

The Alternative Business Model

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1st edition

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ISBN 978-87-403-0772-6

Contents

1	Introduction	6
2	The creation of the Western Model	10
3	The problems with the Western model	15
4	My Turkish Experience	22
5	What lies behind the Turkish experience?	27
6	The Bhutan Experience	30
7	Why does the West refuse to change?	38
8	What could force the West to change?	42
9	Introducing change in the business model	50

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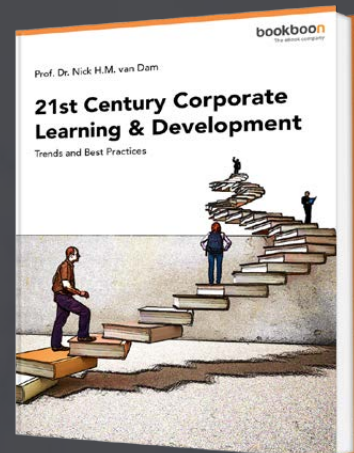


10	The new model for government	54
11	The new model for educators	62
12	The new model for parents	70
13	The new model for business	76
14	The new model for the individual	82
15	Conclusions	84
16	References	87

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1 Introduction

In my first book about ‘creating an entrepreneurial mindset’ I looked at the way in which entrepreneurship had been educated out of western business and the need to rekindle the inherent entrepreneurial spirit with which all people are born.

What was quite interesting was that most people agreed with the need to encourage entrepreneurship. However, when you examined some of that support there was still what I referred to in the previous book as the desire to highjack entrepreneurship as a means of preserving their vested interests.

Business support organisations still continued to base entrepreneurial support around a standard, proforma type business support model; people that made money from managed workspace for new businesses professed to be running business incubators for entrepreneurs and schools suddenly started telling me that they ‘taught’ entrepreneurship!

What all of these people were telling me was that they were encouraging entrepreneurship whilst eliminating all risk from their offering. Given that the definition of entrepreneur has risk as a core component this seemed to me to be a complete paradox! For example, how can you encourage the freedom of entrepreneurship by teaching it like mathematics or science!

Entrepreneurism is not something that can be fitted into two periods a week but is a way of thinking and discovering that should be encouraged in all aspects of life. The very same schools that profess to encourage young people to be entrepreneurs are the very ones that judge their students by their success in examinations in business studies!

So what is it that makes people feel that they must pay lip service to the concept of the entrepreneur and yet still try and educate our young people away from the concept? What is the betting that when Steve Jobs dropped out of university someone told him he was ‘wasting his opportunity’!

In the past I have tried to explain away this anti-entrepreneurial attitude by such things as envy, lack of understanding, fear of change or even the social status attitude of inherited wealth being better than earned wealth.

But having worked outside of western society I have become convinced that these are symptoms rather than the disease. I believe that the truth of the matter is that the business model that shaped the western world over the last hundred or so years is no longer fit for purpose. The very model that enabled the west to reach such a dominant position in the world is in danger of being the very thing that continues to damage it.

Unfortunately the business model that the west is based upon permeates much further than simply the business community. It has impacted the entire education system as well as the way in which government operates. That, of course, is not surprising given that the model of education was established for government as a response to the need to cater for the business requirements of the Industrial Revolution.

Whilst some would argue that the response of the 19th century was necessary for the new business climate of the day, it is also easy to see that both government and the education establishment allowed conflict of interest to influence their approach.

The solution certainly responded to the business needs of the Industrial Revolution, but it also ensured the integrity of the existing higher education system and it certainly maintained the control of the masses by the ruling class.

What the industrial revolution also produced was a standardised business model that replicated the hierarchical structure that had served the ruling classes exceptionally well.

In essence, the business model continued the practice of concentrating power in the hands of those at the top of the hierarchy. At the same time education purported to educate while in practice it simply provided sufficient skills to allow people to operate at the lower levels.

Throughout the 20th century the system continued to evolve along the same basic lines. Heads of companies were often inherited positions and the education system refined its courses to ensure that there was the right number of people educated to the right level to fill the various roles in the hierarchy. That meant that those needed for the top positions were educated to the highest levels while the masses were educated sufficiently to do the more mundane roles.

The weakness of this approach was that the model also assumed a link between ability and class where the real link was between opportunity and class. It became clear, as the century unfolded, that there were those in the 'lower' class that had ability even if their opportunities were limited.

Whilst the move towards increased industrialisation had been steady but relatively slow in the first half of the 20th century, things started to accelerate in the second half. Education and hence knowledge was much more than a means of feeding workers to the industrial machine; technology was replacing the masses in manufacturing; computers were no longer the province of the technical geek and air and space travel were widening horizons.

At first sight this would seem to be almost a doomsday scenario with no way out. However, as someone that works in various countries around the world I do believe that there is another way to go. I have looked at the way that other businesses work across the so-called less developed world and I have witnessed an alternative business model.

This book looks at such a models and asks the question ‘Why not in the West?’ It strikes me that the west can continue along its increasingly selfish and greedy path to self destruction or it can swallow its pride and look East for another, more fulfilling way of living based on an entirely different business model.

2 The creation of the Western Model

Our starting point needs to be an examination of how the Western Model came about and why it came about the way it did. It is important to recognise that when the model was created there was a defined need and people worked within the parameters that they had at the time.

Until the industrial revolution the West was essentially a small business based society. Even areas such as textile production were primarily a cottage industry. Making and selling even in the next town was considered a major expedition.

So the main unit was the small town or village where the key leaders were the landowners, the clergy and the local doctor. Because of the size of the unit there was a real sense of community and a need for people to be mutually supportive.



A view of pre-Industrial England

There was also a strong caring culture exhibited by the landowners as a result of hereditary culture. Bear in mind that in days gone by there was never enough professional soldiers to fight the regular wars that cropped up. So landowners would have increased their wealth through land that was given to them in return for raising armies. Armies would be raised from amongst the men in the village. Landowners would take a protective role over the village in return for loyalty when needed.

A further influence on the community was the church. Sunday was the day that bound the whole community together and the moral thread that ran through their daily lives. Everyone would attend and would use it as the one time in the week when they could put on their best clothes.

So that, although there was a clear class structure within the village that was overseen by a standard moral code, there was also a real inter-dependence on each other for survival and for maintenance of a business model that was designed to support rather than compete.

However, in the 18th century a number of things happened that were to change all of this. The age of explorers and increased naval power had made travel to further lands a reality. As the Western empires grew so did the access to things from foreign lands. During the century there was also the start of what was to be known as the Industrial Revolution.

Interestingly, the three areas of major invention within this period were those associated with better navigation, methods of power generation and machines to utilise this power. Those machines were primarily inventions to establish the fabric businesses of the English Northern mills.



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A typical North of England Mill

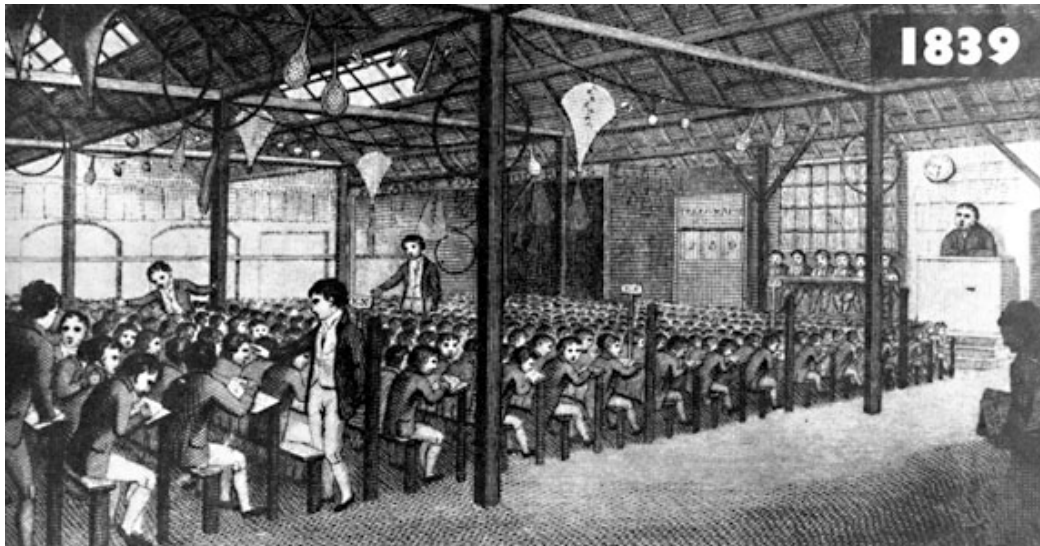
With new fabrics from places like India suddenly there was a ready alternative to the homespun, woolen industry based on the sheep of the mountains.

However, now industry was becoming based in cities such as Manchester and Leeds where the lord of the manor didn't exist and where the church was no longer a focal point. So now loyalty wasn't the driving factor but the need to organise large groups of people who had come from disparate backgrounds seeking the new employment. This was an unknown skill to most so they turned to the only people with experience; the military.

Of course, the military were hardly likely to be innovative in their methods of organisation. The military was based on unquestioning obedience from a hierarchical organisational structure where commands came from the top were passed down and then executed by those at the bottom. This was precisely the structure that was imposed on the new businesses with supervisors replacing sergeants; managers replacing officers and the man at the top acting like a general!

Having got a structure, the next problem that they faced was that the skills required in the new industrialised world were more than that required in the old village system. So the next thing to tackle was education. Again, they turned to the known educators who were in the universities. So they in turn produced an educational product that was a watered down version of university education. Indeed, if you look at the way it has developed over the years it would be hard not to look at the present education steps from primary school upwards as nothing more than a university entrance obstacle course.

As far as what was taught was concerned, it was very limited. Indeed, some politicians felt that any education was a waste of money and others feared that education would make the masses dissatisfied with their lot. But the subjects were considered enough to satisfy the need for education.



A school in 19th Century England

So now there was a structure and an education system that delivered a clear order and that maintained the class system. But, unlike the past, there was one critical element missing. When people worked in a small community there was a real mutual dependence that was further supported by a moral code delivered by a single religious focal point.

In the new industrialised world the structure had no mutuality about it. Here was a structure where obedience was the order of the day; where questioning was not tolerated and where the rewards were reserved for those higher up the hierarchical tree. Suddenly the mill owner was the new god.

Within all of this a new, less moral, business model started to emerge. Gone were the days of co-operation to be replaced by cutthroat competitiveness. This is hardly surprising given the military leadership of these organisations. For as military tacticians they had two possible strategies at their disposal. They could either capture or destroy the competition. This meant that they either put the competition out of business or they took them over.

We now found businesses that were secretive and, in some cases, Machiavellian. Espionage suddenly became a legitimate business tool and in a society where morality no longer guided business behavior, it was not long before the only true measure of the business was profit.

That is not to say that the Industrial Revolution did not bring countless benefits to society. The period since the Revolution has seen an incremental growth in innovations compared to the period prior to the Revolution. These changes have affected all aspects of Western society be it living standards, health, transport, manufacturing methods and the whole way that people live.

What it did seem to create was a major increase in wealth and wealth creation for the developed world. Whilst this was achieved partly by the entrepreneurial way that new innovations were applied, often it also depended on the use of natural resources from other less developed countries.

Bear in mind that at the time of the Industrial Revolution a large part of the world fell under the control of various empires that were controlled by the Western world. This meant that access to raw materials was easy and it also demonstrated to less developed countries that the Western business model got you to the top of the tree.

So what we now had was a business model that was fuelled by a level of innovation and entrepreneurship that had never previously been experienced. Those people leading the change were not those with decades of leadership in mutually supportive autonomous groups. Moreover, the new, large company groupings in industrial areas did not have the same moral compass to guide decisions and the newly formed industrial worker groups in urban environments did not have the same allegiance that they had exhibited in their rural communities.

In addition, the successful entrepreneurs in the age of the Industrial Revolution found that they were the people with the wealth along with a business model that encouraged greater accumulation of wealth. Moreover, the large groups of workers looked to find advantage in the new structures and material wealth became the only common denominator for them.

So, if the Industrial Revolution created a larger number of wealthy people, improvements in all walks of life and improved the living standards of so many, what went wrong, if anything, and is there really a need for an alternative business model?

3 The problems with the Western model

Many would see the problems of the Western model as the result of the greed of a few. However, although there is no doubt that greed has an important part to play in the collapse of economies and the crises of the last few years, greed itself is too simple an excuse.

Part of the problem lies with the environment at the time; part of it hinges on unforeseen changes as a result of the Industrial Revolution; some of it is undoubtedly the failure of governments then and even today to know how to manage a less static society; part is the effect of globalisation and part is the changing face of the world order.

In the 1740s, at the start of the Industrial Revolution, most of the work of Parliament was involved in legislation to do with stealing cattle, building roads and the marriage of lunatics! Even 100 years later the only serious working conditions legislation was to stop young boys being sent up chimneys to clean them! So we had industrial growth with no real planning or legislation to cope with this new environment of different working conditions, massing of labour forces or the increase in urbanisation.

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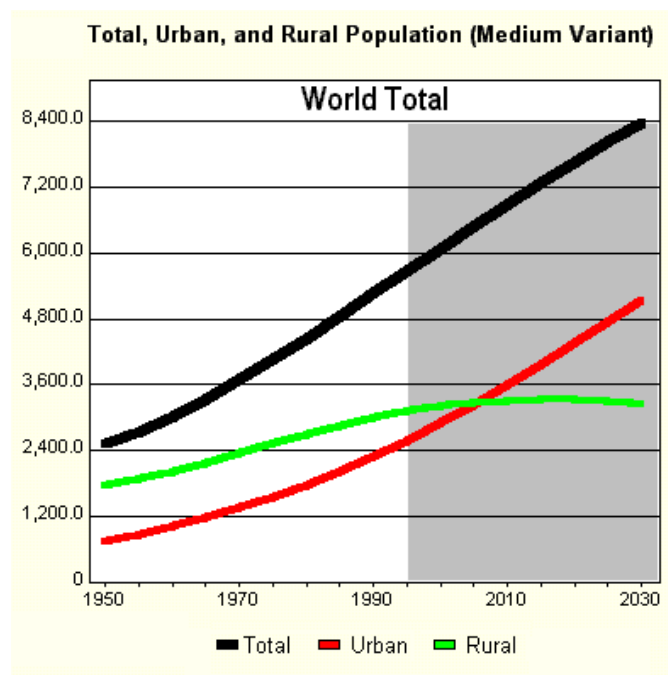
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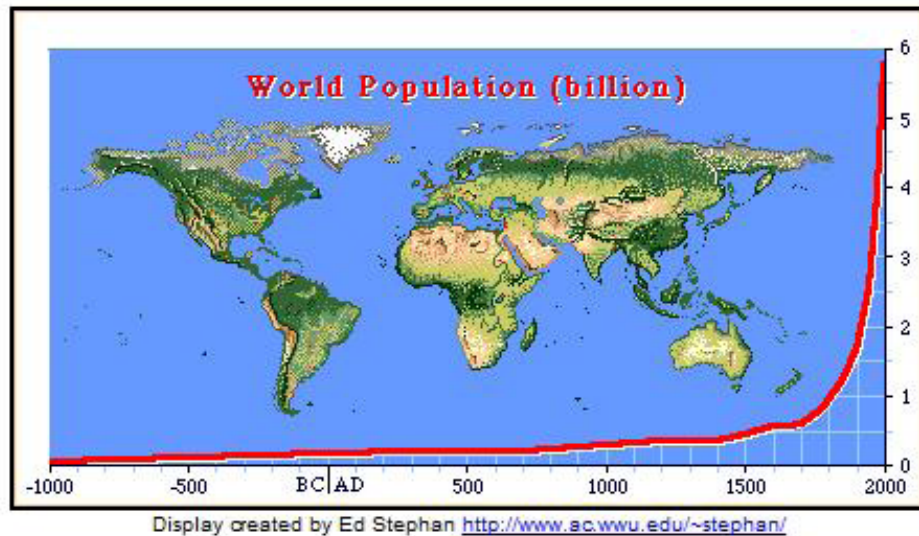


A parliamentary session around the time of the Industrial Revolution

That change to an urban population is what can be termed one of the unforeseen consequences of the Industrial Revolution. Suddenly there was a need to employ large numbers of people and so workers left the villages and moved to the towns where they could get the new work. At the start of this transition only 2% of people lived in urban environments but today that figure is over 50%. This means that there are far less food producers for a growing population, although strangely people in urban areas eat more than those in rural areas.



The improvement in living standards, and particularly health standards, has exacerbated the problem because of a population explosion. It took from the beginning of man walking on the earth to 1804 to reach a billion inhabitants, but in the last 210 years that number has grown to 7 billion. Those numbers will have grown by another 2 billion by the time that children born today finish their education!



Another problem that the world faces is that many of the countries that once belonged to empires have now become independent. Prior to that independence they would have seen the beneficial effects of the Western model. Consequently, many set out to emulate their previous colonial masters. So now the problems of the West are beginning to befall parts of the developing world.

But as with the West, these governments also failed to manage the unrestrained growth of industry in their communities leading to similar problems to that witnessed in the West. This failure of governments is totally understandable for two reasons. The first of these is that progression to government positions is through an education system that removes all traces of creativity and entrepreneurship from them. This invariably removes their ability to cope with and manage the innovative process.

The second and recurring problem of governments is their desire to be re-elected and hence the need to find solutions that can be implemented within the short period between elections. It also requires solutions that are palatable to the electorate. This, of course, means that governments need a culprit that does not put the blame on them or their electorate.

So, in an ever more complex world, politicians and governments look for simple, acceptable solutions. Nowhere is this more obvious than in the area of the earth's climate. I am not saying that we don't abuse our climate and our natural resources, but neither do I believe that it is the root cause of all of our problems.

As far as the climate is concerned I have never been more confused. We are told that the polar icecap is melting and yet ice levels are meant to be thicker this year than last and recently a boat was stuck in the ice necessitating international rescue. Talk of the ozone layer seems to have faded although there still seems to be a plethora of aerosols. We have had global warming until someone pointed out that the planet wasn't warming which, in turn, created climate change.

We then see governments encouraging wind farms, introducing green taxes and offering energy saving loan schemes! Meanwhile, people use more and more energy in their homes, they continue to drive two and more cars per family (often for journeys that they could walk), they use more and more electronic gadgets and they use more and more convenience products that manufacturers use energy to produce.

The other major impact of the last 200 years has been that of globalisation. The inventions that followed the Industrial Revolution allowed for greater worldwide mobility and greater knowledge of other parts of the world. Suddenly the usual business boundaries of country no longer existed. In their pursuit of increasing profits they started to chase the cheap labour of the East. At the same time, those in the less developed countries realised that if they could make things for others then they could make things for themselves. So suddenly those countries that were once suppliers became competitors.

Unfortunately, none of the world organisations were fit for purpose in managing a global problem. The UN can pass resolutions forever but they cannot force sovereign countries to comply. Equally, getting agreement between hundreds of countries is almost impossible.

A lot of industrial unrest that was created in Western countries was because of the widening gap between the 'haves' and 'have nots'. In a global society this gulf is magnified to the point that the gap is between whole countries and tribes rather than between boss and workers. When this happens then the result is war and conflict.

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One example of the gap between countries is the problem of feeding an ever-increasing population. People are well aware of the starvation experienced in parts of the world. It is also well documented that over 50% of the West are obese. People in places like the States are sitting down to a breakfast designed to support a rancher working on the range for 12 hours a day before spending the day where their greatest exercise is lifting a smartphone to their ear.



A typical American breakfast

What is worse is that the nations with the biggest obesity problem abdicate responsibility and use the fruits of the innovation age to reward obesity! Clinically obese people that have inflicted the damage on themselves are rewarded with mobility scooters to further reduce their exercise requirement, are allowed to jump queues and, in the latest movement in the UK, are given special parking spaces near to entrances.

In 5 years the number of mobility scooters on Britain's roads has gone from 70,000 to 300,000. The mobility industry reckons to grow at nearly 4% a year, reaching \$6 billion by 2018. 70% of that will come from the USA and Western Europe!



Hungry in Africa

So, in one part of the world we are wasting food and health resources while in another part of the world people starve. In the West the advances in genetically modified food are held back by doomsday warnings and controls while the real doomsday is the starving of people in other parts of the world. In the meantime the West salvages its conscience for its failure to act by putting on pop concerts and making a quick payment with its credit card.

The thing that is so dispiriting is that even with a potential global collapse of the financial markets because of greed the world seems powerless to act. Governments that were meant to run countries never even saw it coming and certainly have not taken sufficient steps to stop it happening again.

What we see time and again from governments is more of the same. We get actions that are not strong enough to make a difference and we get governments that rule as if the world has not gone global and that nothing has really changed in two hundred years.

As a further example of this one needs to look at national defence strategies. All the talk today is of the 'war on terror' and an admission that today a different type of war is being fought as per actions like 9/11. And yet, defence spending on conventional weapons continues to grow even after the failure of recent actions. One cannot help feeling that the 'mine's bigger than yours' approach reeks of outdated government and an inability to grasp the fact that the world has changed.

So, an Industrial Revolution that started so well and that has given the world so many benefits is now rushing headlong into a new set of global problems with governments and world organisations unable or unwilling to recognise the dangers and unable or unwilling to manage in a different way.

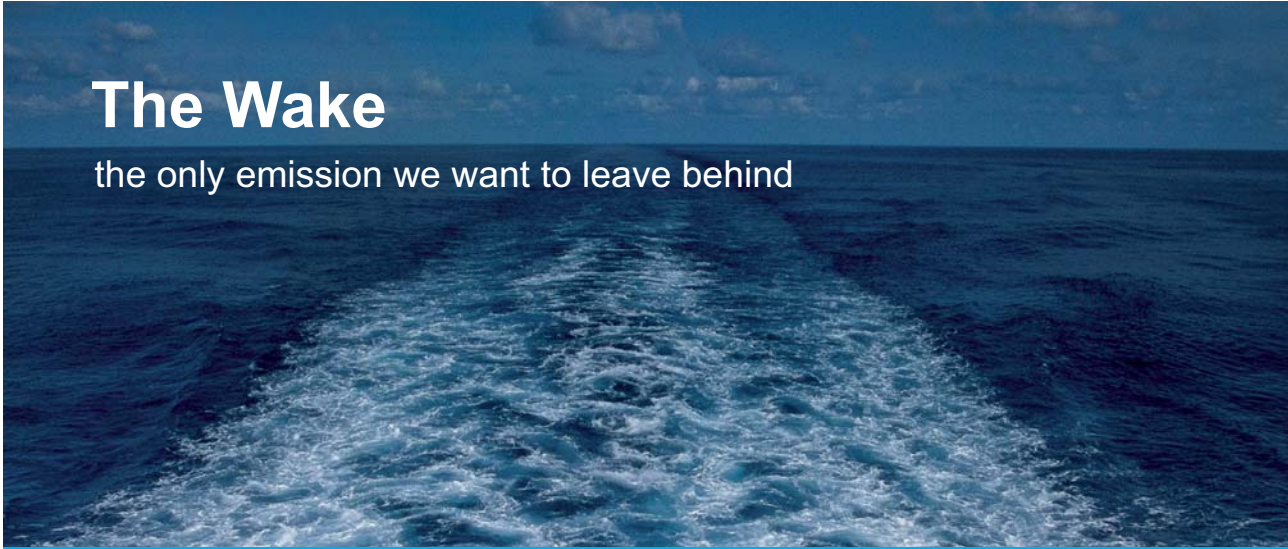
What is so sad is that the Innovation Revolution has replaced the Industrial Revolution, but the world has not changed with it. The ability to grow cells for any part of the body could conquer disability in a generation leading to people working for as long as they want without the need for pensions. We could easily eliminate transport accidents. We could feed the whole world rather than just the rich ones. We could live on sustainable energy.

This century has the potential to be the most exciting in history or it could be one where conflict, famine and greed eventually bring about our destruction. What is absolutely certain is that the business model of the past cannot be the business model of the future if we are to change the world for the better. When we are the last person left on the planet having the biggest flat screen TV it will be no good to anyone if there is no one to make programmes!

We clearly have the innovations and the entrepreneurs that can find the real solutions. The dinosaurs of big business, of government and of business schools are destined to become extinct one way or the other. The question is whether they bring everyone else down with them or whether we grasp another way.

I always remember talking to a young mayor of a Russian city after the break up of the Soviet Union. He said that he had tried to convert a tank making company into a white goods making company. However, he discovered that what was once a state-run monolith thought that all they had to do was produce and the state would buy their refrigerators. He could not get them to change to a market driven company and hence he changed his strategy, ignored this company and focused on the young with their innovative ideas.

Later in this book will look at an alternative business model that can be adapted for the global world. This model will look at a different way of educating young people and a different way of running businesses in order to ensure that this century is the best and not the worst in our history.




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4 My Turkish Experience

Before going into detail regarding what I discovered in Turkey I should explain how I came to be there and what I was doing. For several years now I have been an international business consultant establishing business incubators and business support centres in a number of countries. In the process I have also worked with a large number of businesses and experienced businesses first hand by living in the countries.

One of the things I learnt early on was that I needed to understand the culture of the country if one was to carry out my role effectively. In Turkey, for example, it became clear that massively increasing profits in order to run off to the Bahamas was of no interest to the businesses there. Yes they wanted to be successful, but their prime aim was to put a roof over their family's head, to feed them and to take care of their staff.

It also became clear that the strategies of capture or destroy were not in the armoury of the Turkish businessman. How could there possibly be cutthroat competition when their 'competitors' were next to each other in the same street?

I first experienced this grouping of businesses on the first weekend when a colleague suggested that we go to 'Breakfast Street' for a traditional Turkish breakfast. Imagine my surprise to find all breakfast restaurants in the same street next to each other selling the same types of breakfast. But soon I noticed that this grouping of businesses was common for all sorts of products and services.

At the time I was in the far south east of Turkey and hence I could not equate what I saw here to all of Turkey without further investigation. I wondered, for example, if the western side of the country with high levels of western tourists and a preponderance of shopping malls would be different. But for now I was left wondering as the short assignment came to an end and I was off to other countries.

Not long after that I found myself in Macedonia and one side of the main city, Skopje, still has many influences from the time of the Ottoman Empire. As I crossed the bridge and headed up to the fruit and vegetable market it was like being back in Turkey. Suddenly all of the restaurants were grouped together as were the jewellery shops and the clothing shops. Even the market stalls were all grouped according to the products or produce that they sold.



Skopje fruit and vegetable market

And yet, there seemed to be no animosity or competitiveness from the business people. Indeed, the very fact that they were in the same business seemed to create a sort of camaraderie and an atmosphere of mutual support.

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Eventually, five years ago I returned to Turkey to work on a two-year project that encompassed many areas of the country and meant that I was to experience many businesses from the inside as well as from the viewpoint of a consumer.

The project was based in Ankara so my starting point was the capital with a large non-Turkish population because of the major embassies and companies that were present. Given that my wife was with me, it was not long before we were at one of the many shopping malls. Here I discovered that the same grouping that I had found in the backstreets of the old southeastern town was also present in the shopping mall. To me with the typical male dislike of wasting all day covering every square metre of a shopping mall this was the closest I would get to shop heaven!



Turkish shopping mall

Suddenly, if I wanted to buy clothes then all of the menswear shops were together. The same was true for sportswear and, most importantly, for women's wear! I actually saw shopping times cut dramatically.

But, it was not just the layout of the malls that impressed; it was also the manner of customer service. For a start, having Turkish cay or coffee was a necessary part of deciding what I had come in for. They also recognised that the final decision on outfits would lie with my wife and so she too was kept fueled with tea. Eventually, in an unhurried and unpressured way I arrived at my purchases but not before they had insisted on discounting the price without me asking!

This experience was further enhanced about three months later when I returned to shop again and where the assistant remembered my name, remembered my sizes, remembered my wife's name and remembered what my wife liked to drink and how she liked it made. Moreover, when the purchases needed alterations the shop assistant committed to deliver them to my apartment at 4pm the next day, a Sunday!

In the next five years of living and working in Turkey, where my wife and I have now made our home, the stories of a different business approach have been never ending.

Some have even been amusing, like the time we entered a shop and my wife told me it was a new one for her, only for the assistant to greet her by her First name!

Others have frankly astounded me. There is a jewellery arcade in one of the towns that I worked in where if the jeweller has made sufficient money for the week he will suggest you try another jeweller who may not have done so well that week.



Turkish jewellery quarter

In restaurants it is common for me to only order a main course in order to watch my weight only for the waiter to bring me a starter from him as a gift. Restaurants that I use regularly will often give me a free coffee as I am passing.

But customer service seems to go much further than the incidences that I have detailed. When we came to live in Antalya after the project in Ankara ended we went to a furniture shop to fit out a whole three-bedroom apartment. By starting at the top of the five-storey building we were able to work down through large ranges of furniture and to order everything in one afternoon. But the real surprise came when I asked about the delivery time and they responded with 'how about tomorrow?'

Another example of this sort of service came only recently when I went to an outlet to order 30 pieces of a particular item that I needed fairly quickly for an event. Once a very fair price had been agreed he left his unlocked outlet, got in his car, went to the warehouse and returned with the product in 20 minutes.

Another thing I see as so different from the Western world is the attitude to company taxes. When I was living in England tax avoidance, not illegal evasion, seemed to be a national sport. Here in Turkey businesses are proud of being a top taxpayer and awards to the top payers are made every year as they are clearly making a contribution to society!

Another interesting attribute I discovered in my Turkish experience was the attitude to different jobs. Doctors, accountants, bankers, lawyers and other professional people are thought of no more highly than others carrying out manual tasks.

It is also important that I mention the Turkish people themselves, as they are very much a part of my Turkish experience. Here I see no evidence of heavy alcohol drinking or of intimidating gangs. Young people are likely to go out for coffee rather than beer and families are always out together enjoying each other's company and having real healthy meals together. If you ask for directions they will as likely as not take you rather than explain provided they could practice their English as you walk!

This is a country where it is legal to own a gun but where the only guns I have seen in 5 years have been the ones handed in at airports when people travel or in the holsters of police officers. In other words, I feel safer here than in the United Kingdom.

That friendliness of people is also infectious. Wherever I go it is impossible not to see someone that you know and for them to speak to you. It may well be a shop assistant that has served you or someone from the box office at the symphony concert. What is certain is that once there has been contact they will remember you and are not afraid to say hello. This goes for all walks of life, from hairdressers to doctors, from supermarket checkouts to members of the symphony orchestra. Here you feel as if you are part of a community; something that I never felt in the United Kingdom.

Some would regard this as idyllic and may well start the Western nostalgia plea for the 'old days'. At a time when Western banks are taking bigger bonuses and yet their customers deal with a call centre on the other side of the world, I still have a bank manager that offers me coffee before we start transactions.

It is also a society where rubbish bins are emptied daily, where roads are regularly resurfaced, where public transport runs on time and where seeing a medical consultant, having an MRI scan and, if necessary, an operation can be done almost immediately.

So, what this does show is that successful businesses borne of customer loyalty because of customer service are still alive and well in some parts of the world. But, what is clear is that many of the things that I have described owe a lot to more than simply customer service. In the next chapter I will look at what lies behind this successful and slightly laidback country.

5 What lies behind the Turkish experience?

Coming from the West I had always grown up with a feeling that we were somehow superior to the so-called developing and under-developed nations. Maybe it was a relic of old colonialism or maybe it had something to do with simple lack of understanding, but the West tended to look down on other nations and at best they would patronise them.

Events such as 9/11 and the influx of immigration have added a further level of alienation to the mix. Now too many in the West see other religions as a real threat to their cosy, materialistic way of life. The actions of a few extremists have created a bigoted belief in the West that the rest of the world is full of fundamentalist religious extremists! What is strange is that countries such as USA have probably as many religious extremist groups as anywhere else whether through organisations such as the commune in Waco, the Scientologists or simply the credit card preachers in glass cathedrals.

The West finds it easy to belittle and demonise Islam because it is easier to do this than to contemplate alternatives. But the things I talk about and found in Turkey are not peculiar to Islam. When visiting Sri Lanka I discovered just the same approach to customer service and care for others from amongst Buddhists.

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What I discovered was a totally different way of approaching life to that of the West. Yes there is a clear influence from their religion, but there is also a clear influence across religions founded on some basic values. These values can be summarised as:

- Respect for all regardless of job or profession
- The need to provide a home for your family
- The need to feed your family
- The need to look after your employees
- The lack of need for material possessions
- That you should not harm your neighbours

This in turn reflects in the ways that people outside of Western society conduct their businesses. Firstly, these people only need enough money from work to fulfill their obligations so big profits for wealth accumulation are not a requirement.

Secondly, because they are not meant to harm their neighbours they can set up similar shops next to each other without fear of being taken over or driven out of business. This has the added advantage of doing away with many of those marketing people, as customers know which streets to go to for a given article. It also creates a much more cooperative way of working where different shops will lend products or customers to each other in order to satisfy a demand they cannot fulfill.

Whilst much of their philosophy on life comes from their religions, it also comes from a basic philosophy of people first and material things second. As a consequence, people in these environments are much more likely to work to live, rather than as in the West where many live to work.

Recently it has been suggested that there is another reason for the difference between East and West. Certainly for large swathes of the East the main agricultural product has been rice, whereas in the West it has been grain of various sorts. In the case of grain farming it is very much a singular, non-dependent occupation that can easily create a competitive environment.

However, in the case of rice production there is a great need for cooperation. For rice growing to survive there is a need to irrigate the various paddy fields for example, and if people do not cooperate then the fields dry and the crops fail. So the East has always operated with people working together. Recent articles imply that this is very much inbuilt into the psyche of the East. It may also account for why the East seems to work harder than the West, given that grain is a stop-start operation whilst rice is a continuous process.



Eastern Asia paddy fields

Whatever the reason, I have witnessed first hand this different approach to running a business. One of the best examples of cooperation comes when watching the construction of property in some parts of Turkey. I have witnessed whole apartment blocks constructed with zero capital spend. Someone will have some land and they will pull together a group of colleagues who have complimentary skills. One may do concrete, another windows, another wood and so on. Each will make their own contribution to the project and will be rewarded with a number of apartments. These they can sell or rent or live in.

The West would naturally see these other business models as naïve or non-workable based on the way they run their businesses in the West. However, strangely globally the business world sees itself threatened by the businesses of the East and from the economic success of countries in places like the Middle East and Turkey.

And yet the West still prefers to operate on the principles of big is beautiful, profit is everything and material wealth is the only true measure of you as a human being. There are signs that some people in the West are beginning to question this amoral business approach through such initiatives as social enterprises, but these are few and far between and certainly not part of mainstream business.

What is even more worrying is that activities that were once considered amateur and socially laudable in the West, such as charities, have now gone the way of big businesses. The competitive business model now reigns along with big marketing budgets and high salaries for those running such activities. More and more money that is donated to charities ends up fuelling the competitive business processes and hence less reaches those in need. Even showing concern for others demands a large salary reward!

Given what we have discovered so far in this book one would wonder why the West isn't rushing to change the way it does business.

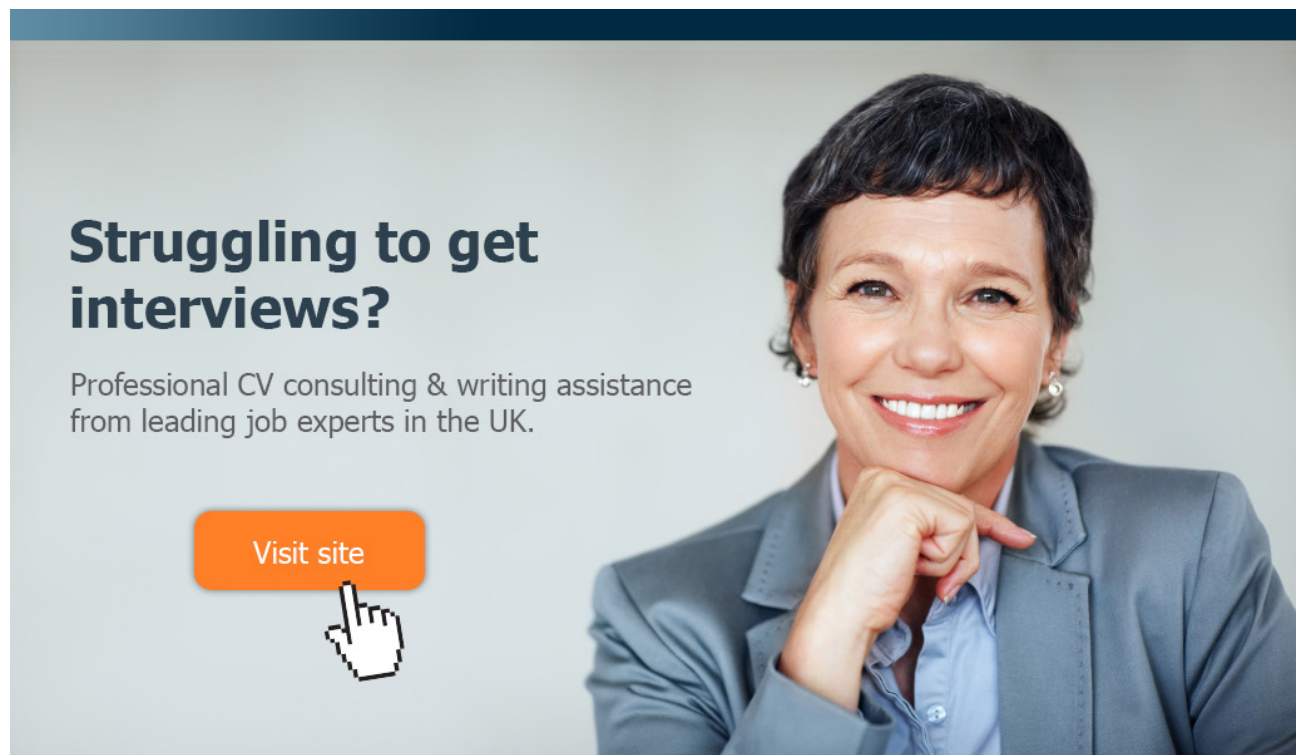
6 The Bhutan Experience

When I started this book I had intended focusing my alternative to the Western Business Model primarily on my experiences in Turkey, with a few additional anecdotes from my various travels.

Earlier in this book I mentioned some examples of the Buddhist communities in Sri Lanka. Recently I became involved in developing a course for Bhutan and it further enhanced my thinking on an alternative way.

The starting point was a request to develop a course, to be taught in Bhutan that was based around the concept of Results Based Management techniques. However, there was a clear requirement to make sure that the course also fitted with the concept of Gross National Happiness.

Now, excuse my ignorance, but this was the first time this concept of a happiness measurement had crossed my path, let alone the fact that the concept had been endorsed by the United Nations. So research was immediately called for if I was to fulfill the request.



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Children at a Bhutan school

In essence, I discovered that Bhutan, with a population less than that of Antalya where I live in Turkey and, in size terms, the 164th in the World, and 162nd when measured by GDP, was the eighth happiest in the world.

This led me to look further into the concept of the Gross National Happiness Index versus the Gross Domestic Product measurement. GDP has long been recognised as a measurement of the health of an economy. However, it only concerns itself with the strength of a country rather than what the money is spent on.

Because of the competitive nature of the Western economies, the spending, either at government or individual level is unlikely to be equitable. Moreover, spending may well not make for a satisfied individuals or electorate. There is a newer measurement that can be regarded as adjusted GDP, but that has not been accepted as a standard and I will address this later in the chapter.

So what is this measurement known as the Gross Happiness Index? To understand the index one needs to understand the concept of happiness. There is a clear distinction between pleasure and happiness. Pleasure is a transitory feeling that can be created by a myriad of things but which has a beginning and an end. For example, some people will get pleasure from a piece of music, but they would not gain happiness from hearing it 24 hours a day, 7 days a week.

By contrast, happiness is a continuing state or feeling of well-being. In other words it is about being content within one's self, which means that happiness is an individual state. So, given that it is an individual state, how could a government of any persuasion begin to deliver individual programmes to the whole populace? Of course it cannot, but it does give a metric by which the decisions on government programmes can be based.

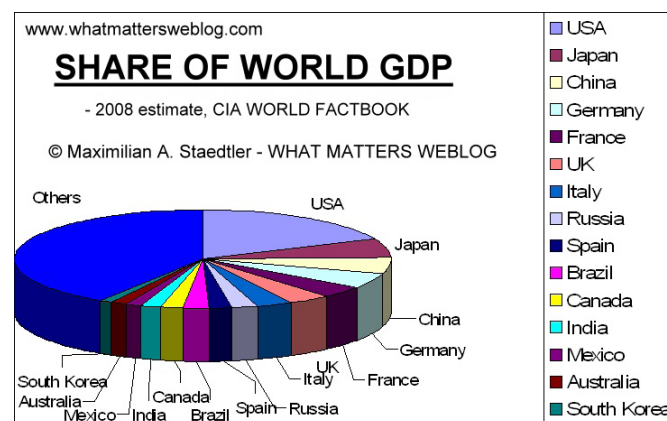
Through a well thought out measurement process, albeit with a reasonable amount of subjectivity in it, it is possible to define those things that will affect happiness. These can include things such as health and mental health, education, standard of living, quality of governance etc. In fact there are nine domains in total and their measurement is always people focused.

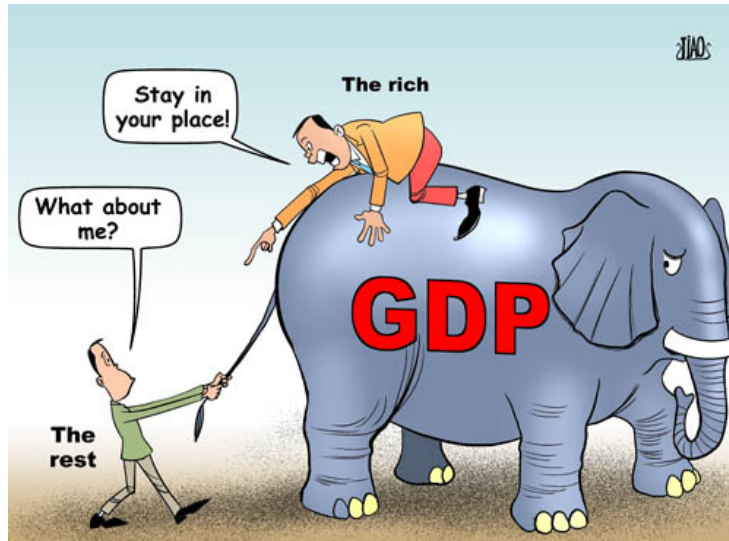
- 1) Psychological well being
- 2) Health
- 3) Time use
- 4) Education
- 5) Cultural diversity and resilience
- 6) Good governance
- 7) Community vitality
- 8) Ecological diversity and resilience
- 9) Living standard

What the happiness approach does is to focus the activities at all levels on improving the well being of the individual. Before you start saying that this is what all governments are meant to do, ask yourself how much happier the Iraq Wars have made anyone, or many of the activities of the Arab Spring? With so much GDP spent on weapons and national security why is the terrorist threat stronger than ever?

What does GDP do for happiness in the US if people feel they have to spend their money on survival shelters and provisions with ten-year shelf lives? Why, as GDP grows it doesn't reduce the number of people in poverty? Why does someone in the USA get murdered every 30 minutes or so?

I would maintain that the continual pursuit of increased GDP is the national equivalent of keeping up with the Joneses. Rather than trying to understand what people need, governments pursue a policy of 'how much can we get?'





So what is wrong with starting from a people based approach in defining a nation's priorities? If one understands the factors that affect the happiness of the people then one can devise policies that address the shortfalls. Surely some form of business model, whether by government or industry, that focuses on what one needs rather than what one can get is likely to better serve the people.

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Of course, in the case of Bhutan, it is very easy to say that they are a small country. Indeed, it is highly likely that members of parliament will be well known and will know many if not most of the people. But would such members of parliament not better serve the West? One could say that the parliamentary democracy is only seven years old in Bhutan and in its infancy. But one can also say that it is starting from a much better place than if it had adopted a Western model.

The paradox of course is that, by adopting the happiness approach, Bhutan has a GDP growth rate near to double figures. What wouldn't the Western countries give for such figures?

I mentioned earlier in the chapter a further measurement method that seeks to start with GDP and then to adjust it for a number of factors. This measurement is called the Genuine Progress Indicator or GPI.

The reason for looking at this measurement is that I clearly see GDP as a crude measurement based on the assumption that wealth and success are one and the same, or that the only real success is economic success. I also know that pure capitalism has not only failed but will continue to do so. For financial success to work everyone cannot be a winner. For every overpaid banker there is an underpaid worker; for every weapon bought there is less money for education and so on.

At the same time, I cannot see a world where there would be an immediate switch to the Global National Happiness. The weakness of this measure is largely the failure of the West to accept any form of subjective measurement over their rigid rules based measurement. There is also a problem in that happiness or wellbeing may well be different in different countries with different moral or religious values.

However, Genuine Progress Indicator could perhaps be some form of halfway house. What this measurement does is to try and refine the crude measurement of GDP rather than simply discarding it. What it does is to adjust the base GDP by use of factors that measure genuine progress within the country. At the same time it tries to eliminate those things within GDP that boost the performance of a country unfairly. For example, if you spend money making things that create pollution GDP gives you credit for this. Then when you spend money clearing it up you get that expenditure also credited to your GDP.

To give some indication of the difference in measurement if the GPI measurement is used, if you map the US economy over 50 years for GDP and then again for GPI, you will notice that the GDP number is a classic of the 'mine's bigger than yours' variety. However, the story for Genuine Progress shows little improvement!

The way that Genuine Progress Indicator adjusts the base GDP is as follows:

- *Personal Consumption* – As mentioned, this is the exact same data used to calculate GDP.
- *Income Distribution* – GPI is adjusted upward when a greater percentage of the nation's income goes to the poor because an income increase provides a tangible benefit to the poor. GPI is adjusted downward when the majority of a nation's increased income goes to the rich.
- *Housework, Volunteering, Higher Education* – GPI factors in the value of the labour that goes into housework and volunteering. It also factors in the benefit of an increasingly educated populace.
- *Service of Consumer Durables and Infrastructure* – Money spent on durable goods is treated as a cost, while the value the purchases provide is treated as a benefit. Long-lasting goods that provide benefits without having to be frequently repurchased are viewed positively. Goods that wear out quickly and drain consumers' wallets when they must be replaced are viewed negatively. GDP, on the other hand, views all expenditures as good news. Infrastructure spending by the government is treated in a similar manner – if spending provides a long-lasting benefit, GPI views it as a positive; if spending drains the government's coffers, GPI views it as a negative. Again, GDP views all spending as positive.
- *Crime* – Rising crime costs money in legal fees, medical bills, replacement costs, and other outlays. GDP views this spending as a positive development. GPI views it as a negative.
- *Resource Depletion* – When wetlands or forests are destroyed by economic activity, GDP views the events as good news for the economy; GPI views these events as bad news for future generations.
- *Pollution* – Pollution is good news for GDP. Industry gets paid once for the economic activity that creates pollution and again when money is spent to mitigate the pollution. GPI views pollution as a negative.
- *Long-Term Environmental Damage* – Global warming, nuclear waste storage and other long-term consequences of economic activity are factored into GPI as negatives.
- *Changes in Leisure Time* – Prosperity should lead to an increase in leisure time. Most modern workers would disagree with this theory. GPI views an increase in leisure as a positive and a decrease in leisure as a negative.
- *Defensive Expenditures* – Defensive expenditures refer to medical insurance, auto insurance, healthcare bills and other expenses that are required to maintain quality of life. GPI views these as a negative. GDP views them positively.
- *Dependence on Foreign Assets* – When a nation is forced to borrow from other nations in order to finance consumption, GPI factors in the result as a negative. If the borrowed money is used for investments and benefits the country, it is viewed as a positive.

The Calculations

GPI calculations take all of these variables into consideration, using economic statistics and mathematical formulas to place value on them. That value is then added to or deleted from the GDP figure. For example, expenditures on consumer durables are a negative adjustment.

The amount of money that foreigners invest in a country is subtracted from the amount the country invests overseas. A five-year rolling average is used to determine whether the country is becoming a lender or a borrower. If the economy is healthy enough that the country is a net lender, the resulting number is added to GDP. If the country is borrowing to sustain its economy, the resulting number is subtracted.

As of now this method of measuring a country or countries is not mainstream. However, what this method does attempt to do is to create a more objective measurement based on the things that demonstrate much more clearly whether a country is really improving in areas that affect their people or whether real progress is being sacrificed for material wealth and inter-country status.

Whether one considers the Gross National Happiness, Genuine Progress Indicator or the more collaborative business approaches of the Middle and Far East, what is certainly clear is that the old system is not working. There is a clear will within the people of the Western world to witness a better and less divisive, materialistic form of government.



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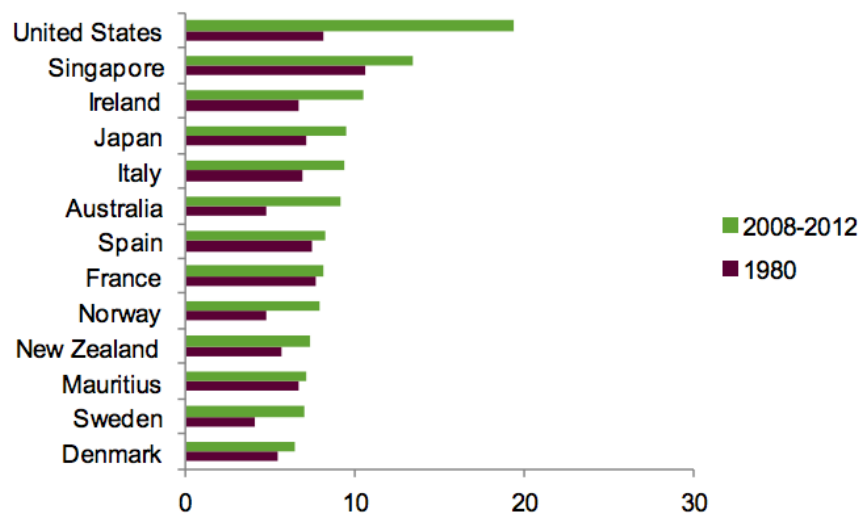
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In a world where the potential for peace and wellbeing has never been greater we are witnessing more unrest between countries and within countries than ever before. More and more people are becoming disaffected with the present system and are looking for change. When the richest 1% of the UK population own as much as the poorest 55% then the country is clearly failing the majority of its people. Similar things are happening in other Western countries to the point that the 85 richest people in the world own as much as the 50% of the poorest people on the planet!

The share of national income going to the richest one percent



The next chapter will seek to try and explain why the West cannot grasp that ‘if you continue to do the same thing don’t expect a different result’!

7 Why does the West refuse to change?

The most obvious opposition to change is that people are naturally opposed to change of any sort. People will always state that the most traumatic times in your life are the ones where you need to make changes. That is why marriage, divorce, moving house, retirement and deaths of close family and friends are high on the trauma scale.

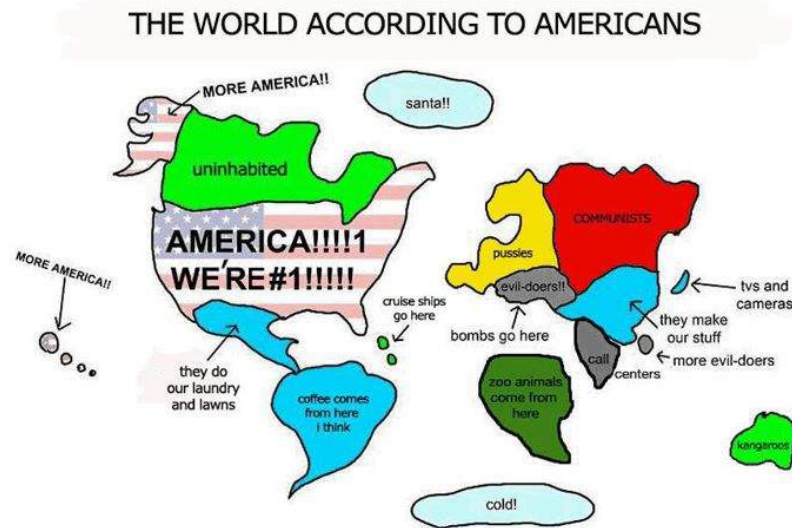
It may partially account for why people stay in jobs that they don't enjoy or stay in relationships that they don't enjoy or even live in homes that they don't particularly like. These people may well find change too big an obstacle to overcome. There are many people who live by the motto 'rather the devil you know'!



How to bury your head in the sand!!

However, there are more reasons why the West opposes changes. Another Western malaise is the 'not invented here' syndrome. Too often in the West there is an undeserved feeling of superiority that means that they have to be the people to come up with new ideas. There seems to be an inbuilt unwillingness to recognise the good in anyone or anything else. No more is this more obvious than in politics where the role of opposition is to oppose and disrupt rather than to assist and only call to account when necessary.

Another area where this assumed superiority is rampant is within the USA. Despite the majority of the country not even having a passport to enable them to go and visit other societies, they naturally assume that they are at the top of the Earth's pile. This assumption of being the unelected and unrequested policemen of the world leads them to continue to support the belief that conflict and not cooperation is the way to run the show.



But probably the most insidious reason for opposing change and maintaining the status quo comes from the education of the West. Western democracies since the Industrial Revolution have educated through the clone principle. The conveyor belt of education, either deliberately or as a consequence, produces populations that accept the well-worn path of the past. Parents tell their children that degrees are the answer and that employment in competitive organisations is the way to a materialistically successful future.

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The real secret in that last sentence is in the word, 'materialistically'. The West has developed an increasingly materialist society where worth is judged by the size of your TV, the make of your car and the location of your 'owned' house. I put 'owned' in quote marks because ownership in the West usually amounts to the bank owning it through a mortgage.

This desire for increased wealth, well beyond that required for a comfortable life, can only be satisfied by aggressive and competitive economic systems. No longer do people work in the West in order to simply live comfortably; they now aggressively compete in all aspects of their life. They fight their way up corporate ladders in order to gain more material wealth in order to make their way up the social ladder. This in turn, hopefully gives them more opportunities to climb the business ladder and so the cycle goes on.



What this means is that the West find it difficult, if not impossible to get off the merry-go-round. This leads one to a greedy society that never reaches Nirvana but which feels that their whole life has to be spent in striving to reach higher whilst constantly worrying about slipping downwards.

What this approach also does for the West is to strip it of its moral compass. The competitive, conflict way of life has to put the individual first and all others second. In this model there is little space for compassion or putting the needs of others first. Responsibility for those around you does not exist. If others suffer on your way to the top then so be it. As with the military model on which the business model was founded, the sufferers are the 'casualties of the business war'.



So it is easy to see how the West can reject the alternative ways of doing things as softhearted, weak and naïve. And yet, at a time when the West is suffering from a major economic crisis, many of these weak, naïve and softhearted economies are thriving.

What is so sad is that the Western World was the original architect of the very model that they now despise. Before the Industrial Revolution a typical village would be made up of a range of entrepreneurs all working in different but complimentary businesses to support the whole of the village. In America whole industries such as the garment sector were established as a result of immigrants working cooperatively to help each other get established. This approach continued in the USA well into the last century with the establishment of places like Silicon Valley.

Some would argue that there is no longer a need for cooperation in the well-developed societies of the West. They would argue that they have reached a stage where healthy competition is necessary to continue to progress. But is that really true? Could it not be equally true that a measure of a really developed society is that it can move to the more mature level of cooperative working. Could it not be that the mark of a truly developed nation is that the people are capable of working together for the good of the whole rather than the benefits of the individual?

Could it even be that the Industrial Revolution, for all of its benefits, also produced the tools of conflict that were necessary for exploration, empire building and war? Could it be that the West spent so much time conquering and being the World's police force that the rest of the world developed past the competitive West to the more developed cooperative society?

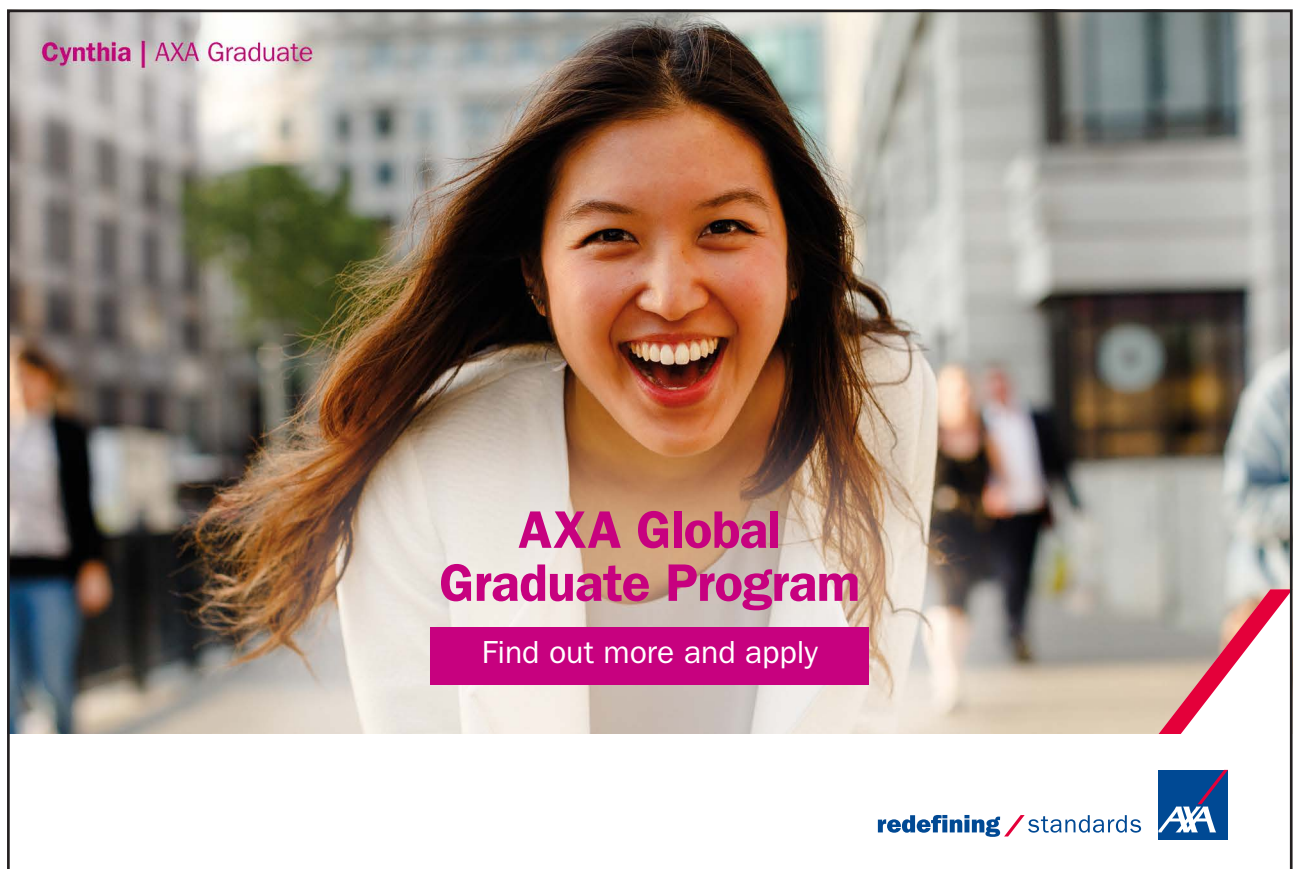
Could it even be that the West cannot change because to do so would be to admit that the tortoise has overtaken the hare?

8 What could force the West to change?

While the West continues to believe that they can continue to tweak the existing system, and that this will return countries to the status quo, there is growing evidence that this is not working. In the European Union for example, what was a very shallow recovery soon disappeared as soon as there was the need for sanctions over Ukraine.

Places such as the USA are ecstatic as the DOW Jones Index continues to rise to record levels, despite the fact that this is just gains on paper. Even Britain, where the harsh economic measures that were taken have produced the best growth figures in the Western World, it suffers major internal problems every day.

Everywhere bankers and CEOs continue to attract massive salaries and bonuses for seemingly just doing their job to an adequate level as if the lessons of the crisis have not been learnt. Shareholders rightly questioned how good the new CEO had to be if the chairman was prepared to offer a 20 million pound remuneration package.

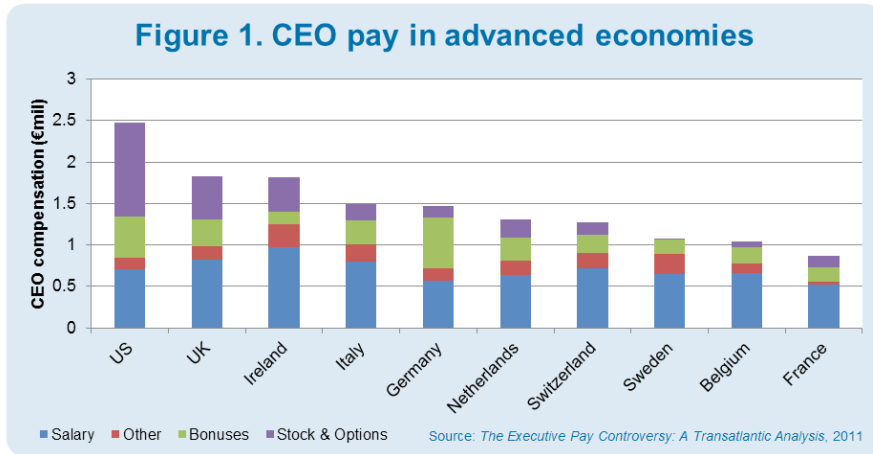


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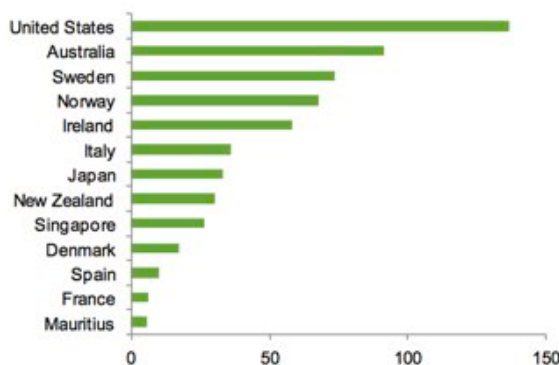


If the West continues to ignore the lessons dished up by the East, they should at least turn to history and understand the consequences of their present approach. While governments and businesses in the West espouse the threat from without that they must tackle, too many are ignoring the threat from within.

The real problem facing the West is the increasing gap between the ‘haves’ and the ‘have nots’. If we look at some of the figures they are truly astounding. It is estimated that the 85 richest people in the world have as much as the poorest 50%, which equates to three and a half billion people. Furthermore, if you take in the richest 1% of the world population, or 1 million people, they have 65 times more than the poorest 50%.

The amount they have is around \$110 trillion dollars; while to poorest 50% attempt to survive on less than one trillion dollars.

Figure 1: The rich get richer
The percentage increase in share of income of the richest one percent



As you look at this chart, however, the situation is getting much worse rather than better. At a time when economic recovery measures, inflation and low interest rates are reducing the average low income, the rich are growing their richness by obscene amounts.

What is even more worrying is the amount of a country's income that is going to those richest people. In America, for instance, in 1980 the richest 1% had about 8% of the country's income. By 2012 this had grown to around 20%. In the same period taxes for the rich had fallen in 29 of the 30 countries surveyed.

Wages and unemployment are other statistics that need to be considered in the 'have' and 'have not' divide. Since 2000 average earnings have just about kept pace with inflation and the median now stands at around £27,000. However, only London and the South East of England have actually exceeded that median figure. Others have slipped further behind, with the North East now earning less in real terms than they would have in 2000.

This situation is made even worse by the unemployment issue. While the British government proudly announces an increase in the number in employment, most of these jobs are going to people from outside of the UK. Also, the unemployment problem isn't uniform. Not only do the people earn less, people in the North discover their unemployment rate is 10.1% compared to 6.2% in the south.

However, it is not simply money that is the measure of the richness gap. For example, in the West people are eating far more than they should and creating an obesity crisis while people in other countries are starving. Add to that the obscene addiction to material wealth and it is easy to see how discontent is rising.

What makes this situation even more of a problem is that it is achieved with the cooperation and tacit agreement of government. Whether it be raising funds for campaigns, taking bribes for law changes, building vast fortunes through post government speaking engagements or being given lucrative positions post government in order to exploit contacts still within the system, politics today is almost a guarantee of a life of luxury.

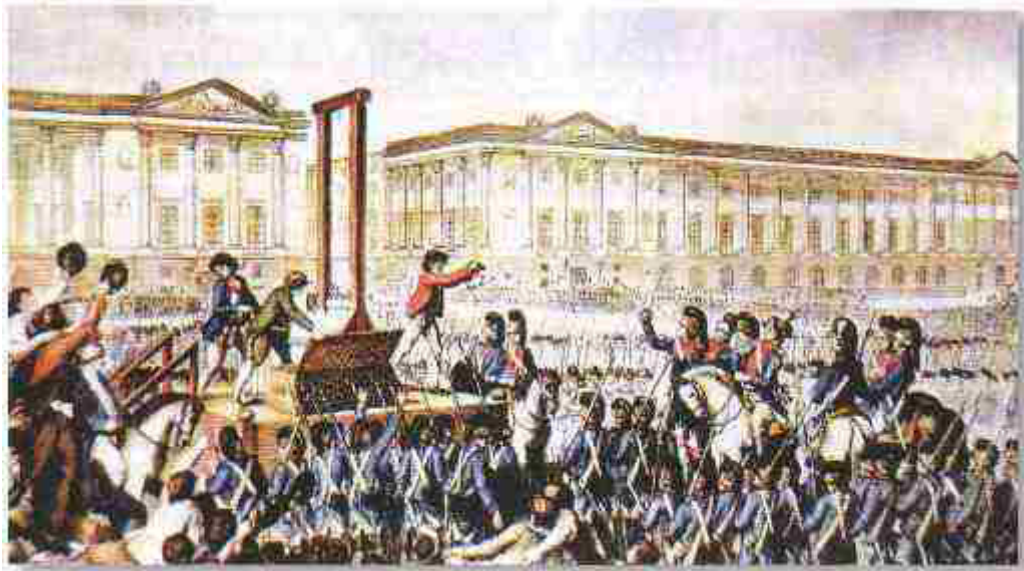
Probably one of the most blatant examples of one rule for the rich and one for the poor has to be the case of the head of Formula One racing. Here is a man who was appearing in court for an alleged bribe of \$44 million. However, the fraud trial was stopped after he agreed to pay the court £100 million dollars.

Now we are not in a position to know whether anyone was guilty or innocent, but for a case against one of the rich people in the world over a large payment to be killed off by another large payment has a certain irony about it.

But much worse, in a world where many people live on as little as \$2 a day, for amounts such as the ones in the case not to make a dent in someone's wealth there has to be a problem with the system.

For the West, the real problem facing them is that the policies that they are following will do nothing to close any of the gaps. As a consequence, resentment will continue to build. Unless governments and those building wealth on the backs of others do not wake up and smell the roses then that resentment is sure to boil over.

It is not as if this has not happened before. Over the previous centuries there have been numerous uprisings and revolutions by the poor and oppressed. As long as the West adopt the principle of 'let them eat cake', they run the same risk as the French aristocracy did.



The French Revolution

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So yes, there is something that would get the West to change and that is likely to be their own people. Unless the rich and the governments that pander to them change their approach then it is likely that the people will force a change.

However, this is difficult to achieve because of the tacit collaboration between the various sections of the rich and powerful. Recently there was a survey that studied 4000 of the top jobs in the United Kingdom. What it identified is an elitist club that clearly looks after its own.


One would assume that, in a democracy, there was an equal chance of reaching the top. However, the protectionism of the education system devised at the time of the Industrial Revolution to protect the university system has continued unabated.

Although only 7% of the population goes to independent, fee-paying schools, as many as 71% of the judges and 55% of senior civil servants did so. The percentages were similar for Oxford and Cambridge attendees.

Were this simply a case of a university degree being a prerequisite for some of these top jobs, it would not be so bad, although one still has to question whether a single examination is the best selection criterion in today's innovative world. However, this concentration on just two universities that take a disproportionate number of undergraduates from the independent sector is disingenuous to the good state schools and other universities.

It has often been said that the future for the elite is been decided on the playing fields of England, but clearly this is certainly not a level playing field. Much worse. The narrowness of the choice leaves the elite bereft of many of the skills necessary in today's world.

At least in the USA senators are expected to have worked in legal, teaching or business careers. So that rules out doctors, nurses and a raft of other caring careers unless you decided to go into private practice! Add to that the cost of campaigns to make senator and the real restriction is to top lawyers, top university professors and CEOs of large companies!








































WHERE LEADERS WERE EDUCATED







Profession	Independent schools (%)	Oxbridge (%)
Senior judges	71	75
Senior armed forces officers	62	N/A
Commons select committee chairs	57	37
Permanent Secretaries	55	57
Diplomats	53	50
Lords	50	38
Sunday Times Rich List	44	12
TV, film and music	44	11
Cabinet	36	59
Public body CEOs	34	26
MPs	33	24
BBC execs	26	33
Chief constables/crime commissioners	22	6
FTSE 350 CEOs	22	18
Shadow cabinet	22	33
Vice chancellors	20	14
Local government leaders	15	8
Local government CEOs	8	9

Source: The Social Mobility and Child Poverty Commission

As a final thought on this chapter, here are some interesting figures regarding wealth across the West that may cause us to pause and question whether we have things in proportion.

- Cristiano Ronaldo gets over \$20 million a year without sponsorship included for playing football
- Beyoncé earned \$116 million last year from concerts and records
- Oprah Winfrey earned \$82 million
- Roger Federer earned \$55 million
- Tony Blair managed £13 million
- In 2012, in the middle of the economic crisis, Barclays and Royal Bank of Scotland paid 523 employees more than £1 million
- Prime Minister of UK earns £142,000
- President of USA earns \$400,000
- The following chart shows average monthly wages in various countries. Any country below number 49 earns less than \$10,000 a year or 27 dollars a day. At the bottom of the table we are talking about less than \$7.5 a day. Remember this is average wage and many will earn much less.

1	 Luxembourg	\$4,089
2	 Norway	\$3,678
3	 Austria	\$3,437
4	 United States	\$3,263
5	 United Kingdom	\$3,065
6	 Belgium	\$3,035
7	 Sweden	\$3,023
8	 Ireland	\$2,997
9	 Finland	\$2,925
10	 South Korea	\$2,903
11	 France	\$2,886
12	 Canada	\$2,724
13	 Germany	\$2,720
14	 Singapore	\$2,616
15	 Australia	\$2,610
16	 Cyprus	\$2,605
17	 Japan	\$2,522
18	 Italy	\$2,445
19	 Iceland	\$2,431
20	 Spain	\$2,352
21	 Greece	\$2,300
22	 New Zealand	\$2,283
23	 South Africa	\$1,838
24	 Malta	\$1,808
25	 Israel	\$1,804
26	 Czech Republic	\$1,786
27	 Croatia	\$1,756
28	 Turkey	\$1,731
29	 Qatar	\$1,690
30	 Hong Kong	\$1,545
31	 Poland	\$1,536
32	 Slovakia	\$1,385
33	 Hungary	\$1,374
34	 Republic of Macedonia	\$1,345
35	 Bosnia & Herzegovina	\$1,338
36	 Estonia	\$1,267
37	 Russian Federation	\$1,215

38	 Jamaica	\$1,135
39	 Lithuania	\$1,109
40	 Argentina	\$1,108
41	 Latvia	\$1,098
42	 Serbia	\$1,058
43	 Chile	\$1,021
44	 Botswana	\$996
45	 Malaysia	\$961
46	 Belarus	\$959
47	 Romania	\$954
48	 Bahrain	\$917
49	 Panama	\$831
50	 Mauritius	\$783
51	 Brazil	\$778
52	 Macau	\$758
53	 Kazakhstan	\$753
54	 Bulgaria	\$750
55	 Colombia	\$692
56	 Ukraine	\$686
57	 China	\$656
58	 Mexico	\$609
59	 Georgia	\$603
60	 Azerbaijan	\$596
61	 Egypt	\$548
62	 Thailand	\$489
63	 Armenia	\$471
64	 Dominican Republic	\$462
65	 Moldova	\$438
66	 Mongolia	\$415
67	 Syria	\$364
68	 Kyrgyzstan	\$336
69	 India	\$295
70	 Philippines	\$279
71	 Pakistan	\$255
72	 Tajikistan	\$227

This highlights the real problem from within facing Western countries. But now we need to look at what can be done to change the situation.

9 Introducing change in the business model

The first thing to recognise from what has gone before is that what we call the business model is inextricably linked to all facets of society. For the model to change it is necessary for every individual to change, for parental attitudes to change, for business leaders to change, for academia to change and for whole governments to change.

This may seem like a tall order, but the alternatives are not pretty. It is debatable where the starting point should be, but experience of past uprisings would suggest that this needs action from the top before those at the top are forced by action from the bottom. However, in reality, no one section can afford to wait for the others.

There are clear actions that need to be taken by all parts of society, but that their implementation will need to be different in every case. However, if these actions are not linked then those that do take action suffer because of the actions of the greedy majority.



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This change in behavior by all parties needs to be seen at all levels and it needs to be demonstrated that the process is for the common good. All too often we have seen that those at the bottom have been told that their suffering is necessary while those at the top continue to flourish.

In the short term, those at the top may well be able to sustain their position of supremacy, but as has been mentioned earlier in the book, the inevitable revolution will come if nothing changes.

Of course, the Western malaise will doubtless expect someone else to act before they do. Governments will blame business, business will blame academia, academia will blame parents and parents will blame the youth of today.

To err is human,
to blame it on somebody else shows
management potential

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And yet, the changes that any of them need to make can be partially independent of each other. There is no need for anyone to wait for someone else to act. Each group could act today to start the Western recovery. But to do that they need to open their eyes and stop believing that their part of the puzzle is fine.

Governments need to realise that increasingly draconian laws and taxes do nothing to improve the lot of those below them. Governments cannot change anything; however they can create conditions that make it easier for those below them to change.

Businesses must stop the process of short-term gain for long-term stability. They must realise that there are other ways to create a successful business and that businesses that reward all of their workers perform better than those that overpay the top people in the organisation.

Educators must realise that they are steadily ruling over a system that has a major impact on the present crisis. It is no longer sufficient to sit in ivory towers thinking that what they do is fine and that it is what others do with their outputs that cause the problems. Educators need to take a responsible approach to educating.

Parents have got to return to being parents. By that I mean that they need to see through the artificiality of the utopia sold to them by academics and government and start to think for themselves. They need to recognise that parenting is about helping young people to dream realistic dreams and to assist them in reaching for those dreams. They need to stop the overprotective nature and stop trying to channel young people into the path that the parent wants them to travel.

Young people need to understand better the choices that they have before them. They also need to recognise that failure is an event and not a person. They need to realise that there is no magic formula and that it is all right to dream. They need to understand that the easiest way to achieve dreams is by hard work.

Most importantly, all five of these groups need to rediscover a moral compass. You note that I refer to moral compass and not to religion for two reasons. Once one talks about religion then there is such a choice that one gets into a debate about which is bad and which is good. Secondly, structured religion, however sound the basis, suffers from the same hierarchical weaknesses that Western societies suffer from. Consequently, it relies on someone at the top deciding what is good and removes the need for freethinking individuals.

This does not mean that I think all religion is bad. However, neither do I advocate the continual battles through time between religions based on which is the best. Over the writing of this chapter I have witnessed conflicts in at least five counties based on religious beliefs and ideologies.

What I advocate is a set of basic moral principles such as caring for each other, not damaging each other, not committing adultery, not lying, not stealing, not killing, not coveting others and showing respect for all people. A moral compass such as this cannot be offensive to any true religion nor for those that do not believe in religion.



In the next few chapters I will discuss the potential new model for each of the five groups and suggest ways in which this might be achieved. I realise that there are the defeatists who will argue that the genie cannot be put back in the bottle. This is not what I propose. What I propose is a new way of thinking that would create a more fulfilling and equitable world.

In the past the West has always seen itself as leading. By taking the best lessons from the rest of the world and refining them the West need not continue to fail.



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10 The new model for government

In some ways this is the easiest of the models to define, although it may well be the hardest to implement. The reason that I say that it is the easiest is that the primary action of governments in the new model is to do nothing.

What I mean by that is that governments need to stop seeing laws as the only way of solving problems. Normally, if laws are put in place to stop abuse, it acts as if you were squeezing a jelly. It may stop a problem in one place, but the clever will immediately find ways to circumvent the law in order to still gain a competitive advantage. Unfortunately, the ones most likely to circumvent new laws are those with the money to employ people to do so.

To illustrate this, one only has to look at professional football and the governing of that sport. Every summer, before the start of the new season, football's governing body will decide to modify the laws in order to try and improve the attractiveness of the game. Nowhere is this more obvious than in the changes to the offside law.



Apart from the fact that it is the most complicated law with few fans truly understanding its principles, the tweaking of the law is intended to increase the number of goals and hence the excitement. While ordinary football teams are trying to understand the new laws, the professional clubs spend the first few weeks of training working out how to get around the new law rather than accepting the customer need for more exciting football for their money.

Far too many laws in the West come under the guise of health and safety, but are really laws that are meant to eliminate risk. Of course, while there is a need to stop people being abused by unscrupulous bosses, it is also necessary to recognise that life is full of risks. By trying to protect against every eventuality, the concept of a genuine accident has virtually disappeared from Western society.

All that most of these laws seem to have done is to create a new breed of ambulance chasing lawyers. Whereas previously we recognised that if we slipped on a wet floor we were careless and an accident had occurred, nowadays, this is not an accident but a reason for someone to be sued for negligence. In other words, the responsibility for taking care of oneself has shifted from the person who didn't look where they were going to the person doing their job by cleaning the floor.



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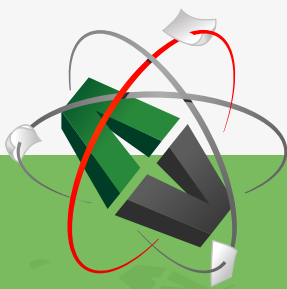
Of course, given that litigation is so easy to instigate and the compensations are often so great, the materialistic society have even hijacked accidents to their own advantage. For example, one police force in the United Kingdom paid out around £600,000 in compensation to police officers. The biggest of these claims were around people that tripped or slipped. Three of these were people that tripped on their safety training. Of course, only about half of the money went to the claimants; the rest went to lawyers.

Governments could very easily reduce the claim culture by three simple measures. The first of these would be to limit the lawyer fee to a percentage of say 5% of the successful claim and nothing for an unsuccessful claim. The second step would be to introduce a rule that unsuccessful claims must meet the costs of the defence in full. The third, and most important change would be to only award claims where there was a clear intent to cause damage. For example, if someone trips over a raised pavement, it would be necessary to prove that the raised pavement was put there with the intention of causing harm.



But laws are not just about health and safety. Increasingly businesses suffer from a mountain of red tape. More time is spent wrestling with the complexities of government paperwork than with any other forms of administration in most businesses. Even more worrying is the number of departments that businesses have to deal with, coupled with the inability of departments to coordinate. Part of the freeing up to individual responsibility requires that businesses be freed up and trusted through the elimination of much of the paperwork.

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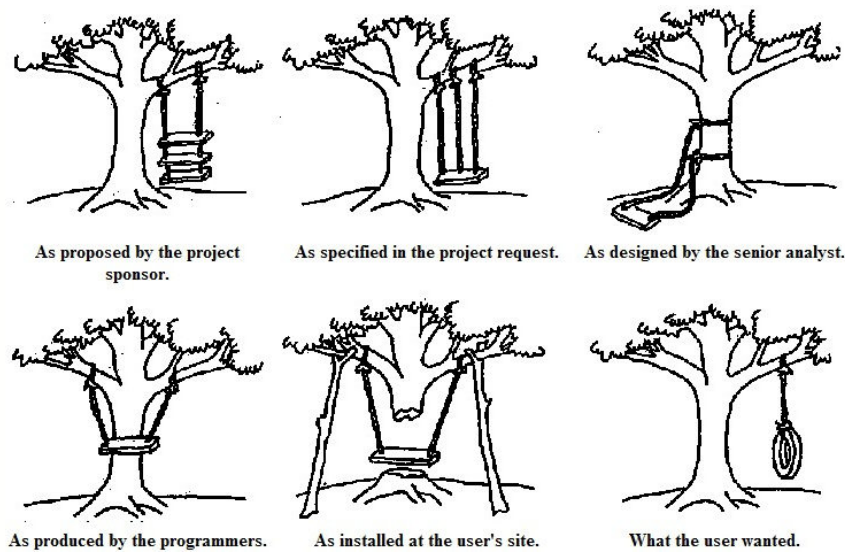
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One way in which this can be done is through a centralised government database. It is madness that a person or a business has to continually fill up boxes with name, address, date of birth, national insurance number etc. for every department that it deals with. This is particularly irksome when the form the person is filling in already has their name and address on the envelope in order for it to reach the person.

Of course, governments have an incredibly bad record when trying to implement major IT systems. As someone that worked in the industry for a number of years, including a period of supplying IT to local government, it is clear as to why this is the case. Generally IT staff in government bodies is not as knowledgeable as those in the private sector. If they were as good then they would likely be out there earning private sector salaries.



But the other problem that they have is that they are regarded as servants of the departments rather than project management experts. Therefore they lack the power to demand good project management practices such as sign off at every level and total review if changes are requested. The first time that someone only agrees to a change provided there is a two year delay and £2 million more in the budget in the day that governments will start to get things right first time.

So there may well be a need for IT systems in the future, but IT professionals rather than civil servants should run these projects. This is also true for a number of other government departments. The health service needs much greater input from doctors and nurses and far less from target chasing middle management. Likewise, education reforms should come from and be spearheaded by teachers and head teachers. The present system allows the professionals to absolve themselves of all responsibility because it wasn't their idea.

This new approach means that governments need to act differently in the area of staff recruitment and staff responsibilities. All governments need to go back and reappraise what it is that they do and scrap all activities that do nothing to improve the lot of the electorate. Too many jobs in local and national governments are done because they have always been done.

Secondly, there is a need to change the whole recruiting process. Until governments stop employing public school clones in all of the major positions, they are unlikely to stop the Western decline. The British Broadcasting Corporation ran a great comedy series called 'Yes Minister'. In it the civil servants cooked up their desires in their gentlemen's clubs. Ministers were controlled by civil servants who got their own way by implying that alternative action could lead to losses at elections.

All governments need a breath of fresh air in the people that they employ. But simply employing them is insufficient. Governments should also manage them in a much more businesslike way. Staff appraisals should be based on the benefit of their role to the community, not the number of hours they worked nor the way they avoided making waves.

In this regard, I well remember a local authority where the department's role was to collect the financial taxes levied by the municipality. People came to work daily and clocked in to do their eight hours. No one pushed them to meet any sort of collection targets. As a result, at the end of the year all monies had not been collected and hence they were paid overtime in the last two months of the year to do the work normal people would have expected them to do throughout the year!



But whilst this will create the right sorts of individuals within government to make things happen more quickly and more effectively, these people also need to work on the right things for the electorate. This means that governments need to set different priorities to those they set at present.

This means that they need to get honest with themselves. In practice, honesty with one's self is critical at all levels of this rebirth, but nowhere more so than in government. Government needs to come up with an agenda that recognises the nine areas of the happiness index. That does not mean that they need to adopt it as a measurement, because the subjective nature of GHI is such that politicians could easily manipulate it for their own benefit.

All departments need, as a first step, to evaluate all of its present programmes and to present plans to ditch all activities that do not make a positive impact on at least one of the nine happiness index categories. This process has to be rigorous and ruthless in its approach. This cannot be the usual governmental whitewash in order to preserve the status quo.

Secondly, government needs to get real about the way that it measures its financial performance. Even if the worldview is based on GDP, internally departments need to be measured against the more valuable measurement of Genuine Progress Index (GPI). This gives a much more reliable measurement of how governments are really doing and will help to ensure that people don't get double credit for such things as environmental damage costs plus environmental cleanup costs.

This leads to the whole approach to managing government finances. This increasing gap between rich and poor has not been helped by the lack of increase in taxes on the rich whilst the poor continue to get tax increases. While the rich will lobby politicians to point out that you get far more money by taxing the poor, the reality is that an increased tax on the rich would have a positive trickle down effect.

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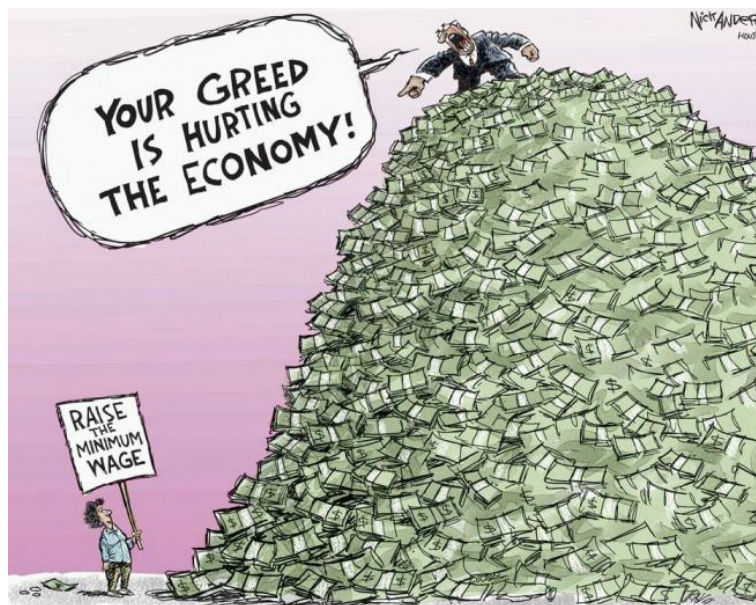
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But one needs to look at more innovative ways of taxing than simply applying it to income, drink, cigarettes and petrol. If we are truly to become a less materialistic society then luxury goods should perhaps be the ones that get higher taxes. Surely sales tax, VAT or whatever could be higher on larger TVs, games machines, luxury cars, private jets etc.

And if one really wants an economy that provides increased numbers of jobs then governments should double the minimum wage whilst keeping benefits static. This would have a number of knock on effects. The most obvious would be that it would make a benefit for life culture far less attractive and encourage far more people to seek work.

Much more importantly, it would release more money into the economy. This would mean more sales, which would mean more production, which would mean more jobs and hence the virtuous circle would be created. Not only that, but workers would feel more valued.



Places such as restaurants always argue that they could not afford to do this and that it would put them out of business. However, where this has been tried, even restaurants have found that the people earning the larger wages now have the money to eat out and hence restaurants are opening and not closing.

Of course, every attempt to raise the minimum wage is met with resistance. However, that resistance always comes from the business owner, the people at the top! They are precisely the people that would have headed for the guillotine during the French revolution! They think that the people cannot see that the motivation is not in their employees' interests but their own fat cat greed.

This is definitely a government requirement when it comes to raising the minimum wage. If it is raised in some places but not others then it risks unnecessary movement of companies to get lower priced workers. That is exactly what has happened in the USA where some cities have raised the rate and others have not.

The final way in which governments need to change if the democratic process is to regain meaning is in the selection of its members of central and local government. For government to operate effectively it has to know much more about what it is governing. There has to be a move away from ideological career politicians being controlled by their party leaders towards a government that truly represents the people.

This method of government requires a more collaborative approach rather than the conflict approach employed at present. Yes there is a need for lawyers and financiers in government, but there also needs to be health professionals, academics, business people, representatives for youth and representatives for the elderly. What we need is a government that utilises all of the best talent in all walks of life for the benefit of all.

What we are talking about here is the closing of the gap between those that govern and those that are governed. At present that gap widens daily, and soon they will be sharpening the pitchforks!

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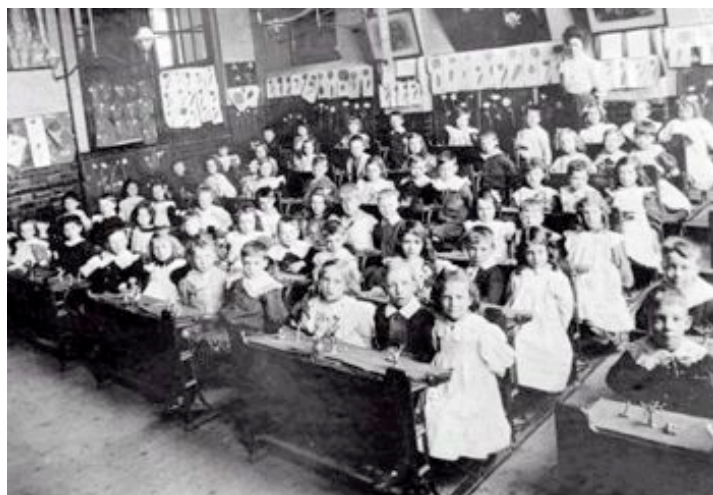
11 The new model for educators

The first, and most crucial, step that educators must make is to understand that they are ultimately responsible for taking the lead in defining the needs of future generations. If educators continue to blame government policy or poor parenting then their justification for existence disappears.

Unfortunately, teachers are mostly produced through the conveyor belt education system of school-university-teacher. This results in people that have significantly more knowledge in one given subject than is required to educate others, but little or no knowledge of the world around them.

What we need is for all people that come in contact with young people to have a broad knowledge of the world that we want people to grow up in. That means that educating young people is more than a simple government imposed process, it is something that encompasses life skills, the components of the moral compass, collaborative rather than competitive living and a willingness to help young people learn in the way best suited to their needs and aspirations.

Again, as with government, it is essential that a key part of educating young people is to be honest with them. They need to recognise their uniqueness and not be expected to be channeled into neat production lines of learning. This is not the Industrial Revolution where there was a need for large volumes of people to feed a specific need.



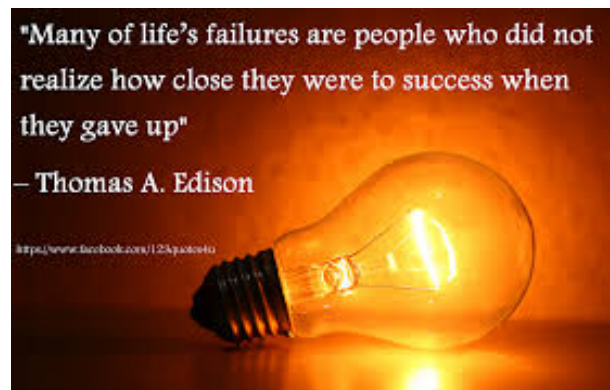
A 19th Century British school

We need them to realise that a job for life is a total myth and that reality TV is even more unrealistic than winning the lottery.

We need to understand their true aspirations and to assist them in tailoring them to their reality. By that I mean that we cannot constantly look back to identify what will happen in the future. None of us really have the skills to forecast the world in five years time, let alone by the time someone reaches adulthood. What is not possible today may be extremely easy in a few years time.

What we can do is to assist them in the best ways possible to get the skills they need to realise their aspirations. That not only means academic skills, it also means recognition of the need to work for things and the need to succeed by one's own abilities and not by damaging others.

It also means that they will have to learn to cope with setbacks. The more we provide a safety net for young people the more problems are stored up for the future. We need to equip them with the strength to cope with adversity and to learn from it.



Today we have the tools to be able to provide tailored learning for every child. If it is possible for people to have their smart phones tailored with countless applications, it cannot be beyond the wit of man to be able to do the same thing for learning. Australia has done it for years with the School of the Air.



Australia's School of the Air

However, given that the average age of an App developer is under 35, it is essential for success that traditional IT departments are not the focus of such projects. The people that have created the present problems are the current politicians and academics. The average age of an academic is 44 and that of a member of the UK parliament is 50. In the USA it goes even higher, with the House average at 57 and the Senate at 63.

For such a change in curriculum delivery to take place there is a real need for educators in all walks of life to understand the world in which they live and the world that we need to create. That in turn means that teaching, as a profession, needs to embrace this and widen their understanding of the world that their students will enter in adulthood.

I firmly believe that prior to teaching in a formal setting that they should have spent a few years living in the world outside of academia. I well remember my first teaching role where I was expected to teach life skills such as electricity bill calculations and yet I had never seen an electricity meter!

When people look back at their education they remember the good teachers that made the subjects interesting. They remember the ones that allowed them to explore and investigate rather than learning by rote. They remember the teachers that inspired and encouraged them to realise their own potential.



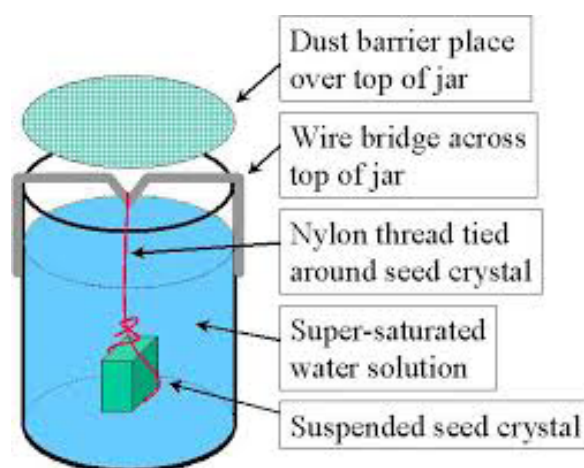
The advertisement features a black header with the CMO Inspired Conference logo on the left, which consists of a green speech bubble containing the letters 'CMO' in white, followed by the text 'INSPIRED CONFERENCE' in large white capital letters. Below this, in smaller white capital letters, is the date and location: '25 OCTOBER | DE VERE BEAUMONT ESTATE | OLD WINDSOR UK'. The main body of the ad is a collage of three images: the top image shows a large, white, classical-style building with a fountain in the foreground; the middle image shows a woman in a black dress speaking into a microphone on a stage; the bottom image shows a man in a light blue shirt presenting to an audience. At the bottom of the ad, a black banner contains the text 'Join Over 100 Chief Marketing Officers & Digital Innovators' in green.



Too many teachers hide behind the conventional 18th and 19th Century structured education where there was always a right answer. This may well make marking a quick and easy process, but it does not encourage individual and innovative thinking.

Teachers find it all too easy to blame society, poor parenting, television, video games, health and safety and even the weather for unruly classes and lack of school achievement. It never seems to cross the minds of the educators that the people they are supposed to be educating are bored.

Bear in mind that the young people of today live in a world of 3D, of video games and of the latest technology. Simply by turning on the television they can see fascinating and well-presented science programmes or natural history programmes. After that, how do teachers expect to keep their attention by growing a copper sulphate crystal on a piece of string over several weeks! This is only a marginal improvement on watching paint dry or grass grow!



Crystal growing experiment

There is no doubt that there are some basic skills that young people need to absorb if they are going to survive in the 21st Century, but those skills go far beyond the 3Rs. Young people need to be educated to explore, to collaborate, to work in teams and to learn from failure.

Educators need to understand that different people learn in different ways. The activators learn by doing. The reflectors learn by considering what happened previously. The theorists learn by understanding why and the pragmatists learn through more structured approaches going forward. In reality, the best education involves all four components and it is the role of the educator to assist learners in the areas where they are least comfortable. This means that the educator role is not one of an infallible fact machine, but as a mentor to the student.

The best way to achieve this is to make learning far more explorative and far less geared towards a single solution. The 21st Century does not require clones that all come up with the same solution, but it does need people that are not afraid to look at original solutions outside of the normal.

For example, if we were to set the task of defining a safer form of transport, those with a vested interest or with a traditional approach to problem solving would doubtless come up with some standard answers.

- A front end to a car that folded like a concertina
- Air bags
- Anti-roll bars
- Electronic assists such as white line tracking
- Distance from the car in front alert
- Etc.

But the person without the vested interest, and with the educational training to think of all possibilities may well produce a list that included:

- Driverless cars
- Online ordering and drone delivery
- More monorail capsule travel
- Reduced travel with more local working through technology use
- Start time staggering
- One way road designs
- Etc.



Heathrow rapid transit system

Obviously it is not expected that the youth of today will spend their time in education designing personal rapid transit (PRT) systems, but there is no reason why they cannot be inspired to be more experimental in their learning.

Al too often we are inclined to rubbish the bad parts of too much television and too many video games. However, there is another side to this equation. For example, the sci-fi film gadgets of the past have become the innovations of today. For example, the PRT systems appeared in films like *The Incredibles* in 2004. Now it is acting as a rapid transit system for Heathrow Airport Terminal 5 in London.

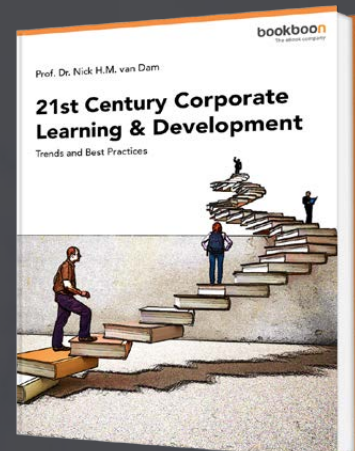
There is also another benefit from the obsession with gaming machines. Their popularity has meant that the volume purchasing of such products has significantly reduced the price of components. Recently I have seen examples of how microscope would be made from reversing the camera in a webcam and where a robot hand was controlled by eye movement when the parts of a discarded TV games controller was used.

Imagine the value in producing a microscope for less than the cost of an ordinary microscope bought through educational supplies. More importantly, consider the educational advantages of creating it, both in terms of initial achievement and also in inspiring for the future.

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BBC science programme

All of the things in this chapter seem remarkably sensible to anyone reading this. However, it requires educators to take responsibility for the role that they have chosen. The true educators are the ones that can effect the changes in learning by putting together more imaginative programmes. They need to embrace a more investigative form of learning with less single right answers.

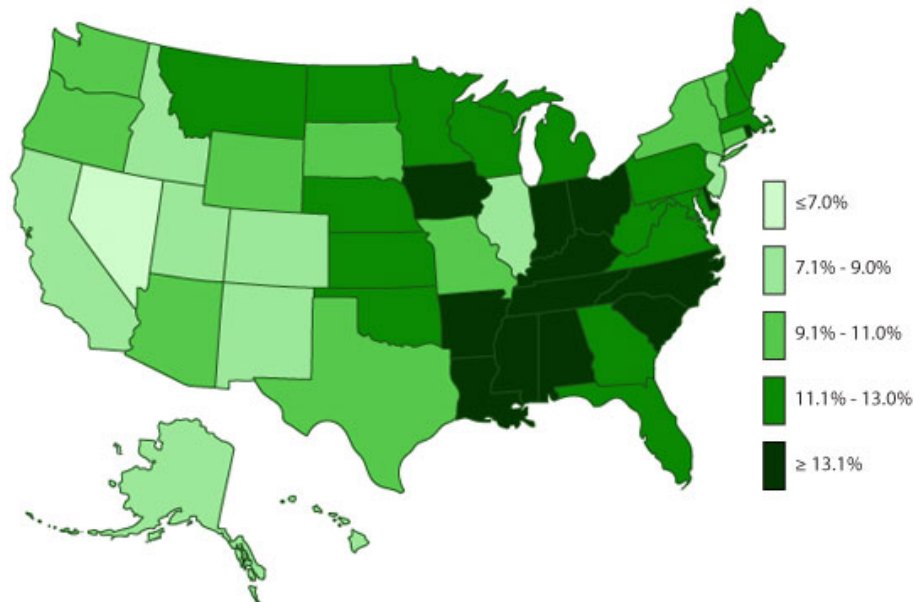
They need to use technology more imaginatively than simply attaching their laptop to a white board. They should collaborate with the App developers to seek ways of using existing technology to provide more tailored education. They need to develop better mentoring skills and less authoritarian skills. Anyone can mark a register, but only the true educators can inspire.

Educators also have a key role in interfacing with government. They need to gain credibility by coming forward with positive ideas and programmes for improving education, rather than simply being negative when faced with ideas of others.

In a new business model for the 21st Century we would see teachers being as professional as the other professions. They would lead on education programmes. They would define the real standards for educators coming into the profession. They would police their profession more rigorously so as to protect the reputations of the true educators from the actions of the poor ones.

Before educators can take their extremely responsible position in society, they must demonstrate that they are of sufficient quality, that they understand the world that their mentees are moving into and that they have the moral and educational standards to provide the education required.

At present there is too much emphasis on standardisation and insufficient on inventiveness and creativity. Too many children who find today's education boring and irrelevant are being drugged into submission through drugs such as Ritalin. If there really are 6.4 million children, or more than 1 in 10, in the USA with a psychological disorder called ADHD (first defined in the 1990s) then the West has either the worst epidemic in history or it has the worst case of child abuse in history.



Incidence of ADHD in the USA

Until teaching stops being the last port of call for those with a degree and no job other than the local supermarket, we will never get the commitment necessary to move to the alternative business model. Without the commitment of the educators it is difficult to see how the parents in the next chapter can succeed.

12 The new model for parents

One would think that if parents choose to have children then they would see it as their responsibility to provide the best possible parenting. Unfortunately there are a number of things that stop this happening.

The first of these is the change in working habits for both men and women. Gone are the days when father would go and work on the farm from 8am until 5pm and then return to his home where mother has been engaged in caring for the family all day.

Today the average father spends 35 minutes a day with his children and a mother spends approximately one hour. The working day has extended as commuting times have increased with urbanisation and improved access to transport, rather than a walk to the next field. The number of working mothers has also increased significantly each year.

Much of this drive for longer working hours has been created by the drive for more material possessions even if it means a reduction in quality child-raising. This need to earn and hence to acquire has brought about a pathological fear in some people in the West where they are afraid to be last to work or first to leave. People even reluctantly attend the after work socialising in fear of missing something.



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The effect of all of this is for the Western parent to resort to quick fixes to assuage guilt rather than trying to correct the problem. The materialistic cycle is kept revolving by expensive toys and time is grabbed not by working less but by use of quick fix fast foods and convenience foods.



Of course, this does nothing to compensate for poor parenting as it continues the belief in the materialistic world and the food fixes are palliatives that encourage bad dietary habits that come back to haunt in later life.

Some parents try to use their money in even more extreme ways by paying premiums while moving house to schools that give better examination results than others. In some parts of the West parents have already put children's names down for future education before the child is even born, let alone demonstrated aptitude or interest.

Competition has become so fierce that children are facing interviews for kindergarten. Another example of competition is the gift for teachers at times such as Christmas. Once this used to be a sign of appreciation, but latterly it has become a form of bribe for better results or scholarships. Such gifts have included designer handbags, diamond necklaces, use of a private jet, use of the family villa for a holiday, vintage wines, a £1000 gift voucher and tablet computer; giving a new meaning to an Apple for the teacher.

None of this takes into account the uprooting of a child from its friends and the damage to his social abilities, nor does it worry about whether the school is good at providing a moral compass or good life skills. Everything hinges on the examination results to move the child to the next level of a ladder that has lost its legitimacy in today's world.

Recently a survey discovered that over one third of children under four have a tablet and/or a mobile phone. They spend on average over two and a half hours a day on them which opticians say could be damaging to sight in the early years. As worrying is the fact that these children are better at using these than they are at swimming, telling the time or tying their shoelaces.

Rather like teachers, parents need to be honest and recognise that they have the primary responsibility for the development of their child, not the government or the education establishment.

That responsibility involves ensuring that your child or children are given the necessary skills to survive in the fast moving global world of today. That in turn means that parents need to recognise the changes in the world we live in and the fact that the old phrase ‘in my day’ has no meaning today.

For most of the existence of man it has been possible for parents to assume that the life they had as a child would largely be replicated by their children with perhaps a few enhancements. Parents need to come to terms with the fact that this is no longer the case. Already children alive today are in a world far removed from that of their parents.

Change is speeding up exponentially. For parents of teenagers today they will have witnessed changes from music cassettes, through CDs and DVDs to iPods and iPhones. For Grandparents it is even worse as they will have grown up in a world devoid of Internet and with vinyl records and transistor radios.



This is just one of a myriad of changes. But it is essential to recognise the change in order to be effective parents. Parents need to have the imagination to recognise that at the point their child starts education it is impossible to predict what the world will look like when they leave education.

Moreover, any parent who looks at the present world will recognise that the job for life has disappeared. Another effect of the fast changing world is that some jobs disappear to be replaced by other ways of doing things, but that other new jobs are created. There is not a member of government or a clairvoyant on this earth that could predict the top ten jobs of 2030.

What this means is that in choosing an education for today's child there are a number of important criteria to consider.

- Given the uncertainty of the future, education will be important throughout life. Therefore it is important that early education is motivational enough and tailored enough to fertilise that desire for lifelong learning.
- Education for the future also needs to be framed in a way that assists in encouraging experimentation and investigation. No longer are examinations with exact answers the Utopia of education but rather the ability to find new and different solutions.

- Probably, in concert with the previous criterion, the most important aspect of a child’s education is one where the child is not afraid to fail. If the child is to experiment then it has to be with the safety net of not being afraid of failure. He or she needs to understand that failing is part of the learning process.
- Any education of the future needs to address the fact that change can be for good or bad. For that reason, the need for education with a moral compass is critical. By that I do not mean religion, but rather the basic concern for good that is reflected in all true religions.

Whilst this improvement in the way we educate our children falls firstly on the educators, for it to be successful it needs visionary parents that realise that, in order to best provide for their children, they need to grasp the new form of educating.

But formal education is only part of the story. Parents need to re-engage with the responsibility of bringing up their own children. Whilst working parents and child minders are not a thing of the past, actions in caring for children need to be taken with serious discussion and consideration. When deciding on the need for both parents to work and the hours they work it should be considered whether or not the purpose is for essential survival, for personal satisfaction or for accumulation of material wealth. The latter of these is not a reason to abdicate responsibility for parenting.

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One could argue that such discussions should take place before the responsibility of childbirth is undertaken. If, as a prioritising exercise, parenting doesn't come out top then adults should consider whether or not they should start a family. Children are not a status symbol, a sign of virility or a nice to have.

Once parents have made sure that they can provide sufficient time for their parenting activities then they need to look at how they spend this time. Parents should be looking to engage with their children in investigative activities rather than relying on technology simply to keep them quiet. You only have to see a young child open a present at Christmas only to spend the next hour playing with the paper and box in an investigative way rather than with a one function toy!



One of the biggest pressures that parents place upon their children is the pressure to succeed. Unfortunately, the measures of success fifty years ago are not the measures of success in the alternative business model. Children need to be shown that failure is part of the learning process. Parents need to lower their expectations based on examination success and start to credit their children for trying in whatever field interests them. This interest should not be limited to conventional subjects but could cover art, music, sport, or a variety of other areas.

It would be rather like King Canute to try and remove all technology from young people, but there is a real responsibility for parents to limit and balance the use, to understand what they are doing with technology and to police it as a responsible parent. For example, a child that needs a mobile phone for security reasons doesn't need access to social media sites, particularly those that are under a certain age.

Where applications such as location services, social media etc. are available it is important that parents understand the implications and then make sure that their children are aware of the dangers. There is a tendency for young people to believe that everything on the Internet is true. They do not see the dangers of what they do, say or publish on sites such as social media. Neither do they understand the implications of the ability of location services to tell people where they are.

The most important thing that a parent should address is that of providing a moral compass for their children. That moral compass should be achieved by example and not by rules that parents themselves ignore. As the alternative business model moves away from the materialistic to a better quality model then children need to see a similar move to a quality rather than materialistic life from their parents.

Never underestimate the power of example by parents to their children. Parents need to ensure that the family has a quality of life based on activities rather than possessions and through cooperating and helping others rather than the present 'keeping up with the Joneses' or being better than the next man approach.

Of course, parents are inclined to resist change more than most and to be followers rather than leaders. This is partly the resistance of change of the older generations, partly the lack of desire to give up their selfish, materialistic life and partly by pretending that they don't want to experiment with their children.

As a teacher in the 1970s I witnessed experiments in academic subjects that were on a par with using live children as experimental guinea pigs. However, with the new alternative business model we are talking about a way of developing our children that makes sense and which will prepare them for a life that we cannot even imagine.

The alternative would be to carry on as before in an existence where:

- Academic achievement is no longer sufficient
- Where the inability to adapt leads to long term unemployment
- Where pursuit of a materialist life style erodes natural resources
- Where health problems occur from overuse of technology
- Where convenience eating shortens life expectancy for the first time
- Where failure is still seen as a person and not an event, leading to depression and increased suicides in young people
- Where bullying and grooming through social media increases
- Where parents continue to lose control over the family environment

In short, parents need to be asking whether they want a better life for their children or a worse one than they had.

13 The new model for business

There are good reasons why the impact of the alternative business model only covers business as the fourth of the applications behind government, education and parents. There is logic in this approach. The government defines the parameters whereby the model can exist and the parents and educators are necessary contributors to deliver the people equipped to fuel the business requirement.

But there is a clear need for business to adapt in parallel as the other components develop. In a fast changing world business is more dramatically affected than most other areas. Product life cycles are much shorter, a steady stream of new innovations are constantly required, time to market has to be much quicker and new marketing methods have to be employed. If you add to that the increased need for a more ethical approach to business and a less materialistic approach and the challenges to business become enormous if a business is to survive.

Once that is understood by the businesses then the hierarchical structure with the traditional business school model ceases to fulfill the new requirement. At the heart of the new model are a number of different parameters to the ones that have existed in the West for so many years.

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In no particular order, these new parameters include:

- Much shorter life cycles for products
- A need for more collaboration to produce more complex solutions
- The ability to react and embrace new technologies
- The recognition that there is no job for life
- The need to outsource lower skilled work in favour of knowledge based in-house skills
- The need to motivate people to work well over much shorter life cycles of businesses
- The recognition that research and development has to either speed up or be replaced by lateral thinking opportunities
- The recognition that everyone within the organisation has to be able to contribute ideas and that those at the top are less likely to exhibit innovation
- The need for a greater risk culture
- The realisation that small incremental change is not going to lead to company survival
- The understanding that, being big today doesn't safeguard you in the marketplace for the future
- The need for recruitment systems that identify innovative approaches and lay less stress on academic qualifications
- The recognition that sustainability is no longer just a fringe fad
- A recognition that competing with an ever changing target is unproductive and much less likely to produce a successful outcome

These are just a few of the issues that face the businesses of tomorrow, but it clearly highlights that the traditional business school model, and the standard hierarchical staff organisation, will not cope with 21st Century businesses. One only has to see the way that, while the global economic problems have slowed down growth in most industries, the innovative and niche businesses have continued to flourish.

If one examines the fast growing companies according to Fortune, it is single-drug pharmaceuticals that are growing quickly and it is the new shale fracking companies and the industries such as fracking equipment suppliers and fracking transporter vehicles that are continuing to soar.

One interesting example of entrepreneurial thinking, that has produced a rapidly growing business, emanated from the Florida hurricanes a few years back. Who, other than a lateral thinker, would have thought about opening a home and casualty insurance business? However, in the last few years, with less bad weather, claims have continued to reduce over the last four years such that it appears in the top growth list for businesses in America.

What we continually see in 21st Century are businesses that are created to develop into ones that can spot new opportunities and take advantage of them. Usually these are smaller businesses better able to react. They often have less rigid reporting structures, less rigid processes and fewer adherences to the wisdom of the people at the top.

Of course, one of the downsides of many of these new businesses is that they are unlikely to be in it for the long game. Therefore this creates problems in the way that staff are managed and motivated over the short term. But that is usually minimised in smaller companies by more creative recruitment policies.

It has often been said that it is foolish to think that you can continue to do the same thing and expect a different result. If you have a recruitment policy based on academic achievement and the desire for a safe job for life then today you are in trouble.

One also has to remember that today's businesses often need to collaborate in order to achieve their desired projects. Whether it is Mercedes and Swatch working together to produce the Smart car or companies such as Zeiss working with mobile phone companies, many solutions need more than one company's expertise.



Smart car

One of the largest increases in expenditure within business has come from advertising and marketing. While this has doubtless increased the wealth and profit margins of marketing companies, with shorter and shorter product life cycles one needs to look at a business model that recognises that fact.

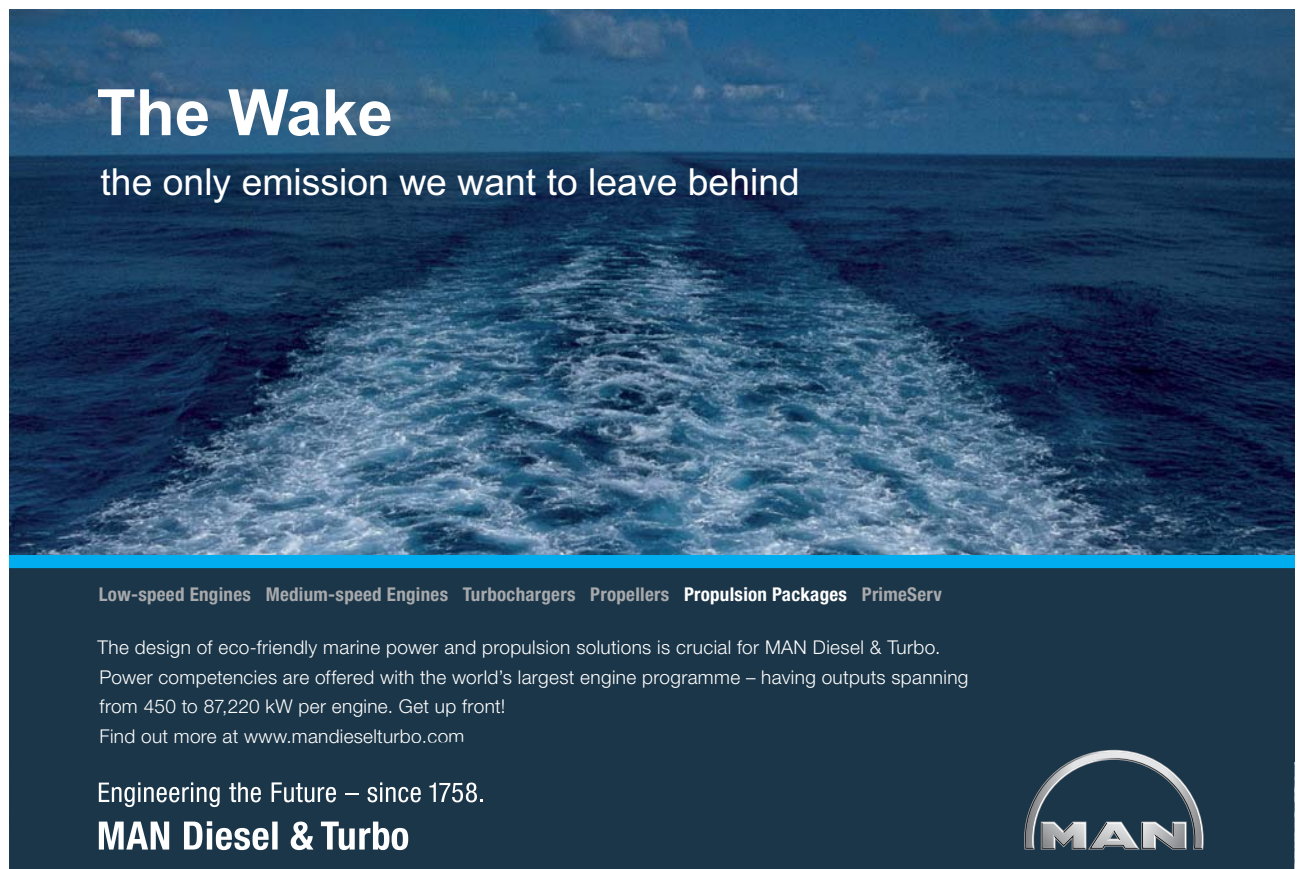
If businesses want to survive against the onslaught of faster moving new entrepreneurs with good understanding of the technologies and the opportunities then the business model has to change.

The starting point has to be a change in the structure of the company. Business leaders need to recognise that small effective operational units need to be established that have significantly more decision-making powers and where a freedom to contribute from the bottom up is actively encouraged.

There is a need to remove the long bureaucratic processes that build up in most businesses as a supposed means of control. The easiest way to do this is to start by making sure that only two signatures are required for any action. Those should come from the originator and the decision maker. Anyone in the middle of these two people has no real responsibility and is slowing the process.

Once the company understands the need for a more flexible and faster reacting structure in order to respond to ever changing needs, the next step is to establish a recruitment strategy that feeds such a model. This means looking for people that are prepared to take on jobs for a time-limited period. The good news is that the people that are likely to be happy with such an arrangement are also the ones that will be prepared to look at their role in an entrepreneurial way.

That needs to carry through into an HR recruitment strategy that has determined ways to identify people with entrepreneurial tendencies. That is not to say that all academic qualifications are bad, but that qualifications and entrepreneurial attributes need to create a balance between knowledge and creativity.




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For that creativity to flourish there is a need for a management style and a company culture that encourages individuals to consider ways for the company to be more innovative. Staff members need time to research their ideas and to be encouraged to put ideas forward. But there is also a need to provide an effective feedback mechanism in order to demonstrate a listening management.

Another key component of the new alternative model is cooperation. What you do as a business today may well not be what you do in a few years' time. Technology is becoming so much more complicated and technology support is extremely costly, so the ability to work together and to share resources is increasingly important.

Another area where cooperation can be extremely cost effective is in marketing. Marketing has become very much an increasingly dark art for most businesses. One way to reduce that cost can be learnt from some of the Eastern countries. By grouping businesses by product, everyone knows where to go and hence marketing becomes less necessary. In this environment cooperation is also easier and product sales are more likely to be sold on quality and customer service rather than advertising slogans.

It is quite interesting to note that, although the older, established companies have a philosophy of competing with the opposition, so that companies are either put out of business or taken over, newer companies recognise the benefits of clustering. Whether it is physical locations such as Silicon Valley or an arts incubator, or virtual locations such as dairy clusters or textile clusters, there are increasing examples of the benefits of working together.



These benefits can be through interchange of ideas, interchange of staff, or simply being able to get economies of scale that would otherwise not be open to the business. For example, individual production may not make export viable, but with clustering several businesses could produce sufficient between them to benefit from export.

Talking of benefits, these are another area where HR may well have a critical part to play. With shorter-term contracts long-term benefits such as inflation-proofed pensions, health programmes and company cars are less attractive. So two things should be considered. The first of these is consider remuneration at a level that allows them to provide for such things as cars, pensions etc.

The second thing that may be worth considering is using a contract where bonuses for successful completion are back-end loaded. Back-end loaded contracts are much more likely persuade people to stay until the end of the contract rather than allowing themselves to be poached.

What is abundantly clear is that the old model that has served since the Industrial Revolution is no longer a valid one for the 21st Century. Businesses may well play ostrich and bury their heads in the sand. However, those that grasp the new paradigms and move towards the new model will soon overtake those that do not. No one expects an overnight change, but the gradual introduction of these concepts needs to start a steady implementation now.



The advertisement features a central graphic on the left consisting of a circular arrangement of four arrows pointing clockwise, with three stylized human figures and several gears in the center. To the right of this graphic, the text 'UNLEASHING CHANGE MANAGEMENT' is written in large, bold, blue capital letters. Below this, the dates 'OCTOBER 18 & 19, 2018' and the location 'DE RODE HOED AMSTERDAM' are listed in smaller blue capital letters. At the bottom of the ad, there is a silhouette of an Amsterdam skyline including a windmill, a bridge, and various buildings. In the bottom left corner, the text 'Global Executive Events' is written in a serif font. A hand cursor icon is positioned over a green oval button at the bottom right of the ad, which contains the text 'Click on the ad to read more'.

14 The new model for the individual

The real people to benefit from the new model are the young. They are also the ones that can most easily adapt to the new model. As I talked about in my first book, children are the ones that have risk and collaborative thinking educated out of them and conveyor-belt risk-free education implanted in them.

The new model recognises the need for risk, the need to try and perhaps fail, but to learn from the failure and to recognise that failure is an event and not a person. So the young people need to grasp the best opportunity for them for many years.

This means that they have a real responsibility to explore and choose what it is that they want to do rather than expecting others to decide for them. They have to recognise that, unlike their parents, there is no job for life. They may well change careers several times in their working life as some jobs become redundant or are replaced by automation.

They have to understand that the jobs of the 21st Century will allow them much more freedom to contribute, but with that comes a responsibility to do so. Those that enter into the spirit of contribution will be the ones that survive.

They also have to understand that employment will not be based solely on academic achievement. People will be looking to employ those that are intelligent, but who also have that entrepreneurial spark.

That spark is not something that can be obtained from textbooks or test papers; it is not something that one can sit an examination in. This is something that shows up in the way that you spend your time.

Communications skills will also be more important as people are expected to explain their ideas and to work collaboratively. That is a skill that will not be demonstrated by one's ability to text with shorthand (LOL) or by playing non-stop video games.

For the young people of today there is a need to rediscover some of those skills that have either been ignored or discouraged. Young people need to get out; to engage at a personal level with others; to try things that may be risky; perhaps climb a tree; explore and be inquisitive to the point of nose.

I started the last part of the book with government, followed it with education, parents and business until we came to the young individual. Mostly the first four of these can create the conditions for the new model. However, if the young do not embrace it then it will not happen. Or, if it does then it may be because others from more enlightened cultures decide to seize the opportunity.

It is often said that life is not a rehearsal and that you have only one go at it. This change in approach could give young people a life of fulfillment that should demonstrate the progress of so many centuries.

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15 Conclusions

When I first started this book I had assumed that it would be largely theoretical. However, as my travels exposed me to more and more societies from both sides of the world, I realised that the dominance of the ideas of the West were not necessarily those that could or should prevail. Moreover, I began to see that there were ways that a change could be effected.

My experiences in Turkey were mirrored in other countries away from the West. My experiences with Bhutan helped me to understand that the mechanisms for more fulfilling and different government way of working were already out there.

I also realised that the lobbyists of the big national and international businesses were intent on maintaining the status quo for the benefit of the few to the detriment of the many.

However, I also began to believe that there were things that were making us move toward inexorable change. Firstly we had the major economic crisis. This started to show the large cracks in the competitive and greedy Western system.

Next there was the rebellion against the bureaucratic control of the big organisations such as the European Union, where they attempted to regulate every aspect of your life and where a controlled and less-satisfying life was expected to fund more and more of their control.

Then there was the move towards a more sustainable existence. There seems to be a built-in mechanism within the human mind that, regardless of whether they are for or against the arguments about climate change, have a survival instinct that will prevail. So people may not be united in what they do want, but they do seem united in what they don't want!!

People want the risk and excitement put back into their lives. They want governments to spend their taxes on things that improve their lives; they want governments to protect them but not to overprotect them; they want a world where there are metaphorical pastures and flowerbeds, but where they also get to ride the occasional metaphorical roller coaster.

At a time when often less than half of populations can be bothered to vote, governments in the Western world need to be put on notice that they are failing. It is not enough to blame the outdated voting system consisting of a lack pencil stub in a rickety box in a hall where people don't normally go. It is no good thinking that high tech mobile phone voting systems will change the way people think. It may increase the turnout, but the dissatisfaction will remain.

Teachers need to stop believing that a teaching qualification gives them some immunity from the real world. They need to experience the real world and, like every other adult they need to take responsibility for changing things that are wrong.

If education ceases to be relevant; if education appears boring; if education doesn't provide the right outcomes then it is not the fault of government, parents or business. It can only be the fault of the deliverer of service. Teachers need to embrace the new technologies in order to provide more tailored education for young people. They need to get away from the 'one right answer' syndrome and let young people investigate. There needs to be less emphasis on method and more emphasis on the variety of possible solutions.

For this to happen teachers and government need to work together instead of simply battling each other for salary increases. As in private industry, wages and salaries need to be earned. For too long teaching has complained about what is wrong but have done nothing to change it. That in itself must change. In the same way that lobbyists fight for private industry so must the teaching profession. They may well find they are pushing at an open door.

Parents too have a responsibility to engage in the process. They need to recognise that the best examination results do not necessarily mean the best preparation for their children. They need to take time to understand the speed and the way that the world is changing. They need to recognise that simply sending them to a good academic school and then letting teachers get on with it is an abdication of their responsibilities as parents.

Work and home life needs to be put in balance. It is not sufficient to get home tired and sit in the same room as your children while they play with games and indulge in social networking. There is a need for real interaction and the need for real experiences where they can explore and investigate the world around them. They and the parents need to enjoy real interaction and shared experiences together.

Businesses need to recognise what is happening in the world and to take the necessary steps to align themselves to take advantage of this change. They need to create working conditions that motivate and encourage people to want to work for them. They need to create the environment where work is an enjoyable experience and where company loyalty comes from enjoyment of the work rather than fear of dismissal.

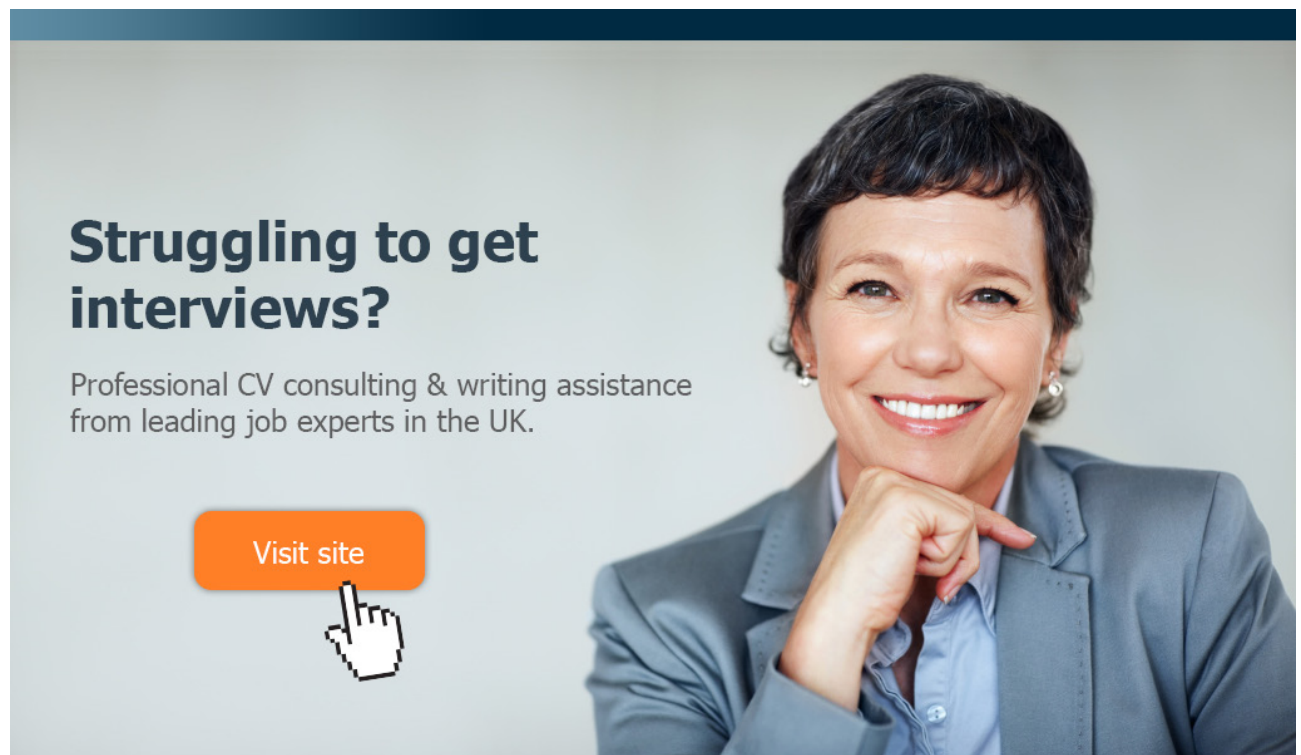
As with each generation people want more than the previous generation. The ability to add more, through increased salaries, shorter hours, longer holidays or better staff facilities is reaching its finite limit. There is a need for a different approach to business that fulfills the employees in a different way. As businesses reinvent themselves to adapt to the new world order, employees need to feel engaged and part of the process.

For the individual the opportunities are potentially limitless. The new approach would enable them to express their creativity as well as their knowledge. But they need to grasp this opportunity or else those that do grasp it will sideline them.

In concluding this book I am reminded of my contact with Bhutan. I was very impressed by this whole approach to happiness where governments set policy based on happiness criteria for their people, where everyone holds happiness as the most important measure of success of a country. This new approach would take some time to evolve, and there will be the old diehards that still believe that written qualifications are everything.

However, we only have to look at the unrest in the world to realise that the old system is not working. Life has become too compartmentalised. In a world where communications have never been better, governments, teachers, parents, business and young people have ceased to communicate between each other.

There has never been a better time to move from the Industrial Revolutionary period to the Innovation Revolution period. That requires a whole new approach and perhaps a shift from looking 'West' to looking 'East' is a start in the right direction.



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