



**MINDING THEIR BUSINESS BY FLEXING OUR MINDS:
A GUIDE TO CORPORATE UNIVERSITY PARTNERSHIPS**

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EXECUTIVE SUMMARY

Purpose & Methodology

The goal of this report was to identify key factors that influence corporate university leaders when crafting their executive learning programs, with a special focus on non-credit academic executive education partnerships. The resulting work helps identify how executive education is currently perceived (and executed) by corporate universities, and, just as importantly, suggests specific steps that can be taken by higher education institutions to gain larger market share of the executive education economy.

The survey data was collected through three methods: a literature review, a series of one-on-one interviews—of trend spotters and corporate university leaders—and a survey of 66 individuals representing corporate universities. Respondents to outreach spanned five continents.

Findings

Research revealed numerous findings that suggest areas for further exploration, on the part of executive education teams:

- The number of corporate universities is perceived to be on the rise;
- Corporate university leaders are often very familiar with business schools, as the most commonly shared degree is the MBA;
- There is tremendous importance being placed on how learning interventions impact the bottom line;
- Customized programs are the trend right now, and price is secondary (or even tertiary) to alignment with the organizational goals;
- There is much to be learned from corporate universities, who, among other things, are often savvier users of technology than executive education divisions;
- Externally-facing divisions within business schools possess contacts that can prove quite fruitful to executive education division efforts (personal connections are critical);
- Practical experience of instructors is absolutely essential to corporate university learners; and

- There are ways to establish relationships without monetary exchange, which could lead to potential opportunities down the road.

Implications

There are numerous ways that business schools can prepare themselves for the expected proliferation of corporate universities. Five critical recommendations include:

- Streamlining external contacts across school divisions, as appropriate;
- Creating practical and impactful content for executive education sessions through the broadening of faculty industry exposure and expertise;
- Incorporating best practices in technology usage, through corporate university partnerships (even if non-monetary);
- Ensuring that suggested solutions are tied to business goals; and
- Reaching out to local corporate universities, who often prefer that learning takes place in the vicinity of headquarters.

These strategies will help to ensure that individual business schools are not only prepared to partner with corporate universities, but organizations in general seeking to tap non-credit academic providers for learning and other interventions. In an environment where competition is heating up, these strategic steps provide ways to stay ahead of the curve, and ultimately, provide best solutions to effective and targeted workplace learning.

MINDING THEIR BUSINESS BY FLEXING OUR MINDS: A GUIDE TO CORPORATE UNIVERSITY PARTNERSHIPS

It's another day at the typical corporate university, and a quick look at its leader's e-mail inbox reveals 60 new messages from potential vendors. Each email is a very real sign of something UNICON members already know: the competition for business is heating up.

Our research reveals good news: the most common degree corporate university leaders have attained is an MBA. Business schools, therefore, have a built-in advantage: they are known quantities. Even so, non-credit academic executive education divisions haven't claimed as much of the multi-billion dollar market as they could. Why is this the case? And how can executive education providers get a larger piece of this pie?

In order to begin to address these questions, this report provides appropriate context, background, and trends, ultimately making recommendations for steps forward. This work has been divided into ten sections (not including Appendices):

- I.** Fad or Institution?
- II.** Corporate Universities - Definition and Typologies
- III.** Corporate Universities 101: The Basics
- IV.** Corporate University Leaders
- V.** RFP's and the Competitive Landscape
- VI.** Future Trends
- VII.** Findings
- VIII.** Recommendations
- IX.** Areas for Further Research
- X.** Summary

The information included in this document derives from data collected through three processes: a literature review, one-on-one interviews (with trend spotters, corporate

university leaders, a successful vendor, and an executive education leader), and an online survey of corporate university leaders.^{1,2}

I. Fad or Institution?

First things first. Are corporate universities a flavor-of-the-month idea, or a new reality? There are lots of reasons that corporate universities have proliferated within the past few decades. Perhaps the most salient of those originally mentioned in pioneer Jeanne Meister's work are the deluge and speed at which new information comes our way, and employees' resulting need to keep abreast of changes over ever-longer careers. (Meister 1)

There are, however, corporate universities that have not withstood the test of time. Recent constraints in the workplace— employees' limited time, reduced staffing and increased workloads, and, often shrinking learning budgets – have caused the demise of some. Yet from the perspective of Annick Renaud-Coulon who heads the GlobalCCU network of corporate university leaders, there has been generally constant growth in their creation on six continents.³ This trend is also spotted by Mark Allen, who contends that there now exist over 4,000 corporate universities in the United States alone, 10,000, globally speaking.

Survey data suggest the same. Participating corporate universities report an average age of nine years. This suggests that despite the severe recession that existed at the time, companies were thinking ahead and establishing new corporate universities.

¹ We are indebted to team member Annick Renaud-Coulon, who provided access to her Global Council of Corporate Universities distribution list. Its members were very open to the one-on-one interviews; survey respondents were also gracious participants.

² Participants in the one-on-one interviews were from four continents (North America, South America, Europe and Asia). The 66 respondents to the survey came from five continents (in addition to the aforementioned, Africa).

³ According to requests received for membership by the Global Council for Corporate Universities, areas of special growth include Turkey, Singapore, and Columbia. The number is still growing in the United States. South America and Central America, in general, have also seen increases in number.

And the trend continues. Organizations savvy enough to recognize the proven impact of human capital development on profitability are still investing wholeheartedly. Among both survey and interview respondents alike, brick and mortar facilities are currently being built, demonstrating strong support by senior leadership for the strategic learning function.

Time will tell whether the end of an era is here, or, in contrast, a new wave of corporate universities is flourishing. Based on our observations, we predict the latter.

II. Corporate Universities - Definition and Typologies

Definition

There are several definitions for corporate universities, but as Mark Allen has noted, one key commonality across many is the inclusion of some variant of the word “strategy.” (Allen (2002) 7) His own definition is “an educational entity that is a strategic tool designed to assist its parent organization in achieving its mission by conducting activities that cultivate individual and organizational learning, knowledge, and wisdom.” (Allen (2002) 9) Renaud-Coulon’s suggests, “‘Corporate university’ is the generic name given to educational structures based in private and public, commercial and non-commercial organizations to help implement—through Learning and Development — the organization’s strategies in human, economic, financial, technological, communication, social and environmental terms, and embody the identity, the culture and the brand of the organization for all its stakeholders.” As can be seen from these different descriptions, the scope and breadth of a corporate university’s responsibilities are wide, and can be viewed from many different perspectives.

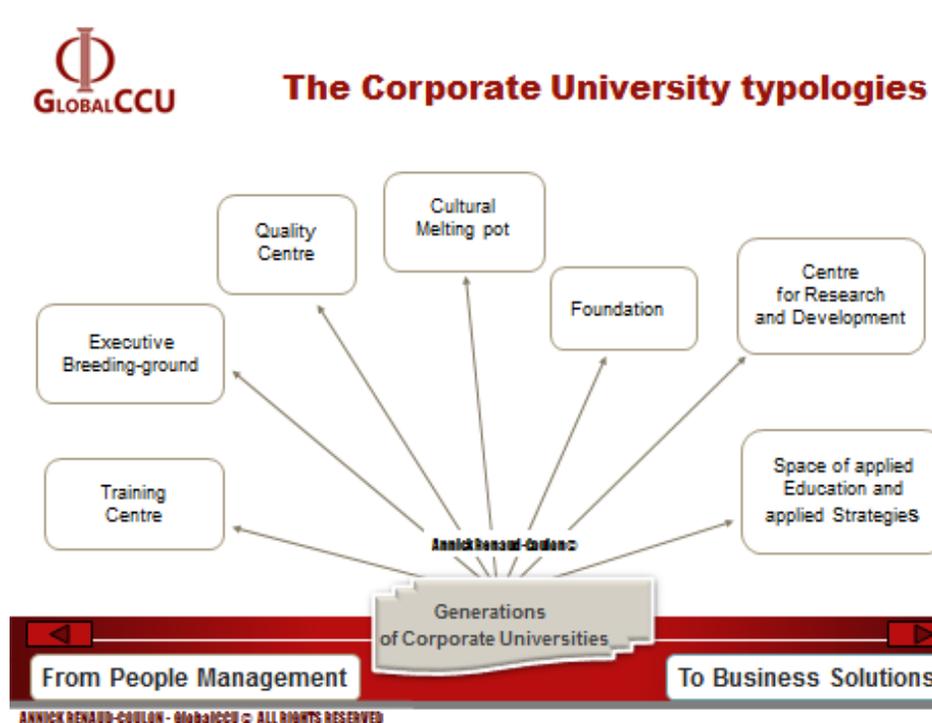
One caveat: the term “corporate university” does not suggest this breadth—organizations that house them do not have to be ‘corporate,’ or even of a particular size. In addition, other words – academy, institute, etc. – have been used in place of the term ‘university,’ especially outside North America. Award-winning entities have come from all types of industries – governmental, non-profit, as well as for-profit—making great contributions to their parent organizations and their industries at large. With all this variety, one might ask, can categorizations be made? It is this question to which we next turn.

Typologies

Attempts have been made by academics and others to define taxonomies, in the hopes of developing a deeper, more sophisticated understanding of corporate universities. Three that emerged from the research which we feel are of special import to executive education providers for business development purposes pertain to a) corporate university function; b) geography, and c) stages of development.

a) Function

Renaud-Coulon has set up a typology of corporate universities based on their targeted function:



Each typology represents the main focus of the corporate university. Major emphases range in concentration from being a training center for skill enhancement, all the way through to being “a space for applied education, and applied strategies,” where priority is given to teams, so that they can understand

their company's dimensions—whether current or future, near or far, familiar or unfamiliar—and take new paths that leave the beaten track and become true political instruments.” (For more information on this typology, and the roles that business schools can play in each, see Appendix A)

Renaud-Coulon acknowledges that particular institutions may concentrate on multiple foci; the extent to which they are aligned with business goals and needs determines how far to the right (towards business solutions) the institution is actually situated. She has also suggested that people-management-oriented corporate universities (training centres, executive breeding-grounds, quality centres, and cultural melting pots) are more likely to reach out to business schools.

b) Geography

Area trends, such as those pertaining to human capital, can also impact the activities undertaken by a corporate university. For example, it is well known that there are perceived “employability gaps” in China, where the local population is not considered to have the necessary skill sets for the work that needs completion. This becomes a key issue that merits attention by local corporate universities.

More specifically, a global mining company we spoke with discovered employability gaps in various regions of their operations. To address this dearth of skilled labor, they provided community schools with the expertise necessary to fill the jobs that they were hoping to source locally. Each location came with different challenges.

To summarize on this typology, then, when approaching corporate universities in different regions, it is best to keep in mind the issues they may face in their external environments. Some of these issues surface in the many regional corporate university consortia that exist in specific countries or areas; it's worth reviewing these websites when talking to leaders in these areas...

c) Stage of Development

Another way in which corporate universities can be categorized is by stage of development. Many corporate universities go through a loosely chronological maturation process, and numerous anecdotal accounts of corporate universities' histories included references to "phases" and "stages." Amy Lui's taxonomy (2012) segments corporate universities by their current stage of development, approximating their involvement with academic institutions; a snippet of her taxonomy is found below:

- | | |
|----------------|--|
| <i>Stage 1</i> | Just starting to organize the corporate university function
<i>**No interactions with academic institutions**</i> |
| <i>Stage 2</i> | Programs are in place and operations running
<i>**Beginning to assess and build relationships with academic institutions to collaborate. Inviting noted faculty as guest speakers**</i> |
| <i>Stage 3</i> | Well established and functioning programs, with many offerings, processes, and procedures
<i>** Corporate university collaboratively designing and delivering customized learning programs with academic institution**</i> |
| <i>Stage 4</i> | Known for expertise and best practice
<i>** Collaborates with academic institutions for credit and/or customized degree programs; Program in place for faculty exchange and/or faculty development programs**</i> |

As can be seen, she suggests that those in the earlier stages generally have more limited relationships with academic partners. As a corporate university matures, its leaders are more likely to reach out to academia and other external vendors, in order to engender diversity in content and perspective.

We have shown that there are numerous ways that corporate universities can be categorized; this section has mentioned but a few. Regardless of the taxonomy employed, key to note is the potential for multitudes of influences (industry factors, rate of change, personnel changes, force majeure events, etc.) to impact if and how a corporate university

currently fits a paradigm, and how it may do so moving forward. Some influence particular organizations, while others impact multiple institutions at once. Understanding the pressures on each specific organization is key to being able to meet their needs in a meaningful way.

III. Corporate Universities 101: The Basics

Reasons for their Establishment

True corporate universities (as opposed to de facto, non-strategic training departments) are usually created in response to a business need. There are as many precipitating factors for their establishment as there are entities. Impetuses include failures of educational systems, transformation of business models, new skills required by new business models, new technology, mergers and acquisitions, the need to be legally compliant, a loss of market share, binding congressional directives, and a desire to centralize the learning and development function to reduce costs, to name but a few.

Corporate universities' own mandates stem from these precipitating factors and institutional situations. Some establishments are in charge of the whole "hire-to-retire" spectrum of responsibilities—recruitment, talent management, succession planning, etc. – whereas others are given more particular directives, as was implied by Renaud-Coulon's "function" typology earlier. As with most attributes of corporate universities, it varies.

Goals and Processes

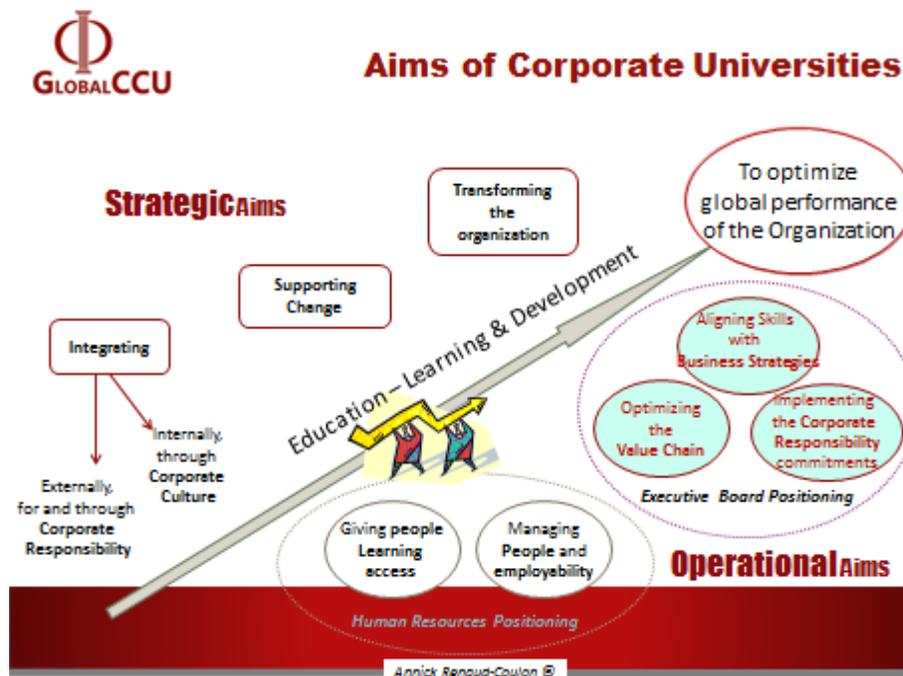
Renaud-Coulon has discovered that corporate universities can be used both as human capital and as business "levers," simultaneously furthering the goals of human resources and the business at large. As part of this paradigm, goals fall into one of two areas, operational (i.e., tactical) and strategic (more vision-oriented). *See Fig. 1*

Operational goals are concerned with tactical *tasks* – the managerial steps involved in accomplishing corporate university goals. These range from giving employees learning access to handle their day to day tasks, all the way up through establishing a systemic alignment of these tasks to critical business needs. Renaud-Coulon further subdivides

these tasks into “executive board positioning” vs.” human resource positioning,” noting that the former “are related to political power and strategy as a whole, whereas others belong more classically to the skills territory of HR management (putting people in a situation to learn and managing their career paths and employability).”

Strategic goals, on the other hand, are more vision-oriented and, as she suggests, “inspiring.” These activities are less tangible—integrating the corporate university within the culture, supporting change, and transforming the organization—and are often slower processes than their tactical counterparts. Both types of goals are instrumental to the success of the corporate university.

Fig. 1



Governance

Corporate university leaders generally report to a single senior executive, most commonly the Senior VP of HR or Chief People Officer. While their title may suggest c-suite, their placement within the organization is not usually at that level.

Occasionally, these leaders are held accountable to an advisory board which meets on a regular basis (most commonly, quarterly) to discuss progress, obstacles, and other issues of concern. They are usually made up of senior leaders, but there are also boards comprised of individuals external to the organization, such as consultants, faculty emeriti, etc. These executive bodies, along with the parent organization, are in positions to set guidelines on many corporate university processes, such as budget, resource allocation and selection of partners, etc., to name but a few.

The benefits of these governing bodies are multiple. They can help to establish direction, define what the university philosophy is, decide how the university will operate, and share insights for aligning with company priorities. They also assist with the engagement of senior-level leaders. Most importantly, governing bodies provide visibility for the strategic work being undertaken and accomplished.

Funding Models

Funding models are yet another variable. Although there is often an official budget for the corporate university (a “line item” for headquarters), we have most often seen central support, rather than profit and loss responsibilities, funding the entity. This central support is commonly allocated to development and organization-wide efforts. Interventions at divisional levels, in contrast, are charged back to the corresponding business-unit. Other practices that help to secure funding include charging other companies to participate in classes, and renting out the brick and mortar facilities.

Evaluation Process

Most of the corporate universities interviewed revealed that they use some form of Kirkpatrick’s evaluation model to assess the value-add of an internal program or intervention. While there are some that are pretty consistent with its usage, thorough Level IV evaluation may be reserved for particularly high-profile interventions. This is due to the high costs incurred by such a process. Additionally, at times the learning does not lend itself to the rigor—results of executive development programs, for example, are a bit more nebulous than results of sales programs that have clearer targets to achieve.

Organization-specific practices i.e., asking faculty to evaluate how the learning went, eliciting feedback from multiple divisions, and developing interdisciplinary audit teams are all believed to help improve content and delivery of programs. The evaluation results of particular programs are generally seen by corporate university staff; in some instances, however, results are aggregated and sent up the “food chain.”

It should be noted that executive education open enrollment programs are also reviewed for value-add. As per our survey, approximately three-quarters of those using open enrollment programs require that the participants report back to the organization about their experiences. Results are collected in a number of ways: surveys about the experiences and the programs, participant discussions with the corporate university on relevance to the organization, and even entries onto a black/white list of schools considered viable as providers. Sometimes programs are evaluated for their custom program potential.

Mark Allen adds, *“For increasingly larger numbers of corporate universities, the primary method of determining success is whether the corporate university and its programs are driving business outcomes. This is a shift in focus from past practices that looked at learning outcomes. Many corporate universities now will not embark on a program unless there is a clear business outcome that it is attempting to drive and that outcome has to be quantifiable and measurable.”* Appendix C presents a tool that can help to start the conversation with corporate university leaders.

Metrics Compilation

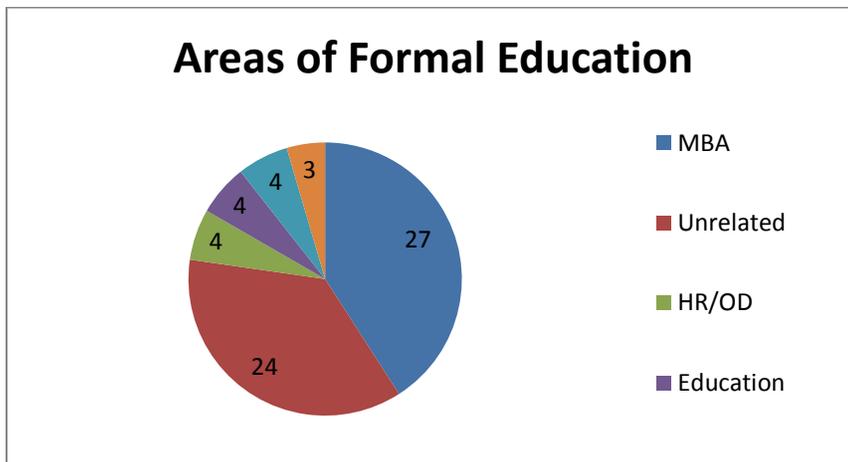
Taking stock of trends across cohorts, programs, time periods, and other statistics has been a serious undertaking for a number of organizations. Some have their own analytics function, in which they measure their learning programs on a number of different factors. It is felt that this process allows them to have better impact on the organization at large. In contrast, one leader contacted suggested that the process of using metrics to validate a program was mere busy-ness work. Most of the leaders contacted do not concur with this, though, and repeated mention of outsourcing this function to a vendor was made. The most referenced company in the interviews was *Metrics that Matter*.

IV. Corporate University Leaders

In order to appreciate the full corporate university picture, it is helpful to understand more about those who lead in this sphere. Indeed, our survey revealed a number of interesting trends worthy of consideration when attempts at business development are underway. We discuss those here.

What are the backgrounds of corporate university leaders?

The leaders of corporate universities commonly come to the learning space from different lines of the business. While this experience – as well as an MBA – often endows these executives with the requisite business savvy, knowledge of best practices in the field of learning in order to achieve desired outcomes may not be as deep as it could be. See pie chart:



This graphic demonstrates that very point: the majority of the individuals surveyed have degrees in fields outside of learning and development (92%); the most commonly shared background was business school.

Perhaps as a result of needing more knowledge in this domain, these corporate university executives have relied on each other, creating a very connected community of corporate university leaders. Its members serve as each other's resources, sharing vendors, approaches, practices, and challenges. Because the communicating leaders are often from

different industries, it becomes easier to be open when sharing practices for adaptation to other contexts.

Another way they acquire the necessary knowledge base is tapping external consultants who act as subject matter experts on topics such as instructional design, ROI, and evaluation. Alternatively, corporate university leaders may hire their own internal team of employees with this expertise.

Corporate university leaders keep abreast of current trends through both industry –related (relevant to their organization) and common learning and development resources.

The most common learning and development events attended were those offered by ATD. Other industry events relevant to the organization (automotive, telecommunications, etc.) were also common. Finally, when asked what resources they referred to regularly, *Harvard Business Review*, ATD (formerly ASTD), CLO Magazine, Bersin, LinkedIn, and CEB were most mentioned.

What is important to corporate university leaders when choosing vendors?

Although colleagues' recommendations are valued, leaders surveyed had clear priorities when selecting vendors. Focusing on executive education offerings, the next sections show survey results in the two main executive education formats: open enrollment, and custom programs.

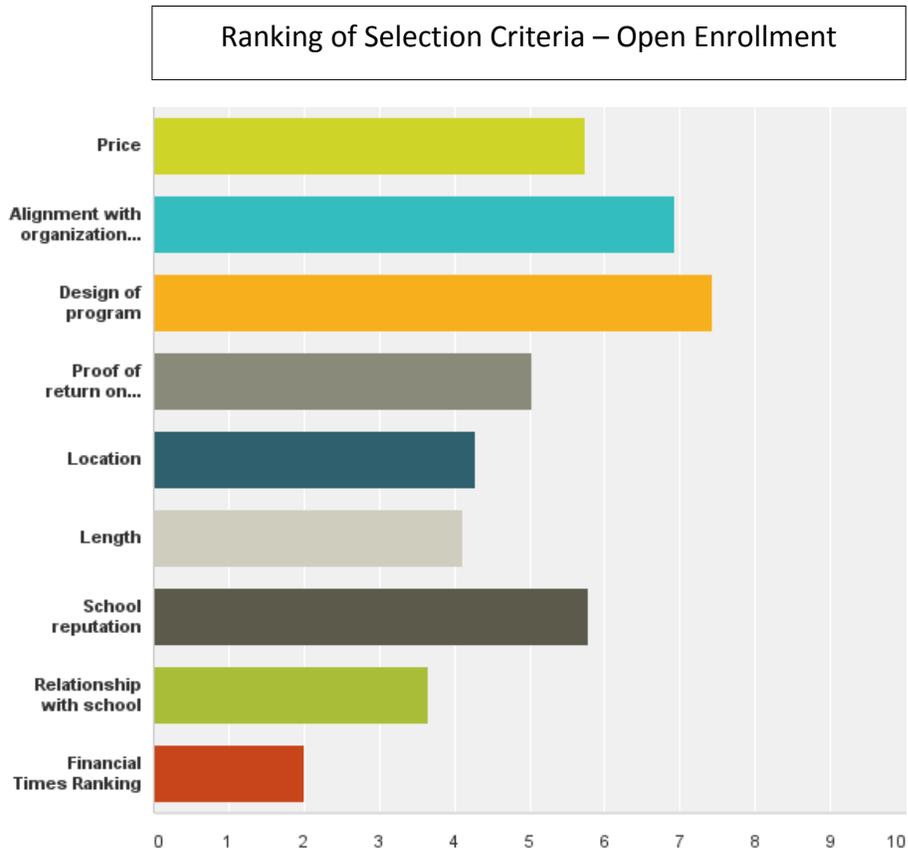
Vendor Selection for Open Enrollment

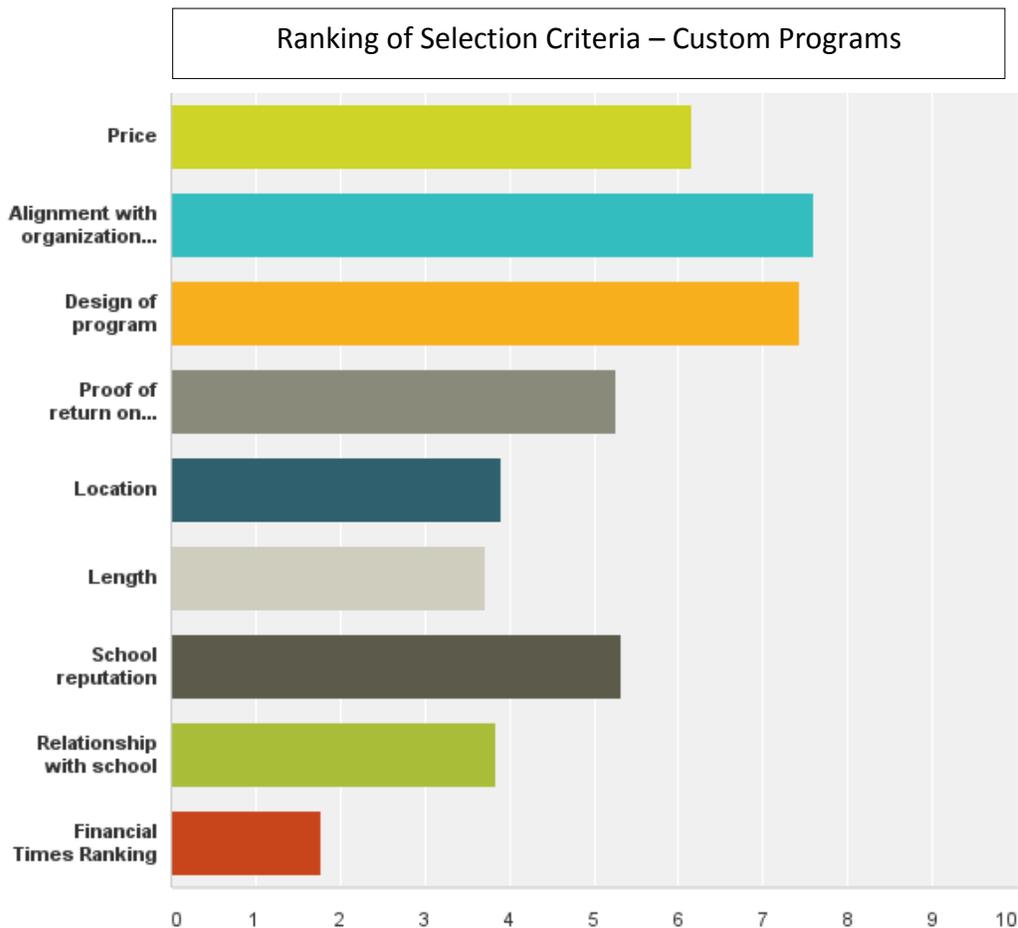
“Open Enrollment”, for purposes of the survey undertaken, was defined as non-credit programs open to the public, without any customization of content or materials for the learning event. 41.8% of the 67 corporate universities surveyed do not avail themselves of these programs at all. Out of all of the respondents, most didn't expect their usage to change, citing three reasons: a focus on custom programs, the hope to do programs internally and, most commonly, the existence of trusted providers.

Vendor Selection for Custom Programs

As was seen with the Open Enrollment programs, the trend to use a few trusted partners holds for custom, too—it's easier to have a few close friends. This team speculates that such a focused group allows for easier oversight, and, in turn, closer collaboration and general partnership. 70.2% of respondents had between one and five partners for custom programs. When asked if usage would change over the next year, most said no, expressing contentment with their providers. "If it ain't broke," as they say, "don't fix it."

The charts that follow indicate the ranking of selection criteria for Open Enrollment and Custom programs, respectively. The longer the corresponding bar, the more important the criterion was perceived to be in the selection process.





A few points are worthy of note:

- A number of the findings are not initially surprising: alignment with the organization, pricing, and design of the program are all factors which are commonly discussed with custom clients for potential collaboration. What was particularly interesting, however, was the relatively low ranking of “Relationship with School”; at least seven corporate university leaders interviewed referenced relationships with providers that were both long-standing and mutually beneficial.
- As can be seen, leaders feel that price is an important, but not the *ultimate* determinant of provider selected.
- The importance of geography is a relatively new phenomenon. More and more, corporate universities today are selecting their providers based on “which school is a non-stop flight away,” “centrally located,” “local,” or other similar geographically

desirable attribute. And as we have seen, building capacity in local schools without it also occurs.

- Reputation also earns a business school a place on the corporate university's list of vendors to consider. Academic institutions with leading names can garner business even when relationships don't exist already. For lesser-known schools, the advantages of fortunate geographical location, (as mentioned above) and/or specialization in industry sector, content area, or other niche can be deciding factors for winning business.
- As for the *Financial Times*? Survey results for both open and custom show it coming in as dead last in importance. Only one interviewee mentioned its rankings of executive education providers as a key factor in the selection process. In direct contrast, another leader (who spent several years in different corporate universities) said, "*I'd have to do some research to find out what those are.*"

V. RFP's and The Competitive Landscape

Reference was made in the introduction to the large number of vendors that currently vie for corporate university business. Most commonly, when reviewing opportunities, executive education providers must ask themselves the pivotal question: "To bid, or not to bid?" In this section, we'll discuss the "request for proposals" process, the competitive landscape, and some unexpected sources of competition internal to the corporate university. Finally, we will see innovative ideas for partnering.

The Ultimate Conundrum

Despite the usual existence of key providers, client vendor preferences rarely preclude the need to go through the procurement process of requesting proposals, especially if the cost is greater than a set amount established by Procurement. Most often, interviewees revealed, the process is helpful to winnowing down the options to a few schools. To bid or not to bid? One leader noted that she's gone through it several times as a provider, and thought of it as "*death,*" unless, of course, you are the favored horse in the race.

Yet there were a number of circumstances that circumvented this procurement process, or at least made it easier for a vendor to sail through. One was a high sense of urgency, which precluded the lengthy sourcing process. Another was an absence of competition in the market. Loyal alumni in key leadership positions demanded use of their alma mater in yet another scenario. And in another, a donation to the institution caused the corporate university leader to reflect: did this type of connection necessitate at least an exploration with the entity about executive education possibilities? Worthy of note is that in these last two scenarios, the school's non-executive education relationships helped to facilitate the process.

When proposed programs run afoul, it's not only the schools that are left in the lurch. Two interviewees who mentioned instances in which RFPs did not become full-fledged programs cited the economy and changes in leadership and, therefore, priorities. It was acknowledged that the result was disgruntled vendors, unfortunately, but there was little that could be done to avoid these scenarios.

The Competitive Landscape

The main competition to non-credit academic providers was perceived to be the boutique firms, who offer innovative solutions at cheaper prices. Going directly to faculty (a.k.a. "cherry-picking") is also seen as more cost-effective, and avoids some of the "rigidity" that business school executive education divisions may bring to the table.⁴⁴ It also allows the corporate university to directly address critical issues:

Business schools executive education divisions need to become more of a consulting business. I've found that they try to appear this way to companies, but when it comes down to how they operate and even their business model at times you can really feel the higher education influence on the thinking and actions taken. For example, when trying to do a custom program with one school it came down to the professor that created the program deciding how they wanted to treat the content from a licensing

⁴⁴ To address faculty competition with executive education, one trend spotter suggested the faculty-practice model used in medical schools be adopted. In this scenario, schools receive a percentage of all business undertaken. It might be worthy of consideration, but would certainly change most current models.

standpoint. So even though I was dealing with the business person during the negotiation at the end the professor who created the program was the one I had to really negotiate with. The way they are setup is not anything like a real education services business and it puts more on us to have to navigate it.

Interestingly, consulting firms themselves were not generally perceived as key competition, as they are usually not interested in pure learning and development initiatives.

Internal Competition

Some corporate universities prefer to have their training homegrown. As a result of this choice (often a cheaper alternative), internal practices have emerged that are in direct competition with what non-credit academic providers are trying to sell. A few examples:

- At some corporate universities, there are internal consulting practices that help to address business unit problems with customized solutions. In one example, faculty members go on “*mission assistance*” programs. These allow faculty to learn the issues being faced in the workplace first-hand, enabling them to circle back and make appropriate adjustments to curricula that enable “just-in -time” learning.
- A governmental university has a faculty emeritus sitting on its advisory board, and employs this individual for review of proprietary, internal faculty-developed cases. The corporate university has a program that addresses ninety cases over a period of 10 weeks, and is considered very successful.
- Many corporate universities have become de facto open enrollment providers, inviting others, such as vendors, faculty, and even competitors at times, to attend their programs. (In the case of the latter, no proprietary materials are shared, naturally). Multiple rationales exist: improved safety (in the case of the mining industry); enhanced relationships with vendors and other businesses they work

with; alliances, industry organizations; increased knowledge of their own personnel, and diversity of perspectives in learning, to name a few. Sometimes these corporate universities see revenue as a result of this practice.

Opportunities for Partnership?

Despite this perceived competition, one trend spotter noted, “*“The recession made for savvier corporate university customers and a better business school product as a result.”* Although there may be overlap between the roles of corporate universities and their academic counterparts, it has not excluded academic providers from being considered intriguing partners. Creativity can be seen in the sample approaches that corporate universities take when collaborating (or hoping to) with academic providers:

- One corporate university in particular has never done formal custom programs with its partner school, but the two entities compare notes on how data is mined from course evaluations.
- A corporate university was interested in branding a degree in conjunction with an educational institution, providing EMBA’s to 100 employees for \$1 million. (That garnered little interest from schools contacted.)
- A university requiring a certain amount of professional development each year created reciprocal arrangements with multiple universities, whereby the corporate university and academic institutions each recognized credits for learning developed by the other.

As has been seen, the thought that goes into finding suitable vendors is considerable, but corporate university leaders are donning their thinking caps to come up with ways to connect with academic institutions. The more that business schools can flex their

innovation muscle when coming up with solutions, the better the chances are for executive education to become significant players in this space.

VI. *Future Trends*

Survey respondents were asked what they see as current trends in executive education, and what trends they predict will come into play in the next five years. Responses were categorized into six groupings: executive education programs, Technology, Delivery, Content, and Other. Here we briefly address major themes in future trends; the full response range can be seen in Appendix B.

Executive Education Programs

Modular programs lasting for shorter duration, over longer periods is considered to be the trend moving forward. There is a “*disappearance of expensive one-time-only programs*”; “*longer lasting engagement, not only 1-2 courses*” is noted. Customization is key. Repeatedly, requests for other services – coaching, follow-on programs, etc. – are being made. Finally, the desire to have these programs specialized and delivered to a global population is on the radar of these leaders.

Technology

Practically every form of technology-based learning was named as a future trend: mobile, distance, hybrid, online, blended, gamification, digital curricula, and more. This is something to keep in mind; one well-informed trend spotter who bridges both the academic and corporate world indicated that the latter are often much savvier users of technology.

Delivery

Corporate university leaders are currently interested in opportunities for learners to learn from each other. Reference to relying on peers for information in coursework was made several times. (Knowledge management is becoming increasingly important, given the multigenerational workplace.) Peer to peer training, in which facilitators become the “*curators of content*,” rather than the providers, is of great interest. In keeping with that, a focus on experience-based learning is also seen as a trend.

Internal

This category addresses issues that are relevant to the corporate university, and/or its internal functions. Stronger partnerships with colleagues close to the business and alignment are considered critical. Furthermore, it has been suggested that individuals

need to keep up their skills – c-suiters and learning and development professionals were mentioned in particular. *“In the past the C-suite has felt they know it all, but with the rapid change they also need to keep improving their skills.”* Challenging assignments are also considered a key component of internal development moving forward.

Content

Future trends in content are generally what readers might suspect: change management, culture change, soft skills, ambiguity management, systems thinking, leadership, ethics and the like. Critical thinking rather than *“mastering processes”* was also expressed. Coaching received repeated mention.

Other

Responses about trends that did not fit into the other categories included:

- *Generation Y and future generations;*
- *Better understanding of Emerging Markets;*
- *“Skills of the future 2020”;*
- *21st century capabilities ; and*
- *Globalization*

VII. Findings

The introductory section to this paper implied that there exists opportunities to secure even more business within the corporate university domain. Here, building on the findings of our survey and one-on-one interviews, we will discuss key findings that help or hinder executive education progress; the next section will address recommendations.

Key findings benefitting executive education progress:

- Research and observations suggest that the trend in establishing corporate universities is on the rise. Many are in the process of being built; the early stage is a good time to begin to steward the relationship.
- As evidenced from our survey, corporate universities are most commonly run by people with backgrounds in business (or other, non-Education-oriented subjects); quite a number have their MBAs.

- Corporate university leaders are largely self-directed learners—not surprisingly, given the fact that they often do not have a background in instructional design. The trend is to leverage or hire external or internal resources in instructional design, measurement, etc. that supplement their expertise. Executive education providers, coming to the table with this expertise, have a role to play here.
- Survey results indicate that corporate universities seek partnership, and look to collaborate with a small handful of trusted providers (for both open enrollment and custom programs) over a several year period.
- Corporate universities (or the parent organization’s leaders) may have ties to numerous offices within a business school, which can improve business development prospects. Many interviewees cited the initial impetus for connection with schools as being already established relationships.
- Customized programs, rather than open enrollment interventions, are seen as the intervention of choice right now.
- The modular approach, with practical application between learning events, is in favor, and follow-up activities are gaining in interest.
- Corporate university leaders want to be partners in the development process, and look for vendors who will treat them as such. They do not want prescribed solutions.

Key findings detracting from executive education progress:

- Interviewees revealed that there is inordinate competition for their attention, both in print and via e-mail.
- Corporate university leaders don’t always feel that their organization’s particular needs, culture, and goals have been taken into account when working with non-credit executive education. Notes one survey respondent, *“Stop calling ‘custom education’ programs that are made up of existing modules, only re-arranging them together to ‘customise’”*

- The ability to show Kirkpatrick Level IV (Results) is very attractive to corporate university clients, although sometimes perceived as “*too difficult to do.*” It is often challenging for executive education providers to prove this accomplishment, due to the “soft skills training” often requested of them.

Key factors that can either help or hinder:

- Results must be an integral factor in the design process. One key practice that emerged was crafting learning programs with the end results—and the evaluation mechanism—in mind. For more information on this process, see Appendix C. With this methodology, end results become the focus of the learning intervention, and the case for business impact can be solidly made. “*Design up, and deliver down,*” was the mantra of the vendor. This way, supervisors are prepared to manage their enlightened employees, once they arrive back in the workplace.
- Business schools can be categorized in many ways, but the key differentiators that came up in interviews was brand name, price point of programs, specialized content, and location.
- Corporate university leaders are a “*tightly knit community*” whose members share and give guidance, best practices, and vendor recommendations. Reputation for quality and customer focus is paramount.
- The need to have practical content is critical. “*Just in time*” learning beats “*just in case.*”
- Alignment, price, and program design are the three key selection criteria for choosing vendors, both for open enrollment and custom programs.
- Interviewees and survey respondents prefer instructors with practical experience.
- Geographical considerations are more important now than they were in the past. Corporate university leaders have particular locations in which they’d like the interventions to take place, and those executive education divisions that can accommodate these needs will have the advantage. Partnering with local schools can be an added advantage, as these entities may have more of a cultural

understanding of the host country learners than faculty flown in from international institutions.

VIII. Recommendations

According to the interviewees, corporate universities revere business schools for many reasons, including their capacity to provide relevant theory and frameworks, the opportunities they provide for making sense of actual and future workplace experiences, and the rigor of their content. The fact that business schools have important contributions to make has also been reinforced by research: Lui (2012) claims partnering with academia is a key priority for corporate university effectiveness.

In this section, we suggest key steps that can be taken to avoid lost opportunities. While some may be better “missed,” it’s always good to keep in mind what differentiates one’s own organization from the successful bidder’s.

Know the Leaders

As mentioned earlier, vendors who are well-known to corporate university leaders may have a better time with RFP’s than their lesser known counterparts. The time to acquaint oneself with the organization is now, even if the corporate university is not quite ready to engage. Relationships develop over time, and what’s unnecessary to the corporate university today (in terms of services) could become most critical tomorrow. Inviting geographically close corporate university leaders to events at business schools is a good way to develop relationships.

Carpe Diem

Some interviewees cited instances when executive education divisions did not recognize opportunities for potential business. For example, Chief Learning Officers (and presumably corporate university leaders among them) converged on a university campus for a conference. The executive education division sent a junior member of the team to distribute brochures at a table; faculty members presenting came and left without

extensive interaction with these leaders. Collectively, hundreds of millions of dollars' worth of learning and development budgets remained unexplored by the host institution.

In another example, there was a change in personnel at an institution, and a vendor school did not approach the new person in charge of the corporate university. As a result, the individual in charge of programming began to explore other options.

At least three corporate universities that expressed interest in particular schools. These were based on geography (the school, centrally located, was a non-stop flight away), recent gifts given to the institution (and thus, already-demonstrated support for their work), and naturally-existing affiliations. The business schools targeted, in all three instances, had not as yet reached out to these businesses to explore potential collaborative ventures.

The moral of the story here is, opportunities for business may be closer than is thought. When reviewing the executive education portfolio, important to consider are the blessings of geography and past clients.

Do More Homework

When asked about how executive education divisions could better meet business needs, many interviewees responded with the need to “*do your homework.*” Learn about the industry, and the company. Most importantly, know how to “*add value to current strategic challenges instead of focusing on available programs from the business school (sometimes too rigid).*” There must also be a sense of who the target audience is for the intervention being discussed. “*Business schools continually try to sell programs... Programs are valuable, but trying to retrofit business acumen onto successful people...*” is not. Noted another, “*the more that [business schools] can attach to the business, the greater the relationship will become...*”

Don't Walk Away

At times, executive education divisions self-exclude from the competition, because they price too high, and are reluctant to negotiate. Although the research suggests that cost is not the ultimate deciding factor in school selection, many interviewees named it as a reason for looking at alternative providers.

Another reason for expanding the vendor pool was the tendency for executive education providers to suggest their own campus for global programs. With many budgets being closely watched, meeting clients' geographic needs is key. Those schools that cater to dispersed populations through partnership, or other forms of delivery will also have the advantage.

Be Creative

The research shows that corporate universities are looking for innovative partnerships with business schools. Corporate universities want to see creativity applied. Many interviewees mentioned that they wanted to work with institutions that would be true collaborators, seeking to explore together what the possibilities were for finding solutions, instead of having them dictated by the vendor school.

Show Currency

Repeated references were made in the research to the need for professors to be "state of the art," and current in their thinking. One strategy that executive education providers might use is to provide examples of how professors keep their material up-to-date, as part of the conversation. Practical and relevant learning depends on instructors who have actually "walked the talk."

Be Specific

As can be seen from survey results listed in the appendix (B), companies want to see business schools specializing in their industry or content area. The more of a niche that higher education institutions can develop, the easier it becomes to win targeted business. One governmental employee noted that attending business school classes was "*nice, but not relevant*" to his context.

Think Alternatives

Consulting services can be an innovative way to address organizational challenges when learning interventions aren't the solution. Measurement of learning, coaching services, post-program support and other follow-up activities, needs assessments, and enhancing the relationship with the corporate university through other services all suggest areas for executive education expansion. Helping to demonstrate programmatic ROI and value-add of the programs is a critical practice for business development teams. As one survey respondent replied to the question of what business schools could bring:

“INNOVATION (please do not remove capital letters).”

Broaden the Instructor Pool

Faculty selected for programs sometimes lack the requisite industry experience necessary to delivering practical, relevant insights. *“Use professors who have strong business acumen and academic background together This works a lot to provide business alignment through customization process and making [sic] the program updated in terms of our business challenges. These help to broaden perspective, and ensure that content delivered is both current and relevant. “Use specialists from the market and not only exclusive teachers from the university,”* notes a survey respondent. Otherwise, it's just *“too much theory.”* One interviewee commented candidly, *“we don't hire PhD's with arcane research that three people would be interested in...”*

Begin with the End in Mind

The more connected executive education offerings are to the culture, organizational strategy, and business goals, the more likely they are to be utilized in a business context. To repeat the wisdom of an interviewee, mentioned earlier: *““the more that [business schools] can attach to the business, the greater the relationship will become...”* See Appendix C.

Band Together

One trend spotter suggested that business schools need to do an advertising campaign emphasizing the value they bring to the business world. Something akin to the “*Got Milk?*” campaign seen in the United States. It is anticipated that through such an effort, business schools might be newly viewed as critical resources, and as a result, potential partners. UNICON could be a great home to an initiative such as this.

See—and Foresee— the Bigger Picture

A deeper, perhaps even more essential suggestion arose when an interviewee mused, “*Can colleges think about future skill gaps regarding changes in technology, so we (the corporate universities) are not struggling?*” Professors and other university leaders need to anticipate skillsets that industry employees will need to develop not necessarily tomorrow, but over the course of their careers. Devote energy to predicting the future, and designing a course of learning that is, by definition, ahead of the curve.

IX. Areas for further research

Out of the data collected, there emerged some comments, trends, and themes worth a closer look by future researchers. These fall into two categories, looking at the corporate universities, and looking at academic universities.

At the corporate university level, worth a look:

- A discussion of how corporate universities are impacted by internal and external forces.
- A more in-depth understanding of what is meant by alignment, and the forms that leaders expect it to take;
- What constitutes value-add within different organizations; corporate university perceptions of winning proposals (i.e., what suggests flexibility and customer centricity?);
- A study of internal executive development programs, and how they are created;
- A study of how corporate universities would like to see technology incorporated;

- A series of interviews with procurement personnel, who have very real thoughts on their role in the process; and external factors that impact the operations of these entities; and
- The role that technology holds for the future.

From a business school perspective, the following topics emerge for exploration:

- A study of opportunities and possibilities for new types of collaboration with corporate universities, based on the innovative services they seek;
- A survey of how executive education divisions partner with externally facing offices within the business school (and how executive education divisions can leverage these natural connections);
- A survey of how executive education divisions engage with their community (especially important for landing local clients); and
- A study of company and faculty insights on “cherry-picking.”

XI. Summary

We began this journey with a peek into a corporate university leader’s overflowing inbox. Our research data and observations suggest that it’s not only the emails that will continue to increase – it’s the number of inboxes that will as well. Indeed, our research shows that corporate university growth is on the rise globally.

A key focus of this work has been on who these leaders are, how they make their decisions, their views on the competitive landscape, and perhaps most importantly, what they anticipate needing next. Supporting and impeding factors that relate to corporate university-executive education partnerships have been discussed, and ways to overcome these hurdles recommended.

The good news is that there is, indeed, a place for non-credit, academic executive education providers to grow their businesses in this arena. Building relationships with these entities – be they initially financial or otherwise – is a very promising approach to winning business

for the long-term. In many instances, the process has already begun (albeit quietly, at times) with externally facing offices throughout business schools. Through collaborative stewardship, the seeds for extended partnership are sown. Step by step, corporate university by corporate university, this process, along with open communication and shared problem solving, ensures a place for executive education divisions in this sphere; the journey continues.

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Appendix A: Corporate University Foci, and Relevant Business School Roles

	Training Center	Executive Breeding-Ground	Quality Centre	Cultural Melting Pot	Foundation	Centre for Research and Development	Space of Applied Education and Applied Strategies
Characteristics	The offer is oriented towards allowing people to know how to do their job, to obtain the right technical and managerial security skills, as well as wellness, personal development	The offer is oriented to reproduce the sociological, hierarchical setup: executive managers, middle management, high potentials, newly hired.	The offer concentrates on the acquisition of the necessary skills for quality management; the role of the corporate university is to help gain international quality certification and the various rewards in this area.	The offer is entirely oriented towards bringing people together, building internal and external networks, in such a way as to determine the company's "soul" and identity.	The offer is focused on the education of stakeholders of the Organization in order to challenge and implement its Corporate Responsibility commitments	The offer is oriented towards innovation, creation of new ways to learn, test of new tools, methods and technologies, implementation of new skills requested by the systemic changes or by the General Management, the internal R&D and marketing departments	The offer is oriented towards business solutions and creation of value of the Organization.
Processes	The offerings include seminars, conferences, self-development activities, e-learning, training the trainers, etc.	The offerings include seminars, conferences, coaching, mentoring, learning expeditions, self-development activities, e-learning. If possible the course is ratified by a degree or certificate, or even by impacting on job relocation, etc.	The offerings include seminars, conferences, project management on re-engineering of the processes of the organization, etc.	The offerings include integration seminars, benchmarking surveys, conferences, strategic expeditions, workshops, learning events that are generally well publicized, etc.	The offerings include management of social and environmental projects, e-learning, mentoring, tutoring, external consultancy, publications, sponsorships of university chairs, etc.	The offerings include management of projects on innovation, transformation networks, consultancy activities, trademarked learning methods, etc.	The offerings include management of projects on business development, on social and environmental solutions, communities of practice, etc.

	Training Center	Executive Breeding-Ground	Quality Centre	Cultural Melting Pot	Foundation	Centre for Research and Development	Space of Applied Education and Applied Strategies
Target Audience	Individual	Individual	Individual and Teams Operational and functional managers	Individual, teams, Headquarters, business units, subsidiaries	External stakeholders, employees, local communities, governmental authorities, NGOs, etc.	In-house teams and business units, external partners, operational and functional managers	In-house teams, business units, operational and functional managers, clients and other external stakeholders
Business School Role	Instructor Coach Mentor	Coach facilitator	Subject Matter Expert Facilitator	Facilitator Instructor Consultant	Mentor/ Project Leader	Advisor Coach Co-researcher Co-developer	Advisor Facilitator Consultant
Business Schools opportunities to cooperate with Corporate Universities	High	High	High/Medium	High	High/Medium	Low	Low Usually in this case, the corporate University creates its learning and development activities internally

Appendix B: Responses to Survey Questions

What would you like to see from a business school executive education division that would be potentially beneficial to your corporate university?

Process

- *More flexibility and accessibility.*
- *Programs designed align with the corporate strategy, culture and needs of the organization*
- *Professors and trainers from both sides : from business and industry combined*
- *Easy customization of programmes*
- *Flexibility, experimental learning, practicality, action learning, immediate knowledge implementation*
- *Do it internally*
- *A practical approach*
- *Customization, use professors who have strong business acumen and academic background together This works a lot to provide business alignment through customization process and making the program updated in terms of our business challenges*
- *Use specialists from the market and not only exclusive teachers from university*
- *INNOVATION (please do not remove capital letters)*

Sales Approach

- *How to add value to current strategic challenges instead of focusing on available programs from the business school (sometimes too rigid...)*
- *Cost effective with a measurable return-on-investment.*
- *Executive education is generally very expensive*
- *Stop calling 'custom education' programs that are made up of existing modules, only re-arranging them together to 'customise'*
- *Bring ideas, research and innovation into my organisation to help improve business performance*

- *Open mind approaches to jointly develop executive education schemes to cope with a highly uncertain demanding future...*
- *Greater links into my organisation, not just with the students in the programmes.*
- *Willingness to understand specific industries instead of assuming one size fits all.*
- *Work in partnership*
- *Show return of investment to business/company*
- *Customize programs*
- *Flexibility with programme offerings in terms of cost, delivery mode i.e. online, modular classes spread over an extended period, exchange programmes offered in different locations away from the main location of the main institute.*
- *Responsiveness, open dialogue, being a business partner. Decrease the prices.*
- *Direct, demonstrated added value and applicability to our company .- not theoretical text book learning*

Format

- *Action learning*
- *Mix of e-learning on theory and simulators and serious game*
- *More options for online leadership development programs that are cost-effective and provide efficiencies for the learner in terms of the time allocation.*
- *Shorter, bite-sized offerings, open enrollment programmes.*
- *Consortial program cohort groups that meet twice a year to learn new trends, skills*
- *Coaching*
- *Globally accessible core content.*
- *Creative programming alternatives*
- *More innovation in training design*
- *Relevant multiple methodologies meeting the participant when and where he/she needs the training*
- *Transformation of learning model: action learning, short formats, new technologies, not sure*
- *Virtual learning options and action learning as part of the programs.*

Content

- *Less theory, more exercises and practical games*
- *Digital Marketing curriculum*
- *Flexibility to use work experience/projects heavily in the program.*
- *Focused content that addresses some of our unique business needs.*
- *Public service focus; government financial management; leading in the public environment*
- *Keep instructors in the state of the art*
- *Creative thinking and design thinking trainings*
- *Programs dedicated to specific industry*
- *Ability to understand value in a more engaging way than via websites and trial and error*
- *Stronger focus on African leadership, rather than western models.*
- *How to relax yourself, how to prepare for the coming life as a successor*
- *Custom courses related to business line. Bellevue University does well in this area.*

Relevance

- *Offer more practical connection of academic content to the business world*
- *African countries should also be considered bearing in mind the importance of emerging economies and the attendance rate of Africans to these programmes too.*

Other Services

- *Stronger focus on post program support and continuous learning processes.*
- *Facilitate application of knowledge in the workplace, tracking of behavioral change and development*
- *A good participant/company diagnosis is very important, as well as follow-up on development*
- *Rapid design of hot courses to supplement standard programs.*
- *How to tie the B-school resources in to our in-house programs*
- *Free / scholarships for non-profits (selectively)*

- *Program with industry focus, like Healthcare (of interest for my company, in In Vitro Diagnosis)*
- *We will not be using business school for training...maybe specific faculty members...those who have done ground breaking work*
- *Business schools exec ed divisions need to become more of a consulting business. I've found that they try to appear this way to companies, but when it comes down to how they operate and even their business model at times you can really feel the higher ed influence on the thinking and actions taken. For example, when trying to do a custom program with one school it came down to the professor that created the program deciding how they wanted to treat the content from a licensing standpoint. So even though I was dealing with the business person during the negotiation at the end the professor who created the program was the one I had to really negotiate with. The way they are setup is not anything like a real education services business and it puts more on us to have to navigate it.*
- *Support continual learning / after program learning transfer*
- *Create cases*
- *Assessment capacity to better support talent pipeline management*
- *Free exchange of best practices*

Question: What are the general trends in executive education today?

Executive Education

- *Access and reputation of the school. Anyone can get an MBA these days, but it's the program and the school that distinguish them apart.*
- *Big shift towards application of learning and ROI. Larger numbers of exec ed providers are seeing this as a value add.*
- *Link between career path and executive education programs*
- *Shorter, more tailored events focused on specific business challenges.*
- *Great focus on creating learning environment instead of registering people on courses.*
- *More bang for the buck. Must have ROI apparent.*
- *All the same - EQ, Innovation, expensive*
- *Integration of emotions in leadership Too much theory*
- *Stay on the cutting-edge of management best practices and keep their leadership skills sharp to gain sustainable advantages for their company*
- *Case based, immersive, short blended programs*

Technology

- *e-learning distant Learning*
- *Digitalisation (moocs)*
- *MOOCs, EdEx*
- *Internet of learning-things, more blended programs, Executive education MOOC's.*
- *Use of technology in education (digital revolution);*
- *Business game, business simulation,*
- *A large push to use technology more for mobile learning.*
- *Online*
- *MOOC's, mobile learning vs. classroom instruction, etc.*
- *Just in Time Learning, Action Learning, Mobile Learning, MOOCs*
- *Digital*
- *Blended learning with an emphasis on virtual learning as a preliminary step to group learning, active learning through games*
- *Mobile Gamification*
- *Blended format class- e/learning - events*
- *Reduced classroom training, more distance learning Greater use of technology*

Delivery

- *Applicability to work; short intense programs; programs over a period of months, meeting 2-3 times over the months*

- *Shorter programs, very focused*
- *Group training at trainer site*
- *Ad hoc and targeted training*
- *Mobility, peer-collaboration', interactivity design and a "let's see what's in for me" basis*
- *Just in time/social learning.*
- *"Hands on" , very business oriented, real business case*
- *Relevant, timely*
- *Closer to businesses trainers with practical experience lots of workgroup based*
- *Coaching individual or Group, Team learning Experience or action based learning working group initiatives*
- *Intense short course work with follow up assignments for up to a year.*
- *Hybrid learning, collaborative learning,*
- *Shorter sessions, spread out over more time and mixed with online & virtual classroom sessions. Delivery of "just-in-time" content vs "just-in-case"*
- *More customized often associated with coaching or follow up*
- *Action learning*
- *Coaching support*
- *Use of strategic projects*
- *More personal engagement and practice*

Internal

- *Stronger link to business results, greater demand for demonstrable value,*
- *The importance to corporate growth and career advancement is gaining more grounds and more forward looking organizations*
- *The alignment of development to the current and future needs of the business. Investments need to support succession management.*
- *Focus on the business*
- *Concrete, short term results for the organization Networking component is increasingly virtualized*
- *More funding from corporations for training/learning and development,*
- *ROI*
- *Employee engagement*
- *Effective ways of measuring ROI*
- *Tailoring to the business needs and adapting to current strategic challenges*
- *Align w/Org Objectives*

Content

- *Soft skills along with business/finance skills. decision making, leadership*
- *Teaching leaders about strategic thinking and innovation*
- *Social learning (executive knowledge Management through social network), Connected Learning,*
- *Experimental learning; experience based learning; women leadership; back to basics as delegation as well*
- *Greater focus on individual coaching,*
- *1. Leadership programs 2. Specialized training 3. General Management Programs*
- *Self-awareness, diversity & inclusion, creating a culture that supports innovation, employee engagement, leading the multi-cultural, multi-generational workforce*
- *Focus on resilience and inner leadership. Big data management.*
- *People management*
- *For us, important is Impact on employee and changes they make within the organization*
- *Change and creativity*
- *Behavior*
- *Ambiguity management*
- *Mindfulness*
- *To develop Leadership*
- *Relaxing course, view broaden and coaching*
- *Learning through emotions,*
- *Business ethics.*
- *Attaining broader thinking*

Other

- *Globalization*
- *Not that familiar to answer*
- *Managing multiple generations*
- *pb of rentability lack of professors (mercato)*
- *Importance of brands certification*
- *More integrated in day-to-day work and less exclusive*
- *Big Data apply to executives learning habits,*
- *Time pressure*
- *Globalization; Strategy*
- *Changing workforce, generational differences*

What trends do you expect to be most significant in five years?

Corporate Universities

- *More organizations will go the way of establishing corporate universities, with more demands of traditional L&D to improve on their skills. Perhaps there should be a certification programme designed for that purpose form the global council for corporate universities.*
- *Development is not just taking courses but learning on the job with challenging assignments.*
- *Large Organizations to enrich the core of key staff; outsourcing activity of non key staff as human resource plug ins; more focus on compatibility/alignment of these outsourced staff and strategic partnerships.*

Executive Education Programs

- *Disappearance of expensive one-time-only programs*
- *Applicability to work; short intense programs; programs over a period of months, meeting 2-3 times over the months;*
- *Global orientation;*
- *Shorter duration, focus on leadership readiness*
- *Customer care*
- *Shorter exec Edu program with reconnection and follow on development commitment*
- *Universities as regular partners for corporate universities, more specialized, yet global programmes, ,*
- *Use of exec ed programs as a stepping stone towards strategy execution.*
- *Agility to make appropriate changes to program*
- *Longer lasting engagement, not only 1-2 courses*

Technology

- *Mobile learning*
- *Distance Learning*
- *Hybrid learning, collaborative learning,*
- *Mobility*
- *Online and communities activities for development and learning, board gaming and simulations with observation, and coaching for development.*
- *E-learning and blended learning*
- *Technology enhanced learning*
- *Blended learning*
- *Online & virtual –*

- *Online education*
- *E learning and sharing communities (networks)*
- *Virtual learning and gaming*
- *Innovation, Digital curriculum and delivery.*
- *Mobile Employees engagement and ROI Games*
- *Digital technology - community learning*
- *JIT learning, MOOCs*
- *Dramatical increase of mobile learning and action learning v traditional ways*
- *Open source learning (e.g. Coursera)*
- *On demand learning*
- *Online and blended*
- *Digitalization of courses*
- *Ad hoc and targeted training with a broad offer on line with serious games*
- *elearning MOOCS*

Delivery

- *Interaction*
- *Alumni type of networks*
- *Increasing mass customization of the MOOC idea*
- *Social learning, gamification,*
- *Co-development, network, peer to peer L&D*
- *Internet of learning in social networks for executive development, aided by Big Data analytic.*
- *Experience based learning*
- *Importance of integrating with on the job experience.*
- *Learning by Doing; New Problem Solving Methodologies*
- *Be more grounded in participants reality (Mintzberg)*
- *Relevant content.*
- *Increased importance of coaching and mentoring to get full implementation of learnings. Networks.*

Internal

- *Forging stronger relationships with organisational Learning and / or HR functions to ensure relevance and usability.*
- *Less hierarchical management, open strategy*
- *More small organizations.*
- *Expansion of learning in the C-suite. In the past the C-suite has felt they know it all, but with the rapid change they also need to keep improving their skills*

- *Human capital as a strategy*

Content

- *People management*
- *For us, it will be important that our leaders are able to drive culture change and other business initiatives - we need a new leadership culture. This is a 3 year journey*
- *Change management, innovation, adapting to changing environment*
- *Soft skills*
- *Ambiguity management*
- *Focus on systemic thinking, crisis management, lean/ process improvement, etc.*
- *Leadership, New Technologies*
- *Business ethics, managing with less resources*
- *Promoting critical thinking rather than mastering processes.*
- *General Management Programs; Leadership programs*
- *Innovation*

Other

- *Generation Y and future generations*
- *Better understanding of Emerging Markets*
- *Learning path*
- *On-job mentoring/coaching (on top of training)*
- *See "Skills of the future 2020"*
- *21st century capabilities*
- *blended approaches with follow-up opportunities to stay connected*
- *Coaching*
- *Coaching and feedback*
- *Strong return on investment*
- *Globalization to continue to become norm, not anything special.*
- *Generational leadership.*

Appendix C: Beginning with the End Results in Mind: "Turning Kirkpatrick on its Head"

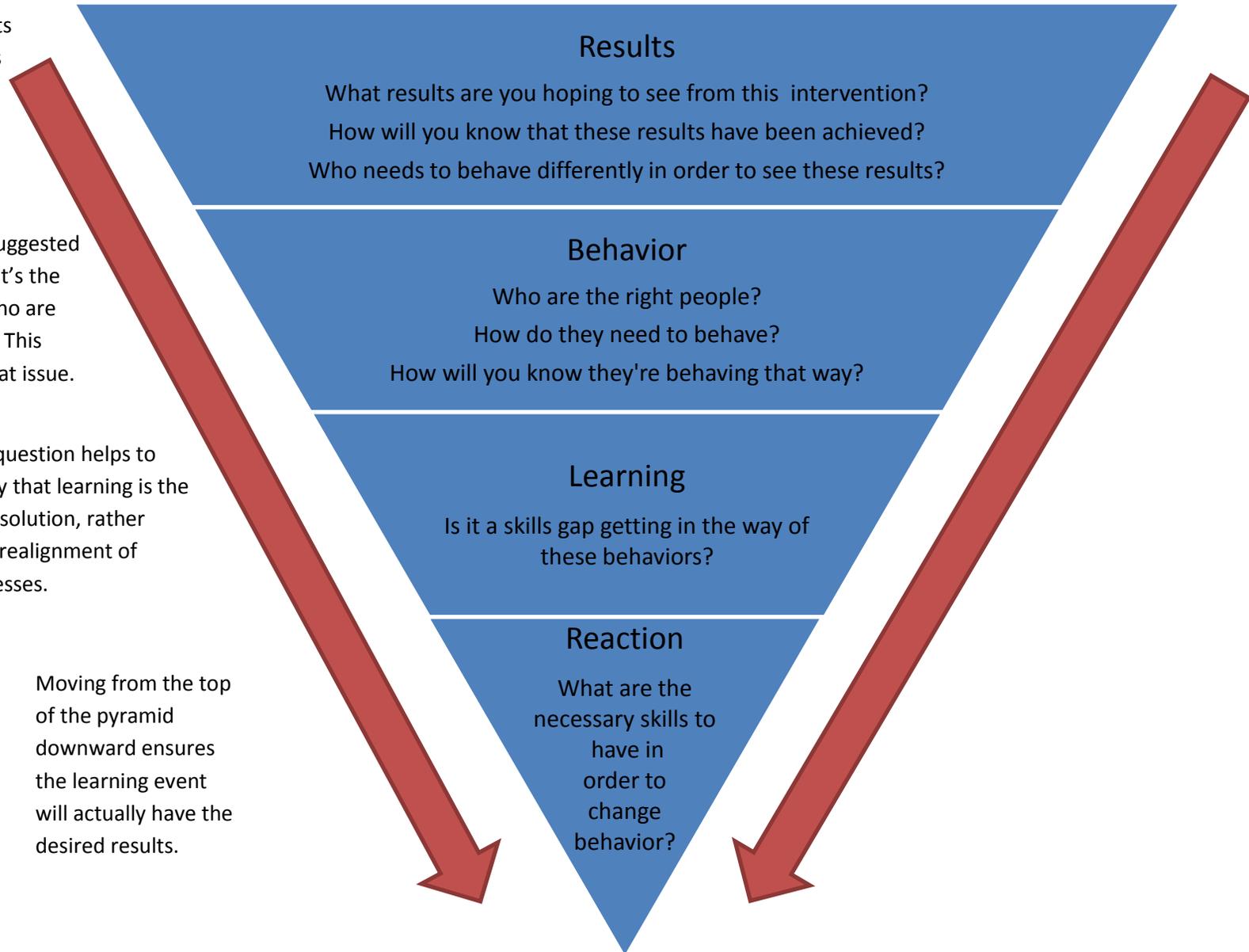
(Gleaned from an interview with Bill Wilson. *Inner Harbor Partners*)

By starting with results first, learning vendors show that they are concerned about business impact.

Bill Wilson has suggested that very often, it's the wrong people who are sent to training. This helps address that issue.

This question helps to clarify that learning is the right solution, rather than realignment of processes.

Moving from the top of the pyramid downward ensures the learning event will actually have the desired results.



Appendix D

The Trend Spotters Speak

Five individuals external to corporate universities were contacted about what's coming down the pike with respect to corporate universities and executive education. These included representatives from CorpU Xchange, ATD, CLO Media, an external vendor, and an Executive Education leader. Here are a few of their observations regarding current state, as well as future trends:

Observations

- CU's are savvier customers now (after the recession), and have improved the product of business schools;
- Despite the popularity of competencies, jobs require more than competence (i.e., inclination) to be successful.
- Most of the time organizations spend money training the wrong people.
- Learning is not always the solution to a business problem.
- The higher the level, the shorter the program.

Corporate Universities

- Despite sometimes negative feelings towards academic institutions (lack of customer centricity, rigid thinking, and limits on practical application), most organizations would still rather work with business schools. They are reputable, and their content is vetted.
- Important topics for corporate universities to address moving forward will be operating in matrixed and global environments, innovation, and agility.
- Competition between corporate universities and academia will continue to exist.
- Corporate universities will have broader mandates, and have specialized learning needs, as well as larger target populations whose needs must be addressed.

- Customized programs with business schools will be even more tailored to the client, with corporations driving the agenda.
- Organizations want more out of a learning partner than just programs – assistance with evaluations, assessments, design, application, and the like, are some examples.

Executive Education

- Executive education divisions claim only 5% of the whole U.S. budget for training.
- Executive Education needs a McKinsey ability to perform root-cause analysis, and co-construct solutions with companies. (Another: *We need to get into the consulting business—they've gotten into ours!*)
- Executive Education needs to help alleviate corporate “consultant dependence.”
- Executive Education divisions need to look more locally to find out who is in their backyard.
- Executive Education needs to be reframed as a learning laboratory, the home of implementation science within the business school (equal in importance to research!). It can be the biggest source of revenue for the school.
- Executive Education will need to have flexibility in structure, design, and pricing, driven by the design of customers.
- Executive Education should focus on organizations of significant size, and, preferably, an intense reliance on human capital (banking, healthcare, insurance, consulting, hi-tech, etc.)
- Executive Education should consider a marketing “Learning Matters” campaign akin to the milk industry’s marketing efforts, to promote the value of business schools.