BUSINESS SCHOOLS AND CONSULTANTS

Sleeping with the enemy or a new model of Exec Ed?

Steve Ludlow
Keith Leslie

UNICON April 2013
The Traditional Business School

**School**

- Focus is research and academic programmes
- Education is transmitting and testing knowledge
- Curriculum is defined to meet university requirements
- Programmes built around faculty ‘content’
- Lecture theatre delivery to large cohorts

**Executive Education**

- Based on elements of existing academic programmes
- Teach a business tool kit
- Deliver what faculty can teach
- Programmes built around ‘star faculty’
- Light customization of existing material
- Classroom delivery
Successful Executive Education

**School**

- Focus is research and academic programmes
- Education is transmitting and testing knowledge
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**Executive Education**

- Focus on developing capabilities
- Upfront ‘development’ to identify relevant capabilities
- Use of ‘practitioners’ as well as academics
- Design of a ‘learning journey’
- Integrated ‘blended’ delivery
- Experiential activities
- Designed to support talent management and OD initiatives
Executive Education

Solutions not programmes

Driven by client needs not faculty expertise/interest

Transformational at individual and organisational level

Developing the C-suite strategic agenda not HR/L&D implementation

Long term partnership not limited to a ‘programme’

Roll-out to multiple levels

Development phase is significant part of the project

In-flight development: change as the organisation changes

Co-delivery with senior executives

‘One-stop shop’ supplier
Who are the competition?

- Business schools (traditional > less traditional)
- University departments (Public Policy, Cont Ed)
- Duke CE (new paradigm?)
- Faculty partnerships
- Corporate universities/academies
- Coaching/training companies
- Recruitment firms
- Online specialists (Line, Harvard Publishing)
- Consultants (general and specialist)
- Consortia of the above
Executive Education and Consulting: trading places?

- Executive Education
- Tailored programmes
- Capability building

- Transforming organisations
- Transforming clients
- Strategic agenda
Different consulting firms – different formulae

- Multi-client programmes
- Research programmes
- Coaching
- Leadership interventions
- Assessment
- Tailored client programmes
- Building partnerships

Firms:
- McKinsey
- Deloitte
- HR firms
Executive education and Consulting: two collaborative programmes

Distinctive Client Experience

**Business School:**
Design and facilitation

**Consultant:**
Design, the clients

**Specialist input:**
360, coaching

Major Projects Leadership Academy

**Business School:**
Design and academic delivery

**Consultant:**
Winning the procurement
Design, ALS, programme management

**Specialist input:**
360
### MPA Pillars

<table>
<thead>
<tr>
<th>GOVERNMENT MAJOR PROJECTS PORTFOLIO</th>
<th>MAJOR PROJECTS LEADERSHIP ACADEMY</th>
<th>OPERATING ENVIRONMENT</th>
<th>ACHIEVEMENTS &amp; LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Portfolio Management</td>
<td>• World class project leaders</td>
<td>• The ultimate approach</td>
<td>• Interactive electronic dimension</td>
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<td>• On time</td>
<td>• Value for money</td>
<td>• The ultimate structure</td>
<td>• Advanced access systems</td>
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<td>• On budget</td>
<td>• Much improved outcomes</td>
<td>• The ultimate process</td>
<td>• Sophisticated alignment tool</td>
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<td>• Delivering specified benefits</td>
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Academy Partnership

Oxford Saïd Business School – ranked #1 by FT
- Research: BT Centre for Major Programme Management
- Teaching: MSc in Major Programme Management faculty

Partnership with Government
- MPLA developed with input from Government experts, practitioners across Whitehall and the Project Leadership Profession

Programme goals
- World class
- Practical impact
- Participant-centred

Partnership with participants
- MPLA content shaped and developed with Cohort 1
- Build networks and support

The partnership of Oxford Saïd Business School and Deloitte
- Leadership development
- Commitment to flexible co-design
- Programme experience and insight
MPLA Overview

**MPLA Development Plan**
- Professional Development Plan (PDP) development with ALS Facilitator

**Assessment Preparation**
- Session with ALS Facilitators
- 360 feedback
- Panel Interview including review of PoE

**Portfolio of Evidence (PoE)**
- Development & completion
- Includes MDP, written assignments, learning logs etc.

**Assessment**
- Presentation
- Panel Interview including review of PoE

**Cohort MPLA Closing Event**

<table>
<thead>
<tr>
<th>Month</th>
<th>1st Residential</th>
<th>2nd Residential</th>
<th>3rd Residential</th>
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<tbody>
<tr>
<td>ALS 1</td>
<td>ALS 2</td>
<td>ALS 3</td>
<td>ALS 4</td>
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<td>ALS 5</td>
<td>ALS 6</td>
<td>ALS 7</td>
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**Preparation**
- Cohort Orientation Event
- 360 Feedback
- 1-2-1 with ALS Facilitator

**MPA Review**
- Participation in one MPA Review Training session

**Facilitated Action Learning Sets**
- 4 facilitated Action Learning Sets
- ALS 1 during Residential 1

**Ongoing Action Learning Sets**
- ALS members are encouraged to continue meeting, facilitating the ALS themselves

**Residential**
- Three 5 day Residentials for Modules 1, 2 & 3

**Personalised mentoring** to meet specific developmental needs, if required

**Master Classes**
- Deep dive into subjects introduced during Residentials

**MC 1**

**MC 2**

**MPA Reviewer Training**

**MPA Reviewer Training**
- Participation in one MPA Review Training session

**MPA Review**
- One MPA Review of a Major Project in the GMPP

**Portfolio of Evidence**
- Development & completion
- Includes MDP, written assignments, learning logs etc.

**Assessment Preparation**
- Session with ALS Facilitators
- 360 feedback

**Assessment**
- Presentation
- Panel Interview including review of PoE
### Different configurations

<table>
<thead>
<tr>
<th>Client relationship</th>
<th>Consultant</th>
<th>Business School</th>
<th>Others</th>
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<tbody>
<tr>
<td>Bid process</td>
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<td>Diagnosis of needs/strategic engagement</td>
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<td>Design</td>
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<td>Facilitation/programme direction</td>
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<td>Expert input (content)</td>
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<td>Practitioner input</td>
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<td>Project/Programme management</td>
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<td>Event management</td>
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<td>Online activities</td>
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<td>Coaching</td>
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<td>Action learning set facilitation</td>
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<td>Psychometrics, 360 survey</td>
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What makes a successful partnership?

• Understanding the needs of both parties
• Clarifying the lines of communication (within the partnership and with the client)
• Clarifying roles within the partnership
• Transparency
• Involving the right personnel
Discussion

- Consultants ‘doing Exec Ed’: is this a mature market phenomenon only?
- Should BSchools ‘stick to the knitting’ and leave ‘new paradigm’ work to the consultants?
- Is a formal ‘partnership’ document/MOU required when working on joint projects?
- How can Exec Ed enable faculty research to have impact?