

A) What new kinds of subject matter and clients will Executive Education programs need to embrace in the new world?

- **Collections**

- Intelligent organizations as clients
- Survey certain topics (innovation)
- Use brainstorming (HR, Talent, alums, Exec Client companies to create new program ideas)
- Open surveys/brainstorm with lower/minimum management groups
- “Exec Ed Pedia”
- What subject matter should be developed
- Client clusters with same needs
- Collect faculty ideas to develop new programs
- Collect list from clients around content (ex. Alumni linked-in site)
- Collect client challenges
- Collecting information

- **Contests**

- Subject matter contests (participants, faculty)
- Faculty incentives
- Course on incentives and managing competition
- Faculty bring in clients – if deal gets signed – they get money (give a timeframe)
- 20 images in 20 seconds
- Sector contest for clients
- Most innovative-design students- teach methods
- Assemble consortia and vote on program content
- Contest and award/adoption for best action- learning projects
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- **Collaboration**

- Strategic collaboration
- Consortium clients/partnerships/associations
- Collaboration → companies (general or sector specific), Exec Ed. Providers
- How to use collaboration to improve business process or strategy
- Bring in topic experts to collaborate with companies
- Collaboration across

- Depts./facilities/schools
- Other bus schools (resources, ideas, delivery)
- Tools and a process for collaborating to conduct a needs analysis using potential participants
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- Collaboration with other schools, consultancies

- **Voting, Averaging, Prediction**
 - Teach a course on the application of these to business management decisions
 - Clients/alumni vote on new topics for Exec Ed
 - New methodology
 - Delivery mechanisms
 - Desired outcomes/ learning objectives
 - Prediction
 - New challenges in business
 - What's going to keep them awake in the future
 - Emerging markets
 - Polling stakeholders and market to identify faculty, professionals and business leaders to create and deliver programs

- **Loose hierarchies**
 - Formalize the recognition of the individual intelligence in the "class room"
 - How to lead in loose hierarchies? (from leadership to influence)
 - How to create shared purpose
 - Innovation
 - Inquiry
 - Listening
 - Effective communications
 - Organized behavior in loose hierarchies
 - Identifying and recruiting talent
 - Delegating
 - M + A skills deep into organization (generally, previously "strategic" thinking going lower in org.)
 - Networking – how to do it?
 - Communication skills-writing
 - Analysis- Business Acumen – decentralized
 - Hiring – performance measurement (of people)

- Listening skills
- Synthesis of different views
- Managing failure

- **Democracy**
 - Managing conflict
 - One person, one vote: how to?
 - Negotiations
 - Decision-making
 - Associations, distr, dealers, etc.
 - Debating skills
 - Influence and negotiation
 - Evidence based management
 - Vision (clear)
 - Social responsibility group us (individual)
 - Tolerance for failure
 - Employee or member owned
 - Vote to make decisions

- **Markets**
 - How to manage the market learning that you don't know
 - What you don't know
 - Where are they going?
 - Small businesses → big project
 - Project management
 - Logistics
 - Pricing
 - Collaboration (networking)
 - Supply chain

- More opportunity for crowd sourcing in Open Programs
- Design next UNICON conference
- Project work in between modules
 - Global group working on innovation post ideas on-line (maybe through google groups)
- Subjects like
 - Decision making and lower levels
 - Issues of culture will drive change (the way work gets done?)

Buzz Group Questions

- Listening, communicating
- Informal influence
- Collaboration
- Much better facilitation skills
- Inventory of modules
 - Include parts of UNICON outside business school
 - “micro blog”
- Promote interaction between the two
- Manage “vendor” response? (incentives?)
- Tech companies want more cross training /flexibility, one person does it all
- Recognize patterns and connections
- Move away from group think and begin to learn from risk, rewards program that support risk
- Groups with affinities – ‘new’ groups – social media network – F. Square – Meet up
- People evaluation, increased emotional intelligence
- Better methods for obtaining and understanding information
- Change way of looking at structure
 - More flexible
 - Facilitators who help people
 - Solve issues (“think-tank” model)
- Sustainability (environmental, financial, community)
- Teamwork
- Broad Industry and company information to make decisions
- Communication - listening
- Real comfort with other cultures
- Power and influence
- Social intelligence
- Networking and brokerage
- Advocacy
- OB
- Embedding Innovation
- Repairing trust in organization
- Cross organizational influence
- Entrepreneurship
- Risk taking
- Students – contest teaching methods
 - Students choose which methods are most relevant

- Group share technologies
- Communities
- Assessments and individual development plans
- Mentoring/coaching
- Team teaching with multiple levels of organization
- Creation of content with participants
- Simulations
- Learning experiences (influence of group)
- Develop ideas, throw to faculty to bid on idea, and reward for solution
- Changing demographics will inspire...
 - Own work hours
 - Les style
 - Different engagement
- More ethics and values (specific to cultures)
- Clients may not be levels – more cross sections – older and younger
 - Multi-generations in classroom
 - Emerging markets pushing faster development
- Smaller and larger companies at same time
- Grouped by challenges
- Grouped by affinity groups
- Followership
- Needs of younger groups (decision making, technical issues, intergenerational, multi-generational work force)
- Integrated learning
- Creative organization (junior and senior people, communication modes)
- Use voting/suggestions for content to match up with faculty expertise and new offers
- How do you let your people lead the organization?
- How to teach individuals to be more creative?
- How to leverage the Millennial Mentality?
- How to teach an understanding of how individual decisions affect the entire organization?
- Teaching diversity not just to “get along” or tolerate, but to lead in a global environment
- Subject matter:
 - Behavioral, leadership
 - How to contribute to the organization
 - Communication across generations/cultures
 - How do we collect and share collective intelligence

- Clients:
 - Diversified (global or culture)
 - Multinational
 - Emphasis on coaching and mentoring
 - New engagement and delivery models
- Power influence, credibility without authority
- Engagement and inclusion
- Globalization/cultural awareness
- Virtual teams
- Working across boundaries (gender, age, etc)
- Decision making
- Influence
- Risk management
- Communication skills
- Negotiation skills
- Understand social media
- Networks/ work collaboratively/ cooperation
- Demand economics – forecasting
- Entrepreneurship
- Social/emotional intelligence as a topic in our Exec Ed programs
- Teach how to develop decision rules, not make decisions
- Teach technologies for collaboration (ex. Blogging ,texting, etc.)
- Teach cultural differences that support/inhibit democratic organizations where decisions are made by voting
- Cover how to create the “ethics” of an organization
- Cover how to evaluate and compensate people in a democratic organization
- Teach internal markets as conceived of and taught by Professor Russell Ackoff
- Empowering globally distributed teams
- Managing generation Y
- Empowering participative leadership
- How do you measure KPI’s for loosely distributed teams
- Clients: tech savvy population
- Programs
 - teach older generations to adapt to new loose hierarchy
 - No boundaries – moving away from traditional subject matter
- Challenge on who “knows” desired outcome with no decentralized decision maker (use technology to poll)

- Cross functional/level thinking about strategy, finance, management, negotiation
- New clients: collective organizations, energy, governments
- Participants involve in program design (glory, increase capability, money, career advancement)
 - Teacher get buy-in, prestige
- Trends detection
- Group discussion about a common problem
- New ideas for a company
- New ideas for ExEd Open programs to get new clients
- “Name the program” (internal)
- Design-program
- Activities (EBL)
- Outcome-based objectives
- *ROI based performance compensation for teaching faculty (value/impact – based pricing)
- Project team incentives (funding for innovative projects)
- Program design
- RFPs
- Polling students and faculty vote on topics
- For open enrollment – predict success of new programs
- Critic’s Circle
- Teach metrics to lower level management
- Give people skills to:
 - increase workers ability to make decisions
 - Collective decision making too slow
 - How do you teach assessment skills so people listen (analytical listening)
 - Generative listening put in all ideas to emerge with new ideas
- Topics:
 - Leadership/Responsibility
 - Trust
 - Risk
 - Teams
 - Diversity – age
 - Small business management
 - Process management
- Program design for new topics, trends
 - Faculty

- Money, deep in research, convert to a custom program
- Client
 - New content, free seat for open enrollment, free speakers session
“speaker of the day” → glory
- Increase client knowledge of Social Media
- Flash marketings/ networking
- Crowd-sourcing designs
- Resource centers for specialized interests (MDs, women)
- Knowledge sharing, cross-generational

B) How can Executive Education learning Experiences be organized more effectively?

- **Voting, Average + Prediction**
 - Use in deciding program content
 - B/C
 - Use results from A. to plan new programs.
 - Resources needed
 - Markets to concentrate efforts/resources
 - You will be aware of future trends coming out of the predictions

- **Loose Hierarchies**
 - Coaching
 - Combining individual & group learning
 - Electronic component so learn most effective communication via technology
 - Collective exercises
 - MBAs
 - Delivered online or geographically

- **Democracy**
 - Voting in class
 - Allow teams to complete win/lose
 - Simulation exercise
 - Co-design, co-creation by participants voting
 - Distributive models of delivery
 - Greater access
 - Co-create/co-design throughout the organization
 - Variety of delivery esp
 - Distance – loose
 - Webinars
 - YouTube
 - Individual/company/market
 - People's choice
 - Modularization of modules... people can vote on it
 - Medium choices
 - Synchronicity
 - Timing
 - Flexibility

- Develop alternatives that we are comfortable with as substitutes
- Better EE Sales = political campaign

- **Markets**
 - Virtual/distance ed
 - Participants as teachers/professors

- **Collections**
 - Harness wisdom of participants in addition to the wisdom of the faculty members
 - Forum for participants to continue to share learning after the program
 - Training YouTube
 - Create contests for new ways of delivery of programs
 - Methodology
 - Key themes/ideas

- **Contests**
 - Project work contests/incentives
 - Competitive projects
 - Case competitions
 - Contest within the program
 - B/C
 - Whatever ideas are generated by clients/students then target faculty to drive implementation
 - Encourage blended learning by faculty
 - Designate faculty champions
 - Contest to solicit new course design

- **Collaboration**
 - Faculty/client/participant interact move collaboratively
 - New uses of technology to facilitate collaboration and new initiatives
 - Sharing learning experiences with others – UNICON (best practices)
 - Custom programs -> case study development within companies
 - Open enrollment -> regional case studies/ program idea development
 - Collaboration between Universities , across business schools/departments/schools

- Participants to involve in program design

- Improved communication
- Remove middleman
- Streamline the process
 - Engage
 - Waste time
- Share/Exchange experiences
- Action Learning projects
- No boundary – moving away from traditional delivery
- More involvements on program design by the clients
- Participants can vote for the tracks before the program
- Cater to their needs which are more relevant to them
- Pick and choose contractors to deliver programs
- Wikipedia approach in content designing
- New expectations for deliverables/take-aways by “students”
- On-demand Learning
- U of Capetown
 - Online App that allows public to propose, design, contribute to the design of program. When sufficient votes -> Launch
- Multi modal learning approaches
 - Fact-to-face
 - Distance Ed
 - Blended
 - Virtual Coaching
 - Workshops
 - Experiential
- Apply to alumni base
- Exec Ed Content/ Design contests...
- Alums: post-program evaluation/impact contest
- E-Lance/Market Internal
 - Consortium program within value chain
 - Different business units
 - Leverage faculty to “compete” to solve business challenge/design solution
- Open Design Session
 - Limited time to participate
 - “Design Tournament” – open source
 - Consortium
- 24/7

- Informal learning connected to larger context of organization
- Community of practice approach
- Long time lines 3-5 years
- Living Thing
- Encourage peer-to-peer learning
- User generated content – build your own case
- Smaller “bite-sized” learning
- Mobile + portable options
- Mentoring + Coaching
- Survey participants before design delivered on learner’s schedule
- Simulations
- Students deliver parts of curriculum
- “Groupon” style course enrollment
- Virtual delivery of ideas (multiple forums)
- Extend learning experiences via blogs, texting, cell phones
 - Have participants “vote” on topics to be covered in program + during program
 - Use instant polling in program
- Environment to be representative of work/client environment.
 - ie. No classrooms/virtual learning in-and-out of classroom
- Crowd-sourced/customized onsite
 - ie. Allow participants to choose topics to be taught based on what’s relevant to them.
- “Self-taught” program
 - ie. Participant contribution is the content/faculty moderate allowing participants to also be the knowledge source
 - ie. Participants nominate another participant or outside executive to teach a session
- Networked community vs. organized event or classroom
- Business units within organization competing for design of program
- Cross-functional across the faculty and client. Listening across employee levels
- Working w/ client to indentify + rank content format, delivery
- Using Democracies or Loose Hierarchies
 - Participants vote on what they want to learn
 - Open space learning
 - Scheduling topics by voting
 - Survey monkey on what challenges are focused on the classroom
 - Polling # of days people want

UNICON Workshop 2011 @ MIT

Buzz Group Questions

- More Macro-Modularization- optional elements
 - 360 degrees evaluation for bonus rating each other
- Case Discussion
 - Crowd creates cases
- Vote on most impactful faculty member and why
- Prediction
 - Using sophisticated computer models + expert opinion predict program
 - Certificate holders predict enrollment rate in new program
 - Motivation – send an autographed book or podcast

C) How can Executive Education organizations themselves become more intelligent organizations?

- **Markets**
 - Internal market for nothing teaching ability /interests (two separate issues) with teaching and/or program objectives
 - Coops
 - UNICON coop
 - Outsourcing
 - Internal transfer of resources
 - Tap into global network of education
 - Regional pool of staff
 - Individual ideas are less important than collective ideas
 - Some good ways of synthesizing collective ideas

- **Voting, Average + Prediction**
 - Use in marketing of programs -> let the public decide which programs make up the portfolio

- **Collaboration**
 - UNICON
 - Forum for sharing
 - Testing ideas
 - Developing new models
 - Forum for academics + administrators
 - University/Faculty
 - Faculty shared
 - Program Dev.
 - RFPs, use crowd collaboration to create drafts and perform minor logistics
 - Collaborative relationships among faculty and students
 - Collaboration to determine how work (effort) is organized
 - Collaboration among faculty members
 - Cross-functional collaboration
 - Co-creation
 - Co-designing

- **Collection**
 - Survey/ brainstorm for professors/staff

- Use portals to survey
- Named programs
- Live open innovation process
- Community contributing ideas for program innovations/changes
 - Needs the right incentives
- Community will evaluate contributions
- Collect interest/recommendation from market (market research)
- Collect content/ ideas from “faculty” and subject matter experts
- Share best practices – Wikipedia style
- Robust data collection for intelligent decisions

- **Loose hierarchy**
 - Distributed leadership
 - Internal ‘wiki’
 - Spinning off from university
 - Asking relevant questions/listening better
 - Eliminate tenure track
 - Sharing client experiences (learning)

- **Democracy**
 - Collective decision-making
 - Tolerance for failure, ownership, live work comp.
 - More education for Exec Ed staff
 - Faculty vote = staff vote
 - Shared understanding
 - Faculty and client interaction changes
 - P.Ms vote on goals
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- **Contests**
 - Staff contests → incentivize action learning projects
 - Company contest → they provide solution for exec ed challenge → we give programming in return
 - Create contest for professors
 - Allow outside faculty to compete
 - Competition among faculty to submit content (customers, S.M.E, practitioners, faculty)
 - Competition among faculty to design programs

- Increase manage internal processes
 - Internal voting
- Identify new topics
- Online course evaluation
- Re-define the faculty role.
- Evaluate compensation, roles, etc.
- Re-elect top decision makers – “vote of no confidence”
- Compensation tied to performance faculty decide how the compensation is distributed.
- Commission-based freelance business development – Exec Ed match maker. Certified by UNICON
- Independent contractors for delivery vs. full-time staff + faculty
- Global faculty Networks
- Local Knowledge w/ local insights to Markets
- MBA student supports client projects
- Knowledge capture & sharing
- Active Listening
- Flexible ways of working
- Voting on performance and bonus
- 360 degrees for performance reviews or bonus
- Engaging professors thru futures
- Pay professors for their pos. interactions w/ staff
- Pay for Quality of Experience
- Pay Profs on Perf. BASIS for getting slides in on time
- Bid on being able to teach
- Bidding on Prog. Managers by Faculty
- Prog. Managers bid on which profs to work with
- Hire different people* so that when you democratize decision-making you end up with good results
- Encourage feedback/input from all levels especially program managers and coordinators
- Make hiring decisions a democratic process
- Change compensation systems (or incentive systems) to support democratic decision-making
- Expand faculty group temporarily to meet a need
- Have participants vote on faculty they want
- Outsource logistics to increase capacity + flexibility
- Way to capture weak signal/change in environment for all to see
- Head global learning (consider)using Exec Ed. Leaders with MBAs

- Promote a “mistake-friendly” environment / “no fear” culture
- Provide clear set of accountabilities that are team-based, not individual, and compensation is team-based
- Independent contractor relationships
- Subject matter experts – global network of intellectual resources – submit proposals to participate in learning engagements
- Exec Ed Pedia within the University
- Have UNICON brand selling excess EE capacity
- Task teams – small groups taking on specific operation – try - document – extend
- Tolerance for experimentation and failure
- How to decide/who gets to decide what to implement?
- Expand program manager duties to really manage programs
- Faculty voting in Exec Ed Leadership – Profit sharing, etc.
- Could you give clients a ‘vote’ external market in contingent e-lance working to meet fluctuations in program schedule
 - Partner with other organizations like caterers
 - Shared service in universities
- Create internal wiki to share access to information (content, faculty, clients, market intelligence)
- Sharing information about clients
- Take Aways
 - Power of collaboration and collective decision making
 - Need to increase engagement of faculty, clients, and alumni
 - Awareness of ‘engines’ for decision-making
 - Better structures for program design
- Sourcing faculty
- Consortium with other universities
- Tapping faculty across university
- Global partnerships
- Consultancy/University partnerships