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European Academy of Management
EURAM

Implementing Educational Innovations in Executive Education Programmes at Business Schools

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2nd June 2014, EURAM Doctoral Colloquium

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in cooperation with

EFMD

Online Survey: «In Search of Sustained Innovation in Executive Education»

- exploratory study
- standardized questionnaire
- items derived from previous literature study and expert interviews
- conducted November 2013 – January 2014
- sampling criteria for practitioners as experts:
  - responsible actors for (further) developing executive education programs at all levels, e.g. deans, directors, designers, program heads and managers,
  - EFMD-accredited business schools in Europe, which implies that they are engaged in quality development.
- research questions:
  - What is the understanding of educational innovations in practice? How do practitioners consider current trends and developments in ExecEd?
  - What is their status of implementation?
- descriptive data analysis

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Topic Areas of the Survey

1. General Information
2. Program Design
3. Program Management
4. Evaluation
5. Program Strategy and Development
6. Current Challenges and Innovation Pressure
7. Closing Assessments – Open Questions

Action Fields of Educational Management

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Information about the respondents

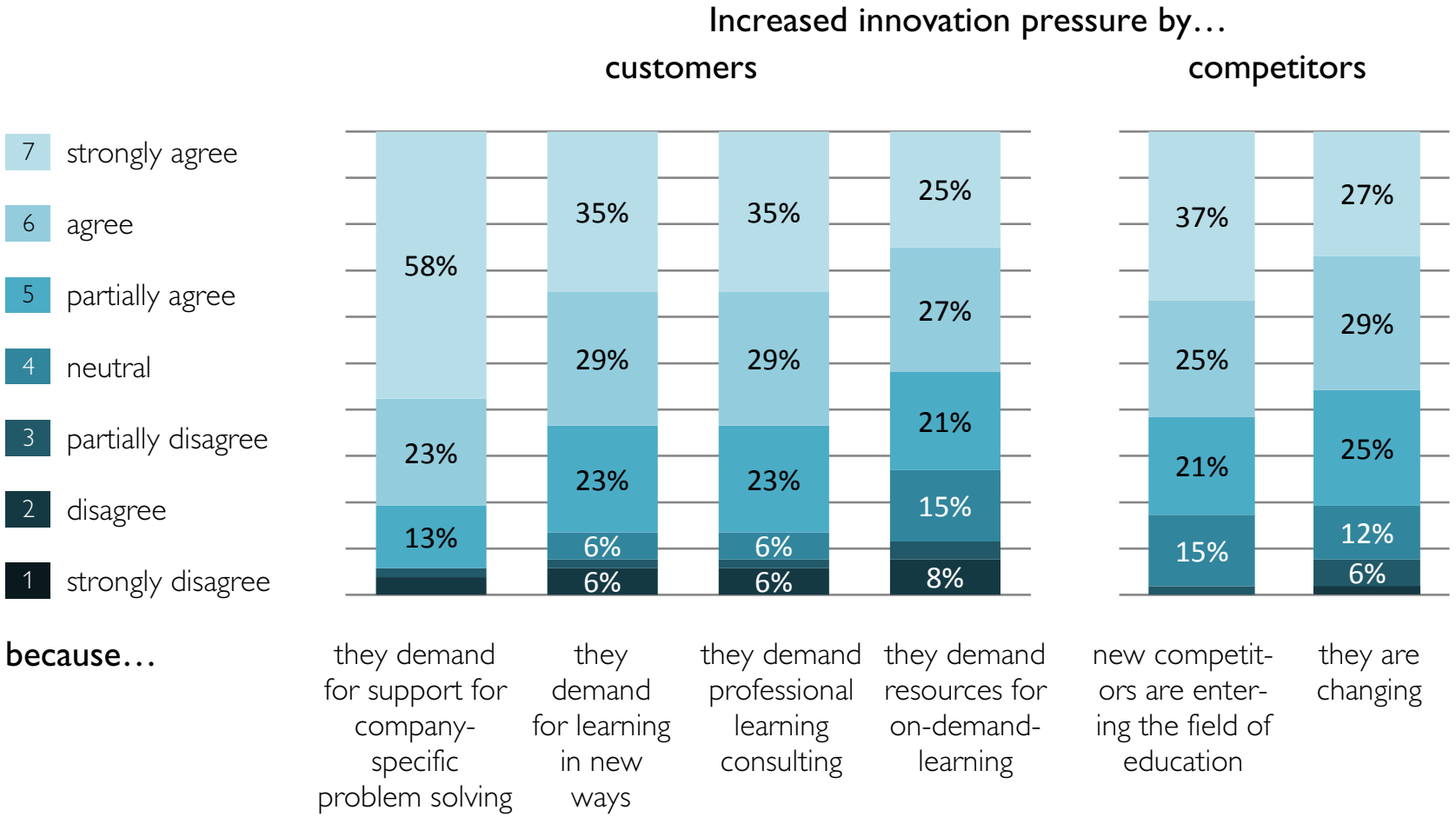
- 52 respondents
- gender: 52 % male, 48 % female
- age: mainly between 40-49 years
- job roles:
  - Program director: 33 %
  - Program manager: 16 %
  - Programe designer: 10 %
- job context:
  - Custpmized programs: 41 %
  - Open enrollment programs: 36 %
  - Executive Masters: 20 %
- categories of open enrollment programs
  - General Management: 18 %
  - Leadership: 15 %
  - Strategy: 13 %
- management level of the participants: mainly middle & top managers

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Current Challenges: Innovation pressure is there! (1/2)



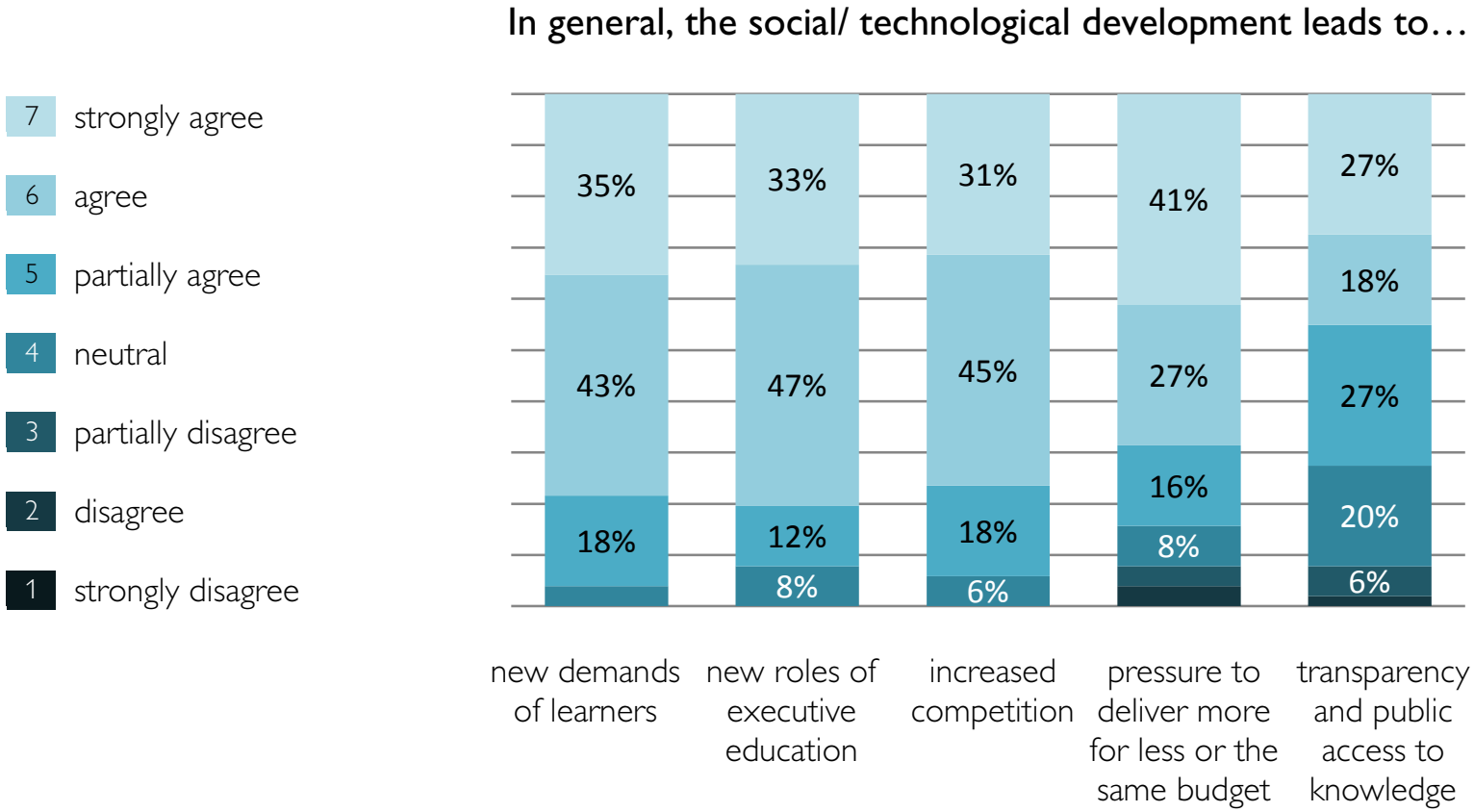


m	6.23	5.71	5.71	5.31	5.79	5.54
v	1.475	1.856	1.856	2.217	1.626	1.347

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Current Challenges:
Innovation pressure is there! (2/2)



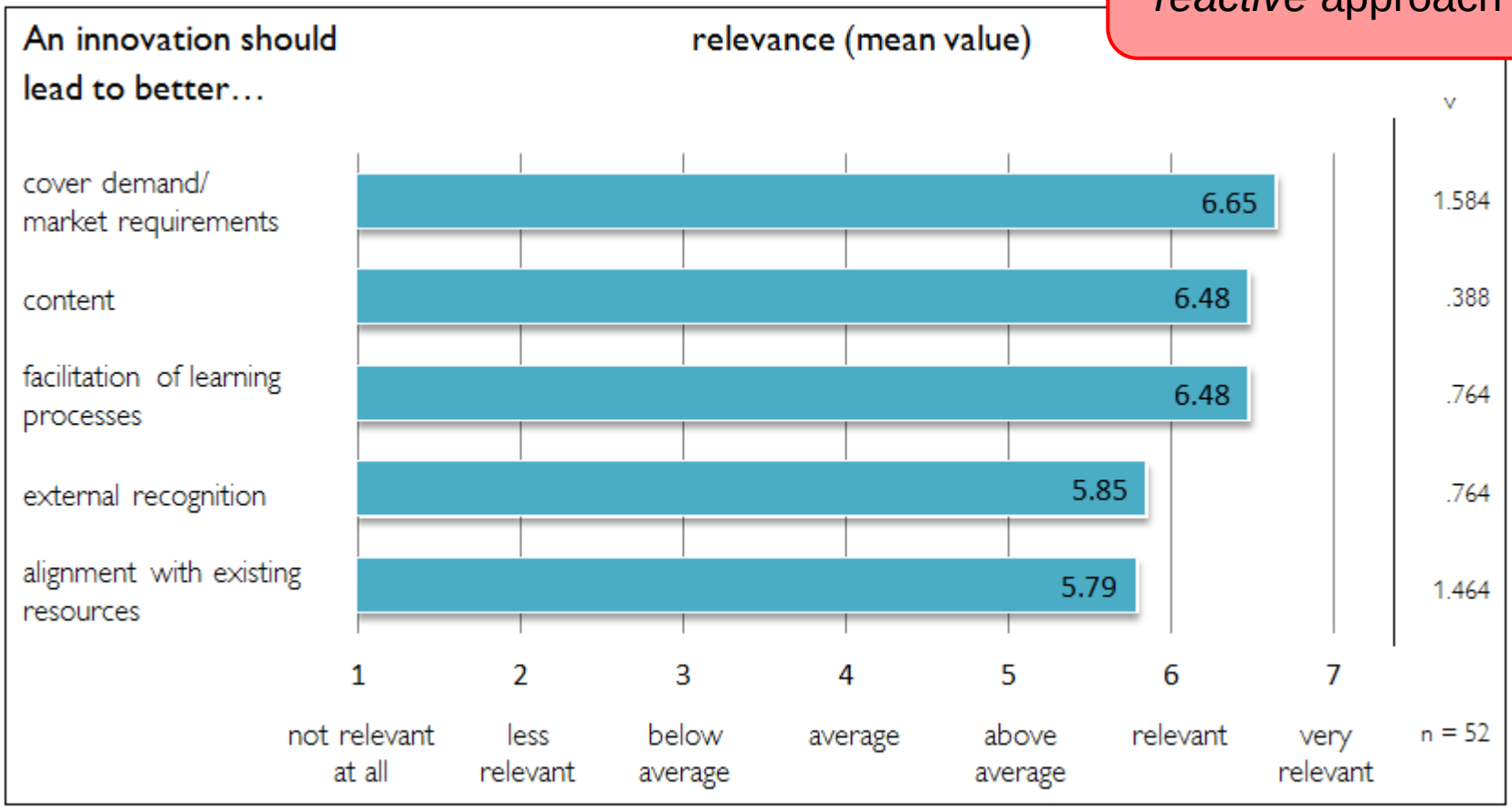
m	6.10	6.06	6.02	5.82	5.35
v	.690	.776	.740	1.868	1.793

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Some selected results – area «Program Strategy and Development»: criteria for implementing an innovation

indicates a *reactive* approach



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Ranking of Topic Areas – based on assessed relevance (R) and indicated implementation (I)

Rank		Topic Areas	Topic Area	Mean	
R	I			R	I
1	1	Evaluation and Quality Management	EQM	4.38	4.03
2	2	Program Strategy and Development	PSD	4.37	3.89
3	3	Program Design	PD	4.27	3.85
4	4	Program Management	PM	3.9	3.25

relevance: 1 not applicable; 2 not relevant; 3 low; 4 average; 5 high
implementation: 1 at no time; 2 planned after 2014; 3 planned 2013-2014; 4 done/ ongoing partially; 5 done/ ongoing in depth

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Some Key Results… (1/2)

- **Searching new business models** is important → need for action
- **Blended learning** as an appropriate design
  - pre-classroom and follow-up activities additional to presence training
- **Content orientation** is ongoing
  - motto: «knowledge is power»
  - the hype of MOOCs or OER is not incorporated → public access to material/ content is not relevant, neither for marketing reasons → only few see chances (e.g. blended MOOCs)
  - lecturers as owners of knowledge
- **Outcome orientation** has increasing relevance
  - support companies to enhance learning transfer at workplace
  - BUT: measurement of program quality does not focus on this!
- Relevance of **development of program quality** is high
  - focuses mainly on involving latest/ relevant content/ research activities
  - pedagogical, resp., learning perspective is involved
  - BUT: in a reactive approach – does this enable innovations (considering trends)?

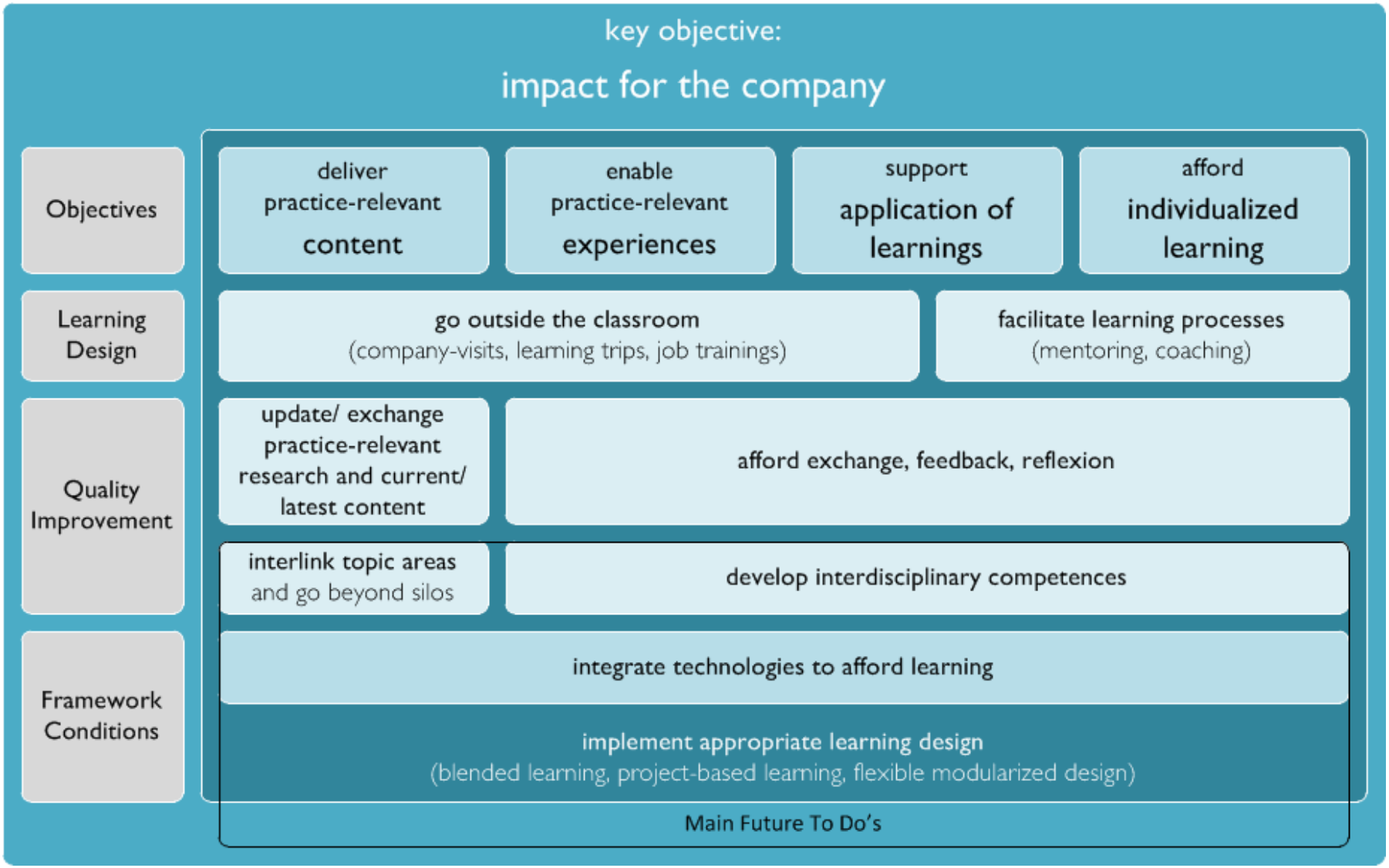
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Some Key Results… (2/2)

- **Facilitation of learning** is essential
  - through mentoring, coaching or new roles of staff/ lecturers and program managers (e.g. crosslinking knowledge, moderating in online or non-online environements, strategic perspective)
  - Enabling experiences and reflection through feedback and exchange of ideas
- **Use of technologies** is seen very heterogenious
  - Business Schools are struggeling with using technologies
  - opportunities of social media (e.g. communities) are not yet used
  - on-demand-learning resources are less relevant
- Requirements for **didactical & methodological consulting**
  - for staff as well as lecturers
- **Collaboration with partners**
  - like lecturers and learning professionals are important for consulting concerns
  - BUT: not to produce/deliver learning resources
  - with other Business Schools or departments are also relevant

Conclusion:
current relevant elements of an executive education program – an extended service portfolio



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Innovative ExecEd programs in 5 years…

- will be technology-supported
- will increase the impact for companies
- will involve a networking orientation
- will be designed…
  - with integration/ mix of different methods
  - as learning experience as challenging and emotional process with knowledge transfer and exchange among a community of trusted experts
  - as sustainable and actual learning and application (and getting beyond silos)
  - with practice as initial point for learning
  - as time and place flexible and individualized to enable «individual learning paths»/ «multiple tracks» → provide access to networks, places, people, companies…)

→ it's not longer about the content the Business School offers, it's about content and experiences the individual participant needs!

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Innovative ExecEd programs in 5 years require…

- new roles of faculty and staff:
  - Program managers as curators (contextualize, integrate)
  - Faculty as facilitators, moderator, coach
  - Staff needs to meet trends and requirements of the market
    → continously updating their knowledge

This vision is in contrast with current relevant aspects:

e.g. the content orientation
does not afford such ways of learning!

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Discussion

- How would you deal with the **gap** between the **status quo** and the **medium-term vision**?
- Do the **results** meet your expectations? Are you surprised?
- Which **aspects** would you **investigate in depth** through the case studies? Why?

APPENDIX I:

Frame of Reference

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“It is clear that quality learning is occurring apart from traditional classroom instruction. … It is no longer sufficient to corral the best faculty, put them in a room and let them do their magic.”

(Eiter & Woll, 2011)

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Problem Statement

- extensive critisism for ExecEd results
- input-orientation instead of outcome-orientation (competencies)
- traditional business model:
  - buy-in lecturers as owners of knowledge
    (= experts with regards to content, but not didactical experts!)
  - administrating courses instead of managing them
  - focus on optimization of programs instead of renewal

  ➔ passive learning through instruction in formal classroom settings

Business Schools are struggling with implementing innovations in programs based on a learning paradigm shift!

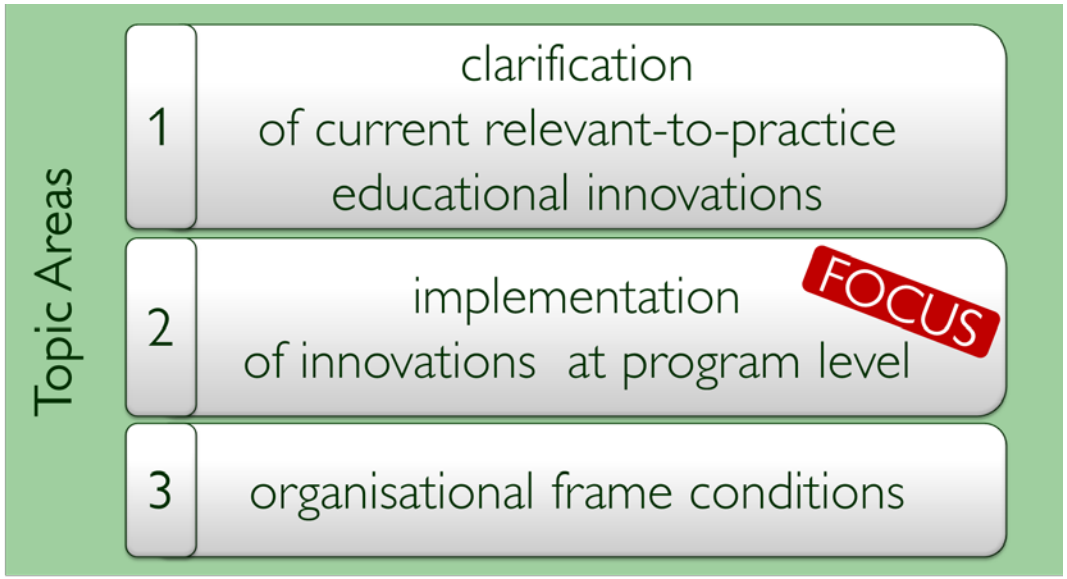
linking formal & informal learning contexts

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Research Question

How can educational innovations in executive education in business schools at program level be successfully implemented?



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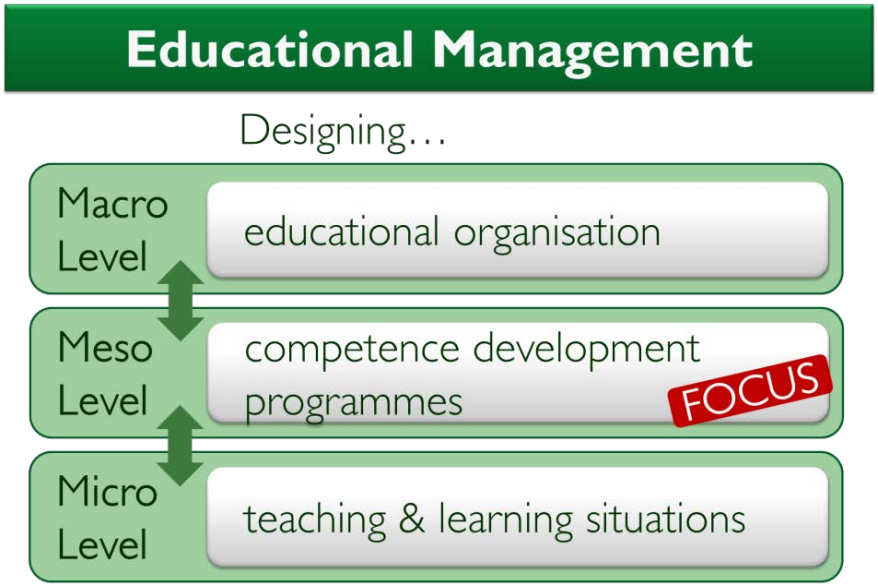


Research Objectives

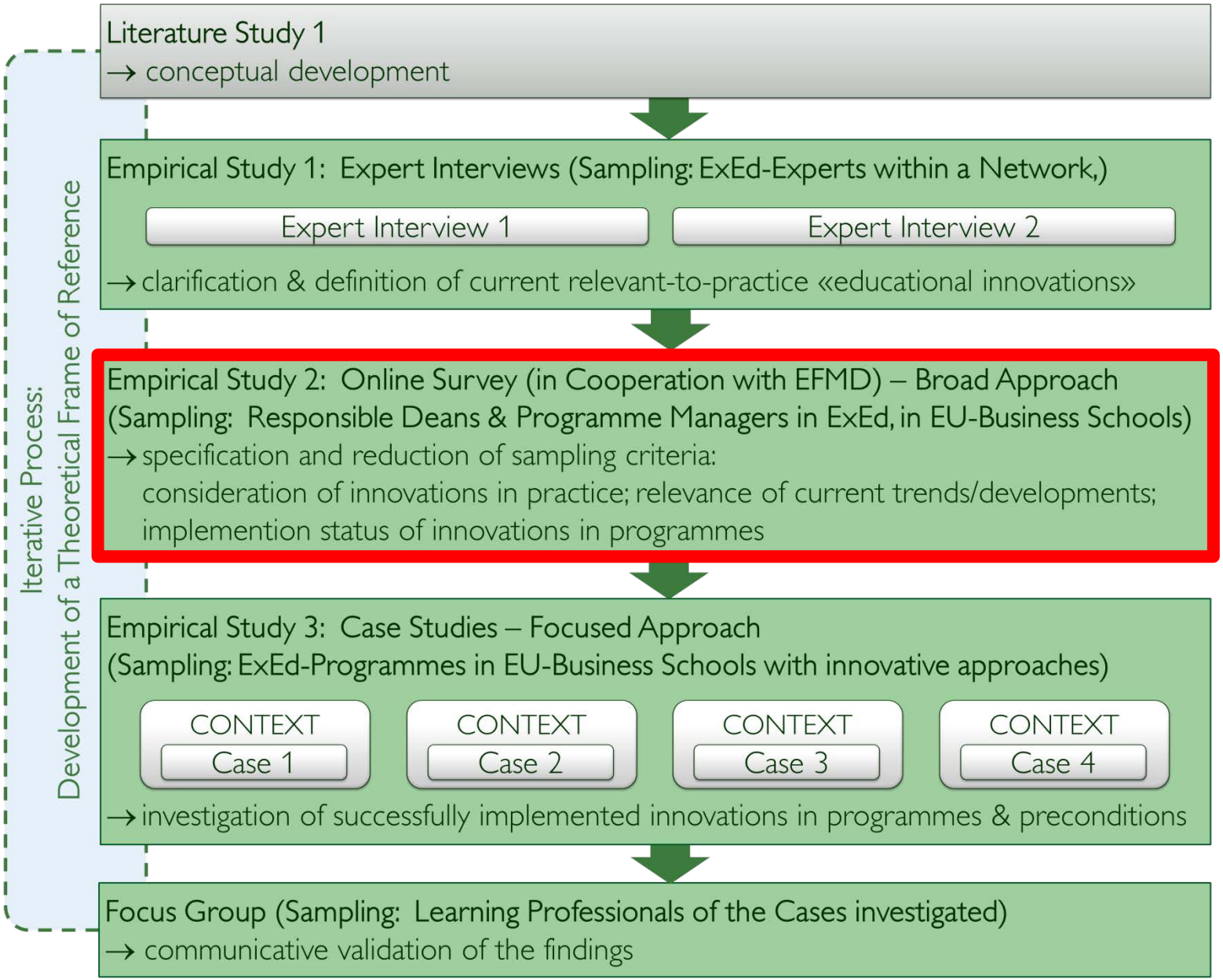
Theory development:

Model for development-oriented program management theory

→ Design principles for practice



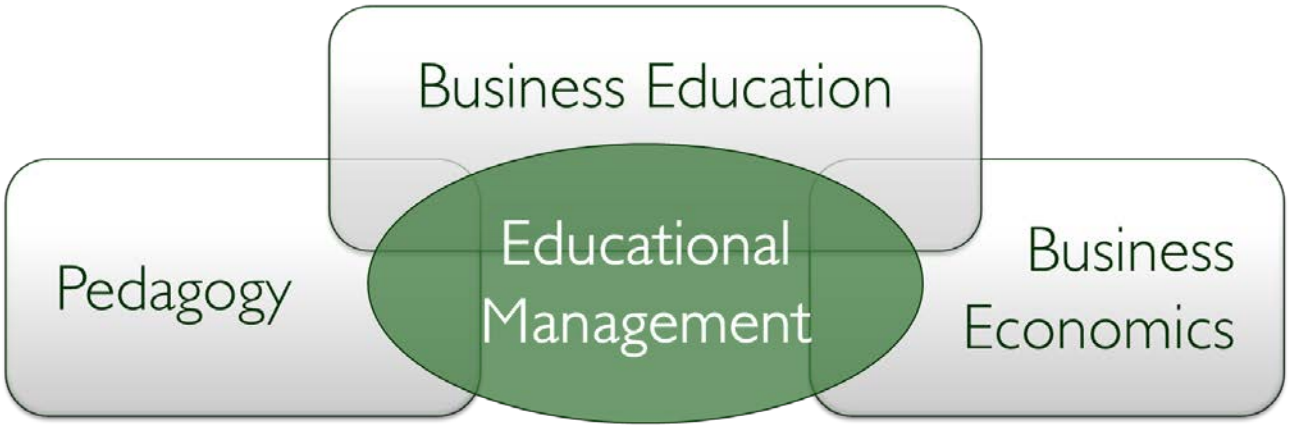
Research Design



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Disciplinary Contextualization



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Literature Study – Frame of Reference

Definition of Educational Innovations

Innovations are educational innovations, if they are anchored in an educational organisation.

Changes aim to improve the status quo & to reach normative goals.

Linkages to Innovation Management:

- service innovation: product + process i.
- social innovation: social responsibility
- organizational i.: cultures/structures, business models

reference points of singularity: organisation + industry

new combination of new objectives & new/old methods

		objectives	
		old	new
methods	old	---	(X)
	new	---	X

Innovation Drivers

- changed demand
- changed needs
- increased competition
- technological development

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Expert Interviews – Findings

- “New Program Delivery” to enable new…
  - integrative and implemented program
  - content delivery
  - blended learning designs
- Preconditions:
  - “willingness to change” → organizational perspective
  - “willingness to understand” → pedagogical perspective
- Organizational Challenges:
  - business model
  - collaboration with “partners in the field” and commitment of the faculty
  - research orientation

BUT the BRAND will carry them for a while!

APPENDIX II:

Survey Results

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Differences: Relevance and Implementation

- Assessed relevance is in line with status of implementation for almost all items!
- Three significant differences between relevance and implementation:

Rank		Activity	Topic Area	Mean	
R	I			R	I
15	24	Measure the quality of the program through… **utilization of learnings at the workplace** (e.g. through interviews, assessments)	EQM	4.40	3.63
16	20	Improve the quality of the program through… **explicitly focusing on pedagogical questions** (e.g. how learning occurs and how to facilitate)	EQM	4.35	3.75
18	11	Measure the learning success through… **individualized forms** (e.g. project thesis, simulations)	EQM	4.31	4.06

TOP 10 Activities – based on assessed relevance

TOP 10					
Rank		Activity	Topic Area	Mean	
R	I			R	I
1	2	Measure the quality of the program through… **informal feedback during a program**	EQM	4.77	4.75
2	4	Improve the quality of the program through… **pursuing a systematic approach to further develop the program based on evaluation results/feedback**	EQM	4.77	4.44
3	1	Measure the quality of the program through… **satisfaction** (e.g. through evaluation sheets)	EQM	4.71	4.92
4	3	Involve new learning approaches (non-technology-based) like… **project-based learning** (e.g. action learning, that is teams work on company-related challenges and reflect their learning process)	PD	4.71	4.56
5	5	Align the program **to…new demands of the customer**	PSD	4.67	4.38
6	6	Involve new learning approaches (non-technology-based) like… **performance support** (e.g. coaching, mentoring)	PD	4.62	4.31
7	9	Involve new technology-based learning approaches like… **access to content** (e.g. learning platforms, podcasts, videocasts)	PD	4.58	4.10
8	10	Increase… the **systematic update and exchange of practice-relevant research into the curriculum**	PSD	4.58	4.08
9	8	Align the use of… **current/latest content to participants' individual needs**	PSD	4.54	4.13
10	12	Improve the quality of the program through… **keeping up-to-date your knowledge about how to initiate and facilitate teaching/learning processes**, and based on this, how to design a program	EQM	4.52	4.02

FLOP 10 Activities – based on assessed relevance

FLOP 10					
Rank		Activity	Topic Area	Mean	
R	I			R	I
28	31	Intensify the **collaboration with partners** to… **technicians to produce and deliver technology-based content/ learning resources** (e.g. transform content to videocasts, create a blog)	PM	3.96	3.23
29	17	Measure the **learning success** through…**standardized forms** (e.g. tests, exams)	EQM	3.88	3.85
30	30	Involve **new technology-based learning approaches** like… **networking with focus on knowledge/content sharing** (e.g. wikis, (micro)blogs like yammer)	PD	3.88	3.25
31	32	Intensify the **collaboration with partners** to… **lecturers to produce technology-based content/learning resources** (e.g. videocasts, blog entry)	PM	3.87	3.10
32	33	**Align the program** to… **a coherent internal competency model** (in your business school's department), which is clearly communicated as orientation for learning activities (customized)	PSD	3.83	2.83
33	34	Intensify the **communication activities** for the program's positioning on the market by…**enabling participants/alumni feedback and/or discussion about the program on a public platform** (e.g. public rating or comments on homepage)	PM	3.79	2.81
34	28	Involve **new technology-based learning approaches** like… **networking with focus on social connections** (e.g. xing, linkedin, twitter, facebook)	PD	3.77	3.50
35	35	Measure the **learning success** through… **new forms** (e.g. e-portfolio, (e-)assessments, e-examination)	EQM	3.67	2.81
36	36	Intensify the **communication activities** for the program's positioning on the market by… **providing public access to research activities/ projects** (e.g. publications through blogs)	PM	3.54	2.81
37	37	Intensify the **communication activities** for the program's positioning on the market by…**providing public access to teaching/learning material** (e.g. presentations through slideshare)	PM	3.31	2.38

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Some selected results – area «Program Design»

- Blended Learning Design:
  - additional to the presence phase, pre-classroom activities and follow-up is getting more important!
- Technology-based learning approaches
  - New technologies are mainly used to provide access to content (top 7)
    → delivering content is not learning!
- Non-technology-based learning approaches
  - Are much more relevant (e.g. project-based learning (top 4), performance support (top 6)) than technology-based ones
- Networking (technology-based)
  - very little relevance of social connections or knowledge
    → this is in contrast to current developments (e.g. use of social media)
- In the open question was emphasized…
  - enabling experiences in programs
  - integrating feedback and reflexion opportunities
  - cross-linking content

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Some selected results – area «Program Management»

- Facilitation of learning
  - Support for companies to enhance learning transfer at the workplace is extremly relevant
  - building up and support communities is less relevant
    → but this is more relevant than involving networking opportunities in program design → indication of a preference of non-technology approach
- Collaboration with partners
  - consult in teaching/ learning method concerns is relevant:
    learning professionals the practitioners can ask, but also consulting lecturers
  - producing learning resources with partners (lecturers or technicians) are very little relevant (flop 10 activities) → is this not practicable currently?
- communication activities for the program's positioning on the market
  - providing public access to teaching/ learning material or research activities/ projects are extremely little relevant (flop 10)
  - enabling feedback/discussion on a public platform is little more relevant
- In the open question was emphasized…
  - Collaboration with other business schools and departments
  - Learning facilitators are relevant – online and non-online environments

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Some selected results – area «Evaluation and Quality Management»

- Improving the quality of the program
  - a systematic approach for program development is extremly relevant (top 2)
  - Updating knowledge about learning processes and pedagogical questions are important! (top 10)
- Measure learning success
  - Individualied and standardized forms are important
  - New forms (e.g. e-portfolio, e-assessments) are less relevant
    → don't they know them?
- Measure program's quality
  - informal feedback during a program and satisfaction are central (top 1/ top 3)
  - utilisation of learnings at the workplace is not in advanced stages → gap!
- In the open question was emphasized…
  - very different ranges: from single methods to measurements at more than 1 time point to 360 degree feedback…

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Some selected results – area «Program Strategy and Development»

- Alignment of the program to an competency model
  - many non-customized programs have implemented an internal model
  - customized programs prefer an external model from their clients
- Align the use of
  - current/ latest content is very high relevant (top 9)
  - technologies to an added didactical value has average relevance
- Increasement of
  - update/ exchange practice-relevant research → extremly relevant:
  - searching for new business models to enable → innovative learning
- Last significant strategic changes in programs (open question):
  - Organisational strategy
  - Renewal of the program structure
  - Facilitation of learning processes
  - Collaboration forms
  - Marketing concerns