

S P O T L I G H T O N  
Executive Education



**O**NE 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. 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 the trends affecting the education landscape and how schools are preparing professionals to withstand and overcome challenges and unforeseen circumstances such as the global pandemic and economic hurdles.

## EXECUTIVE EDUCATION

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



## REACH YOUR PEAK POTENTIAL

The Executive MBA from California Lutheran University's School of Management is designed for mid-career professionals who

want to achieve bigger goals in their careers. The program presents issues faced in today's business envi-

ronment, making the studies relevant and impactful to each student's current role.

"The idea is to focus experienced professionals toward bringing their peak potential to their career path," explained School of Management Dean, Gerhard Apfelthaler. "Beyond the functional skills you might expect from any business school program, our students also learn how to lead through change."

## EXECUTIVE EDUCATION SPOTLIGHT

**Enrolling in Cal Lutheran's Executive MBA Program was the best investment I could have made for my professional career.**

### FORMAT

Designed with busy lifestyles in mind, the Executive MBA begins each Fall and is completed in 18 months. The program features 16 courses, three units each, delivered in a hybrid

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

Cohorts are made up of professionals from diverse backgrounds who have a minimum of five years of relevant business experience. With more than a decade of online teaching and the school's new full accreditation from ACBSP, the Accreditation Council for Business Schools and Programs, the School of Management is ready to elevate professionals in any capacity.

### CURRICULUM

The interdisciplinary, experience-driven curriculum is organized around five key areas:

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

Each area includes relevant course topics, including: Innovation and Organizational Entrepreneurship, Global Economics for Executives, Strategic Decision Making for High Performance, Organizational Design, and Global Operations.

### KEY BENEFITS

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

### FOCUS ON WHAT MATTERS MOST.

- Develop an excellent portfolio of business knowledge and competencies.
- Focus on personal development, especial-



ly communication, teamwork, and interpersonal skills.

- Develop and apply analytical abilities to business issues.
- Gain strategic leadership expertise to influence the direction of organizations.

### PUT WHAT YOU LEARN INTO PRACTICE IMMEDIATELY.

- Work on issues faced in your professional environment as part of your coursework, making your studies immediately relevant and impactful.
- Prepare for a lifetime of learning and continuous personal development.

### DEVELOP A NETWORK OF PROFESSIONAL PEERS.

- Learn exclusively within a cohort of experienced professionals with diverse backgrounds.
- 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."

To learn more, visit [CalLutheran.edu/management](http://CalLutheran.edu/management).

# Shape the future of business, starting with **your career.**

If you're ready to reach your peak potential, the **Executive MBA** from California Lutheran University's School of Management will help you get there.

Join a cohort of other motivated, mid-career professionals from diverse industries and learn through in-person weekend courses and online learning.

By examining relevant issues from today's business environment, you'll develop skills with immediate impact in your current role, such as:

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



Carla Berrios '20  
School of Management

Learn more at  
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School of Management  
Executive MBA

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## EXECUTIVE EDUCATION

# Executive Education Program Market Continues to Grow

A study on the executive education program market by FMI provides insights into the drivers and opportunities augmenting the growth trajectory of the market through 2031.

As per a recent detailed study by Future Market Insights (FMI), the global executive education program market is expected to surpass \$37.8 billion by the end of this year. Surging demand for professional courses and

online executive learning programs to capitalize on the rapidly changing working environment. For instance, The Wharton School offers over 45 live online courses, programs, and asynchronous certifications for immediate business impact. A multiplicity of such developments are anticipated to propel the demand for executive education programs at 4% between 2020 and 2021.

**The corporate sector and schools are increasingly focusing on offering flexible and online executive learning programs to capitalize on the rapidly changing working environment.**

in-personal programs to up-skill professionals is driving the growth. The study analysis projects the market to total \$109.6 billion by 2031, expanding at an impressive CAGR of 11.2% over the forecast period 2021-2031.

Rapid expansion of the corporate sector globally has resulted in competition among employees. This has bolstered the demand for executive education programs for acquiring new skillsets to tackle the dynamic challenges and keep up with dynamic changes in their respective fields.

The corporate sector and schools are increasingly focusing on offering flexible and

According to FMI, online learning is projected to emerge as the most preferred mode of learning, exhibiting sales growth at a CAGR of 13.7% through 2031. Increasing adoption of online courses by employees and managers due to convenience is an attribute favoring the segment growth.

#### KEY TAKEAWAYS FROM EXECUTIVE EDUCATION PROGRAM MARKET STUDY

- The U.S., home to some of the world's leading business schools, is estimated to account for more than 76.4% of the market share in North America through 2031.

- The U.K. is projected to emerge as one of the leading markets in Europe, accounting for over 26.2% of the total sales in the region by 2031 end.

- Australia is anticipated to dominate the Oceania market, accounting for more than 52% of the overall regional revenue share in 2021.

- One-week to one-month duration courses is expected to remain highly sought-after, holding nearly 46.3% of the global demand through 2021.

- On the basis of course type, finance & accounting courses are forecast to hold a notable revenue share, accounting for over 32.8% of sales in 2021.

#### KEY DRIVERS

- Increasing adoption of cutting-edge technology and rising penetration of e-commerce across numerous domains are compelling employees in the corporate and banking sector to upgrade their skills, which is in turn, driving the market.

- Rising adoption of smartphones, growing internet penetration, integration of novel technologies in teaching patterns, and accessibility to global content are collectively facilitating the growth of the online learning segment.

#### KEY RESTRAINTS

- Lack of self-motivation and unavailability of time amongst managers and senior-level executives are hampering the market growth.

- High cost of individual and private

courses is hindering the sales of executive education programs across individual and private learner segments.

#### COMPETITIVE LANDSCAPE

Key players are aiming at adopting strategies such as new product launch, strategic collaborations, agreements, and partnerships with other companies to expand their product portfolio for addressing the demand of an expanding pool of consumers. For instance,

- In 2019, Stephen M. Ross School of Management, an educational institute based in the U.S., offers Executive MBA Program in two locations: Los Angeles and Ann Arbor. The institute received 5th ranked for its executive education by Financial Times in 2019.

- In 2020, Harvard Business School announced introducing online programming, including both modules – short duration programs, such as Leading Difference for High Performance, and longer topic-focused programs, such as the General Management Program.

FMI, in its new report, offers an unbiased analysis of the global executive education program market, analyzing forecast statistics through 2021 and beyond. The survey reveals growth projections in the executive education program market with detailed segmentation.

*Future Market Insights (FMI) is a leading provider of market intelligence and consulting services, serving clients in over 150 countries. Learn more at [futuremarketinsights.com](http://futuremarketinsights.com).*



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## EXECUTIVE EDUCATION

# Harnessing the Principles of Motivation in Education

By MATTHEW WELLER

**B**asic 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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