

Fifty years on

Reflections on AMED's early days

Tom Boydell



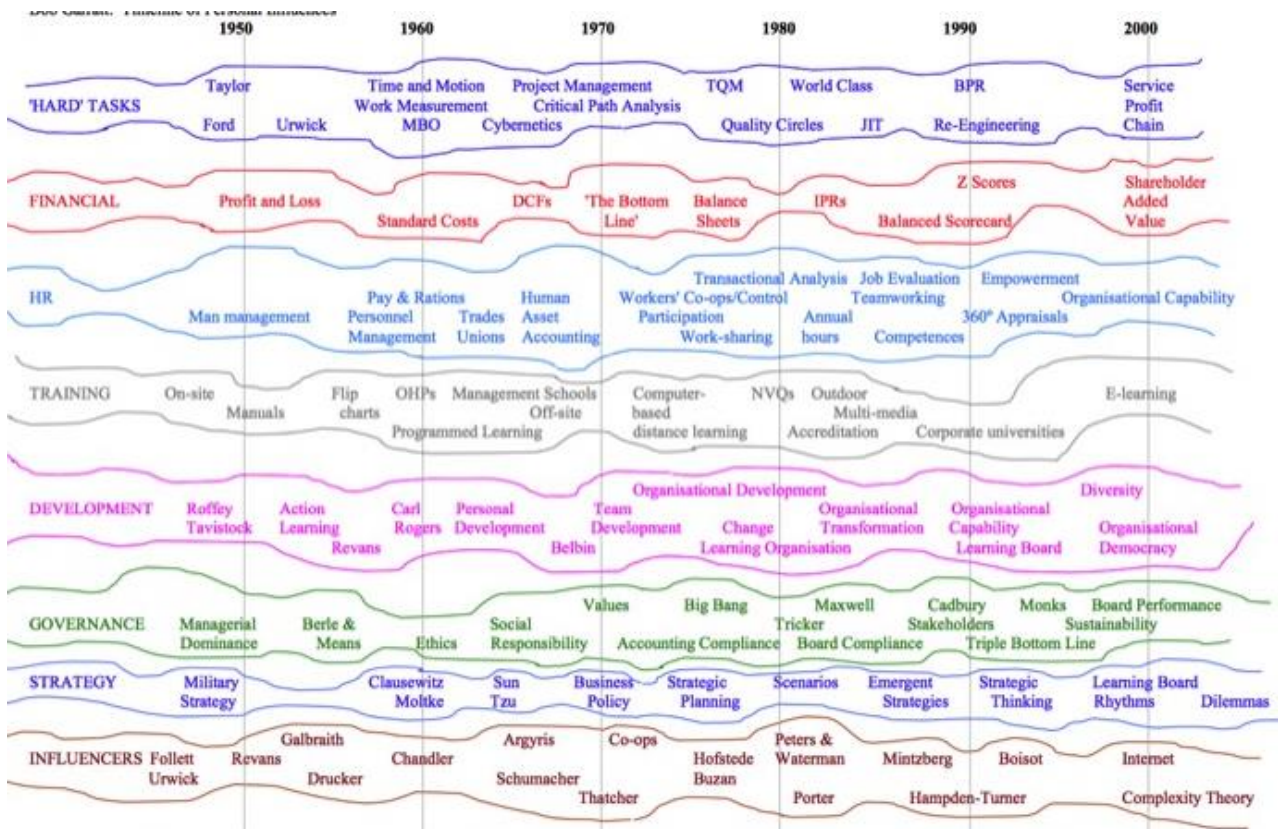
Context

In the 1970s I was quite actively involved in the Association of Teachers of Management (ATM), as AMED was previously known. After a lockdown Zoom meeting earlier this year (2020), I mentioned this to Bob MacKenzie and he suggested that a piece on the history of AMED might be of interest to current readers of e-O&P, especially in the context of its co-inquiry into 'AMED 2020 and beyond?' I agreed to write not a history as such, which would require a greater scope and degree of "accuracy" and "objectivity" than I feel able to provide but some personal glimpses and reflections to give a flavour of what ATM/AMED was like at that time, how I experienced it, together with some information about what was happening under the ATM /AMED banner, including some significant trends, changes and developments - and perhaps a pointer towards the future.

Wanting to broaden the piece from being merely me-centric, I arranged online conversations with a few former Chairs and Executive members - my "Conversation Group". I very much enjoyed many emails and a number of phone and Zoom conversations with these fellow former ATM/AMED activists. We discovered that when it comes to dates, we share a certain amount of vagueness in our memories but between us we hold quite a lot of information - some of it not entirely consistent or reliable but hopefully nonetheless interesting - which forms the basis of this informal account. Nonetheless this is largely a personal account as recalled by me, and I therefore hope that any signs of egocentricity will be excused.

It might be useful to give a bit of a picture of the world in which the first 25 years of ATM/AMED was developing. Any such picture will of course say a lot about the person drawing it - again a challenge to the notions of "accuracy" and "objectivity". I was mulling over this when Bob Garratt very kindly sent me a copy of the Timeline that he and his wife Sally drew in 1999, with some updates in 2005.

With their permission this is included here. It is of course their picture - the dimensions they chose to include, how they saw those. Nonetheless it will give readers a bit of an indication of how some things were "in those days" (1950 - 2000). Drawing such a timeline might be quite a good activity for any person, organisation or community when reflecting on where they are coming from, where they are now and where they want to go.



'Timeline of Personal Influences' 29.02.05 version by kind permission of Bob Garratt

The Association of Management (ATM) as a precursor of AMED

The first area of uncertainty concerns ATM's origins. Whilst it is clear that it was founded in 1960, some believe that, as its name suggested, it was originally intended only for academic teachers of management - and at a relatively high level. Bob Garratt saw that originally "ATM was a very elitist organisation... when 'Management Studies' was trying to establish itself as a 'proper' academic discipline and was bending over backwards to be like other 'real' disciplines". Bill Braddick would probably have endorsed this view at the time, as he told me how he was refused membership when he was ...

"working at a technical college in Solihull in 1960 and heard of the formation of ATM and asked if I could join. The reply was that I was not working at the appropriate level. After that I just forgot about it and joined finally in the mid or late 70s"

... by which time he had become Deputy Director of Ashridge. (He later went on to head up the European Foundation for Management Development in Brussels).

From the start Derek Pugh and Charles Handy were keen to open ATM up to 'practice', as were Tom Lupton and John Morris, and certainly, within six years ATM was open to in-house developers; in 1966 Head of Training at Rank Xerox, Jerry Rhodes, joined because he could see that it brought together academics with business people.

Tom Lupton, of Birmingham College of Advanced Technology - which became Aston University - and, later, Manchester Business School - was the first ATM Chair, followed by Rex Adams from Ashorne Hill, then the Steel Industry Management College.



Bill Braddick

The third Chair was Derek Pugh, then also at Birmingham CAT/Aston, subsequently London Business School and later The Open University. Derek was responsible for a mimeographed Newsletter which he developed over the next six years into a professionally produced ATM Bulletin. He was also instrumental in launching a new journal in April 1970, *Management Education and Development (MEAD)*. In his Foreword to the first issue, Derek saw it as building upon both the Bulletin and a series of Occasional Papers that ATM had launched in 1965.

Derek's [autobiographical site](#) provides an informative picture of the early days of management education in the UK. He describes ATM as:

"distinctive to Britain in that it contained professionals from a wide range of institutions concerned with management education. In particular, it was a forum in which academics from colleges and management development officers from industry could meet together to discuss professional issues".

He also writes that in his three-year term as ATM Chairman [sic] he was involved in "leading delegations to the House of Commons to lobby for the development of management education as a whole, writing to the Education Secretary (Mrs Thatcher), questioning government policy on regional management centres, and so on". It's not clear whether this was something to which he was personally committed at the time he was Chair, or if it was an impulse endorsed by ATM.

Have we, ATM or AMED, been active with educational, social, political or ecological ideas and movements? Certainly, Executive member Colin Hastings was ahead of the times - a pioneering advocate of disabusing ourselves of the notion that "growth" could at the same time be "sustainable". He promoted various initiatives to that end; for example, together with Judi Marshall and Cary Cooper he organised the 1974 ATM Annual Conference with the theme of Social Responsibility, and ran many workshops on this theme.

Some early AMED initiatives

Another active member, Ian Cunningham, who became Principal at Roffey Park, was an influential force for self-managed learning. Together with other AMED members he was heavily involved in the successful campaign in 1999/2000 to stop David Blunkett, Secretary of State for Education, from getting OFSTED to close down Summerhill School, famous (or infamous) for its learner-centred approach to education.¹ Blunkett was particularly outraged by the school's policy of making all lessons voluntary, not compulsory. The issue went to court and the government's case collapsed.

Another venture that was set in motion by AMED members, if not an AMED initiative as such, was the establishment of the China European International Business School (CEIBS) in Shanghai. Bob Garratt tells a fascinating story of how this came about, too long to be included here in its entirety. In brief, he and his wife Sally led AMED Study Tours of China in 1980, 1982, 1983 and 1986 with typically 14 members interested in getting into China as it opened up, and in return offering to the Chinese insights into Western management education issues. Following the 1982 trip Bob, Sally and Max Boisot proposed to set up an Institute and were immediately asked to lead it. They persuaded the EU to fund the academic aspects whilst the Chinese government provided the buildings. Max became Dean of the China-EEC Management Programme (CEMP); they had built a 300-bedroom Centre by Beijing Zoo and "we had convinced them that a three-year programme based on Action Learning was the way ahead". There was a hiatus after the Tiananmen Square massacre in 1989, but it later picked up again and moved to Shanghai, where it became the China European International Business School (CEIBS). Bob tells how

"whilst some of the early radical Action Learning aspects have been lost it has remained a very practice-based institution. Indeed, in October 2020 it was proclaimed the global Number Two Business School for Executive MBA programmes. AMED has a lot to be proud of!"

In 1992 Bob, Sally and Max Boisot started the ASEAN-EU Management Centre in Brunei Darussalam linking the then six ASEAN nations, and a little later Max initiated further EU collaboration with the establishment of the Euro-Arab Management School in Granada and Cairo, with which I was fortunate enough to do some very enjoyable work as Dean of Postgraduate Studies over a number of years.

China was not the only destination for ATM study tours. There was one in France following an ATM International Conference in Lyon, and another, in 1978, after a Conference in Italy, to Castellano, where Fiat had its Management Training Centre. John Burgoyne has sent me a photograph of this; he is on the left of the picture, Jean Lawrence in the centre; John Morris is second from the right. They were early proponents and implementers of Action Learning with Reg Revans, who was also a member of ATM.

Bob Garratt recounts an exciting journey back from Italy involving a broken-down coach, David Pearce taking charge of an autostrada toll booth but unfortunately leaving his passport there and having to be smuggled back into the UK.

¹ https://en.wikipedia.org/wiki/Summerhill_School,



Visit to the Fiat Management Training Centre in Italy, following an AMED International Conference, 1978. John Burgoyne (far left), Jean Lawrence (centre) and John Morris (second from right). Tom can't name the others.

Jean was Chair when I became a member of the ATM Executive in 1973, having first joined sometime in the late 1960s, when I was working at Sheffield Poly (now Hallam University). By then its membership of around 1200 was comprised of approximately equal numbers of academics, in-house organisational practitioners, and independent consultants - as Bruce Nixon remarked this was "a great mix, we could learn from each other".

This mix is seen as something that "ATM did very well"; it was "like a family" (not always a positive characteristic - remember the Borgias?) but on this occasion the term was intended to indicate feeling connected, friendliness, co-operation. Sue Thame recalls:

"a lot of happiness from being a part of ATM/AMED. It was so welcoming, the meetings, informal gatherings, events; learning a huge amount, the excitement of breaking boundaries with new ideas, and entering into other people's worlds. Those were friendly happenings, when for a while you could relax with like-minded folk, before taking sail to weather the ups and downs in the disturbing currents of the world of work. At an annual Summer School, I met some eminent people who were so nice to me and treated me as though I were one of them; you could ask them anything. Lots of people went on to do great things and I am so glad to have known them then, and to still stay in touch with some".

Bruce agrees:

"I too remember a lot of happiness – a very important point. I gained so much and learned so much. A fab organisation in its time".

Early administration

ATM's only employee for a number of years, Marguerite Greatorex, whose job title was I think "Manager", was extremely effective at networking, persuading, cajoling and generally getting things done. Referred to by one of the Conversation Group as "she who must be obeyed", and by another as a "friendly spider", she worked out of an office barely the size of a large cupboard in the Polytechnic of Central London (PCL), opposite Baker Street Station. She kept everything going. If she wanted something to happen, it did. If she didn't, it didn't. Although she had been the Tory Party's youngest political agent - a qualification not expected to appeal to me - I liked her, enjoyed working with her and found her extremely helpful. Amongst much else, she did all the administration of ATM summer schools that were held in different locations each year - I can remember organising them in Lancaster, Oxford, Bristol and Brighton. They lasted a week, and had about ten separate ongoing workshops or courses, focusing on a variety of topics. Some were subject-based - such as the teaching of production management; others looked at a particular method - for example action learning or what were then known as business games; and still others were oriented more towards self-development, e.g. biography work, the Alexander Technique. Rennie Fritchie remembers a coffee break on one when some people were going off for an intense exploration of the nature of paradigm shifts whilst her group were "trailing pillows to lie down with" for a workshop on handling stress.

The other major event was the Annual Conference. Like the Summer School this was held in locations throughout the country - well England anyway. Being aware of how we are currently fast becoming the DUK - DisUnited Kingdom - I realise that I don't recall any in Wales or Scotland, but can only remember Oxford, Cambridge and the London Business School. These tended to be around Easter time, lasted three days and included a number of workshops, sometimes half a day each, others running for the full Conference. They had a tendency to act as unofficial marriage bureaus or similar. Sue Thame and Jerry Rhodes met at one organized by John Stopford in Cambridge, and the following year all we participants were offered celebratory wedding cake! Diane Atkinson and Tim Reeder married after meeting on the ATM Executive, and Charlotte Chambers and Don Young also married after meeting in ATM. There are probably other liaisons of various natures, of most of which I remain in ignorance, blissful or otherwise.



Sue Thame and Jerry Rhodes

As well as the two major annual events, workshops were held regularly throughout the year, organised by most of what eventually were nine Regional Groups.

Rennie Fritchie likened ATM to:

"a fast-flowing river, plenty of movement, going places. There were people who'd written books, well-known names in management and organisation development but they behaved as colleagues - not precious stars - developing new ideas to make the world a better place, especially the world of work. Everyone tried to be helpful to everyone else. It was a beacon of ideas, with a feeling of real possibilities, part of a movement making a difference. You could join a group and make things happen."

In fairness to Rennie, it may well be that the making of things happen was in some not insignificant part due to her drive as well as the AMED climate. She subsequently became a Commissioner for Public Appointments, Civil Service Commissioner, Pro-Chancellor of one University and Chancellor of another. As well as being a Dame she is now Baroness Fritchie of Gloucester and her Coat of Arms motto is ---, "Make a Difference"!



Rennie Fritchie some years ago

Some 'Names'

It may perhaps be invidious to highlight some specific "well-known names" who "behaved like colleagues", but nonetheless I am going to, albeit in an endnote giving some of those who were remembered by myself and the Conversation Group. In days of yore those were some of the active names in the world of management and organisation development, and, perhaps, some are still not entirely forgotten.ⁱⁱ

It's rather noticeable that most of those I remember are men. This may well be a function of how I see, experience and live in the world, - or did so 50 years ago; I hope I may have changed a bit since then. Or it may be a reflection of the membership at that time. Or both. Some of the quantitative data that I have are from an investigation myself and colleagues carried out in 1991 for *Developing the Developers*, when we found that approximately 63% of AMED members were men, 37% were women². (I will return to this project later).

There was a Women's Group in AMED, led by Margaret Dale. Viv Whitaker tells me that it created a "new model for management" that influenced the work she did and published in her book, one of a series edited by Bob Garratt and published by Fontana/Harper Collins in the 1980s. These were badged as "published in

² These are the percentages of 422 AMED members who responded to the *Developing the Developers* survey that was sent to a total membership of 1772 as described later. The response rates for women and men were pretty much equal - 24.3% and 23.6% respectively. It seems reasonable to conclude that the proportion of women to men in the total membership was much the same as the proportion of those who actually responded.

cooperation with The Association for Management Education and Development" and I think each of the authors of the fourteen booksⁱⁱⁱ in the series was a member. AMED received a percentage of the sales income. Prior to this, ATM itself published a couple of short books - *Self-Development*, by John Burgoyne, Mike Pedler and myself in 1978, and *Handling Conflict* by Malcolm Leary a couple of years later. In about 1980, Bob Garratt and John Stopford edited a hardback on International *Management* about 1980 for Gower Press in association with ATM. Indeed, Malcolm Stern of Gower Press, who helped a number of ATM members to get published, was an important AMED member.

In 1985 Val Hammond - then Head of Research at Ashridge, later Principal of Roffey Park - and I edited a special issue of *MEAD* entitled *Men and Women in Organisations*³. Reading this now I think things may have moved on a bit, but not sufficiently. And, shamefully, we hardly seem to have progressed one iota from the appalling picture painted by Carlis Douglas, of Lewisham Central Training Department, in her short piece *Reflections on Being a Black Woman and a Trainer in Britain in 1985*⁴. 35 years and plus ça change. Shame on us.

In fact, I'm not sure that Carlis was actually a member of AMED. I knew her through work in the Civil Service and Lewisham, and indeed I don't recall seeing many BAME people in AMED at that time. In the 1991 *Developing the Developers* survey that I refer to in more detail later, only 0.2% of AMED members saw themselves as not "white/European", a label that was current at that time. I believe this is an issue that is currently being considered by AMED.

[Editors' note: We have reproduced Carlis's original article on our website [here](#) for others to read, and as a resource for our forthcoming workshop series on [Race](#).]

AMED's early purpose

Interestingly some (not all) of the books in the Fontana series include the most comprehensive statements I have been able to locate that describe AMED's aims at the time. In the first editions of the 1980s they are given as "to promote high standards of management performance so that people in organizations and communities can work with greater effectiveness". In 1994 these had been expanded and bulleted:

- to promote best practice in the fields of individual and organizational development
- to provide a forum for the exploration of new ideas
- to provide our members with opportunities for their own development
- to encourage the adoption of ethical practices

However, in the 1995 *AMED Membership Book* they have been reduced to "foster the development of people and organisations".

³ Well that's how it was published. We deliberately submitted it to the publisher with the title *Women and Men in Organisations*. Somehow, and without we the editors being informed, the gender transposition took place, either accidentally or deliberately. It's *Management Education and Development*, v16, 2, Summer 1985.

⁴ pp 184-186.

Before I found these statements, I asked the Conversation Group what they remember the aims as being. In summary they saw them as

- to make management teaching, both in emerging business schools and in more junior management and supervisor training, relevant to creating better workplaces and more effective organisations, through practical content and learning processes that were experiential rather than didactic
- to strengthen the self-development of ATM members - focusing on various "personal" rather than specifically "managerial" attributes and skills.
- to treat management studies seriously as an academic discipline, not just as cash cows

There is clearly some overlap except that, somewhere along the line, looking at ethical practices had become important; and a major purpose of the 1960 founders of ATM, namely management studies becoming a serious academic discipline, had disappeared by the 1980s. This had been seen to be important, as at the time when ATM was founded, there was a belief that managers should work their way up from the shop floor, that they were born rather than made through a university education⁵, and there was "a deep-seated distrust between universities and the business community"⁶

The core issue then, was about fostering ways to develop management learning as "practical and useful" whilst maintaining "academic respectability"⁷. John Burgoyne, comments that

"there was a hope to professionalise management, which implies an underlying body of knowledge and practice. It never happened. Probably existing managers resisted it."

An alternative view of course might be that "*possibly academics resisted it or were not able to deliver it*". A third view is that "*it did happen, see for example the growth of MBAs*". Take your pick!

Transforming publications

Certainly, in the ATM of the 1970s, as previously mentioned there was a "great mix" of academics, organisational professionals and independent consultants, with approximately equal numbers of members. However, this slowly changed, illustrated by the gradual transformation of *MEAD*.

Management Education and Development (MEAD)

Its first few issues seem to have been pretty much aimed at an academic readership, with a predominant focus on what I'll call the content of management teaching, rather than the process. Thus, the first issue contained three papers on operational research, four on economics, one on organisational behaviour, and

⁵ McClelland G (1964) Management Studies in Britain. The Oxford Magazine, June, 350

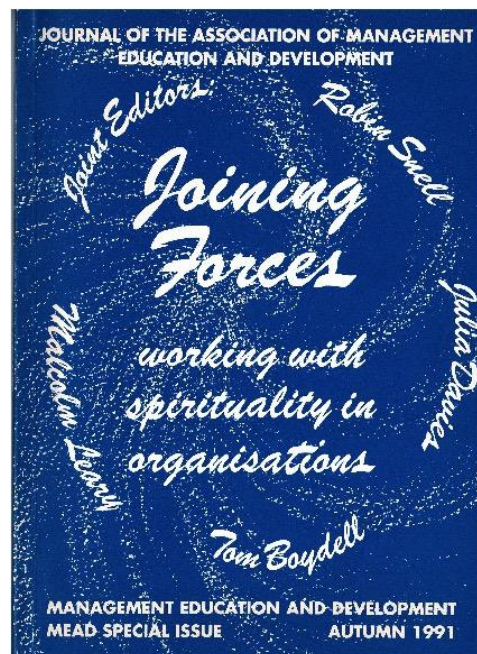
⁶ Kast FE (1965: 82) "Management Education in Europe". *Academy of Management Journal* 8(2): 75–89.

⁷ I have put these two phrases in inverted commas as they are both constructs made by differing stakeholders. Neither is an objective reality. Nor is my previous sentence.

only two on management training and education. And these last two also were focused on particular subject area, namely economics and organisational change respectively. Five years later, a new section was introduced, edited by Mike Pedler and myself, entitled *Sharings*, "resources which you would like to share with others". These included "exercises, instruments, incidents, annotated references and sources, and contacts/addresses". In December that year there were no papers on subject matter, four on management training and education and one account of the previous annual Conference with the theme of Social Responsibility. *Sharings* was later replaced not with a section as such, but by a broader classification of papers into *Main* and *Workshop*. This was followed by a third type of contribution - *Meadium* - "personal experiences, thoughts or feelings, preferably in a non-conventional format"⁸.

In its heyday, once a year there was a special issue of *MEAD*. I was involved in two - *Men and Women in Organisations* (1985) to which I have already referred; and, with Julia Davies (then at the Lancaster Centre for the Study of Management Learning, subsequently becoming a vicar), Malcolm Leary, and Robin Snell, *Joining Forces: Working with Spirituality in Organisations* (1991).

This was based on another AMED Conference. Although it became the second best-selling edition (*Men and Women* being the first) it did receive some negative criticism by a subsequent Chair who thought this to be an unsuitable theme for a professional journal. Since then there have been many books, papers and indeed specific journals on this topic: as ever, AMED was leading the way! Or so, perhaps not unnaturally, it felt to me at the time (and still does).



Cover page, MEAD Special Issue: Joining Forces, Autumn 1991

An academic/practitioner divide emerges

Although the data are a bit ambiguous⁹, it seems that introduction of less rigorous contributions was, as might be expected, popular with some readers but not with others. If anything, they caused the gap between academics and practitioners to widen further. It's probably no coincidence that, with ATM being seen as "dominated by practitioners" in the eyes of many, including Anderson et al in 2020¹⁰, The British Academy of Management (BAM) was established during this period (in 1976). This was primarily due to the initiative of ATM members Cary Cooper and Andrew Pettigrew and with many others from ATM to the fore, including my Conversation Group member John Burgoyne, who also remained very active in ATM/AMED - and indeed shares the honour of most mentions in this piece with Bob Garratt!

⁸ Later "main" became "Core" and "Workshop" disappeared, though "Meadium" survived.

⁹ Pedler MJ (1979) "MEAD Readership Survey". *Management Education and Development*, 10, 3, 213-220.

¹⁰ Anderson L, Thorpe R and Coleman C (2020). "Reviewing *Management Learning*: the Field and the Journal". *Management Learning*, 51,1, 1-18 [there is some ambiguity over the page numbers of this paper]



John Burgoyne

In 1980 Tony Berry, then editor of *MEAD*, noted that in the previous 10 years the journal's content had ranged from the "trendy *avant-garde* to the solidly if occasionally pedestrian learned paper"¹¹, and expressed a wish to see "rigorous and relevant articles" in future issues. However, a definite change in membership was under way, and by 1991, with a total of 1772 members, only 7% were academics, with 43% in business and the public sector, and 50% consultants¹². By 1995, the total had fallen to approximately 1600, of whom no fewer than 63% were consultants¹³, 25% from business, 4% public sector, 3% academics, 3% charities and others, and 2% independent colleges - mainly Ashridge and Roffey Park¹⁴.

¹¹ Berry T (1980) "Editorial". *Management Education and Development* 11(1): 3–5

¹² Boydell TH, Leary M, Megginson D and Pedler M (1991). *Developing the Developers*. London: Association for Management Education and Development.

¹³ One person referred to events as being full of "predatory consultants"; another recalled someone saying that the value of a workshop had been somewhat diminished by the fact that most of those there were consultants seeking work, although they had to be a bit subtle as the only ground rule in the 1995/96 Members Handbook is that "there should be no direct selling or promotion of one's services at AMED events". Note the use of the word "direct".

¹⁴ 1995/96 AMED Membership Book

Management Learning

It was during this time of exodus of academics that the name was changed from Association of Teachers of Management to Association for Management Education and Development. Perhaps surprisingly I have not been able to find any record, on paper or in people's memories, of exactly when this was. Looking at issues of the journals it appears to have been around 1986 or '87, when, Bob Garratt believes, the word "teaching" was becoming somewhat obsolete, especially as there were now far fewer academic members and correspondingly more organisational and consultant ones. These were more drawn to the word "development" - perhaps because, as Bob points out, it comes from the Latin root 'volupe' to see the richness within, and then to make it manifest. "So, it was about us encouraging voluptuousness".

By 1994 MEAD had been removed from Lancaster University's list of journals to which contributions were recognised as "valid" in the RAE points rating systems so vital for an academic career. It was sold by AMED to an academic publisher, SAGE, and members no longer received it as part of their subscription. It was renamed and repositioned as *Management Learning: The journal for managerial and organisational learning*, the rationale behind the change in name and approach, as set out in their first editorial by Kim James and Robin Snell ¹⁵, was that the journal and the field needed a stronger international perspective and that "our understanding of learning . . . needs to be increasingly rigorous". There was also advice that case studies or evaluations of current application would not be acceptable "unless they provided new insights". This was a move to "reposition management learning as a serious field of research and one which would have a significant impact on the practice of business school academics"¹⁶.

I'm not in a position to comment on the achievements of the British Association for Management (BAM), although John Burgoyne tells me that "it has been successful in many ways, growing membership, journals, annual conference, and more recently a concern for impact" – i.e. for research that is found useful by practitioners. Could AMED now approach BAM and explore the possibility of some joint ventures?

Shortly after *Management Learning* was established, it included a paper that was an account of a group dialogue by leading academics and AMED members¹⁷. In this the participants express a wish that the then new journal reach out to help re-build a community of academics, practitioners and consultants. However, Bob Garratt notes that "The split amongst 'academics' and 'practitioners' was widened when the seemingly desperate need for Management Studies to be taken seriously by academia coincided with the pernicious

¹⁵ James K and Snell R (1994) "Management learning". *Management Learning* 25(1): 5–10. Although the first issue, the volume numbers continued from MEAD - hence v21, not v1.

¹⁶ as footnote 11

¹⁷ Beck J, Blood M, Burgoyne J, Cath M, Dale M, DeCant J, Al Hashemi I, McAuley L, Megginson D, Robbins L, Snell RS, Strati A, and Wolfe J (1995) "An Inquiry into Management Learning." *Management Learning*, 26, 1, 21-36.

rise of the RAE and the career need to publish peer reviewed papers. This resulted in more and more fragmentation of disciplines and the rejection of integrated studies". Thus, looking back over the 25 years of *Management Learning's existence*, Anderson et al write in 2020¹⁸ that whilst it has achieved some success academically, its effects on practice had so far been rather less than had been hoped. It was publishing papers

"that theorise at a micro level, and, as rigorous and engaging as most of them are, they appear to have no tangible impact on the way business schools teach managers or what managers learn. However, they are all excellent pieces in their own right and are worthy of their place in any research quality assessment. Unwittingly perhaps, the journal (populated by researchers in the field) has distanced itself from practitioners in the face of the inexorable pressures of the various attempts to measure the quality of research. We suggest that such a lack of engagement with management development practitioners – the original MEAD readers – has meant that work in this field is poorly represented and under-researched. [A] new scholar would gain the impression that 'learning' in Burgoyne's (1994)¹⁹ context of 'finding better ways of managing' is a side issue".

Somewhat ironically the academics had left AMED and MEAD because it was too practical. 25 years later they felt that *Management Learning* wasn't practical enough!

Developing the Developers

My last engagement with AMED was in 1991. Under the guidance of Sue Thame and Colin Hastings AMED received a grant from the Department of Employment to carry out a research study into *Developing the Developers: Improving the quality of the professionals who develop people and organisations*. This involved interviews, workshops and questionnaires not only with AMED members (422 responded from a total membership of 1772), but also from the Local Government Management Board (70 from 245), The British Deming Association (62 from 240), the European Women's Management Development Network (22 from 151), and a few others. There were significant differences expressed by each of these groups over a wide range of themes explored. As a "succinct summary" there was a general agreement of a need for a move towards integration - that is, to do more to integrate individual learning and development with that of the organisation

As a result of this project, Transform was commissioned by Henley Distance Learning (HDL) to create a *Developing the Developers* diploma programme. This ran at least once in the late '90s, for AMED members, and then fell foul of venture capitalism when HDL was sold by its financial backers to its main competitor, who promptly closed it down.

¹⁸ as footnote 10

¹⁹ Burgoyne, J G (1994) "Managing by learning". *Management Learning* 25(1): 35–55

Resource issues

Although, as I have mentioned, Marguerite was brilliant at organising and arranging, she did have an unfortunate difficulty with bookkeeping. When she retired in about 1992 it became evident that the finances were in something of a dodgy state. By this time the London office had been moved, first to somewhere off Oxford Street, then into a rather lovely room within the British Chemical Industries Association in Berkeley Square - an expensive area, though I have been told that we obtained it for a very reasonable rent. AMED had to grapple with financial challenges, particularly as numbers were falling. One proposal was that we should open up to line managers as well as to developers, and increase from the current 1000 or so members to over 5000. This might have been helped when indeed we were approached by the Institute of Supervisory Management (ISM - later becoming the ILM) with a proposal for some form of joint or shared membership, perhaps in the first instance for trainers and teachers on its programmes. I don't know the full story of this, but I have been told by a former ILM Chair that they experienced their approach to AMED as being rebuffed in what they felt was something of an elitist or indeed "snobbish" manner. Bob Garratt recalls that there had also been something of a move against such "professional bodies". In the late 1980s AMED ran a huge conference where Tom Peters denounced violently against the certified professionalisation of managers. It hit the newspapers and caused the then British Institute of Management a lot of problems. Various attempts were made to associate AMED with the BIM/CMI but the organisational cultures were chalk and cheese and could not combine.

AMED 2020 and beyond?

I wasn't involved with AMED for the next 25 years or so. Clearly, we survived, albeit with something of a different shape. I'd very much like to hear the story of that time if somebody would like to recount it.

And I'd like to have at least a small part to play in the story of the next 25 years.

Who are we? Why are we here? Looking back, it seems that in our first 25 years we were focused somewhat inwards: on *ourselves* and *our* individual development as consultants, trainers, academics, humans. On *our* organisations and *our* customers, meeting *our* goals.

When I was last actively involved in AMED, our *Developing the Developers* research was urging us to integrate individual development with that of our organisations. As I have said, I don't know where the focus was for our second 25 years, but now I want to be part of a wider integration; from *us-and-our-* organisations to *Earth and-her-* survival: physical, natural, social, spiritual. From being ego-centric to becoming eco-centric²⁰.

²⁰ Scharmer O and Kaufer K (2013). *Leading from the Emerging Future*. Oakland, CA: Berrett-Kohler

We've worked with how to do things well, how to do things better, even how to do better things. Surely, we should now be exploring how to do things that really matter?²¹ What questions does the earth want us to ask her? What questions is she trying to ask us? Are we hearing her? Are we acting on what we hear?

Bruce Nixon wants

"to help in creating a just, sustainable, non-violent world, and provide inspiration and resources for people concerned about the unprecedented challenges facing humanity: climate chaos, ecocide, economic and social injustice and ending violent conflict".

Me too Bruce. Anyone else?

*In pandemic voice
Earth - betrayed, forsaken -
Yells, loud and clear,
"Enough! Enough!"*

Shall we hear her?

*Or do we prefer
The misplaced comfort
Of beguiling jabs,
That inoculate us
Against the will to act?*

Tom Boydell writes

When I turned 80 I was advised to go part-time. So I'm now a part-time management development consultant, a part-time writer, a part-time actor, a part-time singer, a part-time poet, a part-time weaver and a part-time gardener. I'm glad I'm only a part-timer, otherwise I'd be worn out.

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²¹ Boydell T, Pedler M and Burgoyne J (2019). "The Future of the Learning Organization". In Örtenblad, A (ed) *The Oxford Handbook of the Learning Organization*, Ch. 31, pp 462-475

End notes

i. My conversation group

What I see as my "conversation group" were John Burgoyne, Bill Braddick, Rennie Fritchie, Bob Garratt, Bruce Nixon, Jerry Rhodes, Philip Sadler and Sue Thame. Including myself, our ages ranged from 76 to 90. The mean was 82, but the distribution was bimodal - the young ones with a mode of 77, that of our elders being 90. At 80 I'm in the upper tail of one group and the lower of the other.

ii. "Well known names"

Chairs whilst I was on the Executive were Jean Lawrence, Charlotte Chambers, Peter Holmes, Mick Crews, Bob Garratt, and Philip Sadler. Active members included Diane Atkinson, Tony Berry, Angela Bowie, Marjo van Boeschoten, Bill Braddick, Cary Cooper, Ian Cunningham, Mark Easterby-Smith, Nickie Fonda, Nancy Foy, Prabhu Guptara, Val Hammond, Charles Handy, Colin Hastings - a pioneer in pressing for ecological thinking and moving from "growth" to "sustainability", Elizabeth Henderson, Ezra Koga, of Gower Press, Malcolm Leary, Ronnie Lessem, Kim James, Judy Lowe - who became the first woman in 700 years to be elected Prime Warden of the Goldsmiths Company, Alistair Mant, Judi Marshall, David Megginson, Suzie Morel, John Morris, Mike Pedler, Andrew Pettigrew, Ray Proctor - later a director of the National Coal Board, Denis Pym, Reg Revans, and of course the conversation group as in the previous endnote. In days of yore, those were some of the leading names in the world of management and organisation development. I'd like to think that some of us, at least, remain not entirely forgotten. As Bruce Nixon expressed it to me - "*Hurrah for ATM/AMED - most especially hurrah for all the wonderful people!*".

iii. Books published in cooperation with AMED

The series consisted of

- Managing Your Own Career: Dave Francis
- Managing People: Vivien Whitaker
- The Roots of Excellence: Ronnie Lessem
- Information and Organisations: Max Boisot
- Super Teams: Colin Hastings and Rani Chaudhry
- Managing Yourself: Mike Pedler and Tom Boydell
- Finance for the Perplexed Executive: Ray Proctor
- Managing Change and Making it Stick: Roger Plant
- Developing Strategic Thought: Bob Garratt (ed)
- The Successful Manager's Guide to Europe: Kevin Featherstone
- Learning to Lead: Bob Garratt
- Culture and Organisations: Geert Hofstede
- Action Learning: Krystyna Weinstein
- Managing Your Time: Sally Garratt

As Bob Garratt remarked to me, "an interesting cross-section of AMED diversity at the time!"

A note about AMED



AMED stands for the Association for Management Education and Development, www.amed.org.uk. We are a long-established membership organisation and educational charity devoted to developing people and organisations.

Our purpose is to serve as a forum for people who want to share, learn and experiment, and find support, encouragement, and innovative ways of communicating. Our conversations are open, constructive, and facilitated.

Through AMED, we strive to benefit our members and the wider society. Exclusive Member benefits include excellent professional indemnity cover at a significant discount, free copies of the quarterly journal *e-O&P*, and discounted fees for participation in a range of face-to-face events, special interest groups, and our interactive website. We aim to build on our three cornerstones of **knowledge**, **innovation** and **networking** in the digital age. Wherever we can, AMED Members, Networkers and Guests seek to work with likeminded individuals and organisations to generate synergy and critical mass for change. www.amed.org.uk, or contact **Linda Williams**, our Membership Administrator, E: amedoffice@amed.org.uk, T: 0300 365 1247