large majority of the applicants were men who had just been discharged from the several war services. Many of them clearly stated that

their ultimate goal was a business career and preferred to enter it via an academic route which, though involving more time than a direct approach, would afford an opportunity for formal education which the war had compelled them to forego. One thing in particular impressed us both: a general expression of desire for a course in business, leading not to the degree of Bachelor of Commerce already not uncommon in Canada, but to the degree of Bachelor of Arts with Business option. This preference reflected clearly the common desire for more formal education of the traditional university type.

It soon became all too obvious that Western had nothing to offer applicants with such specific aims – at least for the present. Since our Senate had not yet even considered such an offering, our

negative answer turned many young people of Western Ontario to older universities offering the Bachelor of Commerce degree. This diversion gave us food for thought. Perhaps, however, some offering could be found in the near future. So, a comprehensive study of all recognized business courses of university grade in North America was at once undertaken and the findings spread on a large sheet 10 feet square. This made a comparative analysis of all offerings both easy and clear.

In due time deliberations yielded crucial conclusions. Outstanding was our judgment that the course given at the Harvard School of Business appeared to offer the soundest and most satisfactory of all methods under scrutiny. Since, however, this was of a graduate order, it could not be adopted *in toto* for us at the

undergraduate level. Yet the suitability, at this level, of its central and most practical feature, the employment of the 'case system' seemed quite possible if certain changes were made in the business curricula then obtaining in other and older universities. Leisurely study ripened this impression into the conviction that its adoption would enable Western to offer a type of academic training for business which would in name and principle be unique in Canada. As we looked forward down the years we had visions of the undergraduate course gradually becoming in large part or even wholly one of the graduate type, a Canadian counterpart of the Harvard course.

The recommendations of dean and registrar that an undergraduate course in business based on the 'case system' be set up at Western was approved by the Senate. The obvious steps were then promptly taken: an endeavor to secure a Canadian university graduate who was also a graduate of the Harvard School of Business, to head Western's proposed course, and pending the acquisition of



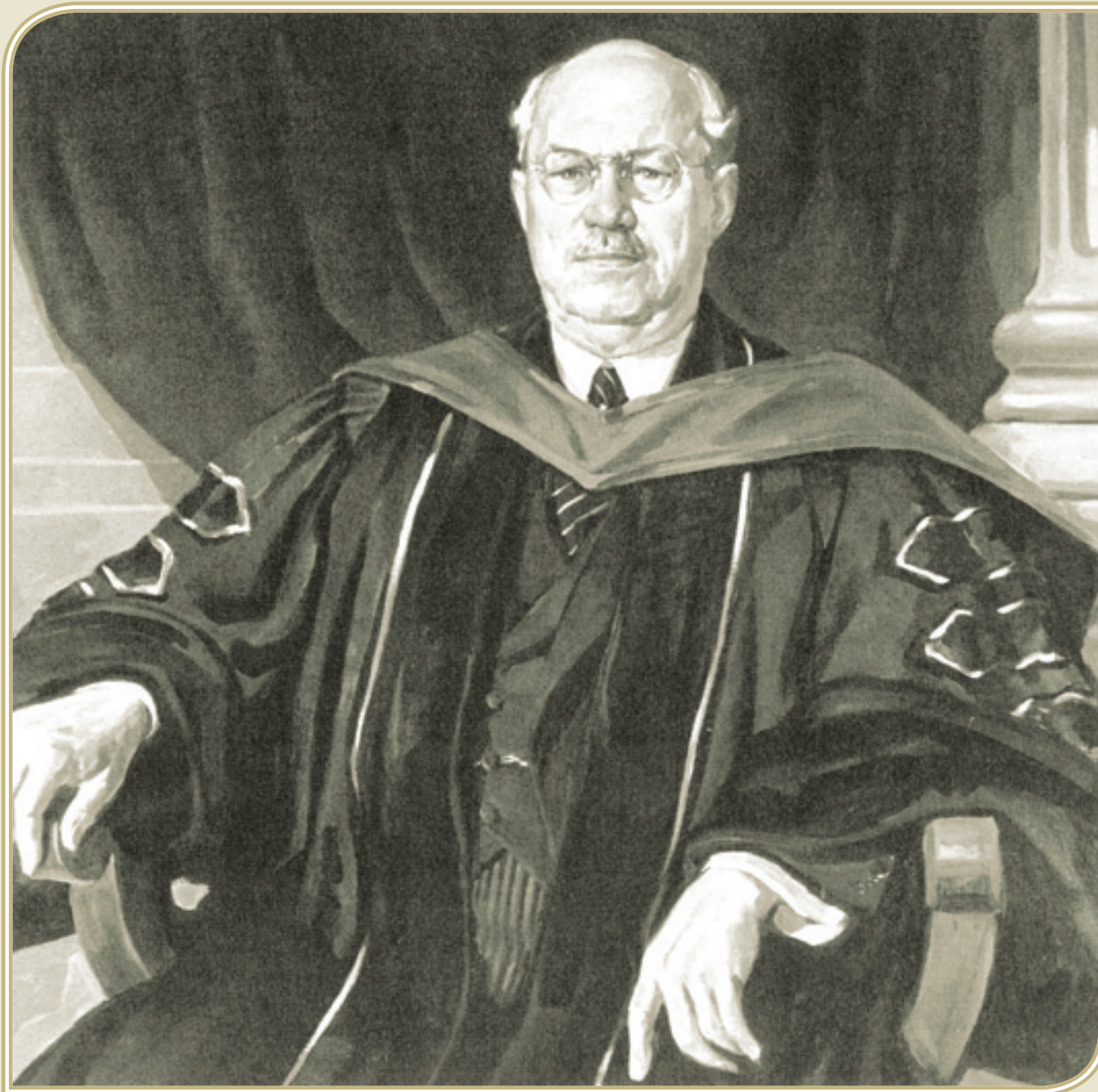
such a director, the drafting by our own faculty of a provisional course for the first two years, a course designed to lead up to the introduction of the 'case method' to be employed presumably in the third and fourth years.

The provisional course was drawn up with the aid of the charted survey of all continental offerings in the field.

In the search for a director, counsel was widely sought and generously and gladly given. At Queen's, Dean O.D. Skelton guided us at once to his own

university's Director of Extramural Department who had the qualifications required, a graduate of Queen's as well as of the Harvard Business School, Ellis H. Morrow. After an interview with him in London he was offered the directorship of the new department with the title of Professor; after due reflection upon the prospects of the situation he accepted the position. For a number of years the diploma granted each person completing the course indicated that the recipient was entitled to the degree of Bachelor

Dr. K.P.R. Neville (left) and Dr. W. Sherwood Fox, together, in 1919 played key roles in establishing what is now known as Western Business School – Canada's leading business school. The course in business they envisioned was based on the Harvard case method leading to a degree of Bachelor of Arts with Business Option. This picture was taken in 1947 at the time of their retirements.



Dr. W. Sherwood Fox, President of Western from 1927-1947, although a Classics scholar, innovated the course in Business in response to the common desire of many veterans of World War I for a more formal education, of the traditional university type leading to a practical career in business.

This portrait was painted by Clare Bice, a London artist who often accompanied Dr. Fox on his outdoor jaunts and who illustrated several of his books.

of Arts in one of the two grades – either ‘pass’, attained after four years from admission with middle school standing, or ‘honors’, attained after five years from upper school.

Professor, now Doctor, Morrow’s success in speedily establishing firmly and on a sound basis Western’s now widely recognized and, so far as Canada is concerned, unique School of Business is a distinguished achievement of which all Western men are extremely proud.

W. SHERWOOD FOX

He was a ‘man of means’ as wealth was described at the turn of the century, and was made the University’s second Dean of Arts. He was a Classics scholar who had been educated at McMaster, Geneva and Johns Hopkins and taught Classics for six years at Princeton before coming to Western in 1917 to succeed Dr. K.P.R. Neville as head of Classics, when the latter became the Registrar of the University. Though both men were trained in the field of Classics they were of different academic origins – Neville from Queen’s, Harvard and Cornell. Although diverse in backgrounds and temperaments, they remained close colleagues until the time of their retirements 30 years later.¹

Together, in 1919, these two men played key roles in establishing what, today, is recognized as Canada’s leading business school.

By 1919, the horrific World War of 1914-1918 was over. Not only had it devastated the lives of millions, but also it had had serious repercussions on institutions of learning – Western among them.

By 1919, the horrific World War of 1914-1918 was over. Not only had it devastated the lives of millions, but also it had had serious repercussions on institutions of learning – Western among them. The war had gradually depleted the number of students, taking some from Western and others directly from high school who would have come to college had they not enlisted. For the academic year 1915-1916 there were still 120 in Arts, of whom 80 were full-course and 40 were special students. Next year, 1916-1917, as the fight rose in fury on the Western Front, the number of students dropped to 62, of whom 45 were full-course and 17 special students. Of these 62 students, 28 were men and 34 were women, the only period when women outnumbered men at the University.

After the end of the war, in 1919, there were 44 freshmen; an omen that attendance would increase and more faculty space would be required.²

Around the name of W. Sherwood Fox revolved the fortunes of The University of Western Ontario from 1917 to 1947, a

period in which Western emerged from being a small, local college situated in the former Huron College building to become one of Canada’s major universities on its present 1,025 acre campus site along the banks of the Thames River in London, Canada. His period began with the ordered peace and security of the late 19th century and reached across the turbulent first half of the 20th. Dr. Fox became Dean of Arts in 1919 and nine years later was installed as the University’s third President. During the years that followed, he was the administrative head of a struggling university that had a host of problems to be resolved – problems of finance, academic standards and those of relating the University to the Western Ontario region and establishing goodwill with local governments.

To his gift as Registrar, Dr. Neville added his efficient talents as an academic administrator. He ran, as the navy expresses it, a very tight ship. ‘K.P.R.’ as he was often called, though seldom to his face, was a human dynamo with a strong authoritarian streak leavened with a sense of humor. “He was,” as Dr. Fox later wrote, “the perfect Registrar, a born master of filing and recording; in that field I had neither competency nor ambition. Besides, he was the master of repartee and epigram.”³ His students who remember him to this day as Dean of Arts, which he became in 1928, describe him as ‘feisty’.



These sample pages are from the note-pad on which Dr. Fox wrote his recollections of events which laid the foundation for the teaching of business at Western. Written in 1958 when Dr. Fox was in his eightieth year, and troubled with failing eyesight, it provides a clear account of why he and K.P.R. Neville, in 1919, chose the Harvard case system of teaching on which to base the innovative course.

¹ & ⁵ Source: *Sherwood Fox of Western; Reminiscences*, by William Sherwood Fox, 1964, Toronto, Burns and MacEachern

² Source: *Western's First Century*, by J.R.W. Gwynne-Timothy, 1978, The University of Western Ontario



“...Finally, the call came and I started to work in 1922”

The Business School was built on the solid foundation designed and established by Ellis Morrow who, after six years as the first Head of Commercial Economics at Western, became known as “the real founder of our School.” A graduate of Harvard Business School, he introduced the case method of teaching at Western. Following his retirement in the early 1950s from the University of British Columbia where he also established ‘education for business’, he candidly recalled his years at Western. This chapter, begun by him in 1954, was not completed due to his failing health.



First word to reach me of Dean (later President) Sherwood Fox’s plans to establish Business as a subject of instruction at Western came from Mr. O.D. Skelton, Dean of Arts at Queen’s. As a result, I telephoned Dr. W. Sherwood Fox from Newburgh, Ontario, where I was staying with my family. This was in the summer of 1921. Dr. Fox told me over the phone that while the Business Department was in the air, no final plans had been made and to keep in touch with him.

The original plan on graduation from the Harvard Business School was for me to join the personnel department of

the General Electric Company of Lynn, Massachusetts, under the direction of Mr. C. Bradley. However, the depression of 1921 had started to make itself felt at Lynn and workers were being laid off. It was, as Mr. R.B. Rice wrote me, not possible, therefore, to make new appointments to staff.

At this juncture the director of extramural courses at Queen’s University resigned and Dean Skelton suggested that I should take over this work and at the same time start teaching the first courses in Industrial Management and Marketing at Queen’s. For Queen’s, the fall of 1921 was an important year,

because under the direction of the late Dr. Clifford W. Clark and Mr. C.E. Walker, Queen’s undertook the connection with the Chartered Accountants of Ontario that lasted for so many years. At the same time, Queen’s undertook to carry on educational work by bulletin and correspondence for the personnel of the chartered banks.

While the chartered accountants were automatically referred to Queen’s University for their courses, a selling job had to be done in so far as the banks were concerned. Once the reorganization of the administration of the extramural courses

was complete. Dr. Clark suggested that I should visit the major cities of Ontario in order to meet the bank managers and their staffs and urge them to sign up for the banking courses.

I could not afford a new suit – but I could afford a new spring overcoat and hat. Thus equipped, I sallied forth and, in due course, I arrived in London and called on Dean Fox. In between bank visits I managed to meet and to discuss things with Dean Fox and Dr. K.P.R. Neville. I think the hat and coat did the trick! Dr. Harold Kingston was in London at the same time finalizing arrangements for joining the staff.

It is a long time ago and I forget the details of my talks with Dr. Fox and Dr. Neville, except that they impressed on me the great importance of sound town and gown relationships – a point which I have never lost sight of since.

At this time, London was contributing annually a substantial sum to the University and what building plans were in the air I did not know. At this time there was nothing more than discussion, but a short while later – much to the mystification of the Queen's people – I received an invitation to address the Rotary Club in London. At this luncheon I made very much the same speech as any of us would make today on the subject of Education for Business. At this time I met Mr. A.T. Little, Chairman of Western's

Board, for the first time. The late Mr. Duncan McDermid of Somerville Paper Box sat along side of me and he sure was a skeptic! However, I survived eventually to enjoy his wholehearted support.

Finally the call came and I landed in London to start work on the former campus of Huron College in the fall of 1922.

“Anyway, we were going to turn out, not finished businessmen, but educated men slanted to business”

Problems aplenty loomed ahead and many vital decisions had to be made. Dean Fox was buried in work so he told me to work things out with the Registrar, Dr. Neville, and to report to him every now and again. The dean's stand seemed to be - “I have picked you for the job; you enjoy my confidence; go ahead and do the job.”

At this time the course (undergraduate) was known as Commercial Economics (shortened to Commerce in Practice). It was a pass course (ie., three years from Senior Matriculations) and I think provided only for two courses in Accounting and two courses in Commercial Law. It was part of the Arts faculty, and the degree to be granted when there were graduates to receive it, would be Bachelor of Commerce.

Our first big advantage was that no degree in Commerce had as yet been conferred. There had been some unfortunate occurrences which had tended to make the social sciences somewhat suspect amongst the business fraternity in the City. The early problems which arose and how they were dealt with cannot be given chronological order but insofar as I remember them this was the sequence:

- 1 Actually being taught were two courses in Commercial Law by Mr. F.H. Curran and two courses in Accounting by Mr. W.J. Westervelt.
- 2 Expecting graduation in 1923 convocation were six men, viz: Beverly Baker, Willard C. Beamer, William J. Cowley, John Dockstader, Bruce Nimmo, and Douglas McWilliam.
- 3 Behind the graduating class was a still larger class for graduation in 1924 and so on.
- 4 It was decided that whatever changes would be made the University would honor its contract (implied in the calendar) with the enrolled students and that no new regulation should apply to the disadvantage of enrolled students.
- 5 This resulted in a very important development, and immediate thought was given to the problem of providing the right sort of education for women going into business.
- 6 The next decision was to make the course conform to Honors Arts standards and the extra year was decided on.
- 7 It was decided to forget the B.Comm. idea and to award the degree of B.A. (Honors Commerce) and for the first contract years just B.A. Commerce. The reasons for this were:
 - a) In a short while every university in Canada and the U.S. would be grinding out B.Comm.s and Western graduates would be identified with degrees over which we would have no control.
 - b) The course was part of the Arts faculty anyway.
 - c) Eventually we looked forward to graduate work and it would then not be desirable to turn out students with double standards of bachelor and master levels: i) some bachelors would prove superior to masters; and ii) it would only confuse prospective employers.
 - d) Anyway we were going to turn out, not finished businessmen, but educated men slanted to business.
- 8 Tied in with this was the decision to place men individually on the basis of a personal record carefully compiled by several members of staff so as to relieve any staff member of the individual responsibility of recommending students to employers.

- 9 It was about this time that some of the universities announced that Latin would no longer be required as a matriculation subject admitting to Commerce. This development was fully canvassed and the decision was made that Western would continue to call for Latin because:
- Commerce was part of Arts and should conform to Arts requirements.
 - With the elimination of the Latin requirements, every student in the high schools would automatically head for Commerce - "No, thank you."
 - When Arts dropped the Latin requirement it would be time enough for Commerce to do likewise. Incidentally, some silly ass in *The London Free Press* took up this item and chased all over town asking ditch-diggers and what-have-you if they missed not having studied Latin, etc. In *The London Free Press* files of around this time you will find a big black type headline on the front page.
- 10 After these policies were clarified and thoroughly canvassed by Fox, Neville and presumably by one or two key people, Neville and I tackled the problem of presenting them to the Arts faculty. It was carefully done with Fox in the chair and Neville keeping his fingers crossed. The policies were approved not only unanimously but also with the utmost cordiality and at that moment was laid the basic success of the Commercial Course at Western. Never for a moment afterwards was I, or any

of my colleagues, made to feel that we were not an indivisible part of the academic whole in the University. This is more than can be said of many other institutions.

- The second real break we had was the advent of Ralph Freeman as head of Economics and Political Science. Not only was he a first-class mind but also in every sense he was a helpful and co-operative colleague. As an example of this he went to Chicago for a summer in order to take Business Finance and thus equipped himself to take the finance work on the business side.
- Dr. Fox went to London, England, in the summer of 1924 and secured through the Kensington School of Secretarial Science, the services of a high-grade trainer, Miss Margaret Thompson, in order to establish the Secretarial School. Once again the Arts faculty wholeheartedly gave its support of the new department, once it was satisfied that the standards of the work conformed. As a matter of fact, the Secretarial Course turned out to be stiff and demanding. That is a full history in its internal workings. The relationship with the City and with business is the other fact.

"The links between Western and Harvard are basic to the success at Western."

The links between Western and Harvard are, I think, basic to the success at Western and account for the fact that there has been strict adherence to the case

method. There is only one way to express the manner in which Dean Wallace B. Donham helped Western and that is to say with the "greatest generosity". An illustration of this is the fact that Dean Donham, about 1925, persuaded me to ask for leave of absence for a month so as to attend the Business School as a revitalizer. He went so far as to attach me unofficially to Dr. Melvin Thomas Copeland's Bureau of Business Research so that my expenses would be all taken care of.

At this time too there was only one case book available, viz: *Marketing by Copeland*. It was, however, the time when Harvard was collecting its first cases in various phases of management and I managed to get the odd case. It was also the period when the attempt was made to establish *The Harvard Business Reports*. Why this venture did not succeed I do not know. To me it always seemed like a marvelous conception. Presumably businessmen felt they did not have time to study the reports. Another factor may have been the weight of the report volume as compared with a business journal for carrying home to read at night. Perhaps the idea could be revived in some form. *Fortune Magazine* has seemingly successfully exploited a very poor parallel of the old Business Report; I always felt that the *Fortune* versions left one completely unsatisfied on the essential issues – inevitable of course. At Western, of course, we had copies of the *Reports* in the library.

Incidentally I would like to make one observation regarding the case method of teaching: it is that "a case is not always necessary." After all it is simply the inductive method of teaching

whereby the student is forced to find out things for himself. I always enforced one teaching rule which was "not to tell the student anything he could read or find out for himself until after he had made the attempt". It is a method of education which can be rough – but seemingly we are finding out that our educational system is too soft. It applies from top to bottom. If there is any exception it will, I think, be found in the primary schools, where the teachers are sweet and gentle in their personal relations with the pupils, but where the kids must find things out for themselves.

"No university could have been in greater need of good town and gown relations."

No university could have been in greater need of good town and gown relations than was Western, for the simple reason that the University was receiving direct financial support from the City of London in a big way.

The importance of this factor in the development of the institution was constantly stressed by the authorities and Dean Fox particularly devoted himself to this phase. It would have been unthinkable for the Business Department to have thought otherwise.

The problem had five phases, viz:

- Assistance in the classroom.
- Personal contact of staff with businessmen and their organizations.
- Student contact with business for institutional visits, research and report work.

- 4 Graduate placement.
- 5 Adult educational classes in business.

It is difficult for me to separate my years at Western from subsequent experiences, when I was considerably better off financially (I mean personally because I never had financial assistance from an institution in this regard) and also when my children were off our hands, and we had a house suitable for entertainment.

A start on the solution to these problems was made in London, but progress was slow largely because I lacked experience, lacked assurance and lacked funds.

“I was much influenced at Harvard by the use of visiting lecturers...”

I was much influenced at Harvard by the use of visiting lecturers in the Industrial Management group of courses under the direction of Professors Henry Farquhar and John Riegel.

This principle I transferred to Western at the level of local businessmen because I needed their help and because it heightened interest in the University.

F.H. Curran, J.W. Westervelt, C.C. Carruthers and Floyd Marshall do not come into this category as they were retained to teach specific subjects on a regular basis.

Specific comment regarding businessmen who came to speak to the students would be invidious but my general conclusions, even at Western, were that when the business visitor kept to his own operations, he was first class, informative, instructive and inspiring; but when he



The property purchased by the Diocese for Huron College, later the first campus of Western University, was known as “Rough Park.” It stretched westward from St. George Street to the Thames River, and northward from St. James to Grosvenor Street. The college was situated in a large two-storey white brick residence, which had been formerly occupied by Lionel Ridout, an early London merchant. A dormitory wing was added to the building and a small chapel was erected on the grounds to provide for the spiritual needs of both faculty and students, and for training purposes. It was here that Ellis Morrow arrived in 1922 to head up the newly established Commercial Economics Course in Western’s Arts faculty.



In 1923 these six were the first to graduate with a B.A. (Honors Commerce) from Western University. The *Western Gazette* Convocation Supplement of that year describes them as “that wild Commerce bunch” or “the Terrible Six” that formed the backbone of the Class '25.

felt called upon to do the professional’s job and tried to generalize he was a mess. This was confirmed to me over and over again in later years.

“The generosity of the London Hunt & Country Club allowed faculty to meet with businessmen.”

Being ‘solo’ it was all up to me. Dean Fox was a member of Rotary and it was suggested to me that I might well join some other service club. I avoided the temptation for two reasons:

- 1 Why join one club rather than another?
- 2 I just simply could not stand the gaff financially. But I did become a member of the London Chamber of Commerce, then located in the Tecumseh Hotel with Mr. W.H. Wood as Manager. I also profited from the generosity of the London Hunt & Country Club in permitting staff members to hold annual

membership without having to pay initiation fees.

That tells the tale. I really met the business people at Chamber of Commerce meetings and nowhere else. But I did become well acquainted with many of the City’s executives.

It was essential for students to have contact with people in business and I remember the following:

- a) Visits to various plants were surprisingly (as I look back) frequent and most of the factories were visited – Perrins, McCormicks, Empire Brass, McClary’s, McHales, Holeproof, etc.
- b) Research work was very, very limited as far as I can remember. I can specifically remember only two cases, viz: *Harold Newell and Andrews Wire* (I may be wrong here) – the other case was done by Ken Totten who did a reorganization of a factory lay-out for Taylor Electric, on paper of course, but was hired after graduation to do the job on the floor.
- c) Linked with this was the hoped-for

requirement that the students would work in the summer – most did. I think Allen Talbot went to Ford; Harold Newell went to Heinz at Leamington for one year and then wandered over the prairies for another year; Ken Smith worked for London Life.

“We got a terrific opening break with graduate placement at the start.”

Here we got a terrific opening break with graduate placement at the start in the spring of 1923. Largely responsible was Mr. C.H. Baird of the Bell Telephone Co. who throughout had been a friend of the department.

Whether or not Mr. Baird was responsible for the initial idea I cannot say – anyway the Bell Telephone Co. of Canada decided deliberately to hire a few University graduates in order to experiment with them and for this purpose Mr. Paul MacFarlane, the General Manager,

arrived in London to inspect the crop and Mr. Baird steered him to the Business Department. In the upshot three men, Willard Beamer, Bruce Nimmo and J.A. Dockstader joined the Bell to be followed the next year by E. Cowley and J.D. Hambly. In fact the Bell became a fairly steady source of placement. Mr. St. John Haskell became the liaison officer between the company and the universities.

Of the first year’s crop Bev Baker left for the U.S. as a journalist, I think; William Cowley joined Lawson & Jones in London; Douglas McWilliam secured employment with White Motors (I think by my writing to a fellow graduate who had joined the company in 1921).

Times were on the upgrade and it was easy for a few years to effect placement.

One source of placement (indirectly) was in the secondary schools of Ontario.

With a view to opening up this avenue Dean Fox and I went to Queen’s Park to interview the Deputy Minister of Education, Mr. F.W. Merchant, so as to have some measure of recognition

accorded our graduates after they had completed Ontario College of Education training. It was a matter of recognition for credit in business subjects for Commercial specialists. (Primarily Accounting).

Mr. Merchant was not overly enthusiastic, as I remember and there would have been blood on the moon had not Fox grabbed me and hustled me out to cool off. In fact I do not think we got any concession at all.

However two graduates in 1924, viz: Cyril Colwill and George Dean did not get picked up by business firms and decided that they would like to become Commercial teachers in the high schools. They went to OCE and followed their OCE year with the required training in the commercial subjects: bookkeeping, accounting, shorthand, typing, business arithmetic, etc. These two boys were a distinct shock to the educational authorities with their case training, etc. Anyway they secured the two best school jobs open in their field that year, Cyril to Galt, or Guelph, and George to Windsor.

As a result the Department of Education amended its views and Western Business graduates were accorded certain credits, but were left with the routine Commercial subjects to study after OCE.

When Margaret Thompson arrived and turned out her first crop of graduates in 1928, the gap was closed and I believe arrangements were easily effected whereby Western (still unique as far as I know) graduates from the Secretarial Course were professionally complete after their year at OCE.

This, however, belongs to the story of the Secretarial Course.

“Adult education classes in Marketing were started once a week.”

Before Floyd Main arrived to organize and to co-ordinate the extension activities, I had made contact with the London Branch of the Commercial Travellers Association. I am not too sure, but I think that Mr. A.T. Little promoted the idea.

Anyway, under the auspices of the CTA, classes in Marketing were started once a week. Naturally the Copeland case book was the backbone of the course and instruction proceeded along orthodox lines. The classroom, I think, was the boardroom of the CTA and a tremendous protagonist of the course was Mr. George T. Hair, who was Secretary of the Branch.

Many young businessmen in London attended the class, notably, as I remember, Mr. Reg Faryon (later President of Quaker Oats) and Mr. R.E. McKillop.

The highlight of the course, however, was the tremendous support given to it by two outstanding salesmen of long success and experience. They were Mr. J. Hanna and Mr. W.T. Grant of Robinson and Little.

Before the move to the hill the arrangements for student text books were difficult. Educational books carry a low 20 percent discount and, therefore, can only be handled very cagily, by the regular book outlets. This is especially true of college texts and their limited purchases and insecurity of continuity of use.

In consequence Dr. Neville found it necessary to do some purchasing in order to assist the situation. He was doing this from his office in Huron College, charging full list prices and banking the funds in trust.

With the move to the hill a regular bookstore was established in the basement and Miss Elsie Pickles was put in charge. The supervision of the store operations automatically fell to the Business Department, so we set up the first accounting and stock systems. The responsibility of the funds remained with Dr. Neville whose trust fund surplus began to grow sharply.

After consultation we had arrived at the conclusion that the operation should eventually become a student co-operative; a clean surplus of at least \$10,000 was necessary before a co-operative arrangement could be considered; the trust fund was just that and not part and parcel of the University consolidated accounts. (Always an argument over this point with one or two people, especially Colonel Brown. How it terminated I do not know.)

I later gathered that Hensel showed a lot of interest in developing bookstore operations.

Editor’s Note: In 1954, Dr. Morrow was too ill to continue writing these recollections. That same year, The University of Western Ontario granted him *in absentia*, a degree of Doctor of Laws, *honoris causa*. The citation is found on the following page.

ELLIS H. MORROW

Editor's Note: Dr. Morrow was too ill to attend the 1954 Founders' Day Convocation. The following is the citation read on the occasion of his receiving *in absentia* a degree of Doctor of Laws, *honoris causa*.



On this Founders' Day of March 8, 1954, as we give special recognition to the leadership which the University has given in the field of "education for business", it is natural that our thoughts should turn back to 1922 and recall the appointment of Ellis Morrow and the establishment of the academic department which, in 1950, became the School of Business Administration.

It was this one-time farm immigrant, Ellis Morrow, who, with his English accent and his inimitable vocabulary, introduced the case method of teaching at Western. It was this one-time Alberta school teacher who developed that significant and valuable collaboration with the Harvard Graduate Business School. It was this straight-faced, practical joker who instituted the basic philosophy that "education for business" must revolve around human relations. It was this incomparable humorist, with a passion for detail, who took his responsibilities seriously but never himself. It was this friendly, lovable professor who broke up faculty meetings with his irascible wit and impressed his students and his staff with the realization that the continued strength of Canada lay in the over-all well-being of its people. He was a colorful character.

The School of Business Administration was built upon the solid foundation designed and laid by Professor Morrow. Today we pay tribute to him and his many contributions to the development of the University.

Recently retired from The University of British Columbia, where he also established a Department of Business Administration, this great, exciting and stimulating teacher; the real founder of our School of Business Administration, through ill-health, is not able to be with us on this special occasion.

*But, Mr. Chancellor, our memories of him are vivid and our thoughts are with him as I request you, on behalf of the Senate of The University of Western Ontario, to admit, in absentia, Ellis Henry Morrow, to the degree of Doctor of Laws, *honoris causa*.*

FROM UWO CALENDAR

COLLEGE OF ARTS 1922-1923.

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Editor's Note: To give the reader an idea of the courses taught in these early days the following are excerpts from The University of Western Ontario's Calendars:

10. Elementary Accounting: the principles underlying modern bookkeeping and accounting; books of original entry; financial statements, supporting schedules and ledger closing; single entry, double entry; business paper; synoptic and other forms of general and petty cash books; reserve and reserve funds; depreciation, amortization and sinking funds; corporation and cost records; fire loss; branch accounting; shipping and consignment, authorized trustee and executor's accounts; statements and schedules of executives administering the affairs of a manufacturing or merchandising concern, of a trustee administering matters of trust.

3 hours per week; 3 credits

Mr. J.W. Westervelt

20. Advanced Accounting, auditing, accounting problems.

For all students in second year of Honor course in Commercial Economics.

3 hours per week; 3 credits

Mr. Westervelt

30. Commercial Law.

1 hour per week; 1 credit.

Mr. F.H. Curran

31. Business Organization.

1 hour per week; 1 credit.

32. Efficiency.

1 hour per week; 1 credit.

40a Principles of Advertising.

2 hours per week, first term; 1 credit.

Mr. C.J. Bell

41b Buying and Marketing.
2 hours per week, second term; 1 credit.

42a Credits and Collections.
2 hours per week, first term; 1 credit.

43b Theory and Practice of Banking.
2 hours per week, second term; 1 credit.
Mr. Curran

DEPARTMENT OF COMMERCE

E.H. Morrow, B.A., M.B.A.
Associate Professor

J.W. Westervelt (Jr.), C.A.
Lecturer in Accounting

D.H. Curran, B.A., LL.B.
Lecturer in Commercial Economics

C.J. Bell
Lecturer in Commercial Economics

The courses hereunder described are subject to such alterations as time and experience may make advisable. Any alterations so made, however, will not increase the requirements demanded of students who enter under the provisions of this announcement. Students who contemplate taking the Honor Course in Commercial Economics should apply to the Registrar for the special announcement covering the work in this department.

300. Accounting Principles: the principles underlying modern bookkeeping and accounting; books of original entry; financial statements, supporting schedules and ledger closing; single entry, double entry; business paper, synoptic and other forms of general and petty cash books; reserve and reserve funds; depreciation, amortization and sinking funds; corporation and cost records; fire loss; branch accounting; shipping and consignment; authorized trustee and executor's accounts; statements and schedules of executives administering the affairs of a manufacturing or merchandising concern, of a trustee administering matters of trust.

3 hours per week; 3 credits.

Texts: Cole, *Fundamentals of Accounting.*

COLLEGE OF ARTS 1923-24.

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301. Commercial Distribution: this course will deal with the organization and functions of marketing media; methods of marketing employed for different types of products; problems of the manufacturer and the middleman; purposes and use of credits as part of the marketing machinery; price policies; the relation of advertising to marketing problems. Problems will be assigned for intensive consideration and will be reported on in writing by the students.

During the course of the year each student will be required to submit a report embodying the methods and problems incident to the distribution of some commodity such as wheat, tobacco, rubber, etc. Particular emphasis will be attached to the Canadian phases of distribution.

2 hours per week; 2 credits.

Professor Morrow and Mr. Bell

Texts: Duncan, Carson Samuel, *Marketing, Its problems and Methods.*

Starch, Daniel, *Advertising.*

Copeland, Melvin Thomas,

Marketing Problems.

Commercial and Financial Publications.

307. Statistics: the chief objective of this course is to give the student an introductory knowledge of the terms, principles, forms and methods used in statistical presentation, so that he may later be able to apply this knowledge in advanced work in Commerce. The course will be divided into two sections:

- I. Theory and science of statistics
- II. The application of statistical methods to business problems

2 hours per week; 2 credits.

Professor Morrow

Texts: King, Willford Isbell, *Elements of Statistical Method.*

Sechrist, Horace, *Statistics in Business.*

400. Advanced Accounting: accounting principles employed to record scientifically the transactions of a given business when extended and developed to meet conditions brought about by competition and modern methods of production and merchandising; accounts and records necessary for executorship, including points of law involving the question of personal responsibility; factory cost accounting for the determination of accurate costs entailed for material, labor and expense of designated production; partnership accounts with the law governing partners in the establishing, conduct and winding up of their business; provincial and federal enactments governing the conduct of incorporated companies and the accounts and records peculiar to joint stock companies; deferred payments or instalment accounts, adjustments rendered necessary after fire loss with the types of policies and the general contract applying to these accounts.

3 hours per week; 3 credits.

Mr. Westervelt

401b. Commercial Law: this course embraces a general and particular outline of the principles of contract law from the elements to the remedies for breach; and includes special lectures on such phases of Commercial Law as agency, banking and bills of exchange, partnerships, corporations and foreign judgments.

3 hours per week for one term; 1 1/2 credits.

Mr. Curran

Texts: Falconbridge, John Delatre, *Banking and Bills of Exchange.*

References: Falconbridge, John Delatre, *Sales of Goods.*

Dominion and Provincial Statutes.

402a. Business Finance: forms of business organization, methods of financing required in different types of organization; sources of funds for capitalization and for long term and short term financing; types of securities and legal restrictions surrounding them; relations with banks and other financial institutions; problems of financing management.

2 hours per week, first term; 1 credit.

Mr. Curran

FROM UWO CALENDAR

403. Marketing Problems: the course in marketing problems is a continuation of Commerce 301. The course will be handled entirely by means of problems to be assigned once every two weeks and to be reported upon in writing. The student will be left entirely to his own resources to discover the general facts of business practice and commercial conditions bearing on each problem. It is expected that this class will be largely handled by businessmen who will assign problems within their own experience.

404b. Finance Problems: the course in Finance Problems will be complementary to the course in Business Finance and will illustrate the practical application of the principles learned in the first term. The course will be handled entirely by the discussion of problems that have actually occurred in the experience of business concerns and written reports will be frequently invited to lead the discussion on many of the problems submitted.

2 hours per week, second term; 1 1/2 credits.

Mr. Curran

405. Industrial Management: this course will comprise a broad survey of the field of management particularly as exemplified in the management of manufacturing concerns. The first part of the session will be devoted to a discussion of the history of industrial progress and the evolution of the modern industrial plant. For this section of the course the various types of organization and the fundamental principles of management will be devoted to a consideration of specific industrial practice and of management problems in the handling of materials, equipment and personnel. Frequent exercises, problems and reports will be assigned during the course of the session. Several factory trips, for the purpose of seeing at firsthand the methods employed in different types of industry will be arranged, and the students will be required to submit reports detailing what they have seen on their trips. One report on the methods employed by a specific industry will be required during the course of the year.

2 hours per week; 3 credits.

Professor Morrow

Texts: *Principles of Industrial Management.*
Kimball, Dexter Simpson,
Assigned Readings in standard works
and industrial magazines.

501. Executive Problems: The work taken in the various courses previous to this year will be correlated by means of written reports on problems of a general executive nature. Questions of Production, Sales and Financial Policy will have to be considered and co-ordinated in the effort to reach a solution of the problems involved. It is hoped that the problems will, in almost every instance, be assigned by an executive in some business concern. The discussions will be of a seminar rather than of a class nature.

1 hour per week; 1 credit.

502. Applied Cost Accounting: each student will be required to undertake a specific piece of work on cost accounting in the specialized field to which he expects to devote himself. The work must be of practical use to some business establishment, and will be done under the direct supervision of Mr. Westervelt or of some other recognized accountant. As the work will be done entirely in the field, lecture hours will be infrequent and will be largely devoted to reporting progress.

3 credits.

Mr. Westervelt

Other Classes: in the last year of the course the work of the students will diverge into specialized fields, the courses in which have not yet been decided upon. The classes in each case will be an advanced character and will involve a large amount of field work. Eight credits will be given for the commerce work to be done in a student's special field. A special Commerce Announcement will later be issued, and will cover this section of the course. Those interested should apply to the Registrar for information.

Places in the classroom will be found for a limited number of men in business, who wish to avail themselves of the lectures. Anyone taking advantage of this opportunity will be expected to enroll as a special student and must secure the approval of the Registrar. Preference will be given to those having business experience.



The move to 'the hill'

In 1924 the University moved from Huron College where it had been housed, to University College, one of the first buildings to be completed on the new campus. The largest contribution to the building fund came from Middlesex County for a memorial tower to commemorate the men and women from the County who had lost their lives in the First World War. For the buildings the Board of Governors had decided on Collegiate Gothic style and all were constructed of Credit Valley limestone, quarried near Guelph. It was in the lower floor of this building the department was housed.





“I see those wonderful years as through a golden haze.”



Dr. Woonton's photograph was taken in 1977 at the time he wrote this following chapter.

‘Gar’ Woonton spent his undergraduate years at Western as a Commerce student. When he registered in 1922 in the second year of the Commercial Economics Course it was an innovation on campus.

He graduated as one of the ‘Big Eight’ in Commerce in 1925.

In 1977, he wrote his recollections of attending classes on the old Huron College campus.

Occasionally, when I pass the Grosvenor apartment buildings on St. George Street, I see again, in my mind, the Huron College campus as it was when I was an undergraduate. Along with Phil Burton and Gordon Silverwood, I registered on that campus as a sophomore in the Commerce Course on a glorious day in late September, 1922. Cubby Colbert, Cyril Colwell, Ted Cowley, Les Gray and Syd Kingsmill, the other members of Arts ’25 registered in Commerce, all had preceded us by one year and they were, already, old Western hands.

The University was small; it was not difficult to know everyone on the campus, at least by sight. In Commerce, Bill Beamer, Bev Baker, Bill Cowley, Johnny Dockstader and Bruce Nimmo were the seniors, all members of Arts ’23. Jack

Hambly, Charlie Houghtby and Ken Totten graduated in the spring of 1924.

It was not clear to me then, but it is now, that Commerce was a very new course, an innovation on the campus. The members of Arts ’23 were the first ever to register and to graduate in Commerce.

The campus seemed large to me and charming, especially in the fall when the leaves were turning. Behind Huron College and at the foot of the hill, were spread out the many attractions of the semi-jungle that we called Becher’s Island (now Gibbons Park). In front, the campus bordered St. James Street and to the left, at the corner was the Bishop of Huron’s Mansion (now Miss Matthew’s School*) set apart by a low iron railing.

**Torn down and established at a new location.*

Huron College and the Faculty of Arts together formed one L-shaped building which was not young even in 1922. Huron College was the long stroke of the L and the Faculty of Arts occupied the short base. Toward St. George Street, the end of the building contained the residence of the principal of Huron College. Behind the building was a barn, only recently taken over from the horses by the Departments of Zoology and Physics. It was in that frigid barn under Professor W.F. Tamblin’s guidance that we struggled with Business English.

The base of the L, where the Faculty of Arts had its seven or eight rooms, was equipped with a wide verandah, mainly facing south. There we congregated in the sun, between classes or in spare hours, until the weather drove us inside to

cram ourselves into the miniscule men's common room.

The principal classroom of the Department of English was sandwiched between the verandah and the common room. Whatever the season, the noise generated by our high spirits was apt to interrupt the lectures of Professor Tamblyn or Professor J.A. Spenceley. I liked and admired both of them as lecturers even though their sharp words about noise often left me much subdued.

The Annex was on St. James Street about half-way between St. George and Richmond Streets, now the site of another large apartment house. There, Miss Marjorie Ross instructed us in Library Science. There, also I really learned to read French under the guidance of Professor Meras and his wife.

Once each week we walked the length of London to the Institute of Public Health, beside Victoria Hospital, to hear Dean H.W. Hill talk about the mysteries of the human body and its reaction to its environment. In that same building I attended lectures and did my laboratory work in Quantitative Chemical Analysis

under Professor E.D. Sturdevant.

Courses requiring experts, who were not available within the Faculty of Arts, were given at an hour convenient to the expert in any room that could be found in the City. We eight Commerce students of Arts '25 met Mr. F.H. Curran (LL.B.) between 7 p.m. and 9 p.m. one evening a week, to study the Law of Contract.

That year, the meeting place was an upstairs room in the Mechanics Institute (the London Public Library, then on the southwestern corner of Queen's Avenue and Wellington Street).

Sometimes the experts came to us. Mr. J.W. Westervelt Jr. (C.A.) visited the Huron College campus two or three times each week to teach us accounting. He was a gentle, friendly man. I believe that I studied accounting with him for at least two of my three undergraduate years.

Sometimes we visited our teacher at home. Professor E.H. Morrow (M.B.A.) invited Phil Burton, Gordon Silverwood and me to take special tutoring at his residence on Maitland Street North. Those talks were not always about Commercial Economics and I suspect were as precious



“Where the Faculty of Arts had its seven or eight rooms in the old Huron College was a wide verandah facing south. There we congregated in the sun between classes, until the weather drove us inside to cram ourselves into a minuscule men's common room.”

Huron College was the site of Western University campus from 1895 to 1924. It was here that ‘Gar’ Woonton attended classes in Commerce. This historic building was later torn down and is where the Grosvenor apartment building is now situated.



Garnet Woonton on graduation, 1925.

to the others as they were to me.

“Doc” Smith (M.D.) was the Director of Physical Education. His domain was the Western gym and Tecumseh Park. The gym was up an alley in the centre of the block bounded by Oxford, Colborne, Piccadilly and Waterloo Streets. Besides classes and games I remember many happy smokers and skit nights in the old gym. Rugby was practised and played in Tecumseh Park (now Labatt’s Park). The team was coached by Colonel (Buster) Reid, a famous running-back in his time and a no-less famous member of Western’s Board of Governors.

Besides the locale there is the epoch. I date the year 1922 by war veterans, flappers, academic gowns, automobiles, street cars and horses, but often I have difficulty believing what my mind shows me: can there have been so much technological change in so short a time?

Two unrelated events on registration day, 1922, conjure up a vision of the streets of London at that time. Outside Huron College I saw and examined a Willys-Knight (it probably belonged to Dean Sherwood Fox) with its enormous headlights (dia-acetylene burning headlights persisted into the early twenties) and all its appurtenances of luxury. As I left the campus that day, I was confronted on St. George Street by the cadaver of a horse, killed no doubt in the course of its daily rounds while delivering bread or milk, or ice or even pulling the sprinkler used to water the dusty unpaved roads.

Academic gowns, also bring back the early twenties. Our professors always wore gowns. Many of the co-eds wore them. Huron College students probably were required to wear a gown; if it were a

regulation, it certainly omitted to specify their state of repair. Of the male Arts students who wore gowns, I remember only those to whom the gown lent such a touch of distinction that with them I experienced a mild sensation of inferiority. It is my recollection that the gowns all but disappeared when we moved to the new campus in September, 1924.

By the autumn of 1922 many of the veterans of the 1914-1918 war had graduated or had left the University but there were still a few on the campus. To our generation that war was a recent world-shattering event; these veterans were our heroes. Some of them I got to know and in our talks, out of their experiences, I learned a little about life in the real world, off the campus.

Memories of initiation day flooded back thick and fast; it was rough. That day I learned that organization and planning pays off. Our seniors and betters, equipped with lengths of cord, picked us off as we entered the campus individually or in small groups. If we fought we lost most of our clothes, but our hands and sometimes our feet were bound and our faces blackened all the same. We were stored in the furnace room of the Arts wing and some of us even in the furnace itself; later we had to pay for a broken furnace. The day finished with a Roman triumph along Dundas Street; we were the chained Nubian slaves.

I admired and liked most of my professors but three stand out in my memory. I had at least one course, perhaps more, in Economics each year from Professor Ralph Freeman. His easy style, clear statements and good humor impressed me from the first day.

Had I met Professor Fred Landon before my fourth year, I might now be an historian. He lectured to a “standing-room-only” audience in his course on American History.

On my first registration day I met Ellis Morrow, in one of his many roles, this time as Academic Counsellor. As the months and years passed, I came to know him better, perhaps intimately as we all did. He was ‘Commerce at Western’, the single permanent member of the University staff specifically associated with our discipline.

The University was very lucky to have found him at that critical stage in the history of the Commerce Course. He possessed the much respected M.B.A. Degree from Harvard University and the mastery of his subject that went with it. He came to be respected for his good sense by his fellow faculty members and, I think, by the businessmen of Western Ontario. To us he was our friend, guide and professor.

I remember Professor Morrow as a clear, forceful and patient lecturer. Even as a young student I knew that he had drive, that he was interested in what he was doing and that he intended to do it well. I remember above all that he was a kind, understanding, human person. Two incidents may make clear what I am saying.

Once I misread the examination timetable and arrived at the appointed room just as the papers were being collected. Professor Morrow made an instant decision: he drove me to his house, gave me the paper that I had missed and told me to write at his desk. As I wrote, Mrs. Morrow, with whom I was well acquainted, brought me a substantial roast beef dinner. Perhaps I am the only

student who ever passed a paper in Commerce while eating roast beef.

I was assigned to make a commercial survey of hydro-electric power in Ontario as the subject of my junior year essay. My special interests carried me away and I spent long hours in the public library working over Ontario government and other engineering reports. I was delighted with the result, but it was an amateur's engineering report and not a commercial survey. Professor Morrow read the report and treated it seriously. At the end of some hours of his time, I had learned what was needed from a commercial

survey and why. Later, I spent some years making commercial surveys for the Bell Telephone Company of Canada.

I see those wonderful undergraduate years through a golden haze. Chance gave me opportunities which, nowadays, are given only to those fortunate seniors and, perhaps, juniors who are following one of the less crowded disciplines. Western was very small and the professors did not seem to be under pressure: they had time to be personal friends as well as teachers. I suspect that I learned more from them in the course of informal talks than I ever did in the lecture room.



The 1924 Executive Committee of the Commerce Club included: (back row) Garnet Woonton and Kenneth Scott, (front row) C.R. May, Edward Cowley and E.H. Morrow.

GARNET WOONTON

Professor Emeritus Garnet Woonton died on March 24, 1980 at the age of 75. Professor Woonton was one of Canada's foremost physicists and one of the founding members of the Canadian Association of Physicists. He received his M.A. from Western in 1931 and taught at the University from 1928 to 1948. From 1955 to 1968 Professor Woonton was Chairman of the University of McGill Department of Physics and also directed the Eaton Electronics Research Laboratory at McGill. He was Director of the Centre de Recherches sur les Atomes et les Molécules at Laval University from 1971 to 1974. Western honored Professor Woonton with an honorary doctorate in 1955 and he was made a Professor Emeritus in 1977. The University's citation reads:



To make a change in the direction of one's career is not necessarily undoing an error nor admitting to a previous uncertainty. It may be, as in the case of this former student of St. George's Public School, the London Central Collegiate, and Western University, a realization that new horizons may present greater challenges and greater opportunities. Only a man of determination and faith, possessing our honors degree in Business Administration, and with four years' experience in industry, would forsake that security of position and embark upon a new study period in the field of physics. But this man, the winner of a prize in Philosophy, did, and graduated two years later, with an M.A. in Physics, with honors.

Instrumental in developing our unique course in radio physics and electronics and a leader of electronic research during the war, Professor Woonton's reputation as a scientist was established and the prestige of his University enhanced...



Seeking the School's identity

Lloyd Sipherd, a Harvard Business School graduate, joined Western in 1929 as one of the two professors in the Department of Business Administration, Faculty of Arts. Although he left in 1937 to go into business, he returned in 1948 and, in 1950, was appointed the first Dean of the newly established School of Business Administration. He saw the need for the School to have a separate identity and was the instigator of the move to Goodholme estate. In 1978, he wrote this chapter from his retirement home in Florida.

I arrived on the scene at Western in September of 1929. I recall that I had never been in Ontario before and when I arrived in London, I remember walking all the way out from downtown to locate the University. I was just out of the Harvard Business School and pretty green, but I was treasuring an assistant professorship with the magnanimous salary of \$2,400 a year. It was my assignment to cover the courses that were taught by my predecessor, but these courses did not particularly fit into my field so I really had quite a struggle in those early days.

However, having had some experience with a case method of instruction, and due to the fact there was a wonderful attitude on the part of the students, one seemed to be able to get by. However, I call your attention to the fact that there were only two of us on the faculty in that year – Philip Hensel and me. Next year, there were three when Walter Thompson came to join the faculty. This is rather interesting in that when you compare it with the total staff at the Business School now, I believe there are about 75 full-time faculty members at the School.



Lloyd Sipherd taking part in Western's graduation ceremonies, 1957.

“We had to return some of our salary to keep the University afloat.”

Since it was the fall of 1929 when I reached the University, it was rather unfortunate that this really was the beginning of the big depression. I remember while we did succeed in our job, we actually did have to return some of our salary, in order to keep the University afloat, but it was something we really didn't object to. I recall many of my class of 1929 at the Harvard Business School lost their jobs within the first year or so. I felt it was rather fortunate I had chosen to enter the university teaching field instead of going directly into industry. My greatest impression of the early 1930s, which was the more serious part of the great depression, was the optimistic attitude on the part of the students. They worked hard and fortunately the enrollment of the School seemed to have held up very well. As a matter of fact, I think it increased in these years. The students appeared to have a faith in the future and



demonstrated that by accepting almost any kind of job offered them, regardless of how low the salary was. The boys all worked diligently on their jobs and it is pleasant for us to note that after a number of years the boys who graduated in the early 1930s made quite a success of their business careers.

Another thing that developed around 1932 was the start of what we called graduate work. Actually it was a one-year intensive course designed primarily for Engineering graduates, who were also having difficulty finding employment

in those difficult years. This was a move on the part of the Business School that really paid dividends because we had outstanding boys applying for this year of intensive work. Consequently, we had quite a number of students leaving the University with what we called Diplomas in Business Administration to go along with their technical training.

I can recall an incident that I believe took place about 1932 that might be of interest. One of our policies was to bring outside speakers from the business world and on one occasion I remember inviting

Goodholme, the former estate of London businessman, James Good, was purchased by the University to house the newly established School of Business Administration in 1950. The next year, operations began and the School remained in this location until 1957 when the Richard Ivey School of Business Administration Building was built on campus.



Faculty members standing in front of Goodholme, 1952 (from left to right) Walter A. Thompson, Dwight Ladd, F.W.P. (Fred) Jones, W.R. (Bob) Waugh, Lloyd Sipherd and J.J. (Jack) Wettlaufer.

Denton Massey, who had quite a reputation for a Bible class that he was in charge of in that period, to come to the School. I remember waiting for him outside the Arts building and here he came in a Stutz convertible with the top down and wearing a coonskin coat. There were a good many students out to watch his arrival and this gave him quite a thrill, as I recall.

I left the School in January of 1937, having been invited to enter business with a close friend of mine, C.F. Wood of Hobbs Glass Co., and so I was away from school for approximately 13 years. One of the reasons that I took this opportunity was to gain some business experience, which I really had not possessed up to that time; and I knew very well that if I ever returned to the academic field I would be much better prepared to become an instructor. Our company, Hobbs Glass Co., was acquired by Pittsburgh Plate Glass, a large American corporation, in 1949 and this gave me an opportunity to return to the University. At this very time Dr. G. Edward Hall, the University's President, and Walter Thompson were working on a plan to create a separate

school of business administration, a move which certainly had the solid backing of the alumni of the School as well as the business world, and it occurred to me that this would be a wonderful opportunity for me to get back into the teaching business once again. However, this plan was somewhat sidetracked by my appointment to the first deanship of the School. I recall that during this very first year, when the Business School had been created as a separate division of the University, we were housed in the basement of the Arts building. We had to have our classes fitted into the available class room space in the Arts building and you can well imagine, it was a pretty tight squeeze. By this time the School had grown tremendously, both in the undergraduate student body as well as the graduate, and the faculty had expanded a little bit as well.

A rather unusual opportunity to move out of these cramped quarters came when the University acquired the estate known as Goodholme. This appeared to us to be an opportunity to achieve our own identity and to find better and more commodious quarters, and so we petitioned the University to move the School over to Goodholme. I remember that we were particularly fortunate in having the support of Ross Willis who was then Assistant to the President. We eventually achieved our objective.

In January, 1951, we made the move over to Goodholme. The University really went 'all out' to convert this former private residence for our use and it is interesting to note that we did have two fairly large classrooms made available to us. One, the result of flooring over the indoor swimming pool and the other,

the theatre in the basement which lent itself exceedingly well to our largest classes. The living room of this house became our library and we are indebted to the University for setting up a separate library for us and providing a librarian. We obtained a faculty dining room area in what was sort of a pantry off the kitchen. The garage was converted into a snack bar for the students.

Perhaps the most valuable development was that most of the staff did get separate offices which was a luxury that we certainly did not have up to this time. The result of this move became apparent very early in the form of a tremendous improvement in the morale, both on the part of the students and the staff.

“The establishment of the Management Training Course in 1948 was a giant step forward.”

During the next five or six years the School was located on this separate campus and the student body continued to grow and the staff expand. For me, since I was soon to leave the deanship, this was an exceedingly interesting and inspiring period.

My career as Dean ended in 1954 and, after taking a leave of absence, I did return to the School on a part-time teaching basis until 1959, at which time I totally retired. This was a very interesting period in my teaching career and I think perhaps I did my best teaching then.

I would like to make several further observations. In particular, that in

my opinion, the establishment of the Management Training Course Program in 1948 was a giant step forward for the Business School and most of the credit goes to Walter Thompson who remained as the organizer and administrator of the Program until his retirement in 1972. I believe that the performance of the faculty of the Business School in these classes, as well as several of the other new courses that have been developed since I left the School, have made a tremendous impact on the business world. It is obvious Canada now recognizes in Western a school capable of really turning out some very fine graduates.

For the past seven or eight years I have been retired to Charlottesville, Virginia where the University of Virginia is located and since I know several of the faculty here as well as the dean, I think it might be of interest to make this observation. Namely, that The University of Western Ontario's Business School is very well known here in the United States and has a very fine reputation. I think it is in order, since I have been away from the School for quite some time and have been able to observe the School from sort of 'arms length', that tremendous strides have been achieved in the development of the School, and in particular in the graduate work, where the School now has a Doctoral Program.

And, so it is with considerable pride that I point to the part which I played in the early years of the development of the Business School at The University of Western Ontario. May the School continue to expand and maintain its reputation as the finest national school of business in Canada.



MBA Graduating Class – 1956 Pictured at Goodholme

- back row: J.A. McMillan, J.A. Lovink, A.J. Roscoe, R.K. Price, R.L. Neff, L.G. Ahrens, P.C. Masson, R.R. Latimer, K.A. Tambling, A.K. Ham
- fourth row: J.M. MacNicol, K.M. Lindsay, W.A. Preshing, L.B. Campbell, B.E. Lanning, H.A. Skinner, R.N. Spilsted, T.J. Malecki, D.N. Ker, D.R. Sherk, F.W. Fitzpatrick
- third row: G.R. Purchase, B.G. Cote, R.G. Duffy, E.N. Baker, W.J. Collett, B.H. Daniel, G. Suart, R.J. McLaughlin, R.W. Hardaker, C.R. Bouskill, M.H. Labbe
- second row: R. Moreault, W.S. Kleppsattel, L.G. Ham, L.J. Richard, R.K. Ferguson (M.B.A. '58), D.J. Prodan, F. Panchuk, D.W. Ellis, F.D. Bush, K.F. MacDonald, W.A. Saunders
- front row: Faculty and Staff
N.M. Armstrong, John Nicholson, Miss F.E. Oxley, J.B. Washington, Lloyd W. Sipherd, J.C. Taylor, Assoc. Dean Walter A. Thompson, J.J. (Jack) Wettlaufer, A.G. Huson, David S.R. Leighton, B. Bonner
- absent: Dean F.W.P. (Fred) Jones, W.R. (Bob) Waugh, R.K. Ready



Tending the garden

Walter A. Thompson, a man of humility, humanity and inspiration, who arrived in 1930, devoted more than 45 years to teaching leadership at the School. He looks back over those years in his roles as Acting Head of the department (1938-1942), Professor (1945-1972) and as founder and Director of the Management Training Course. He describes his contribution as that of a gardener who knows the importance of the basic efforts in producing a really good crop – which he did year after year. In this chapter, which he wrote in 1978, he recalls his years at that “very special place”.

THE 1930s

As a vegetable gardener, one knows the importance of the first efforts in producing a really good crop of vegetables; properly prepared, basic good soil, planting at the right time, good seeds, proper germination, thinning and protection of the small plants from aggressive weeds and hungry insects. When my wife, Nita, and I arrived in London in the fall of 1930, much of this important preliminary work in establishing a business program had been done. Dr. W. Sherwood Fox and Dr. K.P.R. Neville had, so very wisely, chosen Harvard¹ as a model for Western’s program in business. This decision was further strengthened

by choosing Ellis Morrow² to head the program. He was a brilliant Harvard graduate with a Queen’s background and he was fortunate to have Ralph Freeman, a Rhodes Scholar and later head of Economics at Massachusetts Institute of Technology, at his elbow, as head of Western’s Economics Department. During Morrow’s work at Western as head of the Department of Commercial Economics, he established the case method as a basic approach to teaching management.

At one stage, faculty members from the University of Toronto, were curious and asked to come and see what Morrow was up to in his new department.

In talking over the request with Dean Neville, it was decided Western faculty members would be completely open in talking about the new program – particularly about its most unusual feature – the case method. The implications of this teaching approach were completely lost on the visitors from the University of Toronto. They went away seemingly convinced that Western was involved in a ‘how-to-do-it’ program – a little above a technical high school activity. (A member of the Varsity faculty, 20 years later, described case teaching as “the blind leading the blind.”)

Footnotes appear on page 55.

The framework of the program when I arrived in 1930, was well underway. A most significant feature was it was an honors, not a 'pass' course. Morrow was anxious to underscore the fact that Western was not putting on a 'pass' three-year Commerce Course – with emphasis on accounting. Morrow insisted that Western's four-year honors course should lead to a Bachelor of Arts. The Western course, from the start, involved work in all phases of management including production, marketing, finance, accounting and the use of quantitative data. This is still the framework in the final two years of the undergraduate program.

The quality of students at Western, when I arrived, was another most remarkable facet of the 1930 situation. Among the men who were in the classroom with me in 1930 were such talented people as John E. Brent, who later became General Manager of IBM World Trade Corporation and President of IBM Canada; Fraser Rowland who became a Colonel and Head of the Pay Corporation in the Canadian Army during World War II; F.W.P. (Fred) Jones, President

of Canadian Pittsburgh and later Dean of Western Business School; Gilbert Clarke, President of Standard Brands; Gilbert Horne, later Dean at the University of Windsor; Ross Willis who later became Vice-President, Finance, The University of Western Ontario and Acting Head of the Department of Business Administration during the war years (1942-1946); George Munro, Vice-President of Molson; Donald Wallace, who had a most interesting and exciting career with Gordon Thompson Enterprises; Stan McKay who went on to head up the marketing activities at Dupont; and Jack Brewer who was later an outstanding marketer for Continental Can.³ These are just a few who were in my very first classes at Western. They were followed by a host of highly talented men during the 1930s. The first graduating class was less than a dozen and by the end of the decade, the University was graduating three times this number. The numbers were not large, but the quality of student would not have been matched at many universities in 1930!

“I was just 23 years-old and it was a shock to hear students call me “sir” and with a straight face.”

One characteristic of the Western students of the 1930s that was novel for me, an Ozark boy, was their extreme politeness. I was just 23 years-old and it was a shock to hear so many students, either older or practically my own age, call me, “sir”, and with a straight face. It was wonderful that they were so polite and intelligent, because we, on the faculty, saw a great deal of each other for there were just three faculty members in the department during most of the 1930s. Lloyd Sipherd handled the Finance and Statistics Courses. Philip Hensel did the Accounting and Production Courses, while I taught Marketing, Introduction-to-Business and a Business Arithmetic Course that, secretly, I really hated. I had the students the first year in 107, the Introductory Course; 201, Marketing, during the second year; 301, Advertising during the third year; and 401 Sales

Management in the fourth year. During the final year, I saw quite a few students, on a weekly basis, in connection with their thesis. No wonder I remember, so vividly, all of the people I had during the 1930s. As I look back now, those years are responsible for a host of friends I now consider my best friends. I was so lucky to have had such a group of students.

The Business Department was not highly regarded by all the members of Western's Arts and Science faculties. This attitude continued for many years. As late as 1961, a prominent faculty member vigorously opposed the School's introduction of a PhD Program. His reasoning was, “There wasn't enough substance to warrant a degree of this level in management.” In the mid-1930s, Professor Auden, head of Classics, disapproved our proposal to grant an M.B.A. degree instead of an M.A.⁴ The faculty voted our proposal down. After the negative vote, Professor H.W. Auden had a second thought, “Maybe Western's M.A. would be strengthened if we gave an M.B.A. instead of an M.A. In Business.” While the Business Department, as a whole, was not



Photographed at the retirement party for F.W.P. Jones were four who, over 45 years, had led the School in its development. They include: J.J. (Jack) Wettlaufer, Fred Jones, Ross B. Willis and Walter Thompson.

regarded with great affection by some of the Arts faculty, my personal relationships with individual Arts and Science faculty were fun. As individuals, they all added up to an extremely able and effective group.

No memory of the Business School and the activities of the 1930s could be complete without mentioning Dr. Neville and Dr. Fox. These two had an idea of what quality education was all about. Through their efforts, Western was a first-class university when I arrived in London. This was accomplished with very little money. The entire University's provincial grant amounted to about as much as the University's entertainment budget 40 years later.

When we arrived, Nita, my wife, applied for a job as a cataloger. But, she was unable to work because, as a result of the Depression, only one member of a family was permitted to

enter the work force. She had financed my Harvard M.B.A. degree while working as a cataloger at the Massachusetts Institute of Technology. She had been the top graduate at Michigan Library School. The financial aspects of a job involving her skills at Western's library would have been exactly the same as if she had gone to work at Woolworth.

“When overnight expense was incurred, it was usually at Toronto’s Prince George Hotel at \$2.00 a night, which we considered an extravagance.”

Travel expenses at the University were almost non-existent. One of the things we on the faculty tried to do was to give all possible help to our graduates in their search for jobs. This often involved a drive to Toronto, and back, in my old Dodge touring car, with gasoline money furnished from Nita's weekly food allowance. When overnight expense was incurred, it was usually at Toronto's Prince George Hotel at \$2 a night, which we considered an extravagance.

A special word should be said about Dean Neville for he was totally supportive of the business effort. So many good things happened when he was running the Arts and Science faculty. I often think of the student relations of his period and how this aspect of university life later deteriorated. He, and Helen Allison, who later became the admired Registrar in 1947, knew every student by name. Neville had a photographic memory and had almost total recall when any student, or

problem, was reviewed. He had an ability for a quick comment, often a telling one, in any situation. In explaining why he disliked a particular faculty man, he told me, “he had such an irritating way of saying the obvious.” Much later, after his retirement, Neville confessed it was much easier for him to “speak first and think second.” He used his skills in this area to my benefit at a time when it was most needed. I have never been a model of neatness, unless one wants to point out that my habits in this area are something that a proper person should avoid. Philip Hensel, the head of our department, during most of the 1930s, was the neatest man I've ever known – he used to wrap the tie he had worn during the day in tissue when it was taken off for the night. Since we in the department, all four of us including a student assistant, were in a room measuring seven feet by six feet, my unsystematic approach must have been a real irritation to him. I'm sure this was a basic cause for his missing no opportunity to report on my many other deficiencies to Dean Neville. Dr. Neville must have viewed this as a build-up to a recommendation that Thompson should be removed from Western. Anyway, I was told years later that Dr. Neville, after hearing another complaint about me, said, “If you are about to say you want Thompson fired, you should realize this may backfire on you.” The complaints stopped and next year I was promoted to Associate Professor, with no increase in pay however. Years later, I think my greatest failure as a member of the University Senate was my inability to have the names of Middlesex and Talbot buildings changed to Fox and Neville. The fact that Western has no real

recognition of the contributions of these two great educators is a mystery.

I should say a bit more about the Business faculty of the 1930s. I was the low man on the faculty totem pole. Lloyd Sipherd and Philip Hensel had double pedestal desks. Hensel's status was doubly assured by a chair that allowed him to lean back and swivel – the phone at his elbow. My place in the overall pecking order was most apparent; a single pedestal desk, a straight-back chair located behind the door so when it was opened wide, and with vigor, the door handle gave the back of my chair a sharp crack. Also, the department's only filing cabinet was at my immediate right so any consultation of that important piece of equipment meant hauling and pulling of a drawer 18 inches from my right ear.

Cecil Carrothers, a London lawyer, was the oldest in age and service. He taught one class part-time in Business Law. When Carrothers couldn't come because of court appearances, he was responsible for exposing our students to some of the best London lawyers who would fill in for him on these occasions. I was lucky to have such a wise man to talk about Canadian issues during my early years.

Lloyd Sipherd was an easy man to work with. Both of us were from the mid-west. I, with a southern Missouri accent, had gone to Drury College, a small college, and then on to Harvard. Both of us were interested in athletics, he was a crack tennis player and I was fair at most sports and liked them all. He kept his interest in the School even while he had gone, during the late 1930s, to a career in active business. When he came back later as dean he was not a stranger to

the program, or to us.

Philip Hensel was one of the oddest men I've ever known. A hard worker and his teaching must have been good – he turned out men who were outstanding in accounting. Our students spent a very large amount of time on his subject – usually a good index of the effectiveness of a teacher. He was assisted in this by having one of the better students functioning as a grading assistant which allowed him to assign a great deal of written work. Lloyd and I graded our own papers (Nita took on some Business Arithmetic papers for me). Hensel's problem was his desire to live up to his salary – reputed to have been the highest at Western - \$4,500. Lloyd and I, together, were making \$4,900. He left suddenly in 1937 to go to Toledo University where he quite quickly became Assistant Dean. I was appointed Acting Department Head to replace him.

During the years of World War II (1939-1945) I was away from Western serving, first, as a marketing specialist with the Canadian Wartime Prices and Trade Board in Ottawa. Later, we rented our house in London and my family and I moved to Washington, D.C. where I was a senior officer in the Office of Price Administration.

“While I was gone during the war years, Ross B. Willis took over as Acting Department Head.”

While I was gone, Ross B. Willis was appointed Acting Department Head. He did an outstanding job and later as he

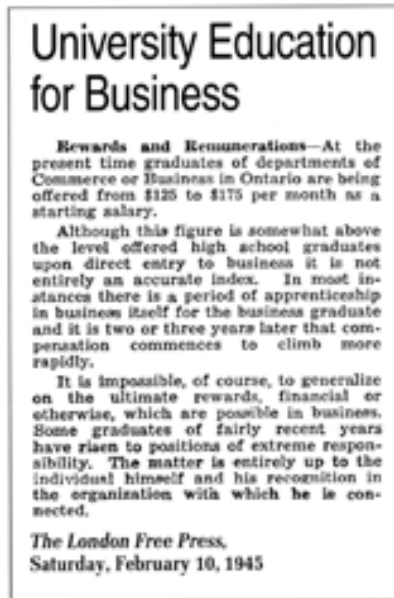
advanced to senior administrative positions within the University, he remained particularly interested in the School and on more than one occasion assisted us in attaining our requirements.

In the spring of 1947, I sent the following memo to Drs. Fox and Neville and to Dr. G. Edward Hall, the newly-appointed President of Western, suggesting the establishment of a separate school for business. In addition, I pointed out the need for a special course for management training for business.

Program to assure Western's leadership in the field of business administration

- 1 We have an excellent background to assume this leadership.
 - a) While other schools have tended to neglect this area, we have had a more alert, balanced program.
 - b) The case approach to business study has been definitely established. We now have two courses operating wholly on our own materials.
 - c) There is a strong and loyal core of graduates in the better businesses in this country. Many, even though in their early thirties, are in top executive positions. These men have been, and will continue to be, of assistance to us in placing graduates in positions with a future, gathering case materials on business problems, undertaking miscellaneous projects in basic industrial research and educational meetings for industry.
 - d) Our *Quarterly Review of Commerce*⁵ is now well established. It has been, and will be, a most useful
- e) The one year intensive course for graduates has proved to be a useful course. The soundness of the idea of giving business training to men who have specialized in a technical field has been demonstrated. This course puts us, on an enrollment basis, in the forefront in graduate work. Both McGill and Toronto engineering courses are attempting to cover this field. We will have to be alert to maintain our position. The course has consistently attracted a large number of students. During the next few years this number will naturally be greatly enhanced.
- 2 Other schools will establish leadership unless we take positive action. Our present leadership, if lost, is hard to regain.
 - a) Toronto is establishing an Institute of Industrial Relations. A full list of courses leading to a Master of Commerce degree will be available next year. My personal contacts with staff members there indicate a great possibility for the establishment of a school of business.
 - b) Cyril James (an ex-Wharton Business School man and former head of the school at McGill) will certainly see that McGill's position is strengthened.

- c) Queen's has already established itself in the field of accounting and is consolidating its position in industrial relations. A magazine similar to our *Quarterly* has just appeared. Queen's has a separate school of business.
- d) There are miscellaneous indications other universities are awakening to the possibilities of business training. The great number of veterans choosing this field is responsible for this trend. The University of British Columbia has a very large group. The University of Saskatchewan has a separate school. McMaster is starting to teach business.
- 3 The change of our status to that of a school will put us in a better position to become a centre of business education. Business is a professional subject and is best taught in a separate school. This is as true for business as for law, engineering, or medicine.
- a) There will be a lift in morale if a school is established here. This will be true of both staff and students. I hesitate saying this, for we are already strong on this point. Nevertheless, we can expect improvement.
- b) We will be in a more flexible position to meet the shifting problems of teaching business. The department was once turned down by the Faculty of Arts when it suggested a distinctive degree. In the future we should be in a position to deal directly with the administration.
- c) It is perceived by the general public that relative importance of courses is indicated by the status it receives within the University. Hence, I believe we will be in a better position to ask for financial support and increase our effectiveness in these areas.
- 1 **Distribution** – the coming problem will be in this area. We now have two important distribution scholarships and are negotiating for a third. Schools of retailing in the States are flourishing. We already teach more subjects in this field than any other Canadian school. Western graduates are sales managers of such companies as International Business Machines, Lever Brothers and Hobbs Glass. Our relations with Eaton's, Simpson's, Zeller's, Dominion Stores and other leading firms are good.
- 2 **Business Research** – there is no *bona fide* bureau of business research in Canada. We can probably obtain help for this project. It is on the basis of such bureaus that Harvard and other top-flight schools have established themselves.
- d) With our present status we cannot become members of the Association of Collegiate Schools of Business Administration. This membership would help us very much.
- 4 The establishment of the School of Business Administration should be timed for 1947-1948. It would be most dangerous to postpone the establishment beyond that time. A later announcement would put us in the 'me too' class.
- a) I expect to be teaching at Harvard during the coming summer and will be in a better position to suggest specific plans for the School.
- b) We do not have to wait for buildings. Until it moved to its present location, Harvard Graduate School of Business Administration existed for years in the basements of Harvard Yard.
- c) While there will be some immediate increase in costs, these increases can be kept at a reasonable figure. We will be in a better position to actively solicit support from industry for research, fellowships, the teaching of specific subjects and buildings.
- I thought this memo had convinced Dr. Hall of the need to establish a separate school as well as a special management training course for business. When no action was taken, we on faculty tried to think of the proper approach to make things happen. When the idea was broached of offering to hand in our resignations if it was felt the status of the department was not up to 'School' level, one member objected. He suggested we might be allowed to resign. It was with this as background, I approached Fred Jones to have alumni pressure brought to bear on the administration. Fred, together with London businessmen Gordon Silverwood and Harold Newell, who had obtained a B.A degree at Western in 1927 and was now with Andrews Wire Works in Watford, Ontario, were able to convince him because in 1947, at fall gatherings of business graduates, he made the statement that the department should become a separate school.



“Dr. Hall had the idea, in the spring of 1948 of our holding a meeting with management people.”

Dr. Hall had the idea, in the spring of 1948, of our holding a meeting with Canadian management people to ask them the question, “What should Western be doing now in the area of management?” It was hoped that the answer would include the establishment of a school of business administration. To assist in this project, a meeting of Canadian executives was called together

in London to consider education for executive responsibility in business. This was under the planning and chairmanship of Robert (Bob) Reid, President of the London Life Insurance Company. One of the actions growing out of this meeting was the setting up of a group of businessmen to advise on academic policy. This group was headed by Lloyd Sipherd, Vice-President of Hobbs Glass, and included Larry Dampier, Director of Sales, Lever Brothers, A.J. Little who was a partner with the accounting firm Clarkson Gordon, Harold Newell, President, Andrews Wire Works.

Invitations signed by Bob Reid were sent out to the appropriate group of senior managers in the spring of 1948. Much to our amazement, Room 30 of the old Arts building was nearly filled that April afternoon. There was never a less structured meeting. Bob Reid chaired the gathering and underscored the importance of the purpose of the meeting. I outlined what we were doing at Western in management education and the discussion from the floor took over.

N.R. ('Buck') Crump who was Vice-President, and later President of Canadian Pacific Railway, stated his view that education in this area was a big job and should reach down into organizations, not just the top of the organization. There was wide acceptance of the idea that Canada should have a university with a management program of a quality that would compare favorably with any other school anywhere.

I can still visualize J.R. White, Vice-President, and later President, of Imperial Oil saying we should certainly have a short course for practicing managers similar

to Harvard's Advanced Management Program. The line of reasoning was that business, generally, had put itself in a vicarious position in its ability to have people ready to take on senior management responsibility. This was partly due to the stagnation of the depression⁶, when the idea that without anyone doing anything, cream would rise to the top. It was also felt talented people in the organization required no special attention. The prevailing school of thought was that the 'get-ahead person' in an organization, willy nilly, got to know the job of the man ahead of him. These two approaches to developing managers were supposed to take care of the need for management people. The Second World War had prevented even these antique approaches from working. One person expressed the problem this way - "We have men in district offices that are OK there, but we are scared to bring them into head office." The meeting had struck a subject that had high priority in the minds of people who were responsible for running Canadian business.

The meeting could not have ended in a more satisfactory way for Western. There was a consensus on four points:

- 1 Western should have a respectable school, emphasizing graduate work;
- 2 there should be a short course for experienced managers;
- 3 business was willing to put money into the venture; and
- 4 there was to be a committee of business people to assist in all these things.

The consensus was that there should be an immediate meeting of a small group of business people to meet with Western staff and implement their

ideas.⁷ It was at this later meeting at The University Club in Toronto that I agreed to organize a course in the summer of 1948 for senior managers. I didn't know at that moment all the things that would have to be done before the first class arrived at the old Huron College campus one hot afternoon in August. Becoming operational in setting up the course was not easy. We had no budget. However, Gordon Thompson, one of Canada's most talented entrepreneurs and a highly interested board member, was very helpful. He told me to go ahead and put on the best course I knew how and not to worry about how much it cost.

The first move was to go to 'head office' (Harvard) for help.⁸ Fortunately, I had spent the previous summer at Harvard as a visiting professor. At that time, I renewed personal friendships and brought myself up to date on Harvard's post-war thinking. Much had been going on in management education and this gave me the opportunity to review the best thinking in this area of education. My four years away from Western during the war years were spent on matters totally unrelated to teaching. There were two men in particular at Harvard with whom I wanted to talk about our situation – Stanley Teele who was Dean of the Business School and an old Harvard classmate, and Ed Learned, one of the really great Harvard professors. Stan, when I told him my problem, asked, "What do you want to know, the big things about our Advanced Management Course or the little things that make it work?" He told me both. It was obvious we couldn't do in four weeks what Harvard did in 18. However, we could give a good exposure

to one of Harvard's really great post-war innovations: its revolutionary course in 'Administrative Practices'. Ed Learned suggested Ralph Hower would do a good job for us. Ralph, happily agreed to come for the four weeks.⁹ We have never worked any professor on any program harder. He had two classes on Monday, one on Tuesday, Wednesday and Thursday and two again on Friday, for four weeks. He did an absolutely superb job for us.

This course was a real 'leap forward' in the teaching of management. The Harvard 'Ad Prac' Course was teaching concepts that the pedestrian academics in other universities came to 20 years later. The 'Administrative Practices' Course was an exciting and exhilarating experience for early Management Training Course class members. Many said, "My boss simply must take this course."

"Ad Prac' was the heart of the early Management Training Course courses."

'Ad Prac' was given full treatment and was the heart of the early Management Training Course courses. Lloyd Sipherd, later to be our first Dean, joined us in our first discussion of the overall course content. I believe it was Lloyd who suggested we use the non-'Ad Prac' time for discussing the most interesting and important cases in the other fields – marketing, finance, production and accounting. All of these formed a course in policy. Graydon Jarman came up with the name of the course. In his practical way, he suggested that since this was a course for training



Walter in the classroom with members of the 1978 Management Training Course. Over the years, a number of MTC graduates have said, “It was the most significant experience of my life.”

managers, why not call it what it was, “The Management Training Course.”¹⁰

As time went on, there were naturally changes in course content. A week was added when almost every member of the first course said it was “too short.” This complaint was taken later to mean they really liked the course. This extra week gave us a little more elbow room. Later, we got a little extra time by adding Saturday classes and shortening the ‘long weekend’ by a day. This long weekend had been inserted to give the men a break from the heavy grind that they had subjected themselves to. An addition of more weeks was often discussed with the Advisory Committee but the overall length has remained at five weeks.

The materials added to later courses

reflected the development in the teaching of management as well as the additions to our faculty. Labor Relations was introduced and was taught by Jack Wettlaufer, who had been working closely with Ben Selekman of Harvard.

Jack’s series on labor has been immensely successful. The students always have a ‘live’ case with him. There is always a major strike on or about to happen, and he brings this case to the classroom. Business Policy, as a course, was added, reflecting the maturing of this course in our regular curriculum. Charles Bliss of Harvard carried the brunt of activity in the early stages and Donald H. Thain of our faculty, later. Don, along with Jack teaching in the last weeks of the course, have always given the class members a

lift, at a time when it has been needed.

The use of the computer in decision making came into being after 1948. Andrew Grindlay, and our staff, established this course. Donald Thain later introduced his course in Business and Government. Accounting presented an interesting teaching problem. As the course developed, it was evident that many didn’t know much about the quantitative side of management – and a large number of class periods were always set aside for this activity. Since the class also had a large number of expert accountants, there was a problem of what to do with these people while the bulk of the class members were being initiated into the primitive aspects of accounting. Bob Taylor, who with Harvard’s Ross Walker, handled this area in the early courses, excused these men from the class during the early sessions. Later, it was decided that these men should stay in the classroom as observers and learn how an expert brings along total greenhorns to know something of the mysteries of accounting. By watching Bob Taylor and Ross Walker do this, they were getting excellent teaching hints. They were also asked to act as resource people in study groups.

Further help to non-accountants was given by having extra sessions” in the afternoon and by sending out materials dealing with with accounting vocabulary before the course started. Since the men on the course were key people with heavy regular workloads, particularly when getting ready to leave the office and home for five weeks, we felt it unrealistic to intrude in this busy period just before leaving for London. So, as a rule, little pre-course material was sent.

OBJECTIVES OF THE MANAGEMENT TRAINING COURSE

When Queen Victoria was told she was to be Queen of England, her first words were, “I will be good.” This was Charlie Bliss’s example of primitive planning. He quoted her as he started the section of Business Policy that dealt with planning. I have already referred to Gordon Thompson’s advice “disregard costs as you plan the course – just do the best course possible.”

The top management people told us of their need to establish a general management point-of-view in their specialized people. Most firms had people who had spent their careers being better at production, marketing, etc. They were good at their existing job – a specialized one, but were deficient when brought up to do a general management job. Edgar Burton, President of Simpson’s, who I had known during the war while working with the Wartime Prices and Trade Board – gave me most useful advice, “I don’t want the course participant I send to you to learn anything about such things as store layout and the technical side of his or her job. What participants need help with is learning how to deal with people.” As a result, general management and peoples’ points-of-view were always in front of us as we developed the course content for the Management Training Course.

Very soon after the course was introduced, each manager who sent a participant to the course was asked to tell, in a confidential letter to me, his idea of the strengths and weaknesses of his employee. I was particularly interested in

the weaknesses. Year after year, the ‘people weaknesses’ were emphasized. Lack of knowledge of areas other than that of the employee’s specialization was very frequently mentioned. Contacts with those who had taken the course, both personally and by letter, indicated they had received a host of helpful benefits. A number have said to me it was “the most significant experience of my life.” In many ways, the course was designed to make available a ‘cafeteria’ where participants could get help with their own unique problems. The over-confident were regularly cut down to size in a heated discussion of a case. The man who was too quick to make a decision was slowed down.

On the other hand, there were class members from smaller corporations who had made their way to senior jobs and weren’t sure of themselves. The rough and tumble of banging away at case problems gave them confidence – they were able to hold their own against men from highly respected corporations. One such man told me, “I never knew if I got my promotion to my job because I was liked by the owner and just happened to be around, or whether I deserved my promotion.” He found he could hold his own in competition with the good men in the classroom. One wise man told me the self-evaluation effect of a good training program is one of the greatest benefits. A lot of introspection has always gone on in the Management Training Course.

The use of actual management cases is an excellent tool in teaching. The five weeks duration of the course allows for the acquisition of much experience. During this time class members experience, in depth, about 90 important

management problems. The speed with which this experience accumulates was driven home to me after I discussed a marketing case involving the Imperial Furniture Company. The case dealt with the company’s post-war strategy. Howard Hemphill and Donald Strudely, the senior executives of the firm, sat in the class and heard the discussion of the problems. Their identity was not known to the class until I asked them, at the end of the hours, to comment on what they had heard. Their statement was that the class, in an hour and 10 minutes, touched on every bit of thinking it had taken them two years to consider. When 90 problems are diagnosed and conclusions regarding the actions to be taken are discussed over five weeks, the class members have absorbed a great deal of insight. Carlton Williams, when President of the University, at one of the final day exercises told the class, “Whether you know it or not, you will never be the same.”

Ross Walker, in talking about what the Management Training Course was all about, spoke of it as an experience that should rid the class member of a lot of ‘dead horses’ – these dead horses being old and outworn management cliches that no longer, if ever, worked. Arthur Sutherland, an early class member and later President of Shawinigan Chemicals, referred to this in a talk he gave at the final exercise of a later class. He said, “When the boss has dead horses, they breed.” Ross Walker also used to talk about the course enabling the man to “shift gears.”

From a pretty realistic point of view, a major goal of the course has been to sharpen decision making and decision

implementation. The participants on the course are in a stage of their careers which has moved them away from the lower management levels. In their early years, management policy and precedent are important, and as managers they are close to what is happening. This being true, errors can be quickly spotted and corrected with major, or slight shifts in decisions. As they move up, the decisions are much more important. Their position is less and less structured and a larger number of variables are in the situation. They know less and less about the whole situation on an ‘eyeball-to-eyeball’ basis. The Management Training Course was designed to help managers through this transition period.

“We were told it was in small study groups class members were getting their greatest benefits.”

Having organized small study groups is one aspect of management courses that Western can claim. In the early days, we were constantly being told it was in small groups, studying for the next day’s cases, that class members were getting their greatest benefits. This was hardly a flattering statement to a faculty teacher whose ego was at a high level by having the most satisfying classes he had ever experienced. We finally decided, even if only just to maintain our dignity, to institute organized small study groups. It was quickly apparent that this was a most useful tool. A really good discussion of a case in the large classroom will

result in approximately 30 contributions – I have counted this many times. In a study group of from 10 to 12 and lasting 45 minutes, everyone gets in on the discussion. This takes away some of the frustration of a class member not being able to contribute to the large class discussion. The less-aggressive individual

often found his pearl being cast by a more vigorous classmate.¹²

It was in the smaller groups that hair was really taken down. This aspect of the whole operation was of tremendous value. Jack Wettlaufer used to calculate the total years of management experience that existed in the typical class. With

the average age running about 42 years – and the men in all kinds of management jobs everywhere – there was regularly at least 2,000 years of management experience in the typical classroom. The sharing of this invaluable commodity was going on all the time during the five weeks – the transfer of experience was usually at its peak in the small study groups.

The faculty consensus was that the effectiveness of the average class jumped at least 15 percent after this innovation became operational. One of the greatest time savers was the sorting out of technical terms – clearing out misconceptions – really zeroing in on the important problems and brushing aside the unproductive contributions that get in the way of a group of people really getting at the important problems. The faculty teacher was helped too. If there was a mechanical error in the case material, he found out about it and corrected the matter. He could see during his brief visits to the 10 to 12 small groups how the class was reacting to materials and this helped shape his next day's strategy. His visits underscored our message to the class that study groups were important. It was hard during the professor's visits not to hop into the discussion – but the faculty had to keep a 'hands off' approach to this aspect of the course. Study groups were the responsibility of the class members. The role of the chairman puzzled a lot of people. They were told the role was really that of a traffic cop. It was not possible in the short time available to come up with a case solution. It was good to drive for a consensus. The actual membership of each group was a random affair. In the early years, when making up the study

groups each course member's name was on a card – different colors to relieve the monotony! These were shuffled and dealt into 12 piles, three times daily. The advent of the computer eventually took care of this time consuming occupation. During the early part of the course, the groups were frozen. After three days, a new group was formed for each case. Later, a group would do all the preparation for the three cases next day. This was a marvelous way for every class member to work intensively with everyone in the course. When one works with another person, one really gets to know him. One of the really great pluses of the whole experience is the acquisition of so large a number of wonderful friends.¹³ Someone has said that one of the basic meanings of the word love is to know a person. Love is certainly an important aspect of the Management Training Course. Study groups have a large part in making this possible.

“The first classes were fed in Fingal Hall, an old airforce building the University had acquired to help cope with the post-war lack of facilities.”

The straight-jacket of work imposed by the schedule was tough. To achieve the objectives of the course made hard work absolutely necessary. It was up to us to make the necessary work load livable. The residence on the old Huron College campus gave us our bedrooms and dining hall. The old Huron was really something! One class member told me that during his army days he had slept on some

Canadians Visit Harvard to Study Business School

Boston, Mass. (Staff).—Board of governors and leading members of the faculty of the University of Western Ontario, on Friday, were given an intensive inside view of all that makes Harvard University graduate school of business administration tick. Arriving by plane and train, the visitors were shown over the administration buildings, dormitories, lecture rooms, business library and various halls.

In conferences, morning and afternoon, Associate Dean Stanley F. Teele fully explained the general objectives of the school and called on Dean Harvey P. Bishop, Prof. Ralph M. Hower, Prof. Franklin E. Folts, Mr. Arthur H. Tully and Prof. James W. Culliton to explain and answer questions concerning the Advance management program, the MBA program, the associates and research and the case method.

On the delegation, leading Canadian businessmen included: J. H. Barth, Windsor; W. H. Clark of the Ford Company, Windsor; Arthur

Ford, chancellor UWO, London; L. R. Gray, London; D. B. Greig, Windsor; Dr. G. E. Hall, president UWO; J. B. Hay, London; P. R. Hillborn, Waterloo; G. J. Ingram, London; R. G. Ivey, chairman of the governor's committee on the UWO Business School, London; A. J. Little, Toronto; H. A. MacKenzie, London; A. E. Pequegnat, Waterloo; G. H. Sheppard, president IBM of Canada, Toronto; J. R. White, vice-president Imperial Oil, Toronto; C. F. Wood, president Hobbs Glass, Ltd., Toronto; Walter J. Blackburn, president London Free Press Co.; Dean L. W. CIPHERD and Associate Dean W. A. Thompson of the UWO Business School, London. Two business school committees were represented among the visitors, one headed by Mr. Ivey and the other an academic advisory committee headed by A. J. Little.

P Three Canadians attending the Business School of Harvard were present at conferences to answer any questions by visitors on the students' views as to the value of the courses. These were C. Alex Manson, Sales manager of the B. C. Electric Railway Co., who found the advanced management program very stimulating; Ernest C. Dancher, a UWO graduate, and Douglas C. Matthews, a University of Toronto graduate.

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hard beds. None of these, he felt, could compare with the hardness of the beds we had in the old Huron. The class seats were hard too, and seat pads were added during the second year of the course.

The Management Training Course owes a great deal to Huron College and Harry O'Neil for the wonderful way they helped to make the early sessions of the Management Training Course so useful. It was not without regret that we moved from Huron College to the tailor-made facilities of Medway Hall.

The first classes were held in Fingal Hall, an old airforce building the University had moved up from Fingal, Ontario, to help cope with the post-war lack of facilities. It was called Fungus Hall by students. George Bullas even brought in 300 blocks of ice and put electric fans behind them in his attempt to make the dining room more livable during a particularly hot day.

The cooks at the old Huron were used to meeting budgets that did not allow for the use of such things as butter. It took them a little while to get used to the idea that we wanted to pay for the best. Huron was so spartan that we tried to make up for it in other ways. The London Hunt Club generously made membership available to us at a very moderate fee. The London Club followed, and the YMCA helped. As our facilities at Western improved, these facilities were not as necessary. The Hunt Club moved to its new location and golf receded as an important aspect of the whole affair. London businessmen and friends of the University went all out in the early days to make our men welcome to London. There were at least two cocktail parties each weekend. It soon became apparent that this was too much

and this was cut to two for the whole course. One was given by the president of the University at the end of the first week and a second during the latter period by the chairman of the board.

The 'out-of-class' activities were pretty much under the control of the participants themselves. We encouraged a speedy election of a class executive which took over much of the essential extra-curricular activities. Many of these were done with the flair of top professionals. This was demonstrated when R.W. (Bob) Southam, Publisher of *The Ottawa Citizen* and Ross Munro, distinguished war correspondent and Editor of *The Vancouver Daily Province*, put out their year book¹⁴ called *LIFO* – a beautiful copy of a *LIFE* style magazine with the format adjusted to the Management Training Course. As the men got to really know each other and realized, during the latter stages of the course, that all this was coming to an end, the socializing after the 10 o'clock snack became intense, and at times dysfunctional.

The final socializing at the end of the course was a fun event. The last night started as a stag affair. The entertainment was usually pretty wonderful. All sorts of talents were discovered. One theater buff put on a sequence of really great skits at the new Hunt Club's dining room. I had some anxious moments when a skit involved a Roman scene. One of the characters came in dressed in a toga carrying a torch. Unfortunately, the torch was smoking heavily. For a little while I was trying to estimate the size of the bill we would surely be getting from the Hunt Club for the blackened ceiling in their beautiful, brand-new dining room. Luckily,

no visible damage was produced.

Much later, when the course was housed in the new Huron College, the class members returned to their rooms after a vigorous final stag party to find every room completely bare of any furniture. They were very tired and ready to go to bed. John Metras' football players, who had arrived a few days earlier for fall practice, had moved into another part of the dormitory. They thought it would be fun to move all the furniture to the attic. After a suitable interval, the whole squad of huskies came to our rescue and helped move all of it back.

The final day exercises have always been memorable. After the presentation of diplomas, George Bullas and his staff came through with a superb luncheon. This was attended by wives, children, relatives, bosses and business associates. The large dining hall at Somerville was always full. It was always such a pleasure to see the wives, and later the stag was replaced by a husband-wife party. The party, arranged to mark my retirement from the Management Training Course after 25 years, was a highlight and this, and previous such affairs, proved to me that one of the necessities of being a successful manager was boundless energy.

Angela Challenor, who joined us in the summer of 1954, was a mighty factor in seeing that all went well during the course. Teaching and other activities claimed much of my time during the winter and the 'getting ready' period of the operations. In other universities, heading up a similar course was considered to be a full-time year-round job but this was not the case at Western. Her eye for detail and ability to memorize the names

and occupations of all the class members (including those who attended before her time) was a great asset. She remained with the course until 1971.

In the early days, Barbara and Bob Waugh saw to it the class had teaching materials in place. We had some tight squeaks particularly the Saturday before the first class. The entire faculty, and all the Thompson family, followed each other around tables collating mimeographed materials. Bob Waugh was often putting the materials in the class members' rooms as they were checking into the dormitory. This was a much tougher job before copying machines, and hundreds of stencils had to be typed. Neil Armstrong, with his desire to have things just right, helped very much. The little things that Dean Teale had in mind to make programs go were well taken care of at Western.

We have had meetings of personnel people to discuss programs for management people. A great number of these personnel managers have been puzzled over why the Management Training Course always went so well. The physical facilities at the outset were somewhat primitive. We ended, of course, with a nearly perfect situation on this phase of our activities. The most important element was having the kind of class members we had – talented, experienced persons in management with their companies backing them and who wanted to improve their management skills and were willing to pay a high price in terms of effort to make real progress in the effort.¹⁵ The big price was five weeks of strenuous work. The program was designed for maximum drawing on the

experience of each one in the class.¹⁶ From my point of view, the instant feedback of the group on matters that would get in the way of the success of the course was invaluable. Before we had our first course, Harvey Bishop, who was managing Harvard's Advanced Management Program, told me of the importance of constant contact with the class to make it easier to get this information. I sometimes feel that I'm overly Pollyannaish when I verbalize on the quality and lovability of all these past Management Training Course members. They were at the core of the good things that happened.

The faculty has always been tremendous. With the exception of the Harvard people, no one knew what, if anything,

they would be paid for their work on the first course. It has always been a labor of love – fortunately, later courses have involved a trip to the bank for Western people. The Harvard group was always superb. The opportunity of Western faculty to work with, and profit by, the intimate contacts made available through the course contributed so much to all of our development as teachers. Gradually, I heard more and more, “Why do you bring in Harvard people when you have such superb men as Wettlaufer, Taylor, Thain, Leighton, Hodgson, etc.?” This group never regarded the time in the classroom as their sole job – previous and past course work was done well. While the course was on, they were constantly with

the group, at meals, snacks, sports. Class pictures and biographies were carefully studied before the course started – so many were recognized at first sight. Jim Taylor was particularly good at this – so was Dwight Ladd. The contribution of the faculty wives should not go unmentioned. They used to put on the reception that was held on the first Sunday afternoon. We, later, were able to have it catered by the Food Services Department. Wives gave up seeing much of their husbands during those five weeks.

I was involved from breakfast to the 10 p.m. snack. While the time commitment for both class members and faculty was intense, it was great fun¹⁷ to participate in the Management Training Course.

EPILOGUE

Although Walter wrote his recollections in 1988, he asked to see the proofs for this book in 1993. He, now 86, and Nita, 89, were cozily living in the home on Richmond Street they had occupied for over 50 years.

After Walter had read his piece, he commented, “I have left out so much. Perhaps, I could sum up by saying Western Business School is a very special place. It is different from other institutions of learning in the quality of its leadership and the excellence and diversity of its faculty, student body and caring alumni. I am so happy I was part of it and only wish, with the coming of a new year I had a new crop of students to tend.”

WALTER ALBERT THOMPSON

received honorary degrees from Wilfrid Laurier, York University, Bishops, and from his alma mater Drury College in Springfield, Missouri.

On June 6, 1973 Dr. D. Carlton Williams, President and Vice-Chancellor at The University of Western Ontario delivered the following citation:



He arrived on the Western campus in the fall of 1930 at the ripe age of twenty-three after graduating from Drury College and the Harvard Business School. With the exception of the war years, he has been here ever since.

Over those years, no individual has done more than this native of Missouri to help Western's School of Business Administration achieve its international reputation. While from the first he wrote cases, did research and engaged in consulting activities, his main impact on the generations of devoted students who have passed through his hands, has been as teacher, counsellor and friend. The evidence is not hard to find. How many professors get 'evaluated' by

being presented first with a new car, and then, on retirement, with a Fellowship Fund in their name in an amount sufficient annually to provide three \$1,000 Fellowships?*

During the war years he was in turn a marketing specialist with the Canadian Wartime Prices and Trade Board and a senior officer of the Office of Price Administration in Washington. Shortly after his return to Western he organized and ran for twenty-five years his widely-acclaimed management development course, a program whose only possible rival is the course in advanced management at Harvard.

Five years ago he became interested in the Caribbean. With the financial backing of the Canadian International Development Agency, Walter Thompson is working actively with the University of the West Indies to help develop management studies on its campuses in Jamaica and Trinidad.

Lest the erroneous opinion be formed that his only exercise consists of walking on water; it must also be recorded that he can be amiably stubborn as well as exquisitely absent-minded. For example, despite the fact that three of his children are champion swimmers, Walter Thompson cannot and will not swim. To show what they think of this obstinate refusal to learn, the Business School faculty has

donated the Walter A. Thompson trophy to be awarded annually to the best swimmer in the freshman class. Again, to outwit his uncanny propensity to misplace important documents, they made sure that their gift of return tickets to Europe was addressed and handed to Mrs. Thompson.

Walter Thompson's interest in The University of Western Ontario has extended well beyond the confines of the Business School. He was a member of its Senate for many years, and was one of that first group of four faculty Senators to be elected to the Board of Governors.

Mr. Chancellor, in the name of the Senate I ask you to confer the degree of Doctors of Laws, honoris causa, on Walter Albert Thompson, Canada's foremost business teacher and Western's pride. He finds nothing incongruous in combining gentleness of manner with blunt forthright honesty. Similarly his determination to build a great institution has never interfered with his ability to find time for individuals. Nor does he see any incongruity in loyally serving Canada for forty years and raising two generations of Canadian offspring, while remaining himself a card-carrying American! If this be the American invasion of Canadian universities, long may it flourish!

*In 1955, to mark Walter Thompson's 25th anniversary at the School, a group of his admirers, headed by D.D.C. (Don) McGeachy (Diploma in Business Administration '46) and Professor Jim Taylor, decided to present him with a new car – a possession he had never had.

Don McGeachy, in recalling the circumstances leading up to the gift, said, "We felt Walter had never received the recognition he deserved and we wanted to pay tribute to him while at the same time sending a clear message to the University of Walter's great contribution to business education. We were uncertain as to the response we would receive from alumni and friends on asking for donations so I said I would underwrite the purchase of a, well, modest car. Jim and I sent out letters asking for funds. They came pouring in! We were able to buy a top-of-the-line, black Chrysler Newport with all the trimmings. When we gave it to Walter, at a party arranged in his honor, he was astonished and even more so when we gave him a cheque for the thousand dollars left over after the car had been paid for. In his inimitable way, Walter promptly turned it over to the School's library. Later, I heard from the chairman of the Board of Governors, the University had received the message."

'Walterisms revisited' – NOTES

¹ Harvard's continued assistance and influence to the Business School through the years is a wonderful example of generosity. We relied wholly on them for our staff replacements for many years. A wealth of examples of this help will be found in his record of the development of the School. Some measure of Western's realization of Harvard's assistance is indicated by the fact Western has awarded six Honorary Doctorates to Harvard Business School faculty: Deans Donald David; Stanley Teele; George Baker and Professors Franklin Folts and Ross Walker. More recently, the current dean, John McArthur was awarded an honorary degree.

² Ellis Morrow was a wonderful man, an English immigrant, a constable in his youth who married a school teacher. She decided he should go to college – which sent him, in his late twenties, to Queen's University. After graduation, he stayed on there where he was involved in publications. He then went on to Harvard where he achieved an excellent academic record.

³ It is so dangerous to mention names at all, one is always omitting persons that should be mentioned. I can think of three right now which should have been included. I will not add their names so all who are left out will know they are among the three.

⁴ Professor Auden used to refer to the Business Department as "Westervelt on the Hill" - Westervelt being a for-profit business college downtown that specialized in turning out stenographers.

⁵ Name changed to *The Business Quarterly* in 1950

⁶ Ogilvie of CIL said that they didn't really go out to get high talent people during the depression – those they got left them.

⁷ The group met at the University Club in Toronto and included, among others, Douglas Grieg, President of Ford, who agreed to chair the effort. A.J. ('Pete') Little, a Western graduate and a Clarkson Gordon partner, Bob Reid of London Life, Jack White, President of Imperial Oil, and Hugh Mackenzie, Vice-President and General Manager of John Labatt Limited.

⁸ I have been a follower of Descartes in my approach to problems. He believed that he should not do anything without thinking it through. After making this decision, he realized he couldn't take his next breath – there wasn't time. As an operational rule, he decided that, pending the availability of time, he would choose someone he admired and do as he did until he got around to thinking through everything. We were later criticized by a professor who visited us on his way to Vancouver to take up the headship of the program at The University of British Columbia. He said, "We didn't do enough of our own thinking."

⁹ Ed Learned headed this teaching group in 1948. The whole idea was started with Harvard's marvelous innovator, Dean Wallace Donham. Upon his retirement as dean, he really got involved in this course. He said that Harvard had misnamed its school, the Harvard School of Business Administration. He said it should have been called a School in Decision Making. The new course involved the administration of decisions, without worrying too much about the logics of the actual decision. The teaching group that was brought together included Ed Learned, Fritz Roethli, S. Berger, Jack Glover, Ralph Hower and Ken Anderes. It was really remarkable.

¹⁰ London people were generous with their weekend entertaining of the class. One Saturday at Arthur Little's, Western's Chairman of the Board at that time, a party was given for the class. One of the local businessmen, who knew little of the purpose of the course, saw Fred Palin, then General Manager and later President of Union Gas. He was puzzled by his attending the course and asked, "Why is Palin here? He is already a success."

¹¹ We regularly avoided special courses for special interests. We wanted to keep the whole group as a group. Commonality of experience, we felt, was essential to the group's wholeness. We, unsuccessfully, introduced sensitivity group sessions as an extra. This was abandoned after

one try. Columbia in their Senior Managers' Course, had this activity as an integral part of the whole session. The results, as reported to me by Hoke Simpson, who headed this area, were total chaos, and a lot of anger among the men and the faculty.

¹² The shift in the type of person coming in on the class discussion was interesting. The 'sales types' were the early, heavy participants. As the days went by, under the steady pressure – often very thoughtful persons became more prominent.

¹³ The best demonstration I can think of this is what happened to the class of 1952. This group has met dozens of times in Montreal, Toronto, Kitchener, London and Ottawa. At their 25th reunion, half the original class attended. Many of their gatherings have not been just fun. I have heard some of the most insightful discussions of important problems at their get-togethers.

¹⁴ Several years later I ran into Frank Sherk – then President of Heinz, and we were talking about some people who were in his class. He reached down to his briefcase and fished out his year book and said, "I never travel without it."

¹⁵ It took a lot of nerve, in 1948, to turn down the first two applications to the course. They were not up to the standard we had set. Jack Brent, who knows the score in a lot of things, reminded me that class members will be judging the course by the kind of people they see in the classroom.

¹⁶ Sir Josiah Stamp, when he was receiving his LL.D. From Western in 1937, underscored the tremendous value of the interpersonal exchanges in a university setting. The peer group, made up of people with varying backgrounds and talents, is a setting for tremendous learning possibilities.

¹⁷ I have learned a lot of things from students. One of the really great contributions came from a student in 'Ad Prac' one day. The case involved was long and not easy to diagnose. This student put his finger on a most important aspect when he burst out, "The trouble with this company is that no one working there is having any fun."



Establishing the first national school of business

F.W.P. (Fred) Jones, a successful London businessman and later Dean of the School (1954-1963), recalls how a group of Canadian businessmen headed by R.G. Ivey, Q.C., a London lawyer and entrepreneur, envisioned establishing Canada's first national school of business administration at Western. Supported by G. Edward Hall, President of the University (1947-1967), they accomplished this task. Dr. Jones describes how this near-miracle came about in this chapter which he wrote in 1978.



C.B. Johnston (left), Dean of the Business School, 1978-1988, assisted at the ceremonies at which Dr. Jones received an honorary Doctor of Laws degree in 1977. J. Allyn Taylor, Chancellor 1976-1980, is seen congratulating him.

The time was approximately 23.00 hours, the place the University of British Columbia's Faculty Club, the year 1947. At that time, as I remember, the premises were an old army building, well furnished and comfortable, but nothing to compare with the spacious surroundings of today. Dr. George Edward Hall, the newly appointed President of The University of Western Ontario, had just given a very stimulating address to the Vancouver alumni, which I had been invited to attend since, in the pursuit of my activities as Executive Vice-President of a large manufacturer and distributor of building products, I was visiting the West Coast at that time. Dr. Ellis Morrow, then head of the Department of Business Administration, UBC, asked James Coyne Taylor, at that time Professor in the Dept.

of Business Administration, UBC, and myself to remain after the meeting. We sat sipping a beverage (something not available on the campus of UWO in those years), and Ellis, who had started the Business Department at UWO, remembered well that it was planned to change it quickly to a graduate school. Out of a 'clear blue sky' he said to Jim and myself: "Dr. Hall is a real builder, but he sounds more dedicated to medicine than to business administration. Fred, when you return, why not talk to Walter Thompson (who was then the Acting Head of the Department of Business Administration, a division of the Arts college), and get Dr. Hall interested in the idea of the graduate school?" Shortly afterwards, I contacted Walter, who said he was so close to the situation that he felt it would be better

if I took a small group to the campus to see Dr. Hall. Selected for this meeting were two company presidents: Mr. Gordon Silverwood of Silverwood Dairies*, and Mr. Harold Newell of Andrews Wire and Ironworks, Watford, Ontario. Dr. Hall gave us an appointment and, when we entered his office, one could sense immediately that Western had entered a new era of expansion and change. We gave him our idea for a graduate school of business administration, in which he was somewhat interested, but he really came alive when we mentioned that we thought Canadian business might pay most of the cost! One could almost sense the sparks in Dr. Hall's mind, as he called for tea and cookies to be served. He was a man who grasped an idea or situation immediately. We left with a definite feeling that, at long last, Canada would have its first graduate school of business administration.

Dr. Hall went to work at once, and I dropped somewhat on the sidelines, as I was very busy with my own business activities. In a very short time, 'G.E.H.'

**now Silverwood Industries*

organized a conference of Canadian businessmen to discuss and approve the idea of having Canada's first national school of business administration offering degrees in undergraduate business, M.B.A., executive training courses, doing research, and possibly eventually having a PhD Program. They went for it 100 percent, because by that time he had such 'heavies' as Hugh MacKenzie, President of Labatt's; N.R. 'Buck' Crump, Chairman of CP Railroad; J.R. White, President of Imperial Oil; A.J. Little, Senior Partner Clarkson Gordon; Robert Reid, President of London Life Insurance Company, as well as many other important executives, who agreed to head up a committee to sell the idea to Canadian business. Very quickly, formal plans got under way and a significant conference was called by this group to meet at Western, and the decision was taken. An important immediate request was that Western start a course at once for senior business executives. This was to be modelled along the lines of Harvard's Advanced Management Program. Lloyd Sipherd, as a former professor, attended this conference on behalf of our (Hobbs



This picture of Fred Jones was taken at the dinner arranged by faculty to mark the occasion of his retirement from the School in 1974.



The front door and entrance hall to Goodholme was of ‘baronial’ proportions and the office the dean occupied was the large library of the former owner of the estate. Writes Dean Jones, “With the office I acquired a mystery, and the rumor still persists that there was a secret compartment behind a panel. But we never found it.”

Glass) company and stated that the enthusiasm ran very high.

Also, from this conference, a committee was set up to raise money to launch the new School. One of the main purposes of the fund was to buy ‘Goodholme’ as a base. This spacious house at the north end of Waterloo Street had been built by one of the executives of Supertest Petroleum, and was of such a gigantic size that little work was required to provide adequate classrooms and offices.

“Lloyd was literally waiting for me at the front door..”

During 1952, my partners and I disposed of our business, and I was casting about for new opportunities. Lloyd Sipherd had already stepped in as Western’s first Dean of a school that either had, or was about to have, undergraduate, MBA, and Management Training Course Programs, plus ample funds for research. Learning that I had an offer from the University of Toronto, Lloyd said “As a graduate of Western in business administration, and one who has been close to faculty and students, why don’t you come to Western; especially as Toronto still does not have a school, but rather a recently founded Institute of Business Administration?” This appealed to me, because I knew of

Western’s plans for progress, whereas Toronto was not nearly as far along.

As a consequence, I commenced teaching at Western in January, 1953, and spent an extremely happy year, during which time I was also involved with an ‘off campus’ Marketing Management Course held in Huntingdon, Quebec. Previous to my arrival on campus, Lloyd Sipherd and Walter Thompson had agreed that, jointly with the Montreal Advertising and Sales Executives Club, the School would sponsor this course.

To my horror, in early January, I learned that introductory work had been done by three other professors, but that from then on I was to be the entire faculty. To me, this seemed like an unworkable arrangement and placed me in a real quandry. I thought of members of the faculty who might join me. Mr. Jack Wettlaufer seemed like a logical candidate, but he was somewhat reluctant as he had not had very much exposure to the business community at that time. However, from the moment he stood in front of the Marketing Management Course class, he ‘stole the show’, and from then on, I could have stayed home.

As an illustration of how tight money was in those days, an anecdote might be interesting: in late July, I was informed that my salary was to be increased by \$250 – a year. While this does not seem much now, I was very pleased at the recognition...but later I learned that this was to be a raise in name only, since it was to come out of an honorarium I had received for extra time and lectures on the Management Training Course. During the long period in which Lloyd Sipherd and I have been the best of friends, this led to the only real disagreement we ever

had. I appreciate now that there was very little that Lloyd could do. Nevertheless, I went for holidays with the pleasant thought that at least I had survived my first semester.

On my return, Lloyd was literally waiting for me at the front door, wanting to see me most urgently. It was to give me the important news that he intended to resign to become a professor (which meant that he would still remain on our faculty), and that he wished to join Dr. Hall in nominating me to become the second dean! This was a complete shock to me, because I realized it would mean almost as heavy a teaching load, plus growing administrative duties. This, of course, was not my aim in leaving the business world. I asked for a period of time to consider this, but agreed to meet with Dr. Hall to learn of some of the things he had in mind. One that came through loud and clear was, if I did not take the job, another appointment would be made which not only might be distasteful to all of the faculty, but also certainly to me. I admit this is an odd way to make up one's mind, but I agreed to give it a try. In 1980, it is interesting to realize how different the process of choosing a dean is: nowadays, it is a 'finely-tuned' committee operation who, over a period of months, give the matter deep consideration. This usually involved students, administration and faculty. Looking back at how we did it then, I think I was most fortunate in being accepted by the faculty, despite the fact that a good percentage felt that this had been pre-arranged. This, of course, was not true, and I stress again that the extra load was accepted reluctantly.

“When I consider the complexity of the dean’s office today, I realize how fortunate I was.”

On July 1, 1954, I took over, and when I consider the complexity of the dean's office today, I realize how fortunate I was; the task was so simple then that one could close the office for two or three weeks, and no one would miss you. This is best illustrated by the fact that I had only a full-time faculty of seven, plus an associate dean, myself, and a number of part-time appointments. Credit should be given to Lloyd and Walter for good selection, for almost without exception, everyone of these people has gone on to become deans, associate deans, or administrative officials. Another illustration of the simplicity of the job is that for three years the dean could carry out the established custom of entertaining the entire graduating class for dinner in his living room.

How things would change.

“I was to feel the enormous power and talents of the president.”

My first two weeks were extremely pleasant. One of the 'perks' was the extremely baronial office I inherited. This had been the former library of the owner, and I had not been used to such luxury. With the office, I acquired a mystery, and the rumor still persists that there was a secret compartment behind a panel where on several occasions he had

exhibited to local friends quantities of antique jewellery. Many of us looked for the hiding place, but never found it.

Another 'weighty' issue I tackled while 'finding my feet' was that my predecessor had never been allowed to have a fire in the office fireplace. This was quickly straightened out over a cup of coffee with the superintendent of Grounds and Buildings, but I was limited to two fires per month, to be confined to special occasions. I mention this to show how small the University was, and the School of Business Administration was even tinier.

Shortly, I was to feel the enormous power and administrative talents of the president. One day I received a telephone call asking me to come over that afternoon. When I arrived, I found Dr. Hall was really laying out for me a plan by which the School was to operate. He had two immediate goals for me, the first a very pleasant one, it was to assist him in raising money to bring the School onto campus. Other items were so distasteful that without further ado we had a prompt 'eyeball-to-eyeball' showdown. For people reading this, there is possibly a piece of philosophy here: if you take on a new job, it is most necessary that there should be a clear-cut understanding with your superior as to exactly how you want to work. If a policy difference emerges, you might as well solve it then. Personally, I was glad that Dr. Hall and I had this discussion and hammered out a working arrangement. In the heated debate, I gained the utmost respect for George Edward Hall. He listened patiently when I told him that I could not work with my faculty on that basis. He said he thought I was completely wrong, but if I was to be dean, he would

support me as long as I worked within the broad guidelines of UWO policy. From that day on we had an extremely stimulating and pleasant relationship. I found him ready to help at all times, and we remained good friends until his untimely death, even though we had some vigorous arguments.

During the summer that followed, the associate dean and I discussed the forthcoming Management Training Course, and we planned several improvements which we thought gave it new lustre. Humorously, on graduation day, I was quite dashed to hear one extrovert telling his boss in a loud 'whisper', "There is Jim Taylor who teaches bookkeeping and Fred Jones who gave us a course in salesmanship." Nevertheless, as usual under Walter's excellent direction, the Management Training Course did reach new heights in enrollment and interest.

In the summer, we had a heartwarming illustration of how an important segment of the business community was supporting us: a group led by Mr. Bill Hamilton (later to become Postmaster General of Canada) came to us to discuss the future of the Marketing Course sponsored by the Montreal Sales and Advertising Club. They were quite amenable to us moving the course to Western and said they would again co-sponsor with us. On the agenda, however, was an item to ask if any of the professors had ever been paid. We told them it had not been possible. They immediately wrote a cheque, and I think the UWO Business School should acknowledge with gratitude one more piece of help given to us.

Today, the course is well established, but the first two or three years gave us many anxious moments.

“After the president suggested we return the Business School to the campus, I conferred with Mr. Ivey.”

As a result of the 1948 conference of top executives, a strong Advisory Committee had been created. These men for the most part were extremely interested, gave many helpful suggestions, and at times even helped us with special problems that had to do with University policy. When I became dean, Mr. R.G. Ivey was the Chairman of the Committee. On the one hand, Mr. Ivey has been described as a very successful corporate lawyer, but on the other he was a born entrepreneur at heart and around the world he had built successful plants manufacturing corrugated products. Dr. Hall had thoroughly sold him on the idea of a UWO school of business administration.

Additionally, Lloyd Sipherd and myself had on many occasions conferred with Mr. Ivey on problems of business. As a result, I found it easy and pleasant to work with the chairman.

After the president had suggested that we return the Business School to campus, I conferred with Mr. Ivey, and a Toronto meeting of the Advisory Committee was called to discuss this item. The Advisory Board unanimously endorsed the suggestion, but of course there was not enough money available with which to erect suitable quarters. It was left to the chairman, the president, and myself to come up with a plan. The meeting was long, but on conclusion, Mr. Ivey suggested that we take about a three-mile walk to the Toronto Union Station. Arriving there, we

both bought newspapers, took separate seats on the train, but later got together to discuss our assignment. When the time came, I moved to his seat and he asked: “How much do you *really* need, in addition to what you have?” Dr. Hall and I had already discussed this question, because we wanted to make sure that the sum raised would be adequate in case the faculty wanted facilities to which we had not given consideration. I named the figure arrived at by the president and myself. I was somewhat amazed to realize that the chairman had been doing some mental arithmetic and stated the exact reduced amount with which we might do the job. To this I tentatively agreed. At that point, he took an envelope out of his pocket, and with a short stub of a pencil did some figuring. Following that, he said “I think I can manage that, which I took to mean that he would call some companies well known to him and undertake to raise the sum. But the next statement left me in a state of very pleasant shock: “Can you give me a few weeks to get the money to you, as I will have to rearrange some securities?” The rest of the journey found me in a daze, and to this day I am not sure whether I adequately thanked him then. But to his memory, I do so now.

I should say that this was the second of his several gifts, and it enabled the Business School to have very adequate premises. Specifically I refer to a conference that he and Dr. Hall had when the faculty advised that we needed better library facilities in the new building. Immediately, he made a large sum available. My successors, no doubt, will know of other gifts, but the move to the campus certainly got the School off to a good start.

The next step was to impart the news to the faculty, because already the people concerned were suggesting that we get on with the job of planning. We were most anxious that the building should be adapted to the ‘case method’ of teaching, and thus would require other amenities special to schools of business administration as opposed to e.g., a medical laboratory, or a science department.

Accordingly, at a faculty meeting, a one-man committee was set up, and Professor John Nicholson agreed that we would confer with all members of the faculty to get their ideas, and also discuss their advice with the Superintendent of Grounds and Buildings, Mr. John Shortreed. Rather amusing to me were the hundreds of faculty hours spent on designing classrooms that were to be in the shape of a horseshoe. At least 12 different plans were submitted and a shape finally chosen. At that time, we had the idea that each student should sit on a swivel seat for purposes of arguing case points with people around him. This idea would give us many headaches too numerous to detail here, but, by and large, the classrooms turned out to be such a success that very soon other parts of the University were asking to use them for meetings and special sessions.

While planning seems to be a dull activity, in academic life it is not: each teacher had certain requests, and it was quite a job for the faculty as a whole to agree. Something else that plagued us was that evidently we wanted to break what were established rules, and have private offices for each member of the faculty, from assistant professor upwards, with a private telephone. Our reasoning

was that, as a microscope or a language laboratory might be to one faculty, so these things were to our operation. Generally, the University administration were very co-operative, and even though we lost some points, the final plans were locked up by having each faculty member initial them.

The constructions costs were in line, and the pace at which the building was finished was swift, to the point that we were able to occupy the premises in the summer of 1957.

“The Placement Program has been a real factor in the alliance with business.”

It is not for me to take any credit for the inception of this idea, since it goes back into the late 1940s when the School was simply a ‘Department of Business Administration’.

A good beginning on the idea was made when the faculty set aside an afternoon, and about a dozen Business School graduates and others came up to chair what we called ‘Trading Posts’. These revolved around the idea of having the major areas covered by business so that if a student was interested in entering, for example, the financial world, he could ask questions of these men. In cases where students were wavering, for example, between marketing and production, they could be enlightened in both areas. When I came to the School, I found that Neil Armstrong, Director of Administration, among his other duties, had been given three small cubicles on the second floor

for student/company interviews. By 1954, there were at least 50 employers coming to our building, and they had a cramped, but quiet, spot in which to interview candidates. In the new building, this program was expanded, and it is my feeling, backed up by talking to businessmen, that this Placement Program has been a real factor in Western's continued alliance with the business community.

“Once again, Canadian business supported the School generously.”

When the new building was launched, this meant we had to use our entire Research Fund, plus a gift from Mr. R.G. Ivey. Mr. J.R. White, at that time the President of the Imperial Oil Co., and a friend of the School, agreed to take over the chairmanship of the Advisory Committee and head the fund-raising campaign. This was to be my first experience with how such an effort is undertaken. Working with Mr. White meant several visits to his offices to prepare brochures, compile mailing lists, and to send out letters. While Walter Thompson and I made some personal visits to corporations, I do not think we will ever know how many calls were made by Mr. White to company presidents. Once again, Canadian business supported the School very generously. I was amazed to see that we got very few refusals.

For example, in Montreal we had a great benefactor who had given generously to the first campaign. When Jack White wrote to him the second time, he

stated he was fully committed and had to turn our request down, but about three days later we were thrilled to receive a personal letter from this man, stating that while his foundation had no more funds at that time, he himself was attaching a cheque...and a very generous one it was.

At this time I would like to record our gratitude to J.R. White and his hard-working secretary, to whom I give full credit for amassing for us a Research Fund to enable us to do more cases. This in turn would lead to publishing, launching summer research projects, and sponsoring of at least one member of the faculty, per year, to go to another institution for doctoral research, leading to an advanced degree.

“There were some things forever under discussion.”

No doubt, my predecessors went through the same experience, but I could not help noticing during my term of office that there were some things forever under discussion. Sometimes the problems were solved, but others never came to an end. I took over in the midst of a long argument as to what was a normal course load, plus reasonable office hours for student discussion. Looking back over old correspondence, I am amazed to see that some of our most militant professors thought three full courses was a quite satisfactory load, plus a reasonable number of office hours.

Then there was the question of how much a professor should be allowed to indulge in off-campus consulting. To many, a limitation was an infringement

on their academic freedom, but finally the University administration laid down an overall policy as a rough guide.

Another endless discussion involved the kind of grading system the School would embrace. At that time, the University was on an entirely numerical system, but others were used; Harvard, for example, grade from 'distinction' to 'unsatisfactory'. We tried to go from 'A+' to 'F'. A radically different approach was simply 'satisfactory' or 'fail'. Finally, Bert Wood (at that time a junior member of the faculty, who had just completed his M.B.A.) rescued us and agreed to study the matter. He took us to the U.S. System of 4, 3, 2, 1, 0. Even so, there were people who clung to the concept of '3+' and '3-'.

I will not belabor here the endless pressures for specialized courses for trade associations, night classes leading to the degrees of B.A. and M.B.A. or additional seminars for groups of the community. But the above will give future students some idea of the long and often stormy faculty meetings that took place.

Especially when we were at Goodholme, there was a real spirit based on the fact that almost all students knew each other. There was, of course, always a feeling that there was a definite undergraduate group, quite separate from MBA students. Even with the School being small, they had their annual formal parties, and something that still makes me shudder – their graduation banquets which rapidly became 'stags'. They started out mildly enough with buns being thrown about the room, but when sugar cubes were used, the parties had to be relocated to points distant from the City. I always remember one such occasion on



“Dr. G. Edward Hall, President of The University of Western Ontario (1947-1967). “He was a man who grasped an idea or situation immediately... we left our meeting with him with a definite feeling that, at long last, Canada would have its first school of business administration.”



Richard G. Ivey, Q.C. LL.D., London lawyer, businessman, and philanthropist at the opening ceremonies of the Richard Ivey School of Business Administration Building in 1957.

the old Hamilton Road where the next morning I apologized to a rather irate lady manager. After a 10-minute 'dressing-down', I do not think I ever felt so humble.

Nevertheless, we seemed to have speakers who could rise above the shambles and get across fine messages.

During orientation, students always played quite a role. Early in the game they realized that bewildered fledglings came from all over the world, so students and faculty put on one-day sessions that were helpful to newcomers. As dean, I was called upon to present some of the objectives of the School. Once, at HMCS Prevost, on such an occasion, a trestle table collapsed with a crash. My talk ended very abruptly.

Student activities in those days resulted in fun as well as in tension. When the School was still in its early days, it was agreed that the students of the Faculty of Medicine would once a year publish

the *Gazette*, and so would the business students. At first, everything was peaceful, but finally – I believe it was by the medical students – the publication was hijacked on the premises of *The London Free Press*, who printed these editions. The publishing authorities were good-natured about this feat, but pointed out it was not to happen again. The following year, the other group (the business students not wishing to be outdone!) got their hands on a heavy army tank in which to pick up the *Gazette* and take it to the University. This meant crossing the bridge. In the midst of a Council of Deans meeting, this news reached us, and we had to take immediate action to prevent the project, as the tank would have collapsed the bridge.

Then the School of Nursing got into the act: they thought it would be nice to host a dance and invite MBA students (who at that time were practically all single). When the ratio of married students among them increased, irate wives discovered that their husbands, who presumably were attending evening discussions, were actually dancing with nurses. I, as dean, did not have a solution to this, but fortunately the students themselves handled the matter.

“Parents’ Day was a joint venture of student and faculty initiative.”

At this stage, I would like to mention two activities jointly organized by students and faculty: first, Associate Dean Thompson, assisted by Professor Jack Wettlaufer, organized a Parents’ Day for

undergraduates, which was a tremendous success, since parents not only heard the case discussion, but also the objectives of the School, and had lunch at Somerville House. Also, the MBA students asked to have their parents meet the faculty on graduation day. The lovely garden next to the library was perfect for these most happy occasions. Secondly, the Business Wives’ Club was a success from its inception. In this regard, I would like to pay tribute to my deceased wife, Elsie Anne, for her part in getting together a group and starting activities in 1954. Florence Wettlaufer, Eleanor Graham, and others ably assisted. Before my term of office was up, this had grown into a successful and important activity. In addition to social gatherings, they had presentations on investments, life problems, careers, flower arranging, and interior decorating. The wives furthermore expressed interest in having Jack Wettlaufer lead them in a case discussion. In his usual manner, he made this intensely interesting. Before each woman was a lovely rose, and when Jack entered (appropriately clothed in a cap and gown) he was preceded by an aide-de-camp carrying a candelabra. The case was that of *‘Mr. & Mrs. Ron Adams’*, involving how much a company could expect from a husband and how much from his wife. Several very ingenious solutions were presented, but none brought down the house like that of a very young MBA’s wife who advanced a rather Freudian solution. They tell me that for the first time in his life Jack was left speechless.

About 1959, the Association of Canadian Schools of Commerce and Business approved a motion emphasizing the need for a Doctoral Program

for business administration in Canada. Western was one of three universities asked to take the matter under advisement. As a consequence, Dr. D.S.R. Leighton was invited to serve on a one-man committee to look into all aspects of having the School launch this program. His report was submitted in September, 1959 and reviewed by the faculty. As a result, Dr. Leighton gave the matter further consideration, but at the suggestion of the faculty he was joined by Dr. R.K. Ready. In June, 1960, their report was submitted in revised form, and again discussed by the faculty and approved, subject to discussion with the University administration.

“We can take pride in the fact Western was the first to launch, in Canada, a Doctoral Program in business.”

At this point, a difference of opinion occurred; looking back, it now becomes obvious that we were attempting to create a Doctoral Program on the scale of that being operated by Harvard’s Graduate School of Business Administration, whereas this was not at all the thinking of the University administration. Rather, they considered admitting doctoral students and having them work with a senior member of the faculty, similar to the efforts being made in other parts of the University. Trying to resolve this, Dr. Leighton and I visited Dr. Hall, and a spirited discussion was held. As a result, Dr. Leighton submitted to me, as dean, a memo in November of



1960, in which he attempted to reach some rapport with the philosophy of the University, but still drawing our attention to the need for extra faculty, library facilities, scholarships, etc. He commenced by saying that we should take the first two doctoral students in the academic year 1961-1962 and that they should be chosen to fit into a field in which we were particularly strong. At about the same time the Council of Graduate Studies approved our program, and — as requested by our faculty — once successful, the candidates would receive a ‘Doctor of Philosophy’.

It was obvious to me, however, that there were undercurrents in the faculty, causing some dissension concerning the fact that we had not a program similar to that offered by, for example, Harvard or Stanford. Nevertheless, a search started for suitable doctoral candidates, and my recollection tells me that in September of 1961, Alexander Mikalachki was admitted.

It is a pleasure to remember at this time that he was our first successful candidate, who was then hired as faculty and has made a great contribution to the School.

It bothered me, however, that there was still a difference of opinion between the University administration and our faculty; one can gain some idea of how wide the gulf was when one looks back at our planned program, which would cost \$50,000 per year and accelerate to over \$100,000, while the University administration based their ideas on the assumption that it could be done for practically no additional money or faculty time. We on our part may have been too high in our aspirations, but their position was possibly somewhat unrealistic. In hindsight, I would have done some things differently, but nevertheless we can take some pride in the fact that we were the first to launch in Canada, a successful and continuing Doctoral Program in business

The Richard Ivey School of Business Administration Building on Western’s campus.

administration. With the tremendous assistance of my successor, Jack Wettlaufer, the finances were found and the extra faculty were recruited. Sometimes, in any organization — and universities are no exception — one can ‘talk a good idea to death’, so while our action may have been too fast, to me it was most important that we were under way.

“As our faculty grew, we also were able to recruit some of our own MBA students.”

By 1955, it was obvious to me that there was increasing enrollment ahead, whereas our faculty had been shrunk by the illness of one member, in addition to which the ‘one and only’ Dr. E. J. Fox was forced to resign and leave Canada due to his wife’s illness. Ed Fox was one of the great strengths behind the early years of the School. I never saw a man who so completely believed in the work he was doing, and when he stepped onto a platform to discuss a case, his enthusiasm made others ‘catch fire’.

Furthermore, some of the junior members of the faculty were delighted to hear of the support which the Advisory Board and Board of Governors were giving to enable them to take doctoral degrees, which in most cases meant a two-year leave of absence.

Knowing the kindness of Harvard’s Business School to us in the past, I planned trips there, and was delighted when two young Canadians, D.S.R. Leighton and D.H. Thain, agreed to accept an appointment with us. These visits

also gave me the opportunity to get to know, for the first time, two of our faculty members who were on leave and who were undecided about returning to UWO, both of them being U.S. Citizens. At this point I might mention that the Canadian border was a great obstacle to attracting a good American-born teacher and his family; where the man was willing to take the chance, often the wife was fearful of the ‘wild and wooly’ environment she had heard about. In subsequent recruiting, while we did not turn our back on the U.S.A., we found that in most cases, in those days, it was a useless attempt. That was not particularly important to us, as there was a good pool of available Canadians taking advanced degrees at Harvard. Yet it was somewhat disappointing to lose out on Dr. John McArthur who decided to make a career south of the border — particularly, as by 1980, he had done so well as to be appointed Dean of the Harvard Business School, plus holding several other prestigious appointments.

An amusing sidelight of Harvard recruiting was something about which I still take some teasing from certain ‘victims’. When talking to a candidate about coming to Canada, the deal was usually cemented at a famous restaurant in downtown Boston. I found this particularly appealing to husbands and wives, as they were often on an extremely ‘hamburger’ budget. So, in an intangible way, UWO might be said to owe a debt to the cuisine at the world famous restaurant, Locke Ober.

As our faculty grew, we also were able to recruit some of our own MBA students who would come in on a one or two-year appointment, doing teaching and case

writing. C.B. Johnston, who became dean in 1975; John Graham, the Assistant Dean; Andrew Grindlay, a senior professor; and Bert Wood, a senior professor, are good examples. Three of them came from one class, and the fourth from the following year.

By the time we occupied the new School, or shortly thereafter, we were not only able to meet increased enrollment, but also to provide several sections of Introductory Business, a course open to practically all parts of the University.

Moreover, this gave us a ‘breather’ whereby we could plan some student activities and affairs for the business community. As examples, in the autumn of 1953, and again in 1954, we had a ‘Business Outlook’ seminar. This took the form of an afternoon session and was principally attended by London executives, although it was encouraging to see a number from Toronto, Hamilton and other points in Western Ontario. The formula was to have one from the top ranks of Canadian business, and another from a U.S. academic institution. It might be interesting to note that at the second seminar, we had Professor Paul McCracken, who was then a professor of Business Conditions, based in Ann Arbor, Michigan, and a member of the faculty of the University of Michigan. I mention this because later he held several very important posts in Washington, D.C., and worked very closely with two former U.S. Presidents.

On the part of the faculty, there was a feeling that this was not a very large effort, and as a consequence, the idea was born to hold a spring seminar. I believe the first one took place in May, 1956. On one of my visits to Harvard, I asked Professor R.K.

Ready if he would take charge of the first one, because while in Cambridge he could get the benefit of Harvard experience on this type of offering. The first seminar was an instant success, and it is a pleasure to see that, as of 1989, the seminar is still held. From the beginning, our own alumni carried a great deal of the planning and teamed up well with at least two or three members of our own faculty. To me, this was a worthwhile effort, since there is a constant danger in schools of business administration of not meeting with the business community often enough.

Over the years, we have had some very dynamic leaders at these seminars, and a good percentage of the participants have been alumni who now occupy top positions in the world of business and government.

“The period had been pleasant and stimulating even though, at times somewhat frightening.”

About 1962, there were a number of thoughts going through my mind which added up to the fact that I should resign as dean and turn to other things. The period had been pleasant and stimulating, even though at times somewhat frightening, but I felt it was time to transplant myself. Accordingly, I acquainted Dr. Hall with my views and told him that my recommendation for a successor would be Jack Wettlaufer. Jack took office on July 1, 1963, where he proved brilliant as dean, and I salute him for his great achievements.

FREDERICK JONES

Frederick W.P. Jones, who was Dean of Western's Business School from 1954 to 1965, was conferred with an honorary Doctor of Laws degree at Western's 224th Convocation in 1977. The following is the citation:



No one can claim to be a truer son of Western University than Fred Jones. Not only did he graduate from this institution in Honors Business Administration, but also during his academic career he served three tours of duty; first as a Research Assistant and Instructor through the ranks to becoming a Professor and emerging in 1954 as Dean of the Business School.

Fred has always shown leadership with a certain panache...in his student days, during the dark days of the depression, he drove one of the very, very few cars on campus and that one boasted a rumble seat! He needed it for even in those days he was going places. As a student he was a member of the Student Council, President of the Debating Society, Business Manager of The Gazette, and co-author of a report leading to the establishment of The Business Quarterly magazine. He was chosen for the Honor Society, but the appointment that best heralded his consuming interest was Minister of Finance on a University Student Commission. He longed for the financial world but there wasn't a demand for finance whiz-kids in the 'dirty thirties' of his graduation. The awesome fact was there wasn't a demand for any kind of graduate and Fred went into marketing – which translates into selling corn flakes for Kellogg Company. History records that even when there wasn't much on the tables of southwestern Ontario in those desperate days corn flakes sales were on the rise. Thus was launched his business career which led to operating his own business in Nova Scotia to returning to London where he served his company in the glass industry in several capacities, ending as President of his company.

It was then that he returned to academic life. By his own admission he claims not to be an academic but confesses to a

great love of teaching. His teaching style is to tell students how it is done in the business world with a dash of how it ought to be done. Evidence of his skill is found in the fact that his Investment Management course was the most popular ever taught for he knew whereof he talked.

Ever since graduation Fred had an active interest which he shared with others – that of seeing a Business School formed on Western's campus. Finally in 1947 as a self-appointed Chairman, along with two other business graduates, he approached the President with the idea which was quickly acted upon. His fulfilled dream now houses the leading Business School in Canada.

In that same year he helped with the first large fund-raising drive from which emerged Thames Hall. It is surely a mark of his devotion to the University that he has served on every fund-raising drive during the past 30 years.

Fred participated in the organization and faculty of the first Management Training and Marketing Courses. He helped organize a Grants-In-Aid Program at the School and was one of the driving forces in the conception of Canada's first Doctoral Program in Business Administration.

Early in his career he foresaw the necessary interface of business and government. During the war he was director of a division of Wartime Prices and Trade Board. He has served as Chairman of an Ontario Commission Researching the Marketing of Agricultural Products; supervised an OEC study on the future of the Thunder Bay area; organized and was Chairman of the Province of Ontario subsidized ARF and acted on the Central Board.

Fred Jones' name is to be found as a director of an illustrious number of companies in the fields of finance, manufacturing and service.

Mr. Chancellor; in the name of the Senate, I ask you to confer the Degree of Doctor of Laws, honoris causa, on Frederick William Price Jones, an outstanding business and academic leader who has maintained his ties and devotion to this University in a way which is unique. He is himself a unique man whose reputation as a fly-fisherman is only matched by his ability as a gardener to get the maximum capital gain from a package of lettuce seeds!

RICHARD GREEN IVEY, Q.C., LL.D.

Richard G. Ivey, a London lawyer, businessman and philanthropist, died in 1974. It is his name that is on the Business School for in 1948 he became the first Chairman of the Advisory Committee for the School and he led the fund drive which made possible the building of the School. His interests extended well beyond the bricks and mortar however and he also financed the first Canadian MBA Program, the first Management Training Course as well as the first PhD Program in Business. He also donated to the School's Research Fund as well as to the continuing Plan for Excellence which placed Western's Business School in a leadership position in Canada during his lifetime.

Both his son, Richard M. Ivey (who later became Chancellor of Western), and his grandchildren, Richard W. and Rosamond (Ivey) Thom are graduates of the School.

Mr. Ivey remained Chairman of the Advisory Committee until he was elected Chancellor of the University in 1955, a position he held until 1961.

In 1954, the University granted him an honorary Doctor of Laws degree in recognition of his contribution. The following is the citation written and delivered by Dr. G. Edward Hall, President of the University at that time, at the Convocation ceremonies.



On a summer's Saturday afternoon one will see a tractor pulling multiple mowers cutting grass on a beautiful rolling property north of London. The operator will be Richard Ivey, a director of Canadian International Paper Company and The Bank of Montreal. And on weekday evenings from spring to fall you will find him in his greenhouses or gardens, if you can find him at

all. As President of Northern Life Assurance Company of Canada, as a director of Bathurst Power and Paper Company, The Royal Trust Company, Container Corporation of America, John Labatt Limited, Canadian General Insurance Company, and as the Senior Partner in the law firm established by his father, it is no wonder that many winter evenings are spent as a dispatcher operating his miniature passenger and freight trains through model tunnels, past realistic stations and over diminutive bridges. But this is not the reason why he became President of the London Street Railway.

Mr. Ivey is a stirring example of the successful businessman who has learned how to relax and how to live and how to enjoy those things in life which are fundamental and real. And it was he, this internationally known, busy Londoner, who still had time to give to the University.

When the School of Business Administration was established five years ago, an Advisory Committee to the School was created with Members from the Board of Governors, this University staff and from among Canadian business leaders. Mr. Ivey has been Chairman of that Committee since its inception. We all realize that the success of any committee is indubitably associated with the calibre of the chairman. The success of the School of Business Administration is a reflection of the success of the Committee under the chairmanship of this distinguished barrister and businessman whom we honor today.

Mr. Chancellor, it is a pleasure indeed to request you, on behalf of the Senate of the University, to admit to the degree of Doctor of Laws, honoris causa, Richard Green Ivey, who in indicating his willingness to accept this honor stated, "Anything I may have contributed to the School of Business Administration of The University of Western Ontario was gladly given and with a desire of participating in a most important and worthwhile educational project."





The alligator years

For 40 years, Jack Wettlaufer played a leading role in shaping and developing the Western Business School. In fact, for thousands of people, Jack Wettlaufer and the Western Business School are synonymous. Both emerged as leaders, and outstanding contributors to management development for Canadian business. In 1988, Jack recalled his ‘alligator years’ as Dean from 1968 to 1978.

Just as one likes to be able to say that one’s world is unfolding as it should, I would like to be able to write that the current admirable state of the School of Business Administration at The University of Western Ontario was already clear to me that afternoon, now more than 30 years ago, when Dr. G. Edward Hall, then President of the University, called me into his office and told me I was going to be made dean of the School of Business Administration. Unfortunately, I can’t write that, because at the time the only emotion I experienced was abject terror. And it was terror that saved me. When you’re up to your neck in alligators, the last thing you’re calm enough to think about is crawling out of the swamp.

The tiny institution I took over that afternoon in 1963, however, has

nevertheless become the pre-eminent business school in Canada, and one of the leading business education centres of the world – an institution, as President Sherwood Fox described it, offering “a type of academic training for business which would in name and principle be unique in Canada.” I can rightfully take, perhaps, a fraction of the credit. More than most other schools, the development of the School at Western has been a team effort. Needless to say, the School has grown and evolved as business and capitalism have matured. Thanks, however, to my invaluable colleagues who worked together to consolidate our gains in the 1960s and early 1970s and beyond. I can honestly say that Western has been much more than a spectator to the process of its own growth. We have

all been lively participants.

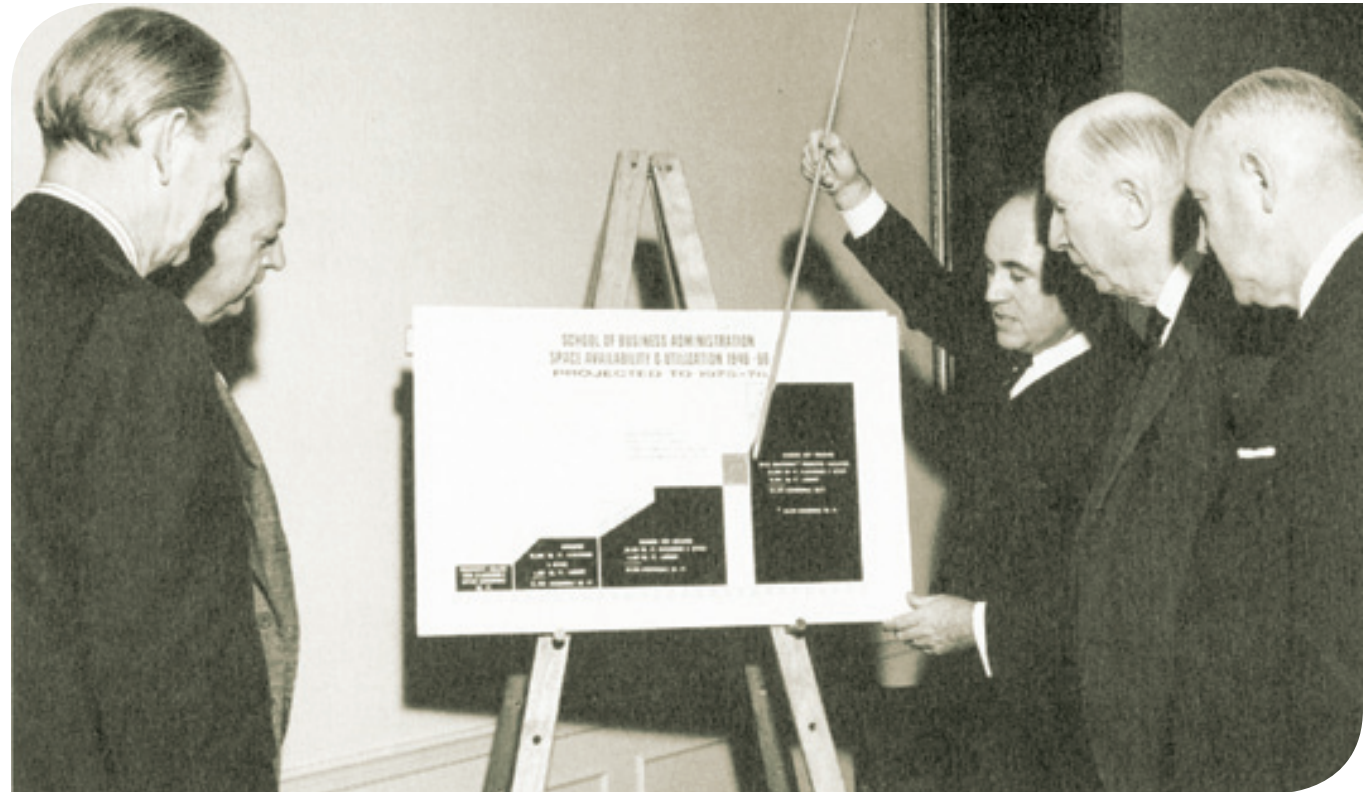
But I knew none of that when I arrived at the Faculty of Business in 1948 via Waterloo College. My route to Western, like many of the School’s business alumni, followed service in Europe during the Second World War. The influence of the war is, I suspect, responsible for much of the energy that has characterized North American business in the past 40 years. Having emerged from an undergraduate Business Administration Course held jointly by Western and Waterloo in 1950, I found myself the following year in the second Master of Business Administration class in Western’s history. I planned to teach in industry, and had already begun negotiations with the General Motors Institute in Flint, Michigan, when Walter Thompson, then

assistant dean, asked me if I wanted to join the new Business faculty.

The course was Business 30. This meant I would teach 35 women in the Secretarial Science Department. Classes took place in one of two classrooms in the basement of University College. My salary was \$3,800, which was more than the \$2,400 a year Professor Lloyd Sipherd earned in the early 1930s, but much less than I would need to establish my fortune. The department was small but busy. In 1952, I was also appointed acting alumni director of the University. It was the first of many personnel shortages I was to experience in the next 30 years.

The very smallness and seeming insignificance of the School in those early days is testimony, I think, to the difficulties that surround the planning of any educational institution – particularly if it is to be one of any significance in the future. Oh yes, we were converts down in the basement of University College: our difficulty lay not in believing in the future of the Business School, but in convincing others.

The notion of an independent business school had come from the



business sector – a source of intelligence and feedback to which the School has remained closely tied ever since. These links we maintain to the ‘real’ world are one reason my eloquent colleague, Walter Thompson, deemed us ‘the businessman’s business school.’ Dr. Hall had convened a meeting of Canadian business leaders, in 1948, to ask what the Business School could do for the business community: the MBA Program and our Management Training Courses were the direct result. The School has turned to the business community as one source of suggestions and ideas ever since.

While the School was beginning to

train its own faculty, we still relied heavily on Harvard for academic staff, a practice that continued well into my tenure as dean. Before we could grow our own faculty, I was to travel North America to inspect other programs and to recruit the expertise we needed to become a world-class business school. I traveled to fascinating if unexpected places, as befitted the catch-as-catch can atmosphere of those early days. One afternoon I was rummaging through alumni lists when Dr. Hall, then president of the University, called to ask if I’d like to go to California. Dr. Hall had a habit of kidding me, and I was certain he was joking. “Sure,” I said.

Discussing the long range plans for the School were (left to right) Dr. G. Edward Hall, Col. D.B. Weldon, Jack Wettlaufer, R.G. Ivey and Harold Rae then President of Canadian Oil and Chairman of the School’s Advisory Committee (1961-1967).

“Anytime. When do I leave?”

“Ten o’clock tomorrow morning,” he said. That was the beginning of Western’s long-standing relationship with the Stanford Research Institute, which was developing a far-reaching economic study that would later lead to a national crisis in Parliament and the first invocation of closure to end the infamous pipeline debate. I noticed then, for the first but not last time, how hard Americans worked – a habit among our Harvard colleagues that impresses me to this day. If we have done well at Western, and produced a breed of manager and management of renown, it is in large part due to the dedication to professionalism and hard work that has been a staple of our curriculum since day one. One need only ask our alumni for proof of this fact. They still have their Honors Business Administration (HBA) and Master of Business Administration (MBA) scars, and they’re proud of them.

Those who attended our first and subsequent Management Training Courses were hard-working too – to say nothing of hard-playing! I’m surprised I survived those ‘workfests’. The second course – an intensive workshop in marketing management – was the brainchild of the Montreal Advertising and Sales Club, which had approached McGill University unsuccessfully before approaching Western. Fred Jones, who was then a professor at the School, and I traveled by train to Huntingdon, Quebec to give a series of weekend seminars with roughly 40 marketing executives. Once the course was successfully completed, we informed the Montreal Advertising and Sales Club that we would run the course on the conditions it be operated in London and was

open to applicants from across the country. That was the birth of the Marketing Management Course – the first of its kind in North America. To this day, it and all the School’s short-term Management Courses, are dynamic lessons in what happens when people gather in an environment where teaching and learning are indistinguishable. Every five years those who have taken the Management Training Course have reunions which are educational in a different way.

THE EARLY '40s AND '50s

What I remember as noteworthy about the late 1940s and early 1950s, among much else, is the kind of graduates we were attracting. Half of each class comprised veterans from the war, while the other half consisted of youngsters fresh out of high school or Undergraduate Programs. The difference in age was substantial. In those veterans, however, lay much of the energy that has characterized international capitalism since the Second World War – a period of unprecedented growth and expansion. Forced to theorize about it today, I would say most of those veterans felt they had leased part of their life to the defence of a political and economic system they were now eager to be a part of and prove workable. The irony of these developments for me, myself a veteran, was that my father always wanted me to become a businessman. “You could be a lot wealthier,” he often insisted. Wealthier, yes, but more involved, at a more seminal level, in the business of business? More involved in North American corporate culture, which I am certain will eventually emerge as the most vigorously successful

accomplishment and activity of the twentieth century? I doubt it.

Then as now, we on faculty worked hard. Shortly after I was made an Assistant Professor, I began teaching several sections of a course entitled Business 20 (classes were comprised of 125 students a section), plus my regular teaching load. My specialties became Personnel, Industrial Relations and Administrative Practices, Walter Thompson having introduced the latter at Western for the first time anywhere in Canada. The results of all this teaching (and learning, I might add – the courses I taught were as instructive to me as to my students!) were tangible if nowhere near as bountiful as they are today. In 1963 we graduated 63 MBAs and 66 BAs.

“a title makes an enormous difference...in the form of more work.”

I had been serving as associate dean and later as acting dean when Fred Jones became ill. On the fateful day Dr. Hall called me into his office and instructed me to fill Fred’s enormous shoes, I was treated to a shocking realization: a title makes an enormous difference, mainly in the form of more work. I thought I understood the administration of a school of business that stood free from the rest of the University, but a week on the job, in 1963, convinced me I had merely been paddling to keep the ship afloat. Suddenly, in addition to my other responsibilities, I was in charge of admissions, hiring, faculty appointments, and

the general management of relationships and programs that make up any school in any university. That year I began regularly to thank God for the presence of Florence, my wife, and Jean Strangways, my secretary for 18 years.

In hindsight I realize that the School I inherited was about to embark on a period of growth that was to transform it from a sturdy young business school into a mature institution. There was a lot of work to be done. For instance, there was no Faculty Appointments Committee – Dr. Hall had been handling that. I was a little concerned about my own appointment, if truth be told, because I had ascended to the exalted ranks of full professorship from associate only a week before Dr. Hall appointed me associate dean. What, I inquired of him, was the senior faculty going to think?

My management style was very different from Dr. Hall’s. Dr. Hall ran The University of Western Ontario in all its parts as a strict, but fair, patrician. He never let much slip from his sight. Despite the dissent that raged at Western during the 1960s – and, I might add, at every North American university worth its salt – and despite later criticism of the president’s autocratic ways that perhaps inevitably fell upon his shoulders in turbulent times, he was an extraordinary administrator. His genius lay in knowing that a relatively young university such as Western could not be good at everything instantly.

He knew the young Western had to choose an intellectual specialty, conquer it, and become outstanding in that subject before broadening its hopes and horizons. When he created a business

school separate and independent of Western's other faculties, he did so in the conviction that the School of Business Administration should rise to become the best business school in Canada. It would thereby enhance the reputation of the rest of the University. Needless to say, Dr. Hall was a man whose vision and standards were extremely exacting – which is why, for instance, I, 'Jacques' Wettlaufer, found myself, in my second year as Dean, in Quebec at Trois Pistoles Summer School learning French. We were, I believe, the first business school in the country to try to make bilingualism and biculturalism a fact of business life. Francophone students from Quebec have made an important contribution to the School.

“somehow, the future came together.”

I was faced with more prosaic problems, however. Three in particular would shape the years ahead: money and lack of it, the need to do more research that would firmly establish our Doctoral Program, and the need to develop Canadian 'cases', or company-related business problems, for use in our classrooms. At least, I like to think now that I had it all organized that way in my head back then. In fact, I just put out one fire after another. Somehow, with the tireless help of my colleagues, the faculty of the School, our students, and about three miracles a week, the future came together.

My first problem was with the Ford Foundation. We needed some \$315,000 to help fund our Doctoral Program,



which at that point was in disarray and in need of leadership. But that year the Ford Foundation reversed their policy of funding business-related interests. So, Dr. Hall and I journeyed to New York and convinced the Foundation to extend their help to us – in other words, to reverse their reverse. I felt like Oliver Twist begging for more. To my amazement, we were successful in our quest. It certainly felt great to win one right off the bat.

But money was only one of our needs. My colleagues and I made lists of area we

felt needed work in the School. There were two consistent complaints: faculty and curriculum development, and the virtual absence of both. The faculty lacked confidence. We knew we were a good school, but we enjoyed no international reputation and no international recognition. Recognition does majestic things to the soul of a professor. By 1964 we had made progress in this regard, however, thanks to David Leighton, a graduate of the Harvard Business School who had joined our faculty. With David's help we organized

“Those who attended our first and subsequent Management Training Courses were hard-working – to say nothing of hard-playing! I'm surprised I survived those “workfests’.”

the National Conference on International Business, whose keynote speaker was Mitchell Sharp, the Canadian politician. Coupled with our rejuvenated Ford Foundation program, the resulting international faculty exchanges were great confidence builders for all our faculty. Many of us, after all, had been home-grown at Western. Visiting professors from Columbia, Michigan State, Harvard, New York University, UCLA, and Cornell, visited, lectured and held conferences during their visits to Western. Our faculty pumped them for solutions to universal faculty problems. Quite apart from the new ideas these visitors injected into our midst, they also served to prove to both our students and our faculty what I had suspected all along: our people were just as good as any at other institutions. By 1966, the visits had blossomed into an International Management Course, the first of its kind in the world and the third such program at Western. And it was still only 1965!

All this was going on at once, and made for overworked professors. The mulish workload on our faculty had been recognized as a problem at least since 1963, when the Long Range Planning Committee – headed by Professors Andrew A. Grindlay, R.K. Ready and Donald H. Thain – pointed out that too few teachers were taking on too many tasks.

“We’ve got a school that is going to be world famous ...”

Roughly thereabouts, I was chosen one of Western’s delegates to the international meeting of Commonwealth

universities at The University of London. The other London, that is. My dean’s shoes were still so new they squeaked. Still, there I was, in attendance at garden parties and dinners hosted by Her Majesty Queen Elizabeth and the Lord Mayor of London. I found myself in the august but reassuring company of Dr. Hall, Col. D.B. Weldon, Chairman of Western’s Board of Governors, and Dr. Mark Inman, who at the time was Vice-President, Academic Planning at Western. At one point during lunch the late Dr. John Deutsch, Principal of Queen’s University and I were invited to lunch with Sir Arnold Plant and Sir Sidney Hawke, who ran the famous London School of Economics. We were halfway through the cold entrée when Sir Arnold turned to me and said, “Oh, yes, and who on your faculty is world famous?”

Instantly, the Stratford, Ontario boy in me popped out. “Actually, we don’t have anyone who is world famous,” I replied. “We’ve got a school that is *going to be* world famous.”

Sir Sidney had a laugh at that – as well the Director of the London School of Economics might. Traditional business schools were, and still are, run on a ‘star’ system: a professor shines as an individual, and so reflects light indirectly upon the school where he teaches. Not so at the School of Business Administration at The University of Western Ontario, as I hastened – most respectfully, of course, to point out to his Lordship. At Western, the School and the team that comprises it – faculty and students alike – are the one and only important body. Individuals work to make the School outstanding before they administer to their own careers. This isn’t to say we have no

internationally recognized scholars of business here at Western, because we do. I am convinced, however, that Western’s is the only way a business school can operate – particularly when it is a school such as ours, which has always prided itself on providing what business needs. If there is a Western brand of management in the international business community today, it is a style characterized by dependable teamwork. I do not claim it does not have its downside risks. Our philosophy can make professors less marketable to other neighborhoods of the academic community than they might be if their individual stars were encouraged to shine ever more brightly than the others around them, or at least according to the wattage of their reputations. It is for that very reason that our professors take a substantial risk when they join Western, and it is why we are very, very careful when we select them. But I remain convinced, having spent a lifetime studying organizational behavior, that Western’s approach to academic life is the only viable one if teaching is to be one’s first concern. I am convinced as well that Western’s brand of management is the way of the future, when international economic and financial co-operation will be ever more important. And if what I saw on a trip to Japan in 1980 is any indication, the best Japanese managers agree with me. I think of an administrator, be it in a classroom or on the shop floor, as being a servant as well as a leader. I believe business must serve people, and to lead them by the example of that service. There are many people who are uncomfortable with the notion. Dr. Hall was one of them. But times change, and

I think the times want and will continue to want the species of manager Western’s School of Business takes pride in producing.

It was during this time, in the mid-1960s, that I also met Sir Philip Sherlock, Vice-Chancellor of the University of the West Indies. He asked me to lecture to his colleagues in Jamaica, Barbados and Trinidad about business education. I did, and the result was our joint program with the University of the West Indies. Within two years, thanks largely to the efforts of Walter Thompson, we had earned a formal contract to provide advice and counsel to the University of the West Indies via the federally-funded Canadian International Development Agency (CIDA). We helped Dr. Marshall Hall of Jamaica and Dr. Eric St. Cyr of Trinidad develop business programs and indigenous case materials. Time and time again, Western employed suggestions from the larger business community to improve its syllabus. This willingness, this open-mindedness, is responsible for a good deal of our success.

Studied rationally, there is absolutely no reason why the top business school in Canada should be found in London, Ontario. But in London we are, for reasons that in hindsight are clear. McGill and the University of Toronto defaulted on the opportunity to develop top business schools: in most universities until quite recently, business was a vulgar, almost profane word, much the way journalism has been more recently and medicine was decades ago. But Western couldn’t afford to be snobbish intellectually. London, Ontario also possessed a surprisingly high concentration of business talent,

which was very supportive. The ethic of capitalism flourished in London, while the principle of service to the outside community flourished here at the University.

Needless to say, we've had our share of successes. The list of senior Canadian executives who graduated from Western is far too long to reproduce here, even though many are household names.

But our success preyed upon us too. By 1966, a Long Range Planning Committee had produced a hard-hitting report that insisted the School grow bigger. We immediately planned a new addition to our building, with what I am proud to say was great foresight, thanks in large part to the efforts of faculty such as John Nicholson, Mike Leenders and Neil Armstrong. Traditionally, schools are designed to work conceptually like a triangle, with a dean at the top and a lot of undergraduates along the base. You make money off the undergraduates, spend it on the MBAs and derive your prestige from doctoral students. In a traditional university setting, the best professors tend to teach the doctoral students, and pay less attention to those down the intellectual ladder.

We weren't having any of that. Our tradition, having grown out of Harvard's model and our close association with the business community, had made us a graduate school of practical business training from the start. Our task was not easy. How could we develop visibility and a reputation for a new MBA degree and still maintain an outstanding Undergraduate Program? Our answer was to enroll 500 MBAs and only 300 undergraduates, in the hope we would be seen as an MBA school. This is not to imply that the HBA

Program is not an integral part of our School and its philosophy, for it is. Publicly, however, we needed to position ourselves as a specialist school. To this day, there are three applicants for every place we have in the HBA and MBA Programs.

At the same time, instead of erecting a magnificent edifice and then trying to fit into it, we designed the present Business School headquarters to do exactly what we wanted it to do – which was to allow faculty a maximum of time for research and teaching; to provide semi-circular classrooms with swivel seats for the greatest interaction and participation; to allow the installation of audio visual and computer capabilities.

As I traveled from campus to campus across North America, I watched for new ideas. And I saw how new and original – intentionally or otherwise – many of our School's techniques were. We have never been stuffy. When we want to talk to the bright lights – or at least to the bright lights at other institutions – we invite them in. Our traditional academic strengths – management and decision-making techniques – are exercised constantly, thanks to the intellectual contributions of visiting Ford scholars and our home-grown faculty. Jack McDougall, for instance, pioneered Western's research on the responsibilities of directors, the first (but certainly not the last) study of its kind in Canada.

“Our commitment to excellence has become one of the ideals of this School and all who pass through it.”

THE TURBULENT 1960s

Our goals did not change as the turbulent 1960s progressed; they widened. If there was one commodity we all sought, it was excellence in everything we did, from the quality of instruction to the state of our facilities to the degree of professionalism we tried to impart to our students – even to the point of encouraging what was for a long time a student-originated dress-code. We realized, too, that the educational requirements of the country were expanding rapidly. By the mid-1960s we planned to double the number of students enrolled at the School. Finally, we recognized that while McGill and Toronto had ignored business as a field of intellectual and pedagogical concern in the early 1950s, they had since begun to upgrade their business schools, and had created their own MBA Programs. So there was competition with which to contend. Needless to say, we had no intention of relinquishing our reputation as the best business school in Canada and one of the outstanding schools in the world. But to maintain it we had to encourage faculty research, all the while not compromising the quality of our teaching at either the undergraduate or the graduate level. The Western-Harvard link, strong to this day, was helpful to that end, particularly on matters of recruiting. Harvard's example reminded me constantly that a dean ought never to hire someone who is merely good; he must hire only truly excellent teachers. In the years that ensued, our faculty often taught shorthanded amid a multitude of student complaints until we found the right, the 'excellent' person for the job. On that

count we never compromised. I like to think our commitment to excellence has become one of the ideals of this School and all who pass through it.

Towards the end of the 1960s, Western began to experience the campus strife that had disrupted most North American universities. Dr. Hall, with his authoritarian tendencies, found himself in the middle of it all. At the Business School, the strife was understandably more limited; it actually derived mainly from the faculty, who felt overworked and underappreciated! Together with the students, the faculty discussed the problems of social and organizational discipline, out of which came several cases and a course on Managing Change, under the leadership of David Kuechle – a course, I might add, that is immensely popular to this day. Once again the School of Business Administration's outward gaze paid off, focused as it was on the public world, rather than solely upon concerns within the 'ivory tower'.

“The case method has always encouraged breadth of mind among students.”

The case study method, for its part, has always worked admirably at our School, and is, I think, a first-rate expression of the aims of a Business Program that has always encouraged breadth of mind among its students. After all, Western's School of Business Administration was founded by two Classics professors. While administrative studies had always been important, and

one of the School's strengths, advances in the behavioral sciences evolved into business-related human relations courses. Computers, on the other hand, placed new emphasis on 'figure studies'. While we consider ourselves 'the businessman's business school,' we also enjoy the flavor of our 'small' school where a liberal education is an essential tool of any thorough-minded capitalist – and I think of a liberal education as the ancient Greeks did, as 'one fit for a free man.' To my mind, capitalism at its best is an opportunity to fit theory to action, to serve freedom and enterprise as inseparable and mutually supporting ideals. To be offered the opportunity to impart these ideals to bright and highly motivated students is, to my mind, one of the most exciting ways I can imagine to have spent a life's work. Certainly that belief lay behind my decision to turn down the presidency of a university on more than one occasion. I was more interested in excellence than I was in prestige. It all depends what one wants to do with one's life.

I think the National Centre for Management Research and Development, the School's current project, is a step towards the realization of those ideals.

To me the spirit of the School has always been important. The first years of the HBA and MBA Programs have always been the 'killers', but the ordeal is what binds a class together for years after it leaves the School. Today's Business Programs are more integrated and offer students a broader course selection than they could in the 1960s – a reflection of how much more sophisticated business practices have become. Beneath the new methods, however, lies one sustaining

belief of the faculty here at Western – that business is first and last a 'judgment art', as Walter Thompson once so well described it, one whose basic principles are nailed to the firm ground of common sense and courage.

I think too that the feeling of community among students in the Business School is one reason so many of them wish they could return to London, Ontario to live. Am I exaggerating this desire? Perhaps, but many do return.

And it wasn't always easy to live in London, especially as summer Management Programs got underway. Soon enough we had to ask ourselves whether we ought to investigate the expansion of Spencer Hall, which at the time was a residence for women. I had visited Neil Armstrong, our extremely capable former Director of Administration, out at the Banff School of Fine Arts, where he had gone as Administrator. He was having difficulties filling rooms. As a result of witnessing this, Associate Dean Bud Johnston and I decided we didn't want to be in the bedroom business. Then luck struck. We had a call from Cedric Ritchie, Chairman of the Bank of Nova Scotia. He wanted us to help the bank build and design a training centre. A light bulb clicked as Bud Johnston and I discussed the matter. Why not invite the Bank of Nova Scotia to consider Spencer Hall as a possibility?

We knew we had them sold when Cedric Ritchie and Gordon Bell, the bank's President, walked through Spencer's magnificent front door. "That's the same marble we have at the bank," Cedric said. The result was a joint venture between the University and the Bank of

Nova Scotia, known as The Spencer Hall Foundation, which included a dormitory and technologically up-to-date classrooms. I only wish we could offer our HBA and MBA students the same intense educational experience that comes of living and working together. I'm not sure they would agree, however. Enough is enough.

"The Advisory Committee was manned by individuals who did things their own way."

I don't think very much would have been possible at the School had it not been for our Business Advisory Committee. Each member of that committee was a powerhouse in his own right. Each one of them brought his experience and seasoned judgment to bear on virtually every kind of problem that presented itself to the School. One of the first members I met was Harold Rae, then President of Canadian Oil – at least until it was taken over by Shell Oil. Harold subsequently resigned from Canadian Oil, but was still Chairman of the Advisory Committee at Western. One day he told me the story of being taken over by Shell. I told him I thought it was a fascinating tale – one the class ought to hear. Why didn't he come down? But Harold had a better idea, he often did, which was why, I suppose, Shell liked his company so much. Not only would he come down, he told me, he'd bring Vaisy Ash, the President of Shell who had engineered the takeover. "Fine," I said, wondering what kind of violence we were going to witness on the floor of the classroom.

Several weeks later, Harold, Vaisy and I flew into London from Toronto on Vaisy Ash's private plane. The classroom was jammed. Harold started the story. He had just arrived home from a game of golf one Saturday and was having a drink with his wife when three Cadillacs – black, black, black – whispered into the driveway. It was Vaisy Ash from Shell, thoughtfully dropping by to tell Harold he was about to have his beloved company bought out from under him. And all because it was such a well-run company. Gentlemen to the end. The class was as instructive for the participants as it was for the students: neither Vaisy nor Harold knew what the other had been doing in the course of the takeover. I only wish we had made a video of the entire discussion. But I am sure it lives on vividly in the mind of everyone in the classroom that afternoon.

The Advisory Committee was consistently manned by individuals, entrepreneurs who did things their own way. It was at the height of the campus strife at Western, for instance, when Dr. Hall was roundly reviled as the academic administrative equivalent of Genghis Khan, a cad and a bounder, that the entire Advisory Committee – and I proudly include myself among them – paid public tribute to Dr. Hall for being the strong-minded visionary he was. It stirred me to work with men like that. Together the Advisory Committee's members constituted what was and still is easily the most knowledgeable, most prestigious board of directors in Canada. A list of their names reads like the Financial Post Directory of Directors.

Jack Brent, an HBA class of 1931 graduate of the School and Chairman of IBM Canada, was unique! When the 1968-1969



term rolled up, the School of Business Administration was once again – surprise – looking for money. The five-year Ford Foundation grant was coming to an end. While the Ivey Foundation had very generously donated \$403,000 to be used for the same purposes as the Ford grant, project and case research had developed insatiable appetites. By 1968-1969 we were consistently returning to the Advisory Committee for scholarship money, all too often on an ad hoc basis. One day when the problem was finally too visible to ignore, I swallowed my pride, approached the Advisory

Committee and asked for \$1,500,000. I like to think of it as the day the rain came in a year of great drought. Jack Brent responded by giving me an office and a secretary at IBM's Toronto headquarters. He also offered me a number of crucial lessons in the mysterious art of corporate fund-raising – lessons he imparted in the course of over 100 calls we made together.

Jack always insisted on several ground rules for these calls. Never talk to anyone but the chief executive officer was one of them. Another was always arrive at an appointment 15 minutes early; that

meant you usually got an extra 15 minutes with the chief executive officer in question, especially as the person cooling his brogues in the front office was Jack Brent, Chairman of the Canadian arm of the largest computer company in the world. The third main rule was that we always knew exactly what we wanted and why we wanted to get it. Jack Brent was allergic to fancy brochures. For that reason he relied instead on short introductions, straightforward requests for money, detailed demonstrations of where the money would be spent, plus follow-ups later on of how it was in fact used.

The development of Spencer Hall as a training centre was a joint venture between the University and the Bank of Nova Scotia.



“I think the emerging prominence of women represents a central virtue of the School. And that is our commitment to individual freedom... the underlying purpose is to create a society that in the end responsibly enlarges each individual’s freedom.”

“Jack Brent offered me crucial lessons in the mysterious art of corporate fund-raising.”

And these rules were inviolable. I well remember one late night in the Chateau Champlain in Montreal. Jack and I were in town with Captain Joe Jeffery, the Chairman of the Board of Western, and Dr. Carlton Williams, the University’s President. Power Corp’s Paul Desmarais, a member of our Advisory Committee, was kindly hosting a luncheon the next day

with the presidents of all our associate companies in Montreal. The evening prior to the luncheon, Jack invited us all to his room. He then proceeded to make each of us recite our upcoming fund-raising pitches. I don’t think anyone has ever taken that approach with Joe Jeffery or Carlton Williams before or after. I admit I breathed out a lot. But everybody recited, and willingly, for Jack was a stickler for details and there were to be no exceptions.

It worked. Thanks to Jack Brent and the Advisory Committee, we raised \$1,500,000 in two years.

Then there was my visit to Don MacPherson, President of General Motors, with Allan Burton, the Chairman of Simpson’s, who succeeded Jack Brent as Chairman of the Advisory Committee in 1976. Allan and I planned to take his Rolls Royce to General Motors’ plant in Oshawa. But while we both knew Don MacPherson well, it didn’t seem like quite the right car for a woe-is-us fund-raising expedition, especially given the worthy products produced by Mr. MacPherson’s company. So we drove down to Oshawa in a GM Pontiac owned by Allan’s chauffeur. We arrived on time at the front door of the General Motors’ building. The receptionist announced us and we ascended by elevator to the executive offices. Don’s secretary greeted us and smiled warmly at Allan Burton. “Dean Wettlaufer,” she said, “I’ve been looking forward to meeting you after all these years.” Apparently, with his small round glasses and scholarly appearance, Allan Burton looked more like a dean than I did. The remark must have kept him awake for years. I, by contrast, slept that much more soundly.

The fund-raising responsibilities of a

dean, however, never end. We began to look to our alumni as another source of ideas and financial aid. Project Old Boy, the second phase of our 10 year fund-raising effort, was the direct result. Neil Armstrong and I developed a presentation which focused its hypnotic hectoring on Western’s alumni. We first presented it to an older group in Toronto. I had very high expectations. I thought they were going to stand up and applaud and cry real tears and say “Neil and Jack boy, go for it, it’s wonderful.”

Instead they gave us what I can only characterize as hell. “What right have you got that the only time we’ve heard from you as alumni is now, when you want money?” they said. “It’s about time you did something for us.”

I was completely unprepared for such a reaction. Fortunately I don’t bruise easily, and it was later, upon reflection, that we saw this as an opportunity to introduce our so-called ‘Birthday Parties’, or reunions for our alumni. It was 1973. Again, we saw networks as key not only to a strong business school but also to a healthy post-school professional life as well. Initially we thought to devise an advisory committee consisting mainly of company presidents. But Urban Joseph, then a young ‘Turk’ in Toronto with the Toronto-Dominion Bank, signed up 1,000 members in a Toronto-based alumni club before we knew what had happened. By 1976-1977, we had two more clubs – one in Montreal and another in Calgary. Others were started later in Edmonton and Vancouver. The list of people who breathed life into these alumni programs is too long to recite but they know who they are and I am forever grateful to them.

It was as a result of their efforts during a series of 'Birthday Parties' to commemorate the 50th anniversary of the School in 1973 that my wife Florence witnessed her first alumni ritual at the Calgary Birthday Party when we passed through that city on our way to Vancouver. I stopped to make a speech to a gathering of graduates in Calgary, and we never got any further west! Why? Because every time I opened my mouth to begin the speech, some new and cosmic event would occur, be it the sudden arrival of the Stampede Marching Band, the louder arrival of an even larger symphonic orchestra, or the truly cacophonous arrival of several dozen cattle. Most of the perpetrators of these pranks were 50 or 60 years old (they're a lot older now) and they were having a heck of a time putting the dean down. In truth, though, I think they were rather glad to see me for they gave me my own cattle branding iron – one of two I have among my many prized mementos from those gatherings.

“A business school must innovate and take risks, fail, and try again.”

But our most innovative changes – as usual – came in our syllabi, in our curricula, in the way we taught. Many of the new developments took place at once – sometimes too quickly, I am first to admit, with the result that they were sometimes unreasonably abandoned. In 1964, we created a course on International Business. It was ahead of its time and lasted only two years. By 1975, however, the emerging

importance of international business allowed us to resurrect our International Business Course in 1979 and we opened our Centre for International Business Studies, thanks in large part to Harold Crookell, who was instrumental in finding \$160,000 worth of seed money. From the ashes of what appeared a failed course we have built an entire educational institute. A business school must innovate and take risks, fail, and try again if it is to sustain a commitment to excellence and keep not just apace but ahead of its times. Since 1964, faculty committees have reviewed every course the School has offered.

Our main difficulty, however, as the long range planning report of 1966 pointed out, was still faculty. We needed the best people and we needed a lot more of them. I began touring the U.S. in search of able minds, in particular Canadians who were studying in the United States. I traveled to Harvard, Wharton, MIT, Chicago, Indiana, UCLA, Berkeley, Stanford and Michigan, among others. Our other pressing need as a school was to get everyone pointed in more or less the same direction on what the School's goals and objectives were and how we could best realize them. We needed an organizational structure that would allow us to see them into place. It was out of this need to re-examine our fundamental objectives that we began the long-standing series of retreats to the Caledon Club north of Toronto – and this in 1966, five to 10 years before 'think-sessions' became popular in the business community at large. But that is as it should be: if new ideas can't be tried and tested in a business school, where new ideas are the most valuable currency, where can they be tested?

“We were always scrambling to make ends meet, somehow it made the entire job more satisfying.”

Changes continued apace. In 1966 we instituted a 'dynamic timetable' – de-emphasize for a concept in scheduling whereby students learn certain material early in the term (say, planning and information control systems, or management science, or behavioral theories) in order that the same material can be used later in the term to teach different subjects (say Marketing and Finance, which these days in modern corporations are dependent on information control systems). That same term, Professor Andy Grindlay, one of our long-standing faculty members (who happens to hold his doctorate from UCLA) met the man who ran the Ford Motor Company's computers in Dearborn, Michigan. When the man from Ford told Andy the computers were unused at night, Andy reported back that he thought we might be able to use them provided we could get a telephone line into the facility. But a line cost money and the school didn't have any. Instead, we used our connections – which is an awful pun – and designed some training programs for Bell. In return, they ran a line from Western into Ford's Windsor, Ontario operation. We were always scrambling to make ends meet like that, and somehow it made the entire job a thousand times more satisfying. I guess it has to do with the size of your alligators.

And because everything happened at once, like a fine work of jazz, immense synergy occurred, particularly in the first

year of our HBA and MBA Programs, where life was officially hell. Elsewhere student unrest prevailed. At the Business School, we advertised our summer programs in TIME magazine to enormous effect.

By 1969, we had spent our way through the Ford Foundation grant – but we still needed a computer centre that stayed open night and day. We were able to thank The Richard and Jean Ivey Foundation, once again, for its generosity in that regard. It was at roughly this time, too, that we introduced a series of experimental courses called Topics – any subject relevant to business provided it withstood a review after two years. Our pioneering course on Managing Change started out as a Topic.

Our students never hesitated to let us know how hard they were working. To my mind, the pattern has been the same over the years: each student feels boiler-like pressure his or her first year because we know what everyone's taking and we can apply the pressure evenly. By year two, students begin to pursue specific interests with the result that the pressure varies – or at least with the result that you must bear your pressure alone. We often tell students they will work harder in their two years at Western than they ever will in professional business life, and I honestly suspect that is true. But I pity the poor soul who finds himself saddled with Finance and Operations Management and Labor Relations in the same term. And everyone seems to complain still about Business Policy, the course in which teams of students go out and conduct a biopsy upon a living corporation and then present a prognosis to management. It continues to provide

the glue for the entire School program because it is a course that marries the School's theoretical teaching to practical experience. And that, after all, is a lot of what the School is about.

“As the School’s Plan for Excellence emerged in the ’70s our fund-raising goals shifted.”

As the School's Plan for Excellence emerged in the early 1970s, our fund-raising goals shifted. We wanted to finance more research, and develop more Canadian case problems for our students to examine. Thus the School witnessed the creation of the Associates Research Workshop. A radical idea, to say the least. The theory was that faculty from an array of universities could share research money to promote more synergy in research. We set up a Screening Committee to review applications: John Stenason, a member of our Advisory Committee, who holds a PhD in Economics, was the Chairman. Then, to lubricate the source of the funds we held Associate Research Days in Montreal and Toronto. We were spending corporate money to fund research, why couldn't that research be explained in a language our benefactors would understand? One of the banks would donate a conference room and six or seven Western professors would share their research findings before a roomful of their corporate associates to explain where all their money was going. Out of the brain pan and into the fire was the popular expression for

those sessions. We also hosted a series of research forums wherein business school faculty from institutions across the country could share their research findings with one another rather like an intellectual House of Commons, but with a smaller majority. We tried to foment national and international excitement for research on business practices – which, given our status as the flagship of Canadian business schools, struck me as a natural, responsible and, not incidentally, rather shrewd thing to do.

The conferences mathematically expanded our recruiting networks and exponentially swelled our storehouse of new ideas.

That year, as well, Andy Grindlay of our faculty created courses on The Manager and The Computer, while his colleague, Bert Wood, invented and directed a series of Production Operations Management Courses. Shortly thereafter I visited Max Murback, Director of Management and Training at the CIBA-Geigy Company in Switzerland, one of the world's largest drug companies and a former student of Bud Johnston's when Bud was teaching at Institut pour l'Étude des Méthodes de Direction de l'Éntreprise (IMEDE) and Max informed me that Western's Production Management Course was considered the best in the world. By 1970, Western Business School faculty were teaching in England, Switzerland, Austria, France, Jamaica and Bermuda. That same year, Western's School of Business Administration published its first bibliography listing 400 Western cases. We began our Internship Program, which allowed HBA students to work for a term in the real world with real corporations

as well as our Small Business Consulting Program which introduced students to small businesses and vice versa, and which in turn became the prototype for similar programs across the country. We were working hard. Our reputation was spreading, both at home and around the world. That seemed a sure sign of world-class excellence.

“Without the vast generosity of our benefactors there would have been no computing, no research, no case materials, no fellowships to attract top people.”

The twin foundations of this commitment to excellence were our persistence as fund-raisers and the vast generosity of our benefactors. Without the vast generosity of our benefactors there would have been no computing, no research, no case materials, no fellowships to attract top people. Thanks to the efforts of our Advisory Committee and people such as Allan Burton (who became its Chairman in 1975-1976) and Bud Johnston, who was by that time associate dean, we were able to meet those commitments. Bud had already demonstrated his knack for planning by transforming our faculty retreats from 'thinkfests' into hard-edged review-and-planning sessions. I remember, too, the steady, quiet efforts of teachers such as Joe DiStefano and Allan Adlington, who developed the Senior University Administrators Course (SUAC) for university administrators who have

not, traditionally, been trained as business executives.

All this effort by all these people yielded tangible results. In the 1977-1978 academic season, we enrolled 292 BAs, 438 MBAs and 35 PhDs. We were approaching our optimal size and increasing quality, and faced greater competition from many more MBA Programs. We have had to limit enrollment since 1979. We have not, however, shirked our commitment to spreading the good management word through what my colleague Doreen Sanders, Editor and Publisher of The Business Quarterly aptly called 'the wider classroom'. Over the years we have created or taught courses or done both, for organizations as varied as the Institute of Canadian Bankers, the Society of Industrial Cost Accountants, all levels of government, and even a Police College. In all there are 20 such outside courses.

The productivity of Western's School of Business Administration has grown phenomenally. I can say that with modesty for I am referring to the prodigious intellectual output of my colleagues. When I first set out into the world to visit corporations for advice and money, one research paper had been published out of our School. One paper! I photocopied it and proceeded to attach covers of different colored paper to make us look more productive. In 1987, just for comparative purposes, faculty at the School produced four books; a monograph; 38 journal articles; 78 case studies; and its annual bumper crop of Management courses and regular academic activities. In the old days, being asked what we intended to do with the money was a tough question to answer: we had no previous record. It really makes

my day to get asked the same question now in my peripatetic wanderings as a fund-raiser: I simply point to the glowing reputation of the School. For it is the final and incontrovertible proof not only that this School is first-class and world-class, but that we pulled ourselves up literally by the bootstraps. We had five professors in the early days. Now we have 75. Many have served for a long time.

I used to tell classes when they arrived that five of the 10 memorable teachers they would have in their lives would show up here at the School. That's a very strong statement, but I'd make it again today with much less hesitation. As I read over the record of this School's past, I am reminded again and again of its preoccupation, its obsession with results. Results have been the reason we always put the education of our students ahead of faculty research – a silent rule, I might add, that no dean could ever impose or enforce but which is the cornerstone of Western's Business School. It is important to teach and to be able to teach in order to survive at this School. We tell it to everyone who comes here. Not everyone remembers, and not everyone makes it.

It demands commitment on the part of our students too. More and more it will depend upon a commitment from students at the doctoral level. Our emphasis on teaching has meant that our commitment to research, while laudable, has been a part-time one. I feel we must now move to the next step, to develop full-time research programs. The need for a deeper, broader and more conceptual understanding of management and the workings of business are made painfully clear throughout society every day. I think

we have taken the first step in our efforts to strengthen our Doctoral Program. I can see results shining just up ahead. We're a good school now, and I am proud to say I helped make us one. But we have the potential now, under the leadership of new men, to be a truly great school. Of course, my colleagues are always telling me I'm the most optimistic fellow in the world. I remind them that they thought I was crazy years ago too, when I used to tell them Western's School of Business Administration was going to be the national business school of Canada. They laughed at me. Old Jack, what an imagination. Today we are the national business school in Canada. A fifth of our MBA class comes from Winnipeg and points west; our Management Courses attract applicants from coast to coast. My colleagues have themselves to thank for the responsibility their reputation entails.

No small part of the School's achievements is due to what I see in retrospect as our rather progressive and forward-looking approach to communications and improving the public image of business.

The challenge facing the School of Business in the early 1950s and 1960s, and even today, has consisted not only of creating Canadian case materials and establishing the School's presence in both the academic and the business community, but of establishing Canadian business as a subject worthy of study and respect. That may seem hard to believe in these business-conscious times when capitalism is well regarded, but I assure you the business world was no one's favorite son when I took over as Dean of Business at Western. No small part of the credit for establishing the respectability



of business as a legitimate intellectual and societal concern in Canada must go to Doreen Sanders, who for the last 12 years has been the Editor and Publisher of *The Business Quarterly*, and who transformed it from an impoverished fledgling publication into the country's preeminent business journal.

I first met Doreen when she was one of my students in Business 20: she had a Jaguar then, and the impression the car made on campus was only intensified when fashionable Doreen stepped from its driver's seat. I well remember the first cover of *The Business Quarterly* on which she wanted to reproduce an original Canadian work of art – something that had never been done in Canadian business magazines, but which is now much-copied. I was Dean, and as usual in the midst of a delicate fund-raising drive. Doreen stepped into my office and said,

“I think the emerging prominence of women represents a central virtue of the School. And that is our commitment to individual freedom... the underlying purpose is to create a society that in the end responsibly enlarges each individual's freedom.”



Dr. D. Carlton Williams, Western's President (1967-1976) adds the University's congratulations to The Business Quarterly on the occasion of its 40th anniversary while Dean Wettlaufer and Doreen Sanders (Editor/Publisher 1963-1988) respond to his remarks.

"I think you should see this." In her hand she held the newly redesigned cover of The Quarterly – a beautiful painting by Greg Curnoe of London festooned with a stamped slogan that read "Impotent Canadians always prostrate themselves to the United States." Well...hell. The bulk of my corporate associates were Americans. And yet here was this painting, with its anti-American slogan, right across the cover of the flagship publication of the School. "Doreen," I said, "can't we get this on the second or third issue of the new Quarterly?"

"No, Jack," she said, with her usual sweet smile and eminently reasonable tone of voice. "Greg Curnoe, the artist, was told it would be on this one. And, if

we don't publish it he plans to organize a group of artists to march on the campus with signs reading "The Western Business School does not believe in freedom for artists to express themselves."

What could I say? There were a few letters as a result. But, more importantly, an important and courageous principle, the freedom of expression at Western's Business School, was upheld.

"I think the emerging prominence of women represents a central virtue of the School..."

The subject of women at the School of Business Administration is an interesting and delicate one. For many years the School had a terrible time attracting women, particularly into the MBA Program. It was never just a matter of being able to find jobs for women once they graduated: our female graduates were enormously qualified. The paradox was that there was no network for our female graduates to exploit, no skein of women graduates who had risen to positions of corporate prominence. A network is essential to an MBA Program. In my first year as dean, there were four women in the class. I became concerned enough about that meager number to write a letter to the presidents of Canada's 150 largest companies. I pointed out that I considered it most important that women ought to begin to flow back through our professional management courses, in order to prime the ground for increasing numbers of women entering

the School as full-time students. I am saddened to say that I received some extraordinary replies. One, from a senior executive I will refrain from identifying, went on at great length about how and why women in business were not his first priority. I wasn't surprised, shortly thereafter, when he landed himself in a flaming public controversy over the subject of women on his board – and ended up with some women elected to his board anyway. Tradition dies hard not in business per se, but – as Dickens might have said – only within the petrified heads of individuals. Thanks in large part to the efforts of Bud Johnston, who has resisted artificial and ghettoizing measures such as affirmative action programs, women accounted for nearly 30 percent of the MBA class in 1984-1985.

"The School is a company of intellectual entrepreneurs and mental adventurers."

I think the emerging prominence of women represents a central virtue of the School of Business here at Western. And that is our commitment to individual freedom. I have often asked myself why I liked the job I had, and why my colleagues and I enjoy working here in an environment that is 'about business', rather than within it. The cynical reply is always that those who can, do, while those who can't, teach – but that is, as I say, the cynical reply. I believe the reason has more to do with freedom, with the opportunity this job offers to continue to build one's intellectual capital. It

lets Jack Wettlaufer be Jack Wettlaufer. This School is a company of intellectual entrepreneurs, of mental adventurers. The School goes out of its way to make its courses as dependable as possible, to unify programs and procedures as much as we can for the sake of efficiency. We train our students in standard procedures where they are applicable, and we emphasize the importance of a team to any creative administrative effort. But the collective effort is doomed to fail unless its underlying purpose is to create a society that in the end responsibly enlarges each individual's freedom. That, I like to hope, is what this School of Business has always been at heart: a society, an intellectual civilization, a collection of individual ideas, hopes, worries, efforts and dreams.

Back in my university days, I used to race motorcycles. A Harley-Davidson, to be precise, in the late 1940s, after the war. I was pretty good, but the race I remember best was a 100 mile marathon in which I placed fifth. I remember it not because fifth is anything to remember, but because the guy who came in sixth was a fellow named Goldsmith who the next year went on to win the U.S. National Championships. I've always felt proud of that; I never won the big race everyone talked about, but I knew I was at least as good as the man who did. My point is not to laud my motorcycle riding abilities, of course, but to make an analogy. For a long time, Western's School of Business Administration enjoyed the same sense of self-awareness: we weren't perceived to be a winner, but we knew we were as good as the winners, as good as any other school. I think we

have proven that, the challenge now is to go on to lead. To be a leader, like most of the difficult jobs in life, requires courage. We will only achieve it if we continue to emphasize teaching, if we continue to make what we teach challenging and exciting. We will only achieve it if we remember what it is that makes a business school distinct from the business world it invariably serves and leads: that it is a grouping of colleagues and equals when the freedom to think whatever it is necessary to think is of paramount and eternal importance. No grant, no gift, no research foundation, no consulting contract, no international centre, no reward, no personal relationship can be allowed to threaten that fragile freedom. Ironically, I think freedom is appreciated most of all by anyone who has had the good fortune to attend a great school, which is why so many of our graduates remember their days at Western fondly. We work together, with each other, rather than for someone else. I think too that the need for this freedom, even within existing corporations, will become more and more an issue with time, especially as vast numbers of highly-motivated post-war children come of age in the modern corporation and discover that there are only so many executive offices at the top of the corporate pyramid.

“While dean I witnessed one of the most significant developments of this century: the humanization of capitalism.”



“Back in my university days, I used to race motorcycles. A Harley-Davidson, to be precise, in the late 1940s, after the war...I never won the big race everyone talked about, but I knew I was at least as good as the man who did... I had beaten him previously in a 100 mile marathon. My point is not to laud my motorcycle riding abilities, but to make an analogy...”



“The Queen and Jack of Hearts” was the theme of the party given for the Wetlaufers on the occasion of Jack’s retirement as dean. During the evening, a film directed by C.B. (Bud) Johnston and produced by faculty and staff, was shown. Titled “Thanks Jack!” it was a fun-filled tribute to Jack. Following his retirement, he continued to teach and was Ambassador for the School in all aspects of fund-raising. Following his death in 1992, the newly completed Executive Development Centre, established by Western Business School in Mississauga, Ontario was named in his honor.

In the period of time during which I was Dean of this School, I witnessed what I believe will come to be seen as one of the most significant developments of this century: namely, the humanization of capitalism. I say this notwithstanding the many great advances, technological and otherwise, that have changed the way business is done.

More than ever, business is an artful science and a scientific art. Executives have had to become more and more expert at a host of tasks. It is, we have to admit, more than ever a science. And yet it is more than ever, as Walter Thompson once described it, a ‘judgment art’ as well. It is, finally, the practice of human beings, not of machines and abstract precepts. I think we do well to remember that fact at a time when computerization and its brother, specialization, dominate our thinking and occasionally threaten to shrink the scale of our thoughts so small that they become invisible to the human eye. There is no such thing, as Dickens again remarked, as bad capitalism; there are only bad capitalists. And Dickens and I aren’t alone in noticing the fact. Many years ago now, in 1957, I heard Stanley Teele, then Dean of the Harvard Business School, deliver a remarkable speech upon receiving an honorary degree from Western. His words stay with me to this day:

“A man’s personal philosophy, his way of looking at the world, and the men and women around him, determine his success

as a manager of things and people more than any other single factor. His basic attitudes are far more significant than the technique he uses. As we learn more and more about the business organization as a social unit, we have become increasingly certain that the executive’s skill with people – or the lack of it – is the determining element in his long range success or failure. As we look ahead, we have reason to believe that this will be increasingly true. In short, the time may come when an evil man, or one who has no clear sense of values, simply cannot be an administrator.”

It is in assessing the role of business in a turbulent, increasingly angry and yet interdependent world (a world where rain in Harare affects the rate of inflation in Toronto) that we will most of all need our resources of judgment. How will we defeat the scourge of protectionism? How can we best assist in the economic development of the Third World without being colonialists on the one hand, negligent on the other? How will we readjust the international financial system so as to avoid another banking crisis – provided the current one doesn’t finish us off first? How can we – as I feel we must – begin to account for unemployment and retraining as a cost of doing business? How much autonomy in our financial and personal lives are we willing to relinquish to government intervention? Should a corporation be more accountable for the morality of its investment decisions? Or is there merit in letting businesses be morally neutral? Writing in *The McKinsey Quarterly*, in an essay entitled “A New Look At Corporate Responsibility,” Peter Drucker, the management consultant, noted that

“in the next decade it will become increasingly important to stress that business can discharge its social responsibilities only if it converts them into self-interest. That is, into business opportunity.” We will do that, and pay heed to Stanley Teele’s wisdom, only if we train our future capitalists well.

“Napoleon was right when he said we do much better to consult our hopes rather than our fears.”

Unfortunately, there are no set rules as to how we can best accomplish this goal, just as there are no answers to the genuinely troubling economic questions we must ask and address and, if we can, answer in our time. There are only alternative courses of action, recommendations and the unpredictable future. If it lies anywhere we can reach, the future of capitalism, and perhaps with it a good part of the future of western civilization, lies as always in human character – for it is personalities, and not principles, that move an age. It is personalities we bend and mold here at the School of Business Administration of The University of Western Ontario. Twenty-five years ago when I was made dean of this School, I knew only one thing: that I was determined to have a good school. I had few rational reasons to believe we could achieve that successfully, and even fewer to support my conviction that one day this would be the best business school in Canada. Which only goes to show that Napoleon was right when he said we do much better to consult our hopes rather than our fears.

J. J. WETTLAUFER

During the October 29th, 1967 Annual Autumn Convocation ceremonies at Waterloo Lutheran University, Waterloo, Ontario, The Honorable W. Ross Macdonald, Chancellor, conferred the degree of Doctor of Laws, honoris causa, to Dean Wettlaufer. The citation reads as follows:



John Jacob Wettlaufer, Dean of the School of Business Administration at The University of Western Ontario, began his education at Waterloo College, then continued to his present school, completing work for his bachelor's degree in Honors Business Administration in 1950. A year later he received his Master's degree and was invited to join the faculty.

His contribution as a teacher and administrator, and his great ability to communicate effectively, resulted in his swift recognition within the School. In 1962, he was chosen for the position of Associate Dean and a year later he was elevated to Dean. His services have found wide application throughout Canadian and international business. He has been called upon as a researcher and consultant by business firms, and has assisted the Stanford Research Institute in California, the staff college of the Canadian National Railways, the management program for Pakistan, and the National Productivity Council.

Dean Wettlaufer has been Director of the Marketing Management course since its inception in 1953. He serves as a member of the Board of Governors of the Institute of Canadian Bankers and the Co-ordinating and Advisory Committee of the Ontario Department of Education. In addition, he is the co-author of the definitive text, Business Administration in Canada, published in 1962.

But Dean Wettlaufer's concerns are not restricted to the field of business. He is Chairman of the Evangelism Committee and member of the church Council of Redeemer Lutheran Church, London, and will be a delegate to the 1968 Atlanta convention of the Lutheran Church in America. In addition, Dean Wettlaufer is Chairman of the Lutheran Campus Foundation of Ontario, and is a former member of the Board of Governors of Waterloo Lutheran University. During the Second World War, he was an active member of the armed forces at home and overseas.

Dean Wettlaufer has given distinguished leadership to every task that has engaged his attention. He exemplifies the finest qualities as citizen, churchman, educator and author:





Expanding the vision

The 1980s saw an accelerated rate of change in the issues facing management and the technologies available to address them. Accordingly, the School under the energetic leadership of C.B. (Bud) Johnston, responded by focusing on, among other topics, the globalization of business, developments in computers and information systems and the importance of dealing effectively with governments. Part of his vision was to establish a national centre for management research and development. Its mandate would be to catalyze and assist in funding business research at Western and at other Canadian business schools and to disseminate research findings to practicing managers and academics. The National Centre for Management Research and Development became a reality in 1986. In this chapter, written in 1992-93, he recounts how, during his tenure as dean, he expanded the ambitions of his predecessors and established new goals to meet the changing times.

It was late June of 1975. My wife, Carol, and I were in Lausanne, Switzerland where I was finishing teaching a three-week Marketing Course for IMEDE (now IMD). The phone rang and it was Jack Wettlaufer calling from Canada indicating he would be in Geneva the following Saturday and inviting us to have lunch

with him. We accepted of course, only to learn, over lunch, that he had made the trip expressly to offer me the position of Associate Dean at the School. Nick Fry had completed a term as Associate Dean and would return to outstanding teaching in our Degree and Executive Programs, and to giving strong leadership in the



Business Policy area.

Jack's offer came as a complete surprise. Although I had, during my 18 years on the faculty, held a number of administrative positions such as Director of our Marketing Management and Management Training Courses for executives, and chairman of the Undergraduate

and Continuing Education Programs, I had never considered joining the office of the dean. Carol and I took a short holiday in the south of France to think over the implications of such an appointment. By the end of the following week I had confirmed my acceptance.

For the next three years I learned from Jack, John Graham, our Assistant Dean – Administration, and other members of the institution, the rudiments of managing the School. In 1978, on Jack's retirement and after the traditional university search for a dean, I was offered the job.

My greatest misgiving in accepting the deanship was filling the enormous shoes of my predecessor. As dean for the previous 15 years, Jack Wettlaufer had built the School on solid foundations and extended its reputation nationwide. Although much opportunity remained, his would be a very tough act to follow. Nonetheless, the resources were there to build further, the most important of which was a highly committed and capable faculty and staff and a well-developed culture that differentiated Western, in

several important dimensions, from most other business schools.

Among the more important aspects of the School's culture was an extraordinary commitment to excellence in teaching by the case method and the development of our students' analytical, decision-making and implementation skills as practicing general managers – not just as students of business or as narrow, functional specialists. Throughout all our programs the emphasis was heavily on the development of student insights and talents. Unlike the lecture method of teaching in which the intellectual competence of the faculty is apparent, the case method also requires the teacher's orchestration of the students' inputs so as to provide a unique learning experience, not just the display of faculty expertise. It was made clear to new recruits to the faculty that "if you couldn't teach, you couldn't stay."

Our pervasive use of the case method, rather than the lecture method, in pursuing these teaching goals was expensive and demanding, requiring constant investment in new and updated case

materials. The process of case writing has the great advantage, however, of keeping faculty in touch with practicing managers and emerging issues. New cases add excitement and relevance to the classroom experience for our students.

The School's focus on developing students as general managers resulted in ongoing efforts to offer an integrated program rather than just a set of isolated courses. Professors regularly referred to issues and ideas developed in other classes by their teaching colleagues thus encouraging students to think across course lines. During their first year in the School, students in both the HBA and MBA Programs were organized into sections of 65-70, and taught a full set of required courses, in the same classroom, by a consistent group of seven, or so, faculty who met regularly to review their section's progress across the entire curriculum. This allowed dynamic timetabling sequenced in such a way as to permit courses to build on each other. During the final year, students were free to choose from among a wide range of elective courses but were required to take

the full-year course in Business Policy integrating all functions of a business from a general management point of view. As part of Business Policy, students completed a major field project in which they were required to report their findings to managers of the companies they were studying. Since 1980, a half-course in the Political Environment of Business, originally, based on Don Thain's earlier work in Business Government Relations, was also required.

The recruitment and development of faculty was of key concern. I was constantly amazed that potential faculty recruits, visiting with us, returned to my office to relate that all the faculty members they had visited had described the School, its values and expectations of colleagues, in basically the same way.

The institution knew what it was and what it wasn't; who it wanted as colleagues and who it didn't.

It was critical that those we invited to join the faculty shared our concept of the School and its high commitment to teaching as well as research. Candidates with those characteristics were few and

“Increasingly, we recognize the need for effective management in all aspects of society’s affairs.”

“As The University of Western Ontario prepares to enter its second century, I am sure you are aware that the challenges ahead are formidable indeed, not only for universities, but also for the country as a whole. Increasingly, we are coming to recognize the need for effective management in all aspects of society’s affairs.

That the manager’s job is changing will not be news to any of you. The complex ramifications of key decisions have to be made in a world of greater uncertainty, demand a higher degree of professional competence than ever before – competence not only in terms of technical capability, but also increasingly in sensitivity to and ability to deal with the many environmental factors that figure so prominently in the longer range consequences of action taken today:

Fundamentally committed to the task of developing managers with a high degree of skill in analysis and action-oriented decision-making, the School continues to strive towards fulfilling that responsibility at an increasing standard of excellence.

Vitally important to that task are our efforts to develop new teaching materials and to undertake research on issues of importance to today’s and tomorrow’s thoughtful practitioners of the art.

Without the support and co-operation of our alumni and other friends of the School in key positions in both the public and private sectors across the country we would have been unable to achieve the level of success we have and on which we can continue to build.

— C.B. Johnston writing for Western Management Magazine in 1978

far between and in strong demand by other outstanding schools – particularly in the U.S. Together with the associate deans, I made a practice of traveling to visit many faculty prospects on their home grounds to personally present our offers to them and their spouses, usually over dinner.

Among the recruiting successes of which I am particularly proud was our ability to attract the future dean, Adrian Ryans, back to the School from his position on the Stanford faculty. Another rare success lay in persuading the Honorable Gordon Osbaldeston, O.C., P.C., and a 1953 graduate of our MBA Program, to join us after a full career as Canada’s senior civil servant. In addition to teaching alongside Harold Crookell in the Political Environment of Business Course, Gordon authored two definitive works on organization and management in government.

“Absolutely fundamental to the School’s success, since its establishment as a separate faculty in 1949, has been the role of the Advisory Committee – we owe a deep debt of gratitude to those who have given their time and effort in encouraging and supporting the School’s development.”

Since its establishment as a separate faculty in 1949, the Western Business School has benefited from the counsel of its Advisory Committee comprised of roughly 35 senior executives of Canadian companies from across the country or their equivalent in government as well as several senior University officials.

The Plan for Excellence, a creation of the Advisory Committee to attract corporate support primarily for research and case writing, proved to be absolutely fundamental to the School’s success. It had been recognized early that we could not expect to build and operate a first-class institution on government and tuition funding alone. Additional, continuing, financial support would be critical. The Advisory Committee’s role in the success of these efforts proved invaluable.

During my tenure, I worked with four chairmen of the Committee: Alan Burton of Simpsons, Jack Armstrong of Imperial Oil, Ralph Barford of GSW and Camco, and Don Campbell of Maclean Hunter. Each of these men, in their own way, acted as a sounding-board for the School’s proposed undertakings and



“The School’s focus is on developing students as general managers, not narrow, functional specialists.”

supported me strongly on my presentation of these ideas for Committee comment and advice. We owe a deep debt of gratitude to these gentlemen and their Committee colleagues for their time and effort in encouraging and supporting the School's further development.

Throughout my 11 years as dean, I was very fortunate to have been able to attract the direct assistance of five very capable and very supportive associate deans. As I learned during my three years in that position under Jack Wettlaufer, the increasing demands on the dean from fund-raising and other outside activities, resulted in more and more of the internal management tasks falling to the associate dean. David Shaw accepted my offer of that position and very capably handled a tremendous workload, including the pro-tem chairmanship of the HBA and PhD Programs at different points, in his three-year term from 1978 to 1981.

In 1981, I accepted a Faculty Advisory Committee recommendation to appoint two associate deans. Al Mikalachki accepted the appointment as Associate dean – programs, a position he held until his appointment as acting dean on my stepping down in 1989. Joe DiStefano took on the job of associate dean – Human Resources, as did David Peach and Terry Deutscher, for subsequent terms. Managing a faculty in a university has been likened to 'herding cats' and each of these men brought to the job their own particularly effective style of managing their delicate, demanding and often difficult task.

The greatest pleasure of my job was working with these men and other members of the faculty and staff, as we continued to expand and



extend the School's influence on management practice.

Throughout the 1980s our Degree Programs continued to flourish. Under the chairmanship of John Humphrey, followed by Rich Mimick and John Graham, Pre-Business offered one course to each of the freshman and sophomore students throughout the University. At one point

Business 20 was drawing close to half the roughly 4,000 freshmen and Business 257, 20 percent to 25 percent of the sophomore registrants. Fewer than half of these students were headed for the Business School. The courses had developed such positive reputations that many students, on other career paths, saw them as appropriate for their ambitions as well and this

“John Nicholson gave early leadership to the HBA Program which came to be embraced by students and faculty as probably one of the finest undergraduate business education experiences anywhere in the world.”



The National Centre for Management Research and Development, Western Business School.

reflected handsomely on the Business School within the University community.

The Honors Business Administration Program annually admitted only 145-150 outstanding undergraduates, who had completed the first two years of university, to spend the final two years of that four-year program entirely at the Business School. Chaired by John Nicholson, Dave Peach, Jim Erskine and subsequently Ken Hardy, the program was enthusiastically

embraced by the students and faculty alike as probably one of the finest undergraduate business education experiences anywhere in the world.

To maintain the quality of this experience, we continually resisted pressure from the University administration to expand the size of the program to levels of undergraduate programs in most other schools.

In 1981, the HBA Council proposed offering a one-day conference to which

senior business executives would be invited to address the students. The proposal received enthusiastic support from the School and was a resounding success. It has been continued every year since then, entirely student organized and operated.

Consistent with the recommendations of an earlier established Long-Range Planning Committee headed by Don Thain, the two-year MBA Program was

the School's largest admitting, each year, 250 or so students from coast to coast in Canada and about 10 percent from overseas. Successively chaired during this period by Blair Little, Peter Newson, Larry Wynant and Jim Rush, the program was Canada's only truly national MBA Program as recruiting efforts across the country in search of the best students paid off.

The accomplishments and assistance of our alumni were important factors in our ability to attract the number and quality of applicants we enjoyed. In 1975, Jack and I, with the help of key alumni, organized the first Western Business School Club in Toronto, a model for other clubs later established in Montreal, Ottawa, Kitchener-Waterloo, London, Winnipeg, Regina, Calgary, Edmonton and Vancouver. In 1986, we set up our first club outside Canada with the enthusiastic help of alumni in Hong Kong.

Student exchange programs with schools in other countries, begun in 1978 with the London Business School in the U.K., had grown by 1988 to include schools in The Netherlands, Belgium, France, Spain, Sweden, Germany, Hong Kong and Japan, adding an ever-increasing international dimension to the program.

Carol and I annually held receptions at our home for students from other countries and cultures as we did for faculty and staff at Christmas until that group became too large for us to accommodate.

The 1980s saw an accelerated rate of change in the issues facing management and the technologies available to address these issues. Accordingly, the MBA curriculum was modified and updated regularly to include increased content focusing on, among others, the globalization of

business, developments in computers and information systems and the importance of dealing effectively with governments in business affairs. Changes in the MBA Program consistently filtered through to the HBA Program, enriching it as well.

The PhD Program, committed primarily to producing teachers of business, and which had developed slowly throughout the 1960s and 1970s, reached new levels of output. Chairmen Bob Britney, Blair Little and Chris Haehling von Lanzener promoted the program strongly to potential candidates and to the faculty and ably assisted candidates in accessing sources of government and private funding support. The late 1980s saw total enrollments grow to 40, or more, students at one stage or another of completion. Since admission was closely screened and candidates were not required to serve extensively as research or teaching assistants, Western's completion rate of 70 percent to 80 percent remained exceptionally high.

During this period, the School's program of project and case research was chaired by Al Mikalachki, Terry Deutscher and Jim Hatch. The aim of responsible spending of the Plan for Excellence funds for these purposes prompted each of these chairmen to closely manage the program focusing on research initiatives with high scholarly standards, but also of strong interest to practicing managers.

To support our heavy investment in case writing and in response to interest from other schools, Jim Erskine and Mike Leenders annually offered their courses in case writing and case teaching at Western and, over time, in more than 20 other countries as far flung as Argentina, Pakistan, Spain and Singapore.

“The idea of a centre for management research was first suggested by Johnston in 1978 – in 1986 it became a reality with the completion of the building – on time and on budget.”

By the late 1970s, it was becoming increasingly evident that additional faculty time, space and funding would be required if the School was to increase its contribution to the practice of management through research. Because of our heavy commitment to teaching and teaching materials development, research had not captured a large portion of our resources. Funding from our Plan for Excellence had proved to be an invaluable support for case writing, and such research as we did undertake, but the level of research activity would have to be increased if we were to maintain the School's intellectual vitality and attract the best faculty.

The general idea of a research centre was first presented to the University administration as a long-term goal as part of our 1978 five-year plan but, since funding was not likely to be available through the University at that time, it was not until 1983 that the work began, in earnest, to make such a centre a reality. In the spring of 1983, President George Connell called at about 11:30 one morning to advise us he had just received a call from the federal government representing the ministries of Finance and Science and Technology, inquiring about projects in the value of \$5 to \$10 million that they might consider funding prior to the upcoming election.

Aware of our management research centre ambitions, George suggested that we call the government back by 3:30 that afternoon, as they had requested, to get their preliminary reaction to our basic ideas. After a few hours of very intensive planning, we called back only to learn later that their priorities for this request focused on more 'hard science' projects and that our proposal would not qualify in this round of consideration. They were, nonetheless, very supportive of our concept and encouraged us to pursue funding through other branches of the federal government. Subsequent exploration produced little of promise in terms of government programs that could accommodate a project of the size and nature that we were proposing.

In February 1984, I received a call from the Honorable Ed Lumley, then Minister of the Department of Regional and Industrial Expansion (DRIE), inquiring about the appropriateness of our MBA Program for his son Bob, who was completing his undergraduate degree at the University of Ottawa. I had gotten to know Ed Lumley some years earlier when, as the Coca-Cola bottler in Cornwall, he had attended an executive development program we had run for the Canadian company. Since I was planning to be in Ottawa the following week, I offered to meet with Bob separately, as was my custom, and inquired as to whether it might be appropriate for Ed and me to meet subsequently insofar as I had a proposal he might find interesting. Such a meeting was arranged and attended also by Gordon Ritchie, Associate Deputy Minister, who would subsequently lead me



“I returned to my office which was filled waist-high with balloons, a bottle of champagne and the door papered over with ‘Congratulations’. It was the warmest welcome I had ever received. The NCMRD was to become a reality.

through the many intricacies of preparing a proposal for government approval.

Ed Lumley liked our ideas, as did his colleagues, and I was given the go-ahead at the meeting to prepare a detailed proposal in which the government could be expected to provide one-third of the funding with the balance to be raised from the University and the private sector. The Minister cautioned that, since a cabinet shuffle would probably occur in late June, approval by the government should be completed by early that month. In the ensuing hectic three months, we received enthusiastic support from the faculty, the University and our Advisory Committee.

“Ralph Barford, then Chairman of the Advisory Committee, admitted later that he “wondered what I’d been smoking” when I first introduced the broad idea in a meeting with him shortly after my return from Ottawa.”

Ralph Barford, then Chairman of the Advisory Committee, admitted later that he “wondered what I’d been smoking” when I first introduced the broad idea in a meeting with him shortly after my return from Ottawa. Both he and President George Connell, however, provided strong support for the proposal when it was brought before the Advisory Committee for approval to go forward.

After innumerable meetings at the

School, and trips to Ottawa, to avail myself of the invaluable advice of ministry officials on how best to frame the proposal and speed it through the approval stages, a final draft of an agreement was completed and jointly signed in Ottawa during the first week of June, in record time, we were told.

The federal government would provide \$4.2 million towards the cost of the \$12.2 million project, and the University \$3 million leaving \$5 million to be raised from the private sector. The Advisory Committee had committed \$1.5 million from the School’s Plan for Excellence private sector funding and \$3.5 million would have to come from other sources.

I returned to my office the afternoon of the signing to find the door papered over with a message reading “Congratulations” and the office filled, waist-high, with multi-colored balloons and a bottle of champagne on my desk. Faculty and staff had spent much of the morning blowing up the balloons for the warmest welcome home I had ever received. The National Centre for Management Research and Development would become a reality.

The Centre’s mandate would be to catalyze and assist in funding business research at Western and at other Canadian business schools and to disseminate research findings to practicing managers and other academics through publications, executive development courses and degree programs. Research, at the outset, would concentrate on entrepreneurship, productivity and international business. Other topics such as women in management, generating profits from new technology, doing business

in the U.S. and corporate governance would be addressed as interest and funding allowed.

In searching for a director of the Centre, we felt fortunate to have David Leighton agree to return to the School in 1985 to serve in that capacity for the Centre’s first five years. David had left the faculty in the early 1970s to build the Banff Centre into a world-recognized institution and had subsequently served terms as President and CEO of the Calgary Olympic Committee and Chairman of Nabisco Brands Ltd. Canada.

Our Building Committee of Terry Deutscher, Mike Leenders and Nancy Graham, assisted, latterly, by David Leighton and throughout by Russ Gonder, head of the University’s Department of Physical Plant, oversaw the design and completion of the 37,500 square foot addition to the School. The building opened in September of 1986, on time and on budget.

To attract the required private sector support for the NCMRD and the School, the concept of funded professorships was established in 1985 with a price tag attached of \$500,000 in endowed funding or \$50,000, per year, for a ten-year period.

David Leighton and I were able to attract senior support of this magnitude from Magna International Inc., Nabisco Brands Ltd., The Imperial Life Assurance Company, Royal Bank of Canada and Hewlett-Packard (Canada) Ltd. Ralph Barford established a Professorship to honor his father, R.A. Barford, a prominent advertising and media executive. Maclean Hunter Ltd. supported a Professorship in the name of Donald F. Hunter, fourth Chief Executive of Maclean Hunter

(1964-1970) and Chairman (1970-1976). In 1989, The Canada Trust Company honored J. Allyn Taylor, President (1968-1973) and Chairman (1973-1978) and Arthur H. Mingay, Chairman (1979-1985), by funding the School's first endowed Chair in their names, in the amount of \$1.5 million.

Additional funding was forthcoming for the NCMRD on David Leighton's initiative and, by 1978, we had reached our private sector support objectives as originally set out.

“The Richard Ivey Foundation and The Richard and Jean Ivey Fund had generously funded the purchase of our first computer mainframe and terminals in 1969.”

The constraints of our computing capacity for teaching, research and administrative purposes became vividly clear in the late 1970s. The Richard Ivey Foundation and The Richard and Jean Ivey Fund had generously funded the purchase of our first computer mainframe and terminals in 1969. Recognizing the technical advances in the field and the increasing potential for the use of computers in management, The Richard Ivey Foundation again funded the purchase of a new and larger computing facility and the establishment of The Richard G. Ivey Computing Centre in the School in 1979, as well as further upgrading of the Centre's capacity in 1982.

In the spring of 1984, we were able to establish an additional student computer

lab with the support of Hewlett-Packard (Canada) Ltd.'s donation of 20 personal computers for student use. Four years later, Hewlett-Packard upgraded this installation with improved models of personal computers, printers and software.

In the early fall of 1984, Alan Adlington, in his capacity as the University's Acting President and Vice-Chancellor, and I, visited IBM Canada Ltd. to explain the School's activities and to elicit the company's support of our ambitions. IBM's response was encouraging but vague at the time, but a few months later I received a call asking if an IBM team could visit the School to explore our operations in depth. The visit would be part of a preliminary investigation of the possibility that the company would supply us, under its Corporate and Scientific Program, with a large quantity of computing equipment and software to establish a model business school computing facility for teaching and research. In return, the School would have to commit to developing, over a three-year period, a set of 'deliverables' in terms of an expanded student lab facility, new and enhanced courses and teaching materials, research on computer applications in management, publications and conferences for other business schools across the country.

During the ensuing months our faculty team of Sid Huff, Chris Piper and Bob White determined and negotiated our requirements and commitments. With strong staff support from Nancy Graham, Steve Moss and Helen Tomlinson, the system was installed in 1985, including a 4381 mainframe, 40 terminals, 101 personal computers, peripheral hardware and software and a local area network in



David S.R. Leighton (left), first Director of NCMRD (1987-1991), and Donald H. Thain, colleagues since their student-days at Harvard, have made an important contribution to Canadian business through their extensive research program on corporate governance and boards of directors.



Mrs. R.M. (Beryl) Ivey (left), and Mrs. Lorraine Shuttleworth, shown here at the opening of The Richard G. Ivey Computing Centre, have long been benefactors as, early on, they recognized the technical advances in the field and the increasing potential for the use of computers in management.



Alan Adlington (left), the University's Acting President and Vice-Chancellor is seen here, in 1985, with John M. Thompson, President of IBM Canada, signing a \$5 million agreement that, through IBM's Corporate and Scientific Program, provided the School with a large quantity of computing equipment and software thus establishing a model business school computing facility for teaching and research.

the value of \$3 million, the largest such project that IBM had funded to that time and the only one in a Canadian business school. The deliverables were completed, and in June 1988, IBM granted title to the equipment and software to the University.

The fourth decade of executive education at Western, beginning in 1978, was one of experimentation and growth. The Management Training Course, established in 1948 under Walter Thompson's direction, continued to thrive as did the Marketing Management Course under Dave Burgoyne's leadership. The Production/Operations Management Course, founded by Bert Wood and one of the few programs of its type anywhere, regularly attracted a number

of participants from around the world. Harold Crookell's founding and direction of the International Management Course, in 1978, resulted in classes in which roughly half the participants were from outside Canada. The Senior Managers' Program, founded in 1983 and directed by Nick Fry to focus on-top level corporate strategy, drew a more senior executive than we had attracted earlier. In 1988, Adrian Ryans established the highly focused, up-market Executive Marketing Program to address the specific management development needs of technology-based businesses.

Executive programs, like other products, go through life cycles and regularly have to be revitalized, and, in some cases, phased out as they come to

the end of their useful existence. In 1976, Joe DiStefano had established Canada's first Senior University Administrators' Course with support from The Kellogg Foundation and The Richard and Jean Ivey Fund. Although very successful under Joe's and later John Kennedy's direction, this program was transferred to the University of Manitoba after more than 10 years of operation as other faculty priorities developed and demanded faculty attention. Similarly, the Management for Accounting and Financial Executives Course, which had earlier thrived under Ross Archibald's direction, and several other experimental program ventures were phased out as markets and faculty priorities shifted.

Shortly after my appointment as Dean, Dave Burgoyne very capably took over my earlier role as Chairman of Continuing Education until illness forced him to relinquish that task in 1988. Adrian Ryans enthusiastically accepted my invitation to assume these responsibilities as well as the directorship of the Management Training Course. The impact of Adrian's management of executive education would manifest itself dramatically in a very short time in terms of revitalizing our courses, as well as in the establishment of our Executive MBA Program a few years later.

Beyond Canada, teams of Western faculty offered a series of two and three-week Executive Programs in Brazil, beginning in 1975, with the encouragement and support of Jake Moore, then CEO of Brascan and a long-time member of our Advisory Committee. Although I had done the feasibility study and directed the first program, John

Nicholson enthusiastically directed and championed these activities in subsequent years until his passing in 1981. A drop in the value of Brazilian currency at this time made it prohibitively expensive to continue this venture.

With funding assistance from the Canadian International Development Agency (CIDA), the School ran a two-week General Management Program in Kenya from 1983 to 1987. Harry Lane served as Director of Western's faculty team for the first two years followed by Dave Burgoyne and Randy Kudar. Over the period some 170 Kenyan managers attended the program and a number of cases were produced for use back at Western.

In late 1981, CIDA announced a program to fund linkages between eight Chinese universities and eight Canadian business schools to assist China in developing its management capabilities. Western was chosen as one of the Canadian schools to be twinned with a Chinese institution. Further discussions, in 1982, led to our conclusion that linkage with the school, as proposed by Ottawa, was not an appropriate one for Western and we withdrew from the project.

By 1983, however, the relationship between Queen's University and its assigned partner, Tsinghua University in Beijing, was not working out and Tsinghua requested that CIDA approach us regarding our replacing Queen's as their linkage school. Tsinghua was one of the most prestigious universities in China, and is often referred to as China's MIT. Joe DiStefano and I visited Tsinghua in December of that year and returned with a four-year contract covering MBA training at Western for potential Tsinghua

faculty members, extended visits of current Tsinghua faculty, provision of computer equipment, library and teaching materials and some teaching by Western faculty in China.

Joe DiStefano managed this first-phase contract so adroitly that good relationships were firmly established. Later, a second five-year contract was negotiated and managed by Don Simpson, then Director of our Centre for International Business Studies, and subsequently by Paul Beamish. By the end of this contract 10 volumes of Western cases and/or text material would be translated into Chinese and 12 decision-oriented cases and eight journal articles relating to business in China would be completed.

“Andrew Grindlay, a long-time faculty member and Business Quarterly author agreed, in Japan, to take on the job of Editor over one of the most expensive meals I ever bought – a fine investment it turned out...”

The Business Quarterly celebrated its 50th year of continuous publication in 1983 at a time when many university publications across North America were falling by the wayside in the face of rising costs. Doreen Sanders, Editor at the time, as she had been since the early 1960s, had done an absolutely outstandingly creative



“Shortly after my appointment as dean, Dave Burgoyne very capably took over my earlier role as Chairman of Continuing Education...”

“... you go to a great school not so much for knowledge, as for arts and habits...”

Bud Johnston in addressing the graduating classes over the years, frequently included the following quote of William Johnson Cory, a 19th century master at Eton:

“At school you are not engaged so much in acquiring knowledge as in making mental efforts under criticism. A certain amount of knowledge can, indeed, with average faculties, acquire so as to retain. Nor need you regret the hours you spend on much that is forgotten for the shadow of lost knowledge at least protects you from many illusions.

But, you go to a great school not so much for knowledge, as for arts and habits: for the habit of attention; for the art of expression; for the art of assuming, at a moment's notice, a new intellectual position; for the art of entering quickly into another person's thoughts; for the habit of submitting to censure and refutation; for the art of indicating assent or dissent in graduated terms; for the habit of regarding minute points of accuracy; for the art of working out what is possible in a given time for taste, for discrimination and for mental courage.”





“If you couldn’t teach, you couldn’t stay.”

job of managing the magazine, as well as many of the School’s other publications, not only from an editorial standpoint but also from a business aspect as well. Among other honors, she received the Order of Canada in 1987 for her contributions to Canadian publishing and journalism education. Her stepping down in 1988 after 25 years and 100 continuous issues, posed a real challenge in locating a successor. Andrew Grindlay, a long-time faculty member, and regular Business Quarterly author, who was on sabbatical at the time, agreed to take on the job after our meeting in Japan over one of the most expensive meals I had ever bought – a fine investment it turned out as Andrew has done a superb job of continuing and enhancing the Quarterly tradition as

Canada’s unique management journal.

A capable and committed administrative and support staff had for many years been a key factor in the School’s success. In earlier years, people such as Margaret Park, Angela Challenor, Pat Avery and Ann Carden had set the standard for service to students, faculty and the business community alike. These traditions were continued strongly and developed further by Lynne Lesko (now Sheridan), Daphne Stevens and Ella Strong in our student services and program management offices and by their counterparts managing our case and publications office, our library, our print shop, our AV/TV facility and other aspects of our operations. Nancy Graham, with wide-ranging, staff-management responsibilities, played a

key role in moving the School forward on a number of important dimensions. John Irwin, our Director of Financial Resources, kept us critically aware as budgets tightened.

Personally, I had enjoyed outstanding support particularly from my assistants Jean Robertson for 15 of the early years, and from Bev Lennox during my first 10 years as dean, before she moved on to manage, very capably, our office of executive education.

In the spring of 1989, I concluded with regret that in view of my health, it would be inappropriate to continue as dean. I was confident the School was in a strong position to address the changing roles of business education as we approached the 21st century.

Throughout my 35 years of association with the School as student, teacher, administrator and dean, I had the outstanding opportunity to work with many, varied and talented students, colleagues and members of the business and university communities. I cherish, deeply, the many lifelong friendships I established as we worked together to build the institution and its impact on the practice of management throughout Canada and beyond. The mission of the Western Business School had been, and would continue to be, a noble one as we came more and more to appreciate the central role of management in the development of all aspects of global society. Successors would go on to further fulfill that mission and, in doing so, extend Western’s performance and reputation as one of the world’s centres of excellence for management education.



THE RICHARD IVEY
SCHOOL OF BUSINESS
ADMINISTRATION
BUILDING



From slide-rule to lap-top in 30 years

Alexander (Al) Mikalachki has been a 30-year contributor to the pre-eminence of the School as a teacher, researcher, administrator and acting dean (1989-1990). He was the first PhD graduate in Business Administration at Western (1964) as well as the first in Canada. In this chapter written in 1992, he recounts how, during his time, the most dramatic changes took place in the classroom and are demographic, attitudinal and technological.

Iremember, in 1960, Western had a stranglehold on degree programs in business administration. The HBA Program held a strong competitive position and the MBA Program was the only one offered in Canada. Selection into both programs was based on leadership qualities and academic grades. The MBA Program also took into account work experience. Today, not much has changed in selection criteria except that the MBA Program uses GMAT (a graduate record exam) scores as an added criterion for admission.

During the late sixties a gradual increase in competitive business programs emerged. In time, over 30 schools

offered MBA Programs and significantly more than that offered undergraduate business programs. Recruitment and program content took on new importance in attracting students. Western had to engage in national and international recruitment to attract the best applicants to their programs. The continual updating of course content provided a competitive advantage for recruiting. Since current cases reflect the management issues of the day, our case teaching kept us at the forefront of knowledge.

The most dramatic changes, in the last 30 years, took place in the classroom. The changes were demographic, attitudinal, and technological. Today the classrooms

include women, are more egalitarian, and use high technology.

From 1933 to 1972, 72 women had received an HBA degree and 12 an MBA degree from Western. Often, these women would be the only woman in the class. It was not until 1973 that women, 13 of them, were among the graduates in significant numbers: five, along with 187 of their male classmates, received MBA degrees and eight accompanied by 105 males, were on hand to receive BA degrees in Honors Business.

Because of industry's long antipathy, few women thought about careers in business and it was not until the early 1960s that leading business schools



Joining the ranks of business management were these nine women, who, in 1975, were in the graduating classes at Western Business School. They were nine of the 15 who received either an M.B.A. or B.A. Honors Business degree. (From left to right) Olga Volkoff, M.B.A.; Tevya Rosenberg, H.B.A.; Catherine Gray, M.B.A.; Joan Bennett, M.B.A.; Shelley Brunton, H.B.A.; Patricia Buchanan, H.B.A.; Rose Ho, H.B.A.; Sherry Bowyer, M.B.A.; and Danielle Carle, M.B.A.



“Teaching methods have changed. In the early '60s, case discussion in its purest form prevailed...today, more can be presented in an active manner.”

opened their classrooms to women. Harvard Business School did not accept women into its two-year MBA Program until the fall of 1963. It was 1958 when the first woman, Jan Heuber, received her MBA degree from Western.

J.J. Wettlaufer, who at the time was dean of the School, spoke at the graduating ceremonies and rightly predicted, “there will be a dramatic increase of women into the world of management and it will be welcomed. The complexities of a rapidly changing world need the best qualities of both men and women. The differences in the sexes will provide a new, exciting and enriching contribution to the field of management in the future.”

By 1990, the MBA class averaged 25 percent women members and the HBA class averaged 30 percent women. Six percent of the full-time faculty were women, and it

is likely that HBAs and MBAs experienced at least one woman professor in their two years of course work at the Business School.

The place of women in management is still evolving. However, it does not take a clairvoyant to see that their place will be one of equality and effectiveness, the same status that they have held in our programs over the last 25 years.

Classroom attitudes towards formality have changed considerably over the years. In the early twenties, students and faculty wore gowns, in the sixties, students and faculty wore shirts and ties and referred to each other as Professor, Sir or Mister. First names, jeans and T-shirts were not in vogue. Changes in attitude and attire resulted from a cultural revolution in which ideas gained power over position: what was said became more important than who said it. In addition, those who carried out decisions or were affected by them wanted to be part of the decision-making process. Thus, the relationship between boss and subordinate, professor and student shifted from power relations to collaborative undertakings. Criticism and judgment were not suspended – they actually increased. However, they now came from both sides. Professors evaluated students, who in turn evaluated professors.

During this change in which ideas came to prevail over position, there was considerable overt and oblique resistance. They first had to do with the casual or untidy appearance of students who wore T-shirts and jeans to class. There was an equating by some professors of dishevelled clothes and dishevelled minds – the assumption being that sloppy clothes were a forerunner of sloppy minds. This

was soon followed by the question, “Are we going to let the inmates run the asylum?” when students questioned some program offerings. Neither of these views reflected much more than resistance to change, however: the juggernaut was in motion and nothing has stopped it – ideas and expertise ruled much of the eighties and early nineties.

The major mechanical device students of the sixties had to deal with was the slide rule: an aid to addition, subtraction and division. Match that with its replacement in the late eighties, a lap-top computer. The age of information has made computer literacy one of the major changes in the MBA Program requirements over the last 30 years. The organization and analysis of seemingly infinite amounts of information has significantly altered schools of management. It has bankrupted their budgets and changed their program content. How it will ultimately unfold is still before us, but we know that where expertise, ideas and information prevail, computer literacy is of paramount importance.

Another major change has been the shift of geographical focus from Canadian markets to world markets. This shift was foreshadowed by the increasing importance of business/government relations. In the seventies, many schools added business/government relations to their programs, recognizing the significant impact that government had on business practices. That government input has now been taken to its natural conclusion – the importance of government when engaging in world markets. Our Free Trade Agreement certainly reflects the inextricable relations among business,

government and world markets.

Finally, teaching methods have changed. In the early sixties, case discussion in its purest form prevailed. There was little in the way of non-case readings and less in the way of lectures. Today, as a result of a significant investment in business research world-wide, more is known and more can be presented in a didactic manner. Although the case is still our major teaching tool, present methodologies include videos, lectures, computer simulations, exercises, and a variety of interactional experiences. Of interest, at the moment, are computer hook-ups to the classroom which allow different assumptions, such as changing prices or costs, to be immediately tested for their consequences.

Many changes have taken place in the classroom over 30 years. Our attire and relationships are less formal. Women are very much a part of classroom life. Technological sophistication and a variety of pedagogical approaches are experienced by participants. The development, dissemination and power of ideas prevail.

Although much has changed in terms of means employed, our end or mission is still to improve the practice of management. We pursue this mission, from a teaching point of view, by developing in our students an ability to define, analyze and solve important unstructured problems. In effect we develop their abilities to define significant problems, determine the root causes, isolate the causes that can be changed directly, and then to develop action plans to resolve the problems. We still aim to develop the problem solvers of the future who will be leaders in our society.

“The independence I received in the Doctoral Program was both a strength and a weakness.”

Since I was the first PhD graduate in Business Administration at Western (1964), I should share some recollections of that program. For me, the program entailed a year of course work at Western, a year of course work at Cornell University and a year writing my thesis. R.K. Ready, a Western Business School professor, guided the first two years of my program before going on leave to work in Egypt. Dick Hodgson, a newly appointed professor who had just completed his D.B.A. at Harvard, supervised my thesis research.

The independence I received in the program was both a strength and weakness. It allowed me to pursue my own interests and develop self-reliance. It also had the disquieting features that a lack of structure and tradition entail. Standards of performance were uncertain and comparisons to the one other person in the program were difficult if not impossible. In retrospect, the inner-directedness that the program forced on me and which I readily took to, has served me well in my chosen profession. It is my opinion that above all other capabilities, a professor must be comfortable with independent thought and action. If nothing else, my doctoral experience at Western reinforced my independence of thought.

My thesis defense reflected where business administration stood in the values held by professors of other disciplines at Western. The examination was about four hours in duration and

involved professors in the disciplines of Social Science, Natural Science and Arts. Nearly all had come out of a curiosity to witness the singular experience of a student defending a PhD thesis in business administration. Each of the more than 20 professors in attendance posed at least one question. The questions ranged from the place of business in our society and educational system to whether I thought we would have a clean hydrogen bomb. Having no idea of the answer to the latter question, but feeling I had to make a response other than “I don’t know,” I assumed an expression of studious thought for a moment and answered, “Yes.” On this of all days, I wanted to think positively. Incidentally, my thesis was titled: Group Cohesion Reconsidered. One professor rather gleefully noted that he had not considered it before, let alone now.

My most satisfying doctoral year was at Cornell, where no one was responsible for me, and thus all the professors were totally encouraging. In one year at Cornell, I took as many courses (Sociology, Social Psychology, Business) as their regular doctoral candidates took in two. I could do so because I did not have to spend time assuaging those in the system. The course of study and independence offered by my unusual Doctoral Program has served me well as a professor of business administration.

“The School has had an encouraging environment in which students and faculty could grow.”

To write about the professors who made an impact at Western is a risky endeavor because of the likelihood that many will be overlooked. Over the years I have learned that students are often profoundly affected by acts or statements by professors who themselves are unaware of the effect of their actions. However, at the risk of overlooking deserving people, I do want to note some professors who have affected the School’s programs and life.

Professor Walter Thompson has, over the years, fostered a positive environment in the School. He has probably never met a student he did not like or a person in whom he did not see some good. Walter’s positive reinforcement and encouragement have helped many people to reach beyond their grasp and thus become more than they originally thought they could be. His legacy to the School has been a supportive, encouraging environment in which students and faculty could grow.

Professor Jim Taylor, who taught Finance at the School, was probably the most cogent thinker to teach at the School. His ability to simplify the complex was legendary. At times his impulsive impishness had him complicate the simple. However, to engage in a confrontation of logic with Professor Taylor was a losing proposition. Although Jim portrayed a tough exterior, it appeared that this was a mechanism to hide the basic warmth and goodwill he had for others. Both students and faculty became clearer thinkers as a result of exposure to Jim Taylor.

Professor David Leighton was a major force in developing the Marketing Courses at Western. He was, at one time, the Editor of Business Quarterly. He also



“Professor James Taylor, who taught Finance, was probably the most cogent thinker at the School.”



Dr. Harold Crookell introduced the International Management Course that reflects the inextricable relations among business, government and world markets.

enhanced relations between the business world and the School, a strength we have continued to develop.

A number of professors have been particularly creative in developing new course offerings. Professor Don Thain has led the way in many new courses, the most notable of which are Business and Society, a revamping of Business Policy, and Business and Government. Professor Dick Hodgson is a most creative designer of courses. Among courses he has developed are: Career Management, Creative Professional Leadership, and Sustainable Growth.

Professors David Kuechle and David Peach, both at other universities now, will be remembered for developing high student interest in Personnel Administration and Labor Relations. In general, the faculty as a whole should take a bow for keeping courses current through the case-writing and consulting activities which keep them abreast of managerial issues.

Over the years there has been a significant growth in our Executive Education Programs (formerly called Continuing Education Programs). Our growth built on two highly successful courses, the

Management Training Course (MTC) directed by Walter Thompson and the Marketing Management Course (MMC) directed by Jack Wettlaufer. Professors Bud Johnston and Dave Burgoyne were instrumental in expanding our course offerings. The first wave of expansion included the addition of other functional courses: Production/Operations Management Course (POMC) directed by Professor Bert Wood, Management for Accounting and Financial Executives (MACFE) directed by Professor Ross Archibald, and the International Management Course (IMC) directed by the late Professor Harold Crookell. The next wave was to provide more advanced, senior courses that dealt with more strategic issues. Two courses were added: the Senior Executives' Program (SEP) directed by Professor Nick Fry and the Executive Marketing Program for technology-based businesses (EMP) directed by Professor Adrian Ryans. The primary purpose of these new programs was to respond to the growing demand for educating executives to cope in an increasingly competitive and changing environment. Secondly, but of significant importance, the programs generated much needed funds to operate the School.

“In the '90s we know it is imperative to make the manager's perspective a global one.”

The late eighties found the School's faculty and staff working hard at developing a strategy for the next decade.

Stimulated by changing environmental conditions and prodded by the School's Advisory Committee, the faculty committed countless hours to developing a strategy. The results were gratifying and received the support of faculty, staff and advisors.

As a school we continue our mission of improving the practice of management. However, we know it is imperative to make the manager's perspective a global one. In effect, we are developing managers to deal with global competition. To do so requires the writing of global cases and the developing of courses to reflect cultural differences as well as global issues. We have also expanded our student exchange to include more countries, and to support faculty exchanges in which we receive foreign faculty and send some of our own faculty members abroad. We realize that it will take time and investment to globalize our programs. It will also take learning – what skills and knowledge does a global manager require? Our case approach had been instrumental in helping us learn about global management. Our end goal is not to simply add a few courses, but rather to globalize the perspective of our programs, students, staff and faculty.

Research has also taken a prominent position in our strategy. Although teaching is our distinctive competence, without research it would be difficult to attract new faculty to the School and equally difficult to keep current faculty mentally adroit and enthusiastically involved in their teaching responsibilities. We have added to our faculty in order to fulfill our commitment to research.

Financially our new strategy

(globalization and research) could not have come at a worse time. University budgets are shrinking, and the economy is flattening out and contracting. Funding needs for case-writing, program development, research expansion and new facilities have risen at an unprecedented level for our School.

We are fortunate to have managed our financial reserves well. Support from Canadian corporations through the Plan for Excellence campaign, from students through alumni donations and from our own executive education surpluses has allowed us to contemplate growth when all other faculties are retrenching their goals. However, to achieve our long-term strategy requires more funds than are available.

Thus a key role of the dean's office continues to be that of fund-raising. A plan had been developed to increase contributions from our key sources: students, Canadian companies, and executive education. Executive education is to be the source of at least half of our external funding needs. It is imperative that we show alumni and corporations that we can earn a great deal of the money we need. By expanding our Executive Education Programs and embarking on an Executive MBA Program we are confident that our goals can be achieved. We also are comfortable in the alumni fund-raising programs we developed, which in time will grow an endowment that will generate substantial annual surpluses. Our Case and Publications Program has also developed into a major funds generator.

The one questionable source of funds is grants from Canadian corporations.

Much has changed in the corporate funding environment. Other schools are seeking funds, profits are down, and corporate giving committees are in place. In effect, there is less money to go around, more people after it and it is more difficult (costly) to reach the donors. This corporate giving branch of our fund-raising plan is still a problem in search of a solution. In all probability the School will have to rely much more on alumni giving and executive education profits for future external funding.

“Fortunately, we had a strategy and an effective management team.”

Through a set of unforeseen circumstances, I took on the role of Acting Dean for the 1989-1990 year. Samuel Johnson once said, “When a man knows he is to be hanged, it concentrates his mind wonderfully.” Becoming the dean has much the same result. Within two minutes of stepping into the office, I received a phone call from an alumnus congratulating me on my appointment and asking me to intervene on behalf of a young man who was having difficulty entering the MBA Program. The remainder of my year's tenure was a repetition of this initial welcome: either someone came to me or I went to someone else seeking support. A series of problems demanded decisions, some to be made immediately, and fortunately, a few which allowed due time.

Fortunately, we had a strategy and an effective management team (program and administrative directors). Each major

decision was evaluated in terms of how it enhanced the strategy and how we could get implementors to buy into the decision. The more difficult and time-consuming decisions were those that were resisted by the implementors but vital to our strategy. These circumstances required discussion and modification so that we both advanced our strategy and had highly motivated implementors. The latter is important in all organizations but more so among academics, each of whom believes that he/she is the CEO.

During my year in the dean's office, the role and power of our administrative staff (mostly women) and gender equity in the School became issues. As a school, we moved forward on both issues. Administrators were given more responsibility and the effective manner in which they managed it gave them more power. As for gender equity, we came to realize the dominance of men, particularly in our faculty. An exploratory study of gender equity in the programs and the School was initiated by Terry Deutscher (Associate Dean, Human Resources). The study generally reported that gender equity prevailed in the School and its programs. However, some needs for significant improvement were noted. It will take many years before the School has a healthy balance of women faculty members. In 1991, six percent of full-time faculty were women. However, the need for improvement is recognized and plans to do so are evolving.

“The past is prologue to the future.”

The past is prologue to the future. As of 1990, the School has achieved its earlier goals. The Degree Programs and Executive Education Programs are serving Canadian managers well. A 1987 national study of CEOs, students and deans ranked the Western Business School as number one in the country by each of these groups. The Case and Publications Program is generating material for education purposes second only to Harvard's program. Research is taking on a new importance and should bear fruit in the next decade. Although funding is constrained, the School has sufficient reserves for the next couple of years to allow it to plan and carry out new initiatives.

Those involved in the School's history should take pride in its achievements. The School's prominence in Canada is beyond anyone's early expectations. The future is challenging, but the School will persevere and progress as it has in the past. Excellent students, faculty and staff will continue to overcome obstacles and develop successful, viable programs.



Becoming world-class

For the past decade, Adrian Ryans has had a distinguished association with the School as teacher, researcher, administrator and Dean (1990-1995). As visionary leader, he has met the challenge of establishing the School as one of the leading centres for management development in the world. This has been in response to international competition in the global business education market. In this chapter, written in 1993, he discusses how this task was accomplished and also sets out some of the incredible challenges the School now faces and why he is confident it will achieve new heights of excellence in the 21st century as it enhances its reputation as one of the world's leading centres for management development.

I was in Santa Cruz, California when Terry Deutscher, the School's Associate Dean – Human Resources, called to tell me that Bud Johnston was resigning the deanship due to his deteriorating health, and that Al Mikalachki was going to be Acting Dean, while the University undertook its search for a new dean. It did not occur to me at all on that June, 1989 day that I would become the next dean of the Western Business School.

Prior to 1988, I had had no administrative responsibilities in the School. In 1987,

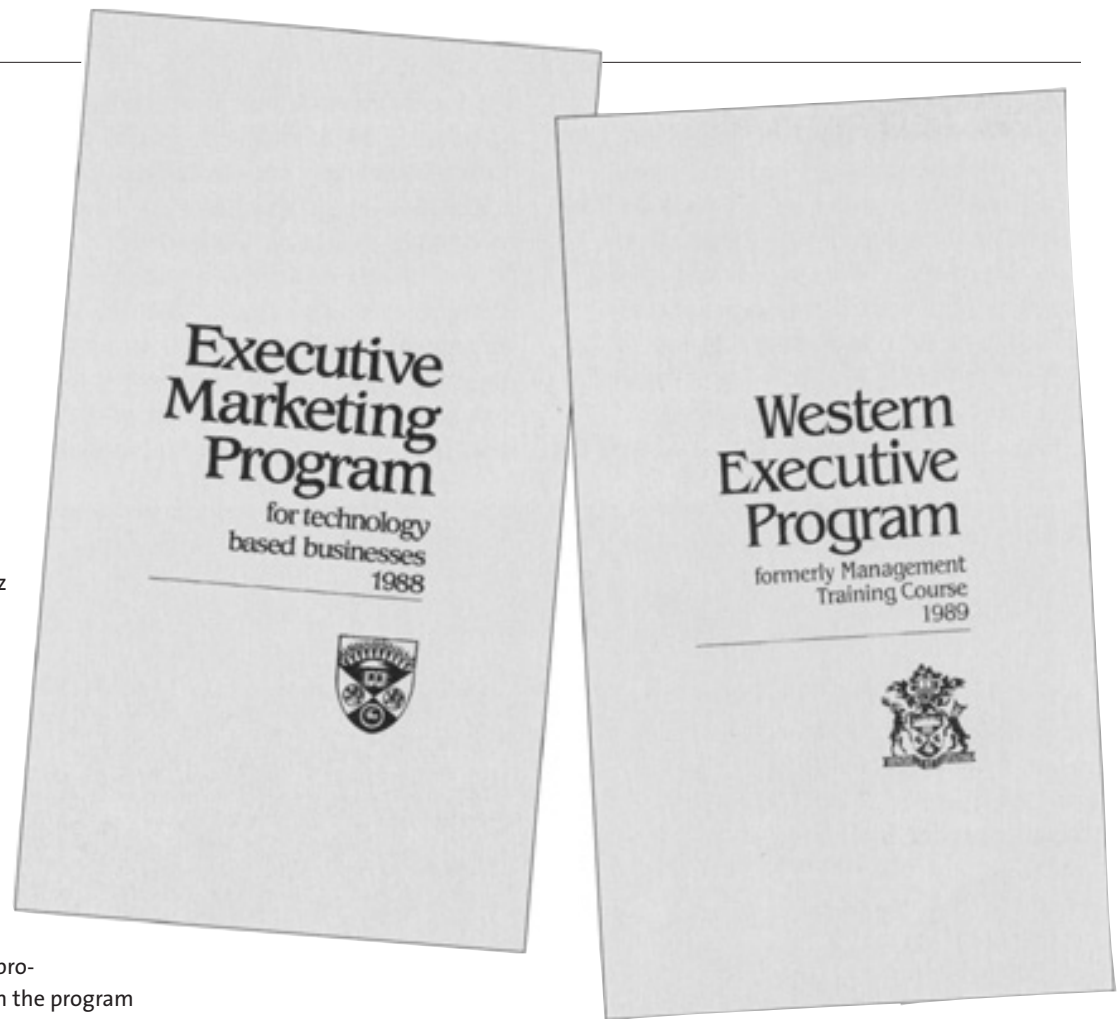
a team of four Marketing faculty members, Terry Deutscher, Ken Hardy, Roger More and I, had proposed to the Director of Continuing Education, Dave Burgoyne, that we launch a new marketing program for executives in technology-based businesses. From the very beginning we wanted this program to be a world-class program targeted at the North American and even the global market. We felt that we could offer a world-class experience and should charge a world-class price for the program. There was some skepticism



in the School that executives would pay Harvard or Stanford prices to attend a program in London, Ontario, Canada. However, we were successful in convincing our colleagues that this was feasible. We agreed that I would be the team leader for this program, and we successfully launched the Executive Marketing Program for technology-based businesses in February, 1988.

Later that year, with a deterioration in the health of Dave Burgoyne, the Director of Continuing Education, Bud Johnston asked me if I would succeed Dave. I agreed to do this. At that time, Bud was still the Director of the Management Training Course, Canada's first, and Western's largest and most profitable executive program. Given his responsibilities as dean, he had not had a lot of time to devote to program strategy in the preceding years. We agreed that I would be Co-Director of the Management Training Course in 1988 and would take over the directorship in 1989 with the view to working with the faculty to undertake a major restructuring of the program. I asked three of the faculty working on the

program, Nick Fry, Jeff Gandz and Larry Wynant to work with me to undertake this restructuring. Although I had never worked closely with these individuals before, it turned out to be a great team. After conducting market research with alumni and others, and some highly productive meetings, we agreed to a radical restructuring of the program. We decided to shorten the program by a week, change its location to Spencer Hall from Medway, radically restructure the content and organization, offer it twice a year instead of once a year, and increase the weekly price by almost 50 percent. We relaunched the Management Training Course as the Western Executive Program in the spring of 1989 and its success exceeded our expectations. Until the recession of the early 1990s began to bite in 1991, one of my biggest challenges as Program Director was turning away qualified applicants, who we simply couldn't accommodate in the program. These two



executive education experiences, the creation of the Executive Marketing Program and the relaunching of the Western Executive Program, were to me among the most satisfying experiences of my professional life. It was great to see what small teams of talented faculty and staff could accomplish when they put their minds to a task.

I assume that these successes which I contributed to in executive education were major reasons for the dean's Selection Committee offering me the position of dean in June, 1990. I had

“We felt we could offer a world-class experience and charge a world-class price for the programs.”



The graduating HBA Class of '92 reflected the School's determination to position itself as a competitor in the global business education market.

initially indicated to the committee that I had no interest in such an administrative job but when other potential candidates were eliminated by the committee, Tom Collins, the Provost of the University, asked me to reconsider.

My family, while not enthusiastic, was supportive of me taking the position. My mother, who was 85 and terminally ill in the summer of 1990, was quite excited when I accepted the position. When my father had died in 1960, I had persuaded my mother to pick up her roots and move to Canada, which I viewed as a 'land of opportunity'. This courageous woman, who had never worked in her married life and had no job qualifications, packed up all her belongings and emigrated to Canada with a 15 year-old son and a 12 year-old daughter and less than \$5,000 in her pocket. To her, some of

my professional successes had made her sacrifices worthwhile.

Before assuming the deanship in September, 1990, I spent time talking to a variety of faculty and staff in the Business School and to some knowledgeable outsiders, such as Dick Currie, the President of Loblaws and the Chair of the Business School's Advisory Committee. As a result of this process, I concluded that there were a number of major issues facing the Business School. It was very clear that one of these issues was the rapid globalization of the business education market. The Western Business School had been very active internationally for many years, having undertaken major initiatives in the West Indies, Kenya, and the Peoples Republic of China. Many of our older faculty had spent a year teaching at such European schools as IMEDE¹ (now IMD) in Switzerland and INSEAD² in France. We were one of the first schools in North America to launch an exchange program, when we linked up with the London Business School in the United Kingdom in 1976. While superficially we were quite international, our orientation was still fundamentally that of a Canadian school. When we thought about competition (which we didn't do very often!) we worried about other Canadian business schools. However, it was very apparent in the late 1980s in our MBA acceptance data that our competition was increasingly international. In the mid-1980s, when we lost a potential student to another business school, that school was almost invariably another Canadian school, such as Queen's, McGill, or the University of Toronto. By 1990, this had changed radically. Now, when we

lost an applicant to another school, that school was much more likely to be a U.S. or European school. The situation was similar in faculty recruiting. We were by then clearly competing for faculty with leading business schools from all over the world, including those in Europe and Asia.

"I felt that we needed to fundamentally restructure our thinking and view ourselves as a school challenging itself to become widely regarded as one of the leading centres for management development in the world."

There were also some advantages to us thinking of ourselves as a competitor in the global business education market. My experiences in executive education had convinced me that we had become frozen in our attitudes. Our perspective was very much that of the premier business school in Canada defending its leadership position. I felt that we needed to fundamentally restructure our thinking and view ourselves as a school challenging itself to become widely regarded as one of the leading centres for management development in the world. An orientation towards attack rather than defence was fundamentally much more appealing to me. The environment in 1990 seemed like a perfect opportunity to make the change. Our successes in launching the Executive Marketing Program and radically restructuring the Western Executive Program had given many of the faculty

and staff the confidence that we could make quite radical changes in strategy and be very successful. I also felt that if we didn't start making some significant changes in the School and its programs, we would lose some of the most creative and productive faculty.

It has also become clear that in the summer of 1990 we were going to face some very significant budget cuts at The University of Western Ontario. In my two meetings with Provost Tom Collins, before accepting the deanship, my main focus had been on trying to negotiate some continued financial independence for the Business School. In particular, I felt that we had to continue to have the right to retain the bulk of our executive education profits within the Business School. Only with access to these kinds of financial resources could we hope to be competitive on the global scene. Shortly after I became dean, the University announced a 13.5 percent budget cut over the next three years. This announcement brought a sense of crisis to the University and in the Business School. We recognized that fundamental change was going to be necessary. It was about this time that Terry Deutscher, the associate dean – human resources, and I decided that we should be very open with faculty, staff, students and alumni about the Business School's financial situation. Al Mikalachki had begun doing this during his year as Acting Dean. Jack Wettlaufer and Bud Johnston had taken a very personal responsibility for raising the funds to support our course development and research activities. With the deteriorating financial situation, both Terry Deutscher and I felt that this rapidly growing burden had to be shared more

evenly over the faculty and staff. John Irwin, the School's very effective Director of Financial Resources, helped us to organize the financial data on the School into an intelligible format. Then, we undertook a very conscious campaign, beginning at Homecoming in 1990, to communicate the financial realities of the School's very difficult situation to the Business School community, alumni, corporate community, and parents of our students. This was not always well received. Some alumni and parents, and even our own faculty and staff, felt it was 'crass' to talk about money at events like Parents' Day or Homecoming. But we persevered, because we felt that we had to communicate to our stakeholders that they could no longer assume that a world-class education would be funded solely by the taxpayers.

“Giving the women managers and staff a greater leadership role seemed a very good way to reduce some of the gender inequities that were perceived to exist in the School.”

In addition to the financial resources that we would need to pursue the vision of becoming widely recognized as a world-class centre for management development, we would also need the human resources. We were clearly going to need more leadership, creativity and hard work if we were going to undertake a large number of new initiatives. Also, as the business education market became more competitive, the quality and professionalism of everything we did would



have to increase dramatically. It seemed to many of the faculty in leadership roles in the School that we would have to place increasing reliance on our staff, if we were to succeed. We have always been very fortunate at the Western Business School to have many highly effective individuals on our support staff. But, I felt that we could no longer just view them as 'support staff'.

I had seen this in my two years in executive education, where much of what we had accomplished there had been the result of the creative ideas and initiative of individuals like Beverly Lennox, Sheryl Gregson and Marilyn Senft. We would need to unleash talented staff in all areas of the School and have them play a more active role in the development and implementation of strategies in their particular areas. This was reinforced by the preliminary findings of the Gender Equity Committee that had been established by

“In my first two years in the position, Terry Deutscher (centre) was effectively Co-Dean.”



Peter Killing in the classroom.

Al Mikalachki in 1989. The leadership of the School was male-dominated and this didn't always create a 'friendly' environment for the female managers and staff. Giving the women managers and staff in the School a greater leadership role seemed to me a very good way to reduce some of the gender inequities that were perceived to exist in the School.

One of my first actions as dean was to initiate steps to put the Western Business School on a firmer financial footing. This involved putting a higher priority on some of the executive education initiatives I had been involved in over the previous two years. The second major initiative was to give a much higher priority to corporate and alumni development within the School.

“A major decision that Peter Killing and I faced in the fall of 1990 was the location of some space in Mississauga that could be converted into a world-class executive development centre for the EMBA Program.”

When I took over as dean, the planning for the Executive MBA initiative was well underway. As Director of Executive Education, I had been successful in working with our faculty and the University administration to get approval for the program. Peter Killing had agreed to be the Founding Director of the program for a three-year term beginning in the summer of 1990. A major decision that

Peter and I faced in the fall of 1990 was the location of some space in Mississauga that could be converted into a world-class executive development centre for the EMBA Program. While we had initially looked at purchasing a facility, we had dismissed this option due to the high cost of purchasing the land and constructing the facility. Peter looked at a number of potential facilities that could be leased in the fall of 1990, but was unable to identify one that really met our needs. As the recession began to hit, real estate prices and construction costs started to plummet in Mississauga and we decided to take another look at the option of having a facility constructed to our specifications and leased on a long-term basis. At that time Peter Killing lived next door to me in London and there were a couple of weekends where we traded spreadsheets back and forth as we tried to decide on the viability of building our own facility. After discussions with several members of the faculty and staff and Dick Currie, Chair of the Advisory Committee, we decided in early 1991 to work with a developer to build a facility near the Delta Meadowvale hotel in Mississauga. The contract was signed in late February, 1991, with a deadline to have a building designed and opened by September of that year in order to be ready for the entering EMBA class. I know that Peter Killing and I both spent some sleepless nights over this decision. Here we were committing about \$2 million of the School's resources to the building of a classroom facility in Mississauga, when we didn't even have one student definitely signed up for the Executive MBA Program. As a result of a tremendous

effort by Nancy Graham, our Project Manager, and Dennis LeMay from the University's Physical Plant Department, the facility was opened, on time, in September, 1991.

In signing a 15-year lease for the facility, we had written into the contract the option to purchase the facility from the developer at a prearranged price at specified times during the lease period. As part of the University's Renaissance Campaign, the Western Business School had raised about \$2 million for a third floor addition to the National Centre for Management Research and Development. The need for this additional space had been identified in the late 1980s when the School was undergoing a heady phase of growth in faculty and staff. With the realities of budget cutting and down-sizing of the early 1990s, it was rapidly becoming clear that additional space was not a high priority. Terry Deutscher and I felt that a much better use for these resources might be the purchase of the Executive Development Centre in Mississauga. This view was supported strongly by Dick Currie, who felt that we should own, not lease, land and buildings, a position he had championed at Loblaws. The lead donor for the third floor expansion of the NCMRD was the Ivey family. We approached the Iveys in the spring of 1992 to determine whether they would be willing to transfer their funding from the NCMRD to the Executive Development Centre in Mississauga. Dick and Beryl Ivey, and their son Richard and daughter Rosamond, all of whom are graduates of Western, (three of the Western Business School) met Peter Killing and me one Friday in

Mississauga to view the facility and to discuss the Executive MBA Program. By the end of the meeting, the family was very excited about redirecting their donation to the Mississauga facility. We had indicated we would be willing to name the facility after the Ivey family. But in a telephone conversation about a week later, Dick Ivey very generously suggested that the family would be delighted if the facility were to be named in honor of J.J. Wettlaufer. Both the Wettlaufer family and the Business School community were delighted with this idea. Having Jack's name attached to the Executive Development Centre made it very easy for us to persuade the other donors to the third floor addition to redirect their gifts to Mississauga as well. The purchase was consummated in early 1993.

Also in the fall of 1990, we had been heavily involved in the University's decision to expand Spencer Hall, the executive development facility in London that was jointly operated by The Bank of Nova Scotia and The University of Western Ontario. With the growth of executive education at the Business School, we could no longer book enough space in the original Spencer Hall facility to meet our needs. Therefore, the University and the Bank agreed to double the size of this facility to meet the needs of both the Business School and other University and corporate users. This \$8 million expansion was designed to create a world-class residential executive development centre that would be able to meet the needs of the Western Business School and the other users in the years to come. We were actively involved in the design of the addition. Beverly Lennox played the



key role in this regard as she very ably represented the Business School on the Spencer Hall Planning Committee.

During the period 1990 to 1993, we also saw a rapid expansion of our custom programs business. These programs were not only beneficial from a financial viewpoint, but also contributed to keeping our faculty up-to-date with current issues facing leading-edge businesses.

Another early priority was corporate and alumni development. Early in the fall of 1990, Terry Deutscher and I agreed that we should put much greater emphasis on this area. To provide greater staff capability in the alumni development area, I approached Lynne Sheridan, who was at that time director of Student Services. Lynne had been very successful in developing the team of Larysa Gamula,

Ella Strong and Daphne Stevens to run Admissions, Programs and Career Services respectively. With this team functioning very well, Lynne had a much more limited role and was looking for new challenges. We were convinced that she would have the energy and enthusiasm to really stimulate the whole alumni development area. We also felt that moving one of our most senior staff members into this area would give the whole alumni development area more credibility and visibility within the School. At about the same time we recruited Terry Pursell to bring more focus to the corporate development area. Over the next two years we saw a number of new initiatives launched in both of these areas, which promise very high, long-run payoffs for the School.

Spencer Hall, the executive development facility jointly operated by the Bank of Nova Scotia and The University of Western Ontario since 1978, was doubled in size in 1992 to meet the needs of both the Western Business School and corporate users.

In my first two years in the position, Terry Deutscher was effectively co-dean. Having served as Associate Dean for three-and-one-half years, he had an excellent understanding of all of the issues facing the School, and I made no significant decisions without his input. Terry has that rare ability to be able to see to the core of any issue and can always generate a series of creative alternatives. Al Mikalachki, who was in the process of returning to full-time teaching, served as Associate Dean, Programs, for the first year of my deanship. Al could always be counted on for sage advice. But, perhaps one of the major accomplishments of the early 1990s was the identification of several individuals who were able to provide leadership for a number of initiatives and programs within the School. Without a doubt, Peter Killing did a tremendous job of converting a paper Executive MBA Program into a real Executive MBA Program that was already, by the fall of 1993, being included in Business Week's list of the top 20 Executive MBA programs in the world. I was even more delighted when, in the spring of 1992, Peter agreed to take over as one of the Associate Deans with particular responsibility for executive education. Claude Lanfranconi, who replaced me as Director of the Western Executive Program in the fall of 1990, was another inspired choice. Claude turned out to be highly effective, both at dealing with the faculty team and with participants. He showed a tremendous commitment of time and energy to further improving this key program for the School. When Paul Beamish indicated that he wanted to give up the directorship of the Centre for International Business

Studies, so that he could devote more of his energy to the Journal of International Business Studies, I asked him to develop a list of potential successors. I did the same. I think we were both surprised when John Kennedy's name appeared on top of both of our lists. John agreed to take over the position and in a very short time was bringing leadership and energy to this quite time-consuming position within the School. When Jim Rush, Ken Hardy and Christoph Haehling von Lanzanauer completed their terms, Jeff Gandz, Kathy Slaughter and Rod White turned out to be equally competent leaders for our three degree programs, as all these programs faced periods of significant challenge and change. Many other individuals agreed to take on a variety of other major and minor leadership roles within the School. When Terry Deutscher stepped down as associate dean of 'everything' in the summer of 1992, Larry Wynant and Peter Killing agreed to take over as associate deans with responsibilities for all the faculty and all programs, except for Research and Development, which had been consolidated in 1991 under the very effective management of Jim Hatch when David Leighton stepped down as Director of the NCMRD. Larry Wynant, who had previously served as MBA Program Director, was known as a very hard-working and highly effective leader with an intimate knowledge of the School's degree programs. He proved to be even more effective as associate dean. Larry was always willing to take on the tough issues and deal with them in a direct and effective manner. Jim Hatch's six-year term as Research Director and then Associate Dean, Research and

Development, came to an end in the summer of 1993 when Jim returned to full-time teaching. We were all sorry to lose Jim's administrative skills. In consolidating the administration of the School's research organization with that of the NCMRD he had faced a number of challenging personnel issues. Throughout this difficult period Jim retained his positive, cheerful attitude and dealt with each of the issues firmly, but sensitively. Ken Hardy agreed to succeed Jim. With his broad experience in the School and his capacity for hard work, I had no doubt that Ken would be a fitting successor to Jim Hatch.

“As a school, we try to make a major attempt to get selected staff more directly involved in the School's decision-making... They played a key role in implementing the decisions that were made.”

But, perhaps one of the things of which I am most proud, was the way a number of the School staff continued to grow and make very significant contributions to the School during the early years of my tenure. As a school, we try to provide selected staff with more educational opportunities and also make a major attempt to get them much more directly involved in the School's decision-making. This was not always welcomed by all members of the faculty, some of whom felt that decision-making in the School should be, largely, a faculty role.

Both Terry Deutscher and I disagreed strongly with this attitude. We felt that it was essential to get the staff involved in strategic planning and decision-making for the School. They often had first-hand access to information that faculty were not aware of and they played an absolutely key role in implementing the decisions that were made.

Almost everybody at the School felt that there was a major gap between the perception and the reality of the Western Business School. Particularly, when one traveled outside Canada, few business leaders had heard of the Western Business School. In fact, The University of Western Ontario itself sounded like a second or third-tier university. Partly to overcome this, we decided to promote the Western Business School as a brand name in its own right and to place less emphasis on the relationship with The University of Western Ontario. To close the gap between the reality and the perception we decided to communicate more pro-actively with the business press, both in Canada and internationally. Margot Northey agreed to play a lead role in this effort. An early success was a set of very favorable rankings by Canadian CEOs, human resource executives and placement specialists in the April 1993 Canadian Business. We were particularly pleased with an article that favorably compared our MBA Program with those of Northwestern and the London Business School. It seemed an appropriate moment to celebrate, since we had been steadily cutting budgets and increasing workloads for almost three years, and yet we were continuing to excel. Peter, Larry and I decided to buy everybody in

20 Leading business schools offering the executive MBA. (Reprinted from Business Week)

For years, business-school deans talked about putting more international content into U.S. classrooms. Now, many of them are taking the notion a bit further – sending their executive MBA students overseas. Nearly half of the nation’s executive MBA programs boast study tours abroad, up from just 25 percent five years ago.

All the schools on Business’s Week list of executive MBA leaders offer an international seminar or study tour with the exception of Columbia University and the University of Washington. Columbia University’s program will begin offering an international seminar next year. Some schools make the trips mandatory, while others offer them as pricey options. But a growing number of schools are serving

up more than just a single overseas adventure. In addition to a one-week trip to Japan, Washington University’s Olin School provides a four-week elective on finance and capital markets in London. EMBA at the University of Texas can study in England, Mexico, and France.

While critics belittle some of these trips as little more than group vacations, more schools than ever are making them demanding educational whirlwinds. UCLA uses its international trip as a key component of a six-month-long consulting project for a non-U.S. company. This year EMBA students are studying Nokia, a Finnish telecommunications company. New York University requires executives to study Japanese or Russian economics and history before exporting them to Japan

or the former Soviet Union for a week-long residency tied directly to courses on global strategy and general managers.

Back at home, the programs don’t differ all that much. They offer seminar-style MBAs for managers with a decade or more of work experience. The programs tend to run for two years, and classes usually meet on alternating Fridays and Saturdays. Many also require periods of on-campus residency. Students are generally sponsored by their companies, which help foot tuition bills and allow for time off from work to attend class.

School	Total Tuition	Avg. Years in work force	Avg. Salary of manager	Female Enrollment	Highlights
Boston , Tyngsboro, Mass.	\$39,825	13	\$72,000	24%	MBAs select week-long seminar abroad. Traveled to Prague and Budapest last year to study emerging capitalist economies.
Chicago , Chicago	42,000	15	86,000	22	Pioneer of EMBA format is moving program into a new \$44 million building next year. Launching program in Barcelona.
Columbia , New York	62,500	10	105,000*	25	New curriculum emphasizing four key themes; global management, ethics, quality, and human resources. Will add international project trip.
Duke (Fuqua) , Durham, N.C.	44,000	12	88,000*	12	Going global by putting more non-U.S. content in core courses, offering international electives. Big users include AT&T IBM, and GE.
Emory , Atlanta	39,200	15	83,000	26	New focus on global marketing and managing customer relationships. Boasts field projects linked to work back at the office.
Illinois , Urbana-Champaign	26,200	14	59,000	20	Putting candidates’ companies’ cases into classes. Requires consulting project with social-service agencies. Global trip optional.
Michigan State (Broad) , East Lansing	24,400	13	60,000	12	Location is prime for big three: GM, Ford, and Chrysler. Now requires 14-day international excursion to Far East or Europe.
Minnesota (Carlson) , Minneapolis	32,000	16	65,000*	25	Overseas trip to Budapest features course as well as government and company visits. Major clients include 3M, Honeywell, US West, Cargill.
North Western (Kellogg) , Evanston, Ill.	43,500	15	99,000	19	Added core course in negotiation and elective in information management. Major clients include GE, Baxter. Foreign trip optional.
NYU (Stern) , New York	63,200	11	85,000	31	Attempts to put only star teachers before EMBA students. Half of class travels to Japan, half to Eastern Europe and Russia.
Pennsylvania (Wharton) , Philadelphia	63,450	10	109,000	31	Allows exceptional latitude, with students picking 9 of 19 courses. Will launch new and innovative curriculum for EMBA students next year.
Pittsburgh (Katz) , Pittsburgh	28,000	14	55,000	30	Added global course and exercises in leadership, communication, and teams. Also offers Purdue-like “Flex” program ideal for out-of-towners.
Purdue (Krannert) , West Lafayette, Ind.	28,500	12	94,000	22	Learning via computer: Execs meet only six times, for two-week residencies. Otherwise, they network and study using computers.
Southern California , Los Angeles	32,520	16	79,000	29	Launched strategy consulting project with top managers of client companies. Added six electives, from Great Books to Market Research.
Southern Methodist (Cox) , Dallas	29,940	18	92,000	20	Assesses managers, leadership qualities prior to entering program and again at end. Draws experienced crowd, averaging 38 years old.
Texas , Austin	21,800	12	80,000*	25	Nearly one in four executives from nonprofit sector. All spend week of program in London. Option to study in Mexico and France.
UCLA (Anderson) , Los Angeles	44,000	14	110,000	28	Gone high-tech with “wired” classrooms and laptops. Boosts field-study projects with non-U.S. companies such as Sony and SGS-Thomson.
Washington , Seattle	32,000	14	60,000	40	Mentor program matches entering managers with EMBA alumni to help them adjust to demands of balancing full-time job with school.
Washington (Olin) , St. Louis	39,300	14	65,000	26	Washington, D.C., and Tokyo residencies. Students also spend four weeks in London for credit as part of summer elective option.
Western Ontario , London, ON	31,580	14	70,000*	18	One of Canada’s best B-schools launched program in 1991. Boasts “best-practices forum” to aid in benchmarking, and study in China.

*Business Week estimate



The purchase of the Executive Development Centre in Mississauga was consummated in early 1995. At the request of the Ivey family, it was named in honor of J.J. Wettlaufer (Dean, 1963-1978).

the School a bottle of champagne and to place it on their desks during the night, so that everybody would be surprised by finding a bottle there when they arrived at work the next morning. We had some momentary doubts about the political correctness of champagne in the 1990s, but decided to risk any backlash, since it was such an important symbol of celebration in Western society. As is true so often in business, the strategy is simple to develop, but the implementation is

much more difficult. The LCBO was in the midst of an initiative to reduce inventories and didn't have 150 bottles of any brand of champagne in southwestern Ontario, and it would take over a week to get that much from the warehouse in Toronto. When it did arrive in London, we successfully smuggled the champagne into the School without anybody seeing it and printed 150 letters without Judy Ellis, my Administrative Assistant knowing (no mean achievement!). Then, Larry Wynant and I, as co-conspirators, met on a Sunday evening and with master-keys in hand, went from office to office in the School putting a letter and a bottle on each desk. It took a lot more time than we had estimated, and, unfortunately the so-called 'master-keys' did not open all the offices in the School. The janitors' 'office' had its own key as did the computer support staff's office and the library. The response from the Business School community the next morning was very positive and it seemed to give everybody's morale a boost.

I was also very enthusiastic, when Andrew Grindlay, the Editor and Publisher of the Business Quarterly proposed that he create a new, more modern look for the magazine in 1993. The Business Quarterly had become a respected management publication under the 25-year leadership of Doreen Sanders. On her retirement, Andrew Grindlay had taken over this role. In his quiet, unassuming way, Andrew was an extremely powerful salesperson, both for the Business Quarterly and for the Western Business School. He proved to be as aggressive in pursuing advertisers as he did in pursuing authors for manuscripts. The Business Quarterly contributed a good deal to the

School's national image.

On the international front, we had a number of visibility-enhancing successes in the early 1990s. Paul Beamish, with the School's support, aggressively went after the editorship of the Journal of International Business Studies, the world's leading academic publication in that field. The publication had never been housed outside of the United States, and it was a real coup for Paul to be selected as the Editor and the Western Business School as its home for a five-year period beginning in 1993.

Both our undergraduate and graduate students had considerable success in case competitions in the United States. In fact, the undergraduates won the University of Virginia's case competition for three years in a row and were asked to withdraw for a couple of years to give other teams a chance! The HBAs own international case competition, created with the strong encouragement of Ken Hardy, gained increasing visibility in the early 1990s as the HBAs brought in teams from all over the world to participate in the tournament at the Western Business School. This created considerable goodwill for the School and a perception of leadership in undergraduate business education. The MBAs were also very active in the international field. Two MBA students, Paul Fitzgerald and Scott Heloffs, were instrumental in launching what became known as the LEADER Project at the Western Business School. This involved a large number of our students going to the Commonwealth of Independent States each summer to conduct management development programs for managers and academics in

these emerging market economies. This student-led initiative, with support from External Affairs Canada, provided a powerful educational experience for both the participants and the instructors from our School. In 1993, the MBA students were successful in winning the competition to host the Graduate Business Conference at the Western Business School in 1995. The Graduate Business Conference is an annual conference supported by the Graduate Business Foundation that attracts student leaders from the 35 leading MBA programs in the world to share best practices. It was a real coup for our students, who put together an exciting video about the Western Business School and a very impressive presentation, that resulted in them being selected by the delegates at the 1993 conference over competitive business schools by an overwhelming margin.

As the School enters the last half of the 1990s, it faces some incredible challenges. The global competition for the best students and faculty is reaching new heights, our faculty are aging, and the School faces tremendous financial challenges as it comes into head-to-head competition with Harvard Business School, Wharton, Stanford Business School, INSEAD and other leading global schools. However, I am convinced that with the support of our alumni and the Canadian business community, the faculty, staff and students of the Western Business School will achieve new heights of excellence, and our School will enter the 21st century widely recognized as one of the world's leading centres for management development.





There is a Season

Learning to Lead: The Second Edition

The history of Ivey Business School is a path forged anew every day – in its classrooms, in its cases, in the aspirations and actions of its faculty, staff and students, and mostly in the leadership of its deans.

It's a story that must be captured and shared. That's why we've developed this new edition of *Learning to Lead*. Many of us affectionately referred to the first edition as the "Purple Bible" (due to its color, as it was published when Ivey was still known as the Western Business School). It was always within arm's reach. Invaluable in helping us communicate change in the context of the School's history, it is also a source of wonderful leadership insights and quotes. We will be forever grateful to Doreen McKenzie-Sanders for her determination and vision in capturing the School's first seven decades.

The first edition, where possible, was written by deans themselves. For this second edition, Larry Tapp had sadly died a few years earlier. Luckily, several hours of taped conversation provided wonderful insights into his tenure. Carol Stephenson's availability posed an almost equal challenge. As the project coincided with the final months of the \$200 million Campaign for Leadership and completion of the new building on top of a hectic travel schedule visiting alumni, we decided the best approach was to hire a writer – former London Free Press Editor-in-Chief Phil McLeod – to interview Carol and the people who had worked closely with both of these amazing leaders responsible for Ivey's transformation over the past twenty years.

In reading the memoirs of both editions, I was often struck by the thought: "plus ça change, plus c'est la même chose." In a very good way. While each era has brought additional challenges and opportunities, and each leader addressed those challenges employing strengths unique to them, it seems to me that rooted deep in the School's DNA is visionary and practical, real-world leadership. And each dean has brought to the role, additional strengths right for the challenges and the times.

In this second edition, you'll be caught up in the Larry Tapp era which included the deregulation of tuition, renaming of the School and development of the Ivey brand, a new model for growth based on alumni engagement and the School's expansion into Asia, all of which put Ivey on the global stage. You'll witness how Carol Stephenson then forged a new vision and strategy, including the introduction of an innovative one-year MBA program, forging strong new relationships with both the University and government, leading the successful completion of an iconic new building, along the way raising \$207 million and achieving unprecedented growth despite a prolonged economic crisis. And you'll gain insight into the fascinating and truly visionary Ivey family who have helped keep the School at the forefront of business education in Canada and globally for more than six decades.

It is a story that you shouldn't miss. We hope you enjoy it.

Maura Paré, MBA '04
Editor and Director of Ivey Communications & Public Affairs
Find *Learning to Lead* online at go.ivey.ca/Learningtolead



“I think the status quo is not something we can accept; we’ve got to be looking for better ways to educate people in the 21st century, better ways to help them think and understand issues. But we’ve got to do it with a 21st century model, not with a 17th century model.”



Re-inventing the business of business schools

Larry Tapp was a high-flyer in the world of business long before he became the first non-academic dean in the long history of Western's Business School. In his eight years as dean he transformed Ivey from an institution that was coasting on a well-earned reputation into one that was recognized as a player on the international stage. In the process, he spearheaded the deregulation of tuition, built an international brand, created a powerful and engaged alumni network, orchestrated the opening of a second campus in Asia and created a new business model to drive the School forward into the 21st century. He was, said one admirer, a man who got things done and didn't waste time.

As he remembered it eight years later, Larry Tapp's first week on the job as the new dean of the Business School at Western University was an eye-opener.

"On the fourth day the provincial government cut support to the university by 25 percent and we, of course, got hit, and actually got hit disproportionately to the rest of the University. What I heard at that time, part of the reason was they felt Western's Business School was more capable of raising funds than other faculties. So they cut our grants by a higher proportion. That really got my attention quick. Within 10 days I knew there were some issues here that I really had to go after and deal with."

Going after and dealing with big problems had been Tapp's trademark during a successful career in the private sector which had culminated in a seven-year run as president and chief

executive officer of Lawson Mardon Group Ltd., an international printing and packaging company. But this problem was different. For one thing, it was in the public sector where the rules were different than anything in his experience. And for another, there were decades of traditions and expectations at play.

Tapp admitted years later he didn't know any of that at the time. What he did know, however, was very clear: "Being dependent on government for revenue was not a good thing. So we needed to change that, not an easy thing to do. What hit me was the importance of our revenue stream. If the government wasn't going to provide it, where was it coming from?"

It wasn't all about the money, as the new dean would quickly conclude, or perhaps even about money at all. But money is where it started and eight years later where it ended.



In 1995, Larry Tapp was appointed Dean and the \$78-million Ivey Campaign was launched. The Western Business School was renamed the Richard Ivey School of Business (later shortened to the Ivey Business School) in honour of its most generous benefactor - the Ivey Family.

Lawrence (Larry) Grenville Tapp was born in Thunder Bay, Ontario, in 1937. He was a graduate of McMaster University in Hamilton. During his lengthy career he'd earned a stellar international business reputation helping build many successful companies. However, it was with Lawson Mardon that he came to public attention.

Gilles Lamoureux, who would subsequently serve on the Business School's Advisory Board while Tapp was dean, was working for Merrill Lynch in 1985.

"Larry wanted to buy the Canadian printing business and, with Merrill Lynch's help, was all set to do so," he later recalled. "But then, the whole United Kingdom conglomerate was abruptly,

and unexpectedly, put up for sale, thus derailing Larry's deal. Undaunted, he set out to purchase the entire global business and, after many ups and downs, it closed four months later. To me, that fairly represents Larry's great business qualities: intelligence, instinct, vision, ambition, energy, resilience and adaptability."

The \$552 million leveraged buy-out was, at the time, the largest in Canadian history. Tapp ran the company until 1992 when it was sold again. He retired a very wealthy man.

While running Lawson Mardon he had also served on the advisory board of the University of Toronto's business school. When he retired, the school invited him to become executive-in-residence.

"They were looking for someone to bring a practical point of view to some of the issues they were facing," Tapp said in an unpublished 2003 interview. Among those issues was one that would become familiar – how and where to raise revenues to help a business school grow.

His three-year stay as executive-in-residence also came with an opportunity to teach.

"I guess I'd been there about a year when I was approached one day to see if I would teach a course in second-year business strategy. Of course, having no background in teaching at the time, I said sure. And I really enjoyed it; I really got a kick out of it. It's very seductive when you get into a room of people who are interested in what you have to say."

In 1994, Western's School of Business was searching for a dean to succeed Adrian Ryans. At the time Tapp was also a director of Livingston Corp., then owned by the Ivey family, who were the Business School's principal benefactors. Richard W. Ivey was chairman of the board and, as Tapp recalls, "He approached me one day to see if I might be interested. I was a little surprised I must admit." But intrigued, too. Ultimately he met several times with Earl Orser, the retired president of London Life who was then chairperson of the Business School's Advisory Committee.

"Earl shared with me some of his views which closely mapped with mine: the importance of Canada having a business school that could provide a real alternative (to traditional theoretically-focused schools) and that kind of caught my imagination. I had hired about a hundred or more MBAs from around the world, and in my experience those who came from theoretical schools took longer to assimilate than those who came from schools that taught using the case method. And, of course, Ivey used the case method."

When he was hired, Tapp was the first non-academic dean in the School's history.

"I must admit, however, that when I agreed to the job, although I understood the challenges from an economic basis and a global basis, for example, I really didn't have the insight into the real challenges until I was on the job."



"I think surprise would be one word." John Irwin, who would become Tapp's financial wingman and ultimately good friend during the new dean's eight years at Western, struggled to find the right word to express faculty and staff reaction to the appointment announced in the spring of 1995. "People weren't angry, but it was more than a little bit of a shock. Larry was a big guy, about six-foot-four, who wore fine suits and wide suspenders. He was a big, imposing, impressive guy. He was a big picture guy."

Larry Wynant, who was one of the two associate deans when Tapp arrived and would remain close to him throughout, felt most of the faculty, at least at first, saw the appointment as a positive indication. "His arrival was a signal that the School was going to do bigger and better things. Because it is such a practical place, the School always had tremendous respect for successful business executives. So the fact Larry had come from a very successful business background; he was independently wealthy; he had done the largest leveraged buyout in Canadian history; and he was connected to everybody – there was a lot of pride in that, and his appointment was seen as quite a catch."

"Tapp came in with an undergraduate degree. He had sat on the boards of a few universities, but he didn't have a clue as to what academics do, how they do it, and all the processes that are in place" Wynant explained. "Everybody knew that, but I think it was a decision that we needed to move the school to the next stage, whatever that was. The new dean had to really drive strategy. If there was a lot of money associated with those strategic moves, then he had to be awfully good at raising money from alumni and corporations."

At the time, alumni fundraising wasn't something Ivey's leaders were very good at, mostly because they didn't have to be. Irwin came to the school in 1987 from a London accounting firm, possibly the first professional staff person hired.

"We lived off government grants. That was almost 100 percent of our budget," he said. "We had a good stream of fundraising,





Celebrating the School's 75th anniversary in 1997, the Ivey Campaign was launched publicly with celebrations across the country. (From left: Richard M Ivey, Western President Paul Davenport and Dean Larry Tapp.

but it was from corporations, not alumni.” Irwin recalled that Bud Johnston, the dean at the time, and John (Jack) Wettlaufer, his predecessor, would arrive in his office on Fridays with a bunch of cheques — yearly pledges from the corporations. “Jack and Bud would laugh with me because they were collecting receivables. That’s what it was. It was all relationship building. The alumni were in the companies but the companies were cutting the cheques.”

“So there were two themes the new dean was consistently hearing during his first weeks on the job in London: money and opportunity.”

That said, there wasn’t much incentive to do things differently. The Business School was the acknowledged leader in teaching Canada’s future executives and competition was lagging, said Wynant. “We were in a very stable position. Growth was fairly moderate but we enjoyed a strong position in all programs.”

Ivey was starting to develop a more global perspective and was scoping out outreach locations in the United Kingdom, South America and Asia. By the time Tapp arrived, the case for a permanent presence in Asia was under serious consideration, partly because of the trip Wynant had taken with Western’s new president, Paul Davenport, and others in 1994 to meet alumni in Singapore and Hong Kong.

“While we were there it was a shock to the University to discover their former engineering, chemistry, sciences and arts students were now all business people and they weren’t really interested in supporting engineering, chemistry or the arts. They were all excited about business,” Wynant said during an interview in 2013. “The President said one night, ‘I knew the Business School was important but I didn’t realize all these guys would want to support the School even though they aren’t grads.’” The clear impression from the trip was that Asia looked like an opportunity, and there was support from alumni if we did it right.”

So there were two themes the new dean was consistently hearing during his first weeks on the job in London: money and opportunity.

Conventional wisdom at the time was that Tapp arrived with a clear agenda. Wynant disagreed.

“I think he saw that the focus for the last few years had been on streamlining and tightening, as opposed to thinking broadly and spending money on building reputation and recruiting stronger staff to take on the competitive challenges we were beginning to face. I think it took him a good year before he came to that view. The strategy kind of evolved over time, but it was clear that Tapp wanted to put Ivey on the world stage, and that he was concerned about us being first of all a nationwide player and secondly a global player recognized as Canada’s pre-eminent school outside Canada.

“Then the other parts about beefing up professional staff or launching a big fundraising campaign – all of that evolved as a consequence of that initial position,” Wynant continued. “Even the issue of the relationship between the Business School and the University, that didn’t really develop until four or five years of being in the dean’s job. Larry was focused on global from the outset. The rest of it was evolving tactics.”



Going global meant two things: getting out there and being out there. Getting out there was about branding Ivey internationally as one of the best business schools in the world.

“Because people are making decisions, particularly students and faculty to some degree, in a direct relationship to that brand, they want to be associated with something successful, which is understandable,” Tapp said in his 2003 interview.

“There was something magic about the name Ivey that people were able to buy into. It helped us a great deal.”

“How do you brand the school? We talked about The University of Western Ontario. The concern, I guess, was that people’s impressions of things, like the Western Business School, were that you were like the Western Kentucky Business School or Western Illinois or whatever. It didn’t distinguish us. When you started talking about Ivey, however, people started talking about Ivy League. It was clear, it was clean; it was crisp.”

The question wasn’t simply academic. The Ivey family had already pledged \$11 million to rename the institution the Richard Ivey School of Business.

“It surprised me how quickly we were able to move from Western Business School to Ivey,” Tapp said when the name change occurred that fall. From that point on, marketing efforts stressed the brand distinction. “There was something magic about the name Ivey that people were able to buy into. It helped us a great deal.”

Being out there was something entirely different. It meant, quite literally, an Ivey presence somewhere else.

“I think there was a collective view that we wanted to be an international school,” Tapp said. “And I think most people would agree that if you’re going to be international you have to be seen as international.” Discussions about that were already underway when he arrived in 1995. In fact a faculty committee, headed by Associate Dean Wynant, had already narrowed down the location – in Asia, to either Singapore or Hong Kong.

According to Wynant, “It was probably in our first two months that we sat down and Larry said, I really want to put Ivey on the map globally, and I said I’d been chairing this committee, we have great fit and opportunities here and successful alumni in both Singapore and Hong Kong. Larry’s immediate response was, ‘let’s do it!’”

A series of investigative trips followed. Singapore was quickly ruled out as being too oriented to the U.S. and therefore a difficult place from which to attract students to a Canadian business school. Hong Kong, on the other hand, was perfect for several reasons.

One of the main reasons was Henry Cheng, who had recently assumed command of the family business, New World Group,



Tapp stressed to students that their relationship with the School was only just the beginning at graduation.

one of the largest property developers in China. Cheng had taken both his HBA and MBA at Ivey, and in 1972 was one of the first Asian students to graduate from the School. Larry Wynant was in the same MBA class. Did Wynant know him well? “I remembered Henry, but he was a quiet Chinese kid and nobody knew he came from such an illustrious family because back then we didn’t have the staff to keep track of who’s who.”

Cheng was a gracious host and, ultimately, a generous benefactor. He contributed \$10 million to help fund the Ivey Business School in Hong Kong; even better, he secured a place for it in the most prestigious building in the city, the Hong Kong Convention and Exhibition Centre, which New World Group had built. In a place where appearances are very important “this location was really critical and it added immensely to the reputation of the school,” Wynant said.

The Cheng Yu Tung Management Institute, named in honour of Cheng’s father, opened in 1998 with Joe DiStefano its first director. Larry Wynant was named its first dean in 2000.

The other important aspect of the move to Asia was developing case studies written from an Asian perspective.

“In most case studies we are typically in a North American environment,” Tapp explained. “There are huge cultural differences. We’ve had to learn a lot about the different cultures around the world and how we as a business school can adapt to that.”

A \$500,000 donation from Lorraine Shuttleworth, Richard M. Ivey’s sister, helped speed the process, and enabled the School to hire Asian case writers. Selling Asian case studies has turned into a serious source of revenue and brand-building for Ivey. Its success was helped by the fact China decided that 25 percent of their business education was to be done using the case method.



For someone accustomed to the professional staff resources of big business, what Tapp found at Ivey was troubling.

“We had few capabilities in marketing,” Wynant recalled. “We had a marketing faculty that was teaching marketing but little effort was put into marketing the School. We also had few resources in alumni relations or fundraising. I think one person did both jobs. Larry started talking about hiring people with MBAs who had lots of experience and who had worked in very competitive situations. We needed to beef up alumni relations and development. And just as quickly he got on this bandwagon of

there’s room in the world for only one really great Canadian business school – and it should be Ivey. That became his mantra.”

In Tapp’s view fundraising was key, “and it didn’t take me long to figure out that the alumni were absolutely critical. We had to get the alumni involved. We had to get them engaged.”

The point Tapp kept making to his executive team was that to achieve its global goals, Ivey had to make changes.

“And so he began to make a huge number of changes, especially hiring professional staff,” Irwin said. “Larry felt academics should be doing academic work and areas like marketing, technology, and human resources should be done by professionals from the private sector, and he hired significantly.”

In his first year, Tapp travelled frequently to visit the big U.S. universities known for their fundraising and alumni focus. One of his first visits, in November, 1995, was to the University of Texas for a nephew’s graduation. This was a story he told often: “The president of the alumni association talked for 22 minutes on how important the alumni were to the future of the university; how they were alumni for life and they should remain involved. And it was so compelling to me I almost wrote a cheque myself. I came back to convocation at Western and the president of the alumni association got up and talked for about a minute and said, ‘Welcome to the alumni association and by the way the souvenirs are outside.’”

He visited alumni across Canada too. As Tapp recalls, “the first response I got was where have you been for 30 years? We just hadn’t done a good job of building and maintaining relationships with alumni. Who better to do it than a Business School where there’s almost a direct relationship between your success and the business school where you graduated, particularly from Ivey.”

David Palmer, who had been the one-man band before Tapp’s arrival, now became the Director of Development and began hiring staff to gear up for a significant fundraising campaign. Chaired by Bruce Birmingham, then president of Scotiabank, when it was formally launched in 1997, the target was \$75 million, the largest campaign by a single faculty in Canadian history. The campaign launched with an \$11 million boost from the Ivey family and a new name for the school – the Richard Ivey School of Business.

Palmer remembers Tapp’s strategy as being simple and clear: Strengthen alumni ties, give them a focus through a re-energized Advisory Committee populated mostly with Ivey grads, and then ask for financial support. The pitch was always about making

Ivey the best in Canada and extending its reach internationally. It worked. The campaign, when it closed in 2001, had raised \$78 million.

Ivey, it turned out, had alumni almost everywhere – and many of them were doing very well indeed and, in Tapp’s view, should give back to their school.

“In New York we had an amazing array of them,” Palmer said. But there were also substantial groups in Chicago and Los Angeles, overseas in London, and across Canada in Vancouver, Calgary, Montreal and Toronto. A steering committee was created for each market to encourage closer ties not just with Ivey itself, but also among alumni.

“It was a completely different mindset,” Palmer said, “a completely different pace of change.” One of the fundraising innovations Tapp created was the \$500K-Term Professorship. The \$500,000 would subsidize the hiring of a new professor with the expectation that after five years increased tuition fees would pick up the slack. “This enabled us to hire some stars,” Palmer said.

On the Advisory Committee issue, Tapp was concerned about the commitment of its members.

“The first meeting I had in 1995, five people showed up,” Tapp said, “in part because we had people on the Advisory Committee who were there for all the wrong reasons.” Many of the members were senior executives from national companies, a bit of prestige for both them and the School perhaps but not inclined towards heavy lifting. Tapp wanted people who were passionate about and committed to the Business School – “you really wanted them to open their hearts and open their chequebooks and everything else. You had to get them into the issues and they had to become part of the solution.”

The Advisory Committee was re-envisioned and recreated as the Ivey Advisory Board in 1999. It was now mainly composed of Ivey graduates, who were specially recruited, and most were active on at least one sub-committee, of which there were now four, including an executive committee which functioned more and more like a corporate board. The first chairperson under the new board structure was Ron Gage, followed by Chris Matthews, MBA ’72 and Arkadi Kuhlmann, HBA ’71, MBA ’72.

The standing committees were supplemented by short-term task forces. Eventually, one was tasked with studying the relationship with the University. Its roots were the money issue and as the fight got more tense this task force got more passionate and



very nearly set Ivey on a course to independence. Through this, said John Irwin, and because of who was on it and how committed they were, Ivey’s Advisory Board had become as powerful as the University’s Board of Governors.



Larry Tapp’s management style represented a 180-degree turn from that of his predecessors.

Larry Tapp’s management style represented a 180-degree turn from that of his predecessors. As the senior executive of a large corporation he was accustomed to working with a small team, and at Ivey that included the two associate deans and the CFO,

During Dean Tapp’s term, the School’s mission statement was clearly articulated.

John Irwin. With them he shared his thinking about strategy and structure freely. He did not operate with this same openness with the rest of the organization. That caused significant friction, especially among faculty members more familiar with the academic management style of collegiality and consensus.

“He was a big, forbidding kind of guy – in the Dean’s Office we’d call him Big Larry and I was Little Larry,” said Wynant, who stands six feet. “And a lot of people were intimidated by him because on the surface he was a little gruff. He had a deep voice and he didn’t spend a lot of time chatting about things. In private I’d describe Larry as a big Teddy Bear. He was incredibly generous to everyone around him – very thoughtful. I travelled with him all over the place and he was very easy to have drinks or dinner with. But for most people he was not very visible. He was a little bit out of reach and a lot of people to this day probably saw him as a big gruff kind of guy but never realized he was a pretty soft guy under the surface.”

David Palmer, who also travelled often with Tapp to alumni events across the continent and overseas, described him as “a big, plain-spoken guy. When we went to meet people he was able to connect with them. That just shined everywhere we went.”

But Palmer noticed one curiosity about his boss.

“He didn’t like to carry things – briefcase, proposals, gifts. Someone gave him a cowboy hat in Calgary on a trip where we were next going to Edmonton, Winnipeg and Toronto. Every single time he’d leave the hat behind because he’d expect someone else to carry it.”



One of the issues the dean was sharing with his executive committee, and later with his Advisory Board, but never much with the faculty and staff, was the ever growing money crisis. It began the first week he was on the job at Ivey and, very slowly at first, escalated as the operation grew but tuition increases and revenue from Executive Development didn’t catch up as quickly. At first there were two problems. One had to do with the quality of financial information presented by the University.

“Quite honestly,” Tapp said, “at that time I had no idea if we were profitable or not because the way the University operated you found out probably two or three months after your fiscal year end.” That eventually got fixed.

The second had to do with tuition fees, which were largely

controlled by the Provincial Government and tied to per-student grants from Queen’s Park. The newly-elected Mike Harris Conservative government, desperate to shed costs to reduce its deficit, had allowed Queen’s University to experiment with a new cost-sharing structure. Tapp and Western’s president Paul Davenport used the opportunity to negotiate a new financial structure for Ivey. Under the agreement, Ivey would opt out of provincial government grants – privatizing itself in effect – in exchange for the right to charge whatever it needed for MBA tuition and, on a phased-in formula, for HBA tuition.

The cost of an MBA rose rapidly, from around \$25,000 to more than \$75,000. Interestingly, the higher it went the more enrolment increased. “So obviously,” Tapp said, “there was a relationship between price and quality as far as people’s perception was concerned.”

With these two fixes Tapp could now see the contribution margin on the various programs Ivey offered.

“We were able to take control of the revenue line that I’ve always thought was the most important issue that we had to focus on, and make sure that the MBA was a standalone operation and that it could support itself.”

Well yes, but – and it was the ‘buts,’ and two of them in particular, that destroyed much of the goodwill that had developed between Tapp and Davenport in their negotiations with the provincial government.

The first issue was that Ivey’s costs were far outstripping its revenues. Tapp was ramping up his staffing levels quickly to jump-start fundraising and development, but the expected returns from those efforts took time to appear. At the same time, a global expansion of business schools created huge competitive pressures for faculty recruitment, which also drove up costs. A large number of faculty, who had been the foundation of the School, began to retire. Over just one three-year period, from 1999 to 2001, 28 new faculty were hired and there were still vacancies. The growing gap between expenses and revenue (the accumulated deficit would reach an estimated \$12 million by the time Tapp left) was being financed by the University and Davenport was increasingly impatient with the situation.

In Wynant’s view, “Larry was really building a solid foundation for the school to do bigger things. He kept saying it was an investment, that when he was in business and they had to buy a new press there might not be a payoff for three to five years, and

that's the way it was going to be with the Business School. The biggest difference between Larry and his predecessors was that academics don't have much tolerance for risk. Larry was all about risk and return."

As well, Ivey wasn't happy about the way Western allocated costs for the many central services it provided all parts of the campus. The University charged a straight percentage off the top on Ivey's revenue, which amounted to far more than the cost of the services provided. Tapp wanted the charge to be at cost. Davenport said no.

"The treatment by the University, taking a grab at the revenues when we were trying to go global and be successful, came to the attention of our Advisory Board and they got quite upset," Wynant said. "They didn't think the University was being supportive enough. My sense is that Larry quite cleverly maneuvered this to happen."

Behind the scenes an Advisory Board task force began looking into the relationship between Ivey and Western.

"And they started it in quite an aggressive way," said Wynant, who flew back from Hong Kong to attend the stormiest Advisory Board meeting, which Davenport, as an ex-officio member, and Greg Moran, the University Provost at the time, were asked to attend. "The Advisory Board said they were going to consider options, including separation from Western."

John Irwin remembered "all sorts of conversations about going to Toronto, starting our own business school, etc. There were Advisory Board members who were just ready to walk, the relationship had fallen apart so badly."

For his part, Davenport was adamant on the separation issue. In 2013, he was retired as Western's president and living in France, but he recalled in an interview what he had said a decade earlier.

"I said that while I was president, the University would not consider being without Ivey. We saw them as an integral part of Western and we intended to go forward on that basis."

Davenport emphasized that the financial arrangement between Ivey and Western "involved very detailed calculations which required a good deal of study and discussion. Reasonable people can disagree on such calculations, but I was convinced the University was acting in good faith. Ivey's success was critical to the University, and we had no desire to burden the School with unnecessary costs."

At the end "everyone was pretty much sick of fighting," Irwin



said. "They understood the vision, but the argument had overtaken the vision. Eventually we would get our agreement but we weren't going to get it with Larry in the end."

Could the financial conflict with the University have been handled differently? "I don't know," Wynant said 10 years later, in 2013. "Larry's view was he needed to force this; to make it an issue."

Larry Tapp (left) and Larry Wynant at graduation ceremonies in Hong Kong.



In the end the fight was won by Larry's successor, Carol Stephenson. A new funding model was negotiated. Ivey would keep all its revenues, be responsible for all its costs, and would pay a reasonable fee to the university for the services it received.

By the time Larry Tapp died in January, 2011, while having breakfast before a Board meeting of Mainstream Equity Corp. in Belize with his friend John Irwin, the Ivey Business School was thriving with record revenues and profits. And it was quickly paying back the debt Tapp incurred building the foundation.

The tributes that followed his death, however, made little mention of the epic battle.

Chris Matthews, who earned his MBA from Ivey in 1972 and went on to head Hay Group in the U.S., was chairperson of the Advisory Board during those tumultuous last three years of Tapp's tenure as dean. "I first saw him in 1997 in Mississauga, Ontario, at a warm up meeting to our 25th anniversary class reunion. I was struck by his energy, enthusiasm, and commitment to Ivey. He said he wanted to run the Business School as a business and I thought at the time, what a novel idea. It was his infectious enthusiasm and vision for Ivey that motivated me to get actively involved with the Advisory Board. He had that effect on everyone. And that is why the Ivey brand was so greatly enhanced during his tenure. Larry was a great leader who didn't waste peoples' time and who got things done through other people."

Robert Luba, former president of Royal Bank Investment Management who graduated with an MBA from Ivey in 1967 and was on the Advisory Board's executive committee and Chair of the Finance Committee during Tapp's tenure, said this: "Larry was an inspirational leader who was able to attract incredible support to the School. His passion for excellence and his tireless efforts motivated me to re-engage with the school after 25 years. I did my utmost to support him in achieving his vision. He left the school in a better place."

Paul Beamish, who was associate dean for research and development, added: "Larry was the first dean for many of us who had not followed a traditional academic career path. Not surprisingly, some initial concern was felt regarding how much he would support 'scholarly research'. Any concerns were quickly put to rest. During his tenure the Ivey PhD program grew to its largest size ever, and the teacher-scholar model of faculty recruiting became more entrenched than ever. Larry was straight

forward, generous and strategic. Ivey is a better place for having had him as dean."

Remembering Dean Tapp's achievements, former President Paul Davenport set aside the disagreements about money and governance.

"Larry's stunning success in reaching out to alumni, branding the School with the Ivey name, and encouraging private giving are well understood. I will remember also his leadership on academic issues: the expansion of the HBA with students of extraordinary quality coming from far and wide to experience perhaps the finest undergraduate business program in the world; the rapid growth of the PhD research programs and external research grants, which silenced those critics who had said that the Business School was only about teaching; the growth of joint degrees between the HBA and programs in other faculties, which showed to all at Western how important Ivey was to the whole university. Larry's success in these areas cemented the relation between Ivey and the broader University, and made all of our community proud of our business school. We owe him a great debt."

In his final interview as dean of the Richard Ivey School of Business, Larry Tapp took a longer view. "Universities provide tremendous added value to the economy," he said. "My judgment to some degree is we have a 17th century model that's trying to work in the 21st century. It's critical to have the right leadership at the university, who have a vision of what the universities need to be in the next 10, 15, 20 years, and have the drive and energy to get there. I think the status quo is not something we can accept; we've got to be looking for better ways to educate people in the 21st century, better ways to help them think and understand issues. But we've got to do it with a 21st century model, not with a 17th century model.

"I feel pretty good in terms of what we're accomplished at Ivey, but I think what's more important is that we set the stage to drive the School to new heights. I think everything is in place and if we execute properly, we'll be able to get to the levels we want to get to. But execution will be everything on the part of the University, on the part of the staff, on the part of alumni, on the part of the university, on the part of government. All those things, and the stars align in the sky, we can execute.

"The Ivey Business School, in my mind, has every opportunity to be one of the top business schools in the world. But it's execution, execution, execution."

“I feel pretty good in terms of what we’ve accomplished at Ivey, but I think what’s more important is that we set the stage to drive the School to new heights.”





A decade of leadership

Carol Stephenson went to university to become a social worker, not knowing that training would serve her well in business, and later as the first woman to become dean of the Ivey Business School. A highly regarded leader in Canada's telecommunications industry, she was about to take a year-long break when the call came from an executive recruiter. What followed was a 10-year tenure as dean that included building the best HBA program in the country; creation of cutting-edge postgraduate programs and an executive MBA program with a marketshare as large as its three leading rivals; development of a series of Cross-Enterprise research centres to solve some of the most pressing problems facing business; successful completion of the largest fundraising campaign in the institution's history; and as its crowning glory, construction of a new world-class home for Ivey.

As did her predecessor as dean of what was then the Richard Ivey School of Business, Carol Stephenson came from big business, not academia. Like Larry Tapp, she got her start in the well-regarded Bell Canada young executive training program, eventually became a successful CEO of two companies, and took the job at Ivey to try something completely different.

Carol Stephenson was a collaborator, a team builder, and facilitator.

But that's where the similarities ended. Unlike Larry Tapp's blunt and direct approach, Carol Stephenson was a collaborator, a team builder, and facilitator. This was not to say she was a pushover. She most definitely was not, as she would demonstrate effectively during the struggle to get all the pieces together for the biggest fundraising initiative in Ivey's history – one that would culminate in the largest single construction project ever on Western's campus.





In 2010, Carol Stephenson was appointed Officer of the Order of Canada in recognition of her impact on the telecommunications industry and innovation in business education. Photo: Carol Stephenson and Governor General David Johnson.

All that was far in the future and unexpected when, a few weeks after her appointment was announced in the spring of 2003, she was invited to the semi-annual meeting of the Ivey Advisory Board in London. It was, recalled people who attended, a very tough meeting.

Over his eight years as dean of Ivey, Larry Tapp had built the Advisory Board – a group of senior executives and entrepreneurs, most of whom were Ivey graduates, into a powerhouse of alumni support for the Business School. They were involved in almost all aspects of the School's strategy, from fundraising to curriculum development and recruitment. But the issue the Advisory Board had really dug into early in the new century was the financial relationship between the University and the Business School.

Tapp had been determined to raise Ivey's international profile, to push it into the top ranks of global business schools. And he had largely succeeded. However, success had come at significant financial cost as he ramped up the professional staff for fundraising, and alumni development, IT and marketing while the costs to compete for the best faculty internationally were also escalating. With Western's president, Paul Davenport, Tapp had negotiated 'privatizing' Ivey so that government support would be exchanged for market-rate tuition fees. However, the new deal with the University meant that the Business School would no longer receive its government funding for HBA and MBA students. The government would still provide this funding but the University would allocate the funding to other faculties within Western instead. It was meant to be a win for both Tapp and Western.

But the costs came faster than the revenue, and by 2003 Ivey was in debt for more than \$12 million – a sum being covered by the increasingly unhappy University. The School's Advisory Board got involved, arguing with increasing frustration that while Ivey was building the University's reputation it wasn't receiving appropriate support in return. At the core of this claim was the financial arrangement between the two institutions.

Control over tuition fees was a huge boon to Ivey. While tuition almost quadrupled over several years, enrolment increased. But this independence came with significant expenses, part of which was the fact Western required the Business School to pay a substantial fee off the top and was also adding significant charges for services it provided, some of them duplicating what Ivey was already doing for itself, such as fundraising and facilities

maintenance, for example. By that spring Ivey's Advisory Board was pushing for a brand new deal with the University.

John Irwin, Ivey's chief financial officer, was at the advisory board meeting that April. "There was a lot of talk of separation. In essence, this is what we want and if we don't get it we're leaving; we were going to leave town and go to Toronto," he said.

Stephenson was stunned by the level of vitriol.

"I hadn't really been paying attention to this battle while I was in the private sector, so I was oblivious to all of this. The executive recruiters weren't exactly upfront about it, just indicating that there were some issues around governance, which I thought could be solved," Stephenson said on the cusp of her retirement in 2013. "I was in shock at the Advisory Board meeting. It was very emotional, and not what I would consider a very sophisticated business discussion about how we can solve the problem. The divisions were deep with strongly held beliefs on both sides. For Ivey, the claim was the University was underfunding us. On the University side, they said Ivey wasn't responsible and accountable, saying things would be okay then incurring deficits. It was a divided world. I remember thinking, what did I sign up for?"

But by then she was signed up – and it was very clear what the first order of business would be when she officially started work in late August, 2003. "The financial issues were the top agenda item on President Davenport's list," Stephenson said. "This has got to be fixed, he kept saying, this has got to be fixed."

"I didn't come to Ivey thinking separation was a good idea. In fact I said I was not a separatist, never have been, never will be. I am generally a bridge builder. Positions had been taken; people were aligned on different sides. We had to get underneath this and figure out what had caused it. There had to be a solution."

Actually there was a solution, a new funding model that would give Ivey all of its revenues but make it accountable for all of its costs, including a reasonable service charge from the University.

So Stephenson began to sort it all out. "One of my personality traits is persistence; staying calm and figuring things out," she said. "You can call it stubbornness." For his part Davenport promised that once she understood the way Ivey's budget worked, or didn't, he was willing to negotiate improvements. "That was a bit of a leap of faith on my part," Stephenson said, "but he was sincere about it and he followed through."

The problems all came down to the financial model. "First,

I couldn't understand it," Stephenson said. "It wasn't a pure model where Ivey generates the revenues, covers the expenses and therefore has a bottom line. It was pretty convoluted – you get some money, it gets taken away, you get a little of it back. I thought, this is a pretty unpredictable model."

Over the next six months, Stephenson and John Irwin crafted a new model. "The revenue we generate would come to us, and the direct expenses would be funded out of our revenue. Then, we had a true bottom line. There were certain things that did not make sense for us to do, like police and library services, and running the physical plant. So there was a charge for this from the University. We would balance the budget and we would repay our debt over time."

"Carol is a terrific bridge builder. She always sees the glass as half full. She's got the people skills to allow her to make good deals."

There would be no further talk of separation.

The difference now was the civility in the negotiations with the University and the growing respect and trust between Stephenson and Paul Davenport.

"I remain grateful to Carol for working to resolve both the financial issues and the governance issue," Davenport said in 2013. "Carol is a terrific bridge builder. She always sees the glass as half full. She's got the people skills to allow her to make good deals."

And it was a good deal, one that allowed consecutive years of surpluses during Stephenson's tenure, even while repaying the debt to the University. "You live or die by how well you do in generating revenue and controlling expenses," she acknowledged. "That actually cleared up so much of the dissension. When I presented the new model to the Advisory Board that spring, I remember they looked at me stunned and said, are you sure? I said, yes I'm sure, we have a signed agreement with Western. There was disbelief because there had been such a fight. Once you're dug in on a certain position it's hard to resolve.

"I was the fresh face. I was the voice of reason, which is my nature. Let's just figure out what is the root cause and let's see if we can solve it. It worked very well. And a lot of things would not have been possible without the agreement."



Carol Stephenson was raised in the small southwestern Ontario town of Petrolia, near Sarnia, which claims fame as the home of North America's oil industry. Her father was a high school teacher, her mother a nurse. She grew up with her sister, Ann, in a home where the issues of the day became popular dinner table discussions and opinions heated. She was the quiet one, and often a consensus builder in the family debates.

Most everyone expected Ann to be the businesswoman. "She was the extrovert," Stephenson said. "I was the one who would have the family. In my grandparents' will they left all the furniture to me, and my sister got the car."

During Stephenson's tenure the third leg of the Ivey mission – "contribute to the societies in which we operate" – gained significant prominence. From the introduction of the Ring Tradition Ceremony and oath of ethical conduct introduced in 2004 to student initiatives, such as raising awareness of the plight of homeless youth, the Ivey learning experience developed a broader perspective on the role of business in society.



In 2005, the Business School launched the Cross-Enterprise Leadership strategy and five core goals, which were fully realized by the end of the Dean's tenure in 2015. (Photo: Carol Stephenson and Ivey Advisory Board Chair, Arkadi Kuhlmann)

In high school, Carol was the most valuable player on the girls' basketball team, despite her stature, a strong competitor in track and, like her father, was interested in sports of all kinds. She still is. Carol also took piano lessons but hated practicing. "I was kind of the all-round kid, not particularly expert at anything, really interested in various facets of life."

She graduated from University of Toronto in 1973 expecting to become a social worker, but changed her mind in her final year.

To help pay her way through university, Stephenson had been working part-time as a Bell Canada telephone operator. From this point forward, her telecommunications career took off, helping shape her leadership style while giving her important insights into women in leadership.

One of her first challenges was managing a Bell plant, 60 men and no women, and where you started at the bottom and worked your way up.

"My friends said the job was a career ender. My boss was a crusty old plant veteran who didn't talk to me for several weeks. One day he asked me to come to his office. The first thing he said was, 'I

don't approve of women being in this department but I was told I had to take you, and of a bad lot you're

probably the best'. I thought, okay, there's a little opening here. And we ended up having a great deal of respect for each other and he actually promoted me.

"It would have been easy to give up, but I am quietly persistent. If it won't work this way, let's try another way without making a big deal. Quietly work until you can achieve your goals. Don't give up on it; figure out how to get it done."

One of Stephenson's next assignments for Bell brought her to London, Ontario, where her boss at the time, Owen McAleer, provided some lessons in leadership, and in particular on the power of influence. "He used to say, if people didn't listen or something didn't work out, it's one of two things – it's either a bad idea or you haven't sold it very well. Assuming it's a good idea, you have to influence people to understand it's a good idea."

That was good training for her future job as dean at Ivey. "About the only way you can get anything done as dean is through influence. It's the power of your ideas and your ability to get people engaged in those ideas. You don't really have much power because you don't have much in the way of rewards or disincentives. So it really is, can you influence people to change or to implement new ideas?"

In her early 40s, after more than a half-dozen moves, she was on the fast-track to success. By now she was working as Group Vice-President in the strategy and product development area of Stentor Resource Centre, an alliance of incumbent telecommunications companies formed to provide national telecommunication services in order for the companies to



compete with national providers of long-distance services. She was sponsored by Wes Scott, the CEO at Stentor, to attend the intense 17-week Advanced Management Program at Harvard Business School.

Shortly after her return she was named CEO of Stentor, her first full command. It was here that she took her first public step in focusing on the issue of how women are treated in management. She raised some money – “that was the money-raising beginning of my life” – and engaged Catalyst, a research firm, and Conference Board of Canada to ask senior female executives their views of their opportunities compared to how their male bosses viewed those opportunities.

“In entry-position jobs usually everything is equal. It’s when you achieve power you get a lot more sensitive to some of the subtle barriers that are in place for women. That was certainly true in telecommunications, an industry that was led predominantly by men.”

In 1999, she was named president and CEO of Lucent Canada, a position she held for four years while tripling Lucent’s market share in Canada despite an industry downturn.

By the fall of 2002 she was tired and in need of a break. She decided she wanted to try something different.

Late on a Friday afternoon two weeks before she left Lucent, she got a call from an executive recruiter. “He said, I heard you were leaving Lucent and I’m wondering if you would be interested in being the dean of the Richard Ivey School of Business?”

“I told him the timing wasn’t good, that I planned to take a year off and consider what I wanted to do next. But I said I would think about it over the weekend, remembering what my father always said: never say no to an opportunity until you’ve thought about it. I thought about what I had a passion for: business, education, government and communicating. And that sounded like the dean of a business school.”



Carol Stephenson admitted she didn’t know a lot about the Richard Ivey School of Business when she was hired in 2003, other than it was one of the top business schools in Canada.

Carol Stephenson admitted she didn’t know a lot about the Ivey School of Business when she was hired in 2003, other than it was one of the top business schools in Canada. That lack of distinction, in fact, would be one of the points she would make to her leadership team as they started talking about what next needed to be done.

“My first year I spent listening to what was being said about Ivey both internally and externally. What became clear was that we really needed to examine our strategy. People were unsure about what direction we were heading. By then there was a lot of competition in the business school markets with every school looking like each other. Alumni were telling that they didn’t really know what the school stood for anymore, and I was hearing the same thing internally. So it became obvious that although the past was great, it was time to look again and figure out what direction we should take.”

“The new strategy built on our strengths and a clear understanding of the marketplace, and the needs of our customers and stakeholders.”

To help her sort out what she was learning, she asked Ivey veteran Larry Wynant to come back from Hong Kong, where he had been dean, to resume his role of associate dean, programs in London. An MBA graduate from Ivey, Wynant got his doctorate from Harvard, and then returned to Ivey in 1976 to teach finance. He had been an associate dean for Adrian Ryans, and stayed on when Larry Tapp arrived before moving to run the Hong Kong campus for four years. He understood Ivey as well as anyone, and far better than most.

“Carol was seen as a real change because she was a warm and approachable person, whereas people had always been a little intimidated by Larry Tapp. It was pretty clear from what she was hearing we really had to change the strategy.”

Along with John Irwin, the chief financial officer, and Craig Dunbar, associate dean of faculty and research, Stephenson and Wynant began to focus on the chief problem – competition and branding. Wynant explained Ivey’s problem: “We were a general management school with interactive case-based learning.



On her retirement from Ivey, the tributes to Stephenson consistently praised her visionary leadership, collaborative style and quiet determination. “She got it done.” As George Cope, HBA ’84, said: “People will look back and say that under her leadership, there’s no doubt that she kept Ivey in a leadership position.”



By 2005 everybody was saying they were a general management school with interactive case-based learning. We couldn't find a way to differentiate ourselves."

In April, 2005, a task force was formed with Wynant as its leader and representatives from faculty and staff, as well as Stephenson, Dunbar and Irwin. Two former alumni, then working for the management consulting firm McKinsey and Company, Rob Palter and John Kelleher, were engaged to collect and analyze the reams of data. As well, town hall meetings, drop-in sessions and a website were organized to keep Ivey faculty and staff involved.

"At the town halls, we would usually talk about the options we were considering, and the few that we had dropped. So we were slowly narrowing the set," Stephenson explained. "I remember a faculty member asking me at one meeting, when are we going to vote on the strategy. I was still fairly new and I remember answering, well we're not going to vote on the strategy. And the reason I said that was because I had been around long enough to see that occasionally we would vote on things and people would begin making compromises, and therefore often the end product wasn't as good as where we'd started. So we were not going to vote on the on the strategy, but we were going to get lots of input and advice from the faculty first."

The essential point of the Cross-Enterprise Leadership strategy, unveiled in a packed auditorium in September of 2005, was to set Ivey apart from the crowd; to demonstrate clearly the quality and scope of its programs was unlike any other business school in Canada.

In 2009, the School received a \$50 million contribution to begin construction of the new Ivey building. The funding was provided by the Government of Canada's Knowledge Infrastructure Program and the Ontario Government's 2009 Budget.

(Photo: Prime Minister Stephen Harper and Dean Carol Stephenson at a meeting of local business leaders in London hosted by Ivey)

A decade of leadership highlights

2004

Ivey Ring Tradition Ceremony introduced

2005

Cross-Enterprise Leadership Strategy launched

2006

1-Year MBA launched
Pierre L. Morrissette Institute for Entrepreneurship
Canada's 1st Health Sector MBA

2007

New Toronto Campus for Executive Programs

2008

Site selected for new Ivey building
Applications to HBA grow by 50% for 3rd consecutive year

2009

Federal and provincial governments commit \$50 million to new building
Richard M. Ivey contributes \$7 million for Gold LEED certification

“The new strategy built on our strengths, a clear understanding of the market place, and the needs of our students and stakeholders,” Stephenson explained. “Coming from the private sector I understood how important it is for any leader to think beyond their own silo or business unit to make good decisions. It is so much easier to make decisions when you understand the impact on everything else. That really became the umbrella brand for the strategy. Instead of a general management school we re-positioned Ivey as a school that taught Cross-Enterprise Leadership.”

She said the Cross-Enterprise Leadership strategy integrated “all elements of who we are and what we do, from how we approach research and develop faculty to how we select our students and develop their leadership potential to address 21st century challenges.”

There were five strategic imperatives – what Ivey called its five pillars – under the Cross-Enterprise Leadership banner.

- 1 Create intensive cutting-edge post-graduate degree programs.
- 2 Build the world’s best undergraduate program and grow its size.
- 3 Focus executive development to support businesses in the development of cross-enterprise leaders.
- 4 Align research to solve a handful of the most critical cross-enterprise business issues, creating dedicated institutes and cross-disciplinary centres of excellence.
- 5 Launch an ambitious fundraising campaign to support the future and strengthen the connection with Ivey alumni around the world. Implied in that goal was the need for a new building.

By the time the stunning new Ivey Business School facility opened in September, 2013, there were check marks beside all five of the strategic imperatives.

The ‘cutting-edge post-graduate program’ saw the MBA program evolve from a format with two eight-month segments and a five-month internship in the middle, to 12 consecutive months of intensive development, with virtually no loss of in-class teaching time. This was a response to the reality of the 21st century. More MBA students had working spouses and uprooting everyone for 20 months to come to London was difficult. The one-year MBA was a more cost-effective solution. It was a radical decision because few schools in North America did this at the time, although the one-year format is more common in Europe.

The HBA program grew from 300 students to 1200 over time. It had never been marketed before but now Ivey was recruiting the best students from 400 high schools across Canada. By 2013 it was regarded as one of the most popular, but still exclusive, undergraduate programs in the country.

The Executive MBA program was relocated, from an industrial park location in Mississauga to the heart of the financial sector in Toronto’s First Canadian Place, and refocused on the cross-enterprise theme. “This is one of the best things we did from a branding perspective,” Stephenson said. In 2012 Ivey’s market share in the Toronto area was between 55-60 percent. “We’re bigger than all all of our top competitors combined,” Wynant said.

Initially four research centres were established to help address what the market research clearly indicated were some of the

2009

Ivey International Centre for Health Innovation launched
EMBA earns 50% market share in Toronto

2010

Ian O. Ichnatowycz Institute for Leadership
\$200 million Campaign for Leadership publicly launches
“Leadership on Trial” – Ivey’s response to the financial crisis of 2008

India Institute of Management, Bangalore partnership
Indian School of Business partnership
Inaugural MSc in Management Program

2011

First custom EMBA for Agricultural Bank of China
Phase 1 of new building completed and occupied
Dean joins Prime Minister on Latin American Trade Tour

2012

Ivey named CEMS Global Alliance Business School of the Year
Education Excellence Award from Canada China Business Council
HBA welcomes 8th and final new section – 605 HBA1 students

2013

Campaign for Leadership exceeds goal raising \$207 million



Under Dean Stephenson's tenure, Ivey introduced the Ivey Ring Tradition Ceremony that helps preserve and unite the strong collective reputation earned by alumni since 1922.



Dean Stephenson helped author the Leadership on Trial report that reviewed the leadership failings that led to the 2008-2009 financial crisis.

biggest problems facing the majority of business leaders and entrepreneurs. The number has since grown. "This went back to our roots about always wanting to be relevant to the practice of business whether in our teaching or our research," Stephenson said. "It was all about solving the issue by bringing the disciplines together." CEOs and business leaders across the country were asked for suggestions. The first four centres covered emerging markets with a focus on Asia; entrepreneurship and innovation; achieving sustainable growth; and how to lead from a cross-enterprise perspective.

In the fall of 2005, the largest fund-raising campaign in the school's history was launched. Initially the goal was \$100 million. Later the campaign target climbed to \$200 million including a new world-class building. The goal was surpassed in June, 2013 with a total of \$207 million. Ivey's largest campaign, held during the Larry Tapp era, raised \$78 million.

"There are a couple of reasons the Cross-Enterprise Leadership approach works well for Ivey but not for other business schools," Stephenson said. "The use of the case method lends itself to helping students understand the impact of one discipline on another. Also, what got me excited was hearing from CEOs that if we can figure out Cross-Enterprise Leadership and send them graduates who know how to do it well, they would certainly hire most of our students. Ivey is known for creating great leaders. So this went back to who we had been and who I thought we should be.

"This could not have happened if we didn't have the big base of faculty and staff who wanted change. It really was a school initiative that a lot of people supported. And it happened quickly. It was really quite a tremendous achievement for everyone."

It was one thing, and a difficult one at that, to develop a strategy that was right for Ivey and achievable. But then it had to be sold, and resold, to corporate leaders across the country and successful alumni around the world who were being counted on to provide the support to make it all happen. "That was a big, big thing," Larry Wynant recalled. "We needed a lot of money. Carol's temperament was extremely well suited to that challenge."

Kelly Cole, who in 2013 was Ivey's executive director of advancement and in charge of the fundraising campaign, explained the strategy. "Larger donors, well pretty much all donors, invest in organizations they believe are going to be successful and going to have impact. They also invest heavily based on the leader. With Carol,

because she was the leader, and because she was demonstrating the ability to implement the strategy, it was natural for funding to start to follow. People have a lot of confidence in her – confidence that she's listening to them, confidence she's going to deliver when a gift is made. A year later she's back telling them about the impact of the gift. That relationship building is just so critical."

During the campaign, many at Ivey were especially impressed by Stephenson's network of senior executives in corporate Canada and government circles, and in how hard she worked to keep expanding it. "If she was attending a special event she would always ask if there was anyone in particular she should speak to," Cole said. "But even on her own, she was always talking to people and connecting what they were doing with what Ivey was doing. You can't script the person to do that."

As Dean, Stephenson was always bumping into people she knew, or more likely knew her. Said Cole, who travelled with her often during the fundraising campaign: "Alumni knew who she was and because most of them are business people, they travelled frequently and they were coming up to her all the time – on the Toronto subway, in airports, even in washrooms. But Carol genuinely enjoyed meeting alumni and hearing what they were up to!"

A new building was always part of the Cross-Enterprise strategy and of the fundraising campaign. However, whether it was to be an addition to the original 1954 building or something new wasn't decided until several years later.

"When we thought about growing we always thought about a new building," Stephenson said. The Ivey Advisory Board was pushing for it. By 2009, faculty and students were spread over five different locations in London, including the MBA program which was at Ivey's Spencer Leadership Centre, more than a kilometre from the campus.

One day John Schumacher, who had been in capital markets for Scotiabank and later started his own private equity company, visited Stephenson. "I've decided to give you \$2 million and you do with it what you want," he said. Stephenson called that "a dean's best gift." With the donation they started serious planning.

After that it didn't take long to decide a new building was the best way to enhance the interactive classroom learning experience and the community atmosphere Ivey promised its students.

"It was a dream, then came all the bumps along the road to

make it a reality,” Stephenson said. “The timing couldn’t have been worse. We were in a recession when the architectural drawings were being completed, but I’m an eternal optimist and I had the added benefit of incredibly smart, experienced and generous people supporting me. Our New Building Task Force, chaired by Jon Love, HBA ’76, Canada’s leading real estate investment manager, included a perfect mix of business, construction industry, University administration and Ivey faculty to ensure we were addressing all the right issues early on. We knew that to compete with top business schools you have to have top notch facilities.”

The next hurdle was getting the University administration on side. For obvious reasons, given Ivey’s track record of barely five years earlier, Paul Davenport, the president, was anxious to nail down how the Business School would raise so much money. At \$100 million, the original estimate, the building was far more expensive than anything Western had built to date. Stephenson kept assuring him that Ivey would deliver.

About then the Federal and Provincial Government launched what they called stimulus funds to encourage infrastructure projects across the country. Ivey applied for – and would ultimately get — \$25 million from each level of government. They were still waiting for the decision when Stephenson got a call one Friday from Richard M. Ivey, patriarch of the family that was the business school’s principal benefactor. “Carol, I’ve been thinking about the building,” he said. “I’m thinking the government might want to see there is some private sector funding. I’ve decided I’m going to give you \$5 million to get started. The only thing I want to make sure is that it is Gold LEED certified.”

“Of course,” Stephenson said with a big grin, “I called Paul Davenport immediately and said, guess what?” He was pleased! That donation was critical. Winning the government funding was really important because once we had that \$50 million the momentum really started.”

Davenport remembers the call from the dean: “It was a great call at a time when I needed some good news. But the completion of the Ivey building, whatever the fundraising total, was a must do for the University, for two reasons. First, we have one of the finest business schools in the world, and the School needed new facilities to maintain its competitive position. Second, I wanted at all costs to support Carol, who had been an outstanding leader for Western, reaching out to alumni and to all levels of government: municipal, provincial, and federal. My personal debt to her

was enormous. While I sought to keep the pressure on for more fundraising dollars by reminding the dean of the budgetary limits on the building, the fact was that the success of that building was also my dream, as a reward for Carol’s outstanding leadership of the School and her enormous contribution to the University.”

Ten years went by far more quickly than Carol Stephenson ever imagined they would.

She was reflective as the end of her tenure drew near. In April 2013, at one of the many farewell alumni receptions, she spoke both of the past and the future.

“I realize I have been witness to the effects of almost diametrically opposed currents around me. The global financial crisis, which has continued to destabilize most of Europe and strain the economy, has been tumultuous at the best of times. But, while growth all but came to an abrupt halt around the world, Ivey forged ahead on the growth plan we had set in motion.

“I have been extremely fortunate to have a team of smart, passionate and action-oriented faculty and staff. They have enabled us to adapt to changing environments and capture the new opportunities that disruption stirs up in its wake. The people of Ivey have risen to every challenge and captured many new opportunities.

“I wish there were a way for every Ivey alumnus to spend a day at Ivey to see what I have the privilege of seeing. When you stand in front of more than 600 HBA students on their first day and realize that every one of them is a high achiever with uncommon capabilities and achievements, you know that our future, no matter what our challenges, is assured.

“We have seen the fundamental changes to business education that we introduced enhance the learning experience, while the real-world impact of our research was mirrored in changes later made by top international schools such as Stanford, Yale and Harvard. Most importantly, we continue to hear from recruiters that our graduates are outstanding performers, and we are watching with delight as more and more Ivey graduates seek entrepreneurial careers that are creating new jobs and strengthening communities across Canada.

“All this was possible thanks to the generosity of our alumni. Their contributions are the foundation upon which our future is building. They contribute in so many important ways. More than 7,000 men and women, almost one third of our entire alumni, have stepped up and played a role in supporting the school.

“Ivey is an extraordinary school with a great future.”



Carol Stephenson hoods the Honorable Adrienne Clarkson, former Governor General of Canada at Convocation.

Tributes to Dean Stephenson:

“The best way to assess Carol in the role is to see that she did it well for over 10 years. She consistently stayed with it, year in and year out and did not give up. That’s what I think the students, the faculty and the friends of Ivey and the University needed. She was also the kind of example of leadership that we all aspire to.”

Arkadi Kuhlmann, HBA ’71, MBA ’72
Advisory Board Chairman during
Stephenson’s tenure as dean.
Chairman & CEO
ZenBank Inc.

“Carol challenged her colleagues to rethink what business education was all about – developing business leaders. That brought people together.”

Amit Chakma, President and
Vice-Chancellor, Western University

“She was the architect of the strategy and the key driver in the implementation of the Campaign for Leadership. It wasn’t done on her own. It was a team effort. She was the leader who turned that strategy into reality.”

Pierre L. Morrissette, MBA ’72
Chairman, President & CEO
Pelmorex Media Inc.

“I wish there were a way for every Ivey alumnus to spend a day at Ivey to see what I have the privilege of seeing. When you stand in front of students on their first day and realize that every one of them is a high achiever with uncommon capabilities and achievements, you know that our future, no matter what our challenges, is assured.”





A vision for excellence

When your name is on the door you tend to take a keen interest in what is going on inside. The Richard Ivey family, for whom the Business School and its new building are named, has been actively engaged as founders, benefactors and advisors for 65 years and counting. Over three generations, the family's contributions have been carefully and clearly designed to support the School's vision; each gift transformed vision into action, helping to ensure that the School had the resources to stay abreast of the critical issues of the day. That vision was to be the best business school in Canada and among the global leaders – and as it has reached those heights the Ivey's pride in the School's reputation has grown with it. By 2013, the Iveys' total financial commitment to the Business School was more than \$30 million.

The Richard Ivey name has been associated with the Business School at Western virtually from the beginning, and formally since 1957 when its first faculty building was officially opened on the campus. It was called the Richard Ivey School of Business Administration Building to honour the generous donations from the then Richard Ivey Foundation and Richard G. Ivey.

Over the years since, the Iveys have donated millions to the School and, in 1996, a further honour came when the name of the School of Business Administration at The University of Western Ontario was changed to the Richard Ivey School of Business.

So not unexpectedly there were very careful negotiations with the family in the fall of 2012 when the decision was made to change the name once again. The proposal was to call it simply the Ivey Business School. "A lot of families might have gotten

upset about that," Richard W. Ivey said with a chuckle during an interview in his Toronto office six months later.

Changing the name was part of a rebranding of The University of Western Ontario as a national institution, rather than one for a region, and it would now be known as Western University. Richard W. remembered a small delegation coming from London to speak to both him and his father, Richard M. Ivey, armed with surveys, logos and colour charts, to explain the rationale behind both Western's name change and the one planned for the Business School.

"I wouldn't call the negotiations delicate," he said. "It was packaged as flowing out of Western's rebranding and it was sold as well that the School is called the Ivey Business School by 95 per cent of the people who refer to it by name. They presented a list of

all the schools in North America that are called schools of business and all the schools that are called business schools. They showed us examples comparing a business school logo combined with a university logo to show us how Ivey could play with Western, if you will. We even got into green-purple issues.”

In the end the name change was accepted in good spirit. While four generations of Ivey males are named Richard, the reality is the Ivey women are fully involved in the family’s philanthropy through its foundation, some of which benefits the Business School. Richard’s sister Rosamond had chaired the foundation since 1998 and his other sisters were board members. As a result the foundation had dropped Richard from its official title more than a decade earlier.

“So it wasn’t a big stretch when the University asked. It seemed a logical thing from the School’s perspective because it was called the Ivey Business School by everybody. I think when they subsequently said, let’s keep the new building as the Richard Ivey Building, that was the perfect complement to the discussion.”

To Richard W., and his father Richard M. Ivey, the whole naming exercise was a perfect example of the typically open and respectful way the relationship with the Iveys has been fostered by a succession of deans and Business School faculty and administrators over more than half a century.

“Once again there was stewardship,” Richard W. said. “They bring things up, ‘this is something we’re thinking about, and would you ever consider it?’ And then they show us they’ve really done enough homework. And to be honest, we’re flexible and willing buyers, for the most part.”



Through three generations, the Iveys have carefully and subtly, and occasionally not so subtly, encouraged and nurtured the Business School’s growth into Canada’s premier centre for the development of business leaders.

But the Ivey association with the Business School that now carries the family name is far more than that. Through three generations, the Iveys have carefully and subtly, and occasionally not so subtly, encouraged and nurtured the Business School’s growth into Canada’s premier centre for the development of business leaders. The family’s giving of time and money was always clearly thought out. As the late J. Allyn Taylor, former president of Canada Trust, pointed out in 1986: “Above all, the Iveys avoid the ‘taint of charity’ – giving of mere handouts – by providing, instead, carefully thought out ladders which people would be willing to climb.”



Richard M. and Beryl Ivey.



The name change is a telling story, but one that implies the Ivey connection with Western, and London itself goes back almost to the beginning. The family patriarch, Charles Henry Ivey, settled in the Forest City in 1880. He was the first in his family to go to university – Victoria U, then in Coburg, then in Toronto – and the first to become a lawyer. After practicing on his own for several years, he joined in a partnership with Isidore Hellmuth, son of Bishop Isaac Hellmuth, the Church of England’s religious leader for a huge diocese west and south of Toronto, who was also the founder of Western University.

Frederick Armstrong, who wrote *The Iveys of London*, an official family biography published in 2005, put it this way: “The importance of the partnership (with Hellmuth) to the future development of the Ivey family cannot be over estimated.” Besides their ties to the fledgling school of higher learning, the Hellmuths were also well connected to the Liberal Party and to business interests in Quebec and the United States, all key pieces in enhancing the Ivey family’s growing wealth, influence and, ultimately, generosity.

Isidore Hellmuth loved criminal law and the courtroom, and Charles Ivey’s specialty was commercial law, so the pair complemented each other’s talents and quickly built up an extensive business in the burgeoning city of London, by then the regional government and religious capital of the Southwest. But the most interesting client Hellmuth brought to the partnership wasn’t criminal; it was an American group from Cleveland which, in those days before the automobile changed everything, had a plan to build a railway all the way around Lake Erie. The consortium thought acquiring municipal streetcar operations would be a useful base on which to build and considered the London Street Railway (LSR), then owned by the Cronyn family, as an important piece of their plans. Repeated offers to buy were rejected.

In the mid-1890s, however, facing the expensive challenge of electrifying the street railway system – previously the street cars were drawn by horses – circumstances changed for the Cronyns. Charles Ivey was able to negotiate purchase of the LSR on behalf of the Cleveland consortium, and then to successfully renegotiate the contract with the City of London. Hellmuth & Ivey became solicitors for the new owners and eventually, as Cleveland’s interest in a round-Erie railway waned, the de facto managers of the London system. The deal itself was financed by the Molson Bank,

which later was absorbed by the Bank of Montreal (BMO).

As is noted in the family’s official biography: “London Street Railway was to be one of the most enduring and important of the Ivey family’s corporate connections, taking them into the field of corporate management and forming the basis of their long connection with the Bank of Montreal.” Indeed, over time, Richard G., and, following him, his son Richard M., were made directors of BMO and the bank helped finance many of their subsequent business and personal expansions.

Among other things, Charles Ivey gets credit for extending the streetcar line to the Springbank water reservoir west of London and helping turn it into a popular summer picnic and recreation area for the city. His new interest in actually being involved in a company’s operations, rather than simply offering legal advice, also led to another decision by Charles Ivey – to take stock in each new company as his fee for handling its incorporation.

One such arrangement got Charles involved with the Empire Manufacturing Co., which he incorporated in 1906, and which the family eventually bought outright. Empire would evolve into Emco Ltd., now one of Canada’s largest integrated distributors of plumbing, heating and waterworks products for the construction industry. His first-born son Charles Junior, who became an engineer, went to work for and eventually would run Empire Manufacturing. The Iveys sold the business in 1973.

By the time Charles died in 1922, he had created a firm foundation for the family’s future legal and entrepreneurial operations. He left an estate valued at exactly \$149,650.20, a sizeable fortune worth about \$2 million today.

The second son, Richard Green Ivey, chose law, beginning a two-year apprenticeship in his father’s London law office before enrolling in Osgoode Law School in 1910 where Nathan Phillips, who would later become Toronto’s first Jewish mayor, was among his classmates. In 1913, he was back in London and soon involved in handling the major accounts of what was now called Ivey & Ivey. In 1919, he was elected to his first directorship, joining his father on the board of London Street Railway, which he would later describe as the most frustrating directorship he ever held.

The timing of his first direct foray into business affairs was auspicious. Automobiles were arriving on London’s streets and would quickly surpass the streetcar as the preferred method of urban travel. To compensate for the loss of passengers, fares increased and maintenance on the equipment decreased, both



constant subjects of complaint by politicians, citizens and the local media, much of which was directed at the Iveys rather than the absentee owners in the U.S. they represented.

By the late 1930s, buses were beginning to replace streetcars in many cities, but the LSR was in no financial position to make the conversion. Richard G. began buying up the consortium's stock until he owned a solid majority and was able to convince the City of London to take it over. Effective Jan. 1, 1951, the street railway was purchased by the city for \$1,625,000, ending 55 years of Ivey management. Interestingly, of significant help in changing public opinion about the LSR was son Richard Macaulay Ivey. As a student in the department of business administration at Western, his Bachelor of Arts business thesis was a study of the LSR that

demonstrated how little shareholders and bondholders had actually received for their investment.

Richard G. was far more successful in his other business dealings. By the late 1920s he was taking care of the personal and corporate legal interests of a wide cross-section of London's leading families and firms, many of which had operations right across Canada. He was also a director of many of them, including John Labatt Ltd., Supertest Petroleum Corp., McCormick Manufacturing Co., Silverwood Dairies, and Northern Life, an insurance company the family would later buy.

In 1928, when the University celebrated its 50th anniversary and established a \$2 million endowment fund, half of which was to be raised in London, Richard G. immediately subscribed \$2,000

President and Vice-Chancellor
Paul Davenport and Richard M. Ivey



Richard W. Ivey received an honorary Doctor of Laws, honoris causa (LL.D.) from Western University in 2015

and assisted with the fundraising campaign. That is the first recorded Ivey donation to Western.

Of more immediate importance, however, was his purchase the year later of Hygrade Corrugated Products, a cardboard container manufacturing company. Of this move, *The Iveys of London* biography says: “The cardboard box company purchase marks the beginning of their most important and profitable entrepreneurial operations, which gradually led to the refocusing of their activities from commercial law to corporate management.” It also became, Richard M. was to remark some years later, “our most profitable operation.”

His family growing and his circle of professional and personal friends ever widening, Richard G. had quietly purchased 100 acres of land on the west side of Richmond Street in London, at the top of the hill north of what is now Fanshawe Park Road. In 1939, the family moved into their new home on the property. Built to his specifications at a cost of \$136,000, the estate featured a main house with 38 rooms, an outdoor pool and adjacent guest cottage. It was listed for sale in 1990 for \$1.65 million.

One of his enduring friendships was with Dr. G. Edward Hall, who arrived in London in 1945 to become dean of the medical

school at Western and was named President and Vice-Chancellor of the University two years later. By then Richard M. was ready to graduate with a Bachelor of Arts degree in business administration. In a 2013 interview he recalled the business department of the faculty of arts “was a room in the basement of University College. Taking the course at that time got my father interested in what I was learning.”

Richard G. and Dr. Hall met and were soon talking about the inadequacies of Western’s business training programs.

“My father, as a prominent Canadian lawyer and member of a number of Canadian boards of directors, was recruited to bring together a group of leading corporate heads to discuss the idea of whether to create a separate business school,” Richard M. said. In March, 1948, some 100 Canadian businessmen met at Western to discuss the need for a national school of business administration. Richard G. was selected as the first chairperson of a new university advisory committee to help establish the faculty of business administration.

Arrangements were made for a group to visit Harvard University. The trip was finally made in mid-May of 1950 and was considered so noteworthy it rated coverage in *The Globe and Mail*.

Later that year, Western’s School of Business Administration was formally established, although its location in what is euphemistically described in official histories as the “lower hall of University College” was unchanged. The following year the school moved off-campus to Goodholme, the former residence of James D. Good, co-founder of Supertest Petroleum. It quickly began to outgrow that space, too. Once again Dr. Hall reached out to his friend, this time to chair a fundraising campaign to build a new home for the business school.

Richard G. personally donated \$8,000 to the campaign. The lead donation of \$242,000, however, came from the Richard Ivey Foundation, which he had established with his son on Dec. 31, 1947 for exactly this kind of purpose. “When the campaign came along, the foundation undertook to pick up our commitment,” Richard M. said. “When the foundation was established, my father designated myself and himself as co-founders. That was his method of getting me involved with philanthropy.”

The foundation name incorporated both father Richard G. and son Richard M., and later grandson Richard W. “My father was very insistent when the University decided to name the actual building it was to be just Richard Ivey, not Richard G. Ivey.”

After graduating from Western in 1947, Richard M. studied law at Osgoode Hall in Toronto, was admitted to the bar and joined his father's firm in 1950, becoming a full partner 10 years later. More and more, though, the Iveys were becoming lawyers whose attention was directed mainly to entrepreneurial activities and philanthropy. In 1951, they bought control of Northern Life, the insurance company, and two decades later, through another branch of the family's commercial interests, they redeveloped the Northern Life property and adjacent parcels to build the twin office towers on Wellington Street between Dundas and King Streets.

In 1974, Richard G. died at age 82; his wife and his brother Charles each died later the same year. Shortly thereafter, the Richard branch of the Iveys sold Northern Life, while the Charles branch sold Emco. From then on, the two family groups pursued separate business interests. For the Richard Iveys, those interests were farther and farther from home – distribution, financial, manufacturing and real estate operations across North America and in Europe, corporate and non-profit directorships across the country.

There was another newcomer in the family businesses. Richard William graduated with his business administration degree from Western in 1972, received a law degree from the University of Toronto in 1975 and spent six years with the Toronto law firm of Tory, Tory, DesLauriers & Binnington before returning to London. His interests were more on the business side than law and as his father gradually retired he took over the various senior family offices. In 1991 he succeeded his father as chairperson of Livingston, a North American logistics company.

By the 1980s, more and more of the now big national companies that had started in London, and the now wealthy families that had owned them, were moving to Toronto. Of the Ivey group of companies, Livingston was the first to move, in 1986. Gradually family members followed. As *The Iveys of London* biography describes it, "(with) a new policy implemented of broadening the Ivey Foundation's interests to a national scope rather than just concentrating on Southwestern Ontario, the foundation's offices too were transferred to Toronto. These changes, when they were announced at the end of 1996, came as a considerable shock to the city. *The London Free Press* devoted four articles to the subject."

The family law firm, which had been renamed Ivey & Dowler in 1964 when Frank W. Dowler became a partner, continued until 1989 when it merged with Siskind Cromarty to form London's largest. It now operates under the name Siskinds The Law Firm.

Despite their broadening commercial interests and eventual move, the family's ties to the Business School have strengthened over the years. In 1964, when a further \$1.75 million addition to the original building was planned, the foundation gave \$225,000. A gift of \$275,000 in 1978 created the Richard G. Ivey Computer Centre at the Business School and a further \$600,000 gift to Western's Renaissance Campaign in 1989 was directed to construction of a new floor of meeting rooms and faculty offices.

But it was not just bricks and mortar that the Iveys supported. In a paper titled 'The Ivey Connection' written in 2008, Andrew Grindlay, professor emeritus at Ivey, reported: "Some of their largest grants to the school were for case writing and research. For example, when the school saw a need for cases in the Asia-Pacific region as an emerging market for Canadian business, another branch of the Family came forward. The Richard and Jean Ivey Fund, another charitable foundation created by Richard G. and his wife and run by their daughter Lorraine, donated \$500,000 as seed money and later, \$750,000. Since then the Ivey Business School's Asia Management Institute has produced the largest number of Asia-Pacific cases in the world. The school is recognized as a world leader in management education, a position that Richard G. Ivey, and later his children, had in mind as they actively promoted and supported the school."



When your name is on the front door you tend to take a keener interest in what's inside. And so it has been with the Iveys since Richard G. made the first commitment to help create the Business School. Family members have served frequently on the School's Advisory Board and helped on fundraising campaigns.

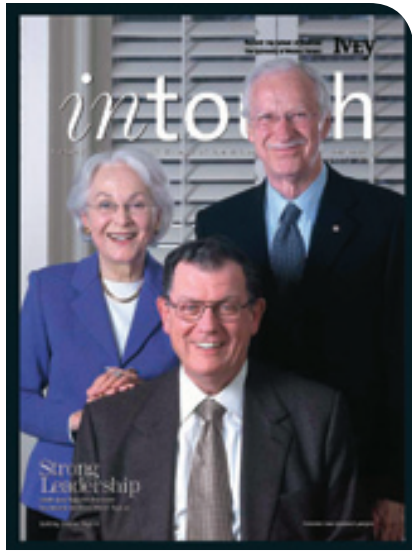
They've enjoyed close relationships with most of the deans and many of the faculty. Richard W. remembers former deans Jack Wettlaufer and Bud Johnston often attended social events at the family home. "They were just really, really engaging guys and that makes it so much easier to fall in love with the place." And Richard M. particularly enjoyed his fairly regular discussions over a meal with Dean Carol Stephenson, a point she also made during a farewell reception in Toronto.

What happens at Ivey is now a matter of personal pride – and occasionally concern – with the family.

During the years of Dean Larry Tapp's battle for financial control with Western, Richard W. was at his side. "I was quite involved



Richard M. Ivey was appointed 20th Chancellor of Western University in 1980



Richard M. and Beryl Ivey along with Dean Larry Tapp on the cover of Ivey's intouch magazine

with all the committees in those times. I was trying to listen to both sides, but I was actively expressing my opinion.”

Richard M., a former chancellor of Western, tended to quietly support the University's administration. “I didn't want to see the University get into a contentious situation like that, but I didn't play a major role.” His son, though, ultimately went all in. He had been a member of Western's Board of Governors but left after one term. “I didn't enjoy it at all,” he said. “It seemed extremely bureaucratic to me and I would never join a university board again. There are too many issues that are boring and not intellectually stimulating and I never got into the faculty relationships that dad did. I was doing it because I became convinced, as did many others, there was a potential benefit to Ivey to be more independent from the University.

“Larry Tapp was a big man with big ideas and an aggressive businessman and he certainly rubbed (University President) Paul Davenport raw any number of times. I was more on Larry's side, dad was more on Paul's side.”

And then there is the matter of the rankings, which Richard W. feels don't begin to grasp the experience of being a student at Ivey.

“It is rare I talk to a parent or student who has gone to the School who doesn't just rave about it,” he said. “It's the best experience that kid has ever had, and it's the best experience I've ever had. I just loved it. Everybody loves it – and they don't say that at Rotman (University of Toronto's School of Management) and they don't say that at Queen's. I just intuitively know it's the best business school in the country. It's in great part because of the case approach and therefore the teaching. You go into any class there and you have to be totally on your toes because you could be asked to comment on the case at any point and because while you had a 94 percent average and were the smartest kid in your high school, every one of the other 60 kids in your HBA class is just as smart as you are – and that's a life-changing experience, right?”

The problem, as he sees it, is there are too many rankings today, more than 10 major ones. Because each one requires so much staff time to tabulate all the information requested Ivey only responds to a few of them. “So what happens when someone publishes the most sustainable or socially responsible list and some university wins it every year in Canada and it's in every newspaper in the country and the fact we didn't participate in the survey doesn't get into any of the stories,” Richard W. said. “That area is a frustrating part of the business school world.”

Richard W. tells a very amusing story about that time back in 1995 when Canadian billionaire businessman Seymour Schulich tried to replace them.

“Seymour was just beginning his 20-year philanthropic run which was driven by a genuine sense of responsibility. In those days business schools were the only institutions that were named, mostly in the U.S. I don't think there were any named in Canada. And supposedly he wanted the best business school in the country so he quietly approached the president of the University and said he'd like to name the business school.”

And there was an opening. At the time, the formal name was the School of Business Administration at The University of Western Ontario and the faculty taught in the Richard Ivey School of Business Administration Building.

“My response was the School has always had our name associated with it, and we needed to firm that up.” Richard W. said. “And we needed to firm it up by putting some money in to get it formally named after us. So one of the things I remember doing is determining how much we had given to the business school since 1954 and then I converted that into 1994 dollars. It was a big number.”

“It sure was,” rejoined his father, who was annoyed the University had taken the meeting with Schulich in the first place.

Ultimately, with credit for historical donations and with donations from every member of the family amounting to \$11 million, the School honoured the relationship by renaming itself the Richard Ivey School of Business. Ironically, admitted Richard W., because the school building had the family name over the door until 1993 “when the naming was done a lot of people were saying, ‘I thought it was the Ivey School of Business’. So it had really become associated with the family.”

Announcement of the gift was the kickoff to The Ivey Campaign, supporting the School's move to the world stage. The target was \$75 million, the largest campaign by a single faculty in Canadian history. The campaign ultimately raised \$78 million when it closed in 2001. As for Seymour Schulich, he did find a business school to name, at York University. And he subsequently returned to Western to make a major donation to name the Schulich School of Medicine and Dentistry.

But wait, there's more. In 2006, the Business School launched another fundraising campaign. The goal this time was \$200

million and included a new building. And once again there was a hope, perhaps even an expectation, the Ivey family would make a substantial contribution.

“She didn’t put the touch on us for the new building,” Richard W. said in 2013 of the meeting he, his father and his sister Rosamond had with Dean Stephenson before the campaign was announced, “but we knew that it meant the family had to put its hand up early. So seven years ago now we came forward with a number, which was mostly dad, but also included the Foundation and Roz and myself and mom. I think Carol knew us well enough by then to know if they were launching a \$200 million campaign we would respond with a number. She probably had no idea what that number would be, but it ended up being the biggest number in the campaign.”

Of the \$20.9 million committed to the campaign, \$7 million was earmarked to ensure the new Richard Ivey Building had the resources to achieve Gold LEED certification, a critical concern for a family deeply dedicated to environmental issues.

The faculty of the Ivey Business School now teach in the brand new Richard Ivey Building – “which,” said Richard M. with a grin, “is great because Richard Ivey is no longer in the school’s name.”

And what does that mean to the family? “The Business School is the most prominent thing named after us so we feel even more deeply committed to its future,” Richard W said. “It is a great Business School and alumni go on to do great things. So the pride has grown as the School’s reputation has grown.”

Added Richard M: “My father was a very competent corporate lawyer and estate planner. As a result, back in the 1930s, he incorporated a holding company in which all members of the family were shareholders. Later on, as I was the only heir in the family, he zeroed in on me and I had a personal holding company. At a very young age I became a very wealthy man. For me it was almost embarrassing and I felt in many ways I’ve got to give this money away. As our businesses’ success carried on through the years that became the source of the money that was donated to the Ivey Foundation and ultimately, with my family involvement, it’s getting passed on.”

As of 2013, the total financial commitment by the Iveys to the Business School was more than \$30 million.

“When I look back at the School’s history, it is clear that at pivotal moments the Iveys were always ready with a ladder of support for the broad ranges of goals, from supporting and encouraging our faculty to championing infrastructure projects and global expansion.”

In 2009, at the ground breaking ceremony for the new building, Dean Carol Stephenson, paid tribute to the family.

“When I look back at the School’s history, it is clear that at pivotal moments the Iveys were always ready with a ladder of support for the broad ranges of goals, from supporting and encouraging our faculty to championing infrastructure projects and global expansion,” Stephenson said. “For example, in 1968, the family contributed more than \$400,000 to the Business School for research to ensure that the faculty had the resources to stay abreast of the most critical issues of the day.

“They had the great foresight four years later to provide another investment of a quarter of a million dollars for a main-frame computer and key-punch machines so that business students could understand and capture the increasing potential for the use of computers in management. Each contribution they made was clearly designed to support the School’s vision. Each gift transformed vision into action.

“I can think of no greater role models for our students. The Ivey family embodies the Business School’s mission – or perhaps the truth is that it is the Ivey Business School that embodies the mission of its founding family, the Iveys.”



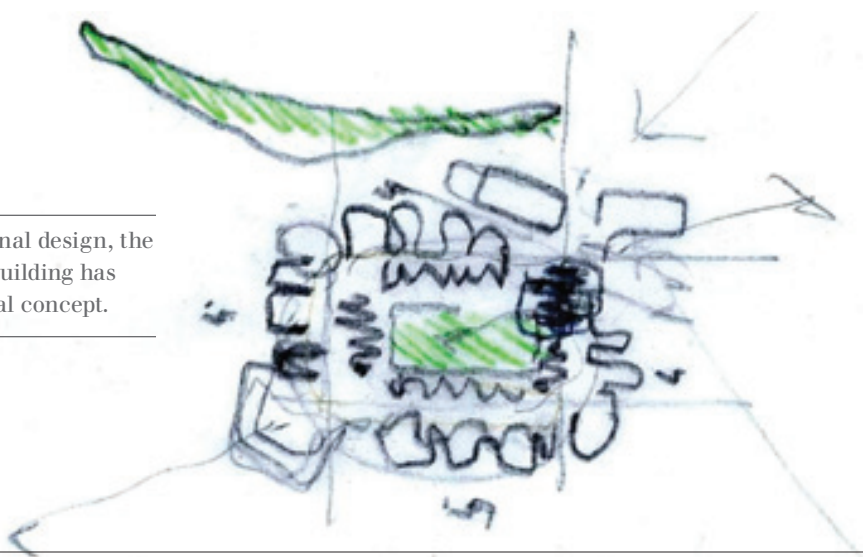
Richard M. Ivey, Dean Carol Stephenson and Western University President Amit Chakma at the groundbreaking ceremony for the new building.



New beginnings

A truly great school of business has three dimensions, says Siamak Hariri, the architect who designed the new Ivey Business School building. It must attract, it must inspire and it must build a rich sense of community. In his design he used a geode stone as his vision – an exterior that would complement the Gothic styles of the rest of the Western University campus; an interior that would encourage a prospective student to decide within five seconds, “Wow, this is for me.” More than that, both the architect and Ivey’s leadership sought to create a facility that would respect the past, yet project a timeless, authentic quality; a place that would be welcoming and offer a variety of flexible spaces that support a range of activities – from social interaction to quiet contemplation. In short, it is a world-class home for a Business School with a global reputation.

From first sketches to final design, the concept for Ivey’s new building has stayed true to its original concept.



Siamak Hariri was one of those who answered when Ivey Business School sent out the call for architects to design its new building in the fall of 2008. After meeting with Dean Carol Stephenson and members of the special task force created for the project, Hariri walked over to the site on Western Road with his sketch pad.

“What was apparent from the beginning was at least Ivey knew what they wanted,” Hariri said in an interview just before the building opened in September 2013. “We started with the premise that Ivey had a great legacy of being the best business school in Canada. And so what we had to do was something that would speak to that quiet excellence.”

His design would have to do something else as well, complement the Gothic design of most of the large buildings on what many people described as the most beautiful university campus in Canada.

What Hariri quickly sketched that afternoon was the concept for the new building that has hardly varied through the many iterations of the design process. It would be like a geode. A geode is a nodule of stone, often a greyish coloured crust, with a cavity lined with inward-projecting crystals, new layers growing on top of old.

To really appreciate the genius of Hariri's design you first need to view the new Ivey building from across the street. From that vantage point the stone and brick 'crust' of the three-storey structure blends in with others across the sprawling Western campus, even if it's not quite Gothic.

But when you step inside – that's when the genius of the design hits you! That's where the 'crystals' are. Hariri said he wanted the building to be a tall poppy, to stand out in the field of business schools around the world so that anyone stepping inside would say, "Wow, this is the school for me – all within five seconds."

When she first saw the concept, Stephenson's reaction was almost that fast. During a presentation of architectural designs by the three finalists in March, 2009, she worried she wouldn't know the right design when she saw it. Jon Love, founder and managing partner of KingSett Capital, an Ivey alumnus and chairperson of the Building Task Force told her: "You'll kind of feel the hair go up on the back of your neck and get a sense of excitement."

And that's exactly what happened.

"The third presentation, by Hariri Pontarini Architects of Toronto, the hair went up on the back of my neck. I thought this is it, I love this design. And the architect understood us. We wanted a building that exudes quiet confidence. Inside is where you find the beauty. We wanted it to fit with Western tradition, with our



own tradition and to have a forward looking feel. This just felt like who we are and who we want to be. This felt more like my home instead of an institution."

John Irwin, who was in charge of the building project and was a London-born baseball fan who couldn't choose between the Detroit Tigers or the Toronto Blue Jays – "I cheer both sides of the street," he said – used a baseball analogy to describe the building. "It is," he said during an interview from his third floor office, "like the new ball parks – it looks old but it's really new."

Irwin, who in 2013 was Ivey's chief financial officer, added: "I think in the building you see the history of all the things Ivey has done well over the years. It's a facility that feels like home to students and alumni. We didn't go for a showstopper on the outside, we wanted the showstopper to be on the inside. I think it reflects all the important elements of the learning experience that Ivey has laid for the past 90 years."

A new building was the crowning achievement of the strategic plan Ivey had launched in the fall of 2005 which revamped many programs to differentiate the Business School from its competition by being bolder and better. The success that followed also meant it was getting bigger. By 2008, students were dispersed over five different locations.

From left: Diane Finley, Minister of Human Resources & Skills Development, MP; Siamak Hariri, founding partner, Hariri Pontarini; Arkadi Kuhlmann, HBA '71/MBA'72, Chair, Ivey Advisory Board; Carol Stephenson, Dean, Richard Ivey School of Business; Richard M. (Dick) Ivey, HBA '47; Dr. Amit Chakma, President & Vice-Chancellor, UWO; Jon Love, HBA '76, Chair, New Building Task Force; Brian Waltham, EllisDon; Khalil Ramal, MPP, London Fanshawe

Building Task Force Members

Jon Love (Chair), HBA '76, Managing Partner, KingSett Capital Inc.

Ruban Chelladurai, Associate Vice-President (Institutional Planning and Budgeting), Western University

Andy Chisholm, MBA '85, Senior Strategy Officer, Goldman Sachs & Co.

Kelly Cole, Executive Director, Advancement, Ivey Business School

Brian Curtner, Principal, Quadrangle Architects Limited

Niraj Dawar, Professor, Marketing, Ivey Business School

Craig Dunbar, Professor, Finance, Ivey Business School

John Irwin, CFO/CIO/Director of Facilities, Ivey Business School

Fraser Latta, HBA '76, President, Jenal Investments Inc.

Ted Matthews, Brand Coach, Founding Partner, Author, Keynote Speaker, Instinct Brand Equity Coaches Inc.

Mike McLean, Manager, Planning, Design & Project Administration, Western University, Facilities Management

Pierre Pomerleau, MBA '89, President & CEO, Pomerleau Inc.

George Qubty, Director of Facilities Engineering, Western University, Facilities Management

Carol Stephenson, Dean, Ivey Business School

Alan Weedon, Vice-Provost (Academic Planning, Policy and Faculty), Western University

Larry Wynant, MBA '72, Professor Emeritus, Finance, Ivey Business School



A building designed to capture the sense of community and a home for students.

The Building Task Force, in describing for prospective designers what Ivey wanted in a new building wrote it should “embody the Ivey spirit of collaboration across global boundaries, through leadership and taking responsibility for one’s actions. This facility will respect the past, yet project a timeless, authentic quality. The Ivey school will be welcoming and offer a variety of flexible spaces that support a range of activities – from social interaction to quiet contemplation.”

Hariri understood that. The Hariri Pontarini tender document stated “the architecture must set Ivey in a leadership position among the world’s top business schools. Both the substance and the tone of this convergence of building and brand are critical: the building design must speak to ‘quiet excellence’ in the manner of a perfect hand-tailored suit.”

His design, Hariri said, created a bustling, creative sense of community inside his concept of the geode.

“These kids live, breathe, and frankly sometimes breed Ivey twenty-four-seven in the period of years they are here. In fact, some of them, according to our research, don’t take in much else other than Ivey. They might live close to Ivey, but really they come here in the morning, they eat in the dining room, they stay here all night, then they go home, sleep and shower and come back the next day. So this is really their home. So when we say community, it’s something that has the sense of its own completeness and wholeness.”

The design with the open courtyard quad wasn’t an accident. Its intent is to reinforce the spirit of collegiality which is Ivey’s trademark. “The whole idea was that the students and the professors would bump into each other, they’d mingle, that those great moments when the class ends and you’re still in the middle of a conversation could easily be taken to lunch or to a quiet corner nearby. That whole dynamic is what makes Ivey special.”

The building is special, which for \$110 million you probably should expect. The question, though, is whether it is transformative. Does it reinforce the gains Ivey has made in recent years? Does it force it to the next level?

Carol Stephenson, the retiring Dean in 2013, thought so.

“For me this building validates that we are a global business school on a world stage. We have a world-class facility, world-class students and yes we are in London, Ontario, and yes we are a global school. It adds some credibility that we are truly what we say we are. It’s the final proof point that we can do this, that we

can be the very best. What this building will house are the very best. It’s got the right feel to it in terms of what we are all about, and of we are all about leadership.”

What the building provided was the room to grow, both in size and in influence. Hariri said the design anticipates Ivey’s growth, providing for two more three-story additions on the eight-acre site.

How the space is used over the decades will speak to its leaders and the leadership path chosen. Stephenson offered this advice from the perspective of a decade as Ivey’s dean and a long career in business before that.

“What you always have to understand about business schools is you can’t become complacent. Things move quickly, always changing. Same in business. We must always make sure we are relevant. We must make sure the management of business improves. To do that, business schools have to be ahead of the trends.”

For Larry Wynant, who came to the school in the 1970s and, as associate dean, served through the enormous Ivey transformation that culminated in the new building, keeping Ivey’s culture at the right balance would be critical to its future.

“This place is very collegial,” he said in an interview in early 2013. “People work together. That has remained a very strong element of the culture. The focus on teaching excellence has also remained. We believe our role is to really help people develop, not just fill their heads with stuff. In order to teach business, we need to stay closely connected to the real business world. Our strong corporate connections keep us on top of the issues of the day, make us relevant, give us access to case material, and give us prominence because we get involved in organizations and the things they do.”

For the architect, “a truly great school of business has three dimensions: It must attract, it must inspire and it must build a rich sense of community.” The Ivey Business School has done that over its long history that stretches back to 1922. The new building, Hariri added, “respects that past yet projects a timeless, vibrant future.”

It’s a past that never has accepted Ivey would be the same as everybody else. A vibrant future wouldn’t either.



Growing – as a building; and as a School.



Ellis Morrow



Philip H. Hensel



Walter A. Thompson



Ross B. Willis



Walter A. Thompson



Lloyd W. Sipherd

90 years
of leadership



Frederick W.P. Jones



John J. Wettlaufer



Charles B. Johnston



Alexander Mikalachki



Adrian B. Ryans



Larry Tapp



Carol Stephenson

1922 – 1929

Ellis Morrow, Head, Department of Commercial Economics

1929 – 1938

Philip H. Hensel, Head, Department of Business Administration

1938 – 1942

Walter A. Thompson, Acting Head, Department of Business Administration

1942 – 1946

Ross B. Willis, Acting Head, Department of Business Administration

1946 – 1950

Walter A. Thompson, Acting Head, Department of Business Administration

1950 – 1954

Lloyd W. Sipherd, Dean, School of Business Administration

1954 – 1963

Frederick W.P. Jones, Dean, School of Business Administration

1963 – 1978

John J. Wettlaufer, Dean, School of Business Administration

1978 – 1989

Charles B. Johnston, Dean, School of Business Administration

1989 – 1990

Alexander Mikalachki, Acting Dean, School of Business Administration

1990 – 1995

Adrian B. Ryans, Dean, Western Business School

1995 – 2003

Larry Tapp, Dean, Richard Ivey School of Business

2003 – 2013

Carol Stephenson, Dean, Ivey Business School

Ivey Business School

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Advisory Board Members: 1998 – 2013

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D.C. Higginbotham, Price, Waterhouse and Company
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A legacy of growth

The Ivey Business School has come a long way from its humble, yet visionary, beginnings in 1922, as a program within the Faculty of Arts, housed in the basement of Western's University College. Since that time, Ivey's history could be traced through the many places it has called home — the first being an old mansion near campus, called Goodholme. It was a space the School quickly outgrew after adding Canada's first MBA program in 1948. So, in 1956 a new building on campus was built, thanks to generous donations from the then Richard Ivey Foundation and Richard G. Ivey.

We added on to this main building with the National Centre for Management Research and Development in 1986, and again, in 2003, with the addition of the Lawrence National Centre for Policy and Management. And Ivey continued to grow.

The Spencer Leadership Centre became the home of Ivey's Executive Development programs in 1977. And in the early 90s, the J. J. Wetlaufer Centre in Mississauga, Ontario was established to house Ivey's new Executive MBA program. Then, to meet market demands, in 2007 Ivey added the impressive ING DIRECT Leadership Centre in downtown Toronto.

The School continued to grow, expanding to the international stage in the early '80s. By 1997, Ivey had established North America's first stand-alone campus in China – the Cheng Yu Tung Management Institute.

With globalization came increased competition for the very best faculty, students and staff around the world, and it became clear that an inspiring, world-class facility in which to study, teach, and create new knowledge was essential.

As the Business School marks the 90th anniversary of its first graduates in the fall of 2013, it opens the doors to its future with an iconic new building on Western Road.

But it is what went on inside those buildings where the true magic lies.

Learning to Lead captures the history of Ivey's leaders. It is a story of vision and passion, often humorous, and always inspiring.



Where We've Been



University College
1924



Goodholme
1951



Richard Ivey building
1957 - 2013



Spencer Leadership Centre
1978



Cheng Yu Tung Management
Institute (Hong Kong) 1998



ING DIRECT Leadership
Centre (Toronto) 2007