

2-7E My place or yours? Delivering a research-led curriculum in situ by implementing a Mode 2 approach executive education

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The notion of a research-led, experientially-focussed curriculum is evident in the missions of many university programmes and especially for executive education. However, the processes of ensuring that the curriculum is relevant to the needs of practice and the need to deliver such training in a 'real-world' organisational setting remain significant challenges.

This paper reports on work that has sought to develop a symbiotic relationship between practice-relevant research which is co-produced with the end-users (termed Mode 2) and the development and delivery of executive education in the workplace. Here, the key questions are co-produced with the end-users of the work and the research findings are then incorporated into the development of an executive education curriculum that is both research-led and also attuned to the real-world challenges facing organisations. These programmes are then delivered in the workplace using a range of simulation and visualisation methods.

The paper considers the development of two executive education 'themes' that have been developed in this way and outlines the advantages and challenges that are associated with such an approach. The first of these relates to the delivery of Crisis Management/Business Continuity training within a workplace setting and it highlights the need for an evolutionary process that constantly tests curriculum content against the specific needs of practice and, particularly, through role play and simulation. The second, explores the processes by which a suite of programmes in Organisational Security were developed within the context of a curriculum triad – theory-based teaching, Mode 2 developed research, and in-house executive development. For practice-based academic areas, the symbiotic nature of such a co-produced approach has the potential to allow for a more integrated curriculum that meets organisational task demands. The paper concludes by considering the advantages and challenges of such an approach within the current environment for executive education.