

CBS POST EXPERIENCE EDUCATION STRATEGY

Summary

This document outlines a strategy for the whole post experience education area. It means different level programs for those with practical experience but not for students directly from school. A fundamental pillar is that CBS takes societal responsibility for competence development by offering products suitable for a life long continued education. The world of Post experience programs is complex, highly competitive, and fast developing. There are a rapidly growing number of operators, change in demand, and worsening financial conditions. Participants have diverse and sometimes new reasons for attending programs. A surplus of young people having academic degrees has raised minimum requirements of employers, and Master degrees are increasingly required in many job announcements. Potential participants without an academic degree rapidly decrease in number, which reduces number of HD intakes dramatically. General and full time programs loose in demand while modularized and more specialized programs seem to be more attractive to both participants and potential employers; e.g. specialized masters win over general MBAs, some specialized HDs are doing well while general programs diminish, and customized or at least focused programs take over from open programs. A continued education program is often a part of a HR development activity, sometimes even a corporate academy, and the program may be a part of the individual's contract. Simultaneously participants ask for formal academic university credits.

CBS has a locally strong but globally not so strong brand. Faculty resources are large but relatively few participate in or are geared at executive education. The activities have good support from the top but they are too little understood in general. Marketing and financial conceptualization have had some weaknesses. There are some strong base products and substantial undergraduate and graduate programs as well as alumni to build on.

Overall strategies for CBS and hence for Post Experience Programs are Internationalization, Partnership with businesses and organizations, and The Learning University. Strategies for programs are the following.

International Executive programs: Develop more programs from national to international, Develop the products to be increasingly international in terms of participation, faculty and content and increase the volume of international faculty, and Invest in and strive towards further international acknowledgement by appearance in internationally recognized accreditations and rankings.

National and Regional Executive programs: Considerably expand the volume of activities responding to demands for programs and other activities for life-long executive development. Develop programs in non-explored areas such as Advanced Management Program, General Management program, Functional Vice Presidents and Managers programs (e.g. HR Executives program), and Young managers program.

National Non-Executive programs (e.g. HD programs): Integrate HD programs in a Post Experience Programs concept, Make HD an instep to Executive Master programs, Develop and offer customized programs, Coordinate HD positioning and marketing, Develop and offer an accelerated version, Make HD an internationally recognized certificate, and work for a new national directive.

Short programs: Emphasize the development of new executive programs and in-house company programs, Develop open programs at different levels and in different functional areas, Generalize customized programs to open ones, Develop international versions of programs, and Find international joint venture possibilities.

CBS POST EXPERIENCE EDUCATION STRATEGY

The post experience education area includes programs for those with practical experience but excludes pre-experience programs such as Bachelor of Science or Art and Master of Science or Art aimed at students coming directly from high school.

1. Raison d'être

CBS Executive is there to:

- Provide life long learning opportunities
- Act as a partner to organizations in management development
- Take care of its alumni's development needs
- Be a communication channel between researchers and practice
- Be a seeding channel for financing research
- Provide faculty development opportunities
- Enhance relevance in research

2. Mission

CBS takes societal responsibility for competence development by offering products suitable for a life long continued education. CBS offers Post experience programs for lifelong competence development of individuals and acts as a partner in management development for companies and other organizations. CBS Post experience programs offer open and customized, long and short-term programs in general and functional areas of management, leadership, and business development. CBS Post experience programs also offer a learning environment by creating and maintaining networks for continuous competence development.

Post experience programs are an excellent way for communication between the academic world and the contexts in which the academic knowledge is applied. They offer academics the opportunity to test their theories, models and relevant research issues. They facilitate empirical research by establishing industry contacts. Even projects are initiated while academic knowledge is conveyed to users.

CBS Post experience programs and supplementary activities draw on the vast and wide faculty of CBS as well as resources external to the school always looking for best sourcing of competence. Program content and resources are globally sourced but own faculty and alumni form important spearheads in profiling and establishing attractiveness.

3. Vision

CBS Post experience programs are seen as the nationally preferred and one of the leading European centers for life-long executive and management development delivering top-class research based programs and partnerships using multiple forefront educational approaches with an emphasis on learning.

4. Identity and positioning

CBS Post experience programs act in an academic not-for-profit setting. Being reflective and research based marks CBS Post experience programs activities. Leadership and managing change play important roles in program features with a coaching leadership and flat organization model that may be called Scandinavian. Programs are characterized by longitudinal and cross-disciplinary integration making processes important. Highly engaged staff deeply involved in the program processes supports the activities. Some products are offered internationally while others are tailored to the Danish and sometimes Scandinavian market.

5. The world around us; a context for strategy formulation

The world of Post experience programs is complex, highly competitive, and fast developing with a growing number of operators, change in demand, and worsening financial conditions.

a. Participants

Participants have diverse and sometimes new reasons for attending programs. A surplus of young people having academic degrees has raised minimum requirements of employers, and Master degrees are increasingly required in many job announcements. Potential participants without an academic degree rapidly decrease in number, which reduces number of HD intakes dramatically, especially for phase 1 (1.del). An estimate says from 2400 in 2001 to 1700 in 2004 and just above 1500 in 2005.

b. Companies

The company perspective encompasses both the role of present or future employer and the role of buyer of customized and even open programs. Concerning programs companies seem to prefer customized or at least focused programs since content is more focused to fit own operations, and since they simultaneously serve as organization and business development activities. A continued education program is often a part of a HR development activity and the program may be a part of the individual's contract.

c. Product offerings

A rapidly growing number and variety of products is offered on the market. In the Executive programs area in addition to the popular general Executive (part-time) MBA and MPA programs there are many functional Master programs and even focused MBA programs for example in certain industries. However, longer programs are more and more difficult to fill with participants. Modularized programs, distance learning, e-learning, and shorter programs that can be combined with ordinary work programs as well as in-company programs and corporate universities are growing in popularity. The undergraduate Post Experience program (HD) is a Danish concept with many variants offered by many institutions.

d. Competitors

Competitors are growing in numbers and types. One unfortunate reason comes from the relatively low entry barriers in terms of low investment and upfront costs. Many universities see these types of programs as a source for additional income when public sourcing decreases. Another reason comes from resources being openly available on the world market. A third comes from the lack of product standards such as definitions of certificates. A fourth comes from a lack of awareness among potential customers/ participants of the relative value of different program offerings and the certificates. Many well-positioned business schools enter alliances. Many also develop globally with establishing regional or local operations together with local (sometimes minor) players. On the master level (HD) there are many operators and different alternatives even private ones giving different certificates.

6. SWOT (Strengths, Weaknesses, Opportunities, and Threats)

The CBS Post experience programs situation may be summarized as follows in “balance sheets”.

International Executive programs (E.g. FT MBA, Specialized EMBA)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> + Large own faculty resources + Support from the top + Strong base product + A prioritized area + Good relations to senior executives in DK 	<ul style="list-style-type: none"> - A globally not so strong brand - Low faculty % used to teaching this - Raison d'être questioned by too many (> 1) - Mistrust here and there in the CBS organization - Weak marketing (changing) - Low internal integration - Low organizational brand identity - Lacking financial conceptualization
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> + Positioning ourselves as outstanding Scandinavian + Alliances with international top schools + New local specializations + Distance learning complement + 	<ul style="list-style-type: none"> - Declining markets in general and especially for long open programs - New entrants - Students find cheap alternatives - International networks take over - Distance learning takes an increasing part

National and Regional Executive programs (e.g. EMBA, EMPA, Executive Masters)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> + A locally strong brand + Large own faculty resources + Some academic entrepreneurs + Strong support from the top + A number of documented successes + Some good associate deans + A prioritized area + Strong base products + Good relations to senior executives in DK 	<ul style="list-style-type: none"> - A globally not so strong brand - Low faculty % used to executive development - Weak marketing - Mistrust here and there in the CBS organization - Low organizational brand identity - Low internal integration - Participation not enough attractive for faculty - Lacking financial conceptualization -

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> + Strengthening the MBA and MPA concepts in Denmark and Scandinavia + Developing the Company HR development partnership concept + A substantial rather loyal CBS alumni cohort + A substantial undergraduate program to build on + Alliances with international top schools + More short programs, open and customized + Positioning ourselves as outstanding Scandinavian 	<ul style="list-style-type: none"> - Declining markets in general and especially for longer open programs - Financial sensitivity due to high break even levels in programs - Many competitors and new entrants - Market saturation(s) - Students find cheap alternatives

Non-Executive programs (e.g. HD)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> + A locally strong brand + Large external faculty resources + Strong base product + Good relations to executives in DK + Research based/related + Big positive alumni group 	<ul style="list-style-type: none"> - Does not fit the Bologna 3+2+3 model - Less company related than before - Too geographically spread - Institute (department) narrow programs - Lacking organizational (CBS) unity - Does not fit inter-/national educational systems - Not internationally qualifying

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> + Developing the Company HR development partnership concept + Company in-house programs + A substantial rather loyal CBS alumni cohort + Specialized programs + Developing best programs to Master programs 	<ul style="list-style-type: none"> - Declining market in general and especially for longer open programs - Weak persistent demand for programs - New entrants - Company specific programs - Phase 1 can be taken from us - Professional baccalaureates (replacing CVUs) - Other pre-academic programs to give access to phase 2

Short programs (e.g. HHE/CCE)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> + A locally strong brand + Large own faculty resources + Flexible separate organization + Good relations to executives in DK 	<ul style="list-style-type: none"> - Several strong competitors - CBS brand not always an advantage - Few open programs - Danish market relatively small

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> + Developing the Company HR development partnership concept + Company in-house programs + A substantial rather loyal CBS alumni cohort + More short programs, open and customized + More programs of non explored types 	<ul style="list-style-type: none"> - International competition - Companies pick & choose from our resources - New offerings by others - Other start-ups - New entrants -

Strategic principles

A guiding factor must be the general strategy of the university. The Post Experience Programs and the organization for them are parts of the university. The strategic principles here mirror this perspective.

Overall strategies for CBS and hence for Post Experience Programs are Internationalization, Partnership with businesses and organizations, and The Learning University. For Post Experience Programs this will mean for example the following.

Regarding *Internationalization*

- More programs becoming international, taught in English with international students
- An increasing number and proportion of international teachers
- Activities outside Denmark in the curricula
- International ranking and benchmarking
- International branding and positioning of many programs

Regarding *Partnership with businesses and organizations*

- Close collaboration with HR development functions
- Increased responsibility in HR development within organizations
- Increased use of participants' cases and experiences
- Increased organizational development in Post Experience Programs
- Increased use of external resource persons
- Closer alumni relations

Regarding *The Learning University*

- Being research based and reflective
- Focus on learning rather than teaching
- Using pedagogical formats for profiling and positioning in addition to content
- Leadership a strong focus besides management
- Establishment of a learning environment in processes and architecture
- Stimulate curiosity, creativity, and innovativeness

Product development and plan

Product development will normally take a starting stance in a combination of existing programs and individual faculty members who want to and are able to conceptualize, position, focus, plan, develop, and deliver the programs. The competence base refers to pedagogical formats as well as content/disciplines. The learning rather than teaching format and the reflective character of the program are important features of the CBS products.

The nature of the activity implies that the product has many dimensions; e.g. content, activities, pedagogical formats, participants, facilities, scheduling, etc. Planning the product encompasses all such dimensions. Programs come in the forms of long or short, open or customized, coherent or modular, executive or non-executive, degree or diploma.

The CBS Post Experience Programs area may include Fulltime MBA, Advanced Management Program, General Management Program, Functional Top Executive Programs, Executive MBA and MPA programs, Functional Master programs, Functional specialist programs, Young Managers/Leaders program, HD programs, Issue (often very short) programs, and DBA programs. See figure in appendix 2. Programs may be both cohort and modularized. They all have an applied managerial perspective. In addition there are all kinds of in company programs and customized programs as well as participation in corporate universities.

Currently the program portfolio aims at the following offerings.

HD-programs serve as an alternative to academic programs by offering undergraduate programs to work experienced participants without earlier formal education qualifying for academic studies. There are two distinct phases with the general 2-year part 1 and the specialized 2-year part two, currently 8 specializations.

A full time MBA program is an internationally well-established product (although in reality with considerable differences). Having such a program is important for many reasons. Very often the image of the whole school is to a large extent coming from the ranking of the full time MBA program.

Executive part-time MBA and MPA programs come in several forms. There are both foci on certain managerial issues, e.g. global operations or business development, and on certain industries, e.g. construction, IT, shipping, etc. As a general strategy these foci should not be too narrow. Ranking of these programs have an important role for the image of the school.

Executive Master Programs take the participant a step further by deepening and specialization. These programs are naturally focused either on an area of managerial discipline(s) such as management development (MMD), corporate communication (MCC), finance, marketing, operations, accounting, etc. or on a type of application, e.g. industry such as Health (MHM).

Short executive programs often come later in the career of the participant. These programs update the participant and raise her/him to strategic perspectives and activities from more operative activities. These programs also have great potentials as customized products.

The Doctor of Business Administration (DBA) may also be called an Executive PhD although some academics resist this. It is well fitted for those who in a business community position want to take that extra step from knowledge utilization to a knowledge development stage.

The CBS Executive degree-awarding portfolio will to some extent be dynamic. Several programs are initiated in industry contacts. They are developed and delivered on demand in close contact with industry but will not necessarily be sustainable in the long run.

Resources

Drawing mainly on internal faculty is important. It contributes to a solid impression of the brand. It can also facilitate control of the product not only in terms of content but also in terms of pedagogical formats and it contributes towards program integration around the CBS concept.

To ensure relevance and quality, resource selection must be in the hands of the program responsible (HD program directors and CBS Executive associate deans and program directors). When choosing faculty the individual is paramount while department affiliation is of less importance, a factor that may cause frictions and conflicts in internal relations.

Complementary external faculty is important. The total volume of Post Experience Programs makes additional resources important and vertical integration cannot be a rule when program relevance and quality demand competencies unavailable at CBS. A considerable number of individuals from the business community are important resources. There is specific value both through relevance validation and contextual understanding.

Facilities play an important role in the pedagogical approach. The design of a Post Experience Programs training center is important since certain architectural solutions provide certain pedagogical possibilities and constraints. There should be many different solutions offering a choice of settings. Also the overall standard and exclusivity are important for creating the requested ambiance.

7. Organization

CBS Post Experience Programs have some similarities that enable organizational integration. Participants mostly combine their studies with time demanding and competing job positions. They often have employers who finance the programs and demand certain services.

Concurrently CBS Post Experience Programs should be a part of the total CBS organization. This has implications for e.g. planning, staffing, and product development not saying there is total congruence.

CBS Post Experience Programs should be run with comparatively free forms of organization and management with a high degree of decentralization. CBS Post Experience Programs relies on academic entrepreneurship. Program-planning processes will have iterative divergent and convergent phases with a combined resource based and market driven process.

Cross program effectiveness is key for several reasons. Internal exchange and learning should permeate organization and process philosophies. In addition to striving to be a learning organization there are important advantages both from efficiency and financial points of view. Development and production should be seen in a cross program perspective.

Specific program support, administration and control should be tailored to the specific needs of Post Experience Programs. University standards and procedures do not always apply.

8. Strategic directions and actions

Strategic development directions, projects, and direct actions come out of the descriptions and analyses above. There are many alternatives. At present the following are the most important strategic foci. They will guide our behavior but not hinder good ideas.

All Post Experience Programs

- Within the product portfolio increasingly offer programs that fit managerial careers and is conducive to life-long learning
- Modularize programs for higher attractiveness, cross program fertilization and better economy of scale
- Increase the proportion of foreign teachers
- Initiate and develop Consortia programs
- Further develop, illuminate and strengthen the position and role as a learning environment with supreme pedagogical approaches and characteristics
- Further develop the collaboration with companies and other organizations to offer more complete solutions to management development; e.g. corporate Executive development partnerships
- Establish us as a major forum for knowledge exchange and development within the business community including our alumni
- Increase the number of senior executives among our resource persons
- Contribute to CBS faculty development through specific faculty development activities as well as increased integration of faculty individuals
- Administrative and physical integration of Post Experience programs
- Improve efficiency by the use of better control systems and increased awareness of productivity, efficiency and effectiveness issues
- Improve internal effectiveness by further developing cross-organizational processes
- Improve internal communication in order to have the message about the Post Experience Programs raison d'être better known and accepted
- Work for even better facilities for Post Experience Programs

International Executive programs

- Develop more programs from national to international
- Develop the products to be increasingly international in terms of participation, faculty and content and increase the volume of international faculty
- Invest in and strive towards further international acknowledgement by appearance in internationally recognized accreditations and rankings

National and Regional Executive programs

- Modularize programs
- Considerably expand the volume of activities responding to demands for life-long Executive development programs and other activities
- Develop programs in non-explored areas such as Advanced Management Program, General Management program, Functional Vice Presidents and Managers programs, High Potentials Program and Young managers program.
- Develop some top level Executive functional programs (e.g. HR Executives program)

National Non-Executive programs (e.g. HD programs)

- Integrate HD programs in a Post Experience Programs concept
- Tune part 1 into different tracks
- Make HD an instep to Executive Master programs
- Develop and offer an accelerated version (i.e. 3 years)
- Coordinate positioning, marketing and Quality Assurance
- Develop and offer customized programs
- Try to make HD an internationally recognized diploma
- Work for a new national directive

Short programs

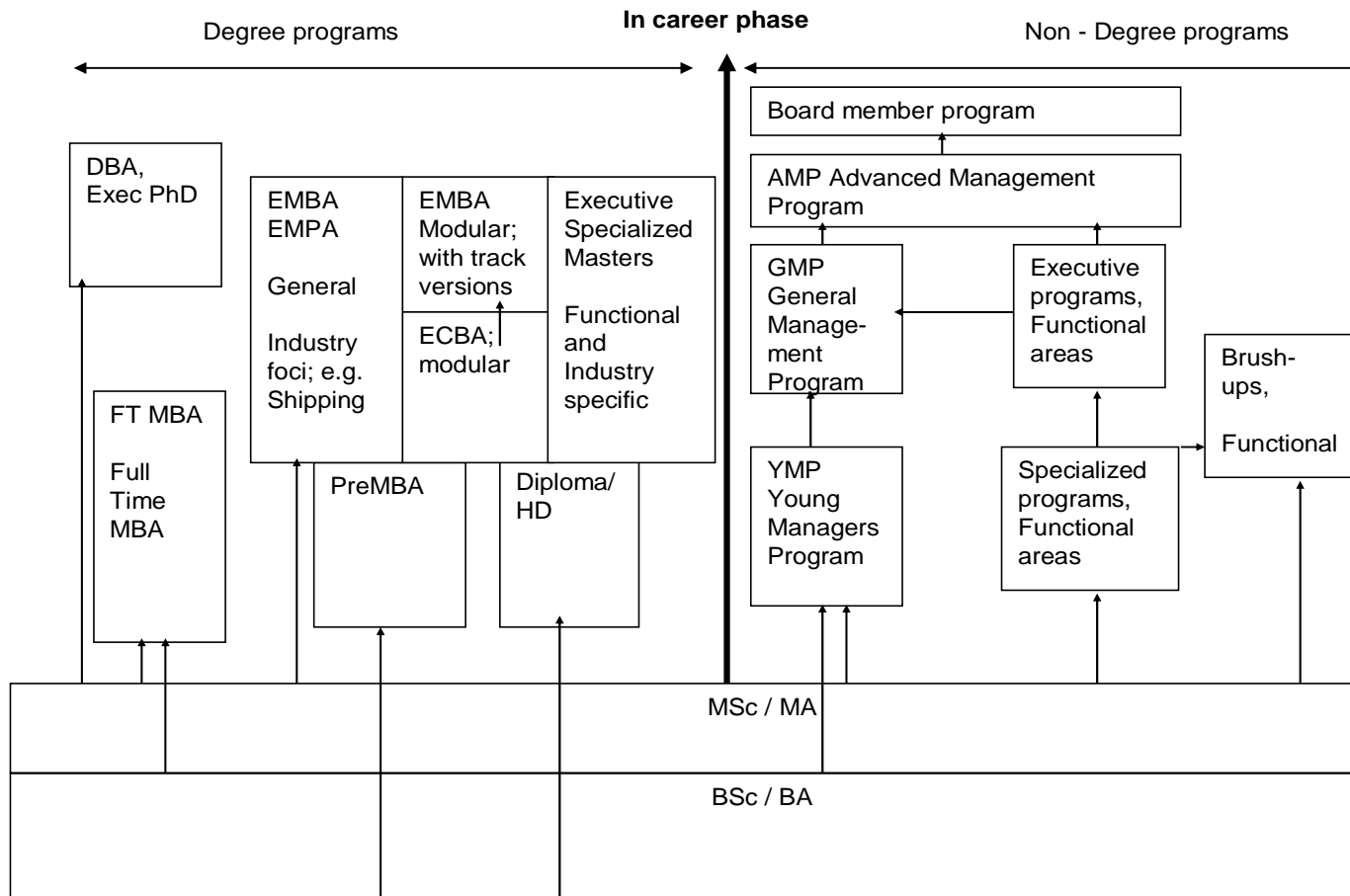
- Emphasize the development of new executive programs and in-house company programs
- Develop open programs at different levels and in different functional areas
- Generalize customized programs to open ones
- Develop international versions of programs
- Find international joint venture possibilities

Appendix 1. Overview. Please read from bottom up and from left to right on each level! NB Short statements only - read full text!

Area	General		HD	Executive	Short courses
Strategy	Offer life-long open & closed learning programs Corporate & organization partnerships Modularize programs Internationalization & Alliances Customer cases integration Learning environment with supreme pedagogy Senior executives among our resource persons Contribute to CBS faculty development Administrative and physical integration of Post Experience programs Productivity, efficiency and effectiveness issues Cross-organizational processes	→	Integrate in a system for Post Experience Programs and life-long learning Connect to Master programs Instep to Exec Master programs Functional specializations Customized programs Accelerated version “Toning”(specialized tracks) Strengthen CBS brand Work for new national directive	More complete program portfolio More international programs International acknowledgement Top level Executive functional programs (e.g. HR Executives program) Expand the volume of activities responding to demands for programs and other activities Combined local dominance and global profiling strategy	New executive programs and in-house company programs Open programs at different levels and in different functional areas Generalize customized programs to open ones Develop international versions of programs Find international joint venture possibilities
SWOT	+ A locally strong brand - A globally not so strong brand + Large own faculty resources + Going international + Accreditation: EQUIS, etc + Ranking - Declining market in general and especially for longer open programs + Research based/related + Important exchange channel + Academic and reflective + Distance and e-learning	→	- Does not fit (inter-)national educational systems - Does not fit the Bologna 3+2+3 model - Less company related than before - Institute (department) narrow programs - Lacking organizational (CBS) unity - Exam not enough attractive - Price limit reached + E-learning opportunities + Support/develop CVU-partners + Feeding channel	+ Strong base products + A number of successes - Low faculty % used to executive - Weak marketing - Low internal integration + Good relations to senior executives in DK - Participation not enough attractive for faculty - Lacking financial conceptualization - New entrants - Financially volatile + sensitive	- Several strong competitors - CBS brand not always an advantage - Few open programs + Flexible separate organization + Good relations to executives in DK + Corporate academies - Companies pick& choose from our resources
Situation and context	Complex context Highly competitive Fast developing Growing number of operators Changes in demands Worsening financial conditions Demands for accreditation/ECTS/degree	→	Danish specialty High volume Declining market Diminishing target group Too geographically spread National collaboration/talks	Long and open programs more and more difficult Corporate academies International alliances	Danish market relatively small Strong international competition Small activity at CBS in an international perspective Demand for direct effects Closed programs popular Separate association format

Strategy: What we should / will do. SWOT: CBS’ strengths/weaknesses/opportunities/threats. Context: Post experience education in general

The CBS Post Experience Programs vision



Appendix 2. Post Experience Programs vision