



Lifelong Learning and Disruption in Education

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FINANCIAL TIMES | ie business school
Corporate Learning Alliance

<https://youtu.be/1YEbrbVqbyM>

<https://youtu.be/G8GVBdkb-v8>



FT | IE Corporate Learning Alliance

Who we are

FT | IE Corporate Learning Alliance was formed in 2015 in response to growing calls for more flexible, practical, relevant and timely corporate education

- The FT's unrivalled global coverage, sector expertise, business intelligence and data
- IE Business School's advanced learning technologies, entrepreneurial culture, international faculty and academic rigour
- A worldwide alliance of specialists in all relevant business-related fields



Why we exist

In today's increasingly disruptive business environment we identified three aspects of corporate learning that needed change:

- No single learning institution could respond to all business challenges
- Companies wanted less academic theory and more customised learning, focusing on the real-world issues that businesses face every day
- Rather than having to choose from pre-existing courses, companies needed programmes that were customised to their specific needs

What we provide

Whether it's a fresh perspective on how global trends might affect your business or operational insights that your company can implement quickly, FT | IE Corporate Learning Alliance can provide:

- Customised programmes designed to outcomes
- Effective integration of programme elements and themes
- Understanding and selection of the best learning technologies
- Expertise in turning business perspectives and know-how into learning
- A bold FT | IE viewpoint
- Insights that can be deployed and implemented quickly
- Measurable results, including post-programme impact tracking
- Trusted client relationships that continue long after a programme ends

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A disruptive learning model

Are management competencies enough to transform?

FINANCIAL TIMES | ie BUSINESS SCHOOL
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Innovation & Technology, Talent & Leadership, Thought Leadership
28th February 2017

Álvaro González-Alorda, an educator with FT | IE Corporate Learning Alliance, poses the question: Are Management Competencies Enough to Transform? and

Ten business implications of a Trump presidency

Global Trends, Thought Leadership
15th December 2016

At a recent FT | IE Corporate Learning Alliance breakfast



Brexit: practical actions for HR leaders

Foresight Series event, News, Thought Leadership
7th November 2016

The post-Brexit vote period is one of ambiguity rather than change but that is no excuse for HR inaction. Instead, talent managers need a strong and positive voice at the company's top table. These were some of the conclusions of members of an expert panel* in discussion with an invited audience of senior HR and talent managers, hosted at the Financial Times in London on 4 November 2016 by FT | IE Corporate Learning

Read more

FINANCIAL TIMES

HOME WORLD UK COMPANIES MARKETS OPINION WORK & CAREERS LIFE & ARTS

Brexit

Brexit campaigners shift focus to global free trade

Divisions remain over need for open economy and wish to protect industry and jobs

FINANCIAL TIMES

The Future of Insurance

Industry sees growing list of challenges

London can remain insurance capital after Brexit

Cost of with rise




FINANCIAL TIMES

Selected content for executives and learning & development professionals



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Learning innovation



Technology

We have an extensive network of technology providers that offers a full range of resources, building on IE Business School's two decades of understanding how learners and technology interact.

We employ the right technology for the right purpose by blending simulations, social apps and real-time dashboards with expert-led discussions and insights.



It's not the *what* it's the *how*

How you deploy it makes executive education innovative.

We've been integrating technology with learning for more than 15 years to create engaging and innovative programmes. We use multimedia in 90% and employ faculty members with blended learning experience. By focusing on how we deploy technology, we are able to lead the way in learning innovation.



Methodologies

By focusing on the business needs of organisations, our dedicated learning programme designers and experts develop the most innovative, creative and customised methodologies.

We draw on numerous and evolving scientific methodologies and associated technologies to align better with learning styles and the preferences of the organisations we work with.

Our call to action

As an industry leader our aim is to close the gap between the expectations and reality of how corporate learning programmes are currently delivered

Organisations want programmes that lead to real impact and they want learning providers to help them measure and demonstrate that impact to internal stakeholders

To deliver impactful programmes, organisations must shift their perceptions of corporate learning

- how it can be delivered, what it should focus on, and most importantly, how it fits into strategy development and execution

2016 IMD World Talent Report

The IMD World Talent Ranking assesses the ability of 61 countries to develop, attract and retain talent for enterprises operating in those economies.

The ranking is structured according to three factors:

Investment and development

The investment in and development of home-grown talent

Investment and development factor

- Total public expenditure on education
- Total public expenditure on education (per pupil)
- Pupil-teacher ratio (primary)
- Pupil-teacher ratio (secondary)
- Apprenticeship
- Employee training
- Female labor force
- Health infrastructure

Appeal

The ability of the country to tap into the overseas talent pool

Appeal factor

- Cost of living
- Attracting and retaining
- Worker motivation
- Brain drain
- Quality of life
- Foreign skilled people
- Remuneration in services professions
- Remuneration of management
- Effective personal income tax rate
- Personal security and private property rights

Readiness

The availability of skills and competencies in the talent pool

Readiness factor

- Labor force growth
- Skilled Labor
- Finance skills
- International experience
- Competent senior managers
- Educational system
- Science in schools
- University education
- Management education
- Language skills
- Student mobility inbound
- Educational assessment - PISA

2016 IMD World Talent Report

2016 Country	2015	Change from 2015	2016 Country	2015	Change from 2015
1 Switzerland	1	-	32 Spain	39	+7
2 Denmark	2	-	33 Latvia	28	-5
3 Belgium	9	+6	34 Italy	42	+8
4 Sweden	11	+7	35 Slovenia	38	+3
5 Netherlands	5	-	36 Greece	35	-1
6 Finland	6	-	37 Thailand	34	-3
7 Norway	4	-3	38 Korea Rep.	31	-7
8 Austria	19	+11	39 Slovak Republic	47	+8
9 Luxembourg	3	-6	40 Jordan	37	-3
10 China Hong Kong	12	+2	41 Russia	45	+4
11 Germany	7	-4	42 South Africa	51	+9
12 Canada	8	-4	43 China Mainland	40	-3
13 New Zealand	18	+5	44 Indonesia	41	-3
14 USA	14	-	45 Brazil	57	+12
15 Singapore	10	-5	46 Turkey	46	-
16 Iceland	17	+1	47 Chile	43	-4
17 Australia	13	-4	48 Kazakhstan	36	-12
18 Ireland	16	-2	49 Ukraine	55	+6
19 Malaysia	15	-4	50 Hungary	56	+6
20 United Kingdom	21	+1	51 Philippines	44	-7
21 Israel	22	+1	52 Romania	48	-4
22 Portugal	25	+3	53 Croatia	58	+5
23 Estonia	33	+10	54 Colombia	50	-4
24 Taiwan	23	-1	55 Argentina	53	-2
25 Lithuania	24	-1	56 Mexico	49	-7
26 UAE	20	-6	57 Bulgaria	61	+4
27 Qatar	29	+2	58 Mongolia	54	-4
28 France	27	-1	59 Peru	59	-
29 Poland	32	+3	60 India	52	-8
30 Japan	26	-4	61 Venezuela	60	-1
31 Czech Republic	30	-1			

What If Questions about the Traditional University Model & lifelong learning

- What can disrupt the traditional University model?
- How can we ensure lifelong learning for all our citizens and those of other nations who chose to seek in us, 49 Bologna Accord Members, the source of such an endeavour?
- What's the role of technology? Friend or Foe?



WHAT IF...

Volute is a global network of next-gen learning tools authored and owned by our community members.

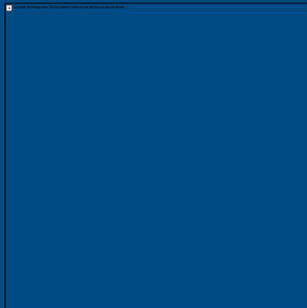


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WHAT IF....

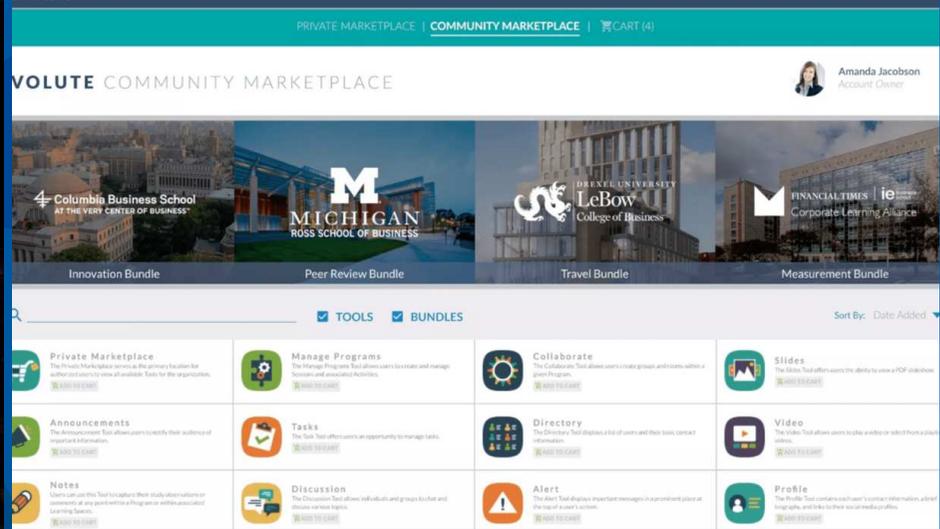
... MORE AND MORE COUNTRIES DEPART FROM UNIVERSAL VALUES IN EDUCATION CREATING LOCAL FOCUS AND REQUIREMENTS ?



... NATIONAL IDENTITY AND NEW NATIONALISMS TAKE FRONTSTAGE PREVENTING CROSS-COUNTRY DIVERSITY IN UNIVERSITIES ?

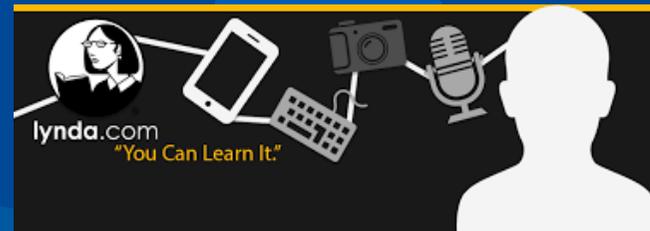
WHAT IF....

... THE BEST PROFESSORS AND SCHOOLS IN THE WORLD CAN SUBSTITUTE LOCAL UNIVERSITIES BY BEING ABLE TO TEACH HUNDREDS AND THOUSANDS STUDENTS REMOTELY WITH HIGH QUALITY, HIGH TOUCH ?



WHAT IF....

... THE NEW MARKET ENTRANTS (SUCH AS EDTECH-DRIVEN START-UPS) END UP PUSHING THE OLD PLAYERS OUT ?



WHAT IF....

... AI, MACHINE LEARNING AND
AUTOMATION END UP
CREATING MASS
UNEMPLOYMENT ?



... IT TURNS SCHOOLS INTO “EXAM FACTORIES”,
SQUEEZING OUT CREATIVITY AND THE JOY OF
LEARNING ?



WHAT IF....

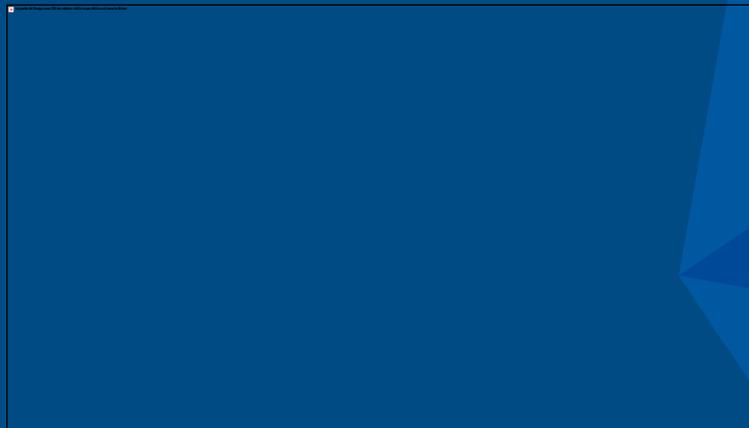
... INFORMAL LEARNING WAS VALUED AS MUCH AS FORMAL LEARNING ?



... UNIVERSITIES WERE PART OF LEARNING 'SATELLITES' OR HUBS OR ECOSYSTEM ?

WHAT IF....

**... LONGER LIFE EXPECTANCY AND LOWER BIRTH RATES
LEAD TO PEOPLE OVER 65 OUTNUMBERING THE
YOUNGER GENERATIONS ?**



**... PEOPLE NEED TO STUDY
MORE DEGREES WHILE BEING
ABLE TO APPLY TO LOWER
QUALITY JOBS ONLY ?**

WHAT IF....

... CLASSES HAD LEARNERS OF ANY AGE ?



... WE COULD CHOOSE WHEN TO HAVE OUR
FORMAL EDUCATION ?

WHAT IF....

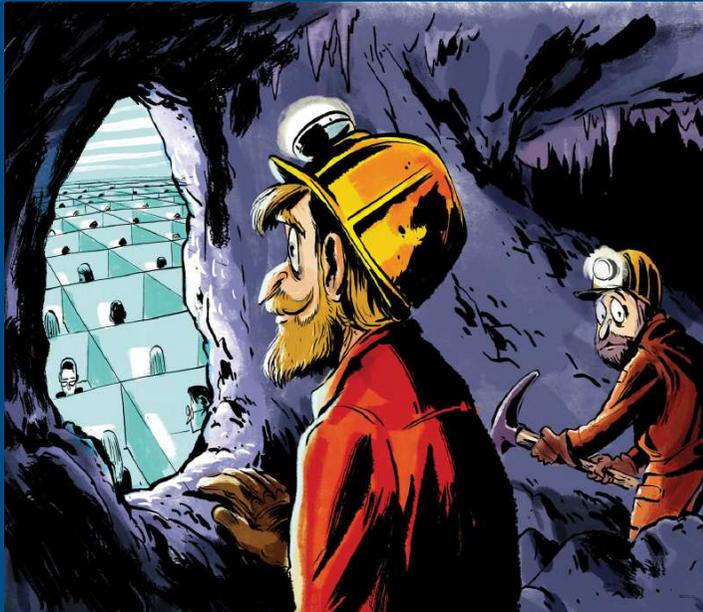


... THE BOLOGNA REFORM CREATES DEGREES THAT ARE NOT ACCEPTED IN THE LABOUR MARKET, DETERIORATING THE EMPLOYABILITY OF GRADUATES ?



WHAT IF....

... CODING BECOMES THE NEXT BLUE-COLLAR JOB ?



... TECHNOLOGICAL SKILLS (SUCH AS CODING) BECOME A CORE DISCIPLINE IN EDUCATION ?



WHAT IF....

... THE STRONG FOCUS ON ECONOMIC GOALS IN THE BOLOGNA PROCESS HINDERS THE EFFORTS TO ENSURE SOCIAL INCLUSION AND EQUITY IN THE EHEA ?

... WHAT IF IT PUTS ACADEMIC VALUES AND PRINCIPLES AT RISK ?



... WHAT IF IT HINDERS DIVERSITY ?

WHAT IF....

... MILLENNIAL BURNOUT MAKES YOUNG PEOPLE
FLEE THE WORKFORCE ?



... THE BOLOGNA PROCESS ADDS UP TO THE 'TIME
BURDEN' ON STUDENTS, WORSENING THEIR BURNOUT ?



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Thank you!

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Financial Times | IE Business School Corporate Learning Alliance

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