

The Executive Learning Workgroup

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Technology & Executive Education



Cranfield
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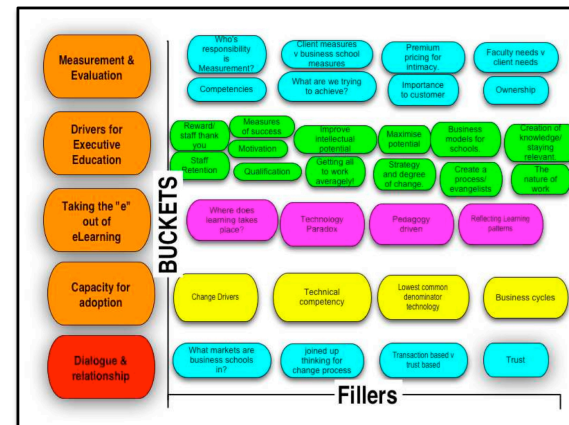
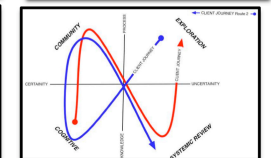
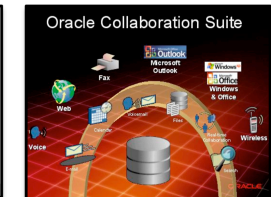
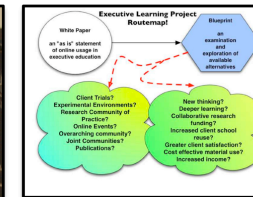
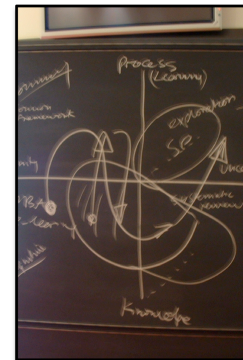
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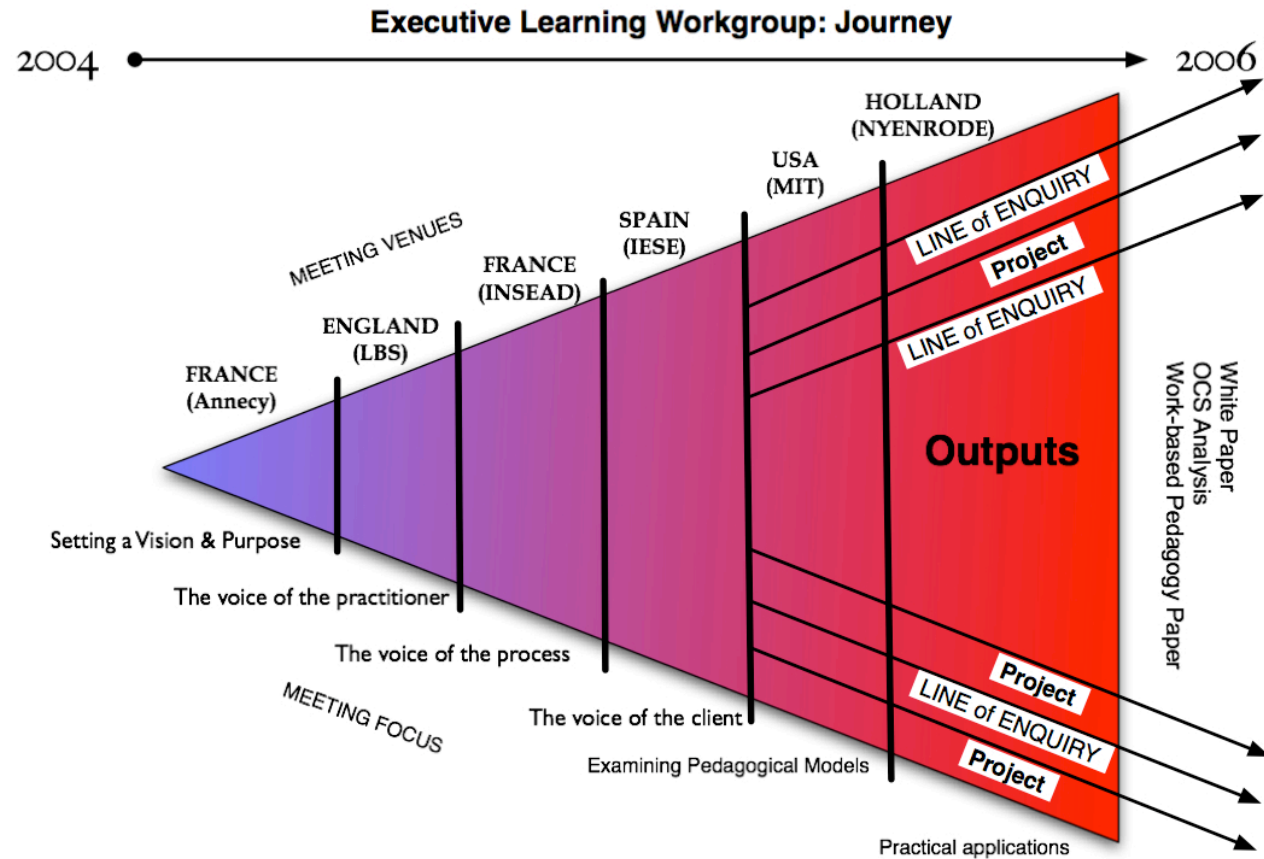
OUR PASSION

To collaborate in studying the use, impact and implications of new technologies for pedagogy in executive education

A JOURNEY OF EXPLORATION

This diagram represents the journey of the executive learning workgroup

During this journey there are significant stages that focused on the *voice of the client* and the *voice of the practitioner* as these recount the learner's journey. The impact of new technology on that journey has emerged as the *voice of the process*. This paper attempts to capture these voices for all to hear.



The Executive Learning Workgroup, consisting of Faculty Professors and Executive Education professionals, takes a serious look at how the implementation of “e-learning” has affected management education. The work is not intended to be another academic study of the evolution of e-learning but rather a snapshot of reality, a series of anecdotes, a call to all involved that the time to examine technology’s contribution is here and now.

THE WORLD OF EXECUTIVE EDUCATION

The Changing Landscape of Executive Education

The market is changing and corporations need more effective learning models.

The work of the ELW indicates the following:

- Executives are time poor and find it increasingly difficult to take out weeks or even days from their agenda.
- Learning at the Executive level is less about understanding a body of knowledge and more about sharing experiences.
- Measuring the impact of the learning experience on a business to justify the financial investment is almost impossible.
- Learning needs to be embedded in the working environment and relate more to real problems not “out there” in academia.
- As executive technology literacy increases so does the executive’s expectation that technology will feature highly in learning experiences.

“I have used so much of my experiences with the ELW to help my thinking in terms of how we move forward. It’s a high quality, focused group delivering informed debate, and it’s the mixture of Business Schools, technology and other thought processes, which makes it particularly powerful. I want to stay a part of it.”

**Avery Duff, Head HR, Rolls Royce International,
March 2006.**

“Can anyone define one best way of implementing embedded learning without a clear definition of what need’s higher educational institutions are trying to meet?”

**Leveraging learning technologies in
management education; Prof. L.Schlenker: ELW
paper**

- Accreditation is increasingly seen as important but less so than the impact of the learning on the business
- Learning and training needs to be increasingly delivered at the time and the point of need within the business context and not disconnected from it.

source: *ELW: Voice of Client Survey 2004*

The issues in management education today which are forcing higher education (Business Schools) to rethink their value propositions are:

Changing composition of the workforce.

The fastest growing workforce group today is "information workers" and this group requires continuous management education to keep up to date. Their jobs require education that differs from the traditional curriculum in both content and scope.¹ Information workers have two main needs:

- formal education that enables them to enter knowledge work in the first place,
- continuous management education to keep their knowledge up to date.

Management (Executive) education is largely delivered outside of the traditional classroom, in weekend seminars and online training programmes, from traditional universities and from a number of providers through electronic media.

"The most important direction will be breaking the temptation to replicate the classroom online. Failure in this respect will constrain the emergence of a new paradigm for high-touch executive development/learning/education. After that, the next most important direction over the next 5 years will be to engage with the most appropriate ICT to build this new paradigm."

Business School Respondent: ELW survey

¹Peter Drucker, "Knowledge Workers are the new Capitalists" The Economist, November 02, 2001

The changing attitudes of government;

The changing demands of the industry and commerce have provoked pressures to reform higher education. The Bologna Accord seeks to harmonise 40 different European higher education systems by creating a single system of degrees within an agreed framework using a consistent evaluation system. The GMAC believes that the Bologna Accord will create more than 12,000 Master degree programmes in the field of graduate management education alone.² As a result, higher education is becoming an ever-increasingly competitive environment.

Ineffective pedagogies

Teaching and research are the twin foundations of Business Schools and new technologies, including the Internet, are altering the form of both. Information based resources have been utilised for many years, from the introduction of CBT through to the more recent eLearning platforms. In essence these systems have mirrored the traditional pedagogies of the institutions that have adopted them. The Internet has created new forms of interaction whereby learning communities can be more widely dispersed geographically.

“A common computer-based collaborative learning approach is to simply introduce contemporary computer mediated communication technology into the classroom to support prescribed learning activities. This approach assumes that all students collaborate in similar ways and that present day technology is sufficient to accommodate all collaboration forms. This view is superficial and limiting. Students collaborate in different ways at different levels on different learning activities. A more detailed articulation of collaboration in learning is crucial to understanding and extending the pedagogical capabilities and usefulness of collaborative technologies.”

**George Chin JR Information Sciences and Engineering, Battelle Pacific Northwest National Laboratory
John M. Carroll Computer Science Department, Virginia Polytechnic Institute and State University**

² “The Bologna Accord: A European Revolution with Global Implications,” January–February 2005, found at www.gmac.com/gmac/VirtualLibrary/Publications/GMNews/2005/JanFeb/BolognaAccord.htm?Page=4

Evolution of the offer of management education.

Private training companies, coaches and consultants have become new entrants into the higher education market, competing for students and funding. Over 400 corporate universities have been created over the last two decades by clients who feel that they can do a better job of designing and delivering curriculum tailored to the needs of their managers. Educational institutions, faced with reduced levels of traditional funding, have also begun to develop alternative revenue streams and create partnerships with businesses to survive.

Business schools and universities have also begun to innovate in their management education offerings; open, customized, and certificate programmes have begun to take larger percentages of the institution's attention and resources. Executive education now accounts for over 50% of total revenues within most of Europe's leading business schools. However, it is estimated that 80% of industry still doesn't engage with academia for executive training, the need for a critical evaluation of this position and for Schools to "raise their game" becomes ever stronger.

"Within our organisation we have the 80/10/10 rule.

- 80% of our education is on the job.*
- 10% is mentoring*
- 10% is purchasing specific training services.*

We do not have business schools knocking on our doors asking the question 'what do we want.'

Head of HR, Microsoft, UK

Henley Management School Conference, 2005

The Challenges facing Business Schools

During the 6th meeting of the Executive Learning Workgroup (ELW) at Nyenrode Business School, February 2006, each participant was asked to name the top three challenges facing their school today, in the context of their use of technology. The debate was wide ranging but despite many of the issues being inter-connected certain themes or "red threads" can be identified. A summary of the findings is shown below.

	Behaviours/Change	Resources	Identification of value	Commercial and value proposition	Tools and technology
SCHOOL A	How to leverage faculty. Manage Organisational Impact (MoI).	Resources and innovation for “virtual”	Establishing value		
SCHOOL B	Size of cultural change			Role of traditional elearning?	Appropriate tools to deliver?
SCHOOL C	Organisational change and resources	Organisational change and resources		Growth, Custom Education revenue? Offering, teaching v consulting? Client relationship, product v advisor?	
SCHOOL D	Manage Organisational Impact (MoI).	Growth in delivery area and support staff		Exploit the opportunity. Post-programme offering, what/how?	
SCHOOL E	Manage Organisational Impact (MoI). Lack of consultation on introduction of new technologies.	Leveraging Faculty	Metrics to use?	Spin off Executive Education?	Use of technology, bells and whistles only?
SCHOOL F	Who does marketing and sales?	Staffing.		What do we pitch for, complex projects, price v resources? Supporting clients globally.	VLRC* = elearning – NO! *VLRC = virtual learning resource centre
SCHOOL G		Full time staff v virtual team balance.		Better follow up proposition. Alumni network leverage. Revenue and right pricing.	
SCHOOL H	Individual to organisational action for VLE. Increase use of media lab				IT for marketing v learning.
SCHOOL I	How to leverage Faculty with clients and sales.	Delivery support. Growth with limited resources			

Interestingly not many of the challenges were identified in pure technical terms but more related to the challenges of change, resources and market propositions.

“In many ways it’s not so much about the technology as the mindset of those involved.”

Andrew Ettinger, Director of Learning, Ashridge Business School. February 2006.

VOICES TO BE HEARD

The Voice of the Practitioner

The practitioners are those individuals within business schools who create and deliver executive learning interventions. Each individual group member is the holder of:-

- vast amounts of information about how their schools operate,
- what they have found to be successful or unsuccessful,
- what clients are finding useful or saying are not worthwhile,
- the needs that clients are outlining in discussions,
- the bounds or limitations of current thinking within their institution
- the directions being favoured by those working with clients.

Listening to the practical experience of individuals, about what works and does not work, unlocks a vast store of anecdotal experience.

What we did

To this end the group undertook a survey of its members. Seven members from the original ten schools completed the survey. The collated responses can be found at http://intra.ultralab.net/~martin/ELW_WEB/Index.html and are available for any member to fully analyse. What follows here are some selected illustrative comments extracted from the body of the responses.

This survey focuses on the post-programme alternatives:

- faculty-led face-to-face
- faculty-led on-line
- community-led with no faculty engagement
- learner-led

What we found.

An initial analysis of the group’s responses to questions about what the future will bring in the area of technology and executive education and what will be required for progress to be made suggests:-

Future directions:	We need:
<ul style="list-style-type: none"> • Breaking the temptation to replicate the classroom online • The emergence of a new paradigm for high-touch executive development/learning/education • To engage with the most appropriate ICT to build this new paradigm • Participants will be able to continue their learning through interaction with other community members; sharing real-world experiences/problems. • On-line environments will need to provide enough value to draw the participation of post-program participants. • We need to bring the environment directly to them, not expect them to come to it eg by using mobile phones. • Participants will be able to continue their learning through interaction with other community members; sharing real-world experiences/problems. • The role of the Business school could be to provide not only activities which will use these(company's own) 	<ul style="list-style-type: none"> • Tools that enable institutions to delivery content/information that is relevant to the specific interests and needs of individuals. • Full synchronization between web-based environments and client applications • Learner-centric, community spaces • Environment will be very easy and non-time consuming to use, and must help members to integrate the learning. • Accurate simulation environments • Motivating communities • Tools that allow the learner to produce content • The value of the offerings will have to be determined by the participants. • The focus would be on getting the participants learning/exchanging before the start of the post-program (face-to-face) and also when they have left campus.

functionalities, but also to provide technical support to the company's participants in using technologies in order to make the post-program successful.

Schools use a variety of different learning management systems. Some have been internally developed while others have been commercially produced. The group's opinions on current systems being used within their schools are as follows:-

Current Systems Strengths	Current Systems Weaknesses
<ul style="list-style-type: none"> • single-sign-on for users, • scalable, • familiar interface, • extensive support, • good internal workflow systems, • good search facility, • extensively customisable, • easily accessible through corporate firewalls • easy to build sites that meet the needs of different programs. • file sharing with version tracking. • calendar sharing. • survey creation. • integration with windows and office. • integration with exchange for permission defining • when combined with a news client (like outlook express) results in very robust asynch. • communication tool. synchronization for offline access • file attach, 	<ul style="list-style-type: none"> • no frame-based login, • complex backend • no item-level permissions for document libraries, • difficulty in customizing graphic design and interface of built-in components, • creation of customized components/functionalities requires expert programming, • difficult integration with our Oracle-based services, • weak integration of shared calendars with Outlook • taking advantage of full functionalities requires a configured client program, • no way to print all messages from a discussion as one file • standardised platforms, • useless standards, • too much IT • the file sharing system is very weak and cumbersome. • there is no WIKI like function for joint drafting of assignments.

<ul style="list-style-type: none"> • threaded discussion, • advanced search and find tool • communication without frontiers, • creativity, • communities, • different learning methods • student-centric, not course-centric • threaded discussions can be either multi-thread or uni-threaded • posts to the discussions can be sent out and responded to by email at the election of the participant • almost all of the desired course management and community management functions are available. • course sites can be configured by the person setting them up. • It is not one size fitting all • it's flexible (portal software) • inexpensive (under so-called 'surf license') 	<ul style="list-style-type: none"> • the ability to customize the look and feel is very limited • the complexity: many options give great flexibility, but also great complexity
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“In a nutshell”

A: “...I believe our uncritical acceptance of classical pedagogical methods is part of the problem we’re encountering.” Toby Thompson: Director Networked Learning, Cranfield University: Case Study 1: Appendix 2

B: “Information technology wasn’t seen as a “plus” in the proposal, but part of the rules of the game. The professors’ knowledge and use of information technology were viewed as a given in the future proposal.” Prof. Lee Schlenker: Professor Information Systems, EM Lyon: Case Study 2: Appendix 3

C: "...we've found that the higher the level of the participants, the less likely they are to participate in online activities." Adam Mendelson, E-learning Specialist, IESE: Case Study 3: Appendix 4

D: "Executives just completing a program frequently asked "How can we maintain this Friday afternoon momentum and excitement about our learning?" Jane Sommers-Kelly: Director Client Specific Programmes and Online Learning. INSEAD: Case Study 4: Appendix 5

E: "The dilemma for the business schools remains: Who is really their client? Who should be satisfied, the client who pays or the client who follows the training?" Prof. Marie-Joelle Browaeys: Project Manager, Virtual Education, Nyenrode: Case Study 5: Appendix 6

F: "Custom Executive Education clients are increasingly requiring that the courses we design and provide are relevant to the challenges that they face..." Toby Woll, Director Blended Learning, Sloan School, MIT: Case Study 6: Appendix 7

The Voice of the Client

Listening to clients has always been important but is even more so when the learner has a financial sponsor. The client, from the business school perspective, is both the individual and the sponsor. To facilitate this learning partnership, in an era of technological change, requires a deep understanding of client needs. Even in the most simple scenario there are many stakeholder requirements to consider. The table below identifies a sample of stakeholders who impact the decision to purchase executive education interventions. The illustrative requirements highlight a diversity of interest and hence how each stakeholder evaluates the effectiveness of executive education. A current line of enquiry within the ELW is to document evidence of the value of executive education interventions

"Faculty, administration and students don't reflect management's views of e-learning, they interpret these visions and adapt practices to their individual aspirations and resources."

"Leveraging learning technologies in management education";

Prof. L.Schlenker: ELW paper

Stakeholder	Illustrative Requirement
Budget holder	<ul style="list-style-type: none"> • Business justification • Company return on investment • Cost of course
Business unit head	<ul style="list-style-type: none"> • Resolution of business problems • Appropriateness of course material • Compliance with corporate policy
Head of Talent Development	<ul style="list-style-type: none"> • Recruitment and retention • Company development • Reward or recognition mechanism • Cost of course • Standing of academic institution
Individual learner	<ul style="list-style-type: none"> • Personal advancement • Portability of Qualifications • Cost of study • Convenience of study • Appropriateness of course material • Standing of academic institution

What we did

The group looked at three sources of information:

1. A client survey,
2. In-depth client interviews
3. Oracles' Top Talent Strategy.

Client survey

The survey addressed corporate objectives for executive education, purchasing patterns, vendor relationships and the role of e-learning. The survey of ten (10) clients from six (6) business schools asked these questions:

- Which objectives have been fixed by your organization for corporate training?
- Roughly which percentage of your corporate education needs is met by?
- Roughly what percentage of corporate education is purchased?
- Which needs do existing partners currently satisfy, and, specifically, which needs have gone unanswered?
- How can a learning partner work best with your organization to help ensure the learning is applied?
- How do you currently use your business school partners for ongoing learning needs outside of the traditional face-face programmes?
- What have your executives asked for/used in post-programme or continuous learning opportunities?
- In what conditions can coaching, evaluation, delivery, and support delivered by electronic media add value to executive education?
- What is an example of a learning SUCCESS story that used technology to connect the group members?

In-depth Client Interviews

In April 2005 structured interviews were recorded with Gordon Bull, Vodafone's Director of Global Learning Management and People Development. There were subsequent conversations with Caroline Kilbane and Aline Tingstroem of Oracles' Talent Management Team. The interviews and discussions focused on the corporate strategy for executive development, the value of information technology and the role of business schools and other providers.

Oracles' Top Talent Strategy

Oracles' "Top Talent" requirements are changing from its existing arrangements with KPMG. Oracle realises it needs to segment its Talent Strategy into three discreet components

A - Top Talent "Special", with the following specification, for individuals of high potential;

- Need to have more appropriate content;
- Be more in line with the corporations' business needs;
- Have a higher technology touch;
- Be more aligned with the corporation's talent development strategy;
- Have a greater understanding of the learning interventions value to the business – measures of return;
- Not be constrained by the need for accreditation

This specific aspect of Oracles' strategy presents an opportunity for the ELW to explore a concrete example of the use of technology to enhance executive education. Discussions are currently ongoing with individual members of the ELW around a revised "Request For Proposal".

B - Programmes

Designed for senior managers with specific developmental requirements e.g. Leadership, HR skills, Finance skills etc.

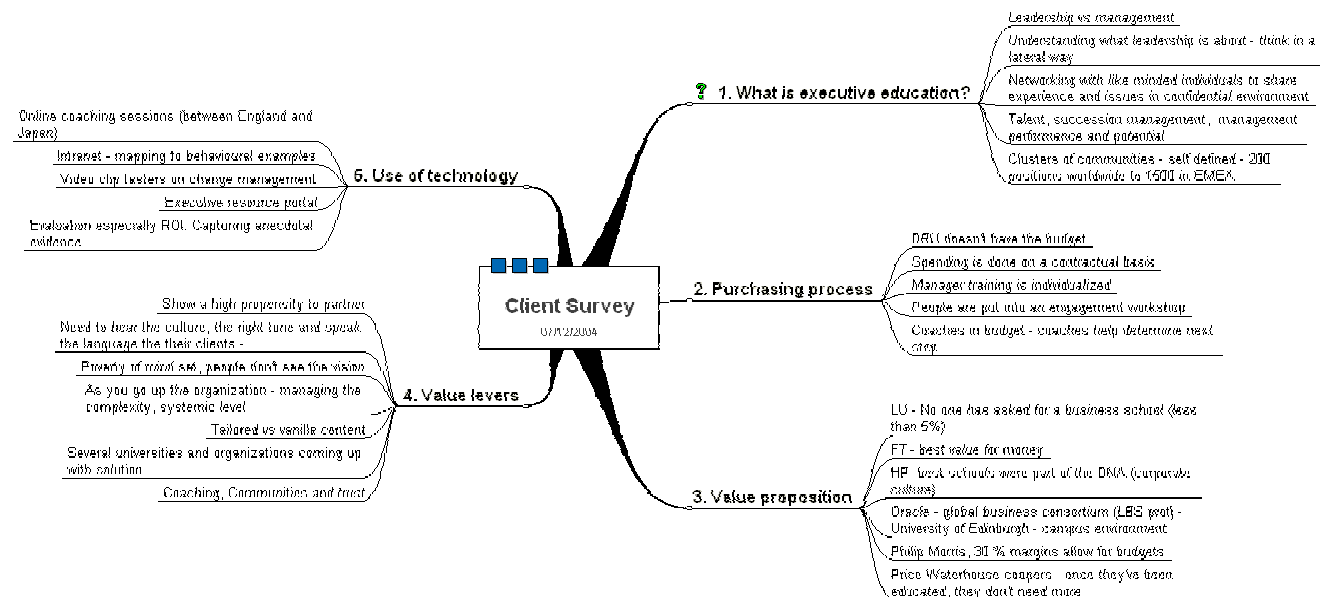
C - EMBA

A passive component of the Talent Management Strategy designed to offer employees who have been identified, via the appraisal route, a selection of "off the shelf" established EMBA programmes for their own development and progression.

What we found

Client Surveys

Results of the “client survey” were discussed in December 2004. Following a storytelling format, the presentation explored in the turn the potential for conflict in the current definitions of executive education, reviewed the different scenarios of corporate purchases of management training, examined client perceptions of the value of business schools offerings, analyzed potential strategic, organizational and technological value levers for enhancing executive education. Although drawn from a relatively small number of client firms, the presentation was intended to provoke discussion and debate as to current fit between school programs and client needs in developing leadership, management performance and personal potential.



In-depth Interviews and Oracle Talent Management discussions

From these discussions it is evident that here needs to be:-

- an on-going dialogue between business school providers and corporate clients;
- a measure of effectiveness of the learning intervention to justify the investment;;
- a closer correlation between course content and real business issues;
- a greater use of the tools executives use in their daily working environment;
- a better understanding by business schools of the needs of industry;
- a new pedagogy which uses the executive learner's expert knowledge to enhance the learning experience;
- a clearer understanding of the balance of learning objectives in terms of efficiency versus effectiveness;
- a clarity in the value propositions offered by business schools offered to industry;
- a realisation by business schools that corporations have expanded their purchase criteria beyond brand alone.

"It's not the improvement in learning that's important but the improvement in business performance."

"Educators and trainers are frightened of technology, the current pedagogical model is broken. Using LMS's is not about cost reduction but generating business value. Our Executives are time poor and IT literate that needs to be understood."

Gordon Bull, Vodafone April 2005

The Voice of the Process

The voice of the process represents the learning flows and pedagogical approaches adopted by business schools or espoused as theoretical models. Based on the outputs of the voice of client analysis, the experience of the practitioners and the observation that current pedagogical approaches are increasingly ineffective for executives, the ELW undertook a series of discussions to try and identify alternative models.

What we did

Workgroup members to date have produced a variety of frameworks, grids and models to interpret the learning cycle and to propose new directions for executive pedagogies.

Course Design Matrix

Workgroup members developed a basic structure for positioning the value of ICT within executive course design. The conceptual framework requires further refinement but, even in its present form, can be extremely useful in helping institutions understand *where and how* learning technologies add value to executive programmes. The matrix takes the form of a spreadsheet which requires the course designer to go through a sequence of planning steps answering the following basic questions:-

Outline - Overall Approach

<u>Who?</u>	Context	Identify the audience and the overall aim of the learning required	outline the broad course requirements		
<u>What?</u>	Objectives	pedagogical/ learning philosophy to be applied	identify the type of learning and the content required	knowledge/ skill/ action/ self/ group/ supported?	
<u>How?</u>	Alternative techniques	identify the different (e)Learning methods and techniques	summarise their functions and characteristics		
<u>Which?</u>	Appropriate techniques	relate content requirement (what) to technological method (how)	Methods/ techniques /processes	Available? Successful?	Tried?

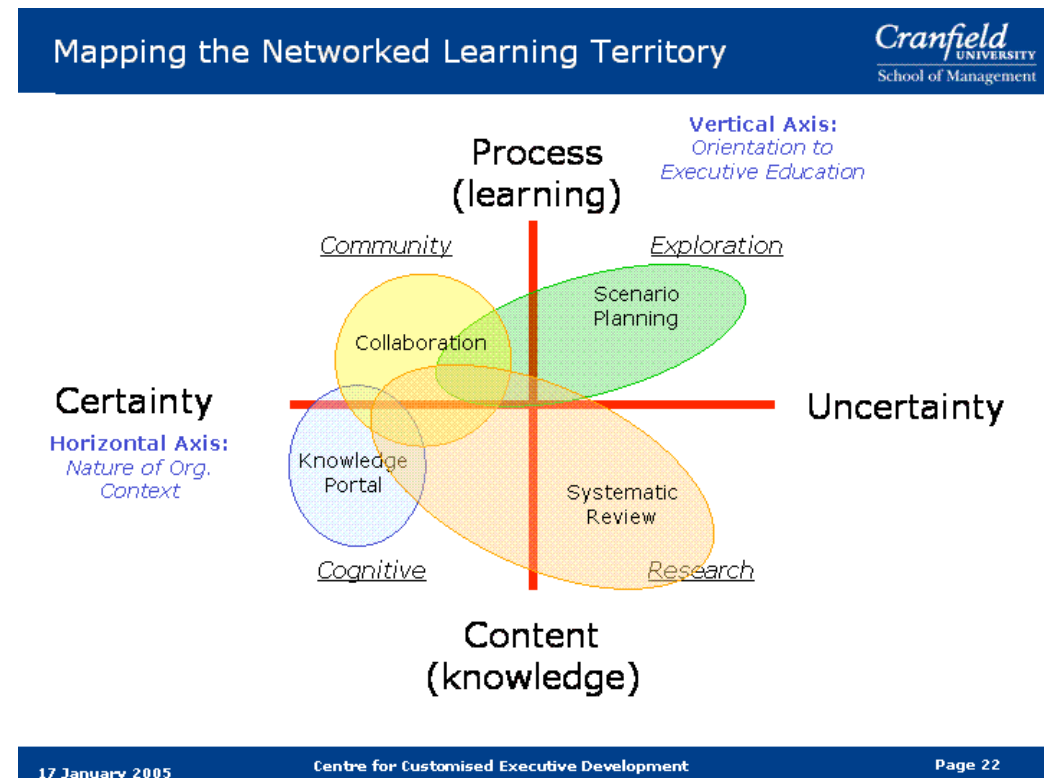
The above screenshot is of the introductory page of the matrix. The full spreadsheet is available for download at the following URL: <http://intra.ultralab.net/~martin/Exec Learning/PlanningMatrix.xls>

Mapping the Networked Learning Territory

The model shown here was developed by workgroup members asking, “Where is the ‘where’ of our consumer’s learning?” it enables us to understand how ICT can promote effective connections between learners, professors, communities and learning resources.

The purpose of the model is to show that ICT-enabled learning need not just be educationalised, classroom-oriented learning occurring in formal programmes of education but also takes place in informal and workplace settings. The model has the potential to help business schools:-

- Understand the foundations of their value propositions by appreciating where learning occurs.
- Identify the approach required by business schools towards a diverse range of client needs.
- Move away from the one size fits all mentality.
- View their activities within a flexible framework rather than a ridged process.



Example

The vast majority of the Oracle Corporation training requirements are based around what is known about its products, services, processes and culture. This known content is increasingly delivered using the organizations' own software through a variety of employee portals. The delivery of content is the responsibility of Oracle University. The positioning within the Network learning model is therefore lower left quadrant biased towards certainty and knowledge. The executive education portion of talent development is wrestling with how to move from the certainty content quadrant to the process/uncertainty quadrant and this is reflected in the RFP for Oracles' Top Talent programme.

ICT's potential impact on work-based pedagogy

The Voice of the Customer along with the Network Learning Model indicates that a significant amount of executive learning occurs outside traditional academic environments. Work-based pedagogy builds on this and addresses the premise that management education shouldn't focus just on theories and models, but on the reality of the workplace.

We define work-based pedagogy as the elaboration of structured activities embedded in the workplace as the backdrop for learning. The characteristics of work-based pedagogy include:

- Learning objectives are represented as authentic, on-the-job skills, tasks or projects that are by their very nature, both collaborative and cross-disciplinary.
- Activities designed to help learners experience and understand the meaning of space, time, culture and best practice in specific industries and markets.

*“Perhaps the question is;
How can we use technology to identify and tap into the patterns of learning and behaviour within an organisation. What are the patterns?”*

**Professor Lee Schlenker, EM Lyon,
February 2006**

- Course content that enables learners to acquire skills and knowledge applicable to future tasks while the learning products (deliverables) should be of intrinsic value to the learners' present work setting.³

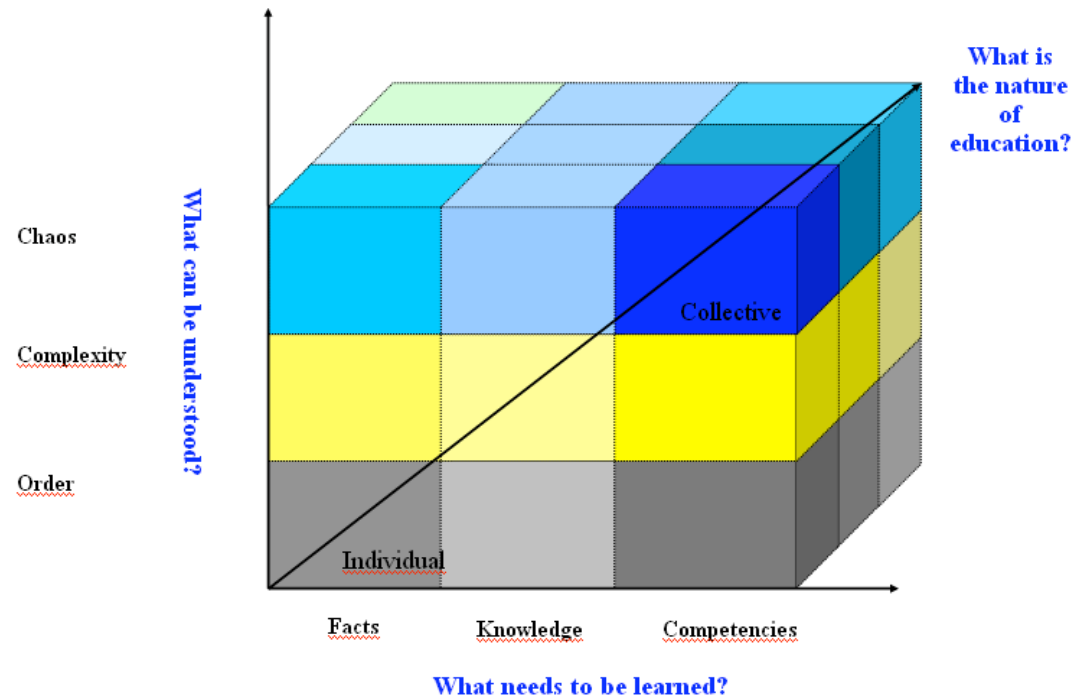
The Learning Matrix

The Learning Matrix suggests that management education involves three distinct continuums.

- The first concerns the students need to learn – is the subject matter more a question of memorising than talent?
- The second continuum concerns the learning content – to what degree can schools provide answers to business problems?
- The third continuum looks at learning as a social process – learning in isolation v collaboration?

By analysing the challenges to management education along each continuum, schools can

make assumptions about the effectiveness of their propositions and the appropriate technologies to use.



³ IT's potential impact on work-based pedagogy: Schlenker, Mendelson & Woll, Unpublished project paper, Oct. 2005, revised January 2006.

What we found

The results of the ELW work to date suggest that:

- Using processes to address business issues in a learning environment, educators and learners will see their value and the reason for extending their application in the work place.
- Communicating meaning requires more than tools and new ideas, it involves understanding how technology, content and process can be blended together to meet specific challenges in the real world.
- Work-based pedagogy isn't about designing perfect learning environments as much as focusing learning within the imperfections of our work, our models and our visions.
- Educators designing work-based pedagogy should be looking into the potential for real-time capture of experience/insights, use of simulations or virtual realities for testing potential solutions, knowledge management/acquisition, avatars, or artificial intelligence as learning aids, task tracking/ project management and use of analytical tools.
- New models illuminating the executive learning process can be developed to help business school rethink their value propositions.
- New models can assist business clarify their learning needs.
- By reframing where learning takes place the value of ICT is can be maximized.

FUTURE STEPS

Future activity for the ELW are split into two groups

Lines of Enquiry – *activity that may lead to a more substantive project.*

1. Evidence of the value of executive education interventions - looking at the value metrics being applied to justify investments in executive programmes'
2. Mobile Delivery – understanding the impact of mobile technologies on executive education
3. Virtual Learning Environments – an evaluation of VLE's and their relative merits.

Projects – *approved, defined and resourced activity.*

Using the ELW and its intellectual outputs to develop a new and innovative model for Oracles' Top Talent.

APPENDIX 1

Case Study 1:

Toby Thompson: Cranfield School of Management

Centre for Customised Executive Development - the executive education arm of Cranfield

Context - client needs as perceived.

Following on from Lee's thoughts on exactly who constitutes a 'client', we are not doing ourselves (as b-schools that is) any favours in claiming that we can indeed summarise our client's needs. The danger of such a claim is that it reinforces a doctor/patient mindset that implies that we (b-schools) know what is good for you (clients). I'm prepared to run the risk of going off on an academic tangent with this as I believe our uncritical acceptance of classical pedagogical methods is part of the problem we're encountering. Whilst the 'doctor/patient' metaphor grossly oversimplifies the wealth of intentions at play in our educative

endeavours, I'd hope it may serve to stimulate reflection of how we (as individuals and as representatives of our institutions) frame our practices.

That said, I perceive my clients needs for the provision of executive education from Cranfield as the following:

- Highly customised, i.e. not one-size-fits-all approach. Clients want an active part in the programme design process, via a needs analysis consisting of consultancy, focus groups and interviews
- Convenience – or reduced opportunity costs of managers out of the workplace for long periods. This often relates to locating programmes either in or near the workplace or at a geographical distance from Cranfield classrooms.
- Relevant to their particular managerial & business contexts - even for open enrolment programmes, consumers want exposure to content that is targeted at their specific work contexts. Corporate consumers want us to understand the strategic contexts of their businesses so that we can tailor content to suit their learning requirements.
- For programmes aimed at the corporate, clients want a systemic intervention – a programme that not only builds the efficacy of individual delegates but which has a wider beneficial impact on the entire organisation.
- The latest thinking on all aspects of management – to support the programme content with evidence-based research. The utilisation of that new knowledge then allows clients to plan strategies and operations that delivers not just performance improvement but competitive advantage
- The intervention should directly contribute to performance improvements for the individual delegates and/or client organisation that are measurable, be that via classical evaluation methods or via the active management of an embedded suite of process improvement or performance metrics
- Where the intervention is aimed at a corporate, the chosen developmental tactics (exec.ed) employed should align with, bolster or supplant existing corporate management development policy; namely, develop existing & emergent competencies inside the client organisation; align with existing and/or emergent management career structures; and provide feedback to the corporate management development policy stakeholders on the efficacy of that policy
- For open enrolment executive education delegates want to increase their managerial capability via the assimilation of new knowledge, stimulating learning processes, and to learn alongside similarly effective practitioners with whom they can network
- A clearly planned process that translates knowledge acquired in the classroom into action in the workplace
- The integration of innovative learning methods onto the programmed development intervention, e.g. coaching, action learning sets and project groups, e-learning, blogs, networking events, guest speakers
- A trusted and longer term relationship with a executive education provider that can deliver all of the above

Application - what we have done to meet these needs.

Our entire approach to meeting the above client requirements is based on a specific treatment of the divide between 'theory' and 'practice'. Cranfield's educational heritage is situated in 'practical knowledge' rather than in abstract theorising. To use the technical jargon of methods of knowledge production (Gibbons et al, 1994, *The New Production of Knowledge*, Sage), we operate in the 'Mode 2' paradigm in which knowledge is produced in the context of application by the practitioner. This is distinct to the 'Mode 1' paradigm, where knowledge production occurs largely as a result of an academic agenda and where little attention is given to its application by practitioners. I think this Mode1/Mode 2 distinction is a useful categorisation for our group, as it begins to map out the two strategic agendas of b-school and b-school consumer.

Given our Mode 2 heritage, Cranfield are addressing the needs of executive education consumers in the following ways:

- The process of customisation is driven by our reluctance to simply quote or paraphrase, synthesise or further develop an abstract theory that may or may not describe or predict circumstances within the consumers' contexts. Our classical content is grounded in theory, but at the very least its continued theoretical treatment is geared toward a further advancement of that theory from the active input into the knowledge creation process by the practitioner – the manager/delegate/client/consumer. At our best we use theory to help our consumers articulate their strategic and operational contexts, with these articulations then forming the basis of pragmatically-oriented classroom discussion.
- There is a trade-off between taking time to assimilate theoretical frameworks with a view to more clearly articulate business issues, and having a 'convenient' intervention. We meet this need by optimising the focus of the material delivered by academics onto the practitioners' contexts: this is done via the consultancy and needs assessment process
- The above two points ensure that the intervention is relevant. The experience & skill of the programme director ensures that the learning methods (e.g. case study, action learning, discussion, etc.) is relevant to the learning capacities of consumers
- In answer to the need to provide clients with a systemic intervention that brings performance improvements through the application of our latest thinking: we use action learning and project groups to provide continuity between multi-module programmes and offer executive coaching post-programme, all of which embeds the process of knowledge application inside the delegate's workplace

Lessons Learned - what we have found out so far.

Amongst the lessons Cranfield have learned from talking with our clients, with fellow executive education practitioners and with the Oracle community in particular are the following:

- That there are (at least) two distinct, and sometimes conflicting, agendas involved in negotiating the provision and uptake of an executive education 'product'. A convenient, though by no means sufficient, labelling of these agenda distinctions is between theory and practice; between the theoretical (Mode 1) perspective and the practitioner (Mode 2) perspective; between thinkers and doers. Quite possibly, striving for a unitary agenda across these perspectives is a futile process doomed to failure. More than that, such a unifying intent may ultimately limit our efforts to make a real and full contribution to management/business theory and practice. The convenience of unified agenda serves only to oversimplify a rich complexity. When transformed into the logical conclusion of a set of principles for executive education, or principles for the adoption of information communication technology (ICT) in executive education, the unifying intent inevitably leads to the wrong issues being addressed or a one-size-fits-all solution whose application is attempted but not appreciated. Equally importantly, a unitary perspective ignores the political dimensions inside organisations – some of which are related to learning, where others speak of power networks – that often provide the impetus for executive education decisions that have a direct commercial impact on the b-school provider communities.
- That what we think consumers 'should' want, they don't
- That the ICT approach adopted by executive education providers is at the same time both dynamic and hesitant. Two informal Cranfield surveys of global b-school providers spaced at a twelve month interval indicates significant change in the nature of the product, the approach and the platforms used in delivering it. What was offered by one provider and the means by which it was provided at the start of the year was different to their offering at the end of the year. This was the case for several providers surveyed. In itself this should not be surprising, given the rate of change of IT systems. However, the breadth of change observed infers changing patterns of consumption as well as changing conceptions of those products.

Future Applications - what we intend to do next to meet client needs as we see them.

Cranfield are launching two ICT-related initiatives that meet our perception of our client's needs. These are the Knowledge INTERCHANGE, and CranfieldOnline.com. Both are intended to operate in the territory outlined above – the INTERCHANGE of institutionalised/educationalised executive education and situationalised/practitioner-oriented learning. For both projects the use of technology is placed secondary to the learning requirements of the delegate/corporate. This intent is in line with Cranfield's adoption of the title networked learning as the appropriate categorisation of learning mediated via ICT, as distinct from the more limiting title of e-learning, which serves to foreground the role of technology. Networked learning employs both technological-oriented networks (the Internet, ICT in general) and social networks to fulfil its aim of creating new knowledge and learning opportunities relevant to our client.

The Knowledge INTERCHANGE – will be launched in September 2005 at Cranfield's Management Development Centre (CMDc). Situated overlooking the CMDc's suite of lecture rooms, executive education delegates within the Knowledge INTERCHANGE will be able to access dedicated management knowledge resources, a wireless lounge, knowledge creation, media and coaching areas. The Knowledge INTERCHANGE will be an environment for clients to assimilate Cranfield's latest thinking on issues related to management. It is a place where faculty and delegates will converge to jointly create new knowledge & valued learning for themselves and their organisations. Integral to the Knowledge INTERCHANGE are the services provided by the Library & Information Service at Cranfield, a key partner in the project. Networked technology allows us to open a window on the world's knowledge and ideas, giving the ability to present executive development clients with a wealth of learning materials available 24x7 from anywhere in the world. Structured around four main themes, 'paths' will lead learners to interesting and relevant content, including research and analysis on global economies, markets and companies, in addition to books and journals on all aspects of business and management. Evolving from recommended reading for modules, assignments and projects our clients can delve more deeply into a topic area, looking for further materials on the same subject or linking to related topics. Technology supports such serendipity - the chance discovery of a document or idea that might represent completely new ways of thinking around a business problem.

The Knowledge INTERCHANGE plans to be both a physical and a virtual space. We are designing an online learning experience that actively engages users, whether they are on-site at Cranfield, accessing from home or the office. Such spaces imaginatively bring objects, text, images and people together to create virtual learning communities around management thinking at Cranfield and beyond. In this way the Knowledge INTERCHANGE lays a bridge between Cranfield University and our clients; the expert practitioners in industry, providing guidance and support in implementing management learning.

CranfieldOnline, like the Knowledge INTERCHANGE, is work-in-progress. It is the umbrella online environment which includes the Knowledge INTERCHANGE and all Cranfield programme-related web portals for both graduate academic (MBA, MSc, DBA, PhD) as well as open & customised executive education programmes.

Case study 2: Lee Schlenker: EM Lyon

Maud and I had some trouble in the Parisian suburbs finding the new headquarters of the largest European constructor of computer systems and services. We were met at the reception by two obviously well dressed and well schooled HR managers who offered us coffee in the modest cafeteria on the rez-de-chaussée. We exchanged stories around the coffee machine with Christopher and Eric and a few anonymous souls of the company's recent fortunes, the nomination of the new CEO, and the corporation decision to move management outside of Paris.

Once we'd finished coffee and changed floors we got down to business. Christopher explained that since he and Eric had come over from McKenzie, they had worked with several generations of company employees. Most of those that needed to leave the company had now done so, it was time to rebuild. Both the new senior management and new stockholders were looking to build a solid foundation for growth in Europe as a service oriented company close to its traditional client base. Training and personal development were felt to an integral part of this construction. They felt we could contribute significantly to the design and delivery of the Fast-Trackers programme for the 170 high potential managers identified by the company.

One of the first questions of Maud, one of our school's client relationship managers, was why choose our school? Eric's response, not to mention his smile, was slightly unexpected. The company hadn't chosen the school, but wished to work with one or two of the professors that they already identified as thought leaders in their industry. The company did not want a MBA or certificate program, but a series of conferences and workshops that push their managers to take a hard look at their business and their market. Finally, the company wasn't interested in "traditional pedagogy", but in personal development and enriching team competencies of their high potentials.

How would the company view the success of the programme? They expected the group to be closer knit, radiating a common culture that would infiltrate into all levels of the organization.

More precisely, they would be looking for evidence that the group "acted as leaders" in relaying and contributing to the company's vision. As importantly, they expected management to understand both the possibilities and the limits that the market provided. Finally, they would be looking for managers that were both more passionate and more reactive to market demands.

How did they see learning technologies as part of the value proposition? Information technology wasn't seen as a "plus" in the proposal, but part of the rules of the game. The professors' knowledge and use of information technology were viewed as a given in the future proposal. Christopher and Eric suggested that information technology be used in the programme to reflect the work environment of the management team today and perhaps in the realistic future. If there was one lesson the company could learn from its own history, they concluded, value isn't in the technology, but in what the manager's would be able to do with it.

Case Study 3: Adam Mendelson, IESE Business School

This case study deals specifically with our Global Executive MBA, an open program in which clients are generally the individual students, not necessarily the companies they work for. This program does require company sponsorship, so indirectly we can consider these sponsors to be clients, but the reality is that this program is marketed to working individuals, not to corporate clients. This focus may differentiate this case study from the others being presented, but I believe that in the "lessons learned" section there are things that can be applied to custom programs.

Context - client needs as perceived

Clients for this program want to acquire a recognized, top-quality MBA degree without drastically disrupting their professional careers. These experienced managers are looking to further advance their careers through an international, innovative, intense, and practical educational experience.

Application - what we have done to meet these needs.

The Global Executive MBA is a 16-Month, blended, modular program for an international group of 30-40 experienced, and currently working professionals. During the 16 months, the group meets 7 times (4 in Barcelona, 1 each in Madrid, California, and Shanghai) for 2 weeks. During these two weeks participants engage in case discussions, company visits, business games, presentations from invited experts, team meetings, and social activities. The rest of the 16 months is spent engaged in online learning activities that include online case discussions, individual and team work-related assignments, online simulations, individual evaluations, and preparation for coming face-to-face periods. In order to facilitate the online learning, participants are provided with a variety of communication and collaboration tools.

Lessons Learned - what we have found out so far.

- With this group, online collaboration works, and works well! Online participation levels are generally between 80% and 100%. We suspect that this high level is due primarily to the fact that participation is required and there is an MBA at stake.

- Participants are most satisfied when they see a high level of professor implication in online activities. They are frustrated by absent professors and lack of detailed feedback.
- Participants are generally very happy with work-related projects during the online periods. These projects give them an opportunity to apply their new learning directly to the work environment. This quick application is one of the benefits of a modular, blended program.
- Graduates from this program maintain virtual contact with one another long after the program has ended. This group of alumni forms an active online community that shows no signs of dying, in part because with each graduating class new members join the online community.
- While more advanced technologies can be beneficial, this program could probably function with nothing more than threaded, asynchronous discussion (in our case NNTP servers and readers).

Future Applications - what we intend to do next to meet client needs as we see them.

Within the Global Executive MBA, we see an increase in the use of synchronous communication technologies, and in the number of work-based projects as opposed to case discussions.

Our larger challenge is spreading the success of this program to our other executive programs. We have tried to use a similar format with some shorter open programs and the results have not been the same. When the program does not include formal grades and a recognized degree, our online participation levels drop to between 20% and 50%. Especially if we try to use case discussions where the value of the discussion is directly related to the quality and level of participation, these lower participation levels are not acceptable. Additionally, we've found that the higher the level of the participants, the less likely they are to participate in online activities.

Our experience with virtual communities of alumni has been similar. All of our alumni request online communication tools, but for the most part these communities die off quickly, unlike what we have seen with Global Executive MBA graduates. This trend makes us suspect that only if the participants have already become accustomed to interacting regularly online will they continue to do so one the program has ended.

Case Study 4: INSEAD: Jane Sommers-Kelly

Context

Executives just completing a program frequently asked “How can we maintain this Friday afternoon momentum and excitement about our learning?” Their company sponsors asked “How can we and INSEAD extend the learning, so it is not an isolated event?”

Both of these questions reflect several different needs we are hearing from the customer and client.

- First, a need for executive learning from external sources outside of one’s ecosystem to be **an ongoing process**, not a single event. Benchmarking and stepping back to examine the context and processes are critical, and executives feel they need help in so doing.
- Secondly, companies need to justify their significant investments in top-quality learning partners. Extending the learning beyond the traditional five-day residential programme extends the value and increases the ROI.
- Lastly, our clients were saying they wanted to integrate INSEAD Professors’ helpful insights and classroom dynamics into their workplace, and they needed INSEAD assistance to do so.

Application

What: INSEAD chose to address some of the above needs through offering **post-programme Professor-led web casts**. We chose one general management programme as our pilot, the Young Managers Programme. The offering was a one-hour web cast on a specific topic, thirty-minutes of Professor presentation and thirty minutes of participants question and answer. This pilot would determine how INSEAD Executive Education would proceed with its global alumni of 40 000+.

How: In the fall of 2003, INSEAD OnLine invited by email 250 recent alumni of the last four YMP programs. The selected Professor was one of the Program Directors, as we felt if the participants personally knew the speaker more would attend and,

during the web cast, this familiarity would increase the participants' comfort level and satisfaction given the awkwardness of the virtual environment and voice over IP.

The topic was "Corporate culture: How to create and sustain the Goodwill factor among employees".

A necessary **pre-requisite** for the above was our technical infrastructure: INSEAD programmes had been using the online InterAct platform since January 2001. So each YMP participant had already used the platform as part of the pre- and inter-module work. Several of the YMP programmes had even used the platform in virtual teams, to make decisions on a business game simulation when back at the office.

Since then IOL has offered a web cast every two-three months, delivering seven in total. Topics have included: Managing for Value, Supply Chain, Management Accounting and The Changing World Fortune (macro-economics).

Results:

Of the 250 YMP alumni invited for the first web cast, 5% (13) showed up for the live session and another 5% for the recorded session. Since then, attendance has kept relatively constant at 25-30 attendees for each web cast.

Lessons Learned

1. Pre-requisite. The three years of practice IOL had in its web classroom (the InterAct platform) permitted the INSEAD support team to minimise technical glitches, which can frustrate participants, embarrass Professors and destroy learning value.
2. Benefit to client. In addition to connecting with a Professor, participants join to see and talk to other participants (their names are listed on the side of the screen). As the webcasts extends across programmes, people have not met each other. While the chit-chat before the Professor starts is somewhat reduced, it surprisingly still occurs. (Note: the participants do not use the private message tool that would permit a typed communication with another participant).

Future Applications

This pilot has confirmed our online strategy: to use virtual tools to deliver life-long learning and reconnect our clients with INSEAD, its Professors, and their INSEAD network. The next step in the execution of this strategy is **extend the web casts to all executive education alumni**, going from the 750 YMP alumni community to the 13 000 executive education alumni who have been to INSEAD. Offering this wider audience bi-monthly invitations to INSEAD Professors would begin our process of positioning ourselves as their Preferred Learning Partner.

Secondly, we have mutated this web cast for company specific clients with two offerings. Pre-programme, we have sold and delivered five web casts to a group of participants 1-2 months prior to coming to campus. Post-programme, we have offered far-flung clients (one in Wisconsin USA) a Professor-led web cast on a new hot topic (Blue Ocean Value Innovation) to 120 alumni who had each attended a company-specific programme.

Case Study 5: NYENRODE: Prof. Marie-Joelle Browaey

Context - client needs

First I would like to mention that I am writing about my own experience as program manager of short open programs and of a corporate Executive MBA, and at present as project manager in e-learning, in particular for a corporate executive training (Crédit Agricole).

The demand for life-long learning is not a new phenomenon. Everybody knows that 20 or more years ago the companies demanded their employees to return to the 'Permanent Education' for increasing their 'employability'. At the same time business schools offered a range of management trainings closed by the acquisition of a certificate or a MBA. Everybody was happy, the b-schools delivered what the business world demanded.

Now, the demand is still the same, but the view of the companies on learning is changing. They don't see trainings anymore as a way to develop cognitive understanding and new skills of their executives, but as a means to achieve strategic goals of the company and to improve performance on the job while the b-schools continue to offer an academic model, in which the cognitive element takes the main place.

Between the demand (companies) and the supply (schools) there is a crowd of trainees (our clients), with a multitude of learning styles. Their training needs could be in complete contradiction with those demanded by their companies. For example, there could be discrepancies between the ambitious strategic goals of the company and the goals of their executives (trainees) who want to get a MBA for advancing their careers. To avoid this situation, some companies have created their corporate training centers and are inviting professors from Business schools for their 'homemade' seminars.

The dilemma for the business schools remains: Who is really their client? Who should be satisfied, the client who pays or the client who follows the training? Furthermore, are the b-schools only dedicated to deliver an (Executive) MBA or should they also deliver professors for on-demand trainings?

APPENDIX 2

ELW MEMBERSHIP LIST

CORE Members

Name	Title	Organisation
Marie-Joelle Browaey	Ass Prof. Project Man Virtual Ed.	Nyenrode
Eduardo Diaz del Río	IT director	IESE
Avery Duff	Director - International Human Resources	Rolls Royce
Andrew Ettinger	Director of Learning Resources	Ashridge Business School
Sarah Green	Director of Service Delivery for Executive Education	LBS
Tracy Horn	Web Development Manager	Judge Business School
Steve Ludlow	Associate Director Centre for Management Development	LBS
Alan Matcham	Director EMEA	Oracle
Adam Mendelson	e-learning Specialist	IESE
Lee Schlenker	Professor Information Systems	EM Lyon
Jane Sommers-Kelly	Director Client Specific Programmes	INSEAD
Toby Thompson	Director Networked Learning	Cranfield
Aline Tingstroem	Principal OTD Consultant	Oracle
Toby Woll	Director Blended Learning	MIT
Martin Doherty	Principal Facilitator	Ultralab
Giuseppe Auricchio	Associate Director	IESE
Carlos Cordero	Manager Learning Technologies	IMD

Occasional Members

Name	Title	Organisation
Marc Alvarado		EM Lyon
Ruth Attenborough	Programme Manager	LBS
Walter Baets	Professor, Director Graduate Programs	Euromed Marseille
Ruth Berry	Director Exec Ed	Judge Business School

Neil	Boughen	Researcher	Ultralab
Peter	Charlton	Senior Consultant Leadership and Executive Development	Unisys
Jason	Davis	Product Manager	Oracle
Matthew	Eaves	Researcher	Ultralab
Marie	Eiter	Exec Director Exec Ed	MIT
Ian	Hardie	Associate Dean: Executive Education	London Business School
Graham	Hart	Researcher	Ultralab
Stephen	Heppell	Professor	Heppell.net
Jill	Huret	On line Services Manager	INSEAD
Jules	Koster	Director of Exec Ed	Nyenrode
Marie-Ann	Kyne-Lilley	Programme Manager Executive Education	Judge Business School
Richard	Millwood	Director	Ultralab
Eric	Weber	Professor, Dean Exec Ed	IESE
Caroline	Kilbane	Talent Consultant	Oracle
Anne	Harvey	Programme Manager	LBS
Sunil	Choenni	Ass Professor IT	Nyenrode
John	Morton		Formerly LBS
Phil	Bell	OCS	Oracle
Alan	Rushton		Formerly Cranfield
Martin	deVille	Director OCS	Oracle
Ibrahim	Gogus	Snr Director	Oracle
David	Mitchell	Director	Ovum
Elio	Borgonovi	Professor	SDA Bocconi
Luca	Buccoliero	Professor	SDA Bocconi
Tristram	Wyatt	Dr Distance learning	Oxford Uni
Lucas	Heymans	Strategy Director	Oracle
Herman	Waumans	Public Sector Director	Oracle
Ole	Lunddahl	HCM Development Director	Oracle

