

# Same Solar System, Different Orbits

Opportunities and Challenges In Executive Education and Corporate  
University Partnerships

Marie Eiter, Jim Pulcrano, Jenny Stine, Toby Woll

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## Watch out! Tune in!

Corporate universities offer executive education providers a remarkable bellwether of new directions in their market. As customers, corporate universities can be challenging because they are often intermediaries between executive education and the business' management. On the positive side, however, as insiders, corporate universities know what the executives want and need, work with executive endorsement, and are focused on emerging requirements in the field of executive education.

Now, at a time when talent development is becoming increasingly important for competitive advantage and when this should provide greater opportunities for business school executive education providers, corporate universities are often moving out ahead of business schools in the design and delivery of learning experiences. And they are not offering just new programs with new content. Today's corporate universities are developing individualized development pathways, leveraging non-classroom methods of mentoring and coaching, embedding real work in the learning process, and looking at individual talent development as the ultimate ROI.

At the same time, content is becoming a commodity and the old model of executive education no longer works for most corporate universities. Across the changing landscape of business education, the need for Marketing 101 or Introduction to Finance offered by business schools as part of pricey executive programs is going away. Management basics, taught by the best faculty, are easily accessed virtually. Digitized content is quickly shifting to the "open" learning space, and this disruptive change has not been lost on corporate universities. Whether prompted by the need to control costs of talent development or by the pervasive march of technology in all aspects of business, corporate universities are exploring the digitization of learning. And they are moving quickly.

## Corporate University Leader:

“I know [business schools] well. They do not understand the new ways of learning. Most don’t realize it, but they are becoming commodities.

Certainly their content has been commoditized. Everything is available online. There is a widening gap between teaching and learning at business schools today.”

## Introduction

Understanding how best to partner with corporate universities<sup>1</sup> as sophisticated learning organizations is critical for business school executive education strategy. However, this may prove to be harder than expected. While there is a great deal of overlap of strengths between corporate universities and executive education providers, rather than creating great matches and strong synergies, this overlap sometimes leaves the two types of organization operating in the same solar system but in different orbits. Issues of respect, understanding, value, and flexibility come up as barriers to value creation and capture for both entities.

The goal of this study is to extend our understanding of both the similarities and important differences that exist between business school executive education providers and corporate universities, to identify the real and perceived barriers to working together, and to uncover opportunities for building bridges between business school departments of executive education and corporate universities.<sup>2</sup>

This research report will discuss what was learned from interviews and surveys with corporate universities and business school executive education leaders. It reflects

<sup>1</sup> In this research, we have included large HR capability-building organizations that act in a manner similar to corporate universities although they do not carry that moniker.

<sup>2</sup> This study focuses on corporate universities’ demand for custom programs provided by business school executive education departments and does not address open enrollment programs.

what they have said regarding their experiences of working together, the challenges of collaboration, and the desire, on both sides, to build mutually beneficial relationships. Appendix I describes our research methodology. It builds on the previous work of Maybar, Allen, and Renaud-Coulon (July 2014). Their research provides us with a clear description of corporate universities, their definition and distinctive typologies, their goals and processes, governance and funding models. For a more academic study of the activities of corporate universities, we recommend the excellent work of Amy Lui Abel and Jessica Li (2012).

Our research suggests that there are deep and interesting reasons that business school executive education providers and corporate universities experience challenges – and sometimes even conflict – when working together. These reasons are based on both differing organizational contexts and similar strengths. While this might suggest there is not a lot of mutual opportunity, the current business pressures on corporate universities push them to continually improve and innovate, and this creates opportunities for executive education providers who are able to forge the necessary strong relationships based on flexibility, mutual respect, and trust that are required to work together. Surmounting the challenges of these relationships and collaborating on corporate learning is a future-oriented activity that provides opportunities for both organizations to improve in the face of a rapidly changing business environment.

## A Quick Organizational Primer

Before moving to a discussion of the data, it is important to acknowledge that there is a wide diversity of corporate university models as well as a wide diversity among business school executive education providers.

Maybar, Allen and Renaud-Coulon (2014) provide an excellent description of the range of corporate university activities, from training centers to research centers, along a continuum from people management to business solutions. The findings of this study also reveal that corporate universities differ in the scope of their activities. They include: serving the broad-based development needs of a company's entire employee population, focusing only on executive leadership development needs, targeting a specific population such as in a functional academy, and functioning as a tool for cultural integration.

Amy Lui Abel and Jessica Li (2012) revealed five prominent processes of corporate universities based on a factor analysis. The five processes are: alignment and execution, developing skills that support business needs, using technology to support the learning function, learning and performance evaluation, and partnership with academia.

Executive education providers also differ in the scope of their activities. Many large research-based universities focus on cutting-edge knowledge creation, while other schools have expanded their program offerings to include pre-program needs assessments, post-program coaching, and consulting services. Executive education departments are organized differently, some with dedicated custom program groups, a few with groups dedicated to the corporate university clientele. A small number of schools are finding opportunities as partners of corporate universities to explore, as one interviewee reported, the "future of work" and the "skills that will be important for future success."

This wide-ranging set of diverse activities, on the part of both corporate universities and business schools, makes broad generalizations meaningless. Each corporate university is different. Each business school is different. Each operates with its own system of cultural and political dynamics, its processes for decision-making, its stages of maturity, its metrics for success, as well as its external competitive pressures.

While this research may offer insights into the similarities and differences between corporate universities and business school executive education providers, identify some barriers to successful partnerships, suggest ways to build mutually beneficial relationships, and offer new opportunities for synergy and mutual growth, the success of any partnership lies in the willingness of both parties to get to know each other, to understand each other's strengths and limitations, and to be willing to work as equal partners in a shared endeavor.

## Roland Deiser on Corporate Universities:

"...we should not be surprised by this variety. After all, the distinctive features of a Corporate University model are the result of a complex amalgam of the CEO's strategic intent, conceptual blueprints "how to set up a CU", impressions from benchmark visits and case studies, the approach of the chosen consultancy (if any), the history of the company, the maturity of the learning function, current management fads, the specific business model and industry environment of the corporation, the reputation and relationship network of the "Chief Learning Officer", and the sometimes politically highly charged dynamics of internal stakeholders. Most of these variables are soft and irrational. They do not follow a scientific, objective logic, and their combination constitutes a unique configuration." (Deiser, 2012)

## Mapping Overlap

Both our survey findings and interview data indicate significant overlap between the orbit of the corporate universities and the orbit of business school executive education. They share the same goals and objectives and engage in very similar activities. Both types of entities are in the business of developing people through exposure to and application of leading edge thinking. Both types of entities have (or contract for) and deliver the same expertise/skill in: instructional design, working with thought leaders, motivating students, and delivering leading edge and targeted knowledge. Both types of entities care about building their own brand and reputation as educational/impactful institutions.

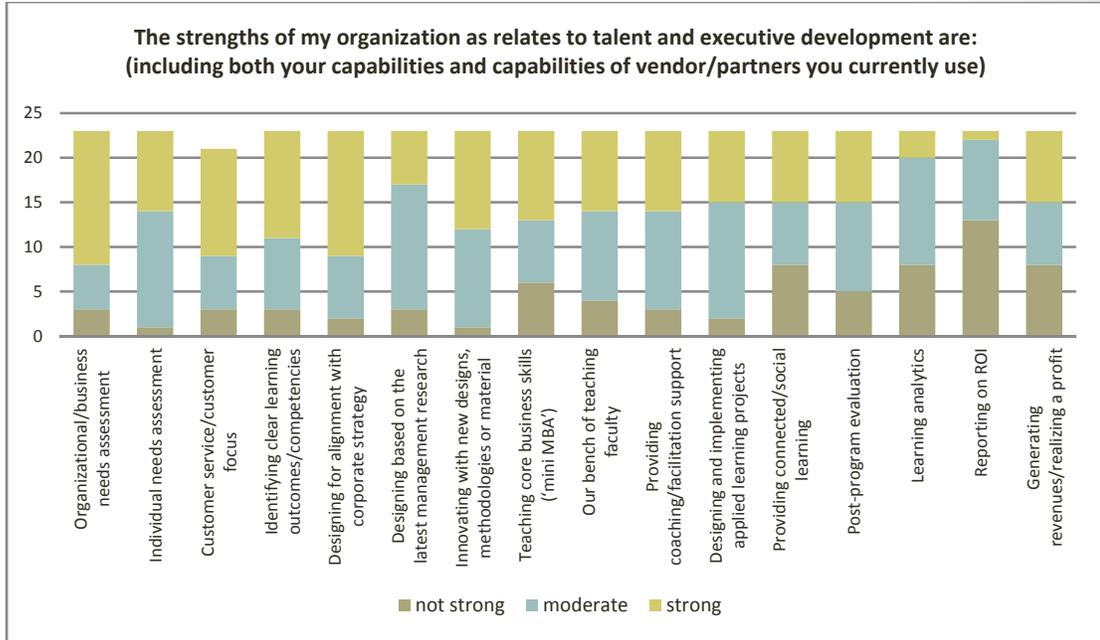
The similarities of their overall goals and objectives place these two types of organizations in the same solar system. One could even say that they are in the same business. However, this does not mean that they are in the same orbit. In fact, they may actually find themselves colliding or even at cross-purposes. As an examination of the survey data reveals, this overlap of similarities may prove difficult in building partnerships.

### Similar Strengths and Weaknesses

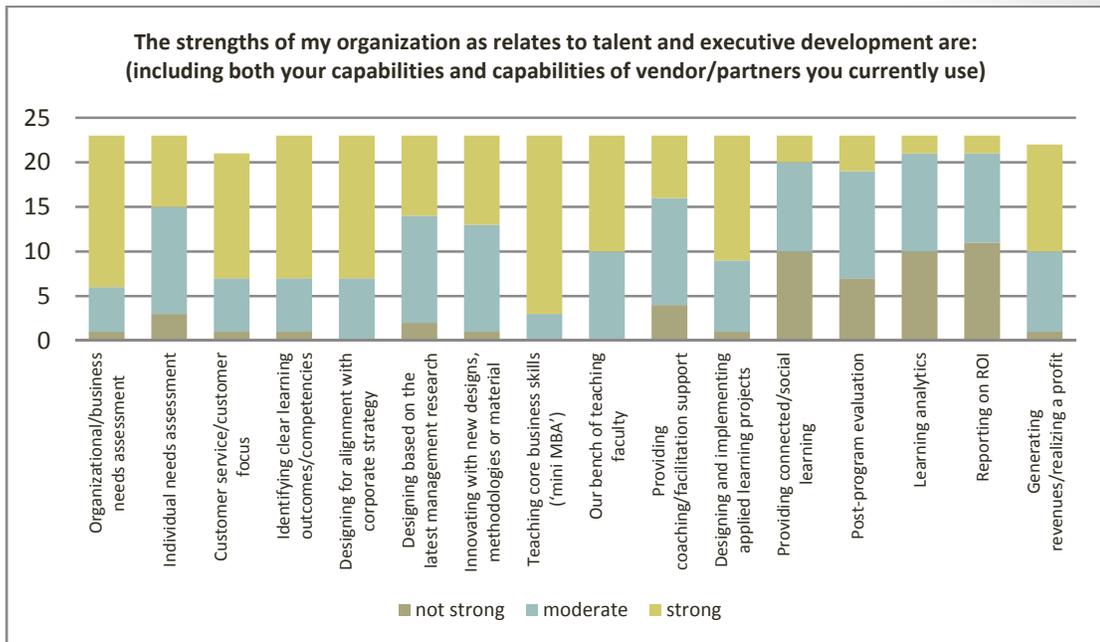
Table 1 and Table 2 chart the responses of corporate university leaders and of executive education leaders on how they evaluate the strengths of their organization as they relate to talent and executive development.

Most striking is how similar their self-reported strengths are. Both corporate universities and executive education providers say their greatest strengths lie in:

- organizational/business needs assessment,
- customer service/customer focus,
- identifying clear learning outcomes and competencies, and
- designing for alignment with corporate strategy.



**Table 1: Strengths as Reported by Corporate Universities (n=23)**



**Table 2: Strengths as Reported by Executive Education Providers (n=23)**

The survey data confirm the overlap in similarities between the two types of organizations. However, this might not be in the best interest of either corporate universities or departments of executive education. In the process of building partnerships, redundant capabilities can lead to contention over which organization knows best. Rather than each bringing complementary capabilities, the two organizations appear in competition with each other. They may experience the other's strengths as unnecessary, or even a threat. Both bring their strengths to the table, and neither one is ready to rely on the other. Remediation for this dilemma will be discussed later in this report, but this is an example of how similarities can cause friction.

Table 1 and Table 2 also reveal that corporate universities and executive education assess the same weaker areas in their organizations:

- providing connected/social learning,
- post-program evaluation,
- learning analytics, and
- reporting on ROI.

Partnerships can be easier to envision when the two sides have complementary strengths and weaknesses. However, in this case, the areas in which the corporate universities might welcome expertise are areas in which the executive education departments feel least effective. This could be an area of opportunity that also will be discussed later in the report.

Tables 1 and 2 raise another note of caution. Executive education providers identified teaching core business skills as one of their greatest strength. Corporate universities rate this as a strong or moderately strong area, themselves. However, as noted at the beginning of this report, core business skills are the very area in which digitized content is rampant. Moreover, it does not take a guru, a star researcher, or a top ranked faculty member to teach this content. In many of the interviews conducted for this report, corporate universities reported that they had brought teaching of core business skills in-house rather than reimbursing tuitions for employees to get MBAs or hiring university faculty to teach them.

“We used to send the [first level managers] to get MBAs, but the regular MBA has become a commodity... We believe that we can bring what the MBA offers inside our Corporate University. This has really displaced the need for an MBA. It is true

that the students don't get the networking with others outside the company, but for [this level], it is more important that they network within the company. Internally, within [our company], there is huge diversity. Networking is critical if we are to grow as one company." *Corporate University Leader*

It is important to recognize that these survey data represent a small sample from highly diverse organizations. The critical point to understand is that, in creating successful partnerships, both parties must step back to assess their relative strengths and weaknesses, build or find capability to shore up weaker areas, and negotiate in good faith, understanding the differing context in which both operate. Related weaknesses can be opportunities to jointly build new competencies. Shared strengths can be opportunities for more efficient use of resources.

## Related Resources

Again, looking at Tables 1 and 2, both corporate universities and executive education providers rate the bench strength of their teaching faculty as strong.

While it is reasonable that this would be a great strength of university-based executive education providers, this capability brings into focus an important difference in the orbits of these two similar/dissimilar institutions of learning. While the executive education department relies on its institution's own faculty, the corporate university has a wide range of resources from which to choose. When corporate universities refer to the bench strength of their faculty, they are referring not only to their internal resources. They also are considering executives, tenured and non-tenured professors with whom they contract separately, consultants, and professors from disciplines other than business. They also frequently have their own staff members who are very strong in program design and delivery.

Based on the interviews with corporate university leaders, corporate universities draw on talent from multiple resources. Conferences, speakers' bureaus, and online videos provide opportunities for speakers to showcase their content. As a tight community, corporate university leaders refer each other to consulting firms and speakers with whom they have had success. Leaders within the company are called on to serve as faculty for a company program. Alumni with seniority in the company influence the choice of schools and faculty selected. With an increased focus on building capabilities rather than providing programs, the corporate

universities need services such as individual assessments, simulations, coaching, mentoring, and follow-up.

“[We have] 400 different vendors [which include] all the top ten business schools. It is up to the team to define the preferred partners who can deliver.” *Corporate University Leader*

The result is that corporate universities are designing highly integrated learning experiences with many vendors competing on content and price.

### Evaluated Differently

As can be seen in Tables 3 and 4, the factors on which corporate universities and executive education providers are measured and evaluated differ greatly. Corporate universities identify the following factors as very important in how they are measured and evaluated:

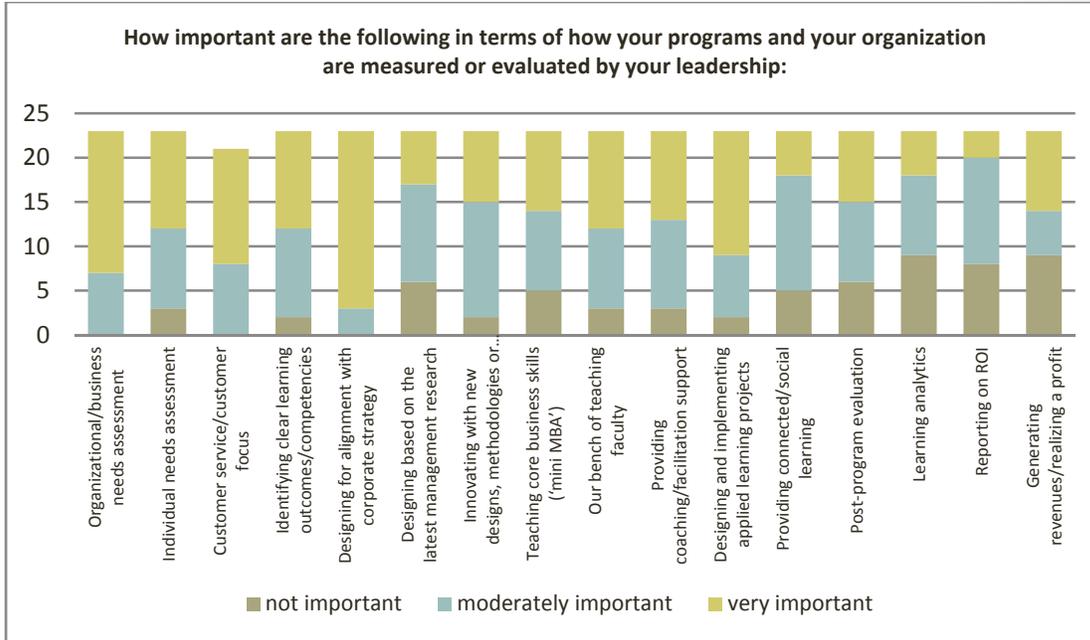
- organizational/business needs assessment, and
- designing and implementing applied learning projects.

The factors that executive education providers report as most important are:

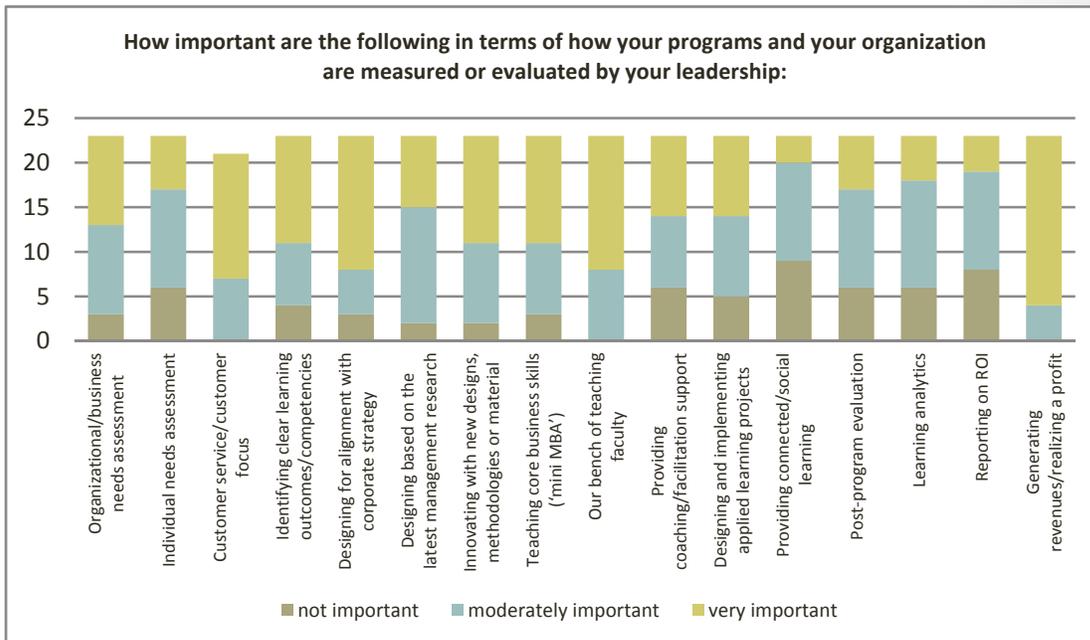
- generating revenues/realizing a profit, and
- bench strength of their teaching faculty.

Both entities rate customer service/customer focus, and designing for alignment for corporate strategy as very important in how their programs and their organizations are measured.

Corporate universities and executive education providers agree that learning analytics and reporting on ROI are not very important factors in how they are evaluated. This does not mean results are not measured within corporations. Rather than an ROI calculation, perceived outcomes and business impact, as well as program uptake, are used as metrics of corporate universities. In addition, corporate universities do not perceive generating revenues as very important where that is a primary measure for executive education. And, executive education providers rate coaching/facilitation support and providing connect/social learning as less important to their evaluation than do corporate universities.



**Table 3: Factors Important in Measurement and Evaluation for Corporate Universities (n=23)**



**Table 4: Factors Important in Measurement and Evaluation for Executive Education (n=23)**

An evaluation metric that was not measured in the survey, but which surfaced in the interviews, was the fact that many corporate university leaders are measured by the number of participants in their programs or their percentage of capacity utilization. This is similar to how business schools evaluate the directors of open programs.

“I am also measured by my effectiveness. The KPIs are clear: number of participants per year and per program, keeping within the budget, feedback scores on each program (which are read by the CEO) and the number of innovations brought into corporate learning each year.” *Corporate University Leader*

In reviewing the survey data, it is easy to see how the factors on which these entities are measured and evaluated drive their priorities. Most corporate universities are cost centers and are measured by delivering learning experiences that support executives in achieving their strategic business goals, and budgets are managed accordingly.

“The success of my organization is measured in the budgeting process. If it is not perceived as valuable to the business, it will not be funded...it needs to be aligned with the Chairman’s strategic initiatives or it doesn’t get funded.” *Corporate University Leader*

Critical strengths as well as priorities are: providing good customer service by understanding the organizational and business needs, designing learning experiences aligned with the corporate strategy, and implementing action-learning projects that support the organization’s strategic goals.

“In the yearly talent review, we discuss with the exec[utive] committee ‘Are we meeting the business’ requirements? Are our programs meeting your real needs?’ [Also,] businesses see the end-of-program satisfaction scores after every program, and on a quarterly basis we are evaluated against the retention rate of our high-potentials” *Corporate University Leader*

Effectively communicating with senior executives, setting their expectations through a budgeting and learning strategy process, and getting their buy-in and approval are important parts of the process of strategic alignment.

“Twice per year I meet with the Executive Committee of the company, including our CEO, and they evaluate my progress on our L&D roadmap and the agreed-upon milestones. This is my most important evaluation.” *Corporate University Leader*

When evaluating individual programs, corporate universities look for the transfer of new ideas/content into executives' own work projects.

“The other thing that I look at is whose stuff from a program sticks. Many of our programs have on-going projects that last six months. When I'm reviewing the project results, I look to see which professors' ideas or material is in the final report. That tells me that his ideas stuck. They were remembered and applied. Even if he or she didn't do well on the happy sheet, these people get invited back because they had an impact.” *Corporate University Leader*

Corporate universities are also balancing measurable outcomes that would show up in a performance management process and application examples that are documented through stories or examples.

“Success is in the application and transfer of learning to work. We do high impact mapping to look at the outcomes. Another way we measure success is by the stories people tell. As a result of something they learned, they did something differently, and it made all the difference.” *Corporate University Leader*

In sum, corporate universities measure their success by managing costs, providing effective programs that are supported by the business leadership, and inspiring demonstrable positive change within their organizations. And increasingly, Corporate Universities need to accommodate the development of an increasing number of participants while faced with budget and staff limitations, which drives them to lower priced programs or digital solutions.

Business schools, on the other hand, are important profit centers for their organizations and are measured by revenue. Generating revenues by means of a solid bench of faculty and teaching in the areas of faculty expertise is deemed critically important. Therefore, business schools measure their success by great feedback from individual participants, which hopefully leads to repeat business.

To business schools, providing good customer service means assembling a team of faculty who are thought leaders, who can connect with executives, and who can deliver outstanding learning engagements. At the same time, many business schools do not encourage their executive education departments to develop bench strength in other services such as needs assessment,

coaching, and mentoring which are integral to the individual and application focus of the corporate universities' ability to deliver on their metrics.

Business schools also see the executive education engagement as a means to create a multi-faceted relationship with the company, although, generally, executive education is an entry point or only one facet of the university relationship.

“In the business school, we have financial targets to achieve... The business school is the cash cow for the university. However, as important is that we deliver on the university mission to support its partners in industry. Engagement with the industry and the community is very important to the university. We are completing the circle with the students and their roles in their work. We are expected to have an international aspect as well and to be world-class. This is hard.” *Executive Education Leader*

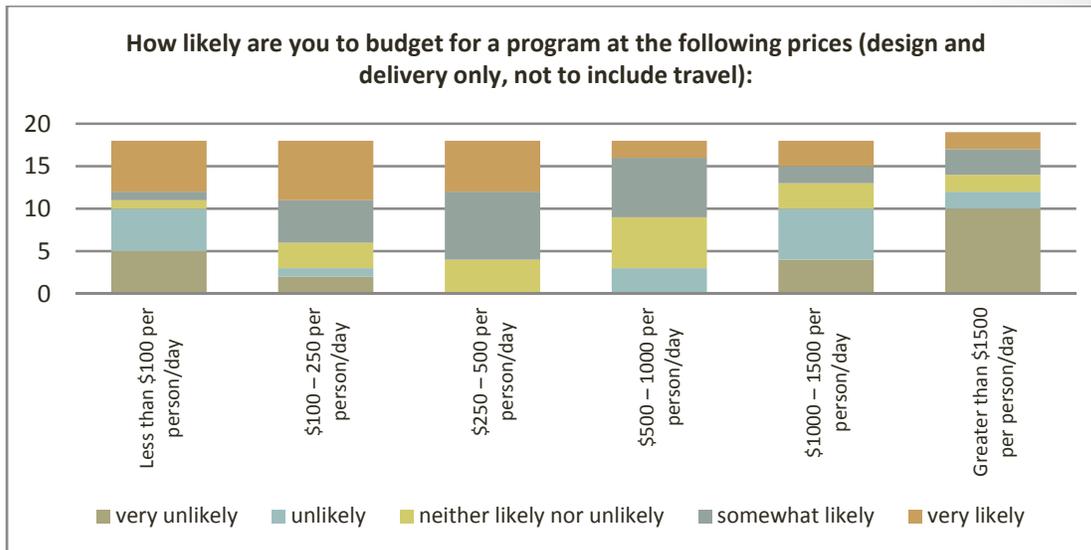
While many of the differences between corporate universities and business school executive education providers may seem complementary, such as providing engaging university faculty to address an organization's strategic issues, other differences are inherently conflicting. For example, the pressure on executive education providers, as profit centers, to increase income directly conflicts with the pressure on corporate universities, as cost centers, to reduce the costs of talent development.

## Budgets and Revenues

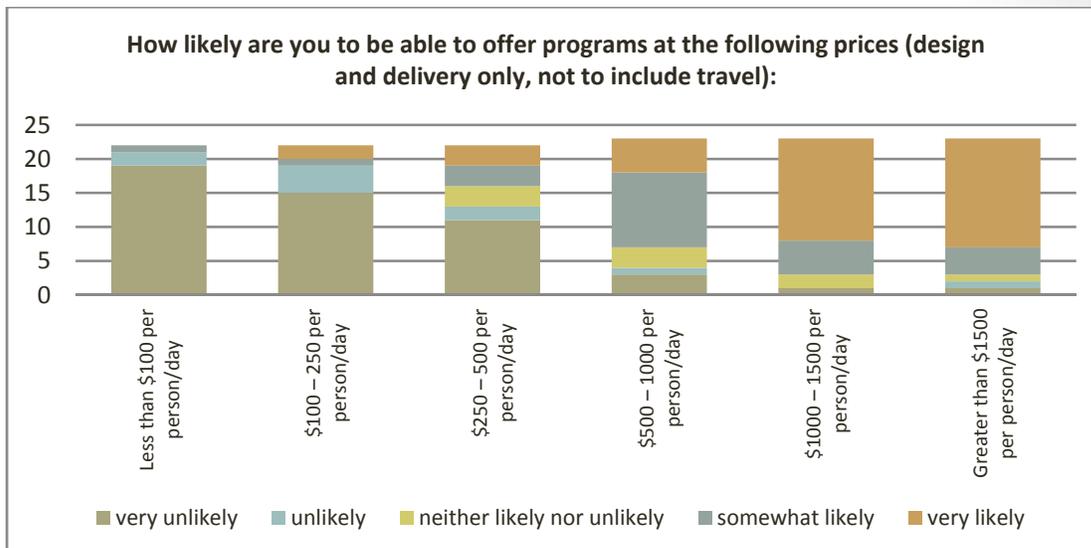
The conflict in evaluation metrics is evidenced in the different responses both groups report as it relates to program pricing as shown in Tables 5 and 6. Corporate universities report that it is very unlikely that they can budget for a program costing more than \$1500 per person/day, while executive education providers report that it is highly likely that they offer programs costing more than \$1500 per person/day. While there does seem to be room for negotiation in the \$1000-1500 price range, there is no question that these different expectations regarding price create issues for both entities and come as a result of the different ways they are evaluated by their respective institutions.

It would appear that corporate universities need to offer programs at a much broader range of prices than the targets chosen by business schools. Many executive education providers seem to

have chosen to work only at the high end of the corporate university budget, which is typically a small portion of their work. It is easy to imagine that many corporate universities would not approach business schools as their working assumption will be that they cannot afford the schools' prices.



**Table 5: The likelihood of corporate universities to budget for programs at different prices (n=19)**



**Table 6: The likelihood of executive education providers to offer programs at different prices (n=23)**

This issue of pricing also surfaced in our interviews.

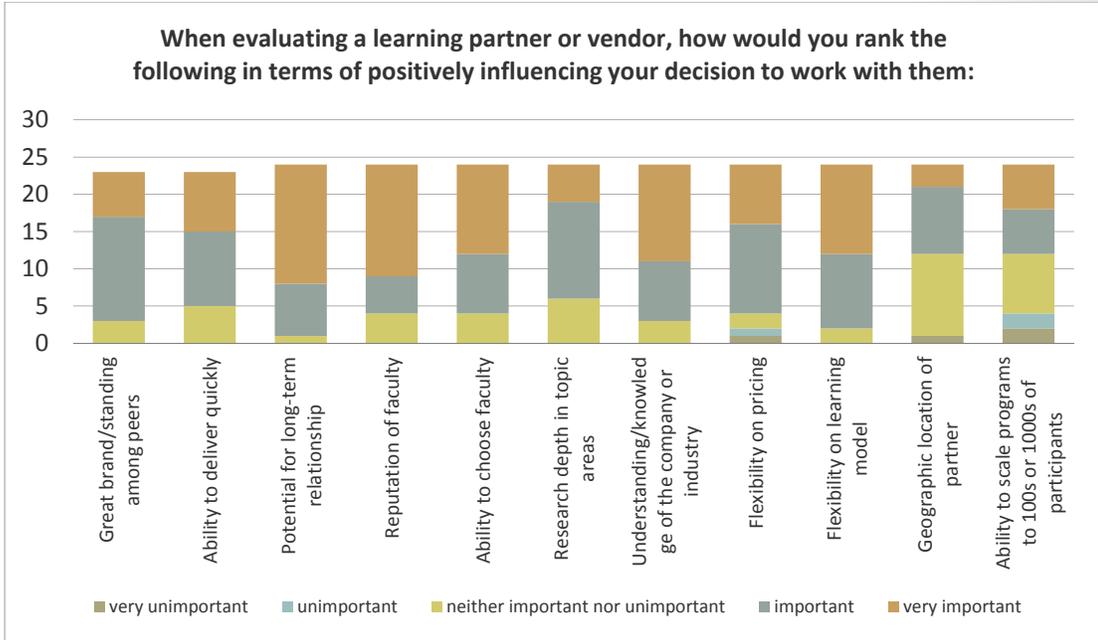
“I want to challenge you on is your pricing. My budget has been flat for two years, and as much as I like [university x], each year they up the price, and I mean significantly, like a double-digit increase. You need to be more sensitive to your pricing.” *Corporate University Leader*

“With their process, I believe business schools are in trouble. We can’t pay these prices.” *Corporate University Leader*

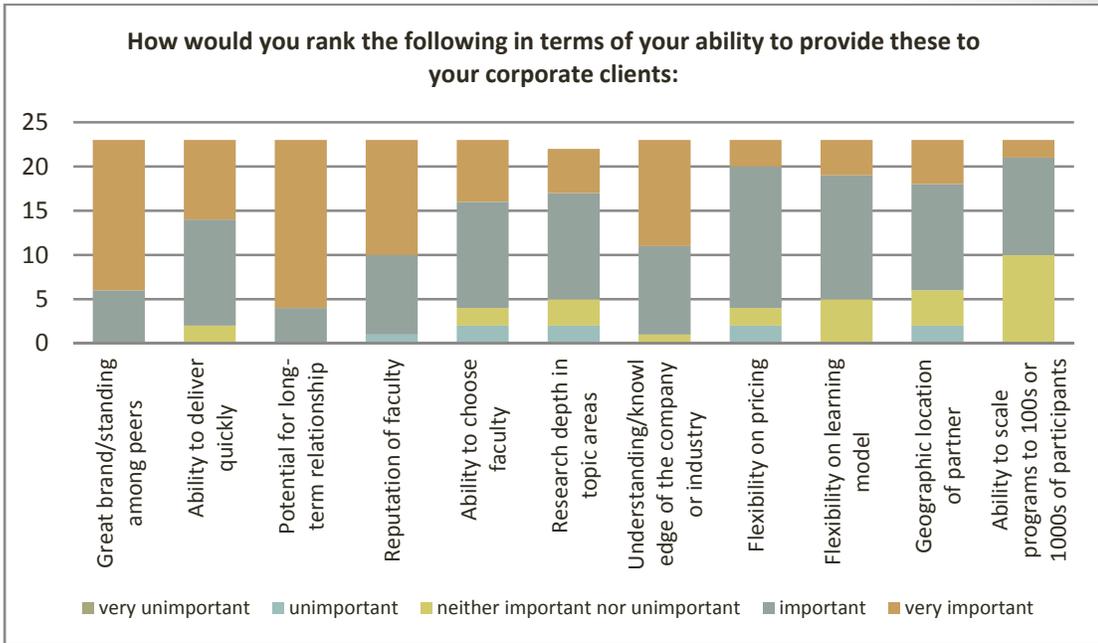
As seen in the prior sections, executive education providers and corporate universities will both say that alignment to corporate strategy is important. They will agree on the importance of addressing the business challenge and the needs of the individual participants. But the data show that cost/price will, on average, pull them in opposite directions. And price will have a moderating effect on what can be delivered. As advice to both types of organizations, perhaps, the issue of price should be put on the table at the first meeting so both entities can work to find a solution. These are also opportunities for integrative bargaining, where both sides look beyond the immediate program design and delivery, think of broader benefits that the engagement can bring to their organization, and factor those in. If the school placed a monetary value on “other benefits”, logic might exist for showing flexibility in pricing. Other benefits might include: case creation, joint/sponsored research, recruiting from the MBA program, top executives speaking at the school, recommendations to the company’s customers or suppliers to work with school X, etc.

### Is There A Fit?

Despite different priorities, Tables 7 and 8 indicate that the factors important in evaluating a learning partner identified by corporate universities fit well with factors identified by executive education leaders as important for them to be able to provide corporate university customers.



**Table 7: Factors identified by corporate universities as important in evaluating a learning partner (n=24)**



**Table 8: Factors identified by executive education as available to corporate clients (n=23)**

Corporate universities rated the following factors as very important in evaluating a learning partner:

- potential for long-term relationships,
- reputation of the faculty,
- understanding/knowledge of company or industry, and
- flexibility on learning model.

Executive education reported the following factors as important in terms of their ability to provide value to their corporate clients:

- potential for long-term relationships,
- great brand standing,
- reputation of faculty, and
- understanding/knowledge of company or industry.

Although this survey did not test for it, there is a possibility that there are different definitions for some of these elements. For example, “reputation of the faculty” may mean to the corporate university that the faculty member has published a best-selling book and is often a keynote speaker at big conferences. For the business school, it may mean that this particular professor has published several articles in “A” journals and had a high number of citations (a definition of “reputation” that the FT rankings propagate).

In contrast to the corporate university respondents, executive education providers placed far more importance on great brand standing (100% considered it very important or important) and placed less importance on their ability to choose faculty and flexibility in learning models. One might suspect a wide range of abilities exist among executive education providers to deliver on these factors, but it is clear from the survey data that executive education providers know these factors are important to their corporate clients whether or not they are able to deliver on them.

The challenge may devolve into an issue of mutual respect and trust, given the similarities and differences between corporate universities and executive education providers. Can executive education providers and their faculty respect and trust the professional talents of the corporate universities if they shoulder much of the needs assessment role, design, and delivery functions?

Can the corporate universities trust the executive education partner, knowing the revenue and faculty utilization constraints that a school has? How candid can the discussion be about the relative strengths, weaknesses, and boundaries between these two types of organizations who share a business in common?

An interesting observation is the role of faculty research. In Ellie Weldon's impressive "Programs With Impact"<sup>3</sup> report she cited "research-based teaching sessions" as ranking low in success factors for custom programs. Though not the most important factors in our survey, "Research depth in topic areas" was judged "very important" or "important" by 76% of the business school respondents and 75% of the corporate university leaders. Is this, once more, a question of definition, or is it simply an assumption that good sessions are based on good research (even if done at another school)?

In summary, data from the survey reveal a number of similar strengths as well as similar weaknesses between corporate universities and executive education providers. Corporate universities design for more highly integrated learning experiences calling on a wide variety of resources. Executive education providers are more focused on programs that generate revenues and are a very close fit with their faculty's and school's interests and expertise. Differences in how corporate universities and executive education providers are measured and evaluated by their respective institutions can lead to differences in priorities and to issues of conflict in pricing and delivery.

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<sup>3</sup> Elizabeth Weldon, "Designing and Delivering Customized Programs with Impact," UNICON Research Report, 2014.

## How Does Executive Education Experience Corporate Universities?

In our initial survey of UNICON members, 74% of the respondents (n=51) indicated that they had responded to an RFP from a corporate university in the past few years, and 72% (n=50) indicated they were either working with corporate universities or had done so in the recent past.

However, in subsequent interviews, corporate university leaders revealed that they are not working with executive education in large numbers. The corporate universities made the point that, when they do work with business schools, it is a small portion of their overall work, but it is often high visibility work because of the price involved. A further explanation of this discrepancy may be a reporting bias, in that the UNICON members who responded are those who are seriously interested in corporate universities while those who did not respond to the survey may not be interested or engaged with corporate universities.

In our interviews, a number of issues surfaced that were common for executive education departments when dealing with corporate universities. These issues were: pricing, content, IP, faculty contracting, timing, other vendors, and the RFP process.

### Pressure on Price

Executive education leaders reported feeling pressure on price in the design, customization, and delivery of a program, especially in the upfront time needed to get to know a company and its industry, usually before a contract has been signed.

“Making explicit that we are a collaborative and thoughtful partner is eventually the most difficult thing for us. And why? Because this only looks explicit in the eyes of our corporate clients when they have the opportunity to test us in a specific challenge...” *Executive Education Leader*

“They drive a fairly hard bargain in return for the volume of work. So the rates aren’t as high as we might get for custom programs, but the benefit is the long return/security.” *Executive Education Leader*

This puts pressure on executive education leaders who need to build this time into the price of the program, whereas the time spent on the corporate university side would not be factored into the cost of the program.

Corporate universities may have strong relationships with management consulting firms who spend a lot of time inside the corporation and get to know the company and its senior executives well. It is not unusual for corporate universities to have the same expectation of their business school partners. They expect the business school executive education leaders and their faculty to dedicate up-front time to learn about the company (whether paid for or not).

“There needs to be more triage – understand my business and what the complexities are. If you don’t have anything and we don’t have anything, maybe we can partner to develop it.” *Corporate University Leader*

Corporate universities expect business school executive education offices to experience this as an opportunity and a benefit, as opposed to an additional cost and a draw on resources. This is one of the reasons they sometimes go directly to academic faculty:

“Most faculty can build rapport with seniors, they bring instant credibility if they can move off their research and engage in a process of mutual discovery. The good ones know how to teach executives and build rapport.” *Corporate University Leader*

## Executive Education Leader:

“What we did was to take quite a long time – a year – to really get to know the client and organization. Quite a lot of deep inquiry and diagnostics work – the units, regions and how they interact with the center and the role of HQ.”

## Executive Education Leader:

“It was our flexibility that built this relationship. They had a very specific way they wanted the proposal written. They have a very specific way they want the materials to look. We have to use their templates for the slides. They have a specific way they want to do the evaluations. We had to adapt to their desire for learning journals. To minimize the impact on faculty, our office did the work of putting the faculty material into their templates. We produce communications reports for the corporate university to distribute within the company. We produce timelines. We have project management check-ins.”

## Pressure on Product

As some corporate universities move from delivering programs to individual capability development, business school executive education providers are being asked for new services such as needs assessment, consulting, and coaching, as well as online content:

“[Our advantage is our] unique content [and our] ability to provide [a] combination of training and consulting support.” *Executive Education Leader*

“We tried to understand the needs of the corporate university and helped them with the needs assessment and their communications strategy... Now, we have extended the program with applied learning projects.” *Executive Education Leader*

In addition to stretching executive education in terms of the services required, there are special issues around branding. Corporate universities are developing their brand within their company. Business school executive education departments must respect the branding requirements of their own university and faculty. These two perspectives are hard to reconcile. In fact, it is a harsh reality that participants in custom programs often do not identify with the school when recalling the program. They know the company created the program and may not see the school as a major part of it, particularly if there is a blend of providers in the program.

Corporate universities often require that executive education participate in and/or design programs that include both corporate and “external faculty” as part of the

program delivery. This requirement can be challenging when university faculty are used to being the experts in the choreography of a program. Integration of material unfamiliar to the university faculty may require additional time and, by extension, additional cost of the program. At the least, it can be hard for many faculty to share the podium.

“Some of our top faculty are comfortable co-teaching with industry and external instructors which makes us fairly unique amongst academic business schools.”  
*Executive Education Leader*

“[Our unique advantage is] flexibility and willingness to blend speakers from multiple backgrounds and providers.” *Executive Education Leader*

## Ownership of IP in Program Content and Design

Licensing and disseminating content in their organizations is widely done by corporate universities. Particularly with high cost programs, this is a way to bolster the budgetary argument and posit broader benefits to the organization.

“Everything new that we launch must be scalable. And if successful, [we] must also have the possibility of going to a mobile app.” *Corporate University Leader*

“As long as we can use the program materials inside the company as we wish, unless you were going to go and use the same design with a competitor, I don’t see any IP issues.” *Corporate University Leader*

“The people in our programs are working with teams who may never come to the program themselves. Application of what has been learned is the objective, so reuse within the corporation is a reasonable request.” *Executive Education Leader*

However, corporate university requirements around dissemination and scalability can raise sticky issues of IP ownership that have many dimensions that need to be dealt with.

On the executive education side, content is generally understood to be protected unless published through academic channels which have their own rules. But when confronted with an RFP or an engagement contract that states that all material used in the program is the property of the company, intense negotiations are required.

“If I have to rank the [most] difficult point to negotiate, IP will be on the top of my list. This is mainly due to a lack of understanding from the client (they want to own the IP rights) but also a lack of clarity from our side.” *Executive Education Leader*

The question typically comes up in the contract negotiation stage or in responding to an RFP. If the executive education department has dealt with this issue before, the issue can often be dealt with reasonably easily. Similarly, if the corporate university has addressed the IP issues with other universities, reaching an arrangement can be achieved.

“We tackled it right away, and, most of the time, we manage to find a solution that works for everyone without escalating.” *Executive Education Leader*

“There is growing sophistication. The [common] interest [is in the] learning and applying of ideas.” *Executive Education Leader*

It can become challenging when either side is doing it for the first time or when there is jointly created content. There is the challenge that there are at least three players in the discussion of who has rights to the content and its expression: the faculty, the university, and the corporate university. If content is customized to the degree the corporate university often requires or if the design of the program is a joint effort, the corporate university may claim exclusive or joint ownership. If faculty are captured digitally for repurposing as a mobile asset or if a case study is developed, again, it is a challenging question about who owns it and if licensing agreements are needed.

“Existing IP rights have never been an issue. The discussions are always around the deliverables, and it gets complicated when you have a mix of existing IP and new IP rights on the same slide or presentation. Who owns what? It’s never clear.”  
*Executive Education Leader*

Added to these hurdles is that licensing has not typically been part of the executive education landscape in the past.

Since the negotiations can involve counsel on the university or corporate side, it is always advisable to try to clarify the issues proactively because, ultimately, the negotiations are around the language in the legal agreement.

Since often there is common interest in reuse, schools and corporate universities can often find common ground.

“Confidentiality and ownership are two different things. Internal use by the company [with attribution] ... and use in the classroom ... of [joint material] are both [desirable].” *Executive Education Leader*

But, it takes effort to sort out the rights and protections (copyright and confidentiality) that all parties want to preserve.

### Contracting Directly With Faculty

Executive education providers must deal with the reality that corporate universities sometimes elect to go directly to the faculty.

“I find that if I go directly to the faculty, most are interested in developing a relationship or partnership with us. When you go to executive education, there are a lot more rules and bureaucracy” *Corporate University Leader*

“We have good design skills here...If we can just get good faculty who are interested in working with us, we can design a fine program.” *Corporate University Leader*

It is not clear that there is understanding or appreciation on the part of corporate universities of the internal dynamics that this creates in the business school executive education departments. Even with schools where faculty have a contractual right to do outside consulting, there are many grey areas (how much time they spend on this, how much they can earn, use of the school’s brand and resources, informing the school’s executive education department, etc.). Worse is the real or perceived confusion for the corporate universities when they want the same faculty they have hired independently for an institutional program and the cost of the faculty seems much higher.

In at least one case, going directly to faculty did not work either, and this led to a relationship with a consulting firm:

“I tried to contract (the faculty) independently, but that was becoming a legal nightmare. So, I had to decide, how much am I going to build myself – which was starting to look very expensive – or could I partner with someone who would be more cost effective. So, I started my second round of inquiries for partners. I choose

[three consulting companies]. I chose them because they provided me solutions that I was looking for." *Corporate University Leader*

Going back to the finding that schools generally want the large high-margin programs but corporate universities often need a broader set of deliverables, could we imagine schools permitting, even encouraging, their faculty to take on that "other" work to support the corporate universities and create a stronger and broader relationship?

### Pressure on Time

Hurry up and wait can be how it feels to executive education departments. On the one hand, corporate universities expect their providers to respond quickly to their requests for proposals.

"I prefer to work with the faculty directly and not with the executive education departments...they take weeks to get back to you." *Corporate University Leader*

"I'll tell you about the pain that I have. An academic setting doesn't move at the same pace – the speed at which we have to take decisions and move. Do you understand the speed I need to move? Do you really understand the context to apply the theory?" *Corporate University Leader*

On the other hand, many corporate university leaders require top executive sponsorship and approval for the high visibility and expensive programs. This can lead to a delay if the sponsor is otherwise engaged, not convinced that the program is what is needed, having second thoughts, or recognizes that the strategic direction of the company is changing. It is also one of the main reasons that corporate universities ask for a design up-front. They need to present this to their leadership to get buy-in and funding. From the executive education perspective, they have delivered under huge time pressure only to have a final decision be slow to come or put off entirely.

"We asked for proposals from a number of prestigious business schools including ... However, our CEO put the decision on hold. Maybe we will do it next year." *Corporate University Leader*

"In one case there were 3 contenders in the tendering process. Then, they revoked the entire tender and hired 3 internal staff to do the work. What is left is that we are doing some piecemeal ... training, but the Learning and Management piece has

been postponed. The CEO withdrew his support for the Learning and Development objective.” *Executive Education Leader*

“When I go to a VP, I need to be buttoned up! Data, design, bottom line. I need the information.” *Corporate University Leader*

Corporate universities have their own rules that affect their decision-making. One company requires CEO sign off for any program that costs over €1M (\$1.25M). During the financial crisis, another corporate university head for one of the world’s largest companies could not sign off on anything over €25,000 (\$31,100). It would be a great advantage for executive education providers to know the processes of their corporate university partners. If this information can be shared, even obliquely, the proposals might be constructed in a way that helped both parties in the negotiation.

## Cooperation with Other Vendors

As discussed earlier, corporate universities characteristically engage many different providers to meet the needs of their constituencies. This can lead to very difficult and, perhaps, unresolvable relationships because the providers work so differently. The following vignettes provide excellent examples of the stresses that can accrue from being one of many providers:

“Our client wanted a university partner. They were already working with a big name consulting firm. And this firm was always inside the company, and they did not share anything with us. This made the client difficult to work with. There were many different executives that we had to meet with during the design phase, and each time we had a meeting, the program design changed direction. I don’t know how much this was influenced by the consulting firm, but there were too many cooks in the kitchen, and I know the consulting firm was undercutting us, saying they would do the design differently. I confronted the client once and said that maybe we were not the right school for them, but they insisted that they wanted us to stay in.

When the consulting firm produced their 100 page deck with every sentence that was going to be part of their presentation in the deck, the client wanted our faculty director to produce a similar deck with every key point of the teaching so the senior executives could review both decks. We tried to tell them that we work differently. Well, at that point, our faculty director quit. I had to find another faculty director, quite frankly an adjunct faculty member who had a bit more time on his hands, and

we finally reached a compromise with the client. The faculty director wrote a short narrative for each session, which seemed to satisfy them.

Because we had to spend so much time with the company, we really got to know them well. However, if we do not do this program again for the next few years, it will be a financial loss.” *Executive Education Leader*

“We and a top consulting firm were bidding for a big custom program... We suggested to the consultants that we collaborate on the response to the RFP. They do the assessments, including the debrief with coaches, and our faculty deliver the program. They flat out said NO. They would not even discuss it with us. They just informed the client that they’d submit their own proposal for the whole thing. Their arrogance was amazing to behold. So we both made individual bids, and we both lost.” *Executive Education Leader*

With their strategic insight and key executive relationships, management consulting firms are skilled at winning business in corporate universities but not necessarily skilled at delivering programs.

“The consulting firms do a wonderful pitch – all the bells and whistles – and they often win the project, but just as often they can’t deliver to meet the needs of the client. Going into this market makes sense strategically for them as they are expanding their business with a client, but they can’t make the money that they need to. Coming in there is lots of excitement, but because they can’t make the money, executive education becomes the ‘ugly stepchild’ – like doing IT in a manufacturing organization.” *Executive Education Leader*

A key issue is conflicting business models: consulting firms charge by the day/hour whereas programs are priced such that the unit is the program.

“A potential barrier is that the executive education and consulting business models are different in the way they charge, think about rates, think about projects. [Our school] would charge by the day, [the consulting company] by the hour – even that little thing changes how you think about how a project is defined.” *Executive Education Leader*

If the roles and hand-offs between a consulting firm and executive education can be well defined at the beginning of a relationship with a corporate university, the fact that there are different models and capabilities may provide opportunities for collaboration:

“There are a lot of positive benefits for clients if the two groups can work together – if the relationship works, it can provide a lot more benefit to clients, including meeting the huge talent/people needs beyond the executive program itself (for example talent, strategy, assessment). If you can create a good relationship, you can provide huge value.” *Executive Education Leader*

This is not easy, however, as it requires integrating three different organizational cultures (corporate university, consulting firm, and executive education) with their varying perspectives, methodologies, and biases.

### Lack of Access to Program Stakeholders with RFPs

In the survey of UNICON members, 71 % of the respondents (n=58) indicated that they had responded to RFPs from corporate universities. The range of frequencies of receiving RFPs ranged from one to two a year to over fifteen a year. Some of the corporate universities described developing their RFPs from the beginning in the context of a broader, well-informed, and long-term relationship with executive education departments. However, many RFPs are issued by purchasing departments and come to the executive education departments with little or no access to the target audience.

“Today in Europe, we have EU procurement standards. This was meant to create a level playing field, but it does make it very hard because our strength is in our relational approach – it can be hard to get that across to a procurement department.... What makes relationships click is when people in the client organization also realize it is about relationships and engage on a personal level. For example, the global retailer we are working with realized they wanted a partnership with strong and open communication – they didn’t follow the normal procurement route of keeping suppliers at arm’s length, and that started the relationship on the right footing. There is mutual interdependency.” *Executive Education Leader*

Even if the executive education department can insist on having the in-depth conversations to understand the business needs behind the RFP, there is still the specter of having to ask faculty to dedicate up-front time to learning about the company (whether paid for or not) to respond to the RFP without any assurance that the program will be awarded to the school. Especially for schools where this process is handled by the same staff and faculty who also deliver the programs, it is difficult to support the up-front investment of time needed.

In summary, there is no question that working with corporate universities can quickly take executive education departments outside of their comfort zone. Corporate universities are looking for deep collaboration *and* managed costs. They want their expertise to be recognized, their needs understood in detail as well as flexibility in meeting those needs, and they want up-front investments in the relationship. Maintaining an arms-length relationship between an executive education departments and the corporate university in an RFP process can make interactions even more challenging.

## How do Corporate Universities Experience Executive Education?

As referenced earlier in this report, corporate universities typically have a broad remit for education and training in their organizations. The portion of their programs in which business school executive education departments participate is relatively small and, at the same time, highly visible. To a large degree, this visibility is a function of the executive level of the participants and the cost of the programs. In engaging with executive education departments, corporate universities report a number of areas of friction or concern: content, customization, timeliness, price, flexibility, bureaucratic barriers, and risk to the CLO.

### Content Pluses and Minuses

There is general agreement among the corporate universities interviewed that they hold business schools and most business school faculty in high regard. They value the content expertise that the business schools bring. They appreciate the research depth of the faculty in specific areas and seek it out when they have specific needs. It is a deciding factor in the decision of which schools to approach about a specific initiative. If content is the focus, they know how to find the right place.

“We went to [university X] because we needed to understand supply chains better, and their faculty are experts at this. So, in this case, we wanted your expertise. And that’s what we got. Right on target. I don’t think we were looking to build a partnership or a lot of collaboration the way we do in our [Leadership Program]. So, maybe it has to do with the content of the program and what we are looking for. If we just want some specific expertise, maybe it works to be more transactional.”

*Corporate University Leader*

“When we need expertise in economics or another specific area, we go to the business schools. They have some great faculty, and we value their expertise.”

*Corporate University Leader*

“We are probably coming to you [universities] because we need some type of industrial, cutting-edge capability we’re trying to build and to give them a different experience than we can build internally. This is specific content/capability where we

can help develop strategic leaders and move into a new space for competitive advantage.” *Corporate University Leader*

Even if the content is world-class, the ability to apply the content in practical ways that move the organization forward is also required. Learning is good, but business results are even better. Corporate universities experience executive education departments as difficult partners to work with because, too often, the content is not targeted. The faculty must be able to hone in on the precise focus that addresses the issue at hand.

“There is a fine line between having depth and being too granular, you know, the 95 slides. It’s more important to align their content to what is going on in the business.” *Corporate University Leader*

Often, content expertise is not always considered the most important part of a successful corporate university learning experience. The program may be designed to include individual assessment, mentoring, follow-up, and coaching. These additional services often involve other providers when the university-based executive education department cannot provide them. And, as noted in the prior section, cross-provider coordination is challenging for executive education departments.

“The [Leadership Program] is a mentoring program across business units. This is for VPs at a higher level of management. A mentor may have 1 or more relationships, and the work is done off-line on a one-on-one basis.” *Corporate University Leader*

“We are doing comprehensive custom programs for five levels of their organization... These are modular programs with blended learning, webinars, action learning, coaching. We are also doing a consulting assignment with the senior level of the organization.” *Executive Education Leader*

If content is not the prime driver of a particular corporate university project, and if they feel that one of their strengths is program design, and if the other elements are being provided by specialized vendors, then what role is there for the business school?

## Degree of Customization

Corporate universities do not feel that executive education providers credit or respect the corporate university's expertise in designing programs and knowing the internal content that should be included.

"Maybe we're arrogant, but we believe we know how to design programs well."  
*Corporate University Leader*

"I think it is all about respect and collaboration. We respect your faculty and their research, but I'm not sure it goes the other way...what I am getting at is to establish a partnership among equals. When we find a partner like that, we are ready to commit to a long-standing relationship." *Corporate University Leader*

In most cases, corporate universities have the internal executive relationships, have done the needs assessment, and are intent on providing a program that is targeted correctly, can be transferred into practice, is within the prescribed budget, and reflects what they have been told by their business customers. Business school faculty may, or may not, be convinced to "hear" what is being asked of them to provide in the program.

"I think the problem is that the academic world is not customer-focused. They say they are customizing, but what they really do is cobble together what they have and try and make it fit." *Corporate University Leader*

"So, most of them are pushing an existing product to sell me. I want someone who is willing to learn about us, who is interested in our business, who is aware of the challenges we face. Someone who asks good questions." *Corporate University Leader*

"Real customization is a big problem for business schools, they don't do it well."  
*Corporate University Leader*

"The problem with business school faculty is they have such depth of knowledge they can go from a to z, but we only want d-e-f, and they can't seem to do that."  
*Corporate University Leader*

"We needed outside expertise, someone who knew how to design and develop a program for senior executives. We needed someone to sit with the CEO and COO and understand the business issues. We wanted someone who was willing to learn our business. The vendor we chose was the one who the business unit heads

thought asked the right questions. He demonstrated knowledge of our business and its issues in the course of talking to the business unit heads. Of course, we checked his references with other companies. We always bring in one or two possible vendors and vet them with the business managers. In addition to their general competency, there needs to be a cultural fit with [us]. This vendor developed a simulation that perfectly mirrored our business. It was a big success.” *Corporate University Leader*

From the interviews, corporate universities seemed to want deeper involvement with their executive education partners, as long as the business school faculty were willing to learn and tailor their expertise to the business problem at hand and they were able to provide multi-dimensional services (or at least be willing to collaborate with other vendors).

### Timeliness

Once a program has been budgeted and has executive approval and visibility, corporate universities operate with a high sense of urgency. They are acutely aware of their company’s broader business context and the related pressure on their organization to deliver tangible business results in short timeframes. Their expectation is that providers will be able to function as rapidly as they have been asked to do. Many have the perception that business schools operate differently and at a pace that does not match the reality of current business needs.

“They chose me [independent consultant] because we were able to discuss possible solutions, design and content, in the very first meeting, with a written proposal coming to them 2 days later. The business school they contacted sent a client relationship manager who arrived the same day that the company received my proposal. He then reported back to the head of custom programs at the school... the decision to use me instead of the school came 2 days later, before the school had even sent a proposal or chosen a faculty lead.” *Executive Education Leader*

“...schools just don’t operate on the same time speed as companies. We work in nanoseconds, and schools just lumber along. They are a lot less flexible than consulting firms.” *Corporate University Leader*

“We have to get executives skilled in very different competencies much faster than before. For example, we have people in operating groups and application services that we need to refocus on [new] work – they need to reskill, have confidence with [customers], be conversant in capabilities like digital technology, be able to have

conversations with C-suite, and achieve revenue growth. To do that, we don't have the budgets and time of the 1990s, it has to be done much more rapidly with far less." *Corporate University Leader*

Schools may argue that they need the time and focus of the faculty that they intend to use in a program, that it takes time to get the design right and to answer the many questions that the corporate university peppers them with, and that the faculty are busy teaching in existing programs or off doing research. And this is certainly true, but it doesn't change the needs and timeline of the corporate university.

## Pricing

The corporate university position on pricing is straightforward: Business schools are generally too expensive. When asked to meet a target price, the schools are often unable to do so. It is a struggle to negotiate a lower pricing scheme because, for the schools, faculty are their scarce resource and comprise the bulk of the cost of the program. Corporate universities, on the other hand, are a cost center for their organizations, and their ability to deliver programs at managed costs with broad impact is one of the ways they are evaluated. They need to keep looking until they find what they need at costs they can justify internally.

"Recently I created a consortium EMBA with several other companies. The business schools didn't seem interested, and we couldn't afford them anyway, so we created our own." *Corporate University Leader*

"I like to call the faculty directly, not call the head of executive education and then be directed to a program director who will say, "Here's our pricing structure..." I think executive education could be more flexible in pricing if they worked more like the consulting firms." *Corporate University Leader*

"With their process I believe business schools are in trouble. We can't pay these prices. [he then gave positive example of increasing cohort size to get per person cost down]" *Corporate University Leader*

Although it may be uncomfortable for executive education, sometimes pricing issues are addressed by how well they sell the program. As business schools, designing programs grounded in theory is their expertise, and focusing on a slick "show-and-tell" that a consultant might use is not considered of equivalent value. However, it is important not to forget that the corporate

university leader may need to sell the program to top management without having faculty present to give gravitas to the grounding theory.

“You could learn from the show that the consultants put on to our top management. Slick, powerful, in our language.” *Corporate University Leader*

“The key was an amazing five minute video that projected where we could be in three years if we worked with them.” *Corporate University Leader*

And how business schools sell themselves and handle the pricing question may be confused by the assumption that a corporate university always wants the lowest price. In our survey results of corporate university leaders, “pricing flexibility” was cited as a “very important” item in terms of evaluating a potential learning partner by 33% of the respondents, and “important” by an additional 50% (Table 7). Only 8% said it was “unimportant” or “very unimportant”. Note that the question was on the importance of pricing *flexibility*. Comparing this to Table 8 and the likelihood of budgeting various amounts for program design and delivery as reported by corporate university leaders, we find a discrepancy. Running correlations, there appears to be no relationship between a corporate university’s desire for pricing flexibility and the price they are willing to pay. One possible explanation is that pricing flexibility is more related to flexibility on design and the learning model, as noted in the quote above (increasing cohort size to make a program more economically viable), rather than to the absolute price. This may provide another opportunity for a fruitful discussion between the executive education provider and the corporate university.

### Flexibility and Lack Thereof

When looking for a customized solution, corporate universities want partners who will innovate and invent with them. However, in dealing with the executive education staff, they are not dealing with the school decision makers. As cost centers, corporate universities may be able to justify investments in new approaches. Executive education departments rarely have research and development funds at their disposal. Even if a school and its faculty are willing to experiment with a new pedagogy or technology, the price of the program becomes an issue if the cost of innovation has to be passed on to that customer.

“After that I talked to the business schools....I would say the overarching theme was inflexibility...I was very targeted in what I wanted [specific faculty].” *Corporate University Leader*

“I think the business model of schools is getting in the way. You really have to think about changing it or bundling it differently. People want to choose from a menu, they don’t want to buy the whole bundle.” *Corporate University Leader*

“...the business school faculty are very good, but their band is really narrow and for that narrow band, they’re very expensive. And, they haven’t really embraced online collaboration.” *Corporate University Leader*

Sometimes, the inflexibility experienced by the corporate universities comes as a direct result of conflict between faculty’s “day job” and the needs of the customer.

“In some schools they can only do programs in the summer. If we want to roll out a program and do it four times or six times in a year, most likely that won’t work because of faculty teaching schedules.” *Corporate University Leader*

Finally, as noted earlier, corporate universities cannot rely on executive education departments to provide the complete, individualized, applied, on-the job model of learning that is of growing importance to the executives.

## Bureaucratic Barriers

Corporate universities and executive education departments both confront the challenge of recruiting faculty away from their core roles of teaching and doing research. When there is a multi-faceted relationship which will be described in the next section, there is an opportunity to integrate the faculty’s activities. It is also true, however, that corporate universities report coming up against institutional barriers in universities that are designed to manage the amount of faculty time spent working outside the institution.

“In business schools the dean’s office often gets in the way. They have lots of rules that were put in place to protect faculty from being pulled away from teaching and research...second and third tier schools are hungrier, and they are more flexible because they are trying to build their brand, but, in the first tier, [a] school’s brand is built on their degree programs, and the dean’s office is out to protect that.” *Corporate University Leader*

“We never really saw the value in working with a business school. The few times we have talked with schools, we saw that they then take the mandate and optimize internally, based on their resources, needs and drivers, rather than saying “How do we optimize this for our client?”. I prefer to go directly to the professors. Why can’t schools have a broader relationship with corporate universities instead of being focused on delivering programs?” *Corporate University Leader*

What one views as a bureaucratic barrier to delivery of a great program, the other views as necessary to assure profitability and faculty happiness. If there is not common ground on why the barriers exist and what can be done within them, or around them, then both parties will be dissatisfied.

### Risk to the CLO

Given all the challenges, a final consideration for the corporate university leader is the potential for a failure in the relationship that will reflect poorly on the corporate university.

“ We went to [university X] because our senior leadership had strong connections with the school. It was a travesty. The head of executive education did not seem to be able to manage the faculty. The faculty members didn’t even show up to hear what the person before them was teaching. There was no coordination. One faculty member didn’t even present on the topic he was supposed to, but spent the whole time talking about his new book.” *Corporate University Leader*

This chilling story is a cautionary tale. Even though senior leadership was the referring source, it was up to the leadership of the corporate university to manage the relationship. If the faculty are not attuned to satisfying the needs of the customer, cannot be corralled by the executive education director, and are unpredictable in conforming to the program design, the CLO or head of the corporate university is ultimately blamed. By contrast, a consultant or a provider who does not come from the context of a university position is often much more customer centric and predictable.

“Internal politics is the main role of a corporate university leader. If you can’t do this well, you don’t have a job.” *Executive Education Expert*

In summary, engagements between corporate universities and university-based executive education departments can be challenging. With duplicative expertise in program design, they

can find themselves at cross-purposes. While the university-based faculty consider their content expertise to be the value they bring to an engagement, the corporate university is determined to pick and choose content that they feel will best meet the needs of their internal customers. Financial requirements, set by their own organizations, bring the two types of organizations into direct conflict. Each type of organization wants their brand to be associated with the success of a program. Their timing and perceived responsiveness to each other end up being a problem because of their internal bureaucratic rules – executive education being slow at the start of an engagement process and corporate universities being slow in needing executive approvals at the end of the process.

## How can Executive Education Build Effective and Mutually Beneficial Relationships with Corporate Universities?

To recap, corporate universities are looking to partner with business schools but encounter numerous challenges along with some successes. Likewise, business schools seek to partner with corporate universities but have difficulty initiating relationships with corporate university leaders and experience challenges when they do that force them to adapt and change. Both our survey analysis and our interviews with corporate university and executive education leaders identify a number of barriers that exist on both sides which have been discussed in previous sections. This research study suggests that corporate universities are looking for partners who understand the context in which the corporate universities are operating, who are collaborating not selling, who are flexible integrators, and who are dedicated to designing and delivering content and learning experiences that are aligned with the strategic challenges the company faces. With this as the goal for executive education departments that want to engage with corporate universities, in this section we discuss how executive education providers can try to overcome some of these barriers, how to prevent common misunderstanding, and how to create better pathways on which to build lasting relationships.

### Understanding the Corporate University and Its Organizational Context

When calling on a new company, it would be common practice for an executive education leader to do research about the company and its industry in preparation for the meeting. Calling on corporate universities as prospects, there are additional layers to unearth. Corporate university leaders are a savvy group who are providing services to a complex set of internal stakeholders, including the executive leadership team and business unit leaders throughout the organization. Above all, they are looking for partners who understand the context in which they are operating and who will help them succeed in the eyes of their internal customers.

“Where we have strong relationships, it is due to the school showing a very strong desire to know and understand us.” *Corporate University Leader*

“I would want a partner to be really interested in working with us. ....they should understand the space we work in, what is happening in our industry.” *Corporate University Leader*

“Everyone says (they do) this, but how deep do they go in getting to know us? And does that knowledge of us find its way into the proposals, the programs, and eventually into helping us solve any problems that come up? I am looking for deep dialogue. Do they ask me a lot of good questions that make me think? Do they know the basics of our business, because they’ve invested the time to do their research? Do they probe our problems and challenges, and even brainstorm with us on solutions, whether or not these are linked to the potential program? Their questions cause us to discover stuff about ourselves. Innovative thinking.”  
*Corporate University Leader*

Before approaching a corporate university leader, do your homework. You will be evaluated on your knowledge of the company and its industry. Augment your library/Google research by mining social media to discover everything you can about the company, the industry, and the competitive environment. Use your university’s assets by reaching out to your faculty. Find out if the company has any research or other association with your university and/or faculty. Find out if any of your faculty are interested in the company or industry. Talk to alumni/ae in the company informally and ask about the organization’s strategic goals and key challenges in meeting those goals. These are the ties that can solidify faculty commitment to and interest in the engagement and that can enhance their ability to provide true customization.

But do not stop there. In addition to learning about the company and its industry, it is equally important to develop an understanding of the internal politics, key stakeholders, and decision-makers as they relate to the corporate university itself. Is the corporate university a newly created entity or an established organization? Research by Amy Lui Abel (2012) reveals that corporate universities progress through four stages of development: Start Up, Growing, Established, and Mature. The study suggests that at later stages of development, as they expand, corporate universities have a greater appetite to form partnerships with university providers, principally through use of faculty.

There are additional questions to answer. How is the corporate university viewed within the organization? What is its charter in the company? Does it serve all or part of the learning needs in the company? What can you learn about the corporate university's past leadership and talent development efforts, their successes and limitations in meeting current challenges? Has the corporate university won awards or been a leader among their peers? Our research suggests that many corporate universities identify their strengths as: organizational/business needs assessment, customer service/customer focus, identifying clear learning outcomes and competencies, and designing for alignment with corporate strategy. Think about the ways your institution can complement these strengths rather than duplicate or compete with them. Consider ways to probe what the corporate university leadership thinks they need and what they are well equipped to do themselves. In addition, can you learn something from the way the corporate university implements these strengths? These learnings (by the business school) might be the basis for the start of a relationship.

Research the key individuals in the corporate university. Who in your network might know them? Do the basic Google/LinkedIn research, but go further. Most major corporate university leaders will have spoken at conferences or done webinars. Try to gain access to their material and review their presentations to learn more about their challenges and perspectives. Is the corporate university leader a rising star? Is this person new in the role, out to make a name for him/herself, experienced in learning and development? All these factors will have an impact on the ability to establish a partnership as well as its success.

## Understanding the Corporate University and Its Strengths, Priorities, and Desires

When researching a corporate university in preparation for your first meeting, or in listening to what the corporate university leader says in that initial contact, you are likely to receive clues about their strengths and priorities. Based on our survey data, which is admittedly a small population, we found significant correlations between certain stated corporate university strengths and the organization's priorities.

Correlations between what Corporate Universities consider their strengths to be and what they consider their priorities to be:					
Strengths	Priorities				
Organizational assessment	Innovation	Coaching			
Individual assessment	Customer focus	Coaching	Projects	Individual assessment	
Customer Focus	Customer focus	Innovation	Projects		
Identifying Outcomes	No correlations in priorities				
Alignment	Customer focus	Alignment	Coaching	Individual assessment	Projects
Innovations	No correlations in priorities				
Coaching	Coaching only				
Projects	Alignment	Innovation			

Read the above as, for example: If a corporate university believes that it has strengths in organizational or business needs assessment, then it likely puts a priority on “innovating with new designs, methodologies or material” and “Providing coaching/facilitation support”. On the other hand, if they said that “Innovating with new designs, methodologies or material” was a strength, there was no correlation with any of the priorities listed. Going deeper on the first example above using linear regression, with strength in Organizational Assessment as the dependent variable, only Coaching is significant (0.014) with an  $R^2$  of 0.254 (but Innovation is not significant). In other words, if Coaching is a priority, then it explains 25% of why a corporate university considers Organizational Assessment as one of its strengths. “Individual Needs Assessment” as a corporate university strength has four corporate university priorities that correlate with it significantly (Customer focus, Coaching, Projects, Individual assessment), but the only one that regresses significantly is Coaching (0.003), with an  $R^2$  of 0.354. So, if a corporate university considers coaching to be a priority, it is highly likely that Individual Needs Assessment is considered one of their strengths, and one explains the other over 35% of the time. Model summaries can be found in Appendix II.

Is this information useful? It depends on how much we already know explicitly about the corporate university and the company. It would seem to be helpful in making design choices for collaboration with a corporate university that says that Coaching is important to them. One might make the assumption that the corporate university considers itself good at “Individual Needs Assessment”, and therefore not include that in the proposal and say it has been omitted because we are assuming that they have this capacity in-house.

Even if we only have information on the considered Strengths of the corporate university, we can make some informed assumptions about other strengths that they might possess. For example, in the table below you can see that a corporate university that considers “Innovating with new designs, methodologies or material” to be a strength, it is also likely to have “Providing coaching/facilitation support” and “Designing and implementing applied learning projects” as strengths.

Correlations of Corporate Universities Strengths:						
Strengths	Strengths					
<b>Organizational assessment</b>	No correlations with other Strengths					
<b>Individual assessment</b>	Customer focus	Alignment	Projects	ROI Reporting		
<b>Customer Focus</b>	Alignment	Projects	ROI Reporting	Individual Assessment		
<b>Identifying Outcomes</b>	Only correlates with Coaching					
<b>Alignment</b>	Customer focus	ROI Reporting	Coaching	Individual assessment	Projects	
<b>Innovations</b>	Coaching	Projects				
<b>Coaching</b>	Identifying Outcomes	Alignment	Innovations	ROI Reporting	Projects	
<b>Projects</b>	Customer focus	Alignment	Innovations	ROI Reporting	Coaching	Individual assessment

As discussed previously, overall the item most sought by corporate universities in their learning partner or vendor was the possibility of a long-term relationship. Second most important was “understanding/knowledge of the company or industry”. However, if we map these desires against the strengths that corporate universities consider themselves to have, we see a slightly different picture, one that should help executive education providers to sharpen their messages, as well as their choice of corporate university partners.

For example, the only Corporate University strength that correlated with Long-term relationship as a sought-after item was “Individual needs assessment”. Regressing this with both Long-term Relationship and Faculty Reputation we get a significant relationship and an R<sup>2</sup> of 0.496. See Appendix II for the model.

Correlations between what Corporate Universities consider their strengths to be and the items they consider to be important in choosing a vendor		
Strengths	Items sought in vendor	
Organizational assessment	Quick delivery	
Individual assessment	LT relationship	Faculty reputation
Customer Focus	No correlations in items sought from vendors	
Identifying Outcomes	Pricing flexibility	
Alignment	No correlations in items sought from vendors	
Innovations	Know company/industry	Geographic location
Coaching	No correlations in items sought from vendors	
Projects	No correlations in items sought from vendors	
Faculty bench strength	Quick delivery	Can choose faculty
Revenue/Profit	Faculty reputation	

Similarly, a corporate university that considers itself strong at “Innovating with new designs, methodologies or material” has a moderate but significant interest in vendors that show that they understand or know the company or industry (geographic location did not regress significantly). And a corporate university that believes that one of its strengths is the ability to generate revenue/profits will likely consider Faculty Reputation as being important in a potential learning partner.

### Partners – Not Clients and Vendors

Often executive education departments’ first contact with the corporate university is when they are asked to respond to an RFP. This is a very difficult way to begin. It would be much better if you could get to know the corporate university leaders long before the RFP is issued. However, it is important to know that corporate universities are looking for partners who are interested in collaborating, not being sold to. The biggest mistake an executive education provider can make is to try to sell to them.

“Don’t sell me a program at the beginning. Find ways to interest me in your institution. Leverage this.” *Corporate University Leader*

“Two elite schools were here last week, “They both tried to sell me what they have. They never asked me what I need. They never started with, ‘Do you have a need that is not being met?’” *Corporate University Leader*

The following suggestions about how to establish a fruitful relationship came from the corporate university interviews when they were asked to reflect on how they would like to be approached. Ideally, you would get to know the corporate university proactively. However, if you have decided to respond to an RFP, these same rules of thumb would apply. Advise the organization of your interest in meeting with them and/or responding to their RFP. Arrange for a meeting and engage in a spirit of inquiry and mutual sharing.

It is highly advisable to include faculty or senior lecturers in this exploration to show intention and to reassure the corporate university leadership that they are not going to have to establish a relationship first with a staff member when they really want to get to know the faculty. Yes, there is a cost to this, which brings up an essential question for business schools: To what degree are business schools prepared to underwrite the initial investment of staff and faculty time required to establish and maintain long-term, deep relationships with corporate universities? If executive education departments and their business schools decide that corporate universities are a significant market to explore, they should, preliminarily, think through the model of engagement and how it will be funded. It may require a one to two year period of building knowledge of each other and trust, which is not a cost that can be quickly associated and recovered in the context of a single program.

In your discussions, remember to think in terms of capability building, not providing a product.

“Show us leading-edge research. Bring us professors who really want to work with us, people who have so much knowledge and insight for us to learn from. Show us what you have. Consultants do this well, but business schools don’t.” *Corporate University Leader*

“What I like about Professor X is that she listens, she brings new ideas to the table. So many consultants just repeat my own thinking, they don’t come with ideas of their own.” *Corporate University Leader*

This is not a selling process; it is an inquiry process. Ask questions. Demonstrate that you have done your homework and are able to speak knowledgeably about the organization, its goal and challenges. At the same time, speak informatively about what distinguishes your school, your strengths, areas of research, or faculty interests and research that are directly relevant to the

company or the RFP, and how they might be appropriate in the present context. Be prepared to offer ideas and approaches during the discussion stage.

Take a look at your sales/business development people. Can they respond to design or pedagogical questions when talking to a corporate university leader? Can they put forward ideas of their own, or do they just parrot what they heard a professor say once? Are they integrated into the HR community? Or, if they don't possess deep Learning and Development experience, have they run a business and know the needs and pressures of the corporate university's customers? They need one or the other expertise in order to have a meaningful conversation, and thus relationship, with a corporate university leader.

Do not ignore the pricing issues. Discuss this up front. Our survey research indicates that this is a potential area of conflict. Corporate universities are under pressure to reduce and/or manage their costs. University programs are expensive and, in many instances, these budgets are highly visible to the top executive team or CEO. Be willing to consider alternative scenarios at different price points. To the extent you can, provide digitized content that can be shared more broadly in the organization and help to amortize the company's investment in your school, as this will also help support the budget process.

Finally, learn all you can about the corporate university's decision-making process. Is it centralized or decentralized? Is the corporate university designing programs that will be rolled out company-wide or are they acting as agents for a particular division or business unit? Who are the key decision-makers? Here again, if you have done your homework well, you probably have a good idea of the importance of an initiative that may be under discussion and who the decision-makers are. Is this initiative part of the CEO's agenda, or is it the CLO building stature for his own organization? Both are good and valid but may mean a different design, use of different faculty and even a different timeline.

## Corporate University Leader:

“Yes, I can talk about a professor we’ve worked with for 10 years. It moved from a transaction to a relationship. He is highly qualified academically, but he is also a great consultant. He brings academic rigor and data, but he is also very practical. He is also a broker of relationships, even proposing people that don’t come from his school. He fits the culture very well. And he goes way beyond just teaching in our programs. He does cases on us, involves us in his research, introduces us to interesting people, etc, thinks about us holistically, and he is proactive about it, not just waiting for me to call. I’ve never been disappointed by him in 10 years....I measure success by how often we go back to him, and the fact that he seems to be thinking of us constantly. I have no fears of proposing him for programs, as I know he’ll deliver, or find someone who can. And he is very open to feedback and criticism, which most professors aren’t.”

It is legitimate to ask about their timing considerations, but understand, unless you already have a good relationship with the organization, they may not share these fully. You need to know what they need and by when and at what price, if a wire-frame proposal will do, if there is scope for numerous in-depth interviews (pre- or post- decision), and how and by when they will be making their decisions. Managing their and your expectations realistically can help prevent disappointment and frustration around timing issues.

Once engaged with a corporate university, the partnership must be grounded in mutual respect and shared goals. As previously described, an undercurrent that surfaced in the interviews was a lack of the mutual respect on the part of executive education providers toward corporate universities.

“Be a true partner. Don’t present me with a design, let’s do that together.” *Corporate University Leader*

Sometimes this lack of regard is read in faculty’s unwillingness to collaborate on program design and to recognize internal corporate leaders as knowledgeable faculty in their own right and important contributors to the program. University faculty should be prepared, in advance, to embrace the integration of “foreign” elements.

As previously reported, our survey research identified a number of critical factors on which corporate universities are evaluated. Developing a successful partnership with

corporate universities means knowing how they are evaluated and working collaboratively to enable them to meet their goals. Our interviews revealed a number of challenges that corporate university leaders are facing from driving learning out of the classroom to mobile apps and learning-on-the-go whenever you need it, to integrating social learning. They need partners who bring new ideas to the table, who are open to sharing, who ask what is needed, and who will engage in new approaches and new technologies. Again, faculty should be prepared, in advance, to engage with ideas that may be new in their experience.

Likewise, the survey research identified areas that corporate universities perceive themselves as not very strong. While executive education providers also identify these factors among their weaknesses, it presents an opportunity for business school providers to develop expertise in these areas to fill a need. Unmet needs also surfaced in our interviews.

*“Right now, I’m facing a very practical challenge of executing what we currently have. Staff in the regions are pulled in many directions. We may have to do a light touch program in leadership with e-learning in response to the delivery challenges.”  
Corporate University Leader*

*“We are not very good at online learning. We recognize this.” Corporate University Leader*

*“Another challenge is driving learning out of the classroom, so that it is virtual, JIT, and not event driven.” Corporate University Leader*

*“One of our big challenges is trying to incite more social learning.” Corporate University Leader*

One particular gap area is “social learning”. Ellie Weldon’s “Programs With Impact” report cited “networking/relationship building” as one of three key issues for creating great custom programs. In our survey, corporate university leaders cited “Providing connected/social learning” as a strength in 35% of responses, and, as a priority or item on which the corporate university is measured, 78% said it was very important or moderately important. On the executive education provider side, it was seen as a strength in only 14% of cases, and, as an item on which they are measured, 64% said it was very or moderately important. So we see several gaps here: a) corporate universities certainly consider themselves stronger in social learning than the business

schools consider themselves, b) in corporate universities, it is an important part of how the organization is evaluated, but they don't see themselves as strong enough at it, c) business schools know it is important, but are not yet strong at it.

“With our new platform we are trying to measure social learning. How many “likes” does your anecdote or nugget get? How many people link, or federate, with you on the platform?” *Corporate University Leader*

Here again there are opportunities for business school providers to build on the lessons learned in their blended learning and virtual programs to develop real expertise in a needed area.

### Flexibility

One overarching frustration on the part of corporate universities that surfaced in the interviews is the perception of inflexibility on the part of executive education providers. How do executive education providers become more flexible in their responses to corporate universities?

Unfortunately, school policies and cultural traditions within academic institutions often get in the way. Especially in top-tier research institution, there are lots of rules that were put in place to protect faculty from being pulled away from teaching and research. Many schools are relaxing some of these rules to enable their executive education departments to be more competitive in the marketplace. In addition, there are legal and contractual issues that can bog down negotiations about intellectual property and collaborative relationships. To be ready to offer the flexibility and agility that corporate universities require, executive education departments should consider tackling these areas proactively rather than trying to do them on the fly in the context of negotiating over a program or possible collaboration.

Three examples of inflexibility surfaced in the interview data: working with other vendors, timing of responses, and broadening the bench of faculty to include those outside the university.

As corporate universities shift their focus toward capability building, they integrate a number of different providers in their learning designs. They may use consultants to build simulations, provide leadership assessments, or manage action-learning projects. In many companies, senior executives teach content session along with the faculty. This type of integration requires that the program faculty spend extra time understanding what all the players are contributing and orchestrating the learning experience. Unanticipated coordination meetings quickly consume the faculty compensation budget as well as the faculty member's time. Executive education providers need to select the faculty carefully for these kinds of roles. Some faculty will enjoy this experience while others will run from it. Faculty compensation policies need to be adjusted to include these types of orchestrating/coordinating roles. Alternatively, if faculty prefer not to be involved in these integrative roles, senior lecturers with expertise in the field of study can be good alternatives.

Corporate universities look for quick responses from university providers. Yet, behind the scenes there are issues of intellectual property and licensing that not only need the approval of the Dean's office, but in many cases, it is the school's legal department that often hold up responses. If the program design is a cooperative venture, the question

## Corporate University Leader:

"I wonder if the strengths of the past are still relevant. Today, I look for an ability to assemble parts and pieces into a coherent whole, no matter where the parts come from. I want a 'learning engineer', whether that be at a business school or a boutique consultant. My needs can no longer be met 100% by the faculty of one school, but if a business school came to me and said, 'tell me what you need and I'll get it', and I knew they'd use faculty from anywhere, plus their customers and alumni and connections to companies and individuals around the world, then I'd probably listen. I want someone who is an 'engineer of experiences' and I doubt any business school can be that flexible."

of who owns the design and has repurposing rights may become an issue. If customized content or exercises in application are part of the development effort for a program and include company data and issues, the corporate university may assert rights to the material. When standard material formats are applied, company information is included, and other providers' content is included, it may be very hard to limit the reuse of the material. If the project specifications require the right of the corporate university to "own" and reuse all material taught in the course, executive education is well advised to have visited this question well in advance of the negotiation to know how to answer it (or counter propose) in a timely fashion. These are issues that need to be worked out in advance. Executive education providers need to be able to create templates (or template processes) for the common, repetitive requests that will allow them to move through this process quickly.

A number of corporate university leaders are looking to assemble a learning experience using faculties of different schools. The executive education department may be asked to participate or respond to an RFP for one segment of a program in which other universities are teaching.

"I wanted faculty from a number of different schools. I understand the school's position, their goal is to promote their school and their professors, but I was very targeted in who I wanted, and I saw that as inflexibility" *Corporate University Leader*

Our suspicion is that this request will continue to grow. Corporate universities select faculty from many different schools when they contract directly with the faculty. They do it when they engage a consulting firm that contracts with adjunct faculty and consultants to teach in their programs. These actions circumvent departments of executive education and keep them out of a lucrative revenue loop. Is it possible to come up with a financing mechanism that allows faculty from different schools to work together with some kind of transfer pricing? If executive education departments can embrace working with colleagues from other schools and even recommend other faculty during the program design phase, it would go a long way to create the kind of trusted partnership that corporate universities are looking for.

## New Executive Education Staffing Roles

As corporate universities mature and move from providing programs to building capability, their needs in talent development have become more sophisticated and more diverse. Education

providers recognize that, in many cases, the expertise of corporate universities, in the area of learning design and in new ways of reaching busy executives, has outdistanced their own. Executive education providers need to develop new models for building and sustaining relationships with corporate universities that complement their traditional faculty-centric approaches. The concept of having an “engineer of learning experiences,” a model where executive education can be a trusted source for integrating content and delivery expertise with other types of learning activities such as assessments, simulations, coaching, consulting, action learning, blended and virtual learning is one that resonates with many corporate university leaders. Moving in this direction requires reconfiguring staffing roles and adding new areas of expertise.

Going beyond just having a great sales team, some executive education providers have developed client-facing teams solely dedicated to building partnerships with HR and corporate universities.

“The staff in executive education who work with corporate universities needs to have a whole different language than the ones dealing with the business unit engagements. They cannot be the same people. They have to be well-versed in the language of HR and talent development.” *Executive Education Leader*

These teams work with the faculty to align faculty material to the corporate university’s values, language, and strategy.

“This work (alignment) is done by me and by my team, the custom solutions team. We do all the alignment with each one of the faculty regarding the specific challenge. If we ask the faculty to do this work, we would certainly have a problem because the teachers are super specialized in one specific subject. (for example: if you ask a marketing professor to do an assignment on a strategic business challenge and the way it might impact the learning solution, this teacher will only see marketing issues...)” *Executive Education Leader*

Others offer more ancillary services.

“We produce communications reports for the corporate university to distribute within the company. We produce time-lines. We have project management check-ins. This is all part of the client relationship.” *Executive Education Leader*

Some extend their faculty bench with adjunct faculty focused on executive education.

“Recently we have built a good relationship with [a prestigious school]. Not so much with their senior gurus as with the adjunct faculty. I think adjunct faculty are more willing to partner with us, in a more collaborative way.” *Corporate University Leader*

Some executive education providers are staffing up and creating necessary relationships in their universities and beyond to provide new services.

“We are growing the business by focusing talent and energy on more consultative work. ... The faculty is there to leverage their expertise. The staff supports the engagements. They tap practitioners as well. These custom engagements do have a learning component, but they have an important consultative component, which allows them to provide value. So, these engagements have a consulting, advising, and classroom learning component.” *Executive Education Leader*

“We have studied key performance indicators. First, it is not only a matter of making money, but the prestige of our university. We have said ‘no’ to some organizations that have approached us. We have to be careful with selection... Second, the relationship [needs to go] beyond the delivery of courses. [Beyond] being a partner [in] the development of talent, we also work to extend [the relationship] to research. We have undergraduates we prepare to go to work for these companies, have internships, etc...We do technology transfer, including placing faculty and students in the organization.” *Executive Education Leader*

A few have embraced the role of being a thought-leadership partner:

“We see this as a competence that all corporate universities are looking for. Nowadays companies don’t need to “go to a traditional university” to learn... They have access to a huge range of knowledge outside the traditional universities. They also believe that some of the traditional university solutions are not relevant for their business challenges. Therefore, if we present ourselves as a thought leadership partner that will discuss with them “the future”, “the trends”, “the new skills they will need to develop, before they feel they need to” “the skills that will be important for their industry success and for their business in the future” they will certainly give us attention. Our mission is to create and develop learning solutions that can transform the corporate university into something like a “mecca of thought” and not just a “training center”. *Executive Education Leader*

Are the business development or sales professionals at business schools being evaluated correctly? Are they still being measured by the old model which focused on participants in open

programs or the revenue of a custom program engagement? Perhaps Deans need to be more flexible in the measures they use so that these people can be more open and flexible in how they provide solutions to corporate universities.

While a number of schools have taken some steps in changing their roles and developing new expertise, the big advances in the field have yet to come. If business schools can no longer sell themselves based solely on great, grounded research and content, there are perhaps four areas where schools can differentiate their roles from that of corporate universities and provide value: (1) Teaching performance and learning delivery, whether that be in the classroom or online, (2) Adaptive consultative relationships (learning from the consultants), (3) Curation (with our research and corporate relationships we “know what matters” and can find, consolidate and deliver the right information at the right time and in the right context), and (4) Learning innovations.

Corporate pressure on budgets, broader options for content, and the external rate of change for businesses are environmental and are not going away. Corporate universities live with these challenges daily, but many business schools still seem to long for the golden age of higher education.

“Golden Age economics ended. Golden Age assumptions did not. For 30 wonderful years, we had been unusually flush, and we got used to it, re-designing our institutions to assume unending increases in subsidized demand. This did not happen. The year it started not happening was 1975. Every year since, we tweaked our finances, hiking tuition a bit, taking in a few more students, making large lectures a little larger, hiring a few more adjuncts..... Our current difficulties are not the result of current problems. They are the bill coming due for 40 years of trying to preserve a set of practices that have outlived the economics that made them possible..... Arguing that we need to keep the current system going just long enough to get the subsidy the world owes us is really just a way of preserving an arrangement that works well for elites—tenured professors, rich students, endowed institutions—but increasingly badly for everyone else.”<sup>4</sup>

Business schools that understand the changing needs and put the right people in place to pursue these new opportunities will be the market disruptors that change the playing field.

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<sup>4</sup> Clay Shirky, January 29, 2014, <http://www.shirky.com/weblog/>

## Digitization & Innovation

We started this report by framing some issues around the digitization of content and the fact that most content is a commodity. Corporate university leaders today are looking for learning experiences that enable their organizations to meet the challenges of today's complex business environment, not yesterday's.

“General offerings work best if they are tiered solutions we can offer based on company size, goals need. It's underwhelming when you come with a general offering, and we've been doing that for 10 years – do you have something else?”  
*Corporate University Leader*

In the spirit of 'everything that is old, is new again,' it may be that we are going back to the era where the relationships in executive education are about deep engagements in building leadership bench, as opposed to more recent times when universities created programs with proprietary content to solve strategic challenges or to deliver well-defined core business skills.

“It takes time to build strong executive leaders. They need a range of experiences and have to have some capabilities....it takes time. With the complexity of the marketplace – it is faster and more complex – important skills are collaboration, cooperation, reciprocity, mindfulness, and we have to teach these in a fast-paced environment. We are looking for solutions that are turnkey, rich and, of course, affordable. On my desk now? ... Asking our leaders to think differently on how they engage and inspire.” *Corporate University Leader*

Unlike in years past, the leadership that needs to be developed is far larger and more distributed in these organizations; it is no longer in the C-suite or one or two levels below. Corporate universities need to meet this challenge, and they know they will need to use new digital tools to do so.

“How do you take this incredible knowledge that faculty have, and that we seek, and make it bite-size so we can digest it? Kind of grab-and-go learning. And, most important, focus on application.” *Corporate University Leader*

“We are using technology much, much more: mobile apps, learning-on-the-go, always learning. Not just attend a five day class this year, but get information and

training whenever you need it. That's where we're headed. Content will need to be delivered in small chunks." *Corporate University Leader*

Digital and work-embedded learning are closely linked in the minds of corporate university leaders. This is partly related to a desire to manage costs and provide scalability, but it is also a recognition that our world has changed in this area, and learning must adapt.

"Informal learning is becoming more and more important, and more and more tangible, thanks to digital. Finding or creating a platform that would help us integrate this into formal learning could make us more effective." *Corporate University Leader*

"Digitization is shifting to the learning space...MOOCs will have a tremendous impact. New players will be coming into the space. How we communicate and work together will be different. Learning and work will be more integrated." *Corporate University Leader*

"There is going to be an evolving model. The traditional models are one of two: open enrollment programs, or customized curriculum delivered at the school or client. There is possibly a middle ground, which will be expanding. How can we co-create and deliver in different models, for example digitally? We need thought leadership, but we need to co-create. More needs to be digital. Also, utilize the natural behavior of corporations – really stretch people on the job." *Corporate University Leader*

Delivering effective, job-embedded, online learning requires curation, and curation of content and of learning experiences is an innovation opportunity for business schools and corporate universities alike.

"Content is becoming a commodity. [Our corporate university] doesn't create content. But with digital is there an opportunity for us to bring in more content, rather than bringing in the gurus? Content is virtually free, and as it isn't the decisive part of [our organization's] programs, maybe we should be using more digital content. This then means that we have to be better assemblers and facilitators." *Corporate University Leader*

"[one of our big challenges is] trying to incite more social learning. Enabling people to find what they need, whether it be data, experiences, or examples. It's somewhere here...or in the blogosphere. I'm also trying to figure out how we can be

better curators, so that we can have a central role in social learning.” *Corporate University Leader*

While effective digital learning is recognized as important, in spite of our decades of advances in this area, corporate universities recognize we have not mastered it. As noted earlier in this report, it is not seen as a strength, and it is thus potentially an opportunity for business schools:

“We are not very good at the online learning digital stuff. We recognize this and need to do something about it.” *Corporate University Leader*

“The digitalization of [our organization], and the digitalization of training. How do we do it? On which topics and with which populations? Does this change our pedagogy? Why are we doing this or thinking about it? Cost is one obvious reason, both for the business and for training. It also seems obvious when we look at the world around us. Customers and participants have come to expect it. It seems like we’ve reached a tipping point with the technology and we really should be doing something here. For the business we keep asking ourselves how we can use digital to improve the lives of our customers, as well as decreasing our cost to deliver to customers.” *Corporate University Leader*

Not only is collaboration between business schools and corporate universities desired in this area, it may be a necessary condition for learning how to effectively meet the learning needs of the future. If learning is both guided and job embedded, if we have both human experts and digital experiences, and if it is to be grounded in engagement, research, and in the realities organizations face, then, we will need to tackle these challenges together.

## Conclusion

Corporate universities and business school executive education departments are ostensibly in the same business. While both corporate universities and business school providers of executive education have many, similar strengths, the differences in the way they are measured often create conflicting priorities. Corporate universities have the incentive to assess the needs of the organization and meet those critical needs with a variety of learning experiences that include classroom programs, mentoring, coaching, online content, applied learning projects, and other innovative learning methodologies at managed costs. They are skilled at drawing on multiple resources, both internal and external. The priorities of executive education providers are to generate revenue for their institution by meeting the corporate university's needs using their own faculty capable of engaging with executives and providing cutting-edge content based on the latest management research that addresses the challenges that businesses face. They are constrained by the universities priorities and policies.

“The bad news is that our executives are tired of business schools...For the past 15 years we've had the best professors...and now they consider that as 'normal', and want something different, faster, sexier, more modern...they feel they can't afford the luxury of theory, or, for that matter, learning. These aren't stupid people...but their world is moving too fast, so they want shortcuts.” *Corporate University Leader*

“Do we still need business schools? Can we afford them? Has the world and knowledge evolved to the point that business schools are irrelevant? MOOCs are just the starting point.” *Corporate University Leader*

“We worry that business schools are becoming irrelevant, and this is not good for any of us. We need your research, both in content and in methodology, and we have some common challenges.” *Corporate University Leader*

Wise corporate university leaders understand that business schools are essential to their success, if only for the research and material produced and for the faculty that are nurtured and honed. But few seem to see a link between this need and their demands that business schools reduce their prices and innovate on delivery methods. Business school deans are thus left in a quandary, needing to maintain strong margins while encouraging their executive education

## Future Research Directions

This study has extended our understanding of important similarities and differences between corporate universities and business school executive education departments and has uncovered opportunities for building bridges between the two. Yet, many questions remain unanswered, providing avenues for future research. For example, are there differences in the impact that Tier 2/Tier3 business schools are having compared to Tier 1 schools? What innovative methods can we identify and build on? Engaging with a larger volume of participants and systematically examining the data will lead to better understandings and suggest more pathways for building mutually beneficial partnerships.

departments to innovate, experiment with new pedagogy, and develop institutional relationships with corporate universities who have their fingers on the pulse of corporate learning needs, all these while still developing young faculty and attracting star professors. Obviously a solution cannot come from just the corporate universities or just from the business schools. A co-developed, mutually respectful future is the only way forward. Same solar system, synchronized orbits.

## Annotated Bibliography

Abel, A. and J. Li. (2013). "Realizing the Potential of Corporate Universities." *Leader to Leader*, 68, 64-65.

This article summarizes previous research on five major processes of a corporate university and provides guidance to companies considering implementing one.

Abel, A. and J. Li. (2012). "Exploring the Corporate University Phenomenon: Development and Implementation of a Comprehensive Survey." *Human Resource Development Quarterly*, 23(1), 103-126.

Based on a factor analysis of surveys from 210 corporate universities, the authors identified five prominent processes of corporate universities: alignment and execution, developing skills that support business needs, using technology to support the learning function, learning and performance evaluation, and partnership with academia.

Abel, A. (2012). "Prioritizing Your Corporate University's Development." The Conference Board Report, A-374-12-EA.

Corporate university development can be classified into four stages of development:

- Stage 1 Just starting to organize the corporate university function,
- Stage 2 Programs are in place and operations running,
- Stage 3 Well established and functioning programs, with many offerings, processes, and procedures, and
- Stage 4 Known for expertise and best practice.

The authors maintain that it is not until later stages that most corporate universities seek partnerships with academic institutions.

Allen, M. (Ed.). (2007). *The Next Generation of Corporate Universities: Innovative Approaches for Developing People and Expanding Organizational Capabilities*. San Francisco, CA: Pfeiffer.

The book is divided into four parts: the corporate university as a strategic business partner, internal corporate university functions, distinctive settings for corporate universities, and next-generation corporate universities.

Bersin, J. (2014). "Spending on Corporate Training Soars: Employee Capabilities Now a Priority." *Forbes*, <http://www.forbes.com/sites/joshbersin/2014/02/04/the-recovery-arrives-corporate-training-spend-skyrockets/>

Spending on corporate training in 2013 increased to \$70 Billion in the US and over \$130 billion worldwide, illustrating how companies see tremendous skills gaps as a result of the recession.

Deiser, R. (2012). "Business Models Galore: The Colorful and Diverse World of Corporate Universities." *Developing Leaders*, 9, 10-18.

This article illustrates the diversity of corporate universities by identifying ten different examples. The author then groups these ten examples into three categories: those that focus on education, those that focus on transformation, and those that focus on integration.

Guthrie, D. (2013). "Corporate Universities: An Emerging Threat to Graduate Business Education." *Forbes*, <http://www.forbes.com/sites/dougguthrie/2013/01/22/corporate-universities-an-emergincg-threat-to-graduate-business-education/>

Many corporations are creating their own internal universities because they feel business schools have failed at training the managers and leaders needed to run their companies. If corporations come to care more about skills and their own organizational culture than they do about the letters after an employee's name, the corporate university model could become a threat to graduate business education.

Kimmel, S. (2014). "CLO--Executive Research Brief: 2014 Learning Outlook." *Human Capital Media*, (pdf). <http://www.clomedia.com/topics/204-result-results>

Presents key finding of 116 respondents to a Chief Learning Officer Magazine 2014 Survey on such items as training budgets, outsourcing, use of vendors, etc.

Kolo, P., R. Strack, P. Cavat, R. Torres, and V. Bhalla. (2013). "Corporate Universities: An Engine for Human Capital." The Boston Consulting Group Report.

Corporate universities are emerging as a major vehicle to confront shrinking talent pools. This study identifies six strategic building blocks and seven key success factors to guide businesses in setting up or bolstering their corporate universities.

Maybar-Plaxe, K., M. Allen, and A. Renaud-Coulon. (2014). "Minding Their Business By Flexing Our Minds: A Guide To Corporate University Partnerships" UNICON Research Report.

[http://uniconexed.org/2014/research/Maybar-Plaxe\\_Allen\\_Renaud-Coulon-UNICON\\_Corporate-Universities-2014.pdf](http://uniconexed.org/2014/research/Maybar-Plaxe_Allen_Renaud-Coulon-UNICON_Corporate-Universities-2014.pdf)

Key factors that influence corporate university leaders when crafting their executive learning programs, with a special focus on non-credit academic executive education partnerships.

McAteer, P. and M. Pino. (2011). "The Business Case for Creating a Corporate University." *Corporate University Xchange*. <http://www.corpu.com/documents/Business-Case-for-a-Corporate-University.pdf>

This paper sets forth the business case for creating a corporate university, based on the premise that corporate universities are the current best practice for systematically building human capital – a key capability for adaptive, innovative, knowledge-based organizations.

McGee, P. (2006). "Corporate Universities: Competitors or Collaborators?" *The Journal of Human Resource and Adult Learning*, 2(1), 28-32.

Interviews with four thought leaders on why corporations are establishing their own universities, and their impact on traditional universities. The author concludes that both entities are sub-optimizing and should reach out to one another.

Meister, J. (2006). "Corporate Universities: What Works and What Doesn't." *Chief Learning Officer*, 5(3), 28.

This article illustrates that, over time, some corporate universities find that moving from a centralized to a functional alignment of their corporate universities provides greater impact.

Meister, J. (2003). "The Latest in Corporate-College Partnerships." *TD*, 57(10), 52-58.

Corporations are becoming the customers of education and, as such, are managing university partnerships to meet very specific requirements. This article identifies five dimensions for successful corporate/college partnerships.

Pulcrano, J. (2013). "Serving the Future Needs of Business in Management Development and Retention." Research report sponsored by AACSB, EMBAC and UNICON.

[http://uniconexed.org/2013/research/AACSB EMBAC UNICON October 2013 Pulcrano.pdf](http://uniconexed.org/2013/research/AACSB_EMBAC_UNICON_October_2013_Pulcrano.pdf)

This research report investigates how the world of business is changing, how businesses are changing the way they retain and develop talent, and how business schools are responding to this.

Stine, J. (2013). "MOOCs and Executive Education." UNICON Research Report.

<http://uniconexed.org/2013/research/UNICON-Stine-Research-06-2013-final.pdf>

Based on an extensive review of the literature, interviews with senior leaders, and a survey of past participants of executive education programs, this report looks at the MOOC phenomenon generally, and then focuses on some implications for units currently engaged in providing executive education.

Weldon, E. (2014). "Designing and Delivering Customized Programs with Impact." UNICON Research Report. [http://uniconexed.org/2014/research/UNICON\\_Research\\_Report-](http://uniconexed.org/2014/research/UNICON_Research_Report-Customized_Programs_with_Impact.pdf)

[Customized\\_Programs\\_with\\_Impact.pdf](http://uniconexed.org/2014/research/UNICON_Research_Report-Customized_Programs_with_Impact.pdf)

The results of a survey of UNICON members identified program elements that clients value most. The author provides practical guidelines for designing and delivering customized programs with impact.

## Appendix I: Research Methods

To investigate the issues raised in this project, the authors reviewed the current literature, distributed two written online surveys, conducted phone and face-to-face interviews, analyzed and integrated the responses, and did limited correlation and regression analysis on the survey results.

Sent to all the UNICON member representatives (n=117), the first survey was designed to determine:

- how many member schools had recently received and responded to corporate university RFPs,
- how many engaged with corporate universities to collaborate with them,
- how the schools would describe their ways of working that made them good partners for corporate universities, and
- if they would be willing to be interviewed for the research project.

This survey received 69 responses, a response rate of 59%.

From the pool of schools identified as having relationships with corporate universities, the research team conducted interviews with or requested inputs from 19 executive education leaders to gain a deeper understanding of those relationships.

The second survey was sent to leaders of corporate universities and to the same group of university-based executive education leaders addressed in the first survey. Thirty-six executive education leaders were sent the survey. All the corporate university leaders surveyed by the team of Maybar, Allen, and Renaud-Coulon in their research project of July 2014 who had said that they would be willing to be contacted further were sent the survey (n=46). In addition, the authors included corporate university leaders from their personal network of associates (n=10). Of a total surveyed (n=92), there were 49 responses, a response rate of 53%.

The survey was designed to have parallel responses to the same questions from the corporate university leaders and their counterparts in executive education. The design of having both

groups answer the same questions was intended to discover not only their respective perspectives but also their commonalities and differences. Questions covered:

- Number of students served over a year,
- Self-assessed strengths as relating to executive and talent development,
- By what metrics they were evaluated within their organizations,
- What they considered important in selecting an executive education provider/What they considered important in being able to provide to corporate universities,
- How much they would be likely to pay/charge per student, and
- Self-assessed ability to provide specific services to their corporate clients.

From this list of leaders of corporate universities and using personal contacts in corporations and consulting companies, the research team conducted a total of 19 interviews. The companies were picked to have geographic and industry diversity.

Countries represented by our corporate university and executive education interviews and survey responses included: Argentina, Australia, Brazil, Canada, Chile, China, Costa Rica, Finland, Hong Kong, Italy, Mexico, Norway, Portugal, South Africa, Spain, Sweden, Switzerland, The Netherlands, United Kingdom and the USA.

Industries represented by our Corporate University interviews and survey responses included: Consulting, Construction materials, Data storage, Financial services, Food & beverage, Energy, Industrial conglomerate, Insurance, Measurement instruments, Media, Pharmaceuticals, Shipping, Specialty chemicals, Staffing and Steel piping.

The organizations represented in our interviews were:

- **Aalto University Executive Education**
- **Accenture**
- **Adecco Group**
- **Aetna**
- **Agilent Technologies**
- **AIM-WA & University of Western Australia Executive Education**
- **AkzoNobel**
- **Ashridge Business School**
- **Axa Group**
- **CEMEX**

- **Claremont Graduate University**
- **Duke CE**
- **EMC**
- **Frito-Lay/ Pepsico**
- **GE**
- **Gordon Institute of Business Science**
- **IMD**
- **INCAE Business School**
- **ITESM, Tecnológico de Monterrey**
- **Mercer Consulting**
- **MIT Sloan School of Management**
- **Nestlé**
- **Novartis International AG**
- **Pepsico**
- **Porto Business School**
- **Saint-Gobain**
- **Smeal College of Business, Penn State University**
- **Tenaris**
- **TimeWarner**
- **Total**
- **Universidad de San Andres**
- **University of Michigan**
- **University of Minnesota**
- **UPS**

Interviews were conducted by phone and notes taken by hand. It was agreed in advance that individual respondents would not be identified so as to protect confidentiality. Two interview guides were created and used in the interviews: one for executive education leaders and one for corporate university leaders. These included some parallel questions, such as how the success of your programs and organization are measured, and what are some of the challenges you have encountered. They also included some unique questions, for example executive education leaders were asked about details of how engagement with corporate universities gets started and is maintained, whereas corporate university leaders were asked to describe the breadth of their activities, as well as their experiences working with executive education organizations. Results of the interviews were then compiled by topic and theme.

Please refer to Appendix II for additional information about the approach taken by the team in doing the regression analysis. In addition, the authors reviewed relevant articles from current business and HRD publications, blogs and academic publications. Please refer to the Annotated Bibliography for a list of recommended publications.

## Appendix II: Statistics

Running correlations on the Corporate University responses as to what they considered to be their Strengths and Priorities, we found the following items to be significantly correlated:

<b>Correlations between what Corporate Universities consider their strengths to be and what they consider their priorities to be:</b>					
<b>Strengths</b>	<b>Priorities</b>				
<b>Organizational assessment</b>	Innovation	Coaching			
<b>Individual assessment</b>	Customer focus	Coaching	Projects	Individual assessment	
<b>Customer Focus</b>	Customer focus	Innovation	Projects		
<b>Identifying Outcomes</b>	No correlations in priorities				
<b>Alignment</b>	Customer focus	Alignment	Coaching	Individual assessment	Projects
<b>Innovations</b>	No correlations in priorities				
<b>Coaching</b>	Coaching only				
<b>Projects</b>	Alignment	Innovation			

Regressing Priorities “Innovation” and “Coaching” against the Strength “Organizational assessment”, we find that only “Providing coaching/facilitation support” is significant.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
<b>1</b>	<b>.504<sup>a</sup></b>	<b>.254</b>	<b>.219</b>	<b>1.529</b>	<b>.254</b>	<b>7.151</b>	<b>1</b>	<b>21</b>	<b>.014</b>

a. Predictors: (Constant), Prior\_coaching

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>4.930</b>	<b>.819</b>		<b>6.020</b>	<b>.000</b>
	Prior_coaching	<b>-1.221</b>	<b>.457</b>	<b>-.504</b>	<b>-2.674</b>	<b>.014</b>

a. Dependent Variable: orgassess

“Individual Needs Assessment” as a corporate university strength has four corporate university priorities that correlate with it significantly (Customer focus, Coaching, Projects, Individual assessment), but the only one that regresses significantly is Coaching (0.003), with an R<sup>2</sup> of 0.354. So if a corporate university considers Coaching to be a priority, it is highly likely that Individual Needs Assessment is considered one of their strengths, and one explains the other over 35% of the time.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>1</b>	<b>.595<sup>a</sup></b>	<b>.354</b>	<b>.323</b>	<b>.601</b>

a. Predictors: (Constant), Prior\_coaching

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	<b>Regression</b>	<b>4.154</b>	<b>1</b>	<b>4.154</b>	<b>11.500</b>	<b>.003<sup>b</sup></b>
	<b>Residual</b>	<b>7.585</b>	<b>21</b>	<b>.361</b>		
	<b>Total</b>	<b>11.739</b>	<b>22</b>			

a. Dependent Variable: indassess

b. Predictors: (Constant), Prior\_coaching

If a corporate university says that Customer Focus is a Strength, we find that this correlates with Customer Focus, Innovation and Projects as corporate university priorities. But when they are regressed we find that only prioritizing “Innovating with new designs, methodologies or material” remains as a significant relationship. Is this strong enough to be predictive? If a business school received an RFP where they’d had no relationship with the company beforehand, and the company indicated in its RFP and in the way they conduct their business that Customer Focus was one of their core strengths, then this would seem to be strong enough evidence for the business school to assure that Innovation was one of the key points of the response to the RFP.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.537<sup>a</sup></b>	<b>.289</b>	<b>.255</b>	<b>.494</b>

a. Predictors: (Constant), Prior\_innovations

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.083	1	2.083	8.522	.008 <sup>b</sup>
	Residual	5.134	21	.244		
	Total	7.217	22			

a. Dependent Variable: custfocus

b. Predictors: (Constant), Prior\_innovations

Considering whether a corporate university's stated strengths are significantly related to the items that they consider important in their learning partners or vendors, we see that Individual Needs Assessment predicts the desire for Long-Term relationships and schools with high Faculty Reputations.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594 <sup>a</sup>	.353	.320	.609
2	.704 <sup>b</sup>	.496	.443	.551

a. Predictors: (Constant), LTRelationship

b. Predictors: (Constant), LTRelationship, FacultyReptn

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.039	1	4.039	10.894	.004 <sup>b</sup>
	Residual	7.415	20	.371		
	Total	11.455	21			
2	Regression	5.684	2	2.842	9.358	.001 <sup>c</sup>
	Residual	5.771	19	.304		
	Total	11.455	21			

a. Dependent Variable: indassess

b. Predictors: (Constant), LTRelationship

c. Predictors: (Constant), LTRelationship, FacultyReptn

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.338	.362		.934	.361
	LTRelationship	.585	.177	.594	3.301	.004
2	(Constant)	-.193	.400		-.484	.634
	LTRelationship	.513	.163	.521	3.142	.005
	FacultyReptn	.490	.211	.386	2.327	.031

a. Dependent Variable: indassess

A corporate university that considers itself strong in generating revenues/profits is likely to seek a learning partner with strong Faculty Reputations.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 <sup>a</sup>	.262	.227	.521

a. Predictors: (Constant), FacultyReptn

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.028	1	2.028	7.458	.013 <sup>b</sup>
	Residual	5.711	21	.272		
	Total	7.739	22			

a. Dependent Variable: Rev\_Profit

b. Predictors: (Constant), FacultyReptn

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.807	.283		6.379	.000
	FacultyReptn	.530	.194	.512	2.731	.013

a. Dependent Variable: Rev\_Profit

There appears to be no significant correlation between the corporate universities' desire for pricing flexibility and the prices that they are willing to pay:

		PricingFlex	Less Than \$ 100	From \$100 to \$250	From \$250 to \$500	From \$500 to \$1000	From \$1000 to \$1500	Over \$1500 per day
PricingFlex	Pearson Correlation	<b>1</b>	<b>.039</b>	<b>.097</b>	<b>.246</b>	<b>.329</b>	<b>-.090</b>	<b>-.118</b>
	Sig. (2-tailed)		<b>.858</b>	<b>.701</b>	<b>.325</b>	<b>.182</b>	<b>.722</b>	<b>.642</b>
	N	<b>23</b>	<b>23</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>

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To contact the authors: Marie Eiter, [meiter@mit.edu](mailto:meiter@mit.edu); Jim Pulcrano, [jim.pulcrano@affiliate.imd.org](mailto:jim.pulcrano@affiliate.imd.org); Jenny Stine, [jenniferkstine@gmail.com](mailto:jenniferkstine@gmail.com); Toby Woll, [twoll@mit.edu](mailto:twoll@mit.edu).