

DIRECTORS' CONFERENCE 2021

14
16
april

New Models in the Executive Education
Industry: Demand and Supply

Individual Development and Executive Education – Learning Stages

Paul FERREIRA | 2021

Professor of Strategic Management
Director, Center of Leadership

Director, STC –Leading in the New Economy (with Kellogg School of Management)

FDC FUNDAÇÃO
DOM CABRAL





Agenda

Kick-off: Motivation & Context

Group Dynamics 1&2

Plenary Discussions

Understanding the Future of Individual Development

Forces of Change

1. Technology: AI, robots, sensors and data and the “Fourth Industrial Revolution”
2. Demographics: Longer lives, growth of younger and older populations and greater dimensions of diversity
3. Employee-Employer Relationships: Novel tensions around Personalization, flexibility, and age and skills relevance

Career Structures are Being Redefined...and non-Necessarily in alignment with an Organization's Needs

WHEN to Start/End

1. Young entrepreneurs
2. Multiple careers
- ...

WHAT Skills

1. Half-life of skills is shorter
2. Generalist vs. specialist vs. portable skills
3. Hard skills vs. soft skills
4. Human/machines compl.
- ...

WHERE to Build

1. Gig economy
2. The “Alliance Network”
- ...

HOW to Progress

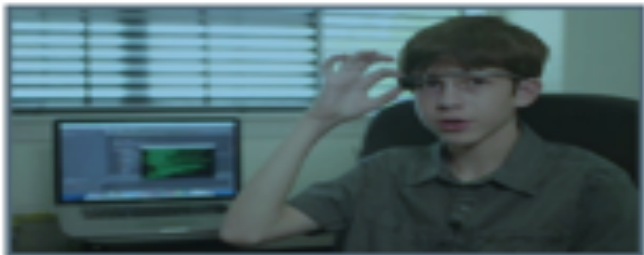
1. Internal vs. External vs. Boomeranging
2. Emerging professions
3. Job sharing
- ...

WHY a Career

1. Passion vs. necessity
2. The role of the cause
3. Ownership
- ...

Implications for Individual Learning Needs & Executive Education

Ultra Young Entrepreneurs



Thomas Suarez
American apps developer
(worth over US\$200 Million at 12 years!!!)



Shubham Banerjee
Indian, Founder of Braigo Labs
(worth US\$32 Million at 13)



Ben Pasternak
Australian game developer
(worth US\$50 Million at 15)



Jordan Casey
Irish, youngest game developer for Apple
(worth US\$22 Million at 13)



Source: IMD 2019, D. Turpin

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Implications for Individual Learning Needs & Executive Education

Skills Portability?

Always
Portable



Rarely
Portable

General Management Human Capital

Strategic Human Capital

Industry Human Capital

Relationship Human Capital Management

Company-Specific Human Capital

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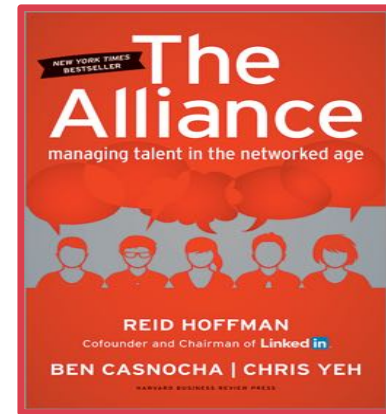
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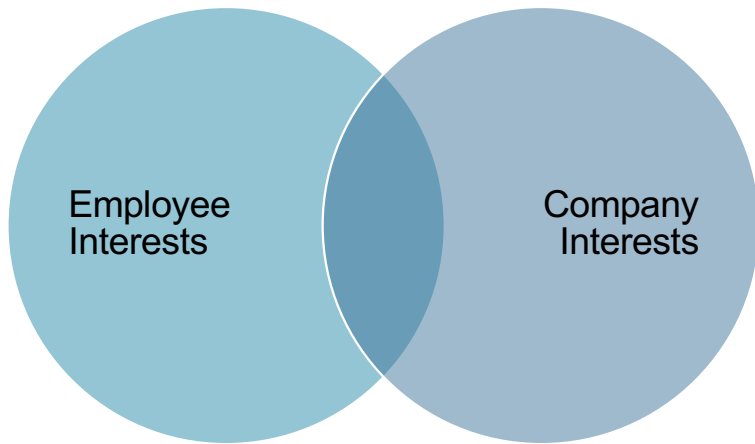
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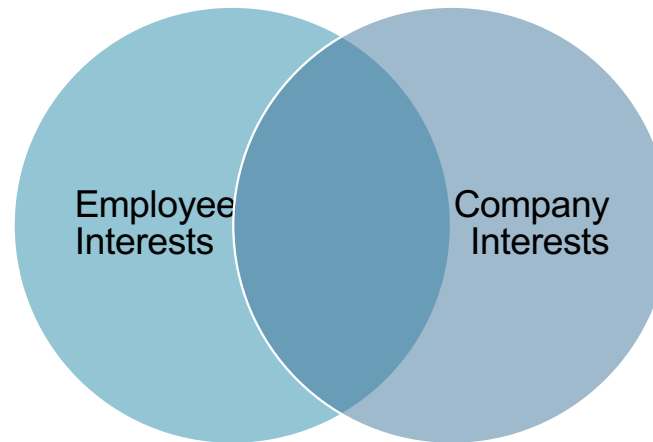
Alternative Work Arrangements



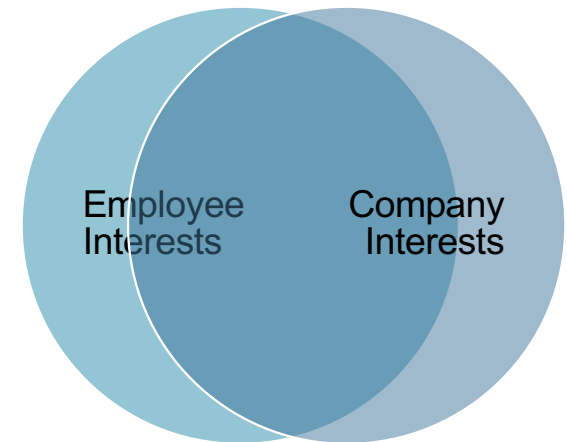
Mission Alignment



Rotational tours



Transformational tours



Foundational tours

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Implications for Individual Learning Needs & Executive Education

Career Progression

Forbes | Billionaires | Innovation | Leadership | Money | Consumer | Industry

EDITOR'S PICK | 4,501 views | May 31, 2018, 05:55pm

Boomerang Employees: 3 Reasons To Rehire And 2 Reasons To Avoid Them

David Sturt and Todd Nordstrom Contributor 

Careers -



- ❖ Stefano De Angelis, **CEO of Telecom Italia Mobile (TIM) Brazil from 2016 to 2019**
- ❖ From 2014 to 2016 **CFO for TIM Italy**
- ❖ From Feb 2013 to Sep 2014, **CEO of Telecom Argentina**
- ❖ **2002-2013, various positions for TIM** and in several countries



- ❖ Jean-Francois Manzoni, **President of IMD since 2016**
- ❖ **2011-2016**, Leadership positions for **INSEAD Singapore**
- ❖ **2004-2010**, Professor of Leadership and Organizational Development **at IMD**

BOOMERANGING: A NEW PATH FOR ADVANCING YOUR CAREER --Manuscript Draft--

Manuscript Number:	SJM-D-21-00108
Article Type:	Short Communication
Keywords:	boomerang employees; career advancement; rehiring; staffing; mobility
Corresponding Author:	Paul Ferreira, Ph.D. Fundação Dom Cabral - Campus São Paulo: Fundacao Dom Cabral - Campus Sao Paulo Sao Paulo, BRAZIL
First Author:	Paul Ferreira, Ph.D.
Order of Authors:	Paul Ferreira, Ph.D. Júlia Nicida
Abstract:	As careers are increasingly boundaryless, returning to their former organization represent an emergent strategy for many individuals. "Boomerang employees" may offer advantages such as, quick adaptation to the company and lower onboarding cost. Yet, we know little about who they are and when boomerang employees benefit from returning. Using qualitative comparative analysis on a sample of 736 workers from Brazil, our results indicate nine distinct returning paths, which all provide individuals with a higher hierarchical level and/or better salary. We reveal a novel type of mobility through which individuals advance their careers and shift the career literature's perspective from the prior content focus on what experiences individuals have accumulated to a process focus on how and when they acquired them.

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Looking for a Cause...

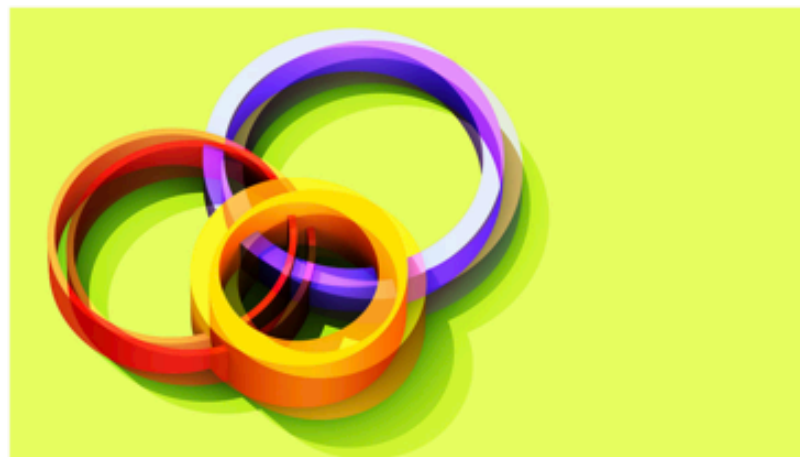
Harvard
Business
Review

[Diversity](#) [Latest](#) [Magazine](#) [Popular](#) [Topics](#) [Podcasts](#) [Video](#) [Store](#) [The Big Idea](#)

The 3 Things Employees Really Want: Career, Community, Cause

by Lori Goler, Janelle Gale, Brynn Harrington, and Adam Grant

February 20, 2018



Jorg Greuel/Getty Images

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Career Structures are Being Redefined

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The Billion Dollar Question: As individuals are experimenting with different career structures, what are the effects on individual development?

Group Dynamics 1&2 and Plenary

- Group Dynamics 1 – 20 minutes – 12 Groups/Rooms in total
 - Organized by Learning / Life stages and answering 2 questions
 - **Rooms 1 to 3 for People that have recently entered the workforce**
 - **Rooms 4 to 6 for People in their early 40s**
 - **Rooms 7 to 9 for People approaching retirement**
 - **Rooms 10 to 12 for Additional life stages**
- Group Dynamics 2 – 10 minutes – 4 Groups/Rooms in total
 - Organized by Learning / Life stages and synthesizing key points
 - **Room 1 with everyone that worked on People that have recently entered the workforce**
 - **Room 4 with everyone that worked on People in their early 40s**
 - **Room 7 with everyone that worked on People approaching retirement**
 - **Room 10 with everyone that worked on Additional life stages**
- Plenary Presentations – 12 minutes – 4 Groups in total
 - Rooms 1 to 4 (group dynamics 2) will share key highlights & reflections in approx. 3 min

Dimension 1 – Revisiting Needs and Business Models

Learning Stage – People that have recently entered the workforce

Q1 - What are the (new) executive education needs' of this life stage ?

- How can I impact change at more junior levels in the organization?
- Faster growth trajectory within the organization? Participate in decision-making earlier in their careers
- Interest/motivation for exec ed is to develop credentials/brand in era of uncertainty
- Having an impact earlier and then moving through various organizations
- Entrepreneurial/startup mentality
- Day job vs. passion job

- Different needs, lots more questioning, very interested in sustainability, can't stay still
- Discomfort with varied/uncertain careers - developing comfort
- new topics/skills that are not part of the regular undergrad curricula (CX, project mgt, DA, Design Thinking,)**
- **potential new market : new graduates (20-25 y.o) (post graduate diploma at GIBS; prep for interviews)**
- How to practice the knowledge in real business world**
- They want more & direct feedback, coaching and mentoring from the company**
- Work/life balance very important for this group
- Onboarding remote workers presents new challenges
- More conscious that education is important because lots more mobility, job changes
- Need to plan early for retirement, personal finance, not much stability offered by any one employer

Q2 - How these (changing) needs imply in different business models for Executive Education?

- Focus on entrepreneurship
- Portable talents/skill set across industries/organizations
- Virtual learning models - pedagogy/delivery needs to evolve
- Shorter more concentrated bursts of learning
- Engage in more “deep” learning - both hybrid and in-person

- Blended, online content being short, to the point, engaging, impactful**

- More diverse perspectives provided in leadership trainings**

- Branding & credentials opportunities**

Dimension 1 – Revisiting Needs and Business Models

Learning Stage – People in their early 40s

Q1 - What are the (new) executive education needs' of this life stage ?

- Flexibility
- Re-skill for new competencies
- Confidence - Validate your worth in the market
- Leadership development - softer skills
- Technology familiarity
- Understanding Complex structures and people management (within groups and across groups) and how to manage within them
- Remote work management
- Emotional Intelligence
- Personalization - Netflix Model
- Discussed the issues of gender parity with this age group. Women in this age group needing to balance the desire for personal/professional development and desire to start/raise a family. Need to move away from traditional, long term residential programs to address the needs of the learner. (take advantage of asynchronous learning, technology platforms to engage learners to provide networking and cohort mentoring, etc.)
- This age group is likely experiencing a career transition into next level of management;

Q2 - How these (changing) needs imply in different business models for Executive Education?

- Provide blended (asynch online + F2F) programs,
- Modularity/Personalization - pick and choose what you need
- Learning in the flow of work, sensitive to life and work
- Utilize F2F for direct interaction with professor and group interactions
- Networking opportunities and designed into curriculum - both F2F and online modalities

Dimension 1 – Revisiting Needs and Business Models

Learning Stage – People approaching retirement

Q1 - What are the executive (new) education needs' of this life stage?

- Sharing of experience and wisdom - we do not want to forget their valued experience
- Consulting skills, director-level skills, network leveraging
- Multi-generational learning/awareness
- Entrepreneurship efforts; own business approach
- Mentorship- jr/sr pairing
- Retiring CEOs transitioning to boards of directors
- Collaboration with talent development company
- Family business leadership transitions
- Investment and management of pension
- Serving as a mentor / coach
- How to set up a new company (coming out of a large corporation)
- Become a professor

Q2 - How these (changing) needs imply in different business models for Executive Education?

- Opportunity for exec ed to offer programs at life stages - could it be around the “story” of someone’s experience - wrapped with skill development
- Not always a desire to upskill or continue.
- Age is nothing, importance of engaging, giving back, staying relevant
- How is it you want to add value now
- Provision of mentorship/coaching in organisations
- Stronger emphasis on networking - implies F2F
- research / DBA programs
- Senior citizens program - expand access / impact through sponsorship

Dimension 2 – New Life Stages and Potential Opportunities

Additional Learning Stages

Q1 - What additional life stages could be created?

Emphasis on the 'Human' and Mentoring: Massive UpSkilling needed Between Entering the workforce and 40's

"Legacy Creation" Between 40's & Retirement

Retirement Transition - dream career seekers - the self-actualization stage

Q2 - What novel executive education opportunities could emerge from each new life stage or from individuals adopting a multistage life perspective?

1. People RE-entering workforce (e.g., women who stay home to raise kids and then go back to work)

1. 1 year gen'l mgmt program to refresh/update skills with a co-op/internship
2. Form program alliance with organizations to create course for reskilling and offering placement opportunities
3. Courses that focus on building confidence, reframing experiences, understanding new/current language of business and include coaching

2. Career-changers (e.g., industry to academics or vice versa, new industries)

1. Reskilling/upskilling for smart, highly qualified people who haven't had corporate careers (e.g., pilots who were laid off); targeted offerings for different types of backgrounds

3. Post-retirement (e.g., retired military becoming entrepreneurs)

4. "Unemployed but looking" people (between assignments)

5. Senior execs/c-suite (who seem to be getting younger and younger) who still want to grow and learn

1. upskilling for new roles such as board positions

For all categories, introduce reverse mentoring -- partnering young and old, different industries -- as part of exec ed programs

Education for retirement transition to switch to careers that are the "dream career"

Dream Career tour - IEDP for post-retirement dreamers/difference-makers

Becoming an Entrepreneur as a Seasoned Executive with Money

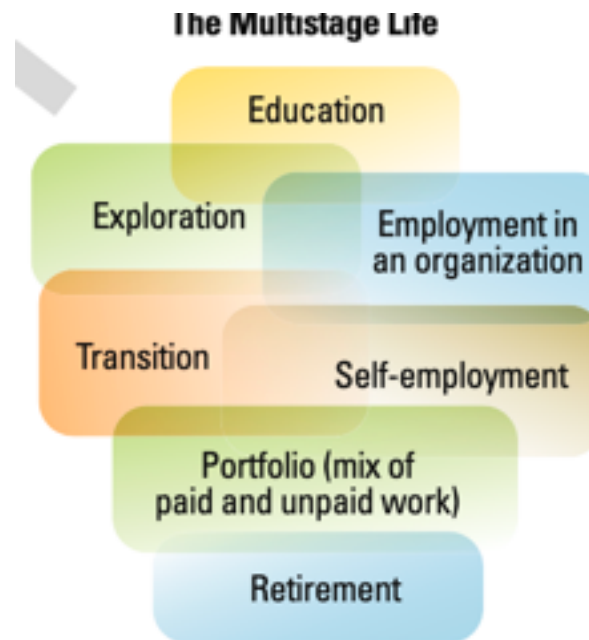
Investment in People: making work more human and focusing on the human at work

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A Preliminary Conclusion: Towards Multistage Learnings



Multistage Learnings and a greater number of transitions create novel opportunities for Individual Development & Business Schools



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