Master's of Science in Management

Alternative Routes to Management: The Humanities

Humanities' role in managerial development,
from the perspective of Southern Sweden and Denmark

Chogolyanova, Vasilena

Neilly, Josef Harry

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Abstract

One's ability to lead and manage should not be dictated solely by one's education but rather their experiences and personal background. If this is the case, then little attention should be paid to whether one comes from a business-related background or not, and more attention should be paid to the skills and characteristics of the individual. This study investigates how the humanities are represented in the business world, and what kind of contribution they can make to it. It also explores if humanities graduates fulfil the criteria of what it means to manage, and if their ability to manage was impacted by their studies.

A quantitative study was conducted, which involved gathering LinkedIn profile data of 2231 managers from Southern Sweden and Denmark. It was found that 33% (736 of 2231) were from business-schooling backgrounds, 17% (373) from engineering and only 2% (44) from the humanities. Following the findings of a low representation of humanities graduates, a qualitative approach was introduced. Interviews of 8 of the 44 managers from a humanities background found that they did indeed fill the criteria of what is required to be an effective manager. It was also found that the humanities graduates felt they, amongst other things, offered more 'holistic thinking' and an ability to 'connect dots'. They reported that they have a special ability to consider different dimensions as opposed to the one-dimensional approach they felt that business school graduates were only able to offer.

This study is of particular relevance, given the current trend of workforce diversification in business. In light of the findings of this study, HR departments of businesses that wish to diversify should consider humanities graduates for management positions, given that they fulfil the criteria of what it means to manage in addition to what the different perspectives they can offer.

Keywords: developing managerial skills, humanities, managerial roles, managerial mindsets, diversity in the business world

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List of Abbreviations

DAC: Direction, Alignment, Commitment

EU: European Union

INTVW.: Interviewee

MBA: Master's of Business Administration

Pop. = Population

S (Italics): Sample Size

SAS: Scandinavian Airline Systems

W (Italics): Size of population

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1 Introduction

Management is a multi-faceted discipline comprised by many different activities and aspects (Mintzberg, 1973; Birkinshaw et al., 2014). There are multiple business aspect e.g. finance, accounting, economics, marketing. There are also the personal aspects of leading people, strategic and analytical thinking, and building relationships. According to contemporary research on the topic of management development, there are more scholars today than ever who research management and organisations. Further, there have never been more people enrolling into business degrees and courses than there is today (Birkinshaw et al., 2014). It is a common preconception that if one wants to be a manager, one must undergo managerial training. There are a few of ways to train a manager, but those most commonly known and pointed out by scholars are through university degrees such as a Master's of Business Administration (MBA), stand-alone courses in management and leadership and in-house management programs at private organisations (Mintzberg, 1973; 2004). Although management research is beginning to widen its scope further than the business and economics fields, this paper takes the stance that a business degree or a management course can only teach an individual so many of the above-listed skills.

Based on scholars who have been researching the theoretical and practical implications in management and leadership studies, management education does not prove to be as effective for the business performance and the management practice of its students (Donaldson, 2002; Ghoshal, 2005; Gosling & Mintzberg, 2004; Hambrick, 1994; Mintzberg 1994; Leavitt, 1989; Pfeffer & Fong, 2002). The question this paper poses is whether one can become a manager without a business degree. It should further be argued that one can become a manager without any managerial training and can perform at the same level. In his book *Managing, not MBAs* Henry Mintzberg (2004) questions the way management and leadership training, specifically MBA programmes, are structured and what they teach. One of

Mintzberg's (2004) arguments is that business degrees fail to teach or communicate the importance of personal or soft skills, such as working with people.

Further, Linda Hill (1992) asserts that business school "does little to prepare managers for their day-to-day realities" (p. 275). This paper's idea is that MBAs should be structured in a way that mirrors the complexity of roles and mindsets of the managerial position – otherwise, they are perhaps not necessary. For years, scholars and theorists have been researching the field of management and leadership. They have theorised what it means to be a manager and a leader and how can one learn to be one. Many questions like 'can anyone be a manager?' or 'can one be taught to lead?' have been addressed in the research, and the answers vary. For that reason, a logical first step for this research is to explore what academics say about what it means to manage, what roles managers have and how they think and act. By researching the current situation of management and leadership thought and development, this paper will gain further insight into the field. However, what it means to manage creates further questions: how do managers do what they do, and where do their skills come from?

It is preconceived that to be a manager, one needs to undertake a managerial or business education. Having existed since the 1900s, business education has become standardised across the world and operates on the premise that the functions of business are enough to create a manager (Mintzberg, 2004). It is argued that, even though MBAs incorporate some practical cases or games in their teaching, these are still providing students with a one-sided view of management (Mintzberg, 2004). This creates a business world filled with business people thinking in similar patterns; therefore, a valid question to ask would be, can someone be a manager without a business education. Without subtracting from the value of business education, scholars have argued that management is a practice that one learns on the job and through work experience, vital managerial knowledge and skills are developed (Livingston, 1971; Mintzberg, 2018). It is argued that we need more soft skills and humanity, and less academically approved professionals in managerial positions (Mintzberg, 2004; Livingston, 1971). Considering these statements, management is rooted in experience and is developed by doing, but most importantly, it is not a profession like medicine or engineering. According to Henry Mintzberg (2004, p. 6):

"There are no natural surgeons, no natural accountants. These are specialised jobs that require formal training, initially in a classroom… (…) Leadership is different. There are natural leaders. Indeed, no society can afford anything but natural leaders".

Furthermore, having stated that the business degrees are focusing only the business aspects mentioned above, each educational field promotes its own views of the world (Gosling & Mintzberg, 2004). There is room for the argument that other educational backgrounds can contribute to a new view of the business world and bring out much-needed diversity.

While management and leadership development maintain keen interest, much debate has come in the true value of these training programs (De Déa Roglio & Light, 2009; Mintzberg, 2004; McCall, 1992). It can be argued that if the contribution of these programmes is beginning to be questioned by scholars, then a window opens for the contribution of other programmes. If we speculate that what Mintzberg claims is true, that leadership ability is a natural occurrence; then it can also be argued that these leaders can be found from other educational backgrounds. It goes without saying that education contributes to one's skill set; some degrees provide many hard skills; some are more theoretical and provide soft skills. If a degree in business is considered to provide one with many practical skills such as in the fields of finance, marketing or strategy then what about an Arts degree. To be more specific, this paper will focus on managers with a degree from the field of humanities. Humanities graduates have a lot of soft skills in different fields; the degrees are more related to thinking critically, analysing texts and hypothesising, for example. Thus, if a degree in this field of study is *different* to the fields of business or economics, then this paper deems it interesting to explore what it means to manage as a humanities graduate.

The contribution humanities degrees have in the field of management and leadership has been previously discussed by academics. The skills one acquires from such degrees contribute to a leadership ability with a broader and more diverse perspective (Galgardi, 2006, Gehrs, 1994). Hence, there is also an indication in previous research that a degree in the humanities can bring diversity in the business world. To the knowledge of the authors of this paper, there is no previous research on how humanities graduates are represented in the business world, e.g. how many of them work in management positions. Research has been done on the contribution to leadership development, made by skills acquired through a humanities degree. However, there does not seem to be any research on the question this study poses. Namely, do humanities graduates fulfil the managerial mindsets and requirements set by scholars, in particular Gosling and Mintzberg. It needs to be inquired if managers with such educational background can compare to the business graduates who have spent months or years learning about finance, marketing, strategy-making, leading individuals, delegating tasks and coordinating. Further, it is worth investigating whether the diversity a humanities graduate brings into the business world is self-perceived as something that gives them an 'edge' or benefit in their career. Having set the scene in the management field and

having identified a research gap, this paper has come to two hypotheses. First of all, it is presumed that most managers are business schooled in one way or another and other educations are underrepresented. Second of all, this paper operates on the hypothesis that one can have the required managerial skills and mindsets through the route of a humanities degree and/or experience.

2 *Purpose and Research Questions*

The initial purpose of this study set out to find what role education plays in the formation of a manager. Following theoretical background research, this was found to be too broad, as education is considered to only be one of many aspects of managerial development. By using 'educational background' as a variable, this study aims to challenge conventional routes of management i.e. through business-related degrees, and instead proposing an alternative route: the humanities.

It is the authors' belief that there is no reason that humanities graduates would not be able to lead and manage, the wish to validate this belief led to a purpose for study - having found no previous research on the matter. The role humanities play in the business world will be investigated, identifying how large a stake the humanities hold versus other educational backgrounds. In doing this, the extent of the 'problem' can be fully grasped, and understanding just how the humanities are represented. The second part of this study aims to investigate what managerial skills one acquires from a humanities degree. The *Five Minds of a Manager* as presented by Gosling and Mintzberg (2003) will be used to find out if the managers that have been identified have what it takes to lead and manage. The ultimate aim of this paper is to answer the following research questions:

- *How are the humanities represented in the business world?*
- *Can a humanities education provide an individual with the skills required to lead and manage?*
- *Can the skills an individual gets from a humanities degree fill the mould of what Gosling and Mintzberg define as a manager?*
- *How can a humanities degree contribute to the business world?*

The value of such a study comes from many perspectives. The study is of interest to humanities graduates as it will offer insight into the relevance of their education background in the business world. In addition to this, by finding out if humanities graduates are able to manage, or not, it will act as an insight into what

they can offer - acting as resource for HR departments and hiring managers that are wishing to diversify. This topic is of particular relevance to the authors as they themselves come from humanities backgrounds where acquired skills can be difficult to identify (Terras, M., et al., 2014). Therefore, this study will be helpful for gaining an insight into the tools a manager uses in their careers and how these tools can be obtained from the humanities. Geographically, this paper will focus on 'Øresund[(DK)]/ Öresund[(SE)]' Region of Sweden and Denmark, which includes Greater Copenhagen, Denmark and Scania (Skåne), a region of Southern Sweden. As both authors reside in Sweden and Denmark, this was chosen as the region of focus as both quantitative and qualitative studies would be most effectively conducted.

The purpose of this paper is not only to explore humanities and management and to attempt to answer the questions above, but also, to open the door and stimulate further research on the topic.

3 Theoretical Background

3.1 Introduction

Before conducting the studies, it is important to create context. Part of this study, as mentioned, aims to challenge the current hypothesised norms: hiring business people for business jobs. This paper intends to find out if one can become a manager and leader through alternative routes of education, specifically, the humanities. The theoretical background has been conducted in a way as to start broadly, developing common understandings, along with a robust theoretical framework which will enable the study to be conducted effectively.

Firstly, the terms *management* and *leadership* will be explored in a broad sense, before elaborating on the roles and characteristics of a manager from various perspectives. By firstly identifying the key roles of a manager, it acts as a framework which aids the formulation of questions for the qualitative part of this study. Further to this, by expanding the theoretical background into managerial development, an understanding of where one's managerial and leadership ability is developed: education, experience etc. Afterwards, the focus will be narrowed to the humanities: exploring the theory that supports that those from a humanities background can satisfy the criteria of what it means to manage and lead. Finally, the benefits of diversifying one's workforce will be elaborated on, as a means of supporting the idea that those from a humanities background should be taken into consideration during the recruitment process.

3.2 Management and Leadership

The etymology of management, from Latin '*manus agere'*, translates as 'to lead by the hand'. It implies a clear crossover between the two concepts of '*management'* and *'leadership'*. It is the case that in many Western languages there is only one word to cover both terms (e.g. Danish + Norwegian: *ledelse*), otherwise, they are most often borrowed from English (e.g. German uses *management*). The separate terms are defined in the dictionary as follows:

MANAGEMENT
"be in charge of (a business, organisation, or undertaking); run; maintain control over (a person)."

LEADERSHIP
"cause (a person) to go with one by holding them by the hand (…) while moving forward; organise and direct; set in motion."
(Oxford English Dictionaries, n.d.)

The definition of leadership is closer to the original meaning of the word management, but as with many words, the meaning has changed over time. The most widely known early explanation of the functions of management was proposed by Henri Fayol (1917, p. 151) – *"planning, organisation, commanding (staffing), coordination (directing), controlling"*. These functions are said to still stand true today (McLean, 2011). The primary functions of leadership have also been proposed as 'direction, alignment and commitment' (Drath, et al., 2008). In literature, separation of terms has led to much debate by scholars over the years. However, in most recent literature, leadership is seen as 'superior' (Mintzberg, 2015), 'management and leadership should be one in the same' (Plucknette, 2014, p. 16), 'management and leadership are complementary to each other' (Kotter, 2001, p. 16). In consideration of these perspectives and following many other academics, **from this point forward, leadership will be seen as an extension of management** (Cross, 2018; Ellis & Abbott, 2015; Kotter, 1982; Mintzberg 2015; Smircich & Morgan, 1982).

3.3   Roles and Characteristics of a Manager

Generally, the terms *management* and *leadership* can be described in just a few words; however, when going into more depth, what a manager does has been the subject of much discussion. Although roles may differ slightly from manager to manager, many academics have made efforts to define what managers do in a broader sense. According to writer Tom Peters, good managers are doers; Michael Porter, 'the father of business strategy', claims they are thinkers (Mintzberg, 1994). Gosling and Mintzberg emphasise the importance of balancing both these elements:

"Everything that every effective manager does is sandwiched between action on the ground and reflection in the abstract. Action without reflection is thoughtless; reflection without action is passive. Every manager has to find a way to combine these two mindsets—to function at the point where reflective thinking meets practical doing" (Gosling & Mintzberg, 2003, p. 2).

Many academics have elaborated in efforts to define and 'cover all bases' on what it means to manage. In doing this, Mintzberg (1975) has categorised the roles, Drucker (1974) has listed them and Kotter (2001) has drawn comparisons between tradition management roles and modern leadership concepts.

3.3.1   Roles of a Manager, according to Mintzberg

Mintzberg (1973), in the *Nature of Managerial Work,* contests the traditional functions of management: planning (forecasting), organising, staffing, directing, controlling – as proposed by Fayol

in 1917. Mintzberg (1973; 1975) claims they are too vague and struggle to truly depict what a manager does. Instead, he presents three different activities or perspectives - interpersonal, informational and decision-making – within these activities are different roles that the manager performs.

Interpersonal Roles

The interpersonal roles, of course, relate to people. He suggests three different roles, the first being the *figurehead* – which acts as a representative for the organisation, similar to that of a head of state. Secondly, the *leader* role involves the leadership aspect where they should motivate and empower employees, taking care of needs and aligning them to those of the organisation. The *liaison* role is about collaboration outside of the vertical structure of the organisation, e.g. with other departments. Mintzberg does suggest that without effective leadership, the team will not be motivated and will be less productive. In support of this, Zaleznik and Bennis insist that a good manager is a leader (cited in Hill, 1993). Of all the roles, this is perhaps the most crucial. In 2015, Mintzberg asserted in a personal blog "an end to the belief that leadership is separate from management, and superior to it". This realisation of Mintzberg affirms the importance of leadership.

Informational Roles

These roles very much involve sending and receiving information: the *monitor* scans their surroundings, is aware and collects all pieces of information; the *disseminator* gives relevant information to subordinated that need it; the *spokesperson* acts as a representative for those outside the unit or department. These roles are self-evident, given the necessity to share relevant information within an organisation. However, they also relate to collaboration and gathering the right information, and putting it to best use, allowing for increased productivity (Mintzberg, 1975).

Decisional Roles

Despite the name, these roles do not directly apply to decision-making. However, Mintzberg says they act as an input towards decision-making: the *entrepreneur* will scan their periphery for changes, in seeking the possibility to innovate or improve; the *disturbance handler* deals with the unexpected changes beyond control; the *resource allocator* ultimately decides who gets how much of what; the *negotiator* is in line with the *figurehead* mentioned above, however also taking part in negotiations. These decisional roles relate closely to what Fayol (1917) wrote that managers do: plan, organise, coordinate and control.

3.3.2 *Roles of a Manager, according to Drucker*

According to Drucker (1974), 'the father of modern management', the roles of a manager are not necessarily categorised, but rather they flow into one another. Managers set objectives, goals, and strategies for reaching these goals; these will be achieved through thorough and effective communication to the people who are expected to perform the tasks. Through analysis and action, these tasks are divided into manageable jobs and delegated to various selected units within the organisation.

Unlike Mintzberg, Drucker specifically mentions motivation and communication as independent managerial roles: they do this through how they work, forming relations with those around them, through motivators like pay and promotion and also through constant communication, inclusion and involvement. The manager creates performance measurements, communicating these to those around them. Finally, the manager not only works to develop themselves but also helps others to develop.

3.3.3 *Roles of a Manager, according to Kotter*

Kotter (2001) holds an alternative approach to those above, where management and leadership are two separate entities that ought to "complement" (p. 16) each other – a successful manager is also a successful leader, however, not in the sense mentioned above (in Section 3.2). He says that it is most often the case that one is a good leader, yet an average manager or vice versa. However, to be a good manager overall - in terms of the job title - it is important to be both a good leader and a good manager.

Kotter's principles are closely in line with those of Drath et al. (2008) in terms of direction, alignment and commitment. He takes these three core roles of leaders and explains how they should be executed, contrasting them to the roles of a manager. Although his view on the connection between management and leadership differs from what has been stated above, his examples of a manager in comparison to a leader further emphasise this idea of leadership as an extension of management.

Although not referred to in his paper, he appears to take Fayol's (1917) principle of management as a base, using Drath et al. (2008) for the leadership perspective. He says the manager plans and budgets, whereas the leader sets direction; the manager organises and staffs, the leader aligns people; the manager controls and solves problems, the leader motivates people. If what Kotter (2001) says about

the need to be both good at managing and leading to be successful is maintained, then it is judged safe to assume that one must be good at the six roles he has mentioned above, to be deemed good at managing.

3.3.4 *Roles: Discussion and Summary*

Both Mintzberg and Drucker highlight a number of roles that are inherent in being a manager; these involve **communication and collaboration** vertically and horizontally and both within and outside the organisation. According to Drath et al. (2008), this contributes to (DAC) **direction, alignment and commitment**: agreement on the goals, coordinated work towards the goals and mutual responsibility for the goals. This combination of DAC, as supported by Kotter (2001), contributes to **leadership** and **creates motivation** to achieve the goal collectively. Secondly, **information and data analysis** are of great importance to the manager, receiving many pieces of fragmented information and connecting it (Mintzberg, 1975); in the same fashion, receiving large pieces of information and breaking it into more manageable bitesize chunks for those who need it (Drucker, 1974). They must **maintain awareness** of what is happening around them, both inside and outside their normal sphere. Given the extent of tasks and roles proposed by both Drucker and Mintzberg, it is clear that managers evidently have a lot to do, they are *doers*. They must be able to cope with **persistent fast-paced activity and decision-making while under pressure.** Kotter takes an alternative approach to the question, perhaps part in fact as he is writing about leadership, which he sees as 'complementary' (2001, p. 16) to management, rather than as an extension to it (Drucker, 1974; Mintzberg, 2015; Plunkette, 2014). His six roles make use of Fayol's managerial roles which he matches to Drath et al.'s *DAC ontology* to show how these roles can be complemented with leadership.

The above roles and characteristics (in bold), suggest many of the aspects of what management involves, with the perspective of leadership included. Carroll and Gillen (1987, p. 43) say that the *'physical activities of managers do not indicate what they do',* referring to Fayol's (1917) managerial roles, as mentioned earlier - this could perhaps also be said about the roles proposed by other writers. Instead, the focus needs to be on the 'how' rather than the 'what' when it comes to management and leadership: rather than 'what do manager's do?', the question should be 'how do managers do what they do?' or 'how do they think and act?'.

3.4 The Five Minds of a Manager

In expansion of the statement above on balancing reflection and action, Gosling and Mintzberg (2003) suggest alternative aspects a manager should take into consideration when fulfilling their roles – what they phrase as *minds* or *mindsets*. Rather than focussing on what managers do, it focuses on how managers should think, then act. In all, there are five mindsets:

1. The *reflective* mindset which deals with 'managing self'.
2. The *analytic* mindset which deals with 'managing organisations'.
3. The *worldly* mindset which deals with 'managing context'.
4. The *collaborative* mindset which deals with 'managing relationships'.
5. The *action* mindset which deals with 'managing change'.

These mindsets encapsulate all of the roles highlighted above (in Section 3.3) and develop insight into them, putting them into a context of how one can also develop these skills further. Below, is a summary of each of the mindsets.

Managing self: the reflective mindset

Personal development; turning occurrences into experiences; how successful managers think
Gosling and Mintzberg (2003) assert the necessity of reflection as a manager – "serious thought or consideration" (Oxford English Dictionaries, n.d.). They explain that managers ought to stop and think, taking a step back to reflect thoroughly on their experiences. Reeves, et al. (2017) profess that reflection has lost its place and claim it is an art that urgently needs a comeback. Something that happens only becomes an experience when one can learn from it, this outcome is achieved through deep reflection - digesting something that has happened, relating it to patterns and synthesising (Gosling & Mintzberg, 2003).

"The most useful reflection involves the conscious consideration and analysis of beliefs and actions for the purpose of learning. Reflection gives the brain an opportunity to pause amidst the chaos, untangle and sort through observations and experiences, consider multiple possible interpretations, and create meaning" (Porter, 2017).

Thus, reflection occurs when the mind of the manager makes the connections between the experience and the explanation. Without reflection and understanding of the meaning of the things that have happened, managing is mindless. It is about thinking deeper, so one can understand better

and perceive familiar things in different ways (Gosling & Mintzberg, 2003). In addition, reflective managers have a respect for history, not necessarily from that in books, but in everyday history of every little thing that happens that makes an organisation work or not (Gosling & Mintzberg, 2003). It is believed that reflection is something most managers do not do, but should be doing (De Déa Roglio & Light, 2009; Mintzberg, 1975).

Managing organisations: the analytic mindset

Analysing is essential for organising; common goals and performance measures

Gosling and Mintzberg's (2003) analytic mindset involves breaking down complex phenomena into parts easier to comprehend. A good analysis of a company provides people with a common understanding of what is driving their efforts and it provides measures of performance. The structure of an organisation is analytic as a means of dividing labour – this is in line with Drucker's roles above (1974). The question the article poses is how a manager can truly get inside the analytic mindset, beyond the superficialities and into the meanings of structures and systems. This can be best illustrated when talking about making complex decisions, when just running the numbers is not enough. The deeper analysis does not simplify the complex decisions, it sustains it but it breaks it down according to the organisation's capacities (Gosling & Mintzberg, 2003).

Moreover, the analytic manager finds the limitations in the techniques used in other people's analysis and recognises biases in their own thinking. This allows managers to see thing differently, solve problems and encourage others to change course. Something business schools teach today's managers is to do too much of a conventional analysis and not enough reflective analysis (Gosling & Mintzberg, 2003).

Managing context: the worldly mindset

Not globalisation, rather openness to new worlds

It is more important for managers to get into worlds beyond their own and consider the circumstances, habits and cultures of other people. Being a global company does not necessarily mean being worldly. Many managers in global companies are still rooted in the corporate culture, thus, not having a global perspective (Gosling & Mintzberg, 2003).

"Being a manager with a global mindset means spending a lot of time in the air, but being a worldly manager means getting out of the office and spending time where products are produced and customers served and getting to know these areas of the company" (Gosling & Mintzberg, p.5, 2003).

Having a worldly view means having particular responses to specific situations and avoiding generalisation. It is about thinking considering both 'local' consequences and the overall performance of the company. Other 'rules' include seeing multiple world-views, not differences; recognising boundaries in different cultures; avoiding the presumption that the world is converging towards a common culture (Gosling & Mintzberg, 2003). Being worldly also means trying to get into the other person's shoes by empathising and understanding their way of thinking. The worldly mindset allows a manager to see things from other perspectives and reflect upon those, putting the reflective mindset into a context. It is important as a manager to operate on the edge of various worlds - cultures, industries, companies. Being worldly does not always have to do with different cultures, but also understanding how the companies' customers or competition think and act (Gosling & Mintzberg, 2003).

Managing relationships: the collaborative mindset

Creating commitment; recognising needs of the team; engaging.

Being of a collaborative mindset requires that one takes a step back from 'heroism' and engages more - listening to the needs and capabilities of the team. Managing is about working with people, if one does not see the human behind the resource then one does not have a collaborative mindset. Additionally, when it comes to managing people, it is vital to also manage the relationships with those people. A good manager must push beyond this idea of empowerment and focus more on the commitment of the team.

"To be in a collaborative mindset means to be inside, involved, to manage throughout. But it has a more profound meaning, too - to get management beyond managers, to distribute it so that responsibility flows naturally to whoever can take the initiative and pull things together" (Gosling & Mintzberg, 2003). Similarly, Buckingham (2005) addresses the importance of capitalising on the uniqueness of each person as the essence of great management. By doing this the collaborative manager challenges their employees to perform at their best, and that in turn, makes them more accountable, take ownership and builds a stronger sense of team (Buckingham, 2005).

Managing change: the action mindset

Creating direction; recognising team capabilities; implementing change

The action mindset involves setting direction based on an awareness of the capabilities of the team. The majority today understand the need for change and the action mindset is about setting a direction to implement that change (Gosling & Mintzberg, 2003) The action mindset is about *"going with the flow, but (...) also making the flow"* (Mintzberg, 2011, p. 16). A good manager will use the balance of a reflective and action mindset to their advantage - if they reflect too much, nothing gets done; if they do not reflect, things get done thoughtlessly (Gosling & Mintzberg, 2003).

The Five Mindsets: Discussion

As mentioned above, the authors of this paper - after review of different perspectives on management - agree with the five mindsets proposed by Gosling and Mintzberg. The reflective mindset, although not directly mentioned in the roles by Drucker, appears to be of utmost importance (Mintzberg, 1975). The analytic mindset is strongly supported by all writers, claiming its importance in the 'informational roles' and when transmitting information to peers. The worldly mindset is not suggested above, however, the authors of this paper conclude that in a world of ever-increasing globalisation and multiculturalism, this is extremely relevant. The collaborative mindset is also deemed to be of high relevance: it is suggested in the managerial roles above, but also is strongly in line with the idea of leadership and successful managing. Finally, the action mindset aligns with the ability to cope with fast-paced activity and quick decision-making under pressure.

The mindsets, overall, are supported by the aforementioned DAC model (Drath, et al. 2008; Kotter, 2001). This is particularly so in the collaborative and action mindsets where direction and alignment are key. The importance of reflection has been stressed as a vital part of managing and leading. Perhaps the most vital aspect to managing is the balancing of the reflective and action mindsets (Argyris, 1982; De Déa Roglio & Light, 2009; Gosling & Mintzberg, 2009; Jackall, 1988; Senge, 1990). Further, Mintzberg (2011, p. 206) describes the mindsets as "not formula, not theory, not even a set of propositions so much as a framework by which to think about managerial effectiveness in context". The mindsets reflect the behaviour of effective managers and perhaps could be used to measure one's ability in management – if one can fulfil the five mindsets then one ought to be good at managing (Gosling & Mintzberg, 2009).

To conclude, what it means to manage, has been explored: what the role involves and how an effective manager thinks and acts. Following the theme of this study, it seems necessary to study how a manager develops, how it is that one develops into an individual that can fulfil the five

mindsets suggested by Gosling and Mintzberg. Previous research will be investigated in efforts to look into where these characteristics and mindsets are thought to originate, and where they are developed.

3.5 *Routes to Management: Education or Experience?*

As seen above, management ability is best portrayed through the five mindsets - each of these coming from soft-skills from within a person. The intention now is to explore how these soft-skills are attained and how one develops this 'thinking and acting like a manager' – is it something that is taught or something one gains from experience?

3.5.1 *Management and Leadership: Taught Skills?*

Kotter (1982) argues, at length, that Management is not a taught skill. Based on a research sample of 1000< managers, his interpretation of managerial development is broken down into sub-categories: "Basic Personality; Accumulated Information and Relationships; Childhood Family Environment; Educational Experience; Early Career Experiences" (p. 36). It is pre-career experience that gives an individual the real ability to manage. He explains that these abilities "probably begin to develop at birth. By the time they are ready for graduate school, at least 15 of the 25 'common characteristics' […] are already identifiable" (p. 143).

In fact, in terms of general employee training, it is said that only ten to fifteen percent is applied in the workplace (Broad & Newstrom, 1992; Burke & Baldwin, 1999; Cromwell & Kolb, 2004). In the case of management development training, a survey showed that managers felt that only forty percent of the content of the course was applied in the workplace, immediately following the courses; after six months only twenty-five percent and by the end of the first year only fifteen percent was being used (Newstrom, 1986).

It is to note that under his category of educational experience he mentioned that one should have a Bachelor's degree "at least" in a "business-related subject" (Kotter, 1982, p. 36) - this is something that will be explored later, from other perspectives. Mintzberg (2004) also believes that managing ability comes from within, it is not something that can be taught: it is developed as part of who we are, and the tools given by education may only be useful to those that are already fully developed leaders and simply need the tools to execute their ability. Mintzberg (2004, p. 9) claims:

"There are no natural surgeons, no natural accountants. These are specialised jobs that require formal training, initially in a classroom… [...] Leadership is different. There are natural leaders. Indeed, no society can afford anything but natural leaders. […] Education cannot pour life experience into a vessel of native intelligence, not even into a vessel with leadership potential. But it can help shape a vessel already brimming with the experiences of leadership and life".

If one's ability to manage is a natural occurrence, then does one's educational background have any impact on the ability to manage? Can you come from any background and still manage provided that you have the right 'mindsets'? To be able to answer these questions, there is a need to explore what managerial education consists of, and how it intends to produce new managers through education.

3.5.2 *Business-Schooling and 'Managerial' Education*

It is hypothesised by the authors of this paper that the majority of those in management positions come from a business-related educational background. Kotter (1982) suggest that managers should have at least a university education in a business-related field. However, he later mentions that education is not the key to development (Kotter, 1988) – indicating that one should have an education in a business-related subject but that is only a very small part of the equation.

There are a myriad of ways that one can become educated on management and leadership: MBAs are a typical route for those wishing to 'climb the ladder' and become more senior managers (Mintzberg, 2004). However, MBAs have recently come under fire for being "specialized training in the functions of business, not general educating in the practice of managing" (Mintzberg, 2004, p. 5). This appears to be a common theme in business education, Linda Hill (1993, p. 274) recalled a study by Porter and McKibben (1988) on business school graduates where almost two-thirds claimed "that they used skills marginally or not at all in their first management assignments"- this is precisely when said skills should have been put to use (Mintzberg, 2004).

Related to this, Mintzberg (2011, pp. 100-101) conducted a study on twenty-nine managers to find that, in most cases, one's background has little influence in the day-to-day goings-on of managers – it was only in medical and legal organisations where educational background, and previous work-experience had a 'major influence' (full findings can be found in the Appendix 9.1).

3.5.3 *Experience*

Drucker (1974) affirms that managerial development is not about taking courses. Of course, they provide some tools, but they do not provide managerial development themselves. He claims that most of this development happens on the job. He questions the benefit of taking a manager away from their job to attend these courses in the first place. Kotter (1988) indeed also concluded that although formal training and education can be important, it never appears to be the key to development in organisation,

"it may be rather obvious that if people spend 98-99% of their work time on the job, and only 1-2% (at most) in formal training, that most learning must occur on the job" (p. 219).

That is to say most of what we know and how we develop comes from experience.

According to a *Fortune* survey, corporate recruiters were asked if they had suggestions for improvements to MBAs, recommendations included the teaching of soft-skills, especially interpersonal skills and being more realistic about expectations for the first job (Deutschman, 1991). The failure to teach the soft skill of reflection, and the balance between reflection and action is perhaps one of the more significant failures of formal education (De Déa Roglio & Light, 2009). However, Mintzberg (2004, p. 203) refers to a study in one major company that "found a significant relationship between early job challenge… and subsequent managerial success [...] development is not something you can do for someone. Development is something people do themselves".

3.5.4 *Other Fields of Education*

If current business education does not play a strong role in managerial or leadership development then the study should look into how many managers there are that have these types of degrees. It would appear that one's ability to manage is separate from one's educational background, with personal experiences and development playing a large role. If this is the case, then what role can other educations play in managerial development?

There are obviously certain roles that involve specialised education: finance, law etc (Mintzberg, 2011, pp. 100-101). One could also be said to have an advantage in an area of business they are educated in: marketing, human resources etc. But how many companies are hiring or promoting business

graduates to management positions versus other fields of education, even though research suggests that it is irrelevant?

Earlier mentioned research suggests that business education is not synonymous with managerial development (Drucker, 1974; Kotter, 1988; Mintzberg, 2003). The authors of this paper are both language graduates and would like to take humanities as an example, which conventionally is far removed from business: **can we see that humanities graduates also have the capacity to manage successfully: that they have the right mindset and personal characteristics to be able to manage based on Gosling and Mintzberg's** *Five Minds*?

3.5.5 *Humanities*

Before considering humanities from a business perspective, it seems relevant to introduce the concept itself: the humanities involve any areas of knowledge that concern human beings and their culture. Through both analytical and critical means comes an appreciation for human values and the unique ability for human to express themselves. Academically, the humanities are considered separate from physical and biological sciences and also less clearly separated from the social sciences. The humanities involve, language and literature study, the arts, history and philosophy (Encyclopædia Britannica, 2019).

3.5.6 *Skills Acquired from Humanities*

Searching most university websites for humanities degrees, you will often find a list of transferable skills. Terras et al. (2014) have developed an extensive infographic of these skills. They claim that the understanding of the language, history and culture of others teaches empathy, this is done through the fostering of social justice and equality, revealing "how people have tried to make moral, spiritual, and intellectual sense of the world". The humanities teach both a critical and analytical approach to complex and incomplete information; evidence is weighed sceptically; every question has multiple dimensions; creative and critical thinking and effective communication are encouraged - "the humanities develop informed and critical citizens".

3.5.7 *Humanities and Leadership*

As mentioned above, humanities offer a different overall approach than the sciences. Galgardi (2006, p. 8) claims that the humanities do not create "administrators with prescriptions or information that can be used immediately to solve specific problems, analytical or relational; nor will it in enable them

to take technically satisfactory decisions". He does, however, state that those who have studied humanities are able to see people and events from a broader perspective with a higher level of humility and morality; this is something that is specifically said to be missing from managerial theory and education (Ghoshal, 2005). Rather than focus on corporate values and apply algorithms they "give just as much importance to passion as to reason, to wisdom as to competence" (Galgardi, 2006, p. 8). Czarniawska (2006) supports this, adding that this approach allows the development of critical thinking ability. Hendry (2006) suggests that the study of human and character in history, literature, plays, ethnographies etc. allows for a deeper understanding of "fellow humans as individuals" (p. 277) – something that has already been mentioned as a key success factor in leadership, and aligns with Gosling and Mintzberg's (2003) **collaborative mindset**.

Gehrs (1994, p. 157) explains that most forms of management and leadership education offer theory and models to explain and define what it means to lead. She claims, however, that they are quite binary in that limited numbers of variables can give a limited number of outcomes and conclusions. Contrary to this, she explains that "a humanities-based approach to leadership can take into consideration the dynamic context". She emphasises that literary analysis sets a pace of constant thought that allows viewing things from multiple perspectives, reflecting on these, considering each of those perspectives, and working to understanding those of others – components of the **reflective and worldly** mindsets mentioned above (Gosling & Mintzberg, 2003).

3.6 *Diverse Workforces*

In a broad sense, a diverse workforce encompasses individuals of various dimensions of identity: age, race, nationality, gender, background and sexuality, for example (Syed & Tariq, 2017). Diversity management involves "a set of (…) policies and practices aimed at recruiting, retaining, and managing employees of diverse backgrounds (…) creating a culture in which everybody is equally enabled to perform" (Syed & Tariq, 2017, p. 1)*.* Diversity can be divided into two dimensions: "inherent" and "acquired" diversity. Inherent diversity involves what you are born with and cannot choose e.g. race, age, sexual orientation. Acquired diversity, however, deals with traits gained from experience e.g. work experience, educational background (Hewlett, et al., 2013, p.1.; Hudson-Ward, 2014, p. 34). This study deals with acquired diversity, in particular, educational background.

Diversity is seen to be a driver of innovation, when alternative insights are made available; when differences can be valued, "all employees can find senior people to go to bat for compelling ideas and

can persuade those in charge of budgets to deploy resources to develop those ideas" (Hewlett, et al., 2013, p. 2). A majority of employers are aware of, and accept the benefits of having a diverse workforce, however, few react (Hewlett, et al., 2013; Stoval, 2018). In order to fully benefit from a diverse workforce, one must be able to put value on the alternative views, knowledge and skills available - in contrast to only appreciating those of the majority (Acker, 1990; Zanoni & Janssens, 2004; Zanoni & Janssens, 2007).

To conclude, the concept of diversity is not simply about taking some people from outside the majority and expecting it to work; it is a multi-faceted issue. The benefits of diversity are numerous, and with certain procedures in place, it can happen. However, first and foremost if there is an active attempt to diversify - that is hiring people from the outside of 'norms' - then one cannot ever reap the benefits.

4 Method

4.1 Introduction

This study will take a mixed-method approach to answer the research questions. This approach has been selected, as neither a uniquely quantitative or qualitative approach would suffice. If only a quantitative approach were used, the data would be more statistical, thus, not as reliable or with a lower capacity to understand the nature of the situation (Sekaran & Bougie, 2013). In addition, a purely qualitative approach would not be possible without first identifying the relevant people to interview; this would be done through quantitative research. This study did not make use of triangulation where both methods are used to confirm the same hypothesis, but instead, two studies were carried out to meet different objectives (Sekaran & Bougie, 2013, p. 106).

Due to the two-step approach this study has taken, the 'Method' and 'Results' sections have been divided into two parts. Part I will deal with quantitative data collected from LinkedIn, which aided with the identification of 'managers from humanities'. In Part II, the managers were interviewed to find if they fulfil Gosling and Mintzberg's *Five Minds of a Manager*, and how their educational background plays a role.

4.2 Part I: Quantitative Study - Method

4.2.1 *Quantitative Study: Introduction*

This quantitative study will carry two purposes: firstly, to find out if there is indeed any notable number of humanities graduates; secondly, it will allow for the identification of interviewees for the qualitative part of the study -the primary tool for doing this is LinkedIn. Due to the approach, this study is easily transferable not only geographically to other regions, but also across disciplines/fields of study.

4.2.2 *Quantitative Study: Research Tool: LinkedIn*

In order to find managers for interview, LinkedIn was identified as a valuable tool. Linked in is an online social media platform aimed at professionals. The platform was launched in 2003 and is now "the world's largest professional network" (LinkedIn, n.d.). The website's intention is similar to that of Facebook, where it is about linking people together, sending messages and sharing posts which can be liked or commented on (LinkedIn, n.d.). In terms of privacy, one can choose to have one's profile hidden or public, messaging can also be locked so that only direct connections can contact you. Locked

messaging (called InMail) can be bypassed by any user who has upgraded to premium, where they have the opportunity to send five InMails per month to any user whose profile is not hidden, but has their messages locked (LinkedIn, n.d.).

LinkedIn features a search bar, where one can search for other users. Closest connections will be viewed first – known as '1st' connections: friends of friends; '2nd' connections: friends of friends of friends and '3rd' connections which follows the same trend, anything beyond this is simply marked as '3rd+'. Where one is situated geographically, and where one's core contact group is situated will impact the number of search results. One can search for organisations, people or people within organisations (LinkedIn, n.d.). For this study, this feature was able to be exploited, searching for companies and then keywords relating to the positions of people within those companies (LinkedIn, n.d.).

LinkedIn Use in Sweden and Denmark

As mentioned early, this study will take place in Sweden and Denmark. There are currently 630 million LinkedIn users globally, with three million LinkedIn Users in Sweden and two million in Denmark (LinkedIn, 2019) - approximately one-third of the population of each of the countries (Eurostat, 2019). According to Statistics Denmark (2017), Denmark's working population at the end of 2017 was 2.85 million, and according to Statistics Sweden (2017), this number was 4.92 million in Sweden. These numbers suggest high usage in these two countries, adding validity to the use of LinkedIn as a research tool – this may be challenging in areas where LinkedIn is not so popular.

4.2.3 *Quantitative Study: Data Selection and Population*

Companies were selected from different industries with the principle of having a broader overview. The focus is, in a broader sense, on how humanities are represented in the business world and not in one particular industry. Selection of industries was a relatively unstructured process. To begin with, eight industries were selected, and within those, eight companies selected - these acted as representatives for the industry involved. Industries were selected based on what the writers judged to be a diverse selection of some of the largest industries and companies in the 'Øresund' or 'Öresund' Region of Sweden and Denmark (TV2 Danmark, 2010; Export.gov, 2019; Export.gov, 2019; Øresunds Instituttet, 2015). Many of the 'top' companies were in the same industry so others were selected as substitutes. The industries and companies were as follows:

Energy:	Vestas, Denmark
Engineering:	Tetra Pak, Sweden
Food and Dairy:	Arla Foods, Denmark
Hospitality:	Scandic Hotels, Sweden
IT and Communication:	Axis Communications, Sweden
Publishing and Media:	Egmont Group, Denmark*
Logistics:	A.P. Møller -Mærsk , Denmark
Retail:	IKEA, Sweden
Travel:	Scandinavian Airlines (SAS), Denmark

*It proved to be of particular difficulty to find a substantive list of managers from SAS, this was found to be the case with other companies in the travel industry, so a ninth industry and organisation was added to the data collection. **Egmont**, who focus on **publishing and media** – specifically selected as, based on the author's experience, it could be assumed that a high number of humanities graduates would be present.

Following Mintzberg's study mentioned in an earlier section on background, this study deliberately avoided legal, medical and financial industries as these were considered to be too specialised. Due to this fact, the services sector may be slightly underrepresented in the study. Upon reflection, this may have biased the study as avoiding these industries may bias the representation of the business world as a whole.

The information collected was name, job title, gender, Bachelor's education, Master's education, along with any additional training or courses. The name and job title were collected in order to facilitate referring to them later when contacting for qualitative interview. Gender is beyond the scope of this paper, but it was thought it would act as a clear marker for bias in the **random data collection**. Given the nature of this study, educational background was the key focus of the data collection - Bachelor's and Master's education in particular, as this is most relevant in searching for humanities backgrounds.

To find relevant profiles, company name was first searched for, a filter was then applied depending on the region of focus: Denmark or Sweden. Following this the search bar was used to search 'CEO + COO + CFO + Chief + President + Vice-President + VP + Director + Head + Manager + chef + direktør + leder'. This brought up a list of all of those in a senior position with each of the organisations involved – search results were plentiful with over one thousand results in many cases. Taking the quantity of search results into consideration, it was decided that collection of **the first three hundred managers**

displayed in the search results on LinkedIn would act as a suitable sample size. This number is also suggested in guidelines by Sekaran and Bougie (2013) as a suitable sample size given the general size of the populations as seen in the table below (Figure 1). The population size (total search results) of this study and sample size (profile data collected) can be seen in Figure 2 (p. 37).

W Size of Population	*S* Sample Size, recommended
1200	291
1300	297
1400	302
1500	306

Figure 1 – Sample size for a given population size adapted from Sekaran & Bougie, 2013, p. 263

4.2.4 *Quantitative Study: Data Analysis*

After collecting the data and noting the educational background of each individual, they were then categorised into a 'Field of Study' based on their background; these are as follows:

Architecture; Art/ Design + Creative Arts; Business/ Management; Computing/ IT; Economics; Education; Engineering; Finance; Health/ Medicine; Humanities; Law; Media/ Communication; Military; Science; Social Science; Other.

A full breakdown of how each subject was categorised into a field of study can be found in the Appendix (9.2). Profiles where information was missing or not present are marked 'unknown' or 'experience', which are elaborated on below (see, LinkedIn: Limitations, on the following page). In the majority of cases, Bachelor's and Master's studies were clearly linked, 'follow-on' courses 'Engineering + Engineering', 'Business Administration + a business speciality', here categorisation was clear. In cases where this was not the case, the Bachelor's study was how they were categorised unless they had studied an MBA where they would be categorised as having a 'business/ management' background. For this study, the focus was graduates of 'pure' humanities, in that they had studied an aspect of the humanities and nothing else.

The study used Google Sheets and formulas to calculate totals and find data – a list of these can be found in the Appendix (9.3). A table was used to display the final findings: columns were sorted by company and rows by field of study; by doing this a finding of percentage by field of study across the

entire sample – with the primary focus of this study being the percentage of humanities graduates. Other information that was found and able to be displayed was gender distribution across all companies, and within humanities, acting as an indicator of bias. Numbers of MBA graduates, although beyond the scope of the study, were also collected and can be found in the results below, as they have been mentioned throughout this paper.

4.2.5 *Quantitative Study: Limitations + Reliability of Data*

In the data collection, a number of limitations of LinkedIn were identified, each of these are listed below along with how the issue was addressed:

- Incomplete profiles:
    - If their educational institution is included, but the course of study missing this will be marked as 'unknown' in the data display below. If evidence suggests otherwise, for example, if they attended an engineering or business school this would suggest they studied something in these fields.

- Limited Educational Background
    - Where educational background is present at primary and secondary level but no higher, these profiles will be marked as 'experience' – the writers consider it safe to assume that in attempts to sell oneself, one's profile would be complete if higher education had been attended. If their educational background is completely missing, but they have worked for 15+ years, the assumption will be made that they have not completed higher education and therefore mark their success as 'experience' based.

- Hidden profiles:
    - Hidden profiles - where the user has selected to have a 'private profile' - will be skipped and not counted in the results; listing the number of private profiles is beyond the focus of this study and not of particular interest – this figure is approximately 1 in 100 profiles in the case of this study.

- '3rd Generation' networks:
    - LinkedIn only allows access to the profiles of those that are '3rd' in your network, that is to say a friend/contact is '1st' in your network and a friend of a friend is '2nd', a person who is '3rd is, therefore, a friend of a friend of a friend. This influenced the search geographically, as given the context of the authors (those doing the

research), both are local to the region and therefore would maximise access to LinkedIn profiles.

- False Self-reporting:
  - o LinkedIn offers a free service where users can write what they wish about their background. There are no official numbers available; however, one report suggests this number to be 34% (of a sample of 1241 US users), who lie about a 'few things' and 11% 'completely made-up' their profiles. Of this 45%, 55% said they lied about skills, 26% about work experience dates, 10% work experience and 5% about educational experience (LendEDU, 2017). The credibility of this source is not known; however, it does give insight into the potential risk of fabricated profiles – this is out of control of the study, but could potentially bias results. As skills and work experience dates are outside the scope of this study, LendEDU suggests that 6.75% of the information be false (20.25 profiles in 300).

- Job titles in Danish or Swedish:
  - o Although many of the search terms where in English, results were returned in both English and the native language of the country where the organisation was based. In the case of the businesses involved, as they are international companies the majority of job titles appeared to be in English. There are, of course, perhaps some that 'slipped through', this is beyond control but using Danish or Swedish terms did not appear to have any impact on population size, even in cases where population size appeared small.

- Managers without LinkedIn accounts:
  - o This is an unavoidable risk of collecting data from many sources, however considering that mentioned above, there appears to be strong usage in Sweden and Denmark. Regardless of this, this is something that is beyond control and should be taken into consideration when interpreting the data in this study.

Although there are apparently many limitations attached to LinkedIn, it still acted as an extremely useful tool and the authors judge it to still be of suitable reliability for the research to be valid. The limitations mentioned above are also easily resolved and thus it was still deemed to fit the purpose required for this study. **Results can be found in Section 5.1.**

4.3   Part II: Qualitative Study - Method

4.3.1   *Qualitative Study: Introduction*

Following the results of the quantitate data collection, it was found that those from humanities are not strongly represented in the selected companies, 2% overall, having found 44 managers from a humanities background from 8 companies (excluding Scandinavian Airlines). The intention was to make contact with these managers in an attempt to see if they are able to fulfil the criteria required to be a manager/ leader, based on *The Five Minds of a Manager* - despite having not received any formal prolonged business or management education. It was also intended to hear their opinion on what their experience had been in being a manager, given their humanities background.

4.3.2   *Qualitative Study: Data Collection and Interviews*

The original intention of this study was always to conduct face-to-face or phone interviews rather than multiple-choice questionnaires or open-questioned surveys. If surveys had been used, exploration and openness to the questions would be limited and interviewees may not be able to express personal experiences and meaning could be lost. Interviews were also considered to be the best option as answers were not preassigned to the population and there was more liberty and expression in the answers.

To find interviewees, profiles in the quantitative data were referred back to and attempts were made to make contact with all managers from a humanities background. This proved difficult in many cases, with LinkedIn offering some more limitations:

- Locked messaging:
  - As already mentioned this makes making contact more difficult; this has a significant impact on one's ability to arrange interviews. An alternative method for acquiring the contact details is 'Contact Out', an internet browser plug-in which can display email addresses and sometimes phone numbers for the profile in question – it is important to disclaim that this is often a personal email address, caution is advised. Despite this, InMail filled its purpose in allowing contact with the relevant people.
- Managers not checking/ replying to contact attempts:
  - This is unavoidable in many instances, where the individuals that contact attempts are made with, do not reply, or also if contacted through LinkedIn, do not log in often enough to check their messages.

All of the forty-four managers were sent the same email/ LinkedIn message inviting them to an interview which would be conducted over the phone or via Skype. For each of them a thirty-minute interview was conducted, asking questions based on the five mindsets with two additional questions on skills (managerial or not) they had acquired through their degrees. A final question was asked on their reflection of how a humanities degree can contribute to the business world. This proved useful as it gave a clearer insight into their experiences and provided a connection, where possible, between the interviewees' careers and education.

Mintzberg has proposed a self-study questionnaire (see, Appendix 9.5), which encourages reflection and helps a manager find a balance of the mindsets. To be noted is the question, "Do I tend to act before enough information is in? Or do I wait so long after the information is in that opportunities pass me by?" (Mintzberg, 2011). Which links the reflective and action mindset together, as explored above. Like with all of the questions in the questionnaire, they are very useful for managers to self-reflect on; however, they are not easily answered questions that could be asked in interview. Therefore, new interview questions were formulated in a way that was suitable for interview and that did not directly relate them to the *Five Minds of a Manager,* to avoid any biases, in the case that they had read anything on them. After careful reading and analysis of the article, the authors of this paper wrote three versions of the questions. These three versions were shared with peers and professors in order to get an outside perspective. After collecting and reflecting on the feedback, the final version of the interview questions was prepared. The interviews took thirty minutes and were conducted via voice-call or video-call (phone, Skype, Facetime). This proved most convenient for the eight interviewees and offered flexibility for taking part in the interview.

The interviews began with a short introduction of the authors and the purpose of the thesis. Following this were the questions found below. Note: the headings for each section were not mentioned to the interviewee:

- *Related to the Reflective Mindset:*
    - How often do you stop and take the time to think about things that have happened or things you have said or done in a typical week?
    - Do you ever think about how things could have been done better, or if there are better ways of doing things? If so, how?

- o Do you take your time to think about how you reacted in certain situations? If so, how?
- *Related to the Analytical Mindset:*
  - o When you make a decision that doesn't have the data you require, how do you make the best decision with the limited data you have? Do you consider that the problem may have different perspectives and does this affect how you make the decision?
- *Related to the Worldly Mindset:*
  - o Do you think the local performance of each branch is important? Do you consider local implications of your actions, decisions or do you think about the company as a whole?
  - o When you encounter a culture clash what do you do? Do you focus on the problem or do you try to understand why the other person is acting as they do?
  - o When you devise a strategy do you try to understand the thinking of your customers or your competition? Do you put yourself in their shoes?
- *Related to the Collaborative Mindset:*
  - o What communication challenges do you face when you work with your team/ the people you are working with?
  - o How do you ensure that your team is motivated and committed to their work, team and organisation?
  - o How do you normally go about delegating work to your team, and how do you make sure the tasks are completed?
- *Related to the Action Mindset:*
  - o How do you make sure your team is on the right track and moving in the same direction?
  - o When you're making a decision, how do you consider the implications that decision may have?
- *Related to Humanities Education:*
  - o How do you think the skills you acquired through your degree helped you along the way?
  - o What types of managerial skills do you use in your day to day work you can say you acquired through your degree?
  - o How do you see a humanities degree can contribute to the business world?

4.3.3 *Qualitative Study: Data Analysis*

Following these questions, the interviews were complete and data was compiled into one document, where each of the mindsets were assigned a colour, the text was then read through and anything said that was related to any of the mindsets were coded by highlighting them in the relevant colour:

anything with the action mindset was highlighted red, for example. Once this stage was complete, all information was transferred into a spreadsheet and sorted by mindset. This meant that data findings were organised and facilitation of compilation and display of the data by mindset. This data is reported, by mindset, in the results section of this study (see, Section 5.2.4).

4.3.4 *Qualitative Study: Limitations*

- Interview Method:
  - Some information may have been lost over the phone, such as body language. By not seeing the person, it can also prove difficult to notice hesitation or pauses for thought, perhaps limiting the amount of information they actually shared.
  - The focus of the interviewee can easily be lost to distractions such as being in public spaces or at lunch. In a face to face interview, more focus may be more possible.
- Questions:
  - By basing questions on theory, it is possible that some of the managers may have already been aware of the text they were based on. This could have influenced answers and affected true validity in the answers.
  - Some of the questions may be too vague or open for interpretation, which may affect the data that is collected
- Interviewers:
  - With little experience, the ability of the interviewers could affect the quality of the information collected.
- Time:
  - Allowing only 30 minutes for a 15-question interview may have affected results, as this could cause either the interviewee or interviewer to hurry.

5 Results and Analysis

5.1 Part I: Quantitative Study – Results and Analysis

5.1.1 Results: Quantitative Study - Sample

Sample Size and Total Population

Given the varying number of search results from LinkedIn, sample sizes are slightly impacted. As mentioned below (see, Figure 2), SAS (♦) proved difficult, returning only forty managers who were not at a lower level. Egmont (⊕) did not perform as expected due to the number of hidden profiles, however it is also a smaller organisation as a whole. As also mentioned above, IKEA, given the flatter nature of the company's hierarchy uses the terms 'head' and 'manager' more liberally than in other more traditionally structured organisations. Despite this, A.P. Møller – Mærsk, Arla Foods, Axis Communications, Tetra Pak and Vestas returned a similar data set (1241-1519 search results).

	A.P. Møller - Maersk (DK)	Arla Foods (DK)	Axis Communications (SWE)	Egmont (DK)	Ikea Group (SWE)	Scandic (SWE)	SAS: Scandinavian Airlines (DK)	Tetra Pak (SWE)	Vestas (DK)	Total/ Average
Profile data collected (*S*)	300	300	300	91⊕	300	300	40♦	300	300	2231
Total search results (*W*)	1343	1241	1531	463	2594	755	259	1519	1337	9699
Data collected vs available	22.3%	24.2%	19.6%	19.7%	11.6%	39.7%	15.4%	19.7%	22.4%	23.0%

Figure 2 – Quantitative Data: Sample Size (S) versus Total Population (W) from LinkedIn

In some cases, personal judgement was used to discount some of the profiles displayed, for example, 'head of textiles department in X IKEA store' was discounted as this was not considered of high enough seniority. This was a key problem with SAS, as many with the title 'manager' or 'head' were senior cabin crew with an elevated title - although they manage to a certain extent, the writer's considered

there to be too many protocols on a flight to allow for the flexibility in management that was hoped for.

Overall, in many cases the samples were in line with what is recommended by Sekaran & Bougie (2013), in the cases of SAS and Egmont, it was a case of gathering 'what there was' from the data that was available. This is to the contrary of what is recommended: where in the case of Egmont, population size equalled 463, a sample size of 210 is recommended; for SAS with a population size of 259 the recommended sample size should be 155. Although IKEA has a significantly higher population size, the recommended population size is approximately 330 (Sekaran & Bougie, 2013, p. 264).

Sample: Gender Distribution

Although not a focus of this study, but still a point of interest, gender data was collected for all entries. Given the current gender inequality in top positions (European Institue for Gender Equality, 2015), this could be a point of interest for other studies, especially given that Sweden and Denmark hold first and second place on the EU Gender Equality Index.

This information has been used as an indicator of bias, to ensure that not all of the random sample are male, for example. The overall population of the study (2231) returned a gender distribution of 58% males (1295) and 42% females (936). It is interesting to note from the findings, the clear gender-divide in Vestas, and more interestingly, the opposite being the case at Scandic (see, Figure 3);this defies what would be expected, where males are generally quite dominant in top positions.
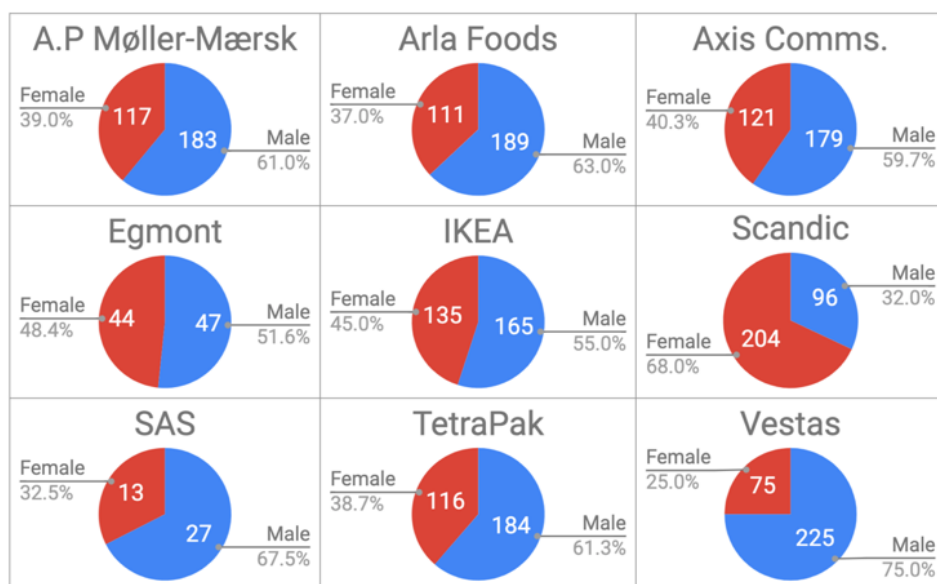
Figure 3 – Distribution of male and females from data collection

Overall, when all of the above charts are compiled into one, it is interesting to note the distribution of males and females from a humanities background that are in management positions, the opposite to that above. According to the data collected, there is a significantly higher number of females (31; 70.5%) to males (13; 29.5%), indicating that perhaps more women study humanities, in general. It also gives an indication of a risk of potential bias towards women in the qualitative aspect of the research, something that will have to be taken into consideration in Part II.

5.1.2 *Results: Quantitative Study - Further findings: MBA Graduates*

Due to the way that data was collected, it was possible to take information about the number of MBA graduates. Although this is also beyond the scope of the study, management education was addressed in earlier chapters, and therefore, the number of MBA graduates is a point of interest. The highest majority of these were in A.P. Møller – Mærsk and Arla Foods; 36 of 93 were in the Swedish companies and the remaining 57 were in Denmark. A full breakdown can be found in the Appendix (9.4).

5.1.3 *Results: Quantitative Study - Educational Background Data, Aggregated*

Total population of all companies: 2231

Field of Study	A.P. Møller - Maersk (DK)	Arla Foods (DK)	Axis Communications (SWE)	Egmont (DK)	Ikea Group (SWE)	Scandic (SWE)	Scandinavian Airlines (DK)	Tetra Pak (SWE)	Vestas (DK)	Total	Percentage of Total Population
Field of Study	**Quantities**										
Architecture	2	0	1	0	2	2	0	0	0	7	0.3%
Art/ Design + Creative Arts	0	2	5	5	6	2	0	2	1	23	1.0%
Business/ Management	116	157	59	28	98	94	20	53	111	736	33.0%
Computing/ IT	35	3	56	8	24	7	0	20	12	165	7.4%
Economics	25	32	6	7	21	13	2	17	29	152	6.8%
Education	2	1	4	1	3	2	0	0	0	13	0.6%
Engineering	36	16	87	1	35	5	1	99	93	373	16.7%
Finance	17	8	1	3	5	2	0	2	7	45	2.0%
Health/ Medicine	1	2	0	0	0	1	0	1	0	5	0.2%
Humanities	6	2	8	7	3	5	0	5	8	44	2.0%
Law	7	2	1	2	1	3	3	2	4	25	1.1%
Media/ Communication	5	12	9	8	4	7	1	1	3	50	2.2%
Military	4	3	1	0	4	0	0	2	1	15	0.7%
Science	11	35	5	0	8	0	1	12	6	78	3.5%
Social Science	11	5	7	2	15	3	0	12	9	64	2.9%
Other	9	1	1	2	0	10	0	0	1	24	1.0%
--	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Experience	6	9	21	0	44	78	10	72	10	244	10.9%
Unknown	7	10	28	17	27	66	2	0	5	168	7.5%
Total	*300*	*300*	*300*	*91*	*300*	*300*	*40*	*300*	*300*	*2231*	100.0%

Figure 4 – Display of aggregated data results: company X field of study

5.1.4 *Results: Quantitative Study - Educational Background: Discussion and Analysis*

Each of the companies selected for the study were found to have a diverse range of employees. The most dominant educational background was unsurprisingly 'Business/Management' - 33% of the total population. It is worth noting that finance had an unusually low number (2%; 45), just 1 apart from humanities (2%; 44) where lower numbers were expected. This may indicate a bias in the results but may also be due in part to the fact that financial companies were avoided in this study – perhaps if they had been included the numbers may have been different, the same applies for law. Tetra Pak, Vestas and Axis all have high numbers of engineering graduates, this is clearly related to their areas of business. Future studies could provide different numbers if engineering firms were also discounted from the study, however, these companies also had higher numbers of humanities graduates in comparison to others.

- **A.P Møller – Mærsk** are dominated by those from business and management backgrounds (116 of the 300 sampled); 7 managers in the study have a background in 'shipping', categorised as 'other'. Of all 300 profiles collected only 6 came from a humanities background: 4 studied language, 1 studied theology and 1 studied history of ideas.

- For **Arla Foods**, over half of those sampled (157 of 300) are business and management backgrounds. Given the nature of the business - in the dairy industry - there are 35 from a science background: typically, food or dairy science (25), likewise with engineering where 7 of 16 studied food or dairy engineering. Out of 10 product managers, there are 8 from a business/management background, 1 from humanities and 1 from media/communications. Of all 300 samples at **Arla Foods**, only 2 come from a humanities background: one in foreign language and literature and the other in Nordic literature. It is interesting to note that the manager from a humanities background is Communications Director, having not studied the subject whereas the Communications Manager *did* study communication. The Communications Director is not educated in communication but appears to have more experience, suggesting that, as mentioned above, on the job experience carries more value.

- Given the industry **Axis Communications** is in (IT/Communications), it is not surprising that they have an equal distribution of 'Business/Management' (59 of a sample of 300) and 'Computing + IT' (56) backgrounds, as mentioned above, they have a high number of engineers (87), but this is also one of the companies where the highest number of humanities graduates were found (8).

- With a smaller workforce and thus sample size (91), **Egmont** is within an industry which could be presumed to be 'Arts' based and is where the smallest share of engineers can be seen (1 construction engineer). 'Business/ Management' is the largest share but it is not as significant as in the companies mentioned above. The nature of the organisation also provides the most significant share of those from a 'Media/ Communication' or 'Art/Design and Creative Arts' background. Humanities also holds its largest share with **Egmont**, in comparison to the other companies selected (7): 4 studied language and literature, 2 studied language and literature with journalism and 1 studied history with journalism. It is important to note that for Part II of the study, a preference will be made for those that have not studied journalism, as this specialisation may have affected their progress within Egmont.

- **IKEA** are perhaps most noteworthy for the number of those who do not have higher education but work in management positions, marked as 'experience' (44 of 300 sampled). It is also difficult to give firm review of the data shown given the number of 'unknown' educational backgrounds. Combined, 'experience' and 'unknown' make up almost one quarter of all data collected (23.7%). **IKEA** could be seen to offer more mobility for its employees: with, for example, the role of 'Business Navigator', three people in this role have reached this level due to experience (no university education, only on the job training), on the other hand, another in this role holds a Bachelor's in Business Administration and an MBA. Of 6 Store Managers and 1 Deputy Store Manager, 3 have a business background, 1 military, 1 design and the remaining 2 also have reached their role through experience. This supports statements above against business schooling and in support of on the job learning. From a humanities perspective, this is one of the smallest shares from the data collected (3 individuals): 2 from English and 1 from Archaeology and Arts. Regarding their roles, they also share roles with many business graduates. Their roles will not be mentioned in detail as this would affect anonymity of the interviews.

- **Scandic** are most remarkable for their gender distribution, as mentioned above. Apart from this, they are also the highest numbers for 'Experience' (78) and 'Unknown' (66), making up almost half of the sample taken (300). This could be their *modus operandi*, similar to that of IKEA, where people often start at lower levels and through on the job training progress to more senior levels.

- **SAS**, returned no humanities graduates, given the small dataset that was collected. Exactly half of the sample (20 of 40) were from 'Business/Management' backgrounds. It is interesting to note that one quarter (10) have reached a management position through experience.

- **Tetra Pak,** given that it is an engineering firm, had the highest number of engineers of all of the companies (99 of 300), but they also had a high distribution of those from a 'Business/Management' background (59). They also have the highest number of managers from 'Experience' (72). Of all 300 individuals only 5 came from a humanities background.

- **Vestas,** like with Tetra Pak, has a high level of engineers (93 of 300), however, they have a significant share of individuals from 'Business/Management' backgrounds (111). This is also where there is the lowest portion of 'Experience' and 'Unknown' (10), but also one of the companies with one of the highest proportions of people from a 'Humanities' background (8).

In response to the research question above about how humanities are represented in the business world: data collection returned 44 managers (of 2231; 1.97%) from a humanities background – one of the least represented backgrounds.

Summary

Overall, Business and Management had the largest share (33%; 736), with Engineering coming second with 16.7%, perhaps given the nature of businesses selected. Humanities is represented by 44 of 2231 (2.0%) of the total population, not the lowest result, but amongst the lowest results. Going forward, contact attempts were made with all of the 44 managers for the second part of this study: qualitative interviews, to find out if humanities graduates in management positions have the ability to manage, and what contribution they feel their educational background has in their role.

5.2 Part II: Qualitative Study - Results and Discussion

5.2.1 Results: Qualitative Study - Introduction

Following the results of the quantitative study, successful contact was made with a number of managers (8). The managers were interviewed by phone for ca. 30 minutes in the window between 25th April and 8th May 2019. The managers were asked the questions mentioned above and shared their experiences in relation to them. The data was then transcribed and coded. After coding, data was sorted by 'mindset', this was then reported – findings can be found below.

5.2.2 Results: Qualitative Study – Sample

All interviewees requested full anonymity, so no names, positions, organisations or industries will be disclosed. However, it can be disclosed that **all managers interviewed are from a humanities background and each work in a management position at one of the companies in the selected industries (excluding SAS).**

Interviewees (Intvw.):

Interviewee #1:	25th April, 16:00	(34 minutes)
Interviewee #2:	26th April. 11:00	(29 minutes)
Interviewee #3:	26th April, 14:00	(28 minutes)
Interviewee #4:	26th April, 15:00	(40 minutes)
Interviewee #5:	29th April, 10:00	(34 minutes)
Interviewee #6:	2nd May, 08:30	(22 minutes)
Interviewee #7:	3rd May, 15:00	(27 minutes)
Interviewee #8:	8th May, 12:30	(26 minutes)

As mentioned earlier, gender distribution indicated a risk of gender bias in the results - given the split of 31 females to 13 males of all humanities graduates in the quantitative data collection. Although contact attempts were made with all 44 managers, 8 replied and were interviewed via phone or Skype – **four males and four females, one from each of the selected companies.** It must be said that it was fortuitous that those that were able to take part in the study were equally divided by gender and equally distributed over the selected companies. Of the eight managers, there were two who were 'directors', all of the others were 'managers', and all worked in different areas of business: Marketing,

Sales, HR, Communication, Project Management, etc. This means that it was possible to get perspectives from different levels of management in different areas of business.

5.2.3 *Results: Qualitative Study - Data Collection*

Seven of eight of the managers allowed voice recording which facilitated transcription, and thus, cross-analysis of the interviews. One of these calls was of extremely poor quality meaning the use audio enhancement software *Audacity* was required. The software allowed extraction of all that was possible from the recording to bolster the notes that were taken during the call; this did, however, mean that some of the information may have been lost. For the one interview that did not allow recording, in depth notes were taken.

Although the questions asked were targeted at one particular mindset at a time, all managers referred to multiple mindsets within one answer – because of this, the fragmented text was sorted into the various mindsets and is presented 'mindset by mindset' to facilitate readability.

5.2.4 *Results: Qualitative Study - Analysis of Interviews, by mindset*

When analysing the answers from the interviews, it was deemed useful to dig deeper into the article by Gosling and Mintzberg: *The Five Minds of a Manager*. This allowed further analysis of the theory, and therefore, the analysis of the interview responses could be put into the managerial perspective of the article. It can also be argued that the examples and quotes themselves, provided below, could act as a contribution to the statements in the article. To ease the flow of the text and to maintain the logical structure of the mindsets, each heading below first addresses the interviewed managers and finishes with discussion from a humanities perspective. The analysis of the interviews concludes with a section of Further Insights, containing observations and general conclusions made by the authors of this paper during and after the analysis.

Reflective Mindset: 'managing self'

As mentioned above (see, Section 3.4), scholars have urged that reflection is a practice that has been lost and urgently needs a comeback (Reeves, et al. 2017). According to Gosling and Mintzberg (2003, p.3), "managers desperately need (…) to stop and think, to step back and reflect thoughtfully on their experiences". After analysing the responses from the conducted interviews, it can be concluded that all the managers were in line with the description of the reflective mindset. As mentioned above, the

reflective mindset is characterised by one's ability to look back and learn – *to reflect*. Being reflective means to take a step back and reflect on "happenings" and learn from them, thus turning them into experiences. It is also about making comparisons and noticing patterns in occurrences (Gosling & Mintzberg, 2003). A notable finding in the analysis was that reflection was the cornerstone for one's ability to answer all the interview questions. Hence, the interviewees could not have answered the questions to the degree that they did if they did not use their reflective mindset in their self-assessment. This is in line with Gosling and Mintzberg's (2003) statement that the mindsets are co-dependent and constantly overlapping. The mindsets cannot do without one another, and yet, one needs to start somewhere, and it can be argued that the reflective mindset is what glues all the others together and enables them.

The three questions on the reflective mindset were given to all the managers and there were also instances where an interviewee would answer multiple questions in one answer. Although not prompted with the term 'reflect' or 'reflection', many of the managers immediately recognised the practice, and reported to doing it often - both during work hours and their private time. A couple of the managers repeated the question asking, 'do you mean reflection?'. This showed that on the surface, all managers were reflecting on the questions in the moment. When answering the questions, the interviewees used words synonymous with reflection to explain their thinking and perspective. Two managers stated that they spend a lot of time thinking about collaborating with their subordinates and maintaining relationships in the work environment (Intvw. 4; 8). Another manager said "my job gives me a reason to reflect on how I do things, how I interact with people, how I get something done and do I say" (Intvw. 1). A third interviewee said that they would often replay a situation in their mind (Intvw. 6) or another interviewee stated that often in staff meetings they would contemplate how things can be made simpler (Intvw. 2). One manager said they "consider [their] work as a reflection" and categorised the reflections into business – "do we organise in the right way and do we have the right people" and personal ones – "how am I being perceived as a manager, what should a manager do" (Intvw. 3). Although thinking about things or contemplating what has happened might not seem like reflection, they turn into that once the managers say that they do it to make things better or become better themselves.

Just thinking about what has happened is not enough to say that a manager has the reflective mindset but putting that thinking into use and learning from it, *is*. According to Gosling and Mintzberg (2003, p. 3), reflection is the "space suspended between experience and explanation, where the mind makes

the connections". One manager, for instance, said that they reflect on what's being said or done at work to "understand what is actually going on" (Intvw. 5). This is an illustration of looking for the meaning behind 'happenings', the explanation - both crucial characteristics of the reflective mindset. Many of the interviewed managers stated that they use their reflective thinking to figure out ways to optimise their work, the work of their subordinates and colleagues or the performance of the organisation. As interpreted by Gosling and Mintzberg's (2003, p.4), 'reflect', or *refold* in Latin, "suggests that attention turns inward so that it can be turned outward". One manager described reflection as "constantly challenging how things are done and if we can do better, how to improve the performance" (Intvw. 7). Another manager said that they observe people in meetings, and when they talk to them, in order to reflect on how they themselves can improve as managers and communicators (Intvw. 3). By challenging oneself and one's colleagues to think about work routines and ways of expression and use that to improve performance is a clear illustration of interpreting what is within and using it outward.

Another major aspect of the reflective mindset is "to have respect for history" (Gosling & Mintzberg, 2003, p. 4). What can be interpreted as history is the manager's past experiences and every little action in the organisation - failures or successes. Reflective managers should be able to use all of these past learnings to envision the future, thus, once again turn reflection into points of improvement. When speaking, all managers referred to 'experiences' and 'history' in many of their answers. Many of the interviewees referred to using past experiences to make a decision or to learn from their or others' mistakes, highlighting the presence of the reflective mindset in their day-to-day work. Referring to how they make decisions, one manager said that they are usually "thinking back to a similar or the same decision [they] have made in the past and what [they] learned from that" (Intvw. 6). Half of the interviewees said that the experience they have accumulated can prove helpful when they do not have all the data required to take an action. Referring to learning from experience, some of the managers used their past failures as an opportunity to improve and do something different next time around.

Some managers related their reflective ability to their background in humanities or their university studies, in general, claiming it helped them to learn from their mistakes. One manager disclosed: "I had the opportunity to lead a team of blue-collar workers, I made lots of mistakes, but because it was at school it was useful" (Intvw. 2). Another manager said that thanks to their undergraduate studies, they have acquired the skill to never stop developing and educating themselves that they carried with

them at each new position as a manager (Intvw. 4). A third manager added that humanities has given them a heightened ability to develop a deeper understanding: "I think this kind of investigative attitude can be quite productive in digging deeper and understanding, what are we actually talking about when we're seeing what we're saying" (Intvw. 5). On the same topic, another manager said that through their education they have gained the ability to maintain clarity of thought, "being able to look at everything from an outside perspective" (Intvw. 3). Of all of the interviewees, those with Philosophy or History of Ideas as backgrounds, appeared to present the most holistic representation of reflection, "I don't use general philosophy in my daily work, but (…) I think you maybe have a cross-functional way of thinking (…) you're not totally soaked in to some specific discipline, that you study for 5 years" (Intvw. 5). Another interviewee said that their education taught them a lot about "being able to see the bigger patterns and the bigger picture" (Intvw. 1). Here it is clear that they feel they offer something that more specialised and vocationally trained managers may not offer: an ability to reflect at a very deep level and see connections not apparent to everyone.

Analytical Mindset: 'managing organisations'

According to Gosling and Mintzberg (2003, p. 4), analysis means breaking down complex phenomena into different components. However, a manager with the reflective mindset needs to go higher than conventional analysis and beyond "just running the numbers". The analytic mind involves both conventional analyses, but also reflective analysis. As stated, it isn't simply about running numbers but thinking outside of the box and seeing things differently; it also deals with being aware of the limitations in other people's analysis and recognising biases in one's own. The analytical mindset allows for a common understanding of goals and performance measures (Gosling & Mintzberg, 2003). Due to the fact that the analytical mindset deals with complex phenomena, the best place to look for it is when managers are facing big and complex decisions. According to Goslings and Mintzberg, this is where deep analysis comes into play - it is not about simplifying complex decisions, but rather "utilizing the organization's capacity to take action" (p. 5). Therefore, deep analysis needs to involve multiple perspectives from the organisation, hence, various skills and capacities need to be utilised.

Responses in the interviews showed an overall strong analytical ability, almost all managers reported that "connecting dots and seeing the big picture" (Intvw. 1) and "filling in the gaps or reading between the lines" (Intvw. 4) helps them overcome complex issues when they are pressured for time and a decision needs to be made. One manager points out that "there are many different decisions to make

and you must be ready that you won't have all the necessary and relevant information available" (Intvw. 4). It is in these specific moments when the analytical mindset plays a role into the way the manager makes a decision. It is either by trusting their interpretation of the information they have available or by involving different points of view. However, in both cases the manager acts after having analysed all these different components and with their knowledge of the organisation's goals and structures. A couple of interviewees referred precisely to 'involving other people to get additional perspectives' and breaking the problem into smaller categories with the purpose of identifying the different perspectives to be aware of. As one manager put it, "It's not that easy to see all of the perspectives and that's when other people come into the picture and help you see things you normally wouldn't" (Intvw. 8). What they all had in common is what one interviewee explained: "every decision has a purpose, it's not just about the numbers" (Intvw. 2). This is precisely what Gosling and Mintzberg are referring to when they describe the analytical mindset. The common language and purpose, as described by one interviewee and taking into consideration the individual perceptions of reality is the type of reflective analysis that an analytical manager needs to do. In summary, the majority of those interviewed referred to the idea of taking complex and abstract ideas and transferring them together into more concrete pieces, while considering all other perspectives and looking at the bigger picture – this is what sums up the analytical mindset.

It is interesting to note that the presence of the analytical mindset was very strong in the interviewee's discussion on their skills and abilities obtained through their degrees in the humanities. One interviewee asserted that because of their literature studies they are able to take many complex pieces and set a direction (Intvw. 7). Many of the interviewees were of the opinion that business-schooling is very one-dimensional and that their education in the humanities gave them the ability to think more broadly. As one manager described it, "business graduates tend to focus on the technicalities, the numbers but we from the humanities tend to focus more on other aspects, the values" (Intvw. 3). One interviewee claims that their education provided them with a more "cross-functional way of thinking" (Intvw. 5), another described it as "a greater understanding, a greater attitude, towards thinking with a little bit of a broader horizon" (Intvw. 7). That same manager said that coming from a humanities background they have a "holistic thinking and can combine different areas together in order to get the right picture and then get to taking the right decision" (Intvw. 7). This was also confirmed by another manager who stated that "looking at different aspects from different points of view, having a broader ability to connect broader dots in a picture" (Intvw. 2). Further, one interviewee stated that something they acquired during their studies was to always "try

to dig into things" (Intvw. 5) and find out what kind of preconceptions lay behind. These were the attitudes and skills that were highlighted by all managers interviewed, that they attributed to their educational background.

Worldly Mindset: 'managing context'

The worldly mindset has many dimensions and they have been demonstrated in the interview questions on that section. Not every interviewee was asked all of the three questions due to lack of relevance or time constraint. As mentioned in the Method section (see, Section 4.2.3), all of the researched companies are global and international with multiple branches around the world. Therefore, all of the interviewed managers have encountered different cultures, people and worlds. However, according to Gosling and Mintzberg (2009), global coverage does not make a worldly mindset. When asked the questions based on the worldly mindset, the interviewees interpreted them in different ways. Some talked about their foreign colleagues, some talked about their relationships with people, some talked about their interactions with different cultures, some talked about collaboration with other departments and branches locally and globally. Through all the answers, one thing clearly stood out, all the managers showed the worldly mindset through their evaluations of themselves.

The first aspect of the worldly mindset has to do with paying attention to particularities, the manager needs to think of the local consequences rather than the overall general performance of the company. According to one interviewee, "it's always important to have a balance between the local markets and their needs and the global picture" (Intvw. 1). However, both this and other interviewees bring up an important aspect of that same balance. Namely, the tendency of being too centralised, having a 'centralist view' or in other words, "people who stay quite a lot within their own silo" (Intvw. 5, 8) and only looking at something from their perspective but "not reflecting on a greater scale and looking towards what this actually means for the company" (Intvw. 5). As one manager insisted, "you shouldn't focus on your own function department, instead you should think about the entire brand" (Intvw. 8). These quotes provided the research with a quite interesting contrast between what Gosling and Mintzberg define as being worldly and global. They claim that to have a worldly mindset, one needs to focus more on the local consequences as a key indicator of performance. However, the interviewee mentioned above points out that focusing too much on the local performance can be damaging to the overall performance, one needs a broader perspective and a balance. A couple of the managers said

that the best way to achieve such balance is to "involve lots of people" (Intvw. 7), "get people on the same page" (Intvw. 5) and "work with a whole lot of different stakeholders" (Intvw. 4).

The second aspect of the worldly mindset has to do with different cultures and the interactions between them, in particular, how does a manager handle these interactions and possible clashes or misunderstandings. According to Goslings and Mintzberg (2009), a worldly manager sees different worldviews and perspectives rather than differences, further, a worldly manager recognises and reflects on the boundaries of different cultures. In this aspect, the tie between the worldly and the reflective mindset is becoming clear, when the worldly manager puts their reflection into the context of different cultures and their understandings of the world. Mintzberg and Gosling (2009) claim that "the managers of so many global companies are rooted in the culture of the headquarters' country" (p. 5). Despite the fact that a main managerial problem is being too rooted in the culture of the headquarters, some managers think that this can be seen as a way of uniting the teams in different countries. According to one interviewee, "the corporate culture overreaches the cultures in the different areas of the world" (Intvw. 1) and that proves helpful. However, that doesn't mean that there is no empathy and strive for understanding of the different work styles. That same interviewee is from a Swedish company and collaborates primarily with their division in Italy. They insist on how crucial for collaboration it is to "take into account what the Italian managerial style is and try to understand the way they work; how can we address that and how does this affect what we're trying to do" (Intvw. 1). Another manager reflects on how people express themselves in different cultures and "how much one says and how much is left to the other to infer" and how can they as a manager deal with such encounters (Intvw. 8). In these quotes, it can be noted that these managers show their worldliness not only by trying to understand the other culture's way of thinking and working but taking it in and reflecting on it to influence their way of communicating and collaborating with the other team.

When it comes to communication, the worldly mindset proves to be helpful in the managerial job. According to an interviewee who has worked all over the world, "It's important to consider how you behave, how you act, what kind of language you use to not humiliate or disrespect people" (Intvw. 4). They further state that when "you're communicating to a big group of people you have to understand that your audience can be very diverse mix with different backgrounds and abilities to understand the message" (Intvw. 4). Being a worldly manager means reflecting on these things and "get into someone else's world as a mirror to your own" (Gosling & Mintzberg, 2009, p. 5-6).

During the interviews, the worldly mindset was also identified when the managers talked about collaboration with different branches or departments. Cultural clashes do not always have to do with different cultures, at times they might also occur between departments in the same company and the same branch. One encounters different understandings, perspective and even cultures within the same company. For example, at one company, there is "collaboration between two people, collaboration within the department and collaboration in the entire hotel and its different departments...also with the stakeholders and institutions in the municipality where you work in" (Intvw. 4). There will inevitably be culture or workstyle clashes and in these situations, the interviewed managers "always try and see where the other person is coming from" (Intvw. 2), "try and look beyond that" (Intvw. 2) or "try to get to the root cause of why they are encountering a resistance" (Intvw. 5).

A third aspect that is vital to the worldly mindset is putting oneself in other people's shoes. No matter if it is other colleagues, customers or the competition, Gosling and Mintzberg identify this managerial skill as vital for the worldly manager. As mentioned above, this is the worldly manager operating on the edge of various worlds - cultures, industries, companies and understanding how the customer and competition think and act (Gosling & Mintzberg, 2009). A couple of the managers who were interviewed stated that they often put themselves in the customer's shoes and ask themselves 'how can I make it easier for the customer?', 'what if I was a customer?'. Or when they are thinking of strategy, they often consider 'how would different stakeholders react?' or 'where is the competition going?' and 'which innovation is the next big trend?'.

Many of the interviewed managers attributed most of their worldly skills to the humanities degree. The top worldly skill they acquired through their education was the understanding of cultures and different perspectives. One manager, for instance, said that they appreciated "having a historical perspective to understand and get a grip on how culture influences the way we act" (Intvw. 1). The interviewee from the hospitality industry stated that "when interacting and managing a lot of people and organisations, my degree helped me understand how people are and the social codes, how to interact with the guests and the different stakeholders" (Intvw. 4). The rest of the managers think that their education provided them with the tools to appreciate and look for different views, values and beliefs: "why do we have different views, do we mean the same thing by saying the same words?" (Intvw. 5). Another manager believes they have acquired the skill to always look at things from the outside and trying to understand where people's actions and emotions are coming from" (Intvw. 3).

Collaborative Mindset: 'managing relationships'

According to Gosling and Mintzberg and all of the managers who participated in this study, managing is about working with people and creating relationships. Therefore, the collaborative mindset, in its essence, is about creating commitment, engagement and listening and recognising the needs of the team. To find out more about the managers' collaborative mindset, we asked them three different questions related to communication, maintaining motivation and delegating work. Not all the managers are in charge of a team, but each of them is either part of a team or in constant contact with co-workers from different departments/branches of the company. For that reason, some people were asked only one or two of the questions according to what was relevant to their work as managers. Nevertheless, all the interviewed managers fulfilled Gosling and Mintzberg's criteria for the collaborative mindset.

According to Gosling and Mintzberg (2009, p. 6), the collaborative mindset is not about simply delegating tasks and seeing people as "detachable human resources or assets that can be moved around". The collaborative mindset "does not involve managing people" it is about the relationships the manager creates with colleagues or subordinates alike (Gosling & Mintzberg, 2003). When talking about collaboration, all of the interviewees pointed out the importance of clear communication and flow of information, but also how crucial it is to involve people and empower them.

Further, Gosling and Mintzberg (2003, p.7), say that collaborative managers do not only empower the people they work with, they get "beyond empowerment" and create commitment. One manager provides their own definition of empowerment as "allowing people to grow and take a lot of personal responsibility in their job … you have to do it step-by-step, depending on the person's ability to develop, experience, knowledge and competencies" (Intvw. 4). Another manager's way of empowering people is by helping them "understand what we're doing, what the goal is and what we're aiming for so they themselves can make the right decision" (Intvw. 1). A third manager creates commitment by putting people "in charge of their own job by communicating the master plan and the strategic insights they need to be a valuable part of the puzzle" (Intvw. 3). Another manager believes that "as long as people see a strong purpose in why they are doing stuff, the easier it is to get them committed to the job" (Intvw. 7). Through these types of coaching, these managers have found their way of allowing their subordinates to be in control of their work and to not feel like everything depends on the manager. In other words, the collaborative mindset is about involving everyone as much as

possible so commitment follows naturally. Or as Gosling and Mintzberg (2009) put it, it is about "establish[ing] the structures, conditions, and attitudes through which things get done".

Upon reflection, most of the interviewed managers identified that involving people can be done through transparency and by getting to know them and creating relationships. Most of the interviewees talked about transparency as a key to creating involvement both in the progress and in decision-making. One manager states that "openness is better" and they constantly think about "how to communicate the decision I've made so everyone can get on board on the journey or at least let people know that the decision is taken" (Intvw. 1). Another manager believes that one keeps up motivation by "giving away the information that you have and share openly what you want to achieve with that" (Intvw. 5). A third manager values transparency in decision-making because then they can get "as many different perspectives as possible" and manage ambiguity when they "doesn't have full visibility I expect my colleagues to challenge me if they don't think it's the right decision" (Intvw. 7).

A crucial aspect of the collaborative mindset is to be inside of the team, "to get management beyond managers, to distribute it so that responsibility flows naturally to whoever can take the initiative and pull things together" (Gosling & Mintzberg, 2009, p. 7). Supporting this claim, one manager states that "it's everyone's responsibility to make sure that we work together" (Intvw. 1). Further, it is important to connect to people and get closer to them. A couple of managers emphasise on that by saying that they "try to connect with people and talk to them, listen to them and see what their needs are and if there's anything I can do to support them so they can do what they do best" (Intvw. 1) or "try to educate myself on how to motivate different personalities in the team" (Intvw. 2). These are great examples of managers with the collaborative mindset who strive to connect to people and recognise the needs of the team. Another characteristic of the collaborative mindset if recognising and using people's strengths to their full potential or as one manager says: "using everyone traits to the max" (Intvw. 1). However, other two managers recognise the power of challenging their colleagues, "it's good to give people tasks based on their competencies but a good way to motivate people and give them new skills is by challenging them" (Intvw. 2; 5).

A couple of the interviewees thought that their humanities degree has helped them develop their 'people skills' and has given them a good understanding of what drives people. One manager, specifically, pointed out that their education "put everything in the human perspective and that has helped me a lot because anything to do with management is about the people and how to interact

with them" (Intvw. 1). Another manager stipulates that through their degree, they had the opportunity to "look in the communication side of things" and how to cultivate strong relationships through that. (Intvw. 8). Communication and interactions with people were identified as the most common collaborative skills that the interviewees received through their education in the humanities field.

Action Mindset: 'managing change'

Of all of the mindsets, the action mindset was the mindset with the most direct and concise answers, given perhaps that it is based on action. All of the managers hinted at their strengths in the action mindset, however there was some overlap with the other mindsets. Despite the fact that the action mindset can be defined as doing, Gosling and Mintzberg (2003) define it as managing and implementing change while simultaneously taking the team into consideration. Having established all of this, the action mindset requires of the manager to maintain continuity. As Gosling and Mintzberg (2003, p. 8) put it, "mobilize energy around those things that need changing, while being careful to maintain the rest".

It can be a common misconception that the action mindset would lack reflection and would contradict the reflective mindset this section began with. However, when analysed further, the action mindset turns out to be primarily based on the manager's reflection of the organisation and the people surrounding them. Two illustrations of this connection were provided during the interviews. To begin with, one manager said that they often feel like their company is missing on opportunities because they think too much (Intvw. 1), whereas another manager said that a lot of people in their company are spontaneous and make quick and impulsive decisions (Intvw. 4). A third manager reiterated something Gosling and Mintzberg said about the action mindset, in that some people spend too much time thinking and others too much time doing, that it's important to strike a balance (Intvw. 7). The second instance of reflection weaved into the action mindset is related to the managers' awareness of what the team's capabilities and how they use it to reinforce direction and involve everyone. One manager said that when change is coming and they set a meeting, they "would invite the specialists within the different areas (...) and some subject matter experts from other departments who can come with their enthusiasm and explain things in detail" (Intvw. 5).

Further, when implementing change, all managers repeated the idea of transparency around goals and including people in decision-making. A couple of the managers identified the importance of setting clear goals when creating direction or as one manager explained it, "you need things to be

organised in a professional way so everybody understands what they're doing" (Intvw. 4). Another manager defined transparency as "a clear understanding of each employee's job to be done, why are they doing it and are they doing coupled with very concrete KPIs" (Intvw. 7). These factors are important because "when people see the purpose and the values in their goals" (Intvw. 2) and when they have clear performance indicators to go from they are motivated to contribute. And it is precisely by creating this energy that the action mindset manager creates continuity. When people with different unique expertise and capabilities are involved that contributes to a better explanation of the overall direction. What is left for the manager is to "drill on what the purpose is and remind them of it" (Intvw. 2), as one interviewee phrased it. One other way of keeping people steadily moving in the same direction, as identified by some of the managers is challenging them by involving them in complex decisions. This is in accordance with Gosling and Mintzberg's (2003, p. 9) explanation of the action mindset manager as "remaining curious, alert, experimental" and enforcing change as a learning process in maintaining the usual course.

In contrast with the analytical mindset, the action mindset was not particularly found in the interviewees self-assessment as a skill acquired through their humanities degree. There was an exception of one manager who mentioned the skill of staying focused and setting direction during strategy making as something they acquired during his studies (Intvw. 7).

5.2.5 *Results: Qualitative Study - Interviews: Further Insights*

As mentioned above, many of the responses received for a particular mindset overlapped with those of another mindset. When coding and cross-examining the responses, interview by interview, it was notable that some managers showed a persuasion towards some mindsets over others. Gosling and Mintzberg (2003, p.9) also point out that "many managers naturally tilt to one or another [mindsets]". For instance, the interviewed manager who works in the hospitality industry seems to gravitate more towards the action and the worldly mindsets. A clear connection can be made between the nature of their work and the dominance of these two mindsets, as one needs to consider these things and think about them perhaps more than in other industries. On the other hand, two managers who work with communication clearly gravitate towards the reflective and collaborative mindsets. Since, as a part of their job they reflect on the way the communicate or portray themselves and constantly strive to improve, that as well as the way they interact with their colleagues, this makes sense. There was no clear correlation between any of the managers as this appears to be something that happens individually, "depending on their situations and personal inclinations" (Gosling & Mintzberg, 2003, p.

9). It is important for managers to aim to strike a balance across all five mindsets. Gosling and Mintzberg's end their article by stating that effective organisations appreciate "mindsets that are nicely combined" (p. 9).

Reflecting and thinking about things like 'what does it mean to be a manager' and 'how are my managerial skills perceived' are quite interesting to observe in the interviewees. These types of questions and observations would probably not be common for the business graduate who has spent several months on learning what managers do, how to be managerial and how to lead. This is a curious dimension that the humanities degree brings to the business world, people who analyse and think about how they are perceived and how they should behave as managers, instead of people who already know what they have to do. As stated on numerous occasions above, this paper argues that managers with no business degree and with a humanities education bring a needed diversity to the business world. A couple of the managers mentioned on several occasions during the interviews that a business degree is often one-dimensional and for that reason a company needs more people like them who have a multi-disciplinary knowledge. however, two of the interviewees insisted that business degrees and the way they are taught need to be diversified. One manager thinks that the diversity of background can work the other way around: "you can put a person who studied business in the art industry and you would still benefit from the different perspectives they bring" (Intvw. 1). Another manager thought that "business degrees can benefit from more courses on philosophy and critical thinking…I think we lack thinkers with creativity and outlook" (Intvw. 2). Even though none of the interviewees were prompted in any way to talk about diversity, as it can be seen from the examples above and below, it was on their mind.

They used many different words alluding to diversity when talking about the benefits of their degrees. One interviewee said that "there's more of a need for people with broader background rather than pure businesspeople as we have seen before" (Intvw. 7). Another interviewee also expressed that in their opinion "most companies underestimate the value of having more humanities people in managerial position because the difference in perspectives can be really useful" (Intvw, 1). The different perspective on things was also valued by another manager who said that "it's always good to have something different in your history, the more fresh eyes you get on something the more points of view you have and can come up with different solutions" (Intvw. 6). This also indicates that the interviewees view their degree as something beneficial to them in their career, but also to the company and teams they work in. When prompted with the question 'how can a degree in the

humanities can contribute to the business world?" many managers were eager to point out these benefits of humanities over the generic business degrees. Even though some managers could not point out so many benefits, everyone agreed that a degree in humanities is in general underestimated in the business world and in society as a whole. It is interesting how that evoked different reactions in the different managers, some were humbled but others were overly proud of their education.

Above, it is often mentioned that "most of" or "many of" the managers acquired certain skills pertaining to the mindsets through their degrees in the field of humanities. It is worth mentioning, however, that three of the interviewed managers could not name such skills. Upon reflection during the duration of the interview, they could not think of any managerial skill that they acquired through their previous education. One manager, for instance, said, "it would be a lie if I tried to convince myself that it was great that I studied this, we try and spin it like that but when we apply for a job people see it as a weakness" (Intvw. 2). One ends up working in a totally different context, so it is quite normal that some skills one acquired in literature, for example, would not contribute directly to the business world. They did, however, reflect on the fact that most of their managerial day-to-day skills are indeed a fruit of their experience from extracurricular activities or on the job. Many of the managers put experience 'on a pedestal' when talking about their managerial skills. They mentioned gut feeling as a way of making decisions or doing something, although it was hard to determine which mindset this belonged to, it is interesting to point out. It can be speculated that that's another way of relying on past experience. It can be an indication that the managers have reflected on past mistakes and their 'history' and that reflection has echoed within them to such an extent that they can instinctively know what to say or do in certain situations. The words the interviewees chose to use were 'gut feeling' and 'common sense', however, these expressions can be interpreted as coming from experience in similar situations. There is some thought behind it, of course, but experience has allowed the interviewees to just call it a hunch. An example of another managerial skill that some attribute to experience is being a leader and interacting with people, which is the essence of management. One manager thinks that "the part about managing people, that is something you cannot study or learn at school, it's just something you need to work with" (Intvw. 7). Another manager thinks that "if you would be a leader or decision maker where you interact with other people it's very necessary to have solid or proper understanding of how the world is working and also understanding cultural backgrounds and not only figures" (Intvw. 4). By way of contrast two managers believe that precisely these aforementioned skills were something acquired through their degree, hence, we can conclude that the essence of being a manager can be achieved through other routes than business.

As it was briefly touched upon before, many managers had a different attitude and perception of their degree in humanities. The interviewed managers were from both Sweden and Denmark and, in general terms, no difference was observed when analysing their responses to the questions. The only exception was when two managers talked about their opinion on the value of a degree in humanities. It was discussed previously, that some managers value their degree more than others. The first manager that addressed the issue of value is from Sweden, and in their opinion, in Sweden there is an emphasis on hiring people with the exact training and education for the position. In that line of thought, if one has not studied management, one cannot be hired as a manager. Based on these observations, this manager believes that a humanities graduate has very little chances of being hired in the business industries (Intvw. 1). By way of contrast, one of the interviewees who works in Denmark thinks that more and more today businesses see value in people from non-business backgrounds. This manager has observed that companies look more into the type of person one is rather than the degree and grades. What is more, companies are beginning to see that a person with a humanities background have the general competencies that can be developed over time to impact the business in a positive way (Intvw. 7). This study could not broaden as much as to reach this aspect of the problem, but this insight can definitely be something that deserves future attention.

6 Conclusions and Recommendations

This paper created context by way of exploring previous literature and perspectives on what it is that managers do, before developing an understanding on where a managerial skillset comes from. It was found that leadership and management capacity is not necessarily achieved from management education or leadership development programmes, but rather one's ability is determined before this. Leadership ability is a natural occurrence, in that one's ability is determined by many factors such as personality and experience and knowledge of the business one works in (Drucker, 1974; Kotter, 1988; McCall, 1992; Mintzberg, 2004). Given the roles of a manager, this study identifies Gosling and Mintzberg's (2003) *Five Minds of a Manager,* as an extremely relevant article on what it means to manage where five ways of thinking and acting, or 'mindsets', were suggested: reflective, analytic, worldly, collaborative and action. Through literature, it was also possible to explore different perspectives on what the humanities can contribute to leadership and management ability e.g. different perspectives and trains of thought, moral reason, perpetual reflection and consideration (Czarniawska, 2006; Gagliardi, 2006; Gehres, 1994), many of the suggested characteristics were easily relatable to the *five minds of a manager*.

Following a review of literature, both a quantitative and a qualitative study were undertaken, focusing on the 'Øresund[(DK)]/ Öresund[(SE)]' Region of Sweden and Denmark. The quantitative study aimed primarily to find how the humanities were represented in the business world, but also to find out how they compared to other educational backgrounds or 'fields of study'. The study was also conducted with the purpose of finding managers from a humanities background that could later be interviewed. Eight industries were selected and within those a 'known' company was chosen – the aim was to collect a sample of 300 managers from each company. LinkedIn was used as the tool for collecting this information. This was successfully executed in the majority of cases; however, a ninth company was added as some of the companies did not have 300 managers to collect data from. It was found that business and management was not as highly represented as hypothesised at the beginning of this paper (33%). Humanities held a representation of only 2% (44 from a sample size of 2231 managers) – not the lowest of all, but in the lower percentile.

After completion of the quantitative part of the study, attention was drawn to a more qualitative approach, by way of interviews. The aim of this part of the study was to see if the managers from a humanities background met the criteria required to manage as defined by Gosling and Mintzberg's (2003) *Five Minds of a Manager.* In addition, it was intended to find if the managers felt that their humanities education had contributed to their management and leadership ability.

Having identified 44 managers from a pure humanities background, contact was successfully made with one manager from each of the companies (apart from one, where no humanities graduates were present). The managers were interviewed for thirty minutes, being asked questions based on *The Five Minds of a Manager.* In addition to this, some questions were asked that were more focussed on the humanities. It was found that despite not having received any formal leadership or management training, all managers fulfilled the criteria required to manage according to Gosling and Mintzberg (2003). It is noteworthy that some managers had more tendency toward certain mindsets over others. The importance of the mindsets is that there is a balance between all five – these tendencies were also raised by Mintzberg (2009), where he offers self-reflection questions for managers to address this issue (see, Appendix 9.5). According to the interviewees, humanities gives one a more holistic way of thinking, seeing different perspectives and thinking outside the box, something they thought was lacking from business education.

The study suggests management and leadership ability to be individual. Although educational background can provide a person with different perspectives and certainly contribute to efforts of workforce diversification: it would appear educational background has little impact on one's ability to lead and manage. Businesses hire more people trained in business functions because they need people to carry out those functions, however, this does not mean they can manage. Although diversity only holds a small section in this paper, its value must not be underestimated. By diversifying more organisations can greatly benefit. With the alternative perspectives and apparent value that humanities can bring, we must ask why they are not more represented in business management positions.

To conclude, this paper involves a study that, according to best available knowledge, has not been conducted before from a humanities perspective. It must not go without saying that this study does miss certain aspects and perspectives that would be interesting as a means of further study:

- With the importance of diversity becoming ever more apparent, are there enough humanities graduates working in business management? If not, then why?
- What is the reason behind the low representation of humanities in management positions? Is it due to lack of business experience? Lack of interest/ worthiness of humanities graduates?

7 *Study Limitations*

The limitations of each section have been mentioned throughout this paper, although this section will be used to highlight the key limitations of this study as a whole, primarily dealing with representation of the whole business-world:

- Selection of industries
    - Although this study takes a broad range of industries into consideration, it still does not fully represent all dimensions of the business world. To get a full representation of this, a financial, legal and medical perspective, amongst others, would have had to have been introduced in the quantitative part of this study. By doing this, the distribution of humanities graduates versus other backgrounds may have changed.

- Geographical Region
    - Given that this study was geographically limited to Sweden and Denmark, a true representation of the business world cannot be accounted for. However, the generalisability of this study means that it can easily be transferred and conducted in various other regions of the world.

- Missing Mindset
    - This study used Gosling and Mintzberg's *Five Minds of a Manager;* however, it was found that after the study was conducted that an '*Ethical Mindset*' could have been added. Ethics and morality are something that was discussed as something the humanities provide to leadership (Galgardi, 2006), it is also mentioned as something that is missing from standardised business education (Ghoshal, 2005). This could be an interesting addition to the study and also to the *Five Minds of a Manager.* It would add another perspective to what it means to manage, but also may support the idea of humanities graduates as managers. If this is found to be something that is a unique contribution from the humanities.

Further limitations to this study can be found in:

- Section 4.2.5 - Limitations of LinkedIn (Quantitative)
- Section 4.3.2 - Limitations of LinkedIn (Qualitative)
- Section 4.3.4 - Limitations of Interviews

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9 *Appendices*

9.1 Mintzberg's Study, display of results

	Major Influences
I External Context	
Culture	2
Sector	5
Industry	12
II Organizational Context	
Form of Organization	20
Age, Stage, Size	8
III Job Context	
Level	6
Function (Work Sup.)	7
IV Situational Context	
Temporary Pressures	7
Fashion	1
V Personal Context	
Background	6
Tenure	9
Style	5

Column managers (left to right): John Cleghorn—Royal Bank; Jacques Benz—GSI; Carol Haslam—Hawkshead; Max Mintzberg—C. Tel.; John Tate—Justice; Norm Inkster—RCMP; Sir Duncan Nichol—NHS; "Marc"—Hospital; Paul Gilding—Greenpeace; Dr. Rony Brauman—MSF; Catherine Joint-Dieterle—Museum; Bramwell Tovey—Orchestra; Brian Adams—Bombardier; Alan Whelan—BT; Glen Rivard—Justice; Doug Ward—CBC; Allen Burchill—RCMP; Sandra Davis—Parks; Charlie Zinkan—Parks; Peter Coe—NHS; Ann Sheen—NHS; Paul Hohnen—Greenpeace; Abbas Gullet—Red Cross; Gord Irwin—Parks; Ralph Humble—RCMP; Dr. Michael Thick—NHS; Dr. Stewart Webb—NHS; Fabienne Lavoie—Hospital; Stephen Omollo—Red Cross

Major Influence (per manager): 3, 1, 3, 3, 4, 2, 2, 3, 5, 1, 3, 4, 4, 5, 4, 2, 1, 3, 2, 4, 3, 2, 5, 2, 2, 3, 4, 4, 4

Posture (per manager): 6, 6, 2, 3, 9, 5, 2, 2, 4, 2, 3, 1, 3, 8, 3, 3, 7, 7, 7, 8, 1, 3, 1, 1, 1, 4, 4, 1, 1

Legend: ▢ major influence   • modest influence   ☐ little influence

Source: (Mintzberg, 2011, pp. 100-101)

9.2 Categories of Master's and Bachelor's Education, by subject area.

Architecture
Architecture; Building Design; Interior Architecture; Naval Architecture

Art/Design + Creative Arts
Art; Graphic Design; Graphic Technology; Industrial Design; Product Design

Business/Management
Administration; Business Administration; Business; Business, Language and Culture; Business Engineering; Business Studies; Business Systems; Commerce; eMBA; Engineering Management; Export Management; Foreign Trade; Global Management; Hospitality Management; Human Resource; Industrial Relations; International Business; Leadership; Logistics; Management; MBA; Organisation; Project Management; Retail Management; Sales and Marketing; Strategic Market Creation; Strategy; Supply Chain; Technology Management; Transport Management

Computing/IT
Computer Science; Computer Technology; Data Science; Human-Computer Interaction; Informatics; Information Systems; IT; Software Development; Software Engineering

Economics
Economics; Financial Economics; Industrial Economics; International Economics; Petroleum Economics; Trading;

Education
Education; Primary Education; Secondary Education

Engineering
Aeronautical Engineering; Automotive Engineering; Automation Engineering; Biochemical Engineering; Chemical Engineering; Civil Engineering; Control Engineering; Electronics Engineering; Electrical Engineering; Engineering; Food Engineering; Industrial Engineering; Information Engineering; Machine Engineering; Marine Engineering; 'Maskinteknik'; Materials Engineering; Mechanical Engineering; Metallurgical Engineering; Navy Engineering; Plastic Engineering; Power Engineering; Road and Water Engineering; Robotics;

Finance
Accounting; Auditing; Controlling; Finance

Health/ Medicine
Pharmacology; Pharmacy; Physiotherapy; Medicine; Midwifery; Nursing; Nutrition.

Humanities
Anthropology; Archaeology; Classics; Ethnology; Linguistics; Languages; History; History of Ideas; Literature; Philosophy; Politics; Religion; Religious Studies; Theology

Law
Law; Legal Science; Legal Studies

Media/ Communication
Communication; Digital Media; Film; Journalism; Media; Public Affairs; Visual Communication

Military

Army Leadership; Army Organisation; Military Administration; Military Chef; Military Leadership; Military Organisation

Science

Agriculture; Biochemical Science; Biology; Chemistry; Climate; Dairy; Environmental; Food; Fluid Dynamics; Geology; Nanoscience; Nautical; Physics

Social Science

Behavioral Science; European Studies; International Studies; Library Science; Political Science; Psychology; Service Managment (SocSci); Social Policy; Sociology

Other

Chef; Culinary Arts; Mathematics; Music; Print Production; Shipping; Somelier; Sports; Tourism.

9.3 Presentation of how data was compiled and analysed on Google Sheets

NOTE: some Excel experience/ knowledge is required to follow these guidelines.

A spreadsheet was used with column headings as shown:

A	B	C	D	E	F	G	H	I
#	Name	Role	M/F	Company	Bachelor's Education	Master's Education	Notes	Key Field of Study
1	Ms. Example	Manager	F	EXAMPLE	Engineering: Mech	Engineering: Mech	MBA	Engineering
2								

All data was completed with the data provided from LinkedIn, gender was deduced from profile picture and name. The notes column was used if they had undergone further study than standard, also if they had an MBA on top of an already taken Master's education. Field of study was a drop-down menu which were given names based from the categories mentioned in section 9.2. Each row was given a number (column A).

Calculations were placed in a separate table to the side of the main data sheet. The formulas below were used

Formulae:

COUNTIF
This is a formula that is used to count the number of times a certain piece of text (in green below) appears in selected cells/ columns (in yellow).

Counting Field of Study
=COUNTIF (I:I, "Architecture")
=COUNTIF (I:I, "Engineering")

Counting Number of MBA graduates
=COUNTIF(F:I, "MBA")

Counting Gender
=COUNTIF (D:D,"M")
=COUNTIF (D:D,"F")

COUNT
This is a formula that is used to count the number of completed rows in a spreadsheet – which indicates the size of the sample (number of profiles collected) – the reason each column was assigned a number.

=COUNT(A:A)

These numbers were then used to calculate percentages from the total sample number using simple formulae:

$$=SUM(CELL:CELL) \qquad =CELL/CELL*$$

*CELL should not be used, but instead replaced by a cell number e.g. =SUM(C2:C302)

9.4 Total number of MBA Graduates, by company

	A.P. Møller - Maersk (DK)	Arla Foods (DK)	Axis Communications (SWE)	Egmont (DK)	Ikea Group (SWE)	Scandic (SWE)	Scandinavian Airlines (DK)	Tetra Pak (SWE)	Vestas (DK)	Total/ Average
Number of MBA Graduates	23	21	8	0	11	4	2	13	11	93
Percentage of Pop. Size	7.7%	7.0%	2.7%	0.0%	3.7%	1.3%	5.0%	4.3%	3.7%	4.2%

Figure 5 – Individuals with MBAs from complete data collection, by company

9.5 15 Self-study questionnaire for Managers

Adapted from Mintzberg (2011, p.211), Managing

1. Where do I get my information? And how? Can I make greater use of my contacts? How can get I others to provide me with the information I need? Do I have sufficiently powerful mental models of the things I must understand?

2. What information do I disseminate? How can I get more information to others so they can make better decisions?

3. Do I tend to act before enough information is in? Or do I wait so long after the information is in that opportunities pass me by?

4. What pace of change am I asking my unit to tolerate? Is this balanced with the needed stability?

5. Am I sufficiently well-informed to pass judgment on the proposals submitted to me? Can I leave final authorization for more of these proposals to others?

6. What are my intentions for my unit? Should I make them more explicit to better the decisions of others? Or do I need flexibility to change them at will?

7. Am I sufficiently sensitive to the influence of my actions and my managerial style in general? Do I find an appropriate balance between encouragement and pressure? Do I stifle initiative?

8. Do I spend too much time or too little maintaining my external relationships? Are there certain people I should get to know better?

9. In scheduling, am I just reacting to the pressures of the moment? Do I find an appropriate mix of activities, or do I over-concentrate on what I find interesting? Am I more efficient with particular kinds of work at particular times of day or week?

10. Do I overwork? What effect does my workload have on my efficiency and my family? Should I force myself to take breaks, or reduce pace of activity?

11. Am I too superficial in what I do? Can I really shift moods as quickly and frequently as my schedule requires? Should I decrease the amount of fragmentation and interruption?

12. Am I a slave to the action and excitement of my job so that I am no longer able to concentrate on issues? Should I spend more time reading and probing deeply into certain issues?

13. Do I use the different media appropriately? Do I know how to make the most of written communication and email? Am I a prisoner of the pace of email?

14. Do I rely excessively on face to face communication, thereby putting all but a few of my reports at an informational disadvantage? Do I spend enough time observing activities firsthand?

15. Do my obligations consume all my time? How can I free myself from them to ensure I am taking the unit where I want it to go? How can I turn my obligations to my advantage?