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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

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- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
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ORGANISATIONAL CULTURE AND THE ENTREPRENEURIAL SCHOOL: A CASE STUDY

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ABSTRACT

This paper considers the Mintzberg's entrepreneurial school through the application to a case study and considers the differences between theory and reality. Differences are highlighted concerning issues such as the strategy of this School tending to take the form of a niche, protected from forces of outright competition, that strategy making is dominated by the active search for new opportunities and is characterized by dramatic leaps forward in the face of uncertainty. The findings also questions whether growth is the dominant goal of the entrepreneurial organization and the inherent focus on the leader of this School actually results in employees lacking creativity and innovation. Recommendations are given of how this model could be altered to allow for these differences and yet remain loyal to the key concepts.

KEYWORDS
Organisational culture, entrepreneurial school, leadership, vision, strategy,

INTRODUCTION

In his book, 'Strategy Safari', Mintzberg (1998) not only explains the ten different schools but also indicates the advantages, criticisms and implications of each. The ten schools cover many areas of interest from leadership and culture through to the tools used for analysis of a company's standing such as the SWOT analysis, BCG matrix and such.

A CONCEPTUAL FRAMEWORK: THE ENTREPRENEURIAL SCHOOL

Mintzberg (1998) presents this School as following the positioning, planning and design school, which all fall under the category of prescriptive. It is the first descriptive school and appears to be based of the works of a number of economists including J.A. Schumpter[1] and A.H. Cole[2], both of whom developed concepts concerning entrepreneurship and its impact on organisations and the economy. Although early writings in economics are the foundations for this School, there appears to be no base discipline.

The main focus of this School is on the leader and his / her vision, which is why this School is associated with the homily "Take us to your leader". The vision is a representation of a strategy existing in the mind of the leader and perhaps can be considered as a vision of the organization's future. As such, the School considers the mental processes of the leader as well as the issues of typology, traits and talents of a leader and entrepreneur. Regardless of the differing concepts of a leader and an entrepreneur, the School also considers the intuition, wisdom and experience that the leader / entrepreneur employs as a means of strategy formation, although it seems that such strategy formation is an almost semiconscious process. The vision is thus seen as an image rather than some advanced plan. Hence this School is rather descriptive than prescriptive, although that is not to say that there are no prescriptive elements to this School.

As the leader is the key to strategy formation in this School, the vision is promoted by the leader under his close personal control so that specific aspects can be reconsidered if necessary. This implies that power is centralized with the leader and that the leader is likely to be the head of the company, founder or CEO.

The view of strategy appears to be that it is flexible and can be changed, thus strategy can be seen as both a deliberate action and as emergent. This seems to imply that the organisation also needs to be flexible and relatively simple in structure to enable suitable responses to the leader's directives.

VISIONARY LEADERSHIP

This concept of visionary leadership is often covered in the business press and in management handbooks with the likes or Richard Branson (Virgin), Sam Walton (Wal-Mart), Bill Gates (Microsoft) and so on. The concept of the entrepreneur is also highly prolific in small businesses around the world. For this School the entrepreneur is seen as more than just the creator of his own business, it can also be a great manager or internal entrepreneur ('intrapreneur') and this School is very much associated with the success stories of entrepreneurial 'heroes'.

Conley etal. (1992) call a visionary type of leadership "an internal compass"[3], seeing vision as something which provides direction for all areas of the organisation. Fritz (1996) takes this view a step further by claiming that organizations advance when a clear, widely understood vision creates tension between the real and the ideal, pushing people to work together to reduce the gap[4]. Thus the vision is seen not only as a means of developing clear direction, standards and feedback, but also creates a rationale for procedures as a means of reaching a desired state.

Visionary leadership is seen as being more than highly purposeful. The strategy is carried out through motivating employees with a shared vision, providing long term direction with employees seeing how their task fit in to the bigger picture, which is the vision in this School.

CRITIQUE OF THE ENTREPRENEURIAL SCHOOL

There are a number of critiques of this school which are very much centred on the leader / entrepreneur who forms the basis of it. Firstly, the very fact that the strategy relies on one single person seems to indicate quite a high level of risk. If the person leaves the organisation, loses direction or is not up to the job then all will be lost. Furthermore, this view does not take into account the social structures, organisational culture, experience of other employees, technology and so on. In connection with this concept of strategy relying on a single person, there also appear to be some false assumptions. Firstly, the 'entrepreneur' is able to direct the organisation with ease. Secondly, it appears to be assumed that the 'entrepreneur' possesses all the traits necessary not only to direct the

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[1] Although Schumpeter sees the entrepreneur as a major wheel in the economy rather than the capitalist in Karl Marx's work, he presents what could be seen as a rather negative view of this leader / entrepreneur referring to the strategic activity as "Creative destruction". Schumpeter also sees the entrepreneur as the person who needs to be innovative, since once he stops he becomes a capitalist.

[2] Such as in his work: Cole, A.H. (1949). Entrepreneurship and entrepreneurial history. In: Livesay HC (ed) (1995) Entrepreneurship and the Growth of Firms, Vol. I. Edward Elgar, Hants, pp 100–22

[3] Conley, D. T., Dunlap D. M., Goldman P. (1992). The 'Vision Thing' and School Restructuring. OSSC Report 32, 2 (Winter 1992): 1-8. Eugene: Oregon School Study Council. ED 343 246.

[4] Fritz, Robert. "Corporate Tides: The Inescapable Laws of Organizational Structure." San Francisco: Berrett-Koehler, 1996

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organisation, but to come up with creative ideas, build a vision and image – as well as the means to find and direct the organisation into a 'protective niche'. Whilst it can be accepted that there are leaders who possess a combination of such traits, it is hard to believe that this is a common occurrence.

Not only are there doubts about the qualities of the entrepreneur in this model, it seems that there are plenty of negative traits to accompany the positive ones: one key critique is that what one person may see as 'visionary' another may see as pathological. A visionary is often associated with obsessions and single mindedness, which can be viewed in different ways. In other words, the onus is upon the leader / entrepreneur to communicate the vision and lead in such a way that it is received positively by the employees. The assumption of the school that having a vision is enough to motivate staff to follow like a herd of sheep is a false one with more complex issues at work such as personal perceptions of the leader, organisations and individual values, norms and beliefs. Much of this discussion about vision and visionary leaders brings up another issue concerning this school: What really is a vision? According to Mintzberg (1998: 124) a vision is: "*a mental representation of strategy, created or at least expressed in the head of the leader*". The fact that this vision is all down to the leader would place an enormous burden of responsibility on the leader to find a suitable and inspirational vision. In addition to this burden on the leader, it creates a dependence of the staff on the leader to be creative rather than themselves and thus may be seen to limit creativity and innovative thinking.

According to Mintzberg (1998:139) many entrepreneurial leaders, especially visionaries, 'go over the edge' (e.g. Winston Churchill). This could be due to some personal issue or perhaps because the external environment has changed whilst the organisation's vision has not. The dedication and inspirational influence of this vision also indicate a danger that manager's may be fixed in a particular direction, regardless of changes happening in and around the organisation. There can be no question that the future is unknowable with staff being seen as lemmings jumping off a cliff in the direction of the vision, overlooking other issues and failing to make changes as they focus on the one vision. This in turn will limit the thinking of staff in terms of innovative thinking, as they 'learn' not to question and develop complex thoughts beyond anything set out in the vision of the leader.

This leads to another assumption of the school concerning centralization. It is assumed that key decisions are taken by the leader. Such a high level of centralization must have certain pre-conditions which are not always realistic for many organisations. Firstly, for the leader to be able to take decisions in any area of the organisation, there would need to be full knowledge of operations and a high level of information flow, otherwise ill-informed decision-making could be detrimental to the organisation. Secondly, whilst the idea of one person making decisions is perhaps much more flexible and adaptable than, for example, consensus decision-making, it can also lead to a loss of direction, as Mintzberg (1998: 124) points out: "the chief can get so enmeshed in operating details on the ground that he or she loses sight of strategic considerations". Conversely, of course, the leader may end up out of touch with reality as he becomes so obsessed with the vision that he has lost sight of the foundations of the vision and so fails to focus on the operational aspects. Starratt (1995) points out that no matter how inspiring a vision may sound on paper, it needs to take a concrete form in policies, programs, and procedures.

When considering the CEOs as visionary leaders, the concept of the entrepreneurial school that all decision-making rests with the CEO which in turn leads to flexibility and adaptability is an unrealistic one. Porter, Lorsch and Nohria (2004) indicate that the reality of the CEO as the man at the top running the company is much different to that put forward by the entrepreneurial school in many cases. They describe seven issues or 'surprises' concerning the work of new CEOs, which are as follows[5]: -

1. "*You can't run the company: Almost every new CEO struggles to manage the time drain of attending to shareholders, analysts, board members, industry groups, politicians, and other constituencies.*" This goes very much against the assumption of the Entrepreneurial school that all key decisions are made by the CEO as it seems he would not have time for this.

2. "*Giving orders is very costly: No proposal should reach the CEO for final approval unless he can ratify it with enthusiasm. Before then, everyone involved with the matter should have raised and resolved any potential deal breakers.*" The idea that a CEO is only there for final approval and that staff lower down in the chain of command should be the ones to deal with the matters in detail again goes against the idea in the entrepreneurial school that the CEO deals with all issues and is far more than a ratifier of proposals.

3. "*CEOs are flooded with information, but reliable information is surprisingly scarce. All information coming to the top is filtered, sometimes with good intentions, sometimes with not such good intentions*". This goes against the assumption of the school that the CEO or leader possesses all the necessary information to make informed decisions.

4. "*You are always sending a message: A CEO's words and deeds, however small or off-the-cuff, are instantly spread and amplified, scrutinized, interpreted and sometimes drastically misinterpreted*". This case is in favour of the entrepreneurial school as the leader is there to spread a vision and inspire staff although, as mentioned here, the message can be misinterpreted from which the issues of communication, trust and corporate culture can be seen as relevant to this school in terms of the receiving and interpretation of messages of the leader.

5. "*You are not the boss: At the end of the day, the board—not the CEO—is in charge*". This reality may be a harsh truth for a visionary leader looking to run the company on his or her own.

6. "*Pleasing shareholders is not the goal: … ultimately, it is only long-term value creation that matters, not today's growth expectations or even the stock price*".

7. "*You are still only human: a CEO should recognize he needs connections to the world outside his organization, at home and in the community, to avoid being consumed by his corporate live*", this is difficult to accept in a visionary leader with whom an almost maniacal obsession with his or her vision is associated.

In summary, it seems that in reality, CEOs are there to manage organizational context rather than focus on daily operations. Furthermore, the position of CEO does not confer the right to lead, nor does it guarantee the loyalty of the organization. This really seems to indicate that the entrepreneurial school is out of touch with reality in the case of many organisations.

IMPLICATIONS

The entrepreneurial company is one often associated with small business individuals and as was seen in the critiques, the key concept of centralization is perhaps less realistic in the case of larger corporations where the CEO does not have access to full, reliable information upon which to make key decisions. This does not mean that it cannot exist or function in larger organisations but that it is perhaps less feasible. One key implication of this model is that the organisation appears to require a simple structure with procedures and relationships that allow for rapid changes, hence there is another reason for the association of this model with small enterprises. It should however be noted that any larger organisation may also have developed policies, procedures and structures that allow for rapid changes – in fact flexibility and rapid decision making processes often seem a key requirement nowadays of many organisations, regardless of size.

There is a definite long-term sense of direction for the future which can encourage a certain sense of trust and belonging amongst staff – providing they agree with this vision of the future. This means ensuring that the staff employees are not likely to resist changes in line with this vision with methods such as a selection procedure for new employees based upon their suitability to the vision. In other words, conformity is a key requirement of staff. The development of a counterculture would deeply affect any progress made towards the leader's vision. It also reinforces the issue of communication and trust. All messages must be communicated clearly and effectively for staff to be expected to follow and trust the demands of the leader without question. A clear sense of direction in the long-term can be an asset – provided there is some scope for flexibility according to the changing internal and external environment.

The burden rests on the shoulders of the leader and whilst this may seem a momentous responsibility, it does not necessarily mean that he or she is not up to the challenge. The leader must possess the necessary traits and experience, not to mention a certain degree of intuition – especially if decisions are to be made without receiving all the necessary information. There will be time issues as well for the leader as the vision is promoted single-mindedly and the leader has to maintain personally close control of the implementation, making changes as he or she sees fit. Although it was a critique of this school that the vision is fixed and

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[5] Porter M., Lorsch J., Nohria N. (2004). Seven Surprises for New CEOs. Harvard Business Review, October 2004.

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blinkered, there seems to be no reason why the strategy formation can not be a combination of both deliberate (with a long term vision) and emergent when considering the details and changes necessary during implementation.

It seems from the work of Mintzberg (1998) that the strategy of this school tends to focus on a niche, with one or more pockets of market position protected from the forces of outright competition; hence the view is given that the vision is somewhat limited and in turn tends to limit creativity and innovative thinking. However, organisations becoming focussed on certain niche markets or involving certain specialisations are not new phenomena and does not necessarily indicate a negative implication for this school.

Many leaders believe vision development is a straightforward task of articulating a statement of beliefs and then implementing it. However, some studies suggest that vision is more of an evolutionary process than a one-time event, a process that requires continuous reflection, action, and re-evaluation. Hong (1996) describes it as 'purposeful tinkering'. Through dozens of little experiments, "each day is an opportunity to come closer to your perceived ideal"[6]. It is easy to envisage organisations that began acting on their vision several years before articulating it in writing. Perhaps in the same way that Mintzberg (1998) refers to strategy as a combination of deliberate and emergent, vision can also be deliberate and emergent e.g. not so much through interaction with the environment but through interaction of staff, interpretation and implementation processes on an operational level.

Finally, it seems from this school that strategy formation can be proactive as opposed to more reactive schools concerned with taking the lead from indicators in the environment such as the design and planning school. There is a stress on encouraging flexibility which is crucial in the rapidly changing global environment. The personal influence of a leader is important in any organisation and this comes across in the entrepreneurial school as a key factor for organisational success. In my view, the praise outweighs criticism and although the means of developing strategy may be hotly disputed, the outcome of clear meaningful (long-term) goals established is a plus for any organisation.

CASE STUDY: HUSKY INJECTION MOLDINGS LTD.
COMPANY PROFILE
Husky Injection Molding Systems Ltd. was founded in 1953 and is the world's largest brand name supplier of injection molding equipment and services to the plastics industry. The company's headquarters are based in Bolton, Ontario. The company designs and manufactures a broad range of injection molding machines, moulds and integrated systems. With one of the broadest product lines in the industry, customers use Husky equipment to manufacture a wide range of plastic products such as bottles and caps for beverages, containers for food, automotive components, and consumer electronic parts. The Company has specific focus on making customers' operations more productive, tying directly into its mission of "keeping our customers in the lead". Husky has a sales and service network consisting of more than 40 offices worldwide, as well as manufacturing facilities in Canada, the United States, Luxembourg and China.

With around 3,000 employees and revenue in 2009 of $1 billion, it is admittedly an unlikely contender for the entrepreneurial school. However, when considering the company profile within the context of the entrepreneurial school, the leader is also a necessary consideration. The Company was incorporated in 1953 by Robert Schad, Husky's President and Chief Executive Officer. Robert Schad is the Company's largest shareholder and as at October 24, 2003 exercised voting control over 51.42% of the issued and outstanding Common Shares.

In 1997, Husky launched a strategic initiative to transform itself from a niche player into a broadly based supplier to major markets, such as automotive, technical, medical and general plastic products. The goal of this initiative was to respond decisively to competitive challenges from lower cost generic producers and to create a base for future growth. In order to achieve this transformation, from 1997 to 2003 the Company invested in excess of $575 million in capital and product development. This program has meant significant change in almost every area of Husky. It has included: developing a completely new product line for broader markets; increasing the Company's lead in the PET market through further innovation; improving manufacturing efficiency and expanding capacity; and strengthening the global service and sales organization to market a broader range of products.

THE DEVELOPMENT OF STRATEGY
With the entrepreneurial school, the leader or entrepreneur is the centre of all strategic formulation and decision-making. Therefore, this first section concerns the leader of Husky, Robert Schad, and the means by which he develops strategy.

TAKE ME TO YOUR LEADER
With the development of strategy in the entrepreneurial school, the process is very much centralized. The visionary leader in this company is Robert Schad, the original founder, president and majority shareholder. Both of these factors indicate that he has significant power over the company, however, when analysing current literature concerning the company, there is more to this visionary leader. He also has significant experience, having been in the industry for more than 5 decades and has knowledge extending way back to when the use of mouldings and plastics was first introduced and later was in demand.

CORE VALUES: DEFINING SCOPE OF OPTIONS AND CAPABILITIES
From the company's beginning in 1953, Robert Schad has been the key instigator behind the development of strategy at Husky. Robert Schad is referred to as the "type of man who asks himself, what can I personally do to help improve the state of the world?"[7]. Schad then develops this question and applies it to the company as if it is an extension of himself by asking "How can Husky, as a company, make a contribution to society?"[8]. This vision of the leader that is passed onto the company and then affects the development of strategy is typical of the entrepreneurial school. In this case study, this is demonstrated in the core values that have been developed and which deeply influence corporate strategies on a corporate, business and operational level, business practices and staff behaviour: -

- Make a contribution
- Proactive environmental responsibility
- Passion for excellence
- Uncompromising honesty
- Bold goals

These core values appear as much more than mere PR to keep the shareholders and local community happy. Strategic decisions are taken only with the limits of these core values. This is best seen in the context of a definition of strategy. Strategy can be defined as, "*the direction and scope of an organisation over the long-term, which achieve advantage through the configuration of resources and competences with the aim of fulfilling stakeholder expectations*"[9].

When considering this definition in the case of Husky, there is no question that the core values and purpose give direction and scope over the long-term. However, the issue of achieving advantage through these values can only be seen by weighing up the loss of business and the gains, although in terms of obtaining a niche, as in the entrepreneurial school, Husky can be said to have a niche with a heavy industry company having such core values and mission.

Building on resources: a values-driven culture
The resources are configured to uphold these core values and competences are developed as can be seen in the employment policy: at the interview stage staff is informed about these core values and selected on the basis of 'fit' into the corporate culture. These values are then reinforced with various social activities, bonuses and incentives so that as a resource, the human factor presents itself as a competitive advantage in that the entire culture is behind Robert Schad, the visionary leader at the top.

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[6] Hong, Laraine K. "Surviving School Reform: A Year in the Life of One School." New York: Teachers College Press, 1996.

[7] Five Winds International, 2002. CSR Case Study: Husky Injection Molding – determined to make a contribution. Interdepartmental Working Group on CSR. P.4. Available at: www.fivewinds.com/uploadedfiles_shared/CSRHusky.pdf

[8] Ibid.

[9] Johnson G., Scholes K (2006). Exploring corporate strategy. Financial Times/ Prentice Hall, 7th ed. Page 9

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The strategic options for Husky are severely limited due to this adherence to its core values. The 'fit' between the external environment and internal resources normally associated with the strategic positioning of a firm, seem in Husky's case to have been extended so that the 'fit' is between the company's core values and the internal resources / external resources. The resources are developed as a means of achieved these core values and even the competitive environment has to bend to these core values. For example, Husky even places demands on suppliers as well as customers to uphold these core values.

Although there is a high stress on values and the development of a values-driven culture within the organisation, it needs to be emphasised here that the introduction, development and reinforcement of these values are all part of Schad's vision. The key to the development of strategy begins and ends with the visionary leader, Robert Schad.

STAKEHOLDER EXPECTATIONS

When considering the fulfilment of stakeholder expectations, Schad takes a rather unorthodox approach. According to Five Winds International (2002), "from the beginning, his (Schad's) personal vision of the company included not only making money, but also making a contribution to society"[10]. The fact that Schad has a vision which is more than just making money may be seen as contrary to the values and expectations of shareholders, however the purpose of Husky is "to be a role model of lasting business success" based on these core values.

Schad's vision is to manage a triple bottom line, which means economic, social and environmental. This is central to strategic decision making as can be seen when in the 1970s, one of Husky's customers placed a major order that would have been highly profitable for the company, but Husky did not feel that this would have helped customers in the long term and would not have ultimately contributed to the customer's success. Therefore the contract was tuned down, even though the company was in need of income at the time. From a strategic point of view, it seems that Husky was holding onto its core value of making a contribution, whilst at the same time considering the long term direction of the organisation and the changes and effects on the business environment of the decision to accept the major order or not. Even at this operational level, it seems that Robert Schad is involved. Thus the vision of Schad affects all stakeholders including customers, suppliers, shareholders and the employees within the organisation.

This does not necessarily mean the stakeholders are dissatisfied. Holding to the core values at all costs has not always lead to a loss of business for Husky. When planning to expand into Vermont (USA), where there are particularly tough regulations, the company found it much easier to obtain the necessary permits as a result of their strong commitment to these values. The company enjoys financial success as well as national and international recognition.

INFORMATION: INFORMED DECISION-MAKING

The information comes from a number of sources to aid in strategic decisions. Schad as the visionary leader makes most of the key decisions and, although he has a wealth of experience and knowledge of the industry, he often seeks advice from outside the organisation for areas with which he is unfamiliar. There is an element of intuition and gut-feeling as well. This can be seen in the following example.

THE FIRST NATIONS PROJECT

Strategy appears to begin and end with Schad as a visionary leader with many of the assumptions and aspects referred to for the entrepreneurial school. As a visionary leader, Schad needs the conformity of the employees to accept his vision without question. There have been a number of steps taken, either intentionally or not to put Schad on a pedestal as a paradigm for other employees to follow. The following example shows how the strategy for a business project develops and changes according to the vision that Schad has for Husky.

The initial plan was to build a state-of-the-art injection molding facility in Ontario as a means of further growth and expansion for Husky. The plans were in line with the core values but then Schad changes the strategy and puts things in a new direction as a result of his own experience, through which a new vision is found. The following quote is well-known amongst employees and not only explains the reason for the change in direction from the original plan but also how the corporate culture's values are reinforced and conformity is achieved by the use of such myths about Schad: -

"*Mr. Schad owns a cottage…in Ontario. In order to get to his cottage, he drives through the Moose Deer Point First Nations reserve. He noted the conditions that the Moose Deer Point people were living in were very poor and there did not appear to be many lucrative employment opportunities on the reserve. On one particular trip, his car broke down. A young man from the local community came to his assistance and did an excellent job repairing the car. Mr. Schad was touched by the young man's generosity and gave some more thought to what, if anything, he could do to reach out to this community*"[11].

Through this single event Schad as a visionary considers how something that had a monumental impact on his own life can be applied to the organisation. Through this comes his vision and stemming from that is the new strategy concerning this planned expansion. He sees the project as now more than just an expansion with the building of a new facility. He sees the project as a means of 'making a contribution', the first core value of Husky. The first step is taken by Schad to discuss the possibilities with community leaders. From this three principles were drawn up which would form a foundation for this sustainable community development project. In this case, there are some aspects referred to in the entrepreneurial school – Schad is putting the economic development of the local community before that of Husky's and in the typical style of an entrepreneur appears to be taking a certain degree of risk. He has indeed found a niche that no other company in the plastics industry has yet ventured into and there is an assumption that his employees will conform without question. As with the entrepreneurial school, the innovation appears to come directly from the visionary leader, Schad, which would seem to indicate that creativity and innovative-thinking may be stifled in Husky. However, Schad seems to have avoided this pitfall of the entrepreneurial school as he has instigated a number of employee programs as a means for his own staff to develop ideas which would enhance the core values. An example of the employee programs in use during the time of the First Nations Project is the 'GreenShares' program. Staff is encouraged to come up with their own ideas and be proactive in four key areas, in return for which they earn shares in Husky. The four areas are as follows: responsible commuting to work; conserving energy and resources; volunteering for environmental, community or educational causes; and "Greening" the environment through personal purchases. Although these may be small steps, they appear to be aimed at encouraging pro-active and innovative thinking.

There are other pitfalls in the entrepreneurial school that were avoided in this project. Through consulting the local community leaders, government and his own advisors at Husky, Schad is not merely making key decisions on intuition. In fact, Schad goes very much against this norm in the entrepreneurial school of the visionary leader only relying on himself, limited information and a certain degree of intuition. Throughout his career he has gone to key figures for advice. It seems that this visionary leader only develops his vision once he feels he has sufficient facts. This example may well be an exception but it does go to prove that the stereotypical figure of a reckless, risk-taking, entrepreneur put forward by Mintzberg (1998: 129), might not always be the case. There is minimal direct planning concerning the environment and no in-depth design of strategy but there is some consultation before the vision is developed and concrete strategies are put forward. In fact, Schad has a history of using advisors to help formulate his strategy or in some cases develop or reinforce his vision. For example, in 1997, although the company had a clear, dedicated vision for some time, it was reinforced after Schad read the book 'Built to last' by Jim Collins (1994). This book refers to the success stories of companies that – like Husky – have a vision of business that includes all three pillars of sustainability (economic, environmental and social). Schad asked Collins to come and meet to discuss the relevance of the book for his organisation. Schad freely admits that through this meeting, Husky learned to "better articulate and communicate its Purpose and Values". Collins is nowadays considered a key external influence on shaping the organisational commitment to core values.

The facility was finally completed in 2001 and all employees are residents of the First Nation Community. This means that not only is Husky helping the community, but reaps the benefits of the employees having a strong local knowledge and are easily moulded into the corporate culture, going along with Schad's corporate vision. As all dividends are reinvested into the community, the outcome is likely to be a fairly well-committed workforce providing significant

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[10] Ibid. P.8

[11] Five Winds International, 2002. CSR Case Study: Husky Injection Molding – determined to make a contribution. Interdepartmental Working Group on CSR. Available at: www.fivewinds.com/uploadedfiles_shared/CSRHusky.pdf

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competitive advantage – even though this was not an objective of Schad's. Schad reinforces these core values and maintains his focus on the three bottom lines with a number of projects and initiatives, as seen in the following table: -

TABLE 1: SUSTAINABLE COMMUNITY INITIATIVES AT MOOSE DEER POINT FIRST NATIONS

Social	Community meetings, committees, dinners, recreation/cultural events; Early Years Learning Program; Educational Awards/Incentives; Adult Education Upgrading; Health and Wellness Clinic; Smoking Ban in Public Buildings
Economic	Niigon Technologies Ltd.; Moose Deer Point Marina; Naadmaadying Community Association; Entrepreneurial Training Programs
Environment	Nature Trails; Outdoor Learning Centre; Energy Efficiency Program; Sustainable Housing Technology; Recycling; Community and Roadside Clean Up

Source: Niigon Technologies website, www.niigon.com/moose.htm

This project was acknowledged as the first innovative private, public and First Nations project of its kind in Canada and as such it can be seen that as a visionary leader, entrepreneur, Schad firmly belongs to the entrepreneurial school with his personal vision and focus on a certain niche. This may not be the market niche often associated with entrepreneurs but it is this niche which has also brought economic rewards. Such environmental projects are often associated with high cost and little financial return. In Husky's case, the money spent on community projects, environmental concerns, the workplace environment and wellness are seen as investments rather than costs. Husky estimates that as much as $8 million was saved in reduced absenteeism, higher productivity and better use of resources, from a $4 million investment[12]. For example, in 1999 absenteeism rates were 2.25 days per employee per year, compared to the Canadian average of 5.7 days and annual employee drug costs were $153 in 1997, compared to a sectoral average of $495.

Another example of this focus on the three bottom lines can be seen in their Waste Management Scheme set up by their visionary leader, Robert Schad. The Scheme was developed in 2000 and Husky began to divert 95% of its waste. This resulted in $348,000 savings in disposal costs and creating $804,000 in revenue through innovate reuse of materials.

From Husky's point of view, this project met all five of the company's values – it makes a contribution, is environmentally proactive, exercises the company's passion for excellence and honesty, and sets bold goals.

When considering this example from the view of strategic management, it can be seen as a process that Schad as visionary leader undertakes. Strategic management refers to understanding the position of an organisation, the strategic choices for the future and turning strategy into action. In this case, as a part of the entrepreneurial school, Schad leads the entire process. He starts the initial planning phase by consulting advisors and community leaders as a means towards understanding the strategic position of the organisation and the expansion project. He then considers the strategic choices which are based firmly on Husky's core values and mission rather than on any competitive considerations. The when the choice has been made by Schad he starts to implement the strategy and turn it into reality. Schad finally measures the effectiveness of this strategy by considering the three bottom lines.

When considering the differences and similarities of this case within the context of the theory of the entrepreneurial school, the following table gives a summary of the key similarities and differences between this project and theory: -

TABLE 2: THE SIMILARITIES AND DIFFERENCES BETWEEN THEORY AND REALITY (CASE STUDY)

The entrepreneurial school	Similar / Different	Husky Ltd. - The First Nations Project
Strategy is based around the visionary leader or entrepreneur	Similar	The entire project is based on an experience of the visionary leader, president and majority shareholder, Robert Schad, who builds a vision based on this experience
Strategy formulation is only partly a conscious process.	Similar	Schad has a vision formed in his mind of the 'way it should be' and so is not a fully conscious process
The leader promotes the vision single-mindedly and keeps close control over implementation.	Similar	The vision and the steps in the planning are all taken by Schad alone for the project.
Thus the strategy is deliberate in overall vision and emergent in how its detailed implementation unfolds.	Similar	External advisors / stakeholders are consulted for the final implementation, if not the planning too. The strategy is not fixed, as Husky's Schad puts it "We are willing to learn".
The organization is similarly malleable.	Similar	The organisation has a values-driven culture based on the vision. This significantly increases malleability.
Entrepreneurial strategy tends to take the form of a niche, protected from forces of outright competition.	Different	There is a niche to some extent here in that this project is seen as "demonstrating a new way in which the public and private sectors can work together"[13]
Strategy making is dominated by the active search for new opportunities	Different	The search for new opportunities seems to relate to new markets / growth solutions. For Husky, this refers to new opportunities to lead the industry in sustainable community projects.
Power is centralized in the hands of the CEO	Similar	Power is very much centralized – the entire project from planning, to choosing the best option and final implementation.
The strategy formulation process is focused on the individual leader and involves intuition, judgment, wisdom, experience and insight.	Similar	Robert Schad is so much the focus in this project and organisation that there was great concern over what would happen when he retired. Strategy formulation based upon wisdom, experience, insight and own personal values.
Vision should enable the employees to think beyond their personal limit.	Similar	Employees are encouraged to embrace core values and push themselves into taking steps in their professional and personal lives to 'make a difference'
Strategy making in the entrepreneurial mode is characterized by dramatic leaps forward in the face of uncertainty	Different	The steps may pioneering in this project, but not necessarily dramatic. Uncertainty is less evident with the huge amount of experience of the visionary leader (40+ years in the industry)
Growth is the dominant goal of the entrepreneurial organization	Different	Growth is the primary goal in the First Nations Project by building another facility, but only within the limitations of the vision. If it goes against the core values then opportunities for growth are rejected.
Employees conform to leader without question - conformity and dependence	Similar	There is no mention of conflict in any of the literature reviewed and staff turnover / absentee rates are low, indicating a certain degree of satisfaction by staff
Employees lack creativity and innovation.	Different	Innovation and being proactive are engrained in the organisational culture
Decision making is largely intuitive	Different	Key stakeholders / external advisors give input upon which Schad makes the final decision
Strategy is long-term	Similar	Schad firmly believes that the basis of the core values is anchored in the future. Given the current environmental conditions, Schad insists that it is only a matter of time before strict regulations are passed and all companies have to fall in line and catch up with what Husky is already doing. This aspect of being 'ahead of its time' (and therefore ahead of its competitors) could be seen as a form of competitive advantage. Robert Schad has been quoted as having a 5-10 years plan, with a 15-20 year plan behind it.[14]

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[12] http://www.hrsdc.gc.ca/eng/lp/spila/wlb/ell/08husky_injection_molding_systems.shtml

[13] Five Winds International, 2002. CSR Case Study: Husky Injection Molding – determined to make a contribution. Interdepartmental Working Group on CSR. Page 7. Available at: www.fivewinds.com/uploadedfiles_shared/CSRHusky.pdf

[14] One to one article p4

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As a final note on the case of Husky and its visionary leader, Robert Schad, it is worth noting a key point made by Mintzberg (1998:141): if the company's strategy is purely based on the vision of one leader, then what happens when he or she leaves the organisation? In Husky's case, at the age of 73 Schad started to make plans to retire and consulted Jim Collins once again for advice. They came up with the following criteria for the successor to Robert Schad: -

1.   Have the ability to achieve results without direction from above
2.   Have the ambition to make the company successful (rather than personal success)
3.   Share a passion for the company's purpose and values

On September 22, 2005, Robert Schad retired as President and Chief Executive Officer of the Company and John Galt was appointed by Husky's Board of Directors as President and Chief Executive Officer with over 20 years working at Husky. Robert Schad continues to serve as Director of the Company.

CONCEPTUAL RECOMMENDATIONS

The entrepreneurial school as presented by Mintzberg (1998) is very clear and to the point with clear advantages and criticisms to the school. When considering potential recommendations the issue is whether the change should be made to the approach taken by Husky or that the model put forward by Mintzberg requires change. The company is very successful and change might come at a cost, however as a result of this case study, some key considerations have arisen which could be seen as potential recommendations for a model of this school.

Firstly, the key section of this school concerns the visionary leader as the sole person involved in strategy formation and management. The entrepreneur or visionary leader is often seen negatively or stereotypically and Mintzberg and other writers only list a handful of criteria a leader may have at his disposal to make decisions. In addition to this, the leader is often described as relying a lot on intuition to make decisions as if an entrepreneur is so comfortable with risk and uncertainty that he is able to primarily rely on a feeling to make strategic decisions. Although Mintzberg (1998) refers to the importance and reliance upon knowledge of the entrepreneur, he mentions little about other important leadership values such as competency, ambition, individuality, responsibility, credibility, honesty, innovativeness, teamwork, accountability, quality, courage, security, wisdom, challenge, learning, friendliness, optimism, empathy, flexibility etc. The key point that came across from the Husky case study was that Robert Schad's values were the basis for the vision, the company's core values, and through this, decisions for the best strategic option. Values such as honesty, accountability and responsibility for the environment were not only surprising for a company in the plastics industry but they also seemed to indicate that the most powerful tool is for a leader to choose the values and living up to them. This could be included in the concept of the entrepreneurial school.

Furthermore, although there is always an image in the back of a person's mind with this school of a leader relentlessly pursuing the vision at all costs, Mintzberg (1998) doesn't mention that if, as he says, a visionary leader is not only involved in strategy but also in overseeing day-to-day operations, then he also must have a certain degree of rational thinking and knowledge in order to perform this function. The entrepreneur / visionary leader seems to be somewhat misrepresented as lacking this rational side.

Mintzberg (1998: 139) refers to visionary leadership as "style and strategy coupled together". If one of the assumptions of the entrepreneurial school is that only the entrepreneur / leader makes all the key decisions, oversees matters at all levels and requires conformity and dependence from his or her staff, then this would seem to indicate a dictatorial style of leadership. However, in the case of Husky the style is a curious mixture of dictatorial and paternalistic. For example, employees are not given the options to opt out of benefits such as getting proper dental health care (contrary to popular 'flexible benefits plans") as the company wants a healthy workforce. On-site fitness centres, hairdressers, before and after-school care and only healthy food in the cafeteria are just a few examples where the paternalistic concern for employee wellness can be seen, not to mention the paternalistic style of employing and looking after the economic needs of the local community in the First Nations project. Therefore, while it is accepted that the vision is at the centre, the leaders traits, skills, knowledge and style need to be put together in some kind of 'entrepreneurial school web' indicating the interactions between each. This might give further insight into whether or not there is a suitable style and suitable leader traits, knowledge and skills for the entrepreneurial school. Another recommendation would be that different leadership styles should be research in terms of their effect on an organisation with the entrepreneurial school's approach to strategy as can be seen in the following table:

TABLE 3: THE IMPLICATIONS OF LEADERSHIP STYLE FOR THE ENTREPRENEURIAL SCHOOL

Style	Leadership	Implications for entrepreneurial school (vision, impact on conformity / creativity of staff / culture etc.)
Coercive Leadership	o Leader's modus operandi: Demands immediate compliance. o The style in a phrase: 'Do what I tell you.'	o Overall impact on culture: Negative o Helps with transformation towards a new vision o Works best in a crisis; to kick-start a turnaround; or with problem staff
Authoritative Leadership	o Leader's modus operandi: Mobilizes people toward a vision. o The style in a phrase: 'Come with me.'	o Overall impact on culture: Most strongly positive. o Works best when changes require a new vision; or when a clear direction is needed.
Affiliative Leadership	o Leader's modus operandi: Creates harmony and builds emotional bonds. o The style in a phrase: 'People come first.'	o Overall impact on culture: Positive o Works best to motivate people during stressful circumstances.
Democratic Leadership	o Leader's modus operandi: Forges consensus through participation. o The style in a phrase: 'What do you think?'	o Overall impact on culture: Positive. o Style works best to build buy-in or consensus
Pacesetting Leadership	o Leader's modus operandi: Sets high standards for performance. o The style in a phrase: 'Do as I do, now.'	o Overall impact on culture: Negative. o Style works best to get quick results from a highly motivated and competent team.
Coaching Leadership	o Leader's modus operandi: Develops people for the future. o The style in a phrase: 'Try this.'	o Overall impact on culture: Positive o Style works best to help improve performance or develop long-term strengths.

Adapted from: Goleman D. (2000), Leadership That Gets Results, Harvard Business Review, March 2000

Another issue which emerged during the case study was the significance of culture for the entrepreneurial school Mintzberg doesn't really make much of a mention of employees more than that they should conform, be dependant and follow the visionary leader without question, leading to a lack of creativity and innovation. However, from the case study it is clear that to have conformist, dependant employees, some attention has to be given to the organisational culture. This creation of a culture and reinforcement of the vision and core values seemed key to the success of the entrepreneurial school approach to strategic management by Husky. It was achieved in various ways such as by myths concerning the cultural hero Robert Schad such as moving to Canada in the late 1950s with nothing but a letter of reference from Albert Einstein and how he started the company in his garage in 1953. Communication and reinforcement of the core values also serve to preserve this culture. The issue of culture as a means of developing a compliant and malleable workforce would require more detail for this school as I believe it has a greater significance than is given.

In connection with importance of the topic of culture, is that of the task of reinforcing and developing the culture. Clearly, Robert Schad has a vision which is compelling, but he is involving with decision making rather than creating and maintaining a certain organisational culture. Therefore, I think that another key

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part of the entrepreneurial school is that of the task of developing and maintaining culture. Mintzberg makes no mention of this, perhaps because the entrepreneurial school is seen to apply more to small businesses where communicating, developing and maintaining the values of a vision are more straightforward than in a larger multinational organisation. Mintzberg does not negate the possibility of a larger organisation adopting this approach, but as it seems less likely, less attention is paid to developing and maintaining culture. Therefore, I would recommend that the following should be considered for the entrepreneurial school:

- the role of line managers in reinforcing vision and core values with staff;
- the role of the Human Resources Department in selecting staff according to the vision and core values (as in the case of Husky);
- the communication methods used to ensure that the vision is communicated clearly to staff and upheld by staff

For each of the above points there would need to be some form of strategy and an evaluation as to whether or not staff is in line with the vision and core values of the organisation. The importance of the Human Resources Department in the entrepreneurial school can be seen in the comments made by Dirk Schlimm, Vice President: "HR is not a feel good department…Its very much involved in the business, very much involved in discussing and formulating business strategy…"[15]. Within this school, the demands on staff are great and with leaders demanding their visions are shared by all staff right down to a change of professional and personal lifestyles and thinking and this needs careful consideration within each organisation.

One astounding outcome of this study was something also referred to by Mintzberg: the lack of a formalization of the vision, missions and goals. I could understand that a small business might not go through such a formalization process but for larger companies, I always assumed that a formal vision, mission and goals were a basic requirement. Although Husky claims that business is done the same now as 20 years ago, the formalization of the vision, mission and so on only happened 20 years ago[16]. This seems a peculiar anomaly for a large organisation and seems to indicate a need for further research in this area in the context of the entrepreneurial school.

Mintzberg very much considers the vision as the sole focus and (fixed) direction of the company. However, as seen in the case of Husky, not all leaders subscribing to the entrepreneurial school are comfortable jumping into something without checking first. This seems to indicate a lack of awareness of competition, resources and capabilities, which is rarely the case in more mature an experienced leaders such as Schad. Robert Schad used many external advisors to check the feasibility and confirm or even redirect his sense of vision. This aspect, perhaps it can be called business savoir-faire or some form of wisdom or maturity, may not be seen in younger entrepreneurs with little experience and a compelling vision. However for those leaders or entrepreneurs with more experience, the vision may still be compelling and the centrepiece of the organisation, and yet, the leader first considers all strategic options within the scope of core values / vision and ensures that all possible information is received before taking any further steps. The concept of the entrepreneur is presented both positively and negatively by Mintzberg, but somewhat lacking this aspect of wisdom, experience, caution and the demand for strategically-relevant information which are, in my view, important to the success for a visionary leader as much as finding a particular niche. Further research into the development of the entrepreneur / visionary leader would be useful for this model. For example, perhaps during the business life cycle of an entrepreneur he or she moves from risk-taking and relying on intuition for strategic decision-making towards caution and relying on information.

With the model of the entrepreneurial school there is a sense of dramatic transformation to follow a vision with the organisation often being led in new directions. This came across in the case study as a key factor. Husky underwent great transformation 20 years ago when Jim Collins refined and confirmed Schad's vision. There seems no question that within any vision comes dramatic change or a significant new direction.

Mintzberg also refers to leaders of the entrepreneurial school as having growth as a key focus. I would argue that growth is a focus of most organisations but it seems that with visionary leaders this is not always the case. Husky stresses that they do not accept that the key goal should be 'growth at all costs'. Everything must be in line with the vision regardless of other factors. Without the vision and the leader, the model of the entrepreneurial school is rendered useless. Therefore, perhaps in addition to the associated homily for the school of 'take me to your leader', there should perhaps be another one: 'Vision at all costs'. This to me encapsulates the perimeters of strategic decision making and the key view behind the organisation. This is also seen in the fact that although many companies are cutting the costs of community projects and environmental projects during the global recession[17], Husky has not done so – with the view that the economic bottom line is only one of the three bottom lines they are concerned with. The concept of the triple bottom line is a relatively new one, but perhaps needs considering in Mintzberg's work on strategic schools (depending on whether this concept is seen as merely a temporary fad or a constant for the future).

There also seems to be an element of luck in the visionary leaders of the entrepreneurial school. This is not mentioned by Mintzberg, but it does seem that with such a strong attachment to vision, regardless of the competitive environment, and acting in uncertainty, luck is also a factor. For example, in Husky's case the company seemed to experience unintended benefits such as easier entry into markets in other countries because of their environmental policy. Likewise, employing local community members from poor backgrounds – through gratitude and dependence - become a conforming workforce.

Mintzberg also refers to the issue of the organisation being very centralized in the organisation of the entrepreneurial school as the leader / entrepreneur makes all the key decisions and oversees at the operational level. From the case of Husky and the small businesses referred to by Mintzberg, I would say that this centralization may be more than maintaining centralized power. If the visionary leader / entrepreneur started a small business on his or her own and from nothing and then with a compelling vision built it up then to my mind it is very hard to let go and pass the decision-making on to someone else. This was also seen in the case of Husky when the time came for Schad to retire. Although this reinforces Mintzberg's idea that without the visionary leader, the vision itself may struggle to endure.

Finally, the changes to the model here are really additional factors or clarification that would add to Mintzberg's work rather than change the key points. When considering the entrepreneurial school and the other Schools referred to by Mintzberg, it seems to me that in many organisations strategic decisions are not fixed to one school. For example, in Husky's case, there is planning and formalization (although after 20 years in operation), there is some element of learning, design and culture. Perhaps it should be stressed that these schools represent the dominant school rather than the only school that an organisation may adopt.

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