

BRANDED CONTENT

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SPOTLIGHT ON

Leadership Education



ONE OF THE TOPICS ON MANY OF OUR READERS' MINDS IS EDUCATION. THEY WANT TO EXPLORE THE BENEFITS OF an advanced degree for themselves or their employees. They want to know about the latest trends in MBAs and what is being studied by current and future leaders – in class and on-line. And they want to know what higher education institutions are doing to stand apart from the competition.

This special supplement to the San Fernando Valley Business Journal takes a look at some of the programs that contribute to taking local professionals to the next level of excellence, while we also dig into some of the trends affecting the education landscape and how schools are preparing professionals to withstand and overcome challenges and unforeseen circumstances such as global pandemics and economic hurdles.

LEADERSHIP EDUCATION



Every Program Prepares You for Success – Here is One that Prepares You for Immediate Impact

LEVEL UP

Designed for professionals with five or more years of experience, the Executive MBA from California Lutheran University prepares its students for immediate impact. The program provides students with the business acumen and leadership skills needed to be successful at the next level of a career.

“The idea is to focus experienced professionals on attaining their peak potential,” explained School of Management dean, Gerhard Apfelthaler. “While the EMBA degree will help graduates long-term, we often see first-year students realize short-term gains because of the value employers immediately see.”

It’s time to Level Up. Join a cohort of peers who become a network of friends who push and propel your career.

DOABLE PROGRAM; PERSONAL SUPPORT

School of Management leadership understands that individuals considering part-time MBA programs are busy balancing their personal and professional lives. Each term, staff will obtain class materials and deliver them to students. School of Management staff are also on-call to support any other needs raised by their students.

“By removing administrative distractions, our goal is to make your EMBA experience as smooth as possible,” said Kyle McIntosh, EMBA Program Director. “We believe our support model is a significant factor in the high completion rate we have seen for our first eight cohorts.”

PROGRAM FORMAT

Each Fall, School of Management welcomes a cohort of students who will complete their EMBA program in 18 months. The program features 16 courses (3 credits each) delivered

in a hybrid model: seven online courses, eight on-campus courses, and one international travel capstone course. On-campus courses are offered in a compressed weekend format.

The School of Management’s full accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) recognizes its effectiveness in teaching, advising and providing other resources for students.

TOP-NOTCH FACULTY

School of Management faculty are comprised of a powerful mix of academically-qualified professors along with individuals with deep industry experience. EMBA courses are taught by professors who are globally recognized scholars in fields such as human capital management and economics. Students will also gain exposure to professors in finance, marketing and strategy with executive experience with companies such as Amgen, Patagonia and Toyota.

Given that EMBA class sizes are typically no more than 20 students, students build strong relationships with all of their professors.

CURRICULUM

School of Management’s interdisciplinary, experience-driven curriculum is organized around five key areas:

- Leading Operations
- Managing Process
- Leading Strategy
- Leading People
- Professional Advancement

At the end of an EMBA program, students complete an international travel capstone course during which they meet leaders of industry and government officials from another country. Recent cohorts have traveled to Japan, Austria and Ireland.

KEY BENEFITS

The Executive MBA program prepares professionals for top leadership positions in public or private organizations and new ventures by providing opportunities to:

- Develop an excellent portfolio of business knowledge and competencies;
- Gain strategic leadership expertise to influence the direction of organizations;
- Work on issues faced in your professional environment as part of your coursework, making your studies immediately relevant and impactful;
- Learn exclusively within a cohort of experienced professionals with diverse backgrounds; and
- Build a network of colleagues, including Cal Lutheran alumni, faculty members, and business leaders.

“Enrolling in Cal Lutheran’s Executive MBA Program was the best investment I could have made for my professional career,” said Kathy White (Class of ’19), associate VP of corporate communications, real estate and travel at Teledyne. “Especially during these unprecedented and difficult times in most industries, improving and developing my skill set has provided me with tools that have helped me become a more valuable asset to my employer. Joining the cohort program was an enriching experience all around and I would highly recommend it to anyone who is considering Cal Lutheran for an

advanced degree.”

“I was extremely fortunate to have an incredibly supportive, caring and interesting cohort,” said Marin Kakachev (Class of ’20), commercial banking executive and current MBA adjunct professor at CLU. “Many of my fellow cohort members have gone on to secure promotions or make major changes in their careers during and immediately following our EMBA program experience. Staying connected with them and learning how they secured the next step of their careers has been an invaluable learning tool for my own career development. That is the power of networking—it helps yourself and others grow and learn together.”

On Thursday, April 20th, from 6:00pm to 7:30pm, the school will host an open house to give visitors an opportunity to learn more about what Cal Lutheran’s School of Management has to offer. There will be opportunities to meet faculty and staff, current students, and alumni who can share first-hand about the value of the School of Management’s programs.

Learn more at CalLutheran.edu/emba.



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LEADERSHIP EDUCATION

Executive MBA Gender Gap Continues to Narrow as Online Learning Grows

Earlier this year, the Executive MBA Council (EMBAC) announced the results of its 2022 EMBAC Membership Program Survey, which revealed the percentage of female enrollment grew again, reaching a new high, of 34.8 percent in 2022, compared to 33.0 percent in 2021, and to 30.1 percent in 2017.

“While not a dramatic increase, the steady growth in women attending EMBA programs is a positive signal for business schools and the business community at large,” said Michael Desiderio, executive director of EMBAC.

The results also show 86 percent of participating member programs incorporated distance learning into their curricula, compared to 55 percent in pre-pandemic 2019. Distance learning content that programs delivered synchronously increased from 34 percent in 2019 to 44 percent in 2022. In addition, more than 80 percent of participating member programs reported the use of electronic cases and books.

“EMBA programs continue to adapt to the changing needs of working professionals” said Desiderio. “Much of that change comes from applying technology that allowed students to continue their education in the program during the pandemic in new ways that help enhance

the in-person learning experience.”

And while technology is having an impact so too is coaching as it remains an integral part of EMBA programs. 89.8 percent of EMBA Programs offered executive coaching in 2022, up from 88.1 percent of EMBA Programs in 2021.

In addition to these trends, the findings also show that the travel has made a comeback as 92% of programs included either a mandatory or optional international trip in their curricula.

“The experiential part of EMBA programs is still sought by students,” said Desiderio.

Additional insights from the 2022 EMBAC Membership Program Survey include:

- In 2022, the average age of enrolled EMBA students rose very slightly from 38 to 38.9 years.
- Students came to programs with more work and management experience, averaging 14.6 years of work experience in 2022 compared to 14 years in 2021 and 9.2 average years of management experience in 2022 compared to 8.9 years in 2021.
- The percentage of self-funded students remained flat at 56.2 percent. Meanwhile students receiving full sponsorship saw a slight

increase from 15.2 percent in 2021 to 16.4 percent in 2022.

- Almost 61 percent of programs offer scholarships or fellowships, with 31 percent of EMBA students receiving scholarships or fellowships.

The EMBA Council currently includes nearly 200 colleges and universities that administer close to 300 programs in more than 30 countries worldwide. Each year, EMBAC conducts a Membership Program Survey using the current methodology annually since 2003. In 2022, the survey was conducted by Percept Research, held from May 17 to Aug. 22, and was completed by approximately 76% of the EMBA member programs.

EMBAC advances the cause of EMBA Programs by serving as a facilitator of best practice sharing and knowledge dissemination, and fostering an inclusive and diverse community among high-quality programs. EMBAC plays a thought leadership role by engaging in research that offers insights, by generating or packaging relevant content of importance and interest to the membership and industry, by advocating for the industry, and by nurturing an environ-

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ment of inclusion that inspires all members and stakeholders.

To learn more about the Council and its members, visit embac.org. Prospective students should visit executivemba.org for more information.

Harnessing the Factors that Inspire Students to Learn

By MATTHEW WELLER

Basic principles of motivation exist that are applicable to learning in any education situation.

1. The environment can be used to focus the student’s attention on what needs to be learned.

Teachers who create warm and accepting yet business-like atmospheres will promote persistent effort and favorable attitudes toward learning. This strategy will be successful in children and in adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

2. Incentives motivate learning.

Incentives include privileges and receiving praise from the instructor. The instructor determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

3. Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.

Some individuals – particularly children of certain ages and some adults – have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

4. Learning is most effective when an

individual is ready to learn, that is, when one wants to know something.

Sometimes the student’s readiness to learn comes with time, and the instructor’s role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervise directly to ensure that the desired behavior occurs. If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

5. Motivation is enhanced by the way in which the instructional material is organized.

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

None of the techniques will produce sustained motivation unless the goals are realistic for the learner. The basic learning principle

involved is that success is more predictably motivating than is failure. Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult (little likelihood of success) or easy (high probability of success). For goals of high value there is less tendency to choose more difficult conditions. Having learners assist in defining goals increases the probability that they will understand them and want to reach them. However, students sometimes have unrealistic notions about what they can accomplish. Possibly they do not understand the precision with which a skill must be carried out or have the depth of knowledge to master some material. To identify realistic goals, instructors must be skilled in assessing a student’s readiness or a student’s progress toward goals.

1. Because learning requires changed in beliefs and behavior, it normally produces a mild level of anxiety.

This is useful in motivating the individual. However, severe anxiety is incapacitating. A high degree of stress is inherent in some educational situations. If anxiety is severe, the individual’s perception of what is going on around

him or her is limited. Instructors must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by setting ambiguous or unrealistically high goals for them.

2. It is important to help each student set goals and to provide informative feedback regarding progress toward the goals.

Setting a goal demonstrates an intention to achieve and activates learning from one day to the next. It also directs the student’s activities toward the goal and offers an opportunity to experience success.

3. Both affiliation and approval are strong motivators.

People seek others with whom to compare their abilities, opinions, and emotions. Affiliation can also result in direct anxiety reduction by the social acceptance and the mere presence of others. However, these motivators can also lead to conformity, competition, and other behaviors that may seem as negative.

4. Many behaviors result from a combination of motives.

It is recognized that no grand theory of motivation exists. However, motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational dynamic for maximum effectiveness. The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously.

Finally, it should be said that an enormous gap exists between knowing that learning must be motivated and identifying the specific motivational components of any particular act. Instructors must focus on learning patterns of motivation for an individual or group, with the realization that errors will be common.

Matthew Weller is a freelance writer.



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Mark Garcia '18
CFO, Arctic Cold, LLC



LEADERSHIP EDUCATION

Attitudes Toward Online and Hybrid Learning Improve Post Pandemic

Report finds online learners are primarily motivated by career outcomes

Positive attitudes toward online learning have increased to their highest levels yet among learners who use it, according to Wiley's annual Voice of the Online Learner report, issued recently.

The vast majority (94%) of online learners in the survey said they have a positive or very positive view of online learning, up from 86% before the pandemic. And 83% said they would learn online again.

Among graduated online learners, 87% reported achieving an outcome they can attribute to their degree, such as obtaining a salary increase or more marketable skills.

"Our findings suggest those individuals who engage in online learning overwhelmingly have a positive experience," said Todd Zipper, Wiley's executive vice president and general manager of University Services and Talent Development. "They also see real value in the results they achieve through online education, which allow them to advance in their career."

The report is based on a national survey of 2,500 adult respondents enrolled or planning to enroll in an online degree or certificate program. It's the 11th such annual survey con-

ducted by Wiley's University Services division, a global provider of technology-enabled education solutions to meet the evolving needs of universities, corporations and learners.

PANDEMIC-DRIVEN ONLINE LEARNERS PERSIST, BUT LACK COMMITMENT

Last year's report identified a new group of pandemic-driven online learners, who hadn't considered a fully online program before the pandemic forced many institutions to shift to remote instruction in early 2020. This segment of online learners persisted this year, representing a third of the respondents.

There are doubts, however, about whether this group will stick with online learning moving forward. Pandemic-driven learners in the survey, who skew younger than traditional online learners, were more likely to prefer in-person than online instruction, and around a third expressed a likelihood to return to campus-based learning in the future.

Nevertheless, commitment to online learning remains strong among respondents overall. More respondents reported a fundamental preference for online learning this year than previously, and 77% said the fact that it was online was the most important factor in their decision to learn remotely this year. In fact, 60% said they'd choose an equivalent remote program at a different school if their preferred college or

university didn't offer the program online.

ONLINE LEARNERS MOTIVATED BY CAREER OUTCOMES

Online learners are largely motivated by career outcomes. The top-mentioned factors that influenced respondents' decision to pursue a degree are improving their job prospects (40%), advancing their careers (38%), and starting their careers (35%).

Changing careers is the next largest motivation, such as switching to a career that aligns with their interests (32%) and switching to earn more money (31%).

OTHER RESULTS

The survey provided additional insights into the behavior, motivation and preferences of online learners, including the following findings:

- **A new openness to synchronous learning is emerging:** Online learners are now more open to occasional, synchronous sessions either online or on-site; 79% of respondents said they'd be willing to log in at a specific time at least once per course for a required discussion or virtual lecture, and 55% reported a willingness to visit campus at least once per term for an in-person session.

- **Timing is important:** Nearly 70% of online learners want a program with a fast completion time, with the same percentage

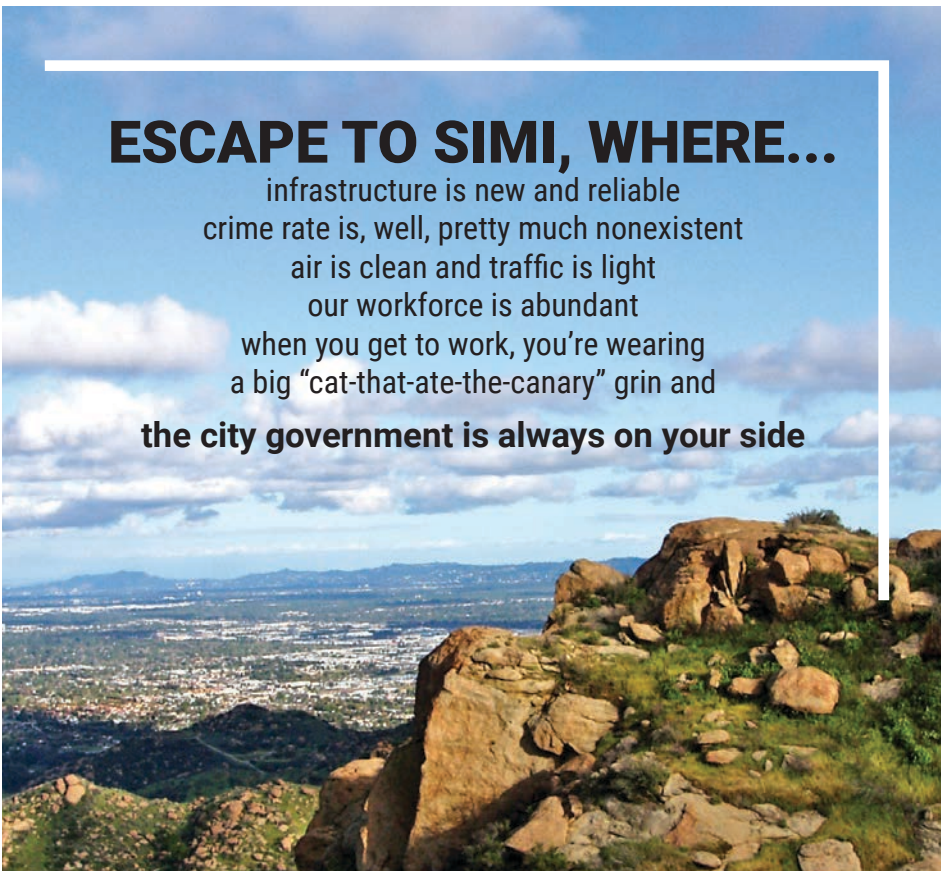
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looking for the flexibility to work through courses at their own pace.

- **Online learners highly value a college education:** 83% agreed that their degree will be very important in helping them achieve their career goals, and 79% agreed that a college degree can lead to better jobs.

- **Local is preferred:** Online learning remains localized with the majority of students still preferring a university less than 50 miles from where they live. Indeed, more than one-third said being close to their physical campus was important or very important to them for two main reasons: to attend their graduation ceremony and to connect with their professors.

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