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

- **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
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Buzz Group Questions

- Depts./facilities/schools
- Other bus schools (resources, ideas, delivery)
- Tools and a process for collaborating to conduct a needs analysis using potential participants
- Tools and a process for collaborating to conduct a needs analysis using potential participants
- 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)
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- 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?)
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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...
  o Own work hours
  o Les style
  o Different engagement
• More ethics and values (specific to cultures)
• Clients may not be levels – more cross sections – older and younger
  o Multi-generations in classroom
  o 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:
  o Behavioral, leadership
  o How to contribute to the organization
  o Communication across generations/cultures
  o How do we collect and share collective intelligence
Buzz Group Questions

- 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
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Buzz Group Questions

- 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
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Buzz Group Questions

- 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
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Buzz Group Questions

- 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
  o Have participants “vote” on topics to be covered in program + during program
  o Use instant polling in program
• Environment to be representative of work/client environment.
  o ie. No classrooms/virtual learning in-and-out of classroom
• Crowd-sourced/customized onsite
  o ie. Allow participants to choose topics to be taught based on what’s relevant to them.
• “Self-taught” program
  o ie. Participant contribution is the content/faculty moderate allowing participants to also be the knowledge source
  o 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 identify + rank content format, delivery
• Using Democracies or Loose Hierarchies
  o Participants vote on what they want to learn
  o Open space learning
  o Scheduling topics by voting
  o Survey monkey on what challenges are focused on the classroom
  o Polling # of days people want
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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
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Buzz Group Questions

- 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

- **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
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Buzz Group Questions

- 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
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Buzz Group Questions

- 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