

Index

360° feedback tool 25	Boynton, Andrew 25
3M 3, 141	brand, role of 104-6
	Büchel, Bettina 26
A P Moller-Maersk, learning partners	Buckley, George 141
strategy 175-6	Business Advisory Council 52-3
AACSB International 82	Business Center Europe, as example of
Aalberts, Jan 183	cherry-picking 44
academic	business education, global, challenge of
offerings, complemented by internet	multifaceted approach 37
108	Business Life 76
value	business school
additional coaching driven, three	activities, how they might be focused
models for 59-60	15
component parts 196	board, four key functions 199-200
created by interaction with art,	board, role of 199-200
craft, science 195	challenge, most significant 37
creating 4–9	challenges faced 209
see also value; value-creation	competence base, understanding its 133
action learning, as key part of IMD's value-	competition to, sources of 44
creation 45	constraints when part of university 188
activities, value-based 97-100	control of own resources, need for 189
advertising, classical, ineffectiveness of 91	cooperation between IMD and ETH and
Akermann, Markus 168	EPFL 85
Allianz Management Institute 101	cooperation between MIT and IMD 85
alumni	core competences, need to identify 91
as core community 100	critical issues, three 15–16
benefits from network 109-10	economic base, executive programs
Aristotle 9	providing 35
articles, close to the norm 12	effective marketing, implications of 111
Augier, M. 3–4	European and culture 208
awareness, top-of-mind, preserved through	excellence, minimum level of for
word of mouth 109	viability 208
	faculty, retaining suitable, critical
Barwise, P. 8	success factor 14
Ben-Hur, Shlomo 208–10	flexibility expected by learning partners
benchmarking 125-6	22
Bennis, W. 210	freestanding
Berlin, University of, blueprint for 10	IMD structure 190
Borealis 167–8, 173	implications 16
"Courage to Lead" program 173	limits and benefits 188
Bottger, Preston 60	practitioner orientation 189



INDEX 23I

fundamental questions for 3	business school leadership
international campuses 19-20	balanced outlook, need for 195
key implications for xiv	constraints, need to recognize 205
leader	critical restraints 196
bottom-up issues, sensitivity to 186	geographies, need to pursue
freedom, need for sense of 186	opportunities in 195
good, definition of 184-205	inspirational, need for 198-9
IMD's leadership transition process	integrity 192
203–4	mean dean tenure 202
role of 185	opportunity seeking 192–5
selection 200–4,	outside-in vision 192
social entrepreneur, need to be 185,	resource identification 196-8
205	search committee's eight criteria 203
stifling capabilities, risk of 186	selection methods 201-2
MBA program, benefits from 193	selection search committee 201
MBAs as vital part of portfolio 46	succession planning 201-2
model xi	temporary nature 199
operating models, differing 20	transparency, critical 192
organizational learning points, four	see also business school, board
complementary 128	Business Week 211
PhD program, costs and benefits	
194	capabilities
ranking on contribution to academic	availability of complementary 14
and practitioner journals 83	building 25
rankings 222–4	capacity constraints 128
research process, challenge to develop strong 83	Carnegie Institute of Technology Business School 142
research, and thought leadership, needs	CDDs see corporate development directors
for companies to support 173	CEO
research, implications of 83-8	HR important role in supporting 162
size, effects of 17	participation in in-house programs 167
staff development and retention, critical	roundtable 53
success factors 137	see also business school leadership
strategic alliances, costs 198	Chakravarthy, Bala 80
strategies to compete meaningfully 61	challenges, for companies, current 5
strategies worth considering 83-8	change
strategy, need for more focused 209	agenda, strategic, learning component
success, critical role of two factors in	feeding into 168
26–7	as driver of institutional learning 119
success, key factors for, in HR strategy	inevitability of 20
150–8	strategic
success, risk of institutional constraints	CEO responsibility 167
186	implementing 167–8
survival affected by alumni based 109	Cheit's model 208
traditional, rankings by publication	cherry-picking
favor 210	as source of competition 44
value propositions 3	Duke Corporate Education, as example
website as essential marketing tool	of 44
106	executive learning, savings from
world class, need to be 65	"cherry-picking" 172–3



Chicago Graduate School of Business 16	importance of close networking with 102
strength of brand 104	key to high-caliber participants 217
citizenship	corporate learning network, IMDs, member
definition 144	companies 54–7
faculty, at IMD 145	corporate learning partners, drivers of core
responsibilities 145	competencies 100
classroom, two-way interface with research	corporate universities
34	CEO involvement 169
clients, business, issues raised by 21-2	challenges to making work well 169
CLO (Chief Learning Officer)	CLO role, effectiveness of rotating 172
new role of 162	competition to business schools 103
role in learning partnerships 171-2	competition, source of 44
Cohen, Michael 142	corporate culture, enhancing 168-71
collaboration	General Electric's 169
with business, importance of 87	ideal leader 172
marketing open programs, importance	learning effectiveness, risks to 169
in 91	learning initiatives embedded in 165
tools, importance of for marketing 94	multiple disciplinary approaches 169
updates 52	"teach and run," risk of 170
compensation, flexibility as key dimension	thought leadership in, lack of 170
147	corporate values, in-house training to instill
competence levels of participants 27	166–7
competences, core	corporation, as core community 100
communities 100	Cotton, C. C. 209
enhancing 99	course offerings, continuous updating 99
need for business schools to identify	Covey, Stephen 183
91	Crainer, S. 211
need to declare 100	culture
new, driven by corporate learning	corporate, developed from corporate
partners 100	university 168-71
competitive advantage	and European business schools 208
knowledge recognized as a 33	external and internal aspects 209
newness as 62	Cyert, Richard 142
the only, the ability to learn faster 33	Czarniawska B. 13
people improvement as last source of	
119	Darwin, Charles 37
talent the only xi	Davidson, Rhoda 26
competitive threats, countering by	Davos 65
emphasizing quality 104	daylight, importance of 218
conceptual framework 4–9	de Vries, Jaap 173
"conceptually integrated bureaucracy" 14	Dearlove, D. 211
Connect & Develop model (Proctor &	"deep dive" methodology 25
Gamble) 7	democratizing innovation 9
consulting	Denison, Dan 72, 89
firms 43; risks of outsourcing learning	"designer school approach" 65
activities to 174	development needs, individual 166-7
private, conflicts arising 30	dialogue, key factor in the Toyota Way 8
conventions, academic 18–20	dilemmas
corporate development directors (CDDs) 29,	capturing key issues of globalization 37
90	contextual examples of 37



discovery events 125–6, 129	price reflecting thought leadership
dissemination	77
channels for 74-7	research-based, positioning 112
most effective in teaching and	experimentation, importance of 73
discussion 75	
Duke Corporate Education, as example of	faculty
cherry-picking 44	ageing 30
	clusters, in finance faculty 127
Economist Intelligence Unit 210	experienced, essential 48
Economist, The 82	opportunities for initiatives 93-4
education, cost savings at expense of quality	own, risk of competition from 45
174	thought leadership, ability to add 63
EECH 76	world class, need for 216
Elverding, Peter 184	faculty member
EMBA program, marketing, differing from	comfortable with team-based publishing
MBA 116	197
Engwall, Lars 2, 12, 187–8, 211	learner, as 120–2
entrepreneurial venture, life cycle of 86	need to work on cutting edge 196
entrepreneurs, internal, importance of 80	starting out, career choice for 148
EPFL, Lausanne 18	ways to learn from teaching activities
links with IMD 198	121–2
EQUIS 209–10	working with networks 197
equity, communicating, transparency helps	faculty team
in 158	importance of top-caliber 61
ETH, Zurich 18	team, insights from own research 42
links with IMD 198	failure, tolerating 178-9
executive	Financial Times 76
coaching 53	Fisher, William 25
area for expansion 57	five forces model 5
definition 57	"fragmented ad-hocracy" 13
implications 57–8	funding
need to enhance complementarity	Amadeus process 191
58	public source, problems 191
development 24	
arena, new entrants providing	Ghosn, Carlos 179
competition 103	Gibbons, M. 81
competition in segment, causes of 1	Gilbert, Xavier 26
focus on by consulting firms 43	global brand recognition, need for in MBAs 47
global perspective in 63	Global Business Forums 52
as one-way process 1	global economic power, shift in xii
potential growth area 194	global meeting place 37, 79, 87
learning	concept lost with online education 108
multidimensional approach, need	globalization, dilemmas capturing key
for 179	issues of 37
savings from "cherry-picking"	Google 8
172–3	grounded rationality 7
program 24	grounded theory building, research in form
learning partner involvement in	of 6–7
development 21–2	growth equation, key actors in 80
open enrollment, benefits of 32	growth, pursued by building on strengths 80



Handelschochschule 11	Alumni Network 109
Harrison, Julie 101	brand, consistent strategy 105
Harvard Business School 16	campus and learning center,
strength of brand 104	transformation 218–19
Holcim 168	ceilings, high 218
Hooijberg, Robert 89	channels for distribution of research 75–7
HR (Human Resources)	cross-disciplinary research at 72
function	development of brand 104
corporate, limitations in managing	dissemination 50–3
learning 171	articles "Tomorrow's Challenges"
corporate, role in attracting talent	77
171	Webcasts, Wednesday 51
	Webletter 77
importance for competitiveness 139	
	faculty citizenship 145
policies at IMD 139–40	faculty guidelines 161
procedures and guidelines,	faculty, stable size 212–13
importance of 151	global meeting place 66–7, 220
strategy 137–61	human resources strategy 158-61
strategy	interdisciplinary research 88-9
academic values, guided by 151	learning, lifelong, as strategy 220
burnout, avoiding 157	Learning Network 33, 50-3, 109
competitive compensation and 154	learning activities 51–3
consulting policies, need for clear	opportunity for collaboration 35
155	marketing model 115-16
costs of administrative bureaucracy	MBA programs 19, 48-50
140	minimalist structure 220
faculty consulting, guidelines for	and multidisciplinary research 142-3
155	open-enrollment program 39–41
faculty involvement, need for 139	organizational structure 159
faculty workload 156	participants, world-class 217
hiring and promotion 146–8	performance assessment and bonuses 160
linking to overall strategy 141	president, role of 214–15
performance based, implications for	programs
business schools 150–8	Aim for Each 39
performance-based bonus and 154	Booster 143
-	
and research, cross-functional	Building HIGH Performance Boards
viewpoints 141	38
research output, new assessment	importance of PED on Nestlé CVs
methods 142	177
sabbaticals 157	Mastering Technology Enterprises
seniority and ongoing performance	85
153	Mobilizing People, open enrollment
transparency, importance of 157	60
human resources see HR	Orchestrating Winning
Huston, L. 8	Performance (OWP) 73
	as performance-based rating
IBM 3	system 155
IESE, Barcelona 19, 20	as route for repeat customers
IMD	114
activities, potential evolving scope 25	partnership programs 45



Program for Executive	Kilburg, R. 57
Development (PED) 49	Killing, Peter 25, 73
research centers 73, 78-9	knowledge
spur to academic value-creation 195	certainty, characterized by 9
revenue and faculty, chart of 213	competitive advantage, as 33
services, market acceptance 212	interplay between two types 6
small size 16-17	prescriptive and propositional,
strategy, four pillars 219	disconnect between 21
and strong rankings 211	prescriptive, gained through
success, entrepreneurial leadership a	experiencing 5
contributor 213	propositional 5
summary description 27-31	λ (lambda) 6
IMEDE, merger with IMI 104	Ω (omega) 5
IMI, merger with IMEDE 104	
incentives for faculty, need for 84	labor
in-company programs 41-3	risks of separated 15
need for 194	separation of, counterproductive 14
in-house programs, CEO participation 167	Lauder Institute 73
innovation	lead and be led effect 95
rapid, dominance of 81	lead customers 9
short time-to-market enhancing 9	lead users see lead customers
user-centered 9	leader training, moral and intellectual, need
innovation model, feedback as part of	for 3
LEGO's 8	leadership
INSEAD 16, 19, 60	challenge, based on insight 195
strength of brand 104	importance of inspirational function
insight	184
practice an interactive process for	issues 183-205
adding 34	successful, foundation 190-8
rapid progression of 5	learner, faculty member as 120-2
interaction between professor and	learning
participants 38	activities, course-based 126
international scope, importance of 86-7	approach, interactive, required for
internet	academic value 1
critically important role of medium 106	attraction of clusters of professors 123
important pedagogical role 108	corporate, driven by CEO and executive
marketing 106-8	team 164–5
marketing the school as key role 108	corporate universities as accelerators for
investment, importance of 83	163
issues, real-life and research-based, critical	culture, importance of 162, 164
link between 1	driven by change 119
Ivey Business School 189	experience, requirements for high
Ivory, C. 15–16	impact 42
	good, associated with environment
joint discovery process, limitations 43	218
/	hand in hand with change 121
kaisen 8, 166	individual, as backbone of institutional
Kellogg School of Management 16, 19	learning 122
Kets de Vries, Manfred 60-1	individual, through self-referencing
Khurana R 3	122



learning (cont.)	need to create culture of lifelong
inhibiting factors 121	learning 179
companies, influenced for research	need to focus on 5
logic 127	rapid strategic change, in-house
companies, research as main driver	programs for 180
for choosing 129	relationships, deliberate set of 126
institutional	valuing research 180
based on a school's competencies	partnership approach, effectiveness of 4
133	aggregated pattern, model 127
business schools, key driver for	benefits of 1
131	points, organizational 129-30
discipline-based 122-4	services, procuring external 172-4
discipline-based, downside of 123	three complementary types 120
environment for, creating an 132	Webcasts as stimulus to 166
focus, disjointed from lack of 128	Learning Network, The, as benefit for firm
IMD's perspective 135	101
key implications 132-4	LEGO 8
learning partners, focus on	Lehrstuhl 11
124–31	lifelong learning
main routes to 134	focus, need for in learning opportunity
process development as 131	65
secretive faculty, risk from 123	importance of culture of 179
unrealistic 123	need to instill active 165
interface with learning partner	logical incrementalism 80
companies 125	Logitech 86
"in the breadth," from open enrollment	London Business School 16
programs 35	strength of brand 104
"in the depth," from tailored programs	
35	Malnight, Tom 25, 73
lifelong, need to instill active 165	management
methodologies, important to master	education
new 119	applying Mokyr's thinking to 6
model, benefits from inspiration by 7	as growth industry 2
needs, unique, HR function responsible	issues, multidisciplinary 5
for 166	March, J.G. 3–4
networks, effective 33	March, James 142
on the job 166	market
organizational, a menu model 125	business school, dominating 12
partner	dimension, ability to see new
changes to become a true 124	opportunities 98
defined 95	driven, need to find balance with
definition xii	conceptually driven 5
importance of understanding their	trends, recent, understanding of 102
needs 95	market-driven approach, need for
in-company, research creating value	moderation 96
42 MDA :	marketing
MBAs important as 32	challenge
need for multidimensional	conventional, model of IMD's
approach to executive learning	perspective 97
179	IMD's four types of offerings 102



communication tools, development of	O'Toole, J. 210
new 112	one-team culture, as citizenship 145
competition, in face of 103–4	open-enrollment programs 36–41
effective, key factors 111–12	active management, need for 40
excitement of organization, need to	constant renewal, need for 40
reflect 93	model of marketing challenge 102
messages, mix of, need to understand	thought leadership in 40
101	open executive programs, source of
messages, need for clarity 103	interaction between research
minimalistic, trend towards 94	and practice 35
mix, advertising in, ineffectiveness of	opportunities, development, from real life 1
91	Orchestrating Winning Performance
mix, website as critical aspect 90	Program (OWP), see IMD, OWP
outside-in approach, friction from 96	organizational form, US-based, viable
propositions to guide, five strategic	alternative to 12
92–5	organizational structure, minimalist,
relationship, importance of 90	features of 152
see also relationship marketing	
strategy 91–117	participants, importance of top-caliber 62
interactive process as key theme of	partnerships, learning, importance of full-
95	blown 124
need for simple strategic	see also learning partner; learning
propositions 102	partnership
success, alumni links with, as key 94	Perspectives for Managers 52
team, essential for emphasizing trade-	podcasts, as means of intensifying
offs 104	dissemination 51
willingness to invest in 94	Porter, Michael 5
Maznevski, Martha 168	portfolio, diversified, risks of 196
MBA	prescriptive knowledge 1
diary 107	Proctor & Gamble 3
market fluctuations 192	procurement, risks of dominant cost focus
program, marketing, differing from	174
EMBA 116	product
programs 46–50	cutting edge, need for 97
IMD's 48–50	innovations, from interaction with lead
market shifts 46	customers 7
Meehan, S. 8	professionals, as core community 100
meeting place, importance of metaphor of 27	professors
Mintzberg, H. 47, 195	link with program participants 144
MIT 18	performance, new criteria for judging
links with IMD 198	144
Mokyr, Joel 5	prior preparation by joining 43
Mokyr's proposition 7	recruit from anywhere, freedom to
Mumbai Research Centre 73, 78–9	151-2
India-in-the-World based research 195	thought leadership, ready to expose to
"Must Win Battles" approach 25, 73	best practice 142
Muzyka, Daniel 105–6	see also faculty
Nestlé, learning partners strategy 176–7	program design, eclectic, key to MBA programs 7
Nissan 179	development, inside-out approach 91
	_ , <u></u> ,



program (cont.)	lead and be led philosophy, emergence
in-company 130	of 69
in-house and open enrollment	"lead and be led" process, improved by
combined 175-6	83
open-enrollment 130	learning partner, driven by 179
Program for Executive Development (PED)	learning partners, importance of
60, 116	continuity for 178
see also IMD, PED program	learning partners, valued by 180
propositional knowledge 1	MBAs as opportunity in classroom 34-5
"protect and extend" 98	multidisciplinary and IMD 142-3
	new, challenge to combine with
R&D, critical role of 68-89	practitioners 70
R&D, seamless interaction 9	one process, key to see as 82
ranking 210, 223, 224	pattern driven by types of research
business schools, in newspapers 22	activities 126-7
importance in assessing thought	prescriptive knowledge, improved by
leadership 22	participants 38
rating see ranking	projects, process for approving 87
Read, Stuart 82	real life, necessity for critical link with
relationship	4
management 111-14	scale, negative economies of 23
marketing 95–7	speed, importance of 87
differing contexts 99	success, constant interaction key to 197
selling 113	teaching, importance of dialogue with
relationships	21
collaborative vs. transactional 95-7	teaching, strategy to link with 2
identifying and developing 124	teaching, two-way link with 2
with companies, teaching needs as key	too narrow 210
driver 128	return, expected on executive development
relevance, importance of 85	investment 22
renewal, ongoing, need to encourage 37	revenue-generating activities, IMD's listed
reputation, importance of in future 211	97
research	Rüegg, Walter 11
action-oriented 163	
basic, role of 80-1	Sahlin-Andersson, K. 13
Baumol-Bowen effect on 77	Sakkab, N. 8
breakthroughs, rarity of 81	salaries, competitive, need to pay 147
classroom, two-way interface with 34	Sara Lee 60
cooperative efforts, importance of 125	Sauder School of Business 105-6
current, focus on newness through 62	brand pyramid 105-6
cycle time, importance of 71	Schmenner, Roger 66
findings, improvements in speed 3	Scion (Toyota model) 8
findings, meaningful delivery 1	Seifert, Ralf 85
fresh, critical need to engage in 69	Sevón, G. 13
good, criteria to judge 146	Shanghai Research Centre 73, 78-9, 185
incremental, key for learning partners	Siebel, database 113
177–8	Simon, Herbert 142
insights, unique way to develop 70	single-author publishing, limits of 197
investing in 77–9	Sloan School of Management 18
large schools, economies of scale at 23	strength of brand 104



Smit, Willem 82	professors ready to expose to best
Snyder, Edward A. 202	practice 142
Stanford Graduate School of Business 16, 18	program price and positioning reflects
strength of brand 104	benefit from 77, 112
Steger, Ulrich 89	ranking as important assessor of 22
"stickiness" from website 94	renewed, who pays for 173
sticky marketing 107	requirement for business schools 33
strategy	research, important part of faculty's
deployment 25	focus on 37
focused, need for 215	research-based, challenge to bring into
marketing 91–117	curriculum 47
need for USP compared to competitors	research-based teaching with
215	propositional knowledge 6
ranking, not the main driver 212	"Tomorrow's Challenges," IMD
Strebel, Paul 89	dissemination 107
success factors, key 207-221	Toyota Way, the 8
	Tuck School of Business 17
teaching	strength of brand 104
and research 79–83	two-way learning 63
implications of both types of	from discovery events 52
thinking 6	•
programs, downside of large scale 71	unique selling propositions, need to find
criteria for judging a professor's	schools' 91
performance 143	university, flexibility of early 11
practice-oriented, at IMD 143	, , , ,
research, stronger link with 143	value
research, two-way link with 2	creating challenge to 1
team management 24	proposition extension 98
team-based publishing, essential skill 197	two phenomena, created by interplay
tenure 18, 29	between 9–10
lack of at IMD 216	value-added services, new, marketing
Tetrapak 86	challenge for 101–3
thermodynamics, second law 214	value-based offerings, IMD's four types,
thinking, dialogue between conceptual and	model 102
practical 79–80	value-creating
Thomas, Howard 12	context, real-world academic as 62
thought leadership	model, academic 7
Asian insights, spearheaded by IMD	process, lead and be led 100
195	programs, hindered by PhD programs
creating an environment for 71–3	71
critical factors contributing to 70–89	tasks, fragmentation of 148
executive education, delivered by xi	value-creation
faculty able to add 63	academic 32–67
fresh, excessive in teaching 170	apprenticeship model, based on 11
from IMD's Aim for Each program 39	complexity as enemy of 93
interaction as basis for true 70	different paradigms for 65
limitations in corporate universities	executive education, opportunities
170	from 149
practical approach to, in recruitment	fragmentation of tasks, risk of
criteria 203	149–50



value-creation (cont.) academic (cont)	vision of emerging segments, need for 24
integration for, focus on 134	top-down, need for 214
knowledge interplay as key driver	Von Hippel, Eric 9
149	von Humboldt, Alexander 10
learning partnerships, driven by	
130–1	Wall Street Journal 211
new mode of xii	Ward, John 72, 89
two-way, commitment to 95	Warwick Business School 12
virtuous cycle of 48	wealth creation, traditional locus xii
action learning key part of IMD's	Webcasts, Wednesday, as opportunity for
45	rapid dissemination 51
coaching adding to 33	website
dynamic, basic framework 98	critical success factors 108
enhancing 4	outside-in marketing 114
essence of 34	see also Internet Marketing
key ingredient for 61	Wedlin, L. 210
lead and be led, opportunity to achieve	Wharton School, University of Pennsylvania
125	16, 73
research-based, friction from 123	"What to do next" IMD simulation 82, 88
through executive coaching at IMD	Whitley, Richard 13
60–1	Wood, Jack 60
virtuous cycle of 65-6	word of mouth 109-10
between research and academic	referrals, virtuous cycle 111
programs 33	World Economic Forum 65
model 34	
value-generation, intellectual 7	Yale School of Management 16