

22° CEEMAN Annual Conference
Panel 2: When, why and how is technology
reshaping management education –
management schools viewpoint

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MIB School of Management: overview



MIB is a not-for-profit **consortium of academic and business partners**, founded in Trieste (Italy) in 1988 with the mission of delivering managerial education and carrying out applied research in all areas of business.

The School only targets the **post-graduate, post-experience** segment of Management Education. The portfolio of activities includes 3 program lines:

- MBAs
- Specialized Masters
- Executive Education.

MIB's main focus is on the **financial and insurance sector**. MIB's key partners and customers include, among others, Allianz Spa, Assicurazioni Generali, Intesa Sanpaolo.

Our view of technology and learning

- ▶ Technology is **everywhere**. Why should Business Schools be exceptions?
- ▶ Technology is **enriching our experience** of life. Why shouldn't this be true also for learning experiences?
- ▶ Technology can have a big **impact on classroom activities**.
- ▶ **Learning takes place everywhere**, not only in the classroom. Technology assures continuity to this process, helping integrate residential and distance activities.
- ▶ **Learning is a social experience**. It is much richer and sophisticated than navigating the web, watching a movie or being immersed in a virtual community.

Corporate/Executive programs at MIB

- ▶ In the last 10 years, we have been facing a growing demand of **Executive** and **Corporate Master programs**, targeted to the specific needs of companies and/or industries. Technology has been an important basis for the launch and delivery of such initiatives.
- ▶ Compared to the open courses, such programs better address the **needs of the customers** in terms of:
 - ▶ reduction of logistics and opportunity costs,
 - ▶ better fit with participants' work agendas,
 - ▶ higher customization of contents,
 - ▶ richer feedback and coaching services,
 - ▶ on-the-job application of new knowledge.

Our current Masters provision

MBA in International Business (XXV edition)

Accredited by AMBA and ASFOR

Executive MBA (XVI edition)

Accredited by AMBA and ASFOR

Master in Insurance & Risk Management (MIRM) (XV edition)

Accredited by EPAS and ASFOR

Corporate Master in Insurance and Risk Management (V edition)

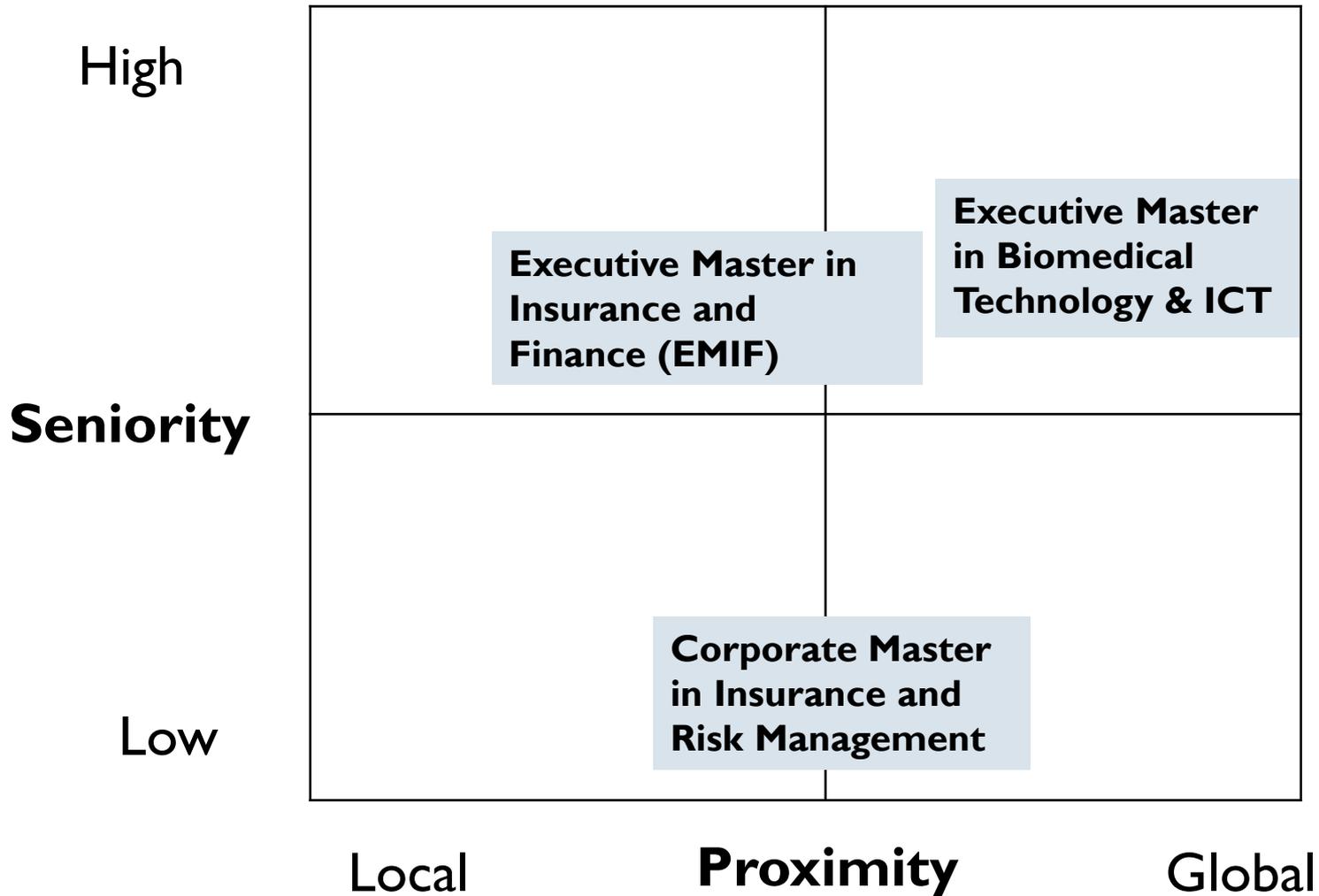
Accredited by ASFOR

Executive Master in Insurance & Finance (EMIF) (IV edition)

Accredited by ASFOR

Executive Corporate Master in Biomedical Technology & ICT (I edition)

Positioning of our Corporate/ Executive programs



Blended learning: key issues

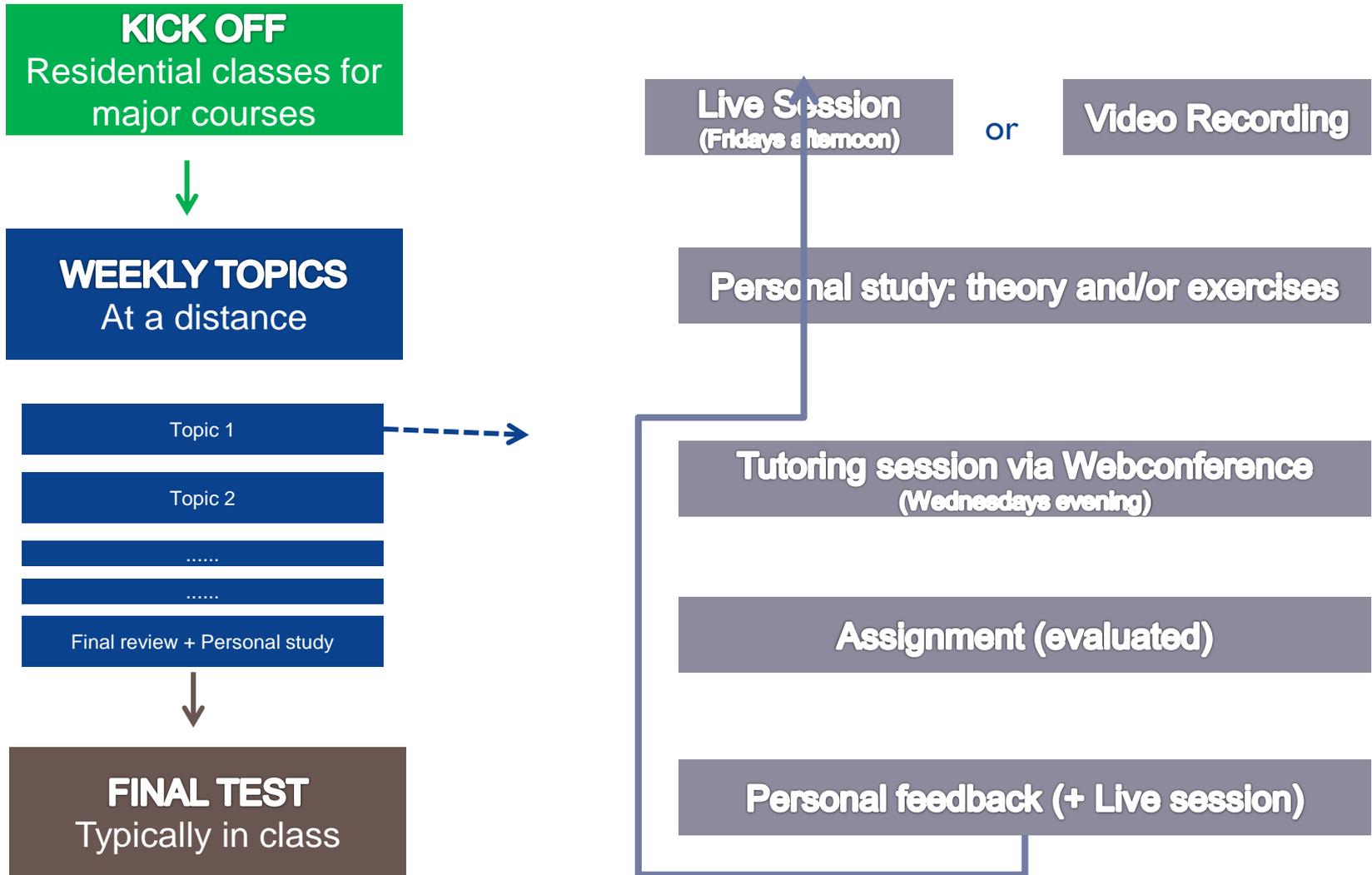
- ▶ Our major constraint: classroom activities represent only 10-20% of learning activities.
- 1. What shall be done **in the classroom** and what at distance?
- 2. Inductive or deductive approach? Cases first or theory first?
- 3. Learning as a social experience: how to build an effective **learning community**, at distance?
- 4. Sustaining the participants' **commitment** over the process: the role of individual feedback and one-to-one interaction.
- 5. Dedicated **learning platforms** or Social technologies?
- 6. How to transform an outstanding classroom **lecturer** into a professional manager of blended learning processes?

Blended learning: classification of activities

In our approach, learning activities have been grouped into 4 categories:

	ON-LINE	OFF-LINE
SYNCHRONOUS	Virtual classrooms On-line tutoring	Residential sessions
ASYNCHRONOUS	Web-based self-training	Individual study Project works and final thesis

Our priority: the weekly workplan



The Learning platform

A **customized** Learning platform has been set up to support the delivery of the program:

- teaching materials are available and easily accessible to participants;
- lecturers can easily launch and manage distant, “virtual” classes and tutoring sessions;
- Discussions spontaneously occur, at a distance, within the community of teachers, tutors and participants.

An original bundle of **open software, standard hardware and social technologies** is being used.

The School has decided to fully **in-source** the development and management of the learning platform.

Case history I: Corporate MIRM

Launched in 2009, the Corporate MIRM program is a **2-year, part time, post-graduate program**, targeted to the **ALLIANZ new recruits in Italy**.

It is mostly based on the conceptual and pedagogical framework of the School's open MIRM full-time program.

The Master's learning objectives are the following:

- complete/integrate the university education of participants, who come from diverse graduate programs and hold different degrees, providing them with **technical** and industry-specific knowledge and a **general**, cross-industry, and cross-functional mind-set.
- Deliver a set of effective work-tools, to help participants better perform their job duties. A **company internship**, running throughout the program, is formally part of the Master's curriculum.

Case History 2: Seed Capital Accelerator



Part Time 1st Module	International Business Management Accounting Fundamentals, Finance, Strategy, Marketing and Project Management
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Full Time 2st Module	Intensive Incubation to keep learning startup-oriented content, define a credible Business Model, meet mentors and innovators
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Case History 3:

Corporate Credit Culture (CCC)

This program is targeted to the foreign subsidiaries of the **leading Italian bank**. The main purpose of the project is to provide the basic concepts and techniques for a correct analysis and evaluation of the creditworthiness of the client companies.

The project is delivered to 350+ participants in **six different countries and local languages:**

- Romania
- Egypt
- Bosnia and Herzegovina
- Ukraine
- Albania
- Russia

Technology for Learning: the impact on the School

- ▶ Impact on the **delivery methods** of full-time, residential programs:
 - ▶ more focus on the **whole learning process** vs. classroom activities,
 - ▶ less contact-hours, more **self-paced study**,
 - ▶ priority to the production/selection of **learning materials** vs. traditional classroom “edutainment”,
 - ▶ priority to the learning process: **workplan** definition,
 - ▶ richer provision of formalized **feedback**, tutoring and support.
- ▶ Impact on the School’s **business model**:
 - ▶ higher **customization** of programs (contact hours, time-length, location, delivery modes),
 - ▶ higher emphasis on **content production** vs. content delivery,
 - ▶ growing attention to the growing market of **Corporate** programs,
 - ▶ lower volume of residential activities at the **School’s premises**.

In conclusion

- ▶ While it is generally believed that technology is going to have a deep and potentially disruptive impact on traditional Business Schools, our experience testifies the promising role of technology in increasing the level of **customization** of training and in enriching the **social dimension of the learning experience** in our education programs.
- ▶ We envisage a new approach to learning, which makes plenty of use of the technology and the internet, but ties management education more closely than before to the participants' work needs and gives birth to a new generation of **employer-validated** training programs.