Northumbria Research Link

Escaping from the valley of death: Reconfiguring executive education through a differentiated curriculum.

Abstract

Much of the criticism levied against executive education has focussed on its lack of real-world relevance. Such is the bifurcation between executive education and professional practice that it has been described as a 'valley of death'. Albeit dramatic in tone, this view of executive education points to the need for radical change in the way Business Schools conceive and deliver the curriculum. Hitherto, EE has been characterised by a pedagogy based on the functional delineation of learning to cohorts of students through standardised programmes. In recent times, Business Schools have adopted andragogical approaches as they look to empower students to exercise greater control over their learning- but is this sufficient? Heutagogy offers a view of learning that is centred on the self-determination of how individuals learn and that is embedded in authentic and life-long learning. This substantive review offers a view of future executive education through the theorisation of how a heutagogic approach may inform future curriculum developments.

1. Introduction

For Ramirez, Rowland, Spaniol, and White (2021) the failure to translate what is learnt in Business Schools into professional practice represents 'the valley of death' that points to fundamental flaws in executive education (EE). This view is not new and can be traced to earlier critiques of the ways in which Business Schools prepare their students for senior positions (Mintzberg, 2004, 2018). This criticism of Business Schools is predicated on the idea that it is not only what is studied which is a concern but also how learning is conceived. In recent years, significant effort has been made to address these concerns through the authentic curriculum that is aligned to professional practice as well as theory. Moreover, the ways Business Schools deliver their curricula has changed with greater emphasis placed on active forms of learning such as consultancy clinics (Ilie, Nickerson and Planken, 2018), gaming (Rua, Aytug & Lawter, 2021) and enquiry-based problem-solving (Perusso and Baaken, 2020). Although each of these approaches has merit, we are still confronted with questions as to how best to educate executives and prepare them for the tasks of senior leadership. Fundamentally, however, questions relating to the professional education of executives revolve around how we view their developmental needs and how these should be addressed. In this sense, executive education constitutes a highly-specialised and niche domain that requires a bespoke approach that is focussed on the individual rather than the cohort as is so often the case in the undergraduate programme-based curriculum (Crotty & Soule, 1997; Valle & O'Mara, 2013a, 2013b) This 'integrative literature review' (Callahan,

2010) reflects on key the issues and posits this research question: How can heutagogy inform the future development of Executive Education? In particular, this paper focusses on ways to conceive of a differentiated learning curriculum within which heutagogic principles may be applied.

2. Literature Review

2.1 The critique of the traditional model of executive education

A number of criticisms have been levied against traditional ways of delivering EE (Conger & Xin, 2000; Pfeffer & Fong, 2002). Although much attention has been paid to the perceived role of EE in the Great Financial Crash of 2008 (Starkey & Tempest, 2009; Giacalone & Wargo, 2009), criticism originated before the crisis and is more pervasive than the focus on a prioritisation of profit maximisation in professional practice. Mintzberg's observation that Business Schools had trained 'the wrong people in the wrong ways with the wrong consequences' (2004, p.6) pointed to the need to undertake a fundamental reappraisal of EE. The critique of EE has centred on three key issues: an over-emphasis on competency to the exclusion of individual capability, a narrow curriculum focus that prioritised scientific and quantitative analyses of real-world problems, and an over-reliance on case studies as a way of learning (Bennis & O'Toole, 2005; Ghoshal, 2005; Murillo & Vallentin, 2016). For Valle and O'Mara (2013b), EE has served the interests of exploiting organisational capabilities rather than a holistic exploration of the potential capabilities of individuals. Instead of enabling executives to develop the widest skill-set possible, EE has tended to restrict individuals' capacity for creative thinking and trans-disciplinary approaches to problem-solving (Amabile & Khaire, 2008).

These fault-lines in EE underlie the 'valley of death' analogy and are indicative of two gaps that exist between the approach taken by Business Schools and professional practice. The first is an epistemological gap in which gaps appear between how and what individuals learn, their work and the formation of professional identity (Spender, 2017), and the second relates to a curriculum gap (Costigan and Brink, 2015). According to Bennis and O'Toole (2005) the epistemological gap is directly attributable to a narrow curriculum and its privileging of the scientific method over other analytical approaches. Studies of EE curricula show that despite greater variety in the range of topic studied, traditional biases in favour of functional demarcations of discipline-based knowledge remain (Navarro, 2008; Stoten, 2018). So, the challenge facing those who work in EE is bridge these two gaps between the epistemological positioning of the student and the curriculum. Business Schools must look beyond traditional approaches that are built on abstract theory and instead adopt Aristotelian ideas of techne (practical knowledge) as well as episteme (principled or theoretical knowledge) in order to facilitate transdisciplinary phronesis (practical wisdom) (Dunne, 1993; Flyvbjerg, 2001). If as Iniguez and Lorange (2022) suggest, Business Schools should focus less on the traditional model of EE, what alternatives are there that would address the epistemological and curriculum gaps, and promote practical wisdom?

In an extension of the differentiation between techne and episteme, Burke (2010, p. 54) makes a distinction between 'technical problems' that can be addressed through existing approaches and 'adaptive challenges' that necessitate new forms of learning. For Heifetz, Grashow and Linsky (2009) the defining characteristic of an adaptive challenge is that there is no known solution. In such a situation, alternative ways of problem-solving can only be found through independent and creative thinking. In shifting from the transmission of discipline-based knowledge to adaptive and independent thought, EE must also look to develop individuals' capacity for metacognition and reflexive thought (Cunliffe, 2020, 2016). For Valle and O'Mara (2013a, p. 5), 'functionally structured programs and pooled-interdependent curricula remain much the same as they were developed in the 1950s and 1960s', so how can EE change to promote transdisciplinary learning and individuals' capability to learn?

2.2 The contribution of andragogy to EE

The EE curriculum is changing but is this as ambitious as it could be? The Business School curriculum has introduced a range of initiatives that are aimed at engaging students. Lorange and Thomas (2016) point to the many ways in which Business Schools are changing the ways in which they deliver the curriculum through new classroom layouts, visiting speakers and blended learning. Futhermore, in recent years, developments have taken place to move students from abstract theory to a more realistic work-oriented learning experience. This is evident in relation to problem-based learning (Perusso and Baaken, 2020), internships (Hermann, Amaral, & Bonzanini Bossle, 2021) and consultancy-based projects (Ilie, Nickerson, & Planken, 2019) that provide a structured way of engaging in real-world problems (Ferrandez, Kekale & Devins, 2016). Each of these approaches has merit in the sense that there is recognition of the value of authentic learning. It is also indicative of a partial move away from didactic pedagogic to andragogical approaches. Andragogy differs from pedagogy in a number of ways (see Table 1) in the sense that the student is expected to demonstrate greater control over their learning than is the case in educator-led learning (Knowles, 1968, 1984; Chan, 2010). Forrest and Peterson (2006) suggest that many Business School educators value andragogical approaches that look to address real-world problems but that the wider environment within which they practice still adheres to the idea of pedagogy. For Forrest and Peterson (2006, p. 113):

> Management education may have started a shift to a more learner-centred approach, but using "pedagogy" shows that the field's mind-set still views students as dependent children rather than independent adults.

Indeed, Fornaciari and Lund Dean, (2014a) and Lund Dean and Fornaciari, (2014b) both explore the constraints within which educators and students interact. In particular, the nature of syllabi serve as 'unidirectional instruments' (Fornaciari and Lund Dean, 2014a, p. 703) that are indicative of pedagogy and direct what should be learnt and through what method. In addition to syllabi, the nature of standardised forms of assessment impacts on how we value students' achievement. The designation of imposed learning outcomes and an adoption of rubrics as a framework for assessment means that the evaluation of an

individual's cognitive development is judged externally and across the cohort irrespective of the starting point in their personal learning journey.

Dover, Manwani and Munn (2018, p. 81) pose this question:

> How then can business school program designers build carefully considered input-output models for executive education while avoiding the pernicious practices of programs resulting in one-way, faculty-driven offerings or short-term perks for over-worked or under-motivated employees?

If we are to address this question, Business Schools must reappraise how EE is conceived, planned and delivered, and indeed marketed. Such an approach would necessitate a paradigm shift away from pedagogic approaches that focus on the transmission of knowledge to one that is concerned with the development of life-long learning skills. Lombardo and Eichinger (1996) reported that only 10% of work-based earning originates from formalised modes of learning, whereas 20% is attributable to sharing knowledge and 70% from work-based experience. The challenge that confronts Business Schools is how to incorporate personalised ways of learning that is targeted at work-related problems rather than the dissemination of abstract theory. As such, this may represent a challenge to those who work in Business Schools as their epistemology of learning is increasingly called into question.

2.3 Heutagogy: A learning theory for personalised EE

Hase, Tay and Goh (2006) view organisations as 'complex adaptive systems' that are characterised by chaos and change, as well as the uncertainty in the way we tackle organisational challenges. EE must move to an educational model that is predicated on the idea of working not in a stable and predictable, but a volatile and uncertain environment. This practical perspective is echoed in theoretical approaches to contemporary organisational life and decision-making. Complexity theory (Waldrop, 1992) offers us a way of understanding why traditional menu-like solutions may fail to solve future problems. As open systems, organisations and their leadership must be able to scan and interpret their environment and adapt. We also know from neuroscience that the way we tackle a problem is often non-linear and the brain responds to different types of challenge in differing contexts, and this impacts on decision-making (Doidge, 2007; Sousa, 2011). For Blaschke and Hase (2021: chapter 2):

> Learning cannot be a one-size-fits-all undertaking. Given what we know about how people learn, personalising the learning experience and supporting exploration and hypothesis building and then testing enables the individual brain rather than constraining or confusing it.

Moreover, Blaschke and Hase (2021) highlight the inter-relationship between the emotional state of the learner and their capacity for higher order thinking, as well as on motivation. If we are to prepare senior executives for future challenges, then we should consider how the brain responds to different types of problem and whether traditional educational models are fit for purpose (Hase & Blaschke, 2021; Tsang, Kazeroony & Ellis, 2013).

4

If we are to reconstruct the ways in which we approach EE, Business Schools must develop differentiated modes of learning that are targeted at particular foci. One possible option for Business Schools is to explore the possibilities for self-determined learning in terms of its purpose, facilitation and scale. Self-determined learning in the form of heutagogy offers a departure from traditional approaches to EE that is person-centred and attuned to an authentic work-oriented educational experience. Blaschke (2017, p. 129) defined heutagogy as: 'a learner-centered educational theory founded on the key principles of learner agency, self-efficacy, capability, and metacognition (knowing how to learn) and reflection'. Heutagogy originated in the work of Kenyon and Hase (2000) and their analysis of the needs of the Australian military and work-based learning more generally (Hase & Kenyon, 2001). For Hase and Blaschke (2021), heutagogy offers us an alternative to the formal education system and conventional professional development that has hitherto characterised work-oriented learning and the Business School curriculum.

The research literature reports on the value of a heutagogical approach in a range of professional contexts (Bhoyrub, Hurley, Neilson, Ramsay & Smith, 2010; Hase, Tay & Goh, 2006; Canning, 2013). A heutagogical approach facilitates the development of 'future skills' (Ehlers & Kellerman, 2019) that aim to address the need for individuals to learn and adapt when confronted with rapid change, as well as demonstrating high levels self-management and purposeful social influence. Underpinning such a view is an advocacy of personal agency in order to develop adaptable, capable and responsible leaders. In the respect, both Hase and Kenyon (2001) and Blaschke (2012) view heutagogy as an extension of andragogy (Knowles, 1968) and the idea of transformative learning experiences (Mezirow, 1997). Blaschke (2012) characterises heutagogy in terms of a learner-defined learning contract, a flexible curriculum with learner-directed questions, and a negotiated mode of assessment, together with an emphasis of reflective practice. In recognising the benefits of a personalised curriculum, heutagogy enables individuals to target specific skills and domains of knowledge as areas of professional development. For example, Hase (2014) reported on how professional development workshops targeted identified issues and concerns of participants rather than engage in abstract theory. In doing so, heutagogy militates against the inadequacies of the traditional cohort-centred, classroom-based teaching approach that often focussed on historic case studies and that addressed past challenges and concentrates on future needs and areas of professional growth (See Table 1).

Issue	Pedagogy	Andragogy	Heutagogy
Definition	"Leading the child"	Self-directed learning	Self-determined learning
The learner context	The learner is largely passive and receptive	The learner is independent but conforms to an imposed curriculum or task	The learner is concerned with solving problems in their own way
Learning context	Learning is focussed on meeting pre-determined learning goals	Although the learner decides what approach to take, learning is task-driven	Learning is enquiry-based and determined by the learner, not by the institution or educator
Cognition context	Cognitive: ensuring that a prescribed body of knowledge is acquired	Metacognitive: promoting reflection on how best to learn	Epistemic: placing an individual's learning within their wider personal and professional context

| | Linked to mode 1 learning that is limited to a specific discipline, with a narrow focus for study and with little emphasis on the wider development of skills | Linked to mode 2 task-driven learning and problem-solving

Promotes inter-disciplinary approaches supported by a guide | Linked to mode 3 learning and the reappraisal of beliefs and approaches

Promotes transdisciplinary approaches and holistic thinking |
|---|---|---|---|
| Motivation context | Motivation is often influenced by extrinsic drivers, such as others' expectations | Motivation is often intrinsic, with self-worth linked to learning and personal development | Motivation is often associated with adapting to life and/or work challenges |
| Knowledge production context | Knowledge acquisition in order to answer pre-set questions | Lead to an understanding of the topic that is related to a real-world context | Create new knowledge for the individual that is personally transformative |
| Assessment context | External to the learner and imposed by the provider in order to attain a qualification | External to the learner, but often demonstrated in terms of personal developmental | Negotiated prior to the learning journey and informed through self-reflection |
| Provider context | The school sector but also pervasive in Higher Education | Adult learning, especially short programmes and basic skills development, as well as Higher Education | Higher Education, notably doctoral study |

Table 1. An overview of pedagogy, andragogy and heutagogy.

2.4 Changing perspectives on executive learning and credentialism:

There are, however, long established and entrenched barriers to the implementation of radical change within Higher Education (HE) (Tomlinson, 2022) and Business Schools (Willmott, 1994; Mintzberg, 2004). In particular, we are wedded to credentialism and its indicator not only of attainment but also as status, and this is accentuated through the drive for accreditation as further validation of the worth of institutional qualifications (Romero, 2008; Miles, Shepherd, Rose & Dibben, 2015). Given these constraints, Business Schools must rethink how they construct the curriculum in order to recognise learner agency and success. A precedent exists, albeit under-developed, in the form of MOOCs but often these do not carry credits for micro-learning or unassessed studying. Recent developments as described by Birkenshaw (2022) with the advent of alternative providers and provider models (Chakravarty, 2022; Roos, 2022) mean Business Schools could explore the possibilities of micro-credentialism and design their curriculum offer around the principles of accessibility, affordability and authenticity. In doing so, institutions will also have to re-appraise the way learning is conceived, evaluated and validated. We are left with these problematic questions: What is the purpose of assessment? How do we assess, and when should this be done? These questions not only raise the issue of how meaningful change can be undertaken within Business Schools- many of which see themselves as successful and profitable- but also how accreditation bodies, employers and potential students perceive change.

2.5 *The role of a differentiated curriculum in promoting personal agency in EE*

One way of approaching a re-balancing of EE in favour of greater learner agency is to adopt a blended approach in which different methods of teaching and learning are adopted for particular contexts and subject domains. A number of scholars have identified the potential benefits of a blended framework of the curriculum that includes pedagogy and andragogy (Forrest and Peterson, 2006; Muduli, Kaura & Quazi, 2018), as well as heutagogy (Martinez and Munoz, 2018). This standpoint is predicated on the idea of a differentiated model of curriculum provision that is aligned to a variety of conditioning factors such as the student's ability, maturity and experience, as well as the complexity of the subject domain. In their model of differentiated EE, Valle and O'Mara (2013a) integrated andragogic with pedagogic approaches and identified four ideal types of student to which the model could be modified for (Figure 1). The value in such an approach is in the recognition that EE should become more attuned to the experiences development needs of executives. Valle and O'Mara (2013a) conceptualised EE students using two criteria: their understanding of how different functions are *integrated* within an organisation, and the *context* within which they see business in operation.

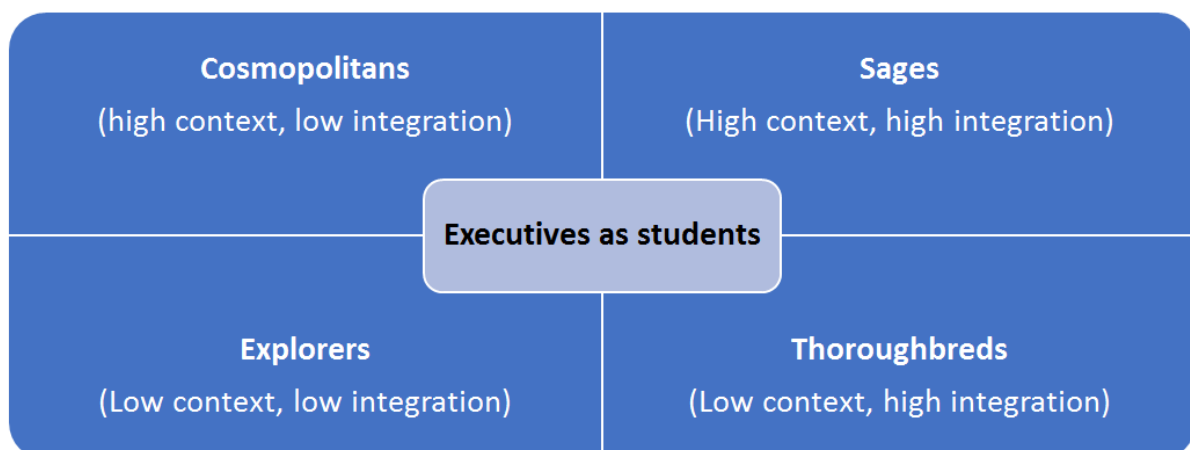| Cosmopolitans (high context, low integration) | Sages (High context, high integration) |
| Executives as students | |
| Explorers (Low context, low integration) | Thoroughbreds (Low context, high integration) |

Figure 1. Executives as students, after Valle & O'Mara (2013a).

Valle and O'Mara (2013a) proposed that the curriculum be targeted at particular clusters. So, for example, explorers lacked both the factual and experiential insight to undertake extensive independent work and would benefit from a structured introduction through instructional pedagogical techniques. In contrast, sages were conceptualised as being highly experienced and knowledgeable and would benefit most from a much less structured approach that recognised their deep understanding of issues in professional practice. This conceptualisation of differentiated EE provision is often discussed in relation to a pedagogy-andragogy-heutagogy continuum within which different teaching and learning strategies are adopted given the student and their context (Garnett & O'Beirne, 2013; Kapasi, 2016; Jones, Matlay, Penaluma, & Penaluma, 2014; Martinez & Munoz, 2021). As such, the literature not only identifies the benefits of adopting heutagogy as a stand-alone approach but also recognises that it may also supplement other approaches in a wider conceptualisation of the curriculum.

3. Research Methodology

3.1 This substantive review (Cropanzano, 2009) set out to address this research question: How can heutagogy inform the future development of Executive Education?

This paper is informed by an 'integrative literature review' (Callahan, 2010) of EE, the Business School curriculum and heutagogy. The literature search adopted a 'bounded approach' (Hallinger, 2013) within which these three themes were explored using arrange of search engines that included a university e-library and Google Scholar. In following a 'content-based perspective' (Denyer & Tranfield, 2009; Suarez-Barraza, Rodriguez-Gonzalez & Hart, 2019) the search was conducted on two levels. First, through the exploration of the three key themes by the author, and secondly by 'drilling down' using specific keywords within each theme. Key search words such as micro-credentialism, micro-learning, as well as small online private courses (SPOCs) and customised executive education programmes (CEEPs) were found from this drilling down process. For Torraco (2005, p. 356), this process represents 'a form of research that reviews, critiques, and synthesises representative literature on a topic in an integrated way such that new framework and perspectives on the topic are generated'.

Although there are a large number of journals and other sources relating to the Business School curriculum, EE and heutagogy are more clearly bounded subject domains. In particular, heutagogy is still developing as a theoretical and practical alternative to andragogy and traditional forms of pedagogy, with its principal foci being vocational training (Hase & Kenyon, 2001), HE (Canning, 2013), and online learning (Cochrane, Antonczak, Guinibert & Mulrennan, 2014; Blaschke, 2017). Importantly, much of the research literature published on heutagogy is directly relevant to future conceptions of EE so there is a high level of correspondence between these literatures. Iniguez and Lorange (2022) offered a wide range of contemporary insights into developments in Business Schools, and this was supplemented by leading management education journals including: *Academy of Management Journal, Academy of Management Learning & Education, Journal of Management Education, International Journal of Management Education, Management Learning, Journal of Management Development, Journal of Executive Education,* and *The International Journal of Management Education.* Finally, useful insights into the ways employers and Business Schools were navigating through post-pandemic EE options were provided by web-based resources from the Association to Advance Collegiate Schools of Business (AACSB), the European Foundation for Management Development (EFMD), the Society for Human Resource Management (SHRM), the Financial Times (FT) and UNICON, the consortium for university-based executive education (Hammergren, 2021; Jack, 2021). As such, these sources facilitated a different perspective to the academic literature.

3.2 Reflecting on the literature review

Once it was believed that a 'saturation point' had been reached, a mind-mapping exercise (Stoten, 2019) by the author that identified the key themes in the literature (see Figure 2).
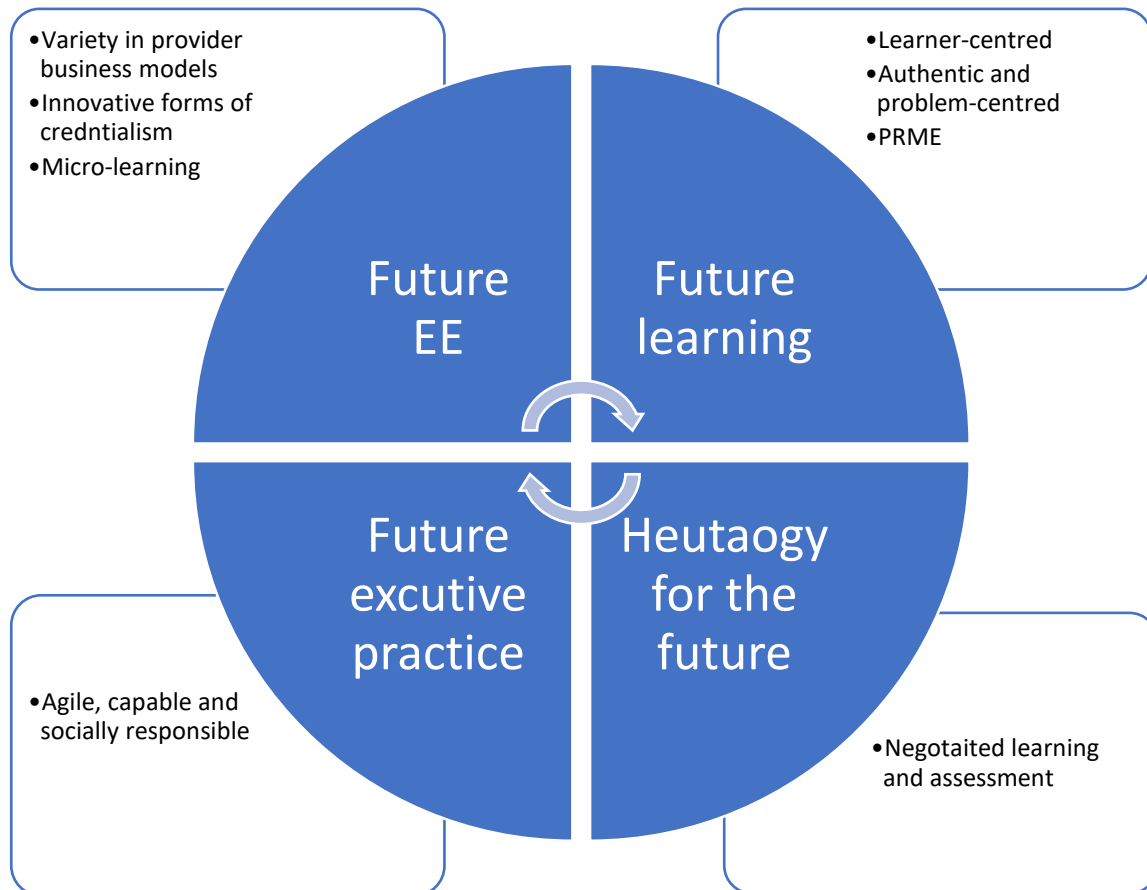
Figure 2. A representation of mind-mapping key themes from the literature search, after Stoten (2019).

The mind-mapping exercise proved useful in establishing a conceptual framework within which to interpret findings. Much of the literature on EE and heutagogy relates to case study reports. Eisenhardt and Graebner (2007) recognise that theorisation can be facilitated through recognising patterns across cases in the literature. According to Eisenhardt and Graebner (2007), although each case study may serve as a discrete report on its own, once added together a collection of reports possesses a form of 'replication logic' that facilitates theory building that addresses research questions such as why and how? From an interpretivist perspective, however, the benefit from adopting a literature-based approach is that it highlights relationships between emergent themes and in doing build theory (Diaz Adrade, 2009). Rather than searching for causal factors in change, interpretation looks for the wider narrative of the story (Shepherd & Suddaby, 2016) and 'explanation building' (Yin, 2003, p. 120).

4. Discussion

4.1 The claims made in this paper

This discussion is predicated on the argumentation framework provided by Toulmin (1958) that is characterised by three elements: claims, grounds and warrants. The underpinning

claim in this paper is that heutagogy offers scope for EE to provide innovative and purposeful learning experiences for individuals and that it can supplement existing pedagogical and andragogical approaches. This claim is aligned to the research that reports on the ways in which heutagogic approaches enhance life-long learning and occupational skills (Hase & Kenyon, 2001; Blaschke & Hase, 2021). In a world that is increasingly viewed as being unstable and unpredictable, EE must look beyond established learning methodologies if it is to enable adaptive learning strategies. The application of digital technology in new ways is enabling a re-conceptualisation of how learning can take place, and this disruptive change agent is likely to accelerate innovation further (Agarwal, 2022; Blaschke, Bozkurt, & Cormier, 2021; Del Alcazar-Benjumea & Iniguez, 2022). The advent of advanced digital technologies will facilitate the personalisation of the learning journey and re-orient fundamental relationships between the learner and educators, the learner and learning resources, as well as between learners (Tiberius, Hoffmeister & Weyland, 2021). Finally, the presuppositions inherent within EE inform the warrants of this argument. Business Schools can no longer offer the traditional curriculum EE model and claim to be pioneering (Ryan, 2021). Those institutions that aspire to a pre-eminent position will explore, innovate and implement new forms of EE that develop individuals and the capacity to deal with rapid change, and heutagogy will inform this process.

4.2 A differentiated future for the EE curriculum

So, what can EE look like in the future? As we look to develop the capability of individuals to lead organisations through change in a volatile environment, the focus for future curriculum design should be centred on an increasingly personalised way of learning. Stoten (2019) introduced the idea of a differentiated curriculum for Business Schools that was aligned to the level of study, with increased emphasis given to heutagogic approaches for those senior professionals who possessed a sophisticated understanding of management practice. In a development of this idea of a differentiated curriculum, this paper addresses a gap in the literature through a re-conceptualisation of EE. In addition to the facilitation of personal agency over the learning process, future EE should seek to develop transdisciplinary approaches to problem-solving in order to tackle complex issues such as sustainable development (Burke, 2010; Togo & Gandidzanwa, 2021) or 'smart cities' (Crumpton, Wongthanavasu, Kamnuansilpa, Draper, & Bialobrzeski, 2021). A number of scholars have reported on those conditioning factors that should inform the development of the future curriculum (Chan, 2010; Martinez & Munoz, 2021; Muduli et al. 2018; Valle & O'Mara, 2013a). These conditioning factors include the level of maturity, motivation for and orientation to learning, as well as an individual's professional experience. Figure 3 presents a conceptualisation of EE that is aligned to two dimensions: an individual's experience of study and their experience of work in the business environment and that are either extensive or minimal. This model differs from that of Valle and O'Mara (2013a) in that an individual's capacity for future learning is considered rather than their understanding of past business practice. The four quadrants suggest which approach may benefit student most, with those who are most experienced as students and practitioners being able to explore those issues that pertain to them in their individual work context from a transdisciplinary and expansive perspective. In contrast, those with little or no experience can be supported,

at least in the short-term, through foundational pedagogy that establishes a knowledge-base for later progression and independent learning. Andragogical approaches may be best suited to those transition stages between foundational pedagogy and discovery-oriented heutagogy.
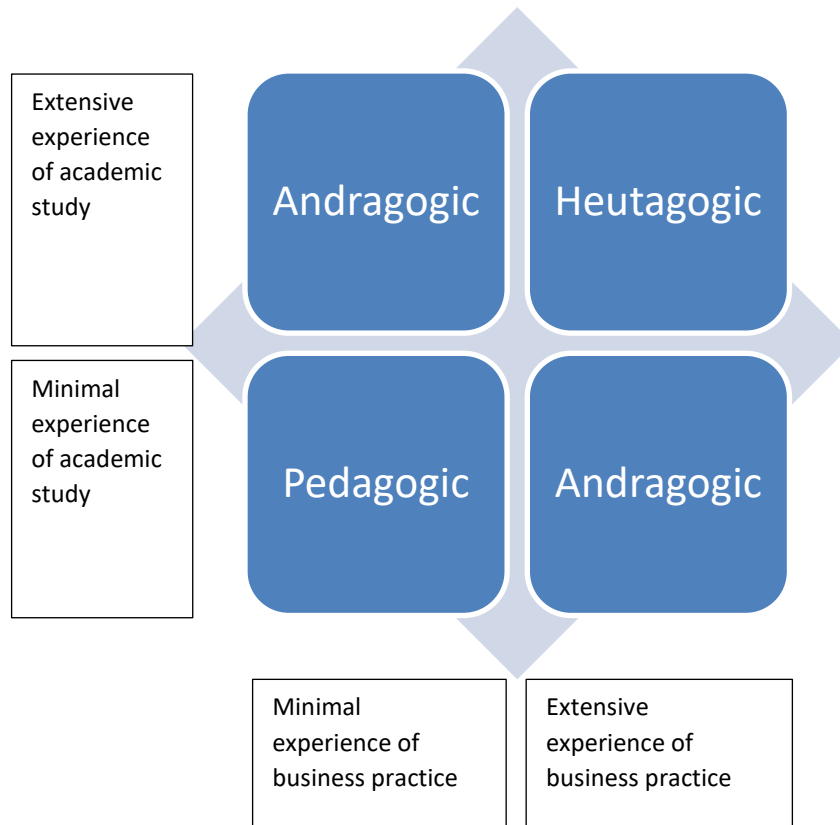

Figure 3. A conceptualisation of a future differentiated EE curriculum.

4.3 The future value proposition of EE

In practical terms, heutagogic learning offers future EE opportunities for the personalisation of the curriculum model. In the immediate future, Business Schools may wish to pilot heutagogic practice within EE through a variety of ways. One possible option is to embed heutagogy within professional doctorates, such as the Doctor of Business Administration (DBA). This could be achieved at different points in the DBA journey: pre-entry, during and after the doctorate. Prior to the start of a DBA, students could be invited to negotiate the nature of their learning contract and the pathways that they envisage for their research. During the coursework stages of a DBA, students could identify what training needs they wish to prioritise, for example, qualitative research methods. Since many professional doctorates prioritise research philosophy and methodology in the first year of study, this would be an appropriate time for such an approach. Alternatively, following graduation, bespoke individual micro-learning opportunities could be negotiated in which a graduate pursues their doctoral research further or take additional learning credits. This opens up the possibility of a new market for heutagogic practice with short periods of experiential learning for alumni. The future EE curriculum will be characterised by the modularisation of learning, credit transfer and the advance of micro-learning for individuals rather than

cohorts of students. The curriculum will also be characterised by the changing nature of access to learning through combinations of face-to-face and online interaction between students, their peers and academic supporters. This is a fluid future and one that should be focussed on meeting the needs of individuals as they search to escape for the 'valley of death' (Ramirez, et al., 2021).

4.4 How are employers looking to bridge the valley of death as they emerge from the pandemic?

Kearney, Harrington and Rajwani (2021) highlight the need for employers to respond to the changing context of EE and the potential benefits of new approaches to professional development and training. Ideas explored in the literature appear to be implemented, albeit unevenly across the globe. In general, developments appear to be focussed on the use of digital technology rather than implementing heutagogy extensively. Synchronous approaches to EE that were identified prior to the pandemic appear to be attractive both for Business Schools and employers (Carraher Wolverton, 2018). For Business Schools, the shift to synchronous online learning offers the prospect of scaling up delivery with minimal costs, other than training or recruiting faculty. As a business model, blended learning offers universities a potentially profitable and expanding income stream. Survey data for 2020, generated by AACSB, EFMD, SHRM, the FT and UNICON, report that 98% of Business Schools planned to increase synchronous online provision, although there was some resistance from faculty (Hammergren, 2021). Projections of spending on EE (Jack, 2021) indicated that only 17% of employers would decrease their budget, whilst 25% would increase this investment in employees. Investment in EE was particularly pronounced in those organisations that employed between 1,000 and 4,999, and lowest in those that employed between 10,000 and 19,999. Those areas targeted by employers for development were prioritised as leadership (82%), change management (57%), with resilience and well-being of employees identified as priorities for future investment. Although a renewed commitment to EE may encourage Business Schools to innovate, survey data indicates that only half of employers were looking to Business Schools and that two-thirds were exploring internal training options and three-quarters were considering non-university providers. The survey (Jack, 2021) reports that employers are prioritising research-led knowledge less than practical problem-solving approaches that provide value for money and discernible benefits for business performance.

5. Conclusion

The Covid-19 pandemic has accelerated changes that were already underway in Business Schools as they look to develop students' practical wisdom in professional practice. For many, this change is profound and involves a fundamental re-orientation of how they conceive the process of education and how best to exploit new forms of digital technology. For others, it has proved to be an inconvenience that has been overcome through the modification of existing practice. For both approaches, however, a focus on the pandemic is myopic.

Andragogy has offered a departure from the strictures of pedagogy but further innovation that advances personal agency is possible. The advent of digital technologies and the opportunities presented to facilitate innovative ways of learning for individuals should be welcomed. It is, however, new directions in relation to learning theory that offers further scope for innovation. Heutagogy originated in the theorisation of work-based learning and the promotion of life-long learning for individuals. As such, heutagogy provides a conceptual underpinning for a personalised EE curriculum that prioritises learner autonomy and self-directed learning and assessment.

This integrative literature review offers an original contribution to the discourse on future EE through the production of a differentiated model that combines heutagogy with existing pedagogical and andragogical approaches. Future research could usefully explore how the digitisation of the curriculum opens up new ways of personalised learning that are not bounded by spatial or temporal constraints as is the case in campus-based delivery. In particular, an interesting area of research would be related to the degree to which heutagogic principles inform innovative ways of personalised learning as providers look to individualise their curriculum offer in ever more accessible formats, or whether it is digital technology that drives innovative practice. It is a future that is likely to be fluid and responsive to market context and should aim to meet the needs of individuals as they look for the practical wisdom to avoid the 'valley of death'.

Data statement

As this is not an empirical paper but based on an integrative literature review, there is no data to report.

References:

Agarwal, A. (2022). Learning platforms: edX. In S. Iniguez, and P. Lorange, (Eds.) *Executive education after the pandemic: A vision for the future*, (pp. 277-286). Palgrave, pp. 277-286.

Amabile, T. & Khaire, M. (2008). Creativity and the role of the leader. *Harvard Business Review, 86*(10), 100-109.

Bennis, W. G. & O'Toole, J. (2005). How Business Schools have lost their way. *Harvard Business Review, 83*(5), 96-104

Bhoyrub, J., Hurley, J., Neilson, G. R., Ramsay, M., & Smith, M. (2010). Heutagogy: An alternative practice based learning approach. *Nurse Education in Practice*, *10*(6), 322–326.

Birkenshaw, J. (2022). Rethinking executive education for the virtual world. In S. Iniguez, & P. Lorange, (Eds.) *Executive education after the pandemic: A vision for the future* (pp. 3-11), Palgrave.

Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogic practice and self-determined learning. *The International Review of Research in Open and Distance Learning*, *13*(1), 56-71.

Blaschke, L. M. (2017). Self-determined Learning (heutagogy) and digital media creating integrated educational environments for developing lifelong learning skills. In D. Kergel, B. Heidkamp, P. Telléus, T. Rachwal, & S. Nowakowski (Eds.), *The Digital Turn in Higher Education*. (pp. 129-140), Springer VS.

Blaschke, L. M., Bozkurt, A., & Cormier, D. (2021). In: Hase, S. & Blaschke L. M. (Eds.) chapter 4, *Unleashing the Power of Learner Agency*. EdTech Books. https://edtechbooks.org/up/pp

Blaschke, L. M. & Hase, S. (2021). So, you want to do heutagogy: Principles and practice. In: Hase, S. & Blaschke L. M. (Eds.) chapter 2, *Unleashing the Power of Learner Agency*. EdTech Books. https://edtechbooks.org/up/pp

Burke, R. (2010). Sustainability and executive education: A call for a new model, *Journal of Future Studies, 15*(1), 49-76.

Callahan, J. L. (2010). Constructing a manuscript: Distinguishing integrative literature reviews and conceptual and theory articles, *Human Resource Development Review*, *9*(3), 300-304. https://doi.org/10.1177/1534484310371492

Carraher Wolverton, C. (2018). Utilizing synchronous discussions to create an engaged classroom in online excutive education, *The International Journal of Management Education*, 16, 239-244. https://doi.org/10.1016/j.ijme.2018.03.001

Canning, N. (2013). Practitioner development in early years education. In S. Hase, & C. Kenyon (Eds.), *Self-determined learning. Heutagogy in action*. (pp. 169-180). Bloomsbury.

Chakravarty, B. (2022). Using the pandemic to reset executive programs. In S. Iniguez, & P. Lorange (Eds.) *Executive education after the pandemic: A vision for the future*. (pp. 223-229). Palgrave.

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning, *Journal of Adult Education, 39*(2), 25-35.

Cochrane, T., Antonczak, L., Guinibert, M., & Mulrennan, D. (2014). *Developing a mobile social media framework for creative pedagogies*. 10th International Conference on Mobile Learning, Madrid, Spain.   https://files.eric.ed.gov/fulltext/ED557241.pdf

Conger, J. A., & Xin, K. (2000). Executive education in the 21st Century, *Journal of Management Education, 24*(1), 73-101.

Costigan, R.D. & Brink, K.E. (2015). Another perspective on MBA program alignment: an investigation of learning goals, *Academy of Management Learning and Education, 14*(2), 260-276. https://10.5465/amle.2013.0315

Cropanzano, R. (2009). Writing nonempirical articles for journal of Management: General thoughts and suggestions, *Journal of Management*, *35*(6), 1304-1311. https://doi.org/10.1177/014920630944118

Crotty, P.T., & Soule, A. J. Executive education: Yesterday and today, with a look at tomorrow, *Journal of Management Development, 16*(1), 4-21.

Crumpton, C. D., Wongthanavasu, S., Kamnuansilpa, P., Draper, J., & Bialobrzeski, E. (2021). Assessing the ASEAN smart cities network (ASCN) via the quintuple helix innovation framework, with special regard to smart city discourse, civil participation, and environmental performance, *International Journal of Urban Sustainable Development*, *13*(1), 97-116. https://doi.org/10.1080/19463138.2020.1827411

Cunliffe, A. L. (2002). Reflexive dialogical practice in management education, *Management Learning, 33*(1), 35-61.

Cunliffe, A. L. (2016). On becoming a critically reflexive practitioner redux: what does it mean to be reflexive? *Journal of Management Education, 40*(6), 740-746.

Dakduk, S., Santalla-Banderali, Z. & van der Woude, D. (2018). Acceptance of blended learning in executive education, *SAGE Open*. https://doi.org/10/1177/2158244018800647

Dahl Rocha, I. & Michel, N. (2022), Post-pandemic architecture and education. In S. Iniguez, & P. Lorange (Eds.) *Executive education after the pandemic: A vision for the future*. (pp. 231-236). Palgrave.

Del Alcazar-Benjumea, D. & Iniguez, S. (2022). Abracadabra: How technology-enhanced education personalizes learning. In S. Iniguez, & P. Lorange (Eds.) *Executive education after the pandemic: A vision for the future*. (pp. 121-134). Palgrave.

Denyer, D. & Tranfield, D. (2009). Producing systematic review. In D. Buchanan, & A. Bryman (Eds.) *The Sage handbook of organizational research methods*, (pp. 671-689). Sage Publications Ltd.

Diaz Adrade, A. (2009). Interpretive research aiming at theory building: Adopting and adapting the case study design, *The Qualitative Report, 14*(1), 42-60.

Doidge, N. (2007). *The brain that changes itself: Stories of personal triumph from the frontiers of brain science*. Silberman Books. http://taisa.si/wp/wp-content/uploads/2013/12/The-Brain-That-Changes-Itself-by-Norman-Doidge-M.D..pdf

Dover, P. A., Manwani, S., & Munn, D. (2018). Creating learning solutions for executive education programs, *The International Journal of Management Education. 16*, 80-91.

Dunne, J. (1993). *Back to the rough ground: Practical judgment and the lure of technique*, University of Notre Dame Press.

Ehlers, U. D. & Kellermann, S. A. (2019). *Future skills: The future of learning and higher education*. https://www.learntechlib.org/p/208249/

Eisenhardt, K. M. & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges", *Academy of Management Journal, 50*(1), 25-32.

Ferrandez, R. M., Kekale, T. & Devins, D. M. (2016). A Framework for work-based learning: Basic pillars and the interactions between them. *Higher Education, Skills and Work-based Learning, 6* (1). https://doi.org/10.1108/HESWBL-06-2014-0026

Fields, R. (2018). Students' perceptions of an executive coaching intervention: A case study of an enabling education programme, *Coaching: An international Journal of Theory, Research and Practice, 11*(2), 102-116.

Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again,* Cambridge University Press.

Fornaciari, C. J., & Lund Dean, K. (2014a). The 21st century syllabus: From pedagogy to andragogy, *Journal of Management Education, 38*(5), 701-723. https://dop.org/10.1177/1052562913504763

Forrest III, S. P., & Peterson, T. O. (2006). It's called andragogy, *Academy of Management Learning and Education, 5*(1), 113-122.

Fuller, A. & Unwin, L. (2008). Towards expansive apprenticeships: A commentary by the teaching and learning research programme. *UK: Teaching and Learning Research Programme*, Institute for Education Working Paper. https://discovery.ucl.ac.uk/id/eprint/10018110

Garnett, F., & O'Beirne, R. (2013). Putting heutagogy into learning. In S. Hase, & C. Kenyon (Eds.) *Self determined learning*. (pp. 131-144). Bloomsbury.

Ghoshal, S. (2005). Bad management theories are destroying good management practice? *Academy of Management Learning and Education, 4*(1), 75-81.

Giacalone, R. A. and Wargo, D. T. (2009). The roots of the global financial crisis are in our business schools, *Journal of Business Ethics, 6*,147-168. https://doi.org/10.5840/jbee200969

Gilson, L. L. & Goldberg, C. B. (2015). Editor's comment: So, what is a conceptual paper? *Group & Organization Management*, *42*(2), 127-130. https://doi.org/10.1177/1059601115576425

Hallinger, P. (2013). A conceptual framework for systematic reviews of research in educational leadership and management, *Journal of Educational Administration, 51*, 126-149.

Hammergren, L. (2021). Executive education is changing from good. https://www.aacsb.edu/insights/articles/2021/02/executive-education-is-changing-for-good

Hase, S. & Kenyon, C. (2000). From andragogy to heutagogy, *Ultibase Articles,* 5(3), 1–10. http://pandora.nla.gov.au/nph-wb/20010220130000/http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm.

Hase, S. & Kenyon, C. (2001). Moving from andragogy to heutagogy: Implications for VET. *Proceedings of Research to Reality: Putting VET Research to Work: Australian Vocational Education and Training Research Association (AVETRA)*, Adelaide, SA, 28-30 March 2001. Crows' Nest, NSW: AVETRA.

Hase, S., Tay, B. H., & Goh, E. (2006). Developing learner capability through action research: from pedagogy to heutagogy in the workplace. *Australian Vocational Education and Training Research Association Conference*, April 2006. Wollongong,

Hase, S. (2014). Skills for the learner and learning leader in the 21st Century. In Blaschke, L. M., Kenyon, C. & Hase, S. (Eds.), *Experiences in self-determined learning*. (pp. 99-110). https://edtechbooks.org/-Kzdo

Hase, S. & Blaschke, L. M. (2021). Heutagogy and work. In Hase, S. & Blaschke, L. M. (Eds.) *Unleashing the power of learner agency*. EdTech Books. https://edtechbooks.org/up/work

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*, Harvard University Press.

Hermann, R., R., Amaral, M. & Bonzanini Bossle, M. (2021). Integrating Problem-based Learning with International Internships in Business Education, Journal of Teaching in International Business, *32*(3-4), 202-235, https://doi.org/10.1080/08975930.2022.2033667

Ilie, C., Nickerson, C., & Planken, B. (2019). Consultancy-Based Projects. In C. Ilie, C. Nickerson, & B. Planken (Eds.), *Teaching business discourse. Research and practice in applied linguistics*. (pp. 75-91). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-96475-1_5

Iniguez, S. & Lorange, P. (2022). Introduction: Business education in times of disruption and resilience. In Iniguez, S., and Lorange, P. (Eds.), *Executive education after the pandemic: A vision for the future*, (pp. vii-xiv). Palgrave.

Jaakkola, E. (2020). Designing conceptual articles: Four approaches, *AMS Review*, *10*, 18-26.

Jack, A. (2021). Executive education 2021: FT Survey shows what employers want. https://www.ft.com/content/0c4a7b50-4226-45f7-8433-ed6cbdde9202

Jones, C., Matlay, H., Penaluna, K., & Penaluna, A. (2014). Claiming the future of enterprise education*, Education + Training, 56*(89), 746-775.

Kanwar, A., Balasubramanian, K., & Carr, A. (2010). Changing the TVET paradigm: New models for lifelong learning, *International Journal of Training Research, 17*(1), 54-68.

Kapsi, I. (2016). Autonomous student learning: The value of a Finnish approach. In C. Penman, & M. Foster (Eds.), *Innovations in learning and teaching*, (pp. 19-35). Merchiston Publishing.

Kearney, A., Harrington, D., & Rajwani, T. (2021). Group behaviour process and learning: A review and assessment of emerging online technologies in executive education, *European Journal of Training and Development*, https://doi.org/10.11-68/EJTD-03-2021-0044

Kets de Vries, M. F. R., & Korotov, K. (2007). Creating transformational executive education programs, *Academy of Management Learning & Education. 6*(3), 375-387.

Kitchlew, N., Bajwa, S., Shahzad, K., & Aslam, H. (2021). Evaluation of executive education programs to enhance mid-career employees' role-based performance: Organizational perspectives, *Journal of Quantitative Methods, 5*(2), 2522-2260.

Knowles, M. S. (1968). Andragogy, not pedagogy*, Adult Leadership, 16*(10), 350–352.

Knowles, M. S. (1984). *The adult learner: A neglected species*. Gulf Publishing.

Lombardo, M. M., & Eichinger, R. W. (1996). The career architect development planner.. Lominger.

Lorange, P. & Thomas, H. (2016). Pedagogical advances in business models at business schools – in the age of networks, *Journal of Management Development, 35*(7), 889-900,

Lund Dean, K. & Fornaciari, C. J. (2014b). The 21st century syllabus: Tips for putting andragogy into practice, *Journal of Management Education, 38*(5), 724-732. https://doi.org/10.1177/1052562913504764

Martinez, L. & Munoz, J. (2018). Are andragogy and heutagogy the secret recipe for transdisciplinary entrepreneurship education? European Business Review, 33(6), 957-974. https://doi.org/10.1108/EBR-11-2020-0290

Mezirow, J. (1997). Transformative learning: Theory to practice, *New Directions for Adult and Continuing Education,* 74, 5-12.

Miles, M. P., Shepherd, C. D., Rose, J. M., & Dibben, M. (2015). Collegiality in business schools: Development of a collegiality measure and evaluations of its implications, *International Journal of Educational Management, 29*(3), 322-333.

Mintzberg, H. (2004). *Managers not MBAs*. Pearson.

Mintzberg, H. (2018). How experienced practice can reform management education, *Stanford Social Innovation Review*. https://ssir.org/articles/entry/how_experienced_practice_can_reform_management_education

Misra, D. (2020). Using inquiry-based learning in executive education programmes, *Journal of Workplace Learning, 32*(8), 599-613.

Muduli, A., Kaura, V., & Quazi, A. (2018). Pedagogy or andragogy? Views of Indian postgraduate business students, *IIMB Management Review, 30*, 168-178. https://doi.org/10.1016/j.1016/j.iimb.2018.008

Murillo, D. & Vallentin, S. (2016). The business school's right to operate: Responsibilisation and resistance. *Journal of Business Ethics, 136*(4), 743-757.

Nagar, K. & Shee. A. K. (2019). Executive education in India: Current state and what next? *NHRD Network Journal, 12*(1), 24-30.

Naude, P. (2022). Inequality. Whom do we exclude? In P. Naude, *Contemporary Management Education: Eight questions that will shape its future in the 21st century*. *Future of Business and Finance*. (pp. 69-86). Springer.

Navarro, P. (2008). The MBA core curriculum of top-ranked U.S. business schools: A study in failure? *Academy of Management Learning & Education*, 7(1), 108-123.

Perusso, A. and Baaken, T. (2020). Assessing the authenticity of cases, internships and problem-based learning as managerial learning experiences: Concepts, methods and lessons for practice. *The International Journal of Management Education*, *18*(3), https://doi.org/10.1016/j.ijme.2020.100425

Pfeffer, J. & Fong, C. T. (2002). The end of business schools? Less success than meets the eye, *Academy of Management Learning & Education, 1*(1), 78-95.

Ramirez, R. Rowland, N. J., Spaniol, M. J., & White, A. (2021). Avoiding the valley of death in educating strategists, *Long Range Planning, 54*, article 102000, 1-14.

Romero, E. J. (2008). AACSB accreditation: Addressing faculty concerns, *Academy of Management Learning and Education, 7*(2), 245-255.

Roos, J. (2022). Executive education 2.0 coming right up. In S. Iniguez, S. and P. Lorange, (Eds.) *Executive education after the pandemic: A vision for the future*. (pp. 47-55). Palgrave.

Rua, T., Aytug, Z. & Lawter, L. (2021), NegotioPoly: a holistic gaming approach to negotiation teaching, *Organization Management Journal* , https://doi.org/10.1108/OMJ-02-2021-1160

Ryan, T. (2021). What are the jobs to be done in the future of executive education? UNICON-Research Report, UNICON- Consortium for University-Based Executive Education. https://uniconexed.org/research/unicon-research-report-what-are-the-jobs-to-be-done-in-the-future-of-executive-education-tom-ryan/

Schlegelmilch, B. B. (2020). Why business Schools need radical innovations: Drivers and development trajectories, *Journal of Marketing Education, 42*(2), 93–107.

Shepheard, D.A. & Suddaby, R. (2016). Theory building: A review and integration, *Journal of Management, 43*(1), 59–86.

Starkey, K. & Tempest, S. (2009). From crisis to purpose, *Journal of Management Development*, *28*(8), 700-710. https://doi.org/10.1108/02621710910985478

Sousa, D. A. (2011). *How the brain learns*. Corwin Press.

Spender, J. C. (2017). Bschools and their business models, *Humanistic Management Journal, 1*(2), 187-204.

Stoten, D. W. (2018). Differentiated evolution rather than revolution: Analyzing MBA education in Britain using New Institutionalism as a conceptual framework, *Journal of International Education in Business, 11*(2),106-123. https://doi.org/10.1108/JIEB-08-2017-0032

Stoten, D. W. (2019). Practical heutagogy: Promoting personalized learning in management education, *Adult Learning, 31*(4), 161-174.

Stoten, D. W. (2021a). Building adaptive management capability: The contribution of heutagogy to management development in turbulent times, *Journal of Management Development*, 40(2), 121-137.

Stoten, D.W. (2021). Navigating heutagogic learning: mapping the learning journey in management education through the OEPA model, *Journal of Research in Innovative Teaching & Learning*, https://doi.org/10.1108/JRIT-07-2020-0038

Suarez-Barraza, M. F., Rodriguez-Gonzalez, F. G., & Hart, H. S. (2019). Finding Kaizen core values in AACSB standards of accreditation: A conceptual study. *Total Quality Management, 30*(1), S53-S73.

Tiberius, V., Hoffmeister, L., & Weyland, M. (2021). Prospective shifts in executive education: An international Delphi study. *The International Journal of Management Education. 19*, 100514. https://doi.org10.1016/j.ijme.2021.100514

Tomlinson, M. (2022). Missing values: engaging the value of higher education and implications for future measurements, *Oxford Review of Education,* 48(1), 46-62.

Togo, M., & Gandidzanwa, C. P. (2021). The role of education 5.0 in accelerating the implementation of SDGs and challenges encountered at the University of Zimbabwe, *International Journal of Sustainability in Higher Education*, *22*(7), 1520-1535. https://doi.org/10.1108/IJSHE-05-2020-0158

Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples, *Human Resources Development Review,* 4, 356-367.

Toulmin, S. (1958). *The uses of argument*. Cambridge University Press.

Tsang, D., Kazeroony, H. H., & Ellis, G. (2013). *The Routledge companion to international management education*, Routledge.

Valle, M. & and O'Mara, K. J. (2013a). Targeted instruction for executive education: Blending instructor-centered and participant-centered approaches for maximum impact, *Journal of Executive Education, 11*(1), 1-13.

Valle, M. & and O'Mara, K. J. (2013b). The new reality: Holding on and letting go, *Journal of Executive Education, 9*(1), 17-32.

Waldrop, M. (1992). *Complexity: The emerging science at the edge of order and chaos*. Penguin.

Willmott, H. (1994). Management Education: Provocations to a debate. *Management Learning*, *25*(1), 105-136.

Yin, R. K. (2003). *Case study research: Design and methods*. Sage.