A NEW PARADIGM FOR VALUE-CREATION IN BUSINESS SCHOOLS

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1. The stable, growth-oriented business environment is changing. More focus on managing in turbulent times - bubble cycle

   - Consequence: Timing decisions!
     (In / out; long/short)
     Old axioms' under attack
     And, speed!

2. More focus on projects; projects-based implementation!

   - Consequence: Eclectic! And, speed!

3. The demands that our students focus more on job qualifications

   - Consequence: Specialized student skills!
4. The Economics of our business model, given falling public support. Find more cost-efficient ways to create value

- Consequence: Utilize faculty more effectively

• So, a timely question is:

  - Can we find ways for meeting these challenges, and maintaining high quality in what we offer?
A 10-point Approach

1. No permanent faculty. But a stable network of faculty from other institutions!
   - Must deliver research-based teaching!
   - Preassure on them to perform - no cushion from tenure!
   - To be paid adequately, so as to also be able to do their research.

2. No silos, no kingdoms - no “me, me, me”, but a genuine commitment to the school, the “we”!

3. No wasteful red-tape, procedures, excessive meetings - less bureaucracy!
4. Students have job- and study at the academic institution and are learning from both places! Modular program design, to allow the students to implement this dual focus!

5. All learn- classroom is a “meeting place”! Propositions - for how to do things better “meet” prescriptions - what works!

6. The participants specialize first - say, to take an M.Sci- for then to generalize - say, to take an MBA.

7. The host schools of the participating faculty - can also receive important inputs for innovation.
A 10-point Approach - cont.

8. Speed, flexibility, no bureaucracy!

9. Governance - the faculty in charge! But based on their contributions - not on seniority; Only a few real-time faculty meetings - the rest virtual! Not on tenure - based status!

10. Little or no distinction between students and teachers and executives .... Learners! All learn from each other!
Experiences with this approach at the Lorange Institute of Business Zurich

- Was formerly the Graduate School of Business Administration Zurich (GSBA)

- It always had many of the elements that I have highlighted

- But it was not focused on the corporate executive market
Experiences with this approach at the Lorange Institute of Business Zurich - Cont.

- We are following a 2-dimensional approach.
- First, the results so far re. our offerings are encouraging. Less commodity - orientation in our programs / cutting edge!
- We have been able to rearrange the curriculum in record time.
  - 8 2-week blocks
  - 25 2-day blocks
  - Virtual on-line learning!

Many new professors!
- Second, the development of the marketing has taken / is taking a lot of time. But here too the initial feedback is encouraging! The website has been key!

- Third to develop a more effective support organization is the third element - including for how to support the alumni. This is being started, but still a long way to go.
Experiences with this approach at the Lorange Institute of Business Zurich - Cont.

Accreditation:

Can quality based academic value creation be achieved without a full-time faculty? In my opinion - yes! To achieve top quality.

This is not a cost-saving issue!

The accreditation - bodies may have a challenge re. this!