

Case Study: IMD Business School

Differentiating with Pedagogy and Impactful Learning Experiences

Success Factors:

- Big focus on business partnerships enabling transformation in the organisations where the executives are employed. They are *"in the business of learning application"*.
- The physical experience of the campus and continuing this positive experience in online, virtual, blended and digital experiences is key to maintaining and enhancing the identity of this institution.
- Branding of the virtual environment is critical so that it resonates with participants in the same way the positive campus experience does.
- Technology is just an enabler; the focus is on **real learning** for **real impact** back in the executives' own organisations.
- High levels of blended learning are applied in all programmes.
- Business to business partnership programmes bring application of the learning through a fully blended learning experience and diffuses this learning widely within executives' organisations in order to drive real change and impact.

The following case study summarises an interview with the Director of Digital Learning at the IMD Executive Education Institution in Lausanne, Switzerland focused on executive education. The institution operates business to customer open programs and business to business partnership programs. In the latter teams of executives participate and act as catalysts to bring the 'learning application' back to a wider group in their home organisation using face to face, digital and blended learning approaches. Technology is just an enabler, focus is on *real learning for real impact* back in the organisation to ensure excellent ROI in terms of both time and money invested. Similar approaches are taken with individually sponsored EMBA courses with 5-6 major face-face learning events in different international locations.

Experience, Identity and Branding

There is a big focus on the physical experience of the campus and continuing the positive experience in virtual, blended and digital experiences. Branding of the virtual environment is critical so that it resonates with students in the same way the positive campus experience does. Courses and content all internally developed to support the consistent experience and delivered through *'seamless experience platforms'* built on a mainstream LMS platform.

Active Learning Spaces:

The campus provides a state-of-the-art modern technology enabled active learning spaces. Learning spaces support web conferencing with automated cameras and link with a learning centre in Singapore. Plenary rooms and break-out rooms are supported with technology in a similar manner. The institution uses face-face, blended and online learning modes to provide a full and rich experience. Techniques such as Twitter idea sharing brings the world into the classroom.

Learning application:

The programmes are designed for mid management and senior leaders looking to expand their impact on business performance and organizational results. To accelerate the impact of learning, leading companies sponsor teams from the same organisation. This allows a high performing team

to develop a common language, strategy and approach which will transfer immediately back at the workplace.

In the Business to Business programmes, corporations buy into a learning application programme, where selected executives attend the campus programme and then lead and enable change management back in their organisation involving many more people. Technology is a mechanism for cascading corporate learning - through action plans developed by participating executives and backed by a consistent and seamless set of digital materials, based on content developed by the institution. Learning application may also leverage a train the trainer model which provides both individual learning impact plus organisational impact through a fully blended learning experience. The focus of the experience is application, learning is about activity and real time learning transfer, with the digital learning platforms scaffolding the experience.

Conclusion:

At IMD blended, digital and online learning is a way of life. Through careful management of the physical campus and online digital experience this institution presents a high-quality image and product to its customers. Technology is just an enabler; the pedagogic approach is designed to provide real learning for executives and for their organisations in order to provide real impact across the organisation. The focus is constantly on providing a transformational and impactful learning experience for individuals, teams and organizations.

They are "*in the business of learning application*" through campus experiences, digital, online and blended, and through the dissipation of the learning in the executive's home organisation to drive real change and impact.

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