



# **BUILDING AN EXECUTIVE EDUCATION TEAM: LEADERSHIP, INFRASTRUCTURE AND CULTURE**

A White Paper from the Chartered ABS  
Executive Education Committee

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October 2018

## FOREWORD

'Executive education is to a business school what a laboratory is to a science department', is a comment I have heard in our senior management team meetings. It puts a spotlight on the importance of executive education, in the broader context of a university.

Underpinning it is a rationale that educating students, whilst vitally important, only has a major impact on management practice when they go into leadership and management roles, often 5-10 years after graduating. However, educating executives has an impact over a much shorter timeframe. It also means faculty are much closer to practice – hence improving the relevance of their research and the impact of their degree teaching.

It is not surprising therefore that more and more business schools are seeking to enter into the executive education marketplace, and others, who are already present, are seeking to grow their operations and impact.

This report seeks to understand the leadership and organisational competencies that are required to succeed in this activity. Many of these competencies do not exist in schools that do not already have these activities. Some are also not 'natural' to universities.

The authors of this report are to be commended for breaking new ground in describing these competencies, as found in schools that are at various stages of developing this type of activity, and illustrated via some great case studies.

It will be of interest to business school Deans, Vice-Chancellors and other Departmental Heads who want to understand who they need to recruit, and what they need to create to have more impact on business.

I would like to thank the authors for their contribution to the work of UK business schools, and commend this report to anyone who believes that business schools, and the wider university, has a vital role in helping businesses and other organisations succeed.



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## INTRODUCTION AND PURPOSE

Executive education can mean different things to different people, universities and business schools. For many, executive education is thought of as non-credit bearing workforce development programmes aimed at upskilling experienced managers and executives. For others, a broader definition of executive education is applied which includes credit bearing activity, such as MBAs, other Master's programmes and, more recently, degree and higher degree apprenticeships (Levels 5, 6 and 7).

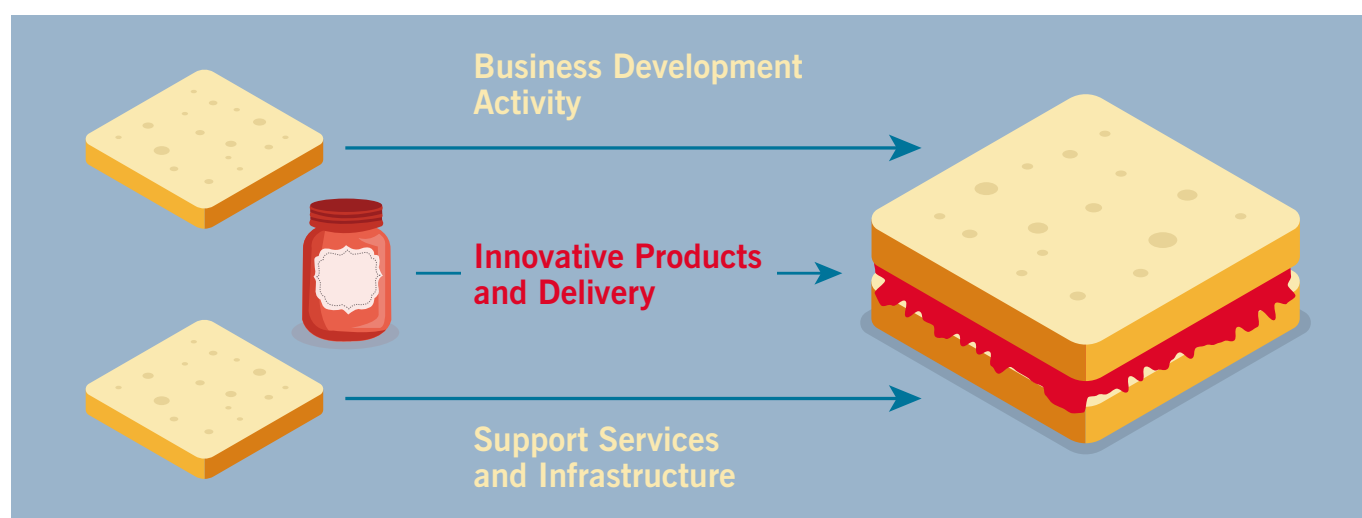
Executive education is therefore multi-dimensional. It is not simply a set of programmes and courses to support workforce development. At its best, executive education offers dynamic and innovative products and services that enrich the experience of learning and add value to individuals and the organisations in which they work. To achieve this, university and business school staff, processes and systems need to be geared up to deliver a highly engaging experience for clients.

The purpose of this paper is to provide information that will support executive education growth and development, along with an overview of the professional competencies required of staff to deliver an effective executive education offering from inception to delivery. It also considers the organisational competencies in terms of the support services and infrastructure required to enable effective business development, product creation and client management.

The 'jam sandwich' below is a simple way of illustrating this. The innovative products and delivery are framed by highly effective business development activity and underpinned by client focused support services and infrastructure. Without either piece of 'bread' the products and services simply fall apart.

This paper also recognises that different competencies are required during different phases of development of executive education teams. It attempts to articulate best practice from early to mature offerings by providing an overview of the various types of infrastructures which currently exist in the sector (see Appendix 2). Whilst this is not intended to be an exhaustive list of infrastructures, it does indicate how business schools and their institutions are positioning executive education in such a way as to maximise the impact of this sort of activity.

Executive education impacts include: securing alternative income streams through new and repeat business; using executive education as the scaffolding for developing deeper business and industry relationships that can deliver mutually beneficial consultancy and collaborative research opportunities; and raising the profile of academic know-how and expertise in the market. These impacts all directly and indirectly contribute to strengthening institutional and subject level REF<sup>1</sup>, TEF<sup>2</sup> and KEF<sup>3</sup> submissions, and therefore go beyond the traditional view of the contribution of executive education.



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<sup>1</sup> REF – Research Excellence Framework

<sup>2</sup> TEF – Teaching Excellence Framework

<sup>3</sup> KEF – Knowledge Exchange Framework



## LEADERSHIP COMPETENCIES AND ORGANISATIONAL INFRASTRUCTURE


The table below seeks to identify the leadership competencies and organisational Infrastructure required to support executive education:

Activity	Director Level Personal Competencies	Organisational Competencies
<b>Strategic positioning</b>  <b>1. Creating values and culture</b>  <b>2. Setting, and aligning, mission and vision</b>	<b>1. Understanding of institutional mission, goals, and priorities</b> <ul style="list-style-type: none"> <li>Ensuring organisational alignment and goal congruence</li> </ul> <b>2. Strategic and analytical thinking (big picture thinking)</b> <ul style="list-style-type: none"> <li>Identifying the signs of change and generating responses</li> <li>Strategy formation and future-proofing provision</li> </ul> <b>3. Ambassadorial skills for strategic networking and alliance development</b> <ul style="list-style-type: none"> <li>Acting with integrity to ensure the delivery of an effective service which puts the needs of stakeholders at the centre of decision-making</li> </ul> <b>4. Business acumen</b> <ul style="list-style-type: none"> <li>Ensuring that business decisions are transparent and based on reason rather than personal preference</li> </ul> <b>5. Shaping and championing the values of executive education services</b> <ul style="list-style-type: none"> <li>Behaving ethically with honesty and openness</li> </ul>	<b>1. Executive education champion at Vice-Chancellor / Pro-Vice-Chancellor level of university</b>  <b>2. Recognition in the university strategy</b> <ul style="list-style-type: none"> <li>university, college, school CPD / short course KPIs</li> </ul> <b>3. Client relationship management culture</b> <ul style="list-style-type: none"> <li>Sharing contacts, clients and expertise</li> </ul> <b>4. Key account management culture</b> <ul style="list-style-type: none"> <li>Appreciation of the levels of key account management from senior strategic contact to operational delivery</li> </ul> <b>See Case Studies 1 (p.10)</b>

Watch Directors of Executive Education talk about how they approach this:



Activity	Director Level Personal Competencies	Organisational Competencies
<p><b>Business development and key account management</b> (Top slice of 'bread')</p> <p><b>1. Enabling the pipeline</b></p> <div data-bbox="129 1417 555 1491"> <p>Watch Directors of Executive Education talk about how they approach this:</p> </div> <div data-bbox="129 1503 555 1738">  </div>	<ol style="list-style-type: none"> <li><b>1. Product development</b> <ul style="list-style-type: none"> <li>Working and advising clients about product requirements</li> </ul> </li> <li><b>2. Marketing, sales and promotion</b> <ul style="list-style-type: none"> <li>Developing, costing and pricing mechanisms</li> </ul> </li> <li><b>3. Managing resources</b></li> <li><b>4. Contract negotiation and management</b> <ul style="list-style-type: none"> <li>Corporate and regulatory compliance</li> <li>IPR and licence management</li> </ul> </li> <li><b>5. Generating and managing funds</b> <ul style="list-style-type: none"> <li>Opportunity identification and evaluation</li> <li>Aligning funding opportunities with corporate strategic aims and priorities</li> <li>Matching funding opportunities with capability / capacity</li> </ul> </li> <li><b>6. Bid management</b> <ul style="list-style-type: none"> <li>Preparing, negotiating bids, proposals</li> </ul> </li> <li><b>7. Identifying the signs of change, and working with clients to develop new products and services</b> <ul style="list-style-type: none"> <li>Agreeing programme content and delivery mechanisms</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>1. Coordinated business development team with targets aligned to strategy</b></li> <li><b>2. Skilled business development staff</b> <ul style="list-style-type: none"> <li>The capability to work effectively with both business and academics</li> <li>The ability to 'translate' and interpret business need into product whilst not 'overselling'</li> </ul> </li> <li><b>3. Pricing and costing protocols and guidelines supported by in-house expertise</b></li> <li><b>4. Bid coordination and management infrastructure</b> <ul style="list-style-type: none"> <li>Horizon checking (current awareness / call notification)</li> <li>Key individuals to lead specific areas of bid development</li> </ul> </li> <li><b>5. Pitch capability / expertise</b></li> <li><b>6. Relationship management capability / expertise</b> <ul style="list-style-type: none"> <li>Customer relationship management system with associated key account management protocols</li> </ul> </li> </ol> <p><b>See Case Studies 2 (p.12)</b></p>

Activity	Director Level Personal Competencies	Organisational Competencies
<p><b>Product innovation, development and delivery</b> (The sandwich filling)</p> <p><b>Four key elements:</b></p> <ol style="list-style-type: none"> <li>1. Design and delivery</li> <li>2. Product co-creation / contextualised learning</li> <li>3. Product innovation</li> <li>4. Flexible workforce</li> </ol> <p><i>This is client dependent, and products will vary depending on the expertise of the institution and the client need</i></p> <div data-bbox="129 1503 555 1581"> <p>Watch Directors of Executive Education talk about how they approach this:</p> </div> <div data-bbox="129 1592 555 1827">  </div>	<ol style="list-style-type: none"> <li>1. An understanding of how contextualised curriculum development takes place</li> <li>2. Experience of educational product development (from inception to delivery)</li> <li>3. Ability to identify and acquire appropriate/specialist delivery skills</li> <li>4. Negotiating resources for design and delivery</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic capacity and capability <ul style="list-style-type: none"> <li>• Having the right number of staff with the right capabilities to deliver executive education</li> <li>• Academic capability to work in partnership with clients to create products</li> </ul> </li> <li>2. Rewards and incentives <ul style="list-style-type: none"> <li>• Clear reward structures (financial, career progression)</li> <li>• Academic workload model that is fit for purpose</li> <li>• Flexible academic work planning to facilitate product innovation</li> </ul> </li> <li>3. Flexible workforce <ul style="list-style-type: none"> <li>• Flexible academic work planning to facilitate client-based deep learning / blended learning capability</li> <li>• Staff development and training opportunities</li> <li>• Different types of employment contracts</li> <li>• Systems and processes to support the development of third party 'delivery' partnerships e.g. private training providers, individuals in business etc.</li> </ul> </li> <li>4. E-learning technologies which support / enable innovative pedagogy <ul style="list-style-type: none"> <li>• Dynamic and easily accessible learning platforms</li> </ul> </li> </ol> <p><b>See Case Studies 3 (p.14)</b></p>

Activity	Director Level Personal Competencies	Organisational Competencies
<p><b>Support services and infrastructure:</b> (Bottom slice of bread)</p> <ol style="list-style-type: none"> <li>1. Business facing processes, systems and professional services</li> <li>2. Internal financial and legal processes</li> <li>3. Buildings and facilities</li> </ol> <p><i>These are the structural elements that underpin the whole client experience</i></p> <div data-bbox="129 1503 555 1570"> <p>Watch Directors of Executive Education talk about how they approach this:</p> </div> <div data-bbox="129 1592 555 1825">  </div>	<ol style="list-style-type: none"> <li>1. Generic understanding of the management information systems and processes required to enable and support commercial business from inception through to delivery and aftercare</li> <li>2. Knowledge of, and the ability to manage, the expectations of executive education stakeholders (client and institution) in terms of accommodation and facilities requirements</li> <li>3. Understanding of the relationship between academic quality systems and executive education</li> <li>4. Experience of either developing or overseeing the development of marketing and communication campaigns</li> </ol>	<ol style="list-style-type: none"> <li>1. Financial systems aligned to support business activity e.g. pricing and costing, expected financial return, investment requirements</li> <li>2. Legal services that can support commercial activity e.g. contracting</li> <li>3. High quality estate, facilities, accommodation, hospitality that is aligned to a corporate type experience, e.g. out of hours services</li> <li>4. Professional services such as admissions and records aligned to deliver appropriate services to commercial clients, pricing and costing guidelines</li> <li>5. Academic framework that can respond to both QAA requirements and business need <ul style="list-style-type: none"> <li>• Fast pace validation process and system</li> </ul> </li> <li>6. Coordinated marketing function that can promote to B2B and B2C audiences</li> <li>7. Public relations and communications strategy <ul style="list-style-type: none"> <li>• Internal and external communications plan</li> </ul> </li> </ol> <p><b>See Case Studies 4 (p.16)</b></p>



## THE DIRECTOR OF EXECUTIVE EDUCATION

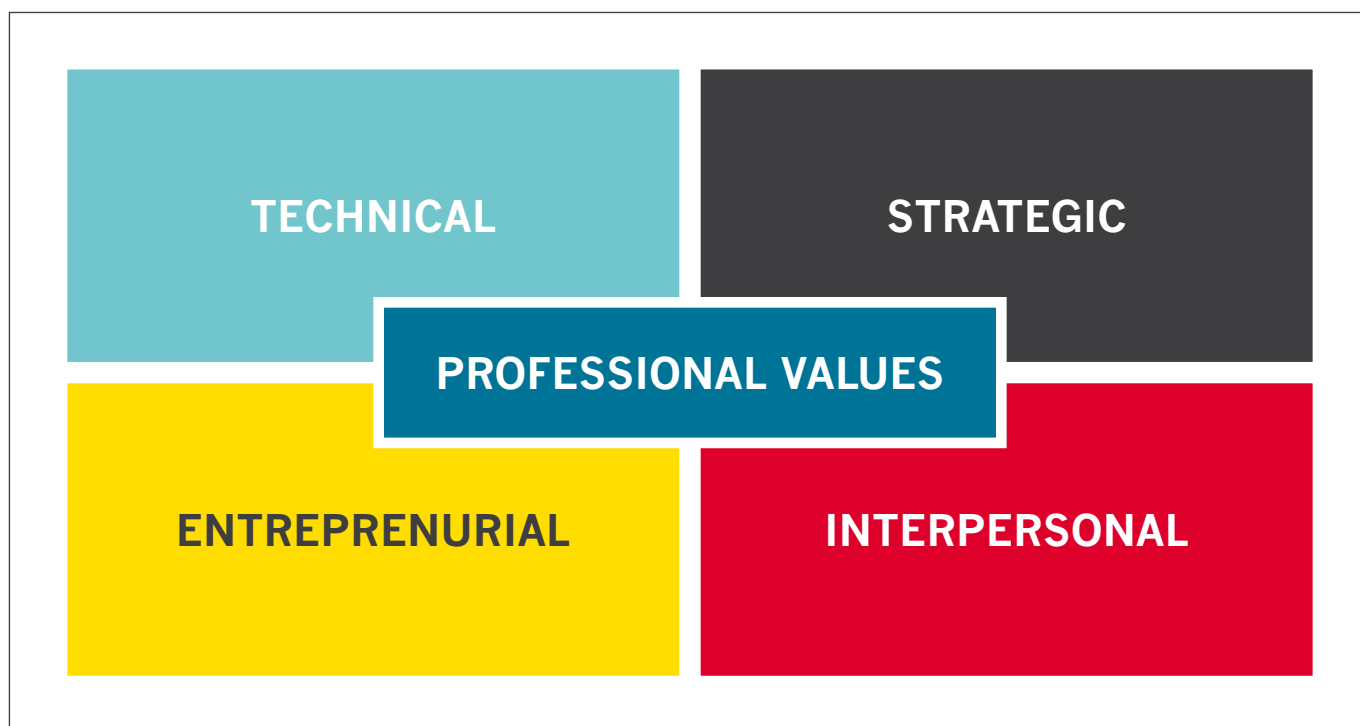


The role of the Director of Executive Education is one which requires some skills which may not be readily available in the higher education sector. It requires the ability to work across boundaries both within and outside the institution. The framework below suggests that within these roles exist four key clusters which are underpinned by clearly identifiable professional values. These include the core knowledge and skills required to be an effective executive education leader, and the principles that underpin behaviour. These are reflective of the professionalisation of the role.

*In the diagram below:*

1. **Strategic competencies** include the ability 'to anticipate, envision, maintain flexibility, think innovatively and work with others' (Levesque, 2007, p. 1);
2. **Technical competencies** are the skills and knowledge requirements needed to undertake a specific 'specialist' task such as drafting contracts and either doing or overseeing the development of educational programmes and employer-led provision;
3. **Entrepreneurial competencies** include the ability to identify gaps in the market, identify opportunities and work with stakeholders to realise them;
4. **Interpersonal competencies** include the ability to work with a diverse group of stakeholders in various contexts and develop mutually beneficial relationships; and
5. **Professional values** are underpinning behaviours, such as taking responsibility for actions by demonstrating appropriate professional autonomy and accountability, behaving ethically and acting with integrity, honesty and openness.

**Diagram 1: Embryonic Competency Framework**



## Outline job description for a Director of Executive Education

Strategic Leadership	Business development	Product development
<p><b>Strategic Leadership</b></p> <ol style="list-style-type: none"> <li><b>1. Shape and champion the values of executive education services</b></li> <li><b>2. Understand institutional mission, goals and priorities</b> <ul style="list-style-type: none"> <li>Ensure organisational alignment and goal congruence</li> </ul> </li> <li><b>3. Strategic and analytical thinking (big picture thinking)</b></li> <li><b>4. Identify the signs of change and generate responses</b> <ul style="list-style-type: none"> <li>Including strategy formation and future-proofing provision</li> </ul> </li> <li><b>5. Ambassadorial skills for strategic networking and alliance development</b></li> <li><b>6. Business acumen</b> <ul style="list-style-type: none"> <li>Ensure that business decisions are transparent and based on reason rather than personal preference</li> </ul> </li> <li><b>7. Act with integrity to ensure the delivery of an effective service which puts the needs of stakeholders at the centre of decision-making</b></li> <li><b>8. Behave ethically with honesty and openness</b></li> </ol>	<p><b>Business development</b></p> <ol style="list-style-type: none"> <li><b>1. Diplomatic sensitivity</b> <ul style="list-style-type: none"> <li>Influence and negotiate</li> </ul> </li> <li><b>2. Customer relationship management</b> <ul style="list-style-type: none"> <li>Conflict resolution and risk management</li> <li>Provide objective advice and guidance to stakeholders e.g. how to invest the apprenticeship levy, workforce development</li> </ul> </li> <li><b>3. Resource management</b> <ul style="list-style-type: none"> <li>Financial management</li> <li>Staff support and development</li> </ul> </li> <li><b>4. Marketing, sales and promotion</b> <ul style="list-style-type: none"> <li>Develop costing and pricing mechanisms</li> </ul> </li> <li><b>5. Manage resources</b></li> <li><b>6. Contract negotiation and management</b> <ul style="list-style-type: none"> <li>Corporate and regulatory compliance</li> <li>IPR and licence management</li> </ul> </li> </ol>	<p><b>Product development</b></p> <ol style="list-style-type: none"> <li><b>1. Generate and manage funds</b> <ul style="list-style-type: none"> <li>Opportunity identification and evaluation</li> <li>Align funding opportunities with corporate, strategic aims and priorities</li> <li>Match funding opportunities with capability / capacity</li> </ul> </li> <li><b>2. Bid management</b> <ul style="list-style-type: none"> <li>Prepare and negotiate bids and proposals</li> </ul> </li> <li><b>3. Identify the signs of change, and work with clients to develop new products and services</b> <ul style="list-style-type: none"> <li>Agree programme content and delivery mechanisms</li> </ul> </li> </ol>

## APPENDIX 1 – CASE STUDIES

### Case studies 1 – Strategic positioning

These examples focus on the strategic positioning of executive education within an institution



### SHEFFIELD HALLAM UNIVERSITY

This case study explains how executive education is driven strategically from university board level through to departments in Sheffield Business School, Sheffield Hallam University.

Executive education sits firmly at the centre of one of four strategic pillars of the university, 'Leading Locally, Engaging Globally'. As such, it is seen as an essential part of SHU's offer not merely a 'nice to have'. Sheffield is the largest modern business school in the UK, with more than 7500 students from more than 100 countries across the world and 360 staff. The Pro Vice-Chancellor leads the enterprise agenda across the university, helping to ensure that the university is open for business and that experience-based learning is an integral part of education for all its students. This includes executive education and is an integral part of driving the business school's

agenda. A strategic decision was taken some years ago to fully integrate executive education into the core activity of the business school departments. The Assistant Dean for Employer Engagement at SBS works closely with heads of department in the school to design and deliver executive education as an integral part of the department's portfolio.

In each department there is an employer engagement academic lead that has responsibility for executive education within the department, plus a number of other engagement activities. Whilst they report to the departmental head, they are part of the Employer Engagement Team in the school working closely with the Assistant Dean Employer Engagement to deliver executive education strategy.

## TEESSIDE UNIVERSITY

At Teesside University, executive education forms a key area that contributes to the wider strategic pillar of Enterprise and Business Engagement. The university is committed to providing client focused knowledge services for industry, businesses and the professions that inform student learning and research to support innovation, regeneration and economic growth. With a Queen's Anniversary Prize for Enterprise and Business Engagement awarded between 2013 through the full four year period until 2017, we have established ourselves as an anchor institution as the Tees Valley makes the transition from heavy industry to a knowledge economy.

The Pro-Vice Chancellor (Enterprise and Business Engagement) has specific responsibility for ensuring that the enterprise agenda is embedded throughout the university. Each of our academic schools is aligned with Associate Deans responsible for Enterprise and Business Engagement, with a team underneath them to focus on business engagement activity, including executive education, within each school. This school based activity is also supported by a central unit named Department of Academic Enterprise which also helps support and facilitate business interaction and offers a central and consistent costing service to schools.

With the launch of the new Teesside University Business School, following a £7.5m investment in a state of the art facility designed to support interactions between students, staff and businesses, the business school is positioned across the wider institution as the central focus of the university from which to engage with businesses. With entrepreneurial leadership placed at the core of all activity within the business school, we have devised numerous offerings that support executive education. The process starts with the school working with participant organisations to identify their needs, and any challenges they are facing that are inhibiting business success and progresses through a process of co-creation to ensure that

positive outcomes are achieved and the required impact is made. We provide executive education solutions to clients in formats that meet the learning needs of the individual participants and their respective organisations, whether this be through accredited provision on programmes such as the MBA or through non-accredited learning experiences and CPD activity.

In addition to the physical investment made in the business school, the university has invested in further physical infrastructure to support enterprise within businesses of all sizes and sectors. These include a dedicated co-working space for fledgling entrepreneurs, start-up incubator space, a Centre for Professional and Executive Development (at Darlington) and DigitalCity which is an innovation centre for digital and creative companies which are looking to scale and grow (within the Boho Zone, in the heart of Middlesbrough).





## Case studies 2 – Business development and key account management

These examples focus on how business is conducted, and how relationships are developed and managed in the short, medium and long term.

### HENLEY BUSINESS SCHOOL

At Henley, as in most business schools, executive education is developed and delivered by a mixture of professional staff, permanent Henley faculty and external contributors (who may be freelancers or faculty at other schools).



To illustrate the processes and roles involved, the following description focuses on the design and delivery of a small to mid-sized tailored non-qualification programme for a client. The process would be simpler for the development of an open programme, but more complex for a large-scale major project (involving a partner organisation or subcontractor) and/or one involving the award of a university qualification.

Once an opportunity has been evaluated by the Head of Custom Programmes (normally in consultation with his team and occasionally with the involvement of the Head of Executive Education), a Business Development Director (BDD) will take

responsibility for winning the work. A BDD is normally a permanent member of professional staff, but occasionally the role for a particular project may be taken by a trusted external freelancer (but overseen by a permanent member of staff).

The BDD will lead the bid process and select a Programme Director (PD) to help in any initial design work that may be necessary for a proposal. The PD may be an internal member of faculty or an external contributor (also known as 'Adjunct Faculty') who has primary responsibility for developing the programme design and leading the learning process during delivery.

During the bid process the BDD and PD work as a team to complete a proposal, but with the BDD taking primary responsibility for the client interactions, commercials and final submission/pitch; and with the PD focusing on client needs analysis and the learning solution. As the opportunity progresses more potential programme contributors (internal/external tutors, coaches) will be drawn into the process along with other permanent professional staff (e.g. a Programme Administrator to help with programme logistics; a Commercial Manager to assist with budget preparation; and a Business Development Manager to help with proposal-preparation).

When the work is won, the BDD shifts into an account management role and the lead is taken by the PD working closely with a Programme Administrator. The programme design and teaching team is finalised by the PD and delivery commences with the PD leading the delivery but not always teaching. The PD's primary role is to maintain the 'red thread' through the programme, linking the learning sessions and ensuring tutors are briefed properly. The client at this point will have more contact with the PD, but the BDD maintains a relationship with the client, both to ensure that the commercial aspects are being managed effectively and to check that the client is satisfied with the programme.



## SAÏD BUSINESS SCHOOL EXECUTIVE EDUCATION

Saïd Business School's executive education business comprises two separate operational teams. One concentrates on custom work, in which we develop programmes for single organisations; and the other looks after open programmes, where we are largely recruiting individuals who come from multiple organisations.

As a result we employ a variety of different business development approaches. The custom team are often required to follow formal procurement processes, particularly with established organisations in developed economies. These call for professional and technical skills, especially when clients use procurement portals. In emerging markets developing personal relationships is much more important, and this is achieved by our business development managers spending time in countries in the Middle East and in China, for example.

Once the contract is agreed, we have a key account management group which is responsible both for ensuring that the programme is delivered, and also for developing the relationship with the organisation so that they can make connections across the school – encouraging them to employ our MBAs or other graduates, for example, or to contribute to major development projects.

Because our open programmes are predominantly aimed at individuals, the business development team has an emphasis on strong marketing and networking skills, and being able to use resources such as LinkedIn.

All of our programmes (both custom and open) have scholarly research at their heart. Thus we bring our faculty members into discussions about new programmes as soon as possible. They create the value that we are selling and differentiate us from competitors. While we try not to burden them with the more bureaucratic side of the business development process, they can often play a key role in getting the strategic conversation going – which, after all, is what the client is buying from us.

Some of our newest open programmes are delivered online. We have developed these in partnership with third-party digital education suppliers, rather than attempting to develop the expertise in-house. The marketing and business development for these programmes is also done in partnership. However, we are increasingly finding that it is possible to view participation in a digital programme as the start of a relationship that can lead to participation in our residential programmes, and greater engagement with sponsoring organisations.



### Case studies 3 – Resourcing product innovation, development and delivery

These examples focus on the rewards and incentives which encourage academics and other key stakeholders to engage in executive education. Typically, these examples address issues such as the availability (and in some instances the suitability) of permanent academic staff for executive education delivery, core versus non-core teaching work loading, and contractual issues relating to using flexible contracts (business fellows, hourly paid adjunct staff, consultants etc.).

## HENLEY BUSINESS SCHOOL

The case study below focuses on the key executive education roles at Henley connected with the delivery of custom programmes.

### ***Business Development Directors***

BDDs often come from a solution-selling or consulting background, and occasionally from an academic career. Good BDDs that understand the learning process, have the ability to diagnose client needs, sell effectively and manage bid teams, are hard to find.

### ***Programme Directors***

PDs generally fall into two categories: those that teach but also want to run the whole show; and those who are more comfortable with coordinating specialist contributors and managing the client/participant relationship. The former are better for focused programmes where the PD is the main contributor, the latter are better for bigger general management programmes. Non-teaching PDs are generally easier to find than those PDs that can teach.

### ***Programme Contributors***

These are the internal or external faculty that teach on executive education programmes and are not easy to find.

In terms of internal faculty at Henley, as at most business schools, the bulk of faculty will have only experienced an academic career and will have had little contact with business, let alone executives. The bulk of their teaching experience will often be undergraduate or pre-experience Masters and so they lack confidence and are often not comfortable with the facilitative nature of executive education teaching. Increasingly at Henley, however, executive education teaching skills and requirement for executive education teaching is being included in

the person specifications for recruiting new faculty.

External contributors (adjunct faculty) who are good at executive education are in high demand both from the increasing number of university-based executive education outfits, but also from consultancies, corporate academies and training companies. The best ones are expensive and often have commitments at a number of institutions as well as their own work.

At Henley we have a senior member of the executive education team whose primary role is to oversee the pool of internal and external contributors working on executive education programmes. This person (Head of Learning Design) helps to identify internal faculty to work on executive education programmes and provides support to develop their teaching skills. This post also scouts for external contributors and works to develop a sense of 'community' with externals that is designed to encourage freelancers to make Henley their primary association with a business school.

All permanent faculty at Henley are on University of Reading academic contracts which can either be 'teaching intensive' or 'research intensive'. All executive education staff are also on University of Reading contracts. Senior permanent executive education staff are on 'academic-related' contracts that do not include teaching or research commitments, but some professional staff do teach on non-qualification programmes and occasionally contribute to Henley qualification programmes. Senior academics (professorial level) and senior professional staff in executive education are on a grade that is outside the 'spinal point' grades that are heavily regulated by national agreements and the focus of union activities.

## LINCOLN INTERNATIONAL BUSINESS SCHOOL

Lincoln International Business School (LIBS) established its executive education function in 2016, and is currently piloting the following models:

### **Model 1: Core faculty<sup>4</sup> - work-loaded**

This resourcing model should be used where work-loaded capacity allows before considering the alternative options which has been agreed by LIBS heads of department:

- Executive development teaching will be work-loaded using the same formula as for “formal teaching” allocation, **1:1.5 hours**, e.g. A two-day masterclass is 12-hours of teaching = 30 hours total work-loading.
- This activity can be recorded as **enterprise** or **professional practice** in the college’s work loading model, agreed with your head of department. Heads of department approve all engagement with executive development teaching.

The hourly cost of the lecturer, up to the maximum total of £1500, is transferred from the revenue for the masterclass to the relevant academic department budget; this budget can be used to support the research, scholarly activity, professional practice or other activities such as “back-filling” in the department, as agreed by the relevant head of department.

### **Model 2: Core faculty - outside work-loading**

In the event that an individual undertakes the work as additional hours outside their normal working practice (i.e. contracted hours), this is done on a voluntary basis. Payments can be via two methods:

- a) The actual costs, calculated on your hourly rate, up to a maximum of £1500, are assigned to the academic department that academic sits in as per the incentive policy; this budget can be used to support the research or scholarly activity/professional practice;
- b) An honorarium can be paid to the individual via payroll, as agreed with the HoD, to the maximum value of £1500. This will be subject to the usual payroll deductions.

### **Model 3: Associate lecturers (and external suppliers)**

Associate lecturers may lead masterclasses, but will be contracted as a separate supplier to executive development so this activity will not be added to their associate lecturer contracts. They are paid the agreed executive development day rate for consultants. A member of core faculty provides guidance and oversight where required. They are contracted as executive development tutors.



<sup>4</sup> Core faculty refers to contracted academic staff who are not associate lecturers

## Case studies 4 - Support services and infrastructure

These examples focus on the support structures and infrastructures required to deliver a sustainable executive education function. Typically, issues relating to standard versus non-standard requirements (records management systems, invoicing and financials, contracting and marketing) and buildings and facilities are highlighted.

### SHEFFIELD HALLAM UNIVERSITY

Business Engagement, Skills and Employability (BESE) is responsible for delivering the university's transforming lives strategy requiring the university to provide a greater focus on relationships with businesses and employers, and to improve coordination of the university's identification and response to opportunities. BESE is Sheffield Hallam's new gateway for business engagement, responsible for triaging enquiries, identifying potential new customers and managing relationships to support businesses to understand their challenges and introduce them to relevant solutions and products, in turn creating new opportunities for staff and students.

BESE enables Sheffield Hallam to be a truly creative and constructive partner, enhancing economic growth, educational health and the quality of life in our region by providing:

- Employability and enterprise opportunities for students and graduates;
- High-level skills solutions, problem solving and innovation opportunities for employers through a strong understanding of our products, people and performance;
- A focal point for the university's input to the regional economic and skills development agenda;
- Operational support and 'incubation' for new types of delivery.

The key features of BESE are:

- More strategic engagement across the region in terms of economic and skills development;
- A clear gateway, ensuring that businesses, employers, and regional policy makers have a single point of contact within the university;
- Utilisation of a customer relationship management system and team that can lead on relationship development with contacts, triaging enquiries and requirements to relevant leads across the university;
- Bringing together product and service delivery teams to allow for clearer strategic alignment of objectives and opportunities, as well as easier cross-sharing of relationships;
- Ensuring that students benefit from the breadth of employer relationships and that the offer around student and graduate employability is more holistic and diverse;
- A commitment to gathering feedback, growing product uptake and increasing opportunities for staff, including cross-selling between our product types.



# ALLIANCE MANCHESTER BUSINESS SCHOOL

AMBS runs its activity through its Executive Development Centre (EDC). The centre is an integrated cost centre within the school. It is led by the Academic Director for Executive Education (responsible for academic quality and resources as well as overall strategy) and the Managing Director for Executive Education (responsible for everything else).

We have the following teams within the EDC with around 40 employed staff and a group of associates:

Learning Solutions – academic faculty who specialise in executive education and typically act as Programme Directors working with clients to develop and deliver the learning.

**Core services** - handles contracting for programmes, finances (i.e. forecasting and signing off course budgets), diaries, supports bidding, ensures we comply with all legal and university requirements (eg GDPR) and support events. This team also manages our customer relationship management system - we use Salesforce. We only use the university's student record system for award bearing programmes, otherwise data is all collected and held in within EDC.

**Programme management** - this is the key non-academic function of any programme – the logistics. This team has programme managers, administrators and assistants and is responsible for high quality logistical support to clients and delegates no matter where the programme takes place in the world. They also manage course budgets (once signed off by core services) and invoice for programmes.

**Client Development** – this is a team of dedicated relationship managers and business development colleagues. They manage all our key accounts and win business.

**E Learning** – this team supports the design and delivery of all our programmes – all programmes have some element of blended or virtual learning and we do not rely on university resource for this. We do use the university's VLE (Blackboard) most of the time, although sometimes we will use a different VLE such as Canvas

We have our own dedicated marketing resource who are based in the school's marketing team. They handle PR, social media, website, marketing events, collateral for bidding etc. We also have our own Executive Education Centre (EEC) opposite the main school which we staff with colleagues from the programme management team alongside receptionists from the main school. We contract with a cleaning company, catering is handled by the reception team, the attached hotel or our school catering team. We also have a 300 bedroom hotel attached to the EEC but not owned by us.

We rely on core university services for reviewing contracts with clients, IT services and transactional finances (i.e paying suppliers). We have several staff with university credit cards so we can speed up payments if needed and generally the university is supportive of our need to work more quickly than many other departments.







## APPENDIX 2 – ORGANISATIONAL STRUCTURES

Given the diversity of the business school sector and the various stages of development of executive education services, below is an indication of some of the key types of organisational structures that currently exist along with some of the pros and cons:

Infrastructure	Stage (Indicative)	Pros	Cons
A separate academic service or department either aligned to or based within a business school	Early <sup>5</sup>	<ul style="list-style-type: none"> <li>Access to subject knowledge and expertise</li> <li>Provides an alternative income stream for the school (new, repeat business and the potential for impactful relationships through consultancy and collaborative research)</li> <li>Quality executive education can enhance the reputation of the school</li> </ul>	<ul style="list-style-type: none"> <li>Challenges with 'buy-in' from academic staff (Is it core or non-core teaching? Is it included in a workload plan?)</li> <li>Relevance to academic career aspirations not readily apparent for some staff, resulting in tensions between the balance of teaching and research</li> <li>Limited access to skills and experience of teaching in a corporate-industry setting</li> <li>Reduced opportunities for sharing best practice e.g. pedagogy, case studies</li> </ul>
An overarching non-academic service which sits across a business school	Early → Established <sup>6</sup> → Mature <sup>7</sup>	<ul style="list-style-type: none"> <li>Access to subject knowledge and expertise</li> <li>Provides an alternative income stream for the school (new, repeat business)</li> <li>Potential for 'deep' impactful relationships through consultancy and collaborative research</li> <li>Administrative burden removed from the academic community</li> <li>Greater workforce flexibility (adjunct 'business' teaching staff/facilitators individually contracted)</li> </ul>	<ul style="list-style-type: none"> <li>Challenges with 'buy-in' from academic staff (core or non-core teaching, included or not included in a workload plan)</li> <li>Limited access to skills, and staff with experience of teaching in a corporate-industry setting</li> <li>Mismatch between academic calendars and executive education delivery patterns</li> </ul>
A service within a specific subject area / department	Established → Mature	<ul style="list-style-type: none"> <li>Access to subject knowledge and expertise</li> <li>Provides an alternative income stream for the school (new, repeat business and the potential for impactful relationships through consultancy and collaborative research)</li> <li>Easier to get academic 'buy-in' because of the academic ownership of the provision</li> <li>Quality executive education can enhance the reputation of the department and can strengthen subject level REF, TEF and KEF impact statements</li> <li>Potential for improved student experience across all products in the department as best practice and employer engagement knowledge and case studies shared</li> </ul>	<ul style="list-style-type: none"> <li>Relevance to academic career aspirations not readily apparent for some staff resulting in tensions between the balance of teaching and research</li> <li>Limited access to skills and experience of teaching in a corporate-industry setting</li> </ul>

<sup>5</sup> Early is defined as an executive education service which has recently been established (<5 years), and does not have a sustainable income stream

<sup>6</sup> Established services are defined as those being in existence between 5 - 10 years, with a demonstrable track record of sustainable income streams (new and repeat)

<sup>7</sup> Mature services are those which have been in existence >10 years and have a sustainable income stream, client base and a national and / or international reputation for this type of provision

Infrastructure	Stage (Indicative)	Pros	Cons
A strand of activity within an institutional CPD service	Early → Established	<ul style="list-style-type: none"> <li>Centralised management of the service</li> <li>Greater flexibility in terms of access to a flexible workforce</li> <li>Corporate ownership of executive education resulting in greater access to central support services such as marketing</li> </ul>	<ul style="list-style-type: none"> <li>Challenges accessing subject knowledge and expertise</li> <li>Challenges with 'buy-in' from academic staff (core or non-core teaching, included or not included in a workload plan)</li> <li>Relevance to academic career aspirations not readily apparent for some staff resulting in tensions between the balance of teaching and research)</li> <li>Limited or no sense of ownership within the business school</li> </ul>
A subsidiary company within a business school	Established → Mature	<ul style="list-style-type: none"> <li>Greater buy-in from relevant academic staff (e.g. revenue payment agreements)</li> <li>Provides an alternative income stream for the school (new, repeat business and the potential for impactful relationships through consultancy and collaborative research)</li> <li>Career enhancement for academics involved, due to profile raising through executive education activities which can strengthen subject level REF, TEF and KEF</li> </ul>	<ul style="list-style-type: none"> <li>Business schools are not, normally, legal entities so any 'school' subsidiary would either be part of the institution, or created by a group of academics under a joint venture agreement</li> <li>Balance between the academic job and the company job can be challenging</li> <li>Loss of key individuals and their associated areas of expertise can compromise the service</li> </ul>
An institutional subsidiary company	Established → Mature	<ul style="list-style-type: none"> <li>Independence in terms of securing a flexible workforce</li> <li>Access to a wider range of subject expertise which can be drawn from within and outside the organisation</li> <li>Financial flexibility (rewards, incentives and payment structures)</li> <li>Arm's length transactions which do reduce the risk of compromising the charitable status of many higher education institutions</li> </ul>	<ul style="list-style-type: none"> <li>Limited sense of ownership by the business school</li> <li>Challenges accessing subject knowledge and expertise</li> <li>Financial stability subject to external economic instability</li> </ul>
A joint venture between educational partnerships	Early → Established	<ul style="list-style-type: none"> <li>Sharing the risk and rewards of developing and delivering an executive education service</li> <li>Access to a wider group of expertise and knowledge</li> <li>Access to a wider and more diverse market which can provide greater opportunities for income diversification</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring quality of provision (content and delivery)</li> <li>Changes in the partnership (e.g. change in circumstances such as the strategic direction of a partner, unexpected financial instability and / or failure to perform against the targets in a partnership agreement)</li> <li>Challenges of ensuring and maintaining a joint 'vision' and goal congruency</li> <li>Complexities in negotiating and agreeing IPR Ts &amp; Cs could affect trust and undermine the partnership</li> </ul>
A franchise arrangement with all delivery provided through a third party	Established → Mature	<ul style="list-style-type: none"> <li>Sharing the risk and rewards of developing and delivering an executive education service</li> <li>Regular income – fees incurred from the franchise agreement</li> <li>Access to a wider group of expertise and knowledge</li> <li>Access to a wider and more diverse market</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring quality of provision (content and delivery)</li> <li>Changes in the partnership (e.g. change in circumstances such as the strategic direction of a partner, unexpected financial instability and / or failure to perform against the targets in partnership agreement)</li> <li>Challenges of ensuring and maintaining a joint 'vision' and goal congruency</li> <li>Complexities in negotiating and agreeing IPR Ts &amp; Cs could affect trust and undermine the partnership</li> </ul>



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