

# STAKEHOLDER INSIGHTS

Takeaways from our three panel discussions with Learning &  
Development leaders

# Stakeholder Insights from Panel Discussions

## First Panel

- *Katasha Harley, Head of Global Talent Development at the New York Times*, said they “leaned into L&D even more” in the pandemic, though L&D shifted initially to short term needs to help journalists and staff manage stress globally. They hired coaches to help employees. As a talent professional, she knows professional development is a critical investment and the NYT will not cut back.. They are now even more focused on working in teams, diversity & inclusion, and leadership as core skills
- *Henry Armor, CEO and President of the National Association for Convenience Stores (NACS)*, a global industry organization. He said their member companies turned their focus to immediate survival support. They all stayed open through the lockdown and had to also address stress..Longer-term,professional development is more important than ever but content will have to change and so will delivery. Members recognize the need for investing in their workforce since it is their most important in their highly labor intensive industry.
- *Gail Steinel, CEO of Executive Advisors and who leads the senior leadership development programs at BearingPoint*, said virtual learning has earned a permanent place in the curriculum, but the in-person experience is invaluable and will come back. Virtual learning will need to evolve- the other panelists agreed. There are now new skills that are relevant in our more virtual world.



# Stakeholder Insights from Panel Discussions

## Second Panel

- *Tulie White, VP Global Learning and Development, The Estee Lauder Companies:* Major disruption accelerated our blended learning strategies globally. We decided how to continue development and pivoted immediately to offer everything virtually, even though we are traditionally all F2F in L&D. We needed high-touch, scalable technology, the breakout room functions offered in the new virtual new chat rooms and more, at lightning speed. We spent four months posting 100+ learning events globally for thousands of employees to help with working remotely, managing stress, dealing with mental health issues, and now we are focused on how to rebound.
- *Jennifer Homer, VP Community, Association for Talent Development (ATD):* Our members are Fortune 500 companies and shared in a survey on their COVID impacts they shared they immediately had to help their employees navigate the new virtual environment, using just in time learning for quick upskilling. Many companies will make the virtual learning permanent. Unexpected outcomes included an increase in the creation of informal and ad hoc forums to have people to check in with each other to support each other through this difficult time. They used more internal communications apps, like Yammer, MSFT Teams, etc. More employees took on-demand learning more often to improve.
- *Andre Martin, VP People Development, Google:* A lot of Google L&D content deals with building resilience and well-being. There are so many demands on our time and the boundaries to work is fluid now. We are looking at ways to increase resilience as a way to create a red thread around everything. Racial justice, COVID and so many current challenges now create many geta learning opportunities for us. Learning and growth needs to take place every day and this is the future of learning. We need to keep stress to a minimum to make the most of every learning moment.



# Stakeholder Insights from Panel Discussions

## Third Panel

- *Tina Tao, Yale SOM '10, President and Partner, Sinovation Ventures*: Digital, digital, digital. Not all businesses take online seriously. Digital changed everything dramatically and a lot for people were not ready for this. And not enough people have people ready to do this. Upskilling skillset in short-term is still needed, we need to learn digital skills.
- *Nanako Ikoma, Vice President, Personnel Division, Human Resources Management Department, Development Bank of Japan Inc.*: Longer term, the world is changing and people will work from home more. Leadership, management and employee engagement is more important now but it is occurring virtually so this is harder than in person. We need to teach how to do this virtually. How to be innovative quickly is also more important – given the fast pace of change in this world.
- *Binayak Dutta, Managing Director, Emerging Markets, and Group Chief Distribution Officer, FWD Group*: The working from home environment will now be looked at more seriously and companies see this is possible now but they need to have and be able to use the right tools and training to make this work. There is still an important role for in-person at a workplace. The solution is somewhere in between.



# GROUPS



# Group Assignments

## Group 1

Monica	Duff
Kaitlin	Dumont
Michele	Grammatico
Monica	Sacristan
Marina	Tirado
Liang	Yu
Cynthia	Morris

## Group 2

Eric	Bergemann
Alan	Chen
Avril	Donohue
Ryan	Johnson
Ashley	Johnston
Dennis	Lanham
Maria	Minniti

## Group 3

Shalini	Bhatia
Milagros	Fernandez Xifra
Lauren	Flamer
YukMeng	Foo
Joann	Kent
Sharlee	Ruthman
Tracy	Sheerin

## Group 4

Fatos	Aksel
Aleena	Garcia
Jonathan	Gurevitch
Ghada	Howaidy
Andres	Ibanez
Serge	Lafrance
A	Mare
William	Scheurer

## Group 5

Emmanuel	Ajavon
Greg	Marchi
Mike	Malefakis
Suki	Singh
Kristen	Sorek West
Taryn	Streed

## Group 6

Amy	Dahmann
Markus	Frank
Tiffany	Hannah
Robin	Kistler
Margaux	Lohry
Donna	Sharp
Joseph	Waclawski
Brendan	Woo

## Group 7

Nora	Anderson
Carolina Lucía	Arboli
Robert	Collins
Keith	Groya
Greg	Marchi
Tina	Narron
Jenna	Pettit
Ariel	Urcola

## Group 8

Kenneth	Bardach
Carleen	Bobrowski
Adam	Brown
Christine Chan	Chan
Sheri	Moore
Subrata	Poddar
Terance	Wolfe

# Group Assignments

Group 9	
Nicola	Barrett
Humphrey	Gyde
Julie	Hawthorne
Caroline	Kinsella
Garrie	Pang
Tim	Ringrose
Vincent	Vernet

Group 10	
Merve	Alkan Sahin
Kan	Cai
Edward	Cieri
Lise	Hammergren
William	Joiner
Maria	Trostina
Karen	Tse

Group 11	
Gabriel	Aramouni
Cüneyt	Evirgen
Sara	Gao
Marie-Ann	Kyne
Katharina	Lange
Marco	Serrato
Gabriel	Aramouni

Group 12	
Jada	Crawford
Jacky	Hao
Marina	Karban
Cagin	Kiter
Connie	Lareau
Alissa	Materman
Ben	Welch

Group 13	
Gonca	Borekci Baybas
Michelle	Campbell
Nicholas	Hamilton-Archer
Debra	Iles
Maria	Keany
Peter	Methot
Kate	Paradis

Group 14	
Giuseppe	Auricchio
Shane	Goodwin
Ashley	Hilgemeier
Deborah	Pine
Sarah	Ramsey-Gill
Jennifer	Steben
Cleo	Thanos

# Group 1 - Start Here

**Challenge Question:** How do we deliver personalized service and a sense of community through a virtual platform?

## Open Enrollment

### Stakeholder Groups

- Primary: Executive Education Participants
- Secondary: Faculty
- Allies: Executive Education Facilitators/Staff



# Group 1| Stakeholder Group: Executive Education Participants

*Archetype:*

*Name: Tatiana*

Woman/Director/Senior Level/Changing to Senior level/Early-40s

My parents named me Tatiana as they loved traveling, so I'm excited about my new role. I am married and pregnant with my first baby. I live in an apartment living in Chicago. I work at a global company/Promotion-going from a domestic company to global company/I'm self funding my education/Preparing to lead globally from home/I'm have a Masters in Marketing going to a Enterprise manager role/Have direct reports/My husband on-line all day long within the apartment/I values personal interactions,talking with people/how will I getting to know more international people, conversations, be part of a global community/networking. I worried about having the time to improve my soft skills, bonding with new people.



## Group 1| Reframing

How do we deliver personalized service and a sense of community through a virtual platform?

*Reframing:*

How can we provide opportunities to establish connections for participants despite physical distancing?



# Group 1| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. *Psychometrics and individualized coaching*
2. *Team assignments*
3. *Some type of acknowledgement - action goals that get acknowledged by faculty or even leadership at organization*
4. *Post program peer accountability partners; Personal development goal (with coach) and accountability to virtual group go follow on goals; Peer coaching groups*
5. *Small group discussions (or even at the 1:1 level - peer coaching, or “micro groups” 2-4, smaller than residential)*
  - a. *What is the best platform for this? (e.g., video conferencing vs. virtual reality)*
6. *A session to talk about me (5 min per person) share your passion- before program starts? As pre-work?*
7. *Socials.- cocktails, games*
  - a. *Send “care packages” with these items*
8. *More frequent “virtual” connections, ie, virtual reunions*
9. *Expand virtual connections: Group chat group, via WhatsApp;LinkedIn Group to continue connections*
10. *Simulations working as a team*
11. *Provide topics where participants can choose which group to join*
12. *Mentoring*
13. *Keeping the same teams throughout to build community*





# Group 2 - Start Here

**Challenge Question:** How do we strengthen partnerships with Corporate Learning and Development groups?

## Stakeholder Groups

- Primary: Corporate L&D Leadership
- Secondary: Corporate Mid-senior level rising leaders; **bosses of Corporate L&D leaders (C-suite)**
- Allies: EE Faculty & Professional Staff (both sides)



# Group 2| Stakeholder Group: Corporate L&D Leadership



**Annie Sadler** - Director L&D SodaCo, former Associate Dean Prestigious Business School.

- Late 40s
- Married with 3 kids
- Biggest personal concern is work/life balance and long commutes.
- I love wearing red boots!

**Needs:** I care about training & development but also the well-being and direction of my employees. I want them to have the tools & resources that they need to deliver upon the strategy. I feel a strong responsibility to create impact and move the organization forward.

**Goals:** My goals are finding reliable trustworthy learning partners that can meet SodaCa's changing needs. I also want to be innovative and bring new ideas to the CEO, as well as bring vital solutions to the organization. Finally I want to leverage our current situation to put L&D at the forefront. I think stakeholders are open to solutions that make a difference.

**Concerns:** I've got a lot of ideas and worries bouncing around in my head these days. It can be hard to sleep and keep work life balance with everything going on.

- I want to be a good steward of financial resources, and make sure that the money we're investing is having impact.
- In the current environment, I'm concerned about being able to pivot the organization quickly during our current crises like COVID and social justice.
- I'm also worried about the sustainability of any solutions we put in place today - will we be able to deliver them again successfully?
- And as always, but especially in the current environment, I'm focused on reskilling our workforce to make sure we retain people.
- It's also important for me to prove L&D value during this time (and on an ongoing basis). It's always an issue that I get push back on. I know people want clear measurements to prove the value of the inputs, but I know it can take time to see the outputs. How do I prove this to the C-suite? I need to get their buy-in - it's critical for our success.
- I also recognize the potential benefits of indirect peer learning in the digital world, but also the challenges that come with that. How do we figure that out?
- Finally, capacity is one of my biggest concerns. With everything going on, how much can my team handle at one time? Do employees have the capacity to learn? How do I create that environment?



## Group 2| Reframing

# How do we strengthen partnerships with Corporate L&D groups?

*Reframing:*

*How can we become trusted partners in the relationship with corporate L&D organizations to lead and co-create on value-aligned strategic learning?*



# Group 2| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

- 1. Relationship building - follow company news; share resources informally - so they know you are thinking about their work. Be a connector. Not all about sales, their paying \$ to you... but a genuine interest in their success and growth.*
- 2. Feedback Loop and challenge of value alignment - provide consistent information supporting their concerns (ties into being the connector)...*
- 3. Active Listening - don't dump Learning Solution on them.*
- 4. '2 umbrellas' - not just selling projects... \*Trust\* - The \*strengthen\* piece is all of the other stuff.*
- 5. Voice of the Customer... listen for what they really want/need... "headache"*
- 6. Be third party objective - dig deep - offer perspective.*
- 7. Try some small experiments, bite-sized chunks... extemporaneous - much less complicated. (Be wary of time)*
- 8. How are we being transparent; protecting information and experiences*
- 9. Help models for assessing impact - think through with her - to demonstrate value. How are we supporting value creation in a measurable way.*



# Group 3 - Start Here

**Challenge Question:** How do we create excitement among potential participants to attend an online program?

## Stakeholder Groups

- Primary: Clients & Participants
- Secondary: Participant teams, Client's L&D support teams, Programme Sponsors in Business
- Allies: Programme Management Teams, Digital Learning Support, Finance, Marketing



# Group 3 | Stakeholder Group: Participants

**Archetype:** *Survivalist*

**Gender:** *Female, Janna*

**Age:** *33 yrs young*

**Family:** *2 kids (1 is newborn, 1 virtual school-going), a dog, and a collaborative partner (still not the dog)*

**Title:** *Senior manager*

**Personality Type:** *Type A, High Performer*

**Values:** *Efficiency*



## Goals

- *Willing to gain new skills*
- *In line to be promoted*
- *Maintaining a healthy and balanced life*

## Pain points

- *Concerned about team / group she's managing*
- *Guilt*
- *Relationship focused but constrained by environment and therefore has become more task focused*
- *Time Management*
- *Risk of being made redundant*



## Group 3| Reframing

# How do we create excitement among potential participants to attend an online program?

*Reframing:*

*How does an Exec Ed Program Management team afford Jenna a rescue through a career development opportunity - delivered online?*



# Group 3| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

- 1. Look to hollywood movies for cues on drumming up excitement (etc. trailers, countdown)*
- 2. Look to retailers - flash sales / trunk shows*
- 3. Personalize...pre-program consult to understand constraints and goals*
- 4. How do we invite/engage with Jenna to co-create - menu of tools / preferred ways to learning*
- 5. Time / space to create*
- 6. Opportunities to engage with other participants - testimonials, calls, chat, light mentorship*
- 7. Faculty access - replace loss of informal interaction with faculty that usually happens in on-campus programs*
- 8. How to engage Janna's boss to help motivate...and to assure her that this is a priority (assuaging some guilt and uncertainty)*



# Group 4 - Start Here

**Challenge Question:** How do we design a more inclusive executive education program?

## **Stakeholder Groups**

- Primary: Executive Education program participants (junior, mid, senior, exec)
- Secondary: Executive Education faculty, L&D people, managers of the participants, top management of the company
- Allies: Executive Education staff, business school, families of the participants, government



## Group 4| Stakeholder Group: Program Participants

*Angela Scheurer, 41, Female, Madrid, Global Citizen. I am the Marketing VP for SAQ Software Company. I have a family, I have a husband and twins. I reside Madrid, and split time between Madrid and the UK. My work requires me to travel but I prefer to work from home. I did my undergrad in Spain and completed my bachelors degree in Business Administration from Wharton. I have been working from home over the last three months, and it is especially difficult with my twins who require full time attention. My career is extremely important to me and I am ambitious about my development and hope to continue to the top level of management in my company. I learn best in person and find that I retain information better that way. I find with Zoom it has been more difficult to interact with my direct reports. I am a fast learner and I grow impatient with others who are slower learners. As a lifelong learner I appreciate high-quality learning content and experiences that I can directly apply when I return to the workplace. I am also highly interested in networking so that I can make inroads into the companies represented in the classroom. I want to find the balance between my personal and professional life as I continue to grow. In my free time I knit to calm me and clear my mind. Oh yes, I suffer from ADD...*



## Group 4| Reframing

# How do we design a more inclusive executive education program?

*Reframing:*

*How can we... co-create a personalised experience with you that will give you the impact you are looking for and which engages all facets of your company's learning culture*



# Group 4| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

- 1. Involve customer, board member, high-profile faculty in the program, virtually*
- 2. Understand the technology thoroughly to take advantage of all the features to make it more engaging and personalised, e.g. NovoEd*
- 3. How do we operationally define the impact that they require - defining needs and outcomes - which aspects of the program and tech will answer these*
- 4. Offer different forms of learning, e.g. sim, case study, video, groups*
- 5. Give participants more free reign and options, e.g. electives, learning triads, solutions aligned to their learning preference*
- 6. Conduct pre-design step (co-creation phase) - one to one interaction with the stakeholder to deep dive into their needs, e.g. a brainstorming include direct participant in needs assessment step. Learning exploration phase and engage relevant professors in this phase as needed.*
- 7. Include faculty in the design conversations (could be costly)*
- 8. Observe person on the job - to identify learning resources and preference to inform program*



# Group 5 - Start Here

**Challenge Question:** How do we design a virtual global immersion for our MBAs that is as engaging as a physical immersion?

## Stakeholder Groups

- Primary: MBA Students
- Secondary: Faculty and Learning Designers
- Allies: Faculty & Administration & hosts to be visited (companies that host visits, speakers, political, social and local university partner)



# Group 5| Stakeholder Group: MBA Students

## Archetype:

*Hi, I'm John, I'm 28 years old, worked for 4-5 years in accounting consulting after graduating from U of Michigan, went into consulting.*

*I don't want to be stuck behind a desk working on Midwest regional accounts. I'm interested in fast changing tech industries, Adventurous, I'm pursuing an MBA to pivot into a new career, I'm optimistic and people-oriented. Build a global network of friends, colleagues. Test my knowledge.*

*After being out of school for a few years I don't want to be stuck in a classroom for two years. I like challenges and to push the limits. I want to get out and learn from experience as much as from a professor.*

*I want to build courage, resilience, and adaptability both as a leader and as a person.*

*I want to be able to respond to global issues with a more diverse perspective and be a part of the conversation as a leader...*

## Objectives:

- Learn a new language
- Maintain career pathway

## Concerns:

- Pricing
- Safety
- Health and Wellness
- 



## Group 5| Reframing

How do we design a virtual global immersion for our MBAs that is as engaging as a physical immersion?

*Reframing:*

*How do we design a global immersion [virtual] [connects you to new...] for our MBAs ...*

*How do we capture and deliver the fundamental values of a physical program in a virtual environment for our globally-oriented MBAs?*



# Group 5| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

- *“Immersion” - experiential; interacting with faculty, peers, strangers*
- We have to insure a global student body ( a whole new admissions process)
- Partner with other schools..
- Think of new technologies to facilitate immersions like virtual reality, avatars and environments
  - Offer these technologies to students as part of the program
- Multimodal learning types between virtual, traditional, experiential
- Self-paced learning
- Gamification
  - Core Classes, but others for points/kudos
- Must identify who is sessions: needs assessment, learner profiles, preferences
  - Help people get customized style of learning
- Are there ways to facilia
- Each learner sends others a physical item from their location to complement the virtual connectivityt



# Group 6 - Start Here

**Challenge Question:** How do we increase momentum around social justice for our stakeholders in a post-COVID world?

## Stakeholder Groups

- Primary: Executive Education Participants
- Secondary: Executive Education Faculty
- Allies: Executive Education Team



# Group 6| Stakeholder Group: Program Participants

*Archetype:*



## Group 6| Reframing

How do we increase momentum around social justice for our stakeholders in a post-COVID world?

*Reframing:*



# Group 6| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1.



# Group 7 - Start Here

**Challenge Question:** How do we create excitement among clients to invest in a custom online program (in lieu of budget cuts)?

## Stakeholder Groups

- Primary: Existing clients, prospective clients
- Secondary: Executive Education Team
- Allies: Executive Education Faculty



# Group 7| Stakeholder Group: Current and Prospective Clients

*Archetype:*



## Group 7| Reframing

How do we create excitement among clients to invest in a custom online program (in lieu of budget cuts)?

*Reframing:*



# Group 7| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1.



# Group 8 - Start Here

**Challenge Question:** How do we integrate education on recent political events into our programs?

## Stakeholder Groups

- Primary: CHRO
- Secondary: CEO; EE clients/participants; University researchers/faculty
- Allies: EE Faculty



# Group 8| Stakeholder Group: *CHRO*

## *Archetype: CHRO*

I am the CHRO. And soon to retire to spend time with my

## *Her values*

I believe in equality and steadfastly reject any forms of discrimination.

## *Her needs*

I am concerned about my legacy.

## *Her wants*

I want to build a better company and create psychological safety for all employees.

I want to have a values and purpose driven organization.

I want my company to be among the most admired companies.

I want my company to amongst the most desirable companies to work for.

I want to have an award winning talent development pipeline.



## Group 8| Reframing

# How do we integrate education on recent political events into our programs?

*Reframing:*

*As a company, how can we leverage our learning and development programs to pursue and stay committed [ensure] to being a driver for positive change, where we live our values for upholding racial equality and social justice in our society while delivering value for our shareholders? How can we invest in education so that we can do well by doing good?*



# Group 8| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

- 1. We live our values to uphold racial equality and social justice.*
- 2. Make a public commitment to our people, our customers, our stakeholders and society.*
- 3. Capture and share data on our progress on diversity, inclusivity and equality [including income]*
- 4. To create a safe and trusty space to introduce perspectives, to challenge biases, and to view issues with a different lens.*
- 5. Providing exposure to our employees, by bringing external community leaders in and take participants out.*
- 6. To focus on transcending learning from the bottom to the top of organization.*



# Group 9 - Start Here

**Challenge Question:** How do we ensure the sustainability of our teams while delivering a high quality experience?

## Stakeholder Groups

- Primary: Executive Education Delivery Staff
- Secondary: Executive Education Faculty
- Allies: Family



# Group 9| Archetype: EE Program Delivery Staff

## Demographics

Age: 35  
Role: Program Mgr  
Gender: Female  
Mother of 2 young children

## Goals (Humphrey)

1. Stay employed/job security
2. Skill up for virtual delivery that provides our clients with as good if not better learning experience than in-person/prior mode of delivery gave to them
3. Establish leadership/institution's commitment to flexibility and provision of adequate backup/resources in face of life commitments/unexpected events
4. Understand what career development opportunities and pathways remain open to me in the new normal

## How consume information

1. Podcasts, read news (short, on phone, since I don't have lot of large blocks of uninterrupted time)
2. I will netflix and chill with a good movie maybe 1x per month
3. I am receiving info about my kids' status every day - from apps to email to text to phone calls

## Concerns (Caroline)

1. Childcare concerns - will i have school, creche afterschool?
2. Two parents working from home so blurs the lines of home being a sanctuary and can be quite intense for everyone
3. Redundancy - will I have a role if my contract ends due to University financial situation
4. Work Life Balance - is it achievable or will I be working around the clock and the kids!
5. Do I have what i need to work from home - printer, desk, chair, accessories, good wifi, out of pocket expenses
6. Do i have the energy to sustain this - I am the conduit between faculty and participants and both need me!

## Narrative (Tim)

- I...I am responsible for all the Program Administration and this includes ensuring that both our delegates and faculty have everything they require for the program to run smoothly and deliver its learning objectives
2. In this new 'Virtual' context in which we now find ourselves post COVID, I am also responsible for ensuring that the technology operates smoothly and doesn't negatively impact on the learner experience
  3. I have some direct contact with our clients and participants before, during and after the programs, though its' not like before when I was physically present (in the classroom) and I could easily respond to participant (and faculty) needs more easily and spontaneously
  4. I am the 'Go To' Person for most things when it comes to pulling all our resources together to deliver Programs
  5. I think that my colleagues (and our clients) expect me to a skilled Project Manager and if they have questions, these tend to come to me



## Group 9| Reframing

Prioritize?

Upskill and  
re-assign roles?

Shared  
Responsibility

# How do we ensure the sustainability of our teams while delivering a high quality experience?

Opportunity

Creating a learning  
experience

Listening - ask  
for help

To partner with  
faculty

Promote teams

*Reframing:*

How can we prioritize reskilling our program delivery manager to become a partner to faculty in the delivery of online learning experiences and in so doing create security and career path to reduce stress and increase engagement.



# Group 9| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. *Adjust workflow to place the program manager role start further upstream of actual delivery dates with participation and responsibility enduring beyond the end of the client facing experience (after action review)*
2. *Create concrete touchpoints/meetings for program managers to contribute their vivid insights into the participant experience at the granular and macro levels - these opportunities should be pre-program at the start of sales cycles so that marketing and sales can absorb insights and action.*
3. *Program manager takes role in LinkedIn past participant groups and attends online reunions etc.*
4. Individual role discussions with manager - see what employee wants to work on
5. To increase the IT skill by working with the youngster/IT colleague as to create a need for faculty, which then create interdependency with faculty.
6. Group-wide training on new tools (asynchronously available)
7. Partner to faculty = create a happy hour or something similar w faculty to encourage engagement
8. Suggest new roles, have folks sign up for them (e.g., platform configuration)
9. Create more networking opportunities and fun games for participants so that program manager can be part of fun interactions
10. Create additional roles for PMs to support broader university move to online learning
11. Creating new 'Virtual' staff
12. Buddy System - Doubling up to share responsibilities (and best practice)
13. Developing PM skill set...learning technologists
14. Creating a Global Resource Center
15. Vulnerability of new staff who joined in March 2020 - Breaking it down for new team members - explaining the bigger picture, putting it into layman terms
16. Annual Leave, Meditation Well Being, A thank you card, a care package - show we care!
17. Engage the team on projects that might provoke creativity to enhance participants' learning experience like design of badges, LMS enhancement, recreating virtual social networking
18. Life Story exercise with faculty; walk and talks
19. Have an 'upskilling' day every week/other week?
20. 'Work where you need to' & define your own hours when you can meet
21. Shadowing program with other PMs at other Business Schools
22. Change the name from PM to Learning Manager
23. Create a PM journey and journeys for everyone else in the team to take a human centered perspective



# Group 10 - Start Here

**Challenge Question:** How do we stay connected with coworkers in a global, work-from-home setting?

## Stakeholder Groups

- Primary: Executive Education Colleagues
- Secondary: Executive Education Leadership
- Allies: Colleagues' Families/Roommates



# Group 10| Stakeholder Group: Work Colleagues

*Archetype:*

## **Emma Brooks**

*27 year old, Single; family in UK, lives in Shanghai, shares a small flat with friends*

*B.A. in Fudan, major in International Relations;*

*Introvert, quiet, observant, intelligent*

*Program Manager; new hire in ExecEd*

**Goal:** *Experience the industry and study MBA for career prospect*

**Concerns:** *Social activities, feel insecure, uncertain on bridging generational gap, support from colleagues and languages, get to know the company culture*

**Values:** *Hardworking, career-oriented, ambitious, family-oriented*

**Needs:** *Technology, quiet room, good headphones, good bandwidth, self-discipline, understanding roommate, good health, time to relax and exercise*



## Group 10| Reframing

# How do we stay connected with coworkers in a global, work-from-home setting?

*Reframing:*

*How do I create a new and safe environment that fits my schedule and allows me to stay connected with and get feedback from coworkers across the globe?*



# Group 10| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. *High-quality headphones*
2. ***App to measure worktime for work-life balance***
3. ***Reset expectation with boss***
4. *Daily meeting with boss*
5. *Stay flexible for communication needs*
6. ***Get updated within school and other departments***



# Group 11 - Start Here

**Challenge Question:** How do we raise the profile of the executive education group within the broader university?

## Stakeholder Groups

- Primary: University Leadership
- Secondary: Executive Education Leadership
- Allies: Students, Participants



## Group 11| Stakeholder Group: University Leadership

### *Archetype:*

*I am a professor 35 years of age with PhD from Yale School of Management. I teach a class load of two courses per semester in the undergraduate degree programs. My key incentive is to make my name in the scientific community with outstanding publications. Hence, my teaching load has to be manageable and not to take too much time out of work I need to do to build my career in the way I would like to. Moreover, the current incentive system at my university prioritizes having A+ level publications and to get my tenure and/or to have access to more resources (human capacity, (e.g. having more assistants), financial (e.g. to buy software, attend conferences, conduct surveys, etc.) I can use for my research. On top of this, I do not feel too comfortable working with corporate clients and to be able to speak their language. Even if I am paid extra for exec ed, that will not be enough motivation for me to teach more exec ed.*



## Group 11| Reframing

How do we raise the profile of the executive education group within the broader university?

*Reframing:*



Gro

Exec ed group & BEYOND  
Collective effort (exec ed  
people, faculty, clients  
etc)

Appreciates exec ed  
what's in it for the faculty?  
positive contribution  
"(perceived) VALUE"

perception

How do we raise the profile of the  
executive education group within  
the broader university?

Not "education", but exec learning  
development

Other schools  
University adminfunctions

Reframing:

What we do (service of exec ed)  
Value of the people working in exec ed dep

*How can we make the positive contribution of exec learning for each  
group of stakeholders more transparent?*

*(Note: going beyond faculty, business schools, even the university)*



# Group 11| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. "Use cases", client feedback, sharing it via conferences
2. Faculty ambassadors
3. Relevant bodies of decision making-committees-venues of communci, sharing
4. Working closely with the corp comm dept and fund raising dept at the university
5. Value for community: young talent careers
6. Local community support/development: eg: supporting out local businesses, entrepreneurs: social contribution of exec ed
7. Working with NGOs for community development (local & society at large)

**Gro** Exec ed group & BEYOND  
Collective effort (exec ed  
people, faculty, clients  
etc)

Appreciates exec ed  
what's in it for the faculty?  
positive contribution  
"(perceived) VALUE"

perception

How do we raise the profile of the  
executive education group within  
the broader university?

Other schools  
University adminfunctions

Not "education", but exec learning /  
development

Reframing:

**What we do (service of exec ed)**  
Value of the people working in exec ed dept

*How can we make the positive contribution of exec learning for each  
group of stakeholders more transparent?*

*(Note: going beyond faculty, business schools, even the university)*



# Group 12 - Start Here

**Challenge Question:** How can Exec Ed support degree-granting programs during times of low enrollment?

## Stakeholder Groups

- Primary: Degree-granting program leadership
  - Deans and Administrators of MBA/EMBA/Other degree programming
  - Looking for revenue
  - Seeking referrals to appropriate applicants
  - Keep classrooms full for pedagogical standpoint
  - Don't want to harm Reputation/Rankings
- Secondary: Students enrolled in degree programs
  - Lower enrollment impacts classroom experience and networking (companies and people)
  - Don't want to harm Reputation/Rankings
  - Strength of school/Strength of curriculum
- Allies: Executive Education Team
- 



# Group 12| Stakeholder Group: Degree-granting program leadership

## *Archetype:* Primary: Degree-granting program leadership

- Barbara Taylor
  - Single, age 55, Senior Assoc Dean of Degree Programs; Ph.D; passionate about School's mission, Alumnae
  - Into yoga, loves running & hiking and dog park/river with my dog, takes part in vibrant campus life; loves to travel and meet new people
- Role:
  - Faculty Member in Finance
  - Responsible for MBA Curriculum (approves curriculum for the degree)
  - Responsible for both online and F2F course development
- Needs
  - Maintaining excellence in curriculum in all delivery modes
  - Faculty support in moving to online delivery
  - Technology platform
  - Recruitment team to attract more enrollments
- Concerns
  - Student satisfaction re: course delivery
  - Acceptance from students re: online delivery
  - Maintaining/increasing revenue
  - Keep classrooms full for pedagogical standpoint
  - Don't want to harm Reputation/Rankings



## Group 12| Reframing

# How can Exec Ed support degree-granting programs during times of low enrollment?

How might we remove barriers so that all parts of the School partner to work more collaboratively and leverage/share expertise to increase student satisfaction, curriculum excellence, enrollment, revenue, and deliver timely, to enhance our reputation?

instead of a one-way street, how about a two way street, a traffic circle or virtuous circle? How can all areas of the School help each other during times of change?

Leverage,  
partner  
In-time delivery



# Group 12| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. *1. Create a cross-department team of lower level employees to share ideas, concerns and thoughts about how they can help each other*
2. *Create a live suggestion box forum for people to talk with each other*
3. *Create mentoring teams so that people will understand each other's strengths and needs and will be able to call upon each other for specific needs*
4. *Make brainstorming part of the culture - set aside time to do this?*
5. *Introduce weekly pulse survey to measure student satisfaction*
6. *Incentives to try something new*



# Group 13 - Start Here

**Challenge Question:** How do we maximize participant engagement when delivering a virtual program?

## Stakeholder Groups

- Primary: Program Participants
- Secondary: Executive Education Faculty/Presenters
- Allies: Executive Education Delivery Team



# Group 13| Stakeholder Group: Program Participants

## *Archetype: Martha (learner in mid-to-senior level leadership program)*

*Knowledge/Previous Experience: 20 years of experience with a team of 50*

*Job Level: Vice President*

*Learning Level: Continuous Learning throughout career but mostly technical knowledge*

*Industry: Commercial Banker*

*Education: U Michigan - Undergrad*

*Age: 42*

*Gender: Female*

*Ethnicity: African American*

*Family: married with 2 children under 15*



*Wants: Career Development, Network, Judgement Free*

*Needs: Self Awareness, Reflection, Gaps Identification, Safe Space*

*Fears: Insecurity*

*Desired Experience:*

*Desired Features:*

*Desired Outcomes:*



## Group 13| Reframing

How do we maximize participant engagement when delivering a virtual program?

*Reframing:*



# Group 13| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. Maximize -> optimize -> creating multimodality of learning and sharing (small groups, non-verbal/verbal,
2. Engagement -> learning, growth, development, meeting expectations
3. Participant -> Martha
4. Virtual Program Modes -> videos, discussion boards, brainstorming threads, reflective time, synchronous ideation/discussion,

How can we create a safe and challenging learning experience that exceeds expectations of shared community growth.

Solutions:

1. Setup the shared values and expectations for the learning journey
2. Communicate best practices for digital participation



# Group 14 - Start Here

**Challenge Question:** How do we create physical spaces where participants feel safe, welcomed, excited, and ready to learn?

## Stakeholder Groups

- Primary: On-Site Program Participants
- Secondary: Executive Education Delivery team
- Allies: Operations Staff



# Group 14| Stakeholder Group: On-Site Program Participants



**Name:** Harris Whitney  
**Age:** 45  
**Gender:** Male  
**Family:** 2 kids  
**Role:** VP of Operations  
**Education:** Bachelor's in Engineering

**Background:** *My name is Harris Whitney, 45, male, married with 2 children. I have a Bachelors and have previously attended an open enrollment course earning a certificate. By day I am VP of Operations for a automotive multinational. In my spare time, which isn't a lot, I run and coach my daughter's U8 rec soccer team.*

**Needs:** *I want to manage a larger team and seek upward mobility, I need to stay current, upskill, and really focus and get away to the classroom to learn. I am always distracted with to dos at work and home, and travel frequently for work. I don't have time to network right now, and know that is essential to my career growth.*

**Concerns:** *The pandemic has really disrupted work and home and eventually coming back to the office will have challenges for me and my team, as well as the clients I serve.*



## Group 14| Reframing

How do we create physical spaces where participants feel safe, welcomed, excited, and ready to learn?

*Reframing:*

*How do you create an environment that is thoughtful and supportive physically and emotionally?*



# Group 14| Ideation

*Use this space to document your ideas and brainstorm solutions. Resources are provided in the notes section.*

1. *Classroom in a box*
2. *Personal counselor to structure the experience for each individual*
3. *Virtual tour or video of safety precautions*
4. *Statistics around health*
5. *Creating ground rules*
6. *Scheduling classes at odd hours*
7. *Create relationship ahead of time - ice breaker questions for people to think about*
8. *Wine event - everyone participates in advance with sommelier*
9. *Send a babysitter to homes for participants with kids*



**END**

