

UNICON Conference 2004

Building Organizational Capability through Custom Executive Education Programs

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Agenda

- Overview
- Research
- Model

Overview

- Context of the Knowledge Economy
- CLO Challenges
- Leverage University Experience/Exposure

Project Objectives

- To create an organized way to think about capability development
- To research successful approaches
- To create a common (First Generation) model
- To engage the professional community in this effort
- Brand UNICON

Background

- Human capital is the key differentiator and source of advantage.
- Particular attention is being paid to executives and their education.
- We found no practical study examining the link between the development of capability based on human capital and the use of custom executive education.

Study Design

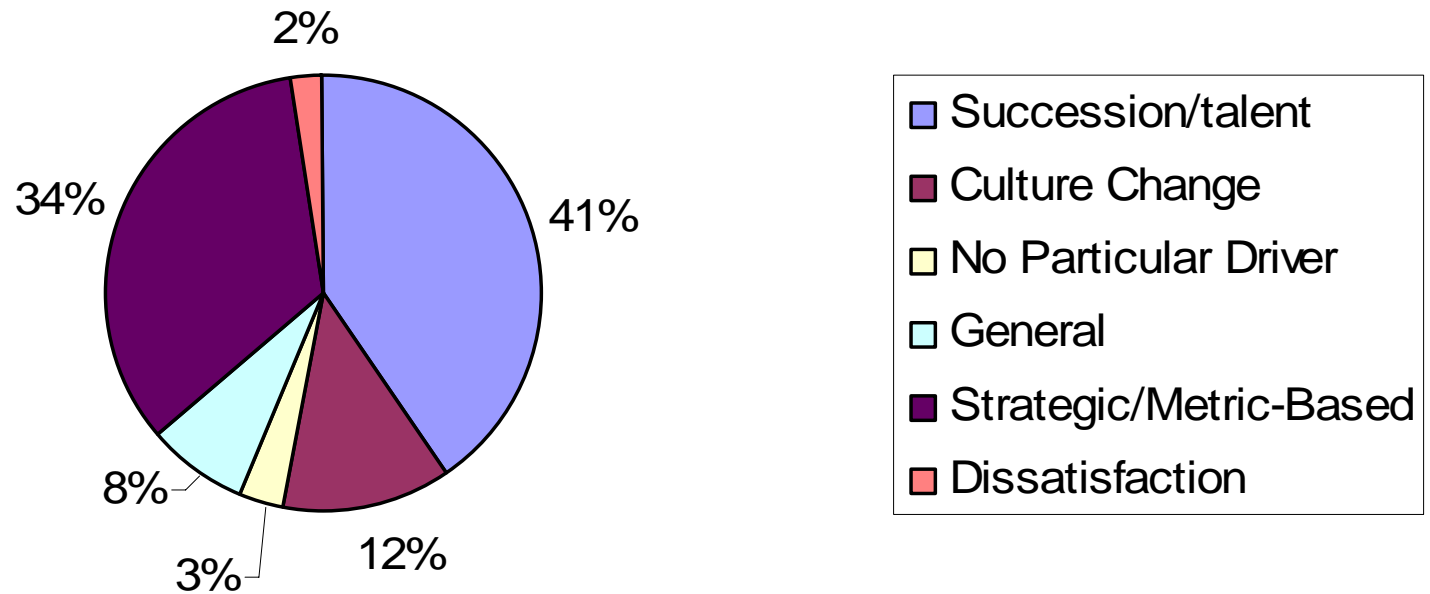
- Surveyed the UNICON membership (22 responses) and interviewed clients (20). Together they provided 75 cases.
- Asked several questions. We'll consider:
 - What drives custom programs?
 - What outcomes are achieved/how measured?
 - What factors underlie a successful program?
 - What factors underlie an unsuccessful program?

What Drives Programs?

- Succession and talent needs.
 - Overly fast growth and thin talent, specific skill/capability gaps.
- Strategic/metric drivers.
 - Shortfall in a strategically important metric, balanced scorecard results.

What Drives Programs?

Drivers of Custom Executive Education



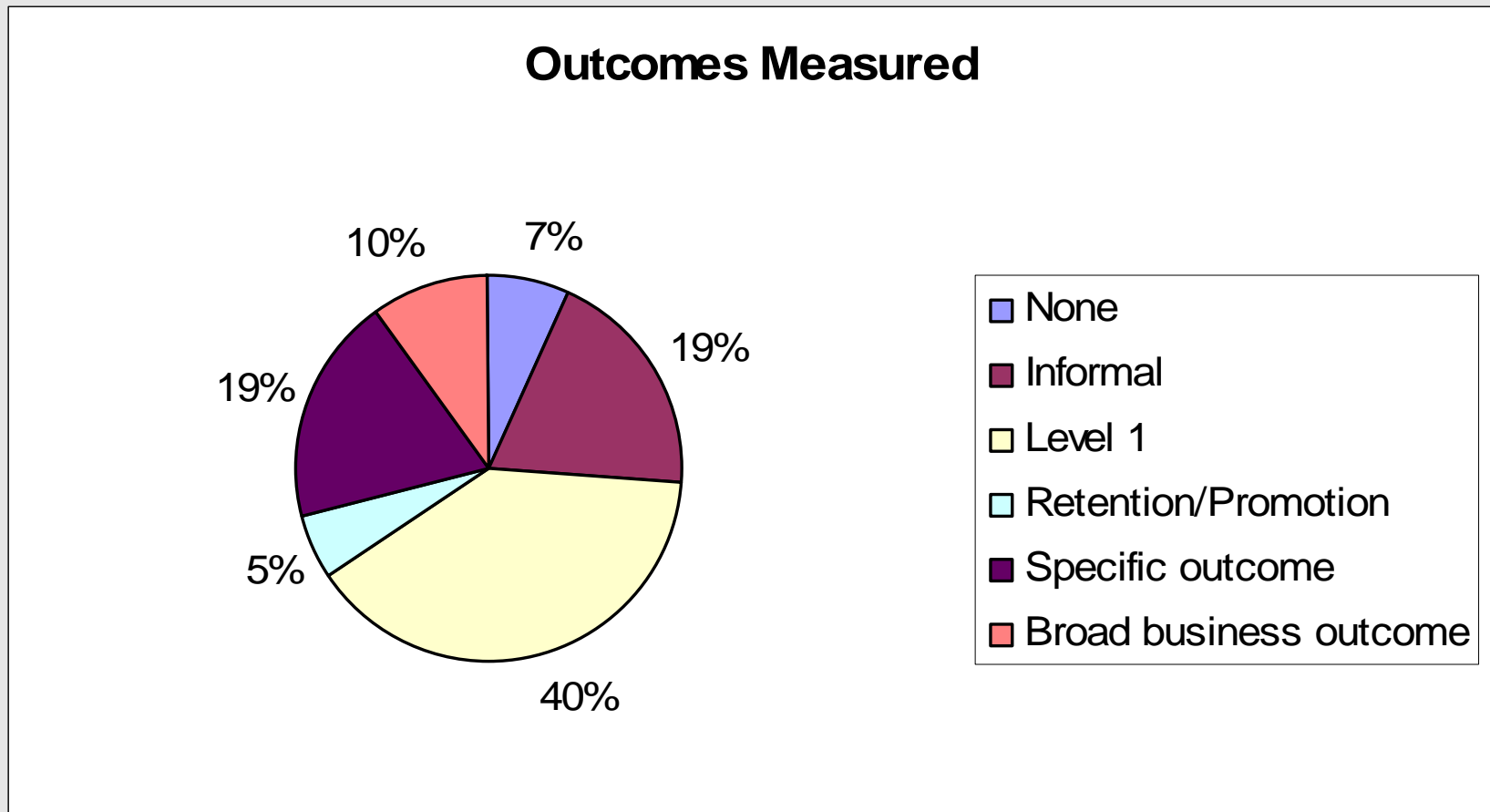
Interesting Notes re: Drivers

- Universities mentioned succession as a driver much more than clients.
- Clients noted cultural drivers at nearly three times the rate of universities.
- Thirteen percent of responses can't obviously be classed as strategic.

How Are Outcomes Measured?

- Level 1 (participant satisfaction).
- A specific (e.g. a knowledge test) or broad (e.g. ROI of implemented projects) metric.
- Informal or no metrics.
 - Informally assessing whether participants' networks expanded).

How Are Outcomes Measured?



How Are Outcomes Measured?

Interesting notes:

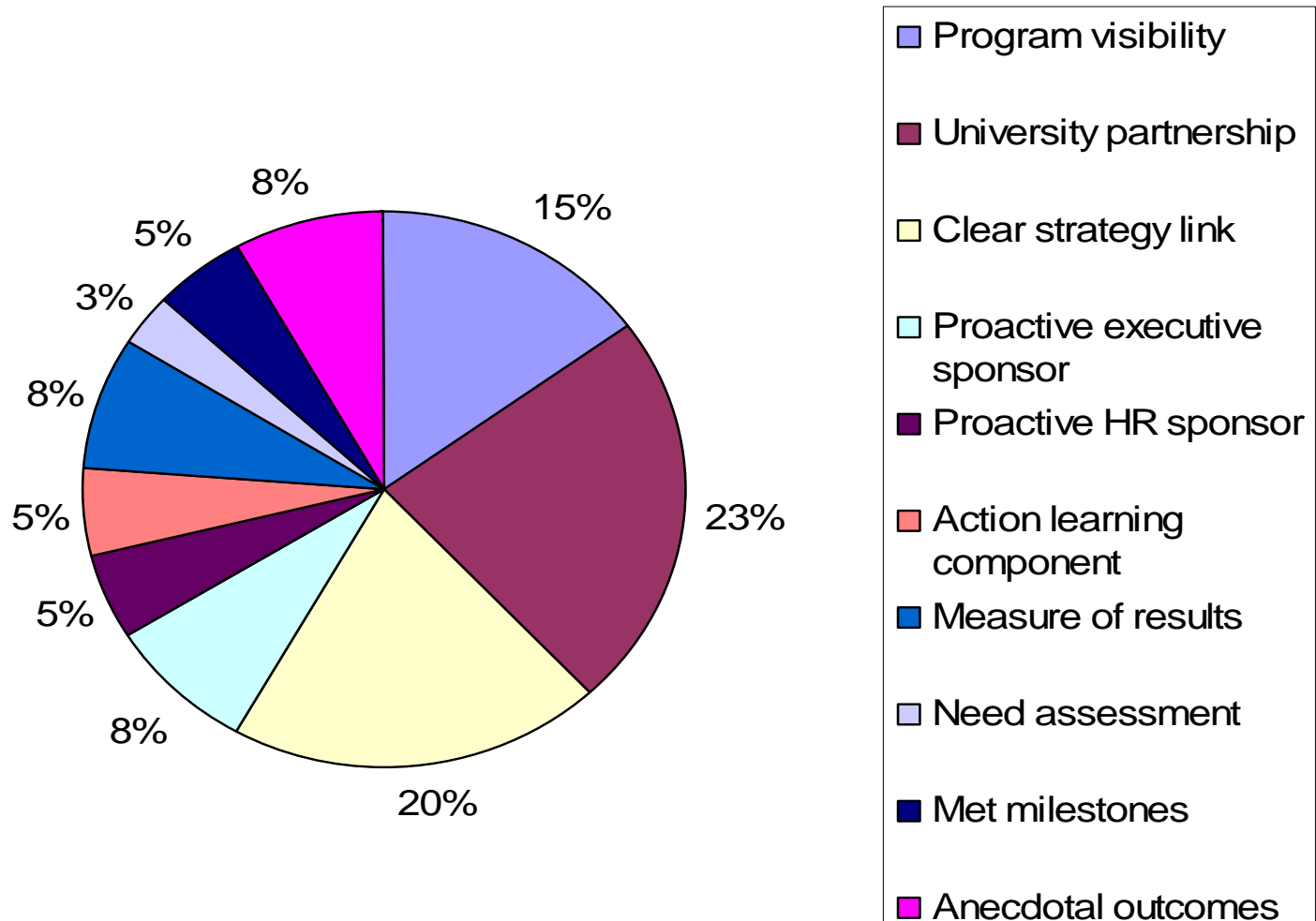
- Surprisingly high percentage indicate no program outcome measurement.
- Clients almost twice as likely as universities to say vague/informal measures are used.
- Universities 50% more likely to say specific/broad business measures are used.

What Causes Success?

- Partnership with the university.
- Strong link to organizational strategy.
- Program visibility.
 - The “buzz” associated with the program or attendance at the program.

What Causes Success?

Program Success Elements

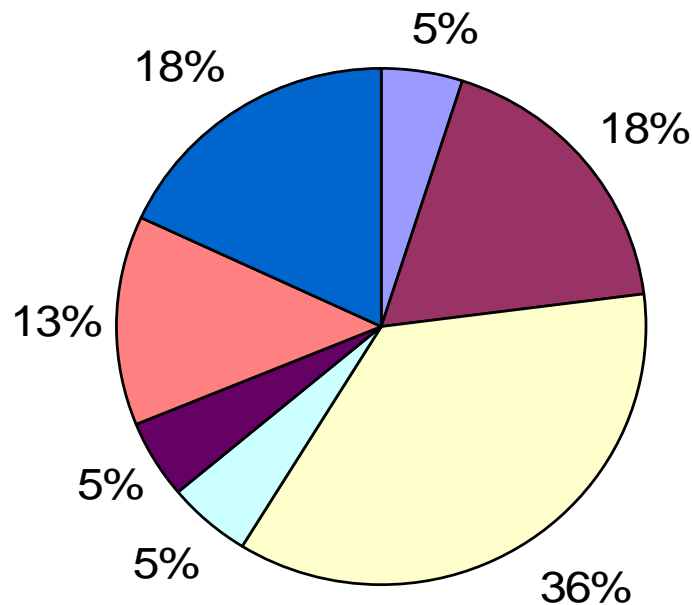


What Causes Failure?

- Partnership with the university.
- Poor assessment of needs
 - Failure to address the right issue.
- Poor program design.
 - Failure to engage participants, length of program given outcomes.

What Causes Failure?

Program Failure Elements



- Program not current
- Poor needs assessment
- University partnership
- Poor participant selection
- Lack of executive support
- No link to strategy
- Poor program design

So What?

Which of these factors predicts a program's success?

➤ Drivers

- Programs driven by a strategic need.
- Programs not driven by a strategic need are more likely to be classed as failures.

So What?

➤ Measures

- Successful programs twice as likely to be measured and are measured more.
- Successful programs are measured more rigorously.
- Programs classed as “failure” or “mixed success” are much more likely to have no measures associated with them.

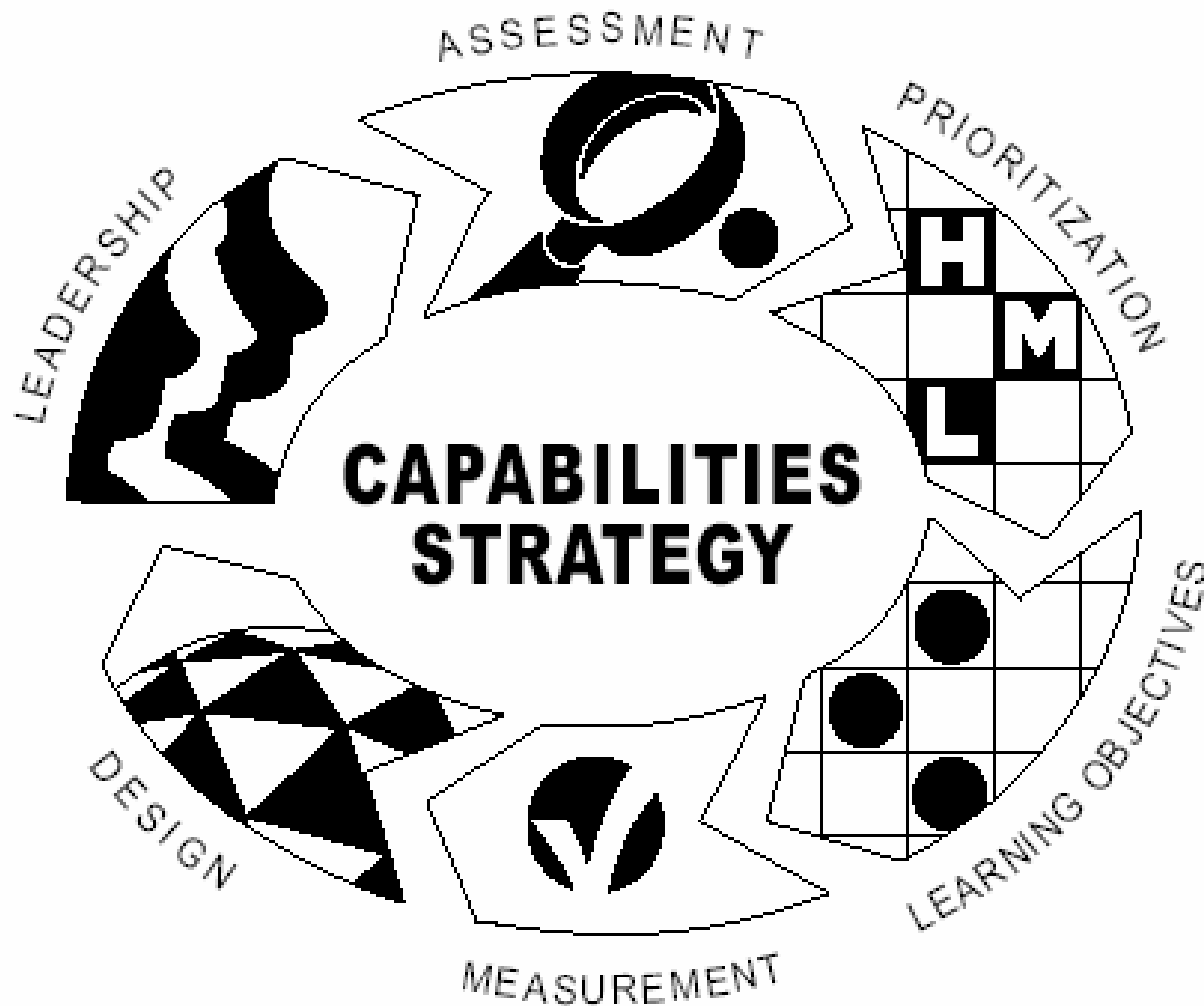
Conclusions

- Some divergent perceptions between universities and their clients.
 - Universities suppose more rigorous measurement.
 - Clients more likely to see cultural and strategic issues as drivers whereas universities more likely to see talent.

Conclusions

- Tying programs to strategic drivers and measuring the outcomes rigorously is critical.
- University providers have an important role to play in delivering these programs.
 - And, need to revisit their assumptions when working with clients.

SIX FACTOR MODEL



Feedback and Questions