

The Times they are 'A - Changin' - time for a branded focus on Life Long Learning

- a presentation for CAUCE 2010

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***"Come gather 'round people
Wherever you roam
And admit that the waters
Around you have grown
And accept it that soon
You'll be drenched to the bone.
If your time to you
Is worth savin'
Then you'd better start swimmin'
Or you'll sink like a stone
For the times they are a changin'"***

Bob Dylan 1963

Agenda

- ◆ **The Changing Landscape**
- ◆ **The Changing Landscape for Education and Learning**
- ◆ **Summary - Taking action in this landscape**

The Changing Landscape

The Changing Landscape

- **Political Shifts:**
 - **Democratic forms diversify globally**
 - **Democratic activity moves closer to community level in developed democracies**
 - **Religious and pseudo-religious based terrorism remains the destabilizing 'wild card'**
 - **Alliances across regions driven by economic opportunity.....Central/South America and Asia key markets**

The Changing Landscape

- **Asia*** - the return to global economic importance:

| | 1AD | 500AD | 1000AD | 1500AD | 1975AD | 2010S | 2025 |
|---------------------|-----|-------|--------|--------|--------|-------|------|
| Share of global GDP | 75 | 73 | 71 | 70 | 20 | 40 | 50 |

(McKinsey)

- : short term 900 million new middle class consumers
- : infrastructure demand: massive urbanization
- : new trade routes

* Pacific Asia + South Asia

- **Aging of global population:**

| | Africa | Asia | Middle East | Europe | Sth America | Nth America |
|--------------------------------------|--------|------|-------------|--------|-------------|-------------|
| Share of population over 60.....2010 | 6 | 9 | 6 | 20 | 9 | 16 |
|2050 | 11 | 23 | 18 | 34 | 26 | 28 |

- : health care pressures
- : political pressures
- : economic pressures

The Changing Landscape

- **Economic Pressures:**
 - : shift in developed world to knowledge economy
 - : new IP – based service businesses: education, entertainment/tourism, health, and IP based opportunities in traditional resource industries
 - : shift to regional trade groups
 - : challenge of global regulation eg: financial
 - : rising inequality
 - : level of Public-Private activity and performance
 - : measures of well-being – GDP and ‘happiness’
- **Scientific Advances:**
 - : continued communications technology advances impact education and entertainment
 - : genetics: cloning
 - : transportation

The Changing Landscape

- **Environmental pressures intensify:**
 - : carbon emissions: developed vs developing world
 - : fresh water as the new diminishing resource
 - : global warming (and flooding) – climate change
 - : deforestation
- **Growing need for 'soft' infrastructure**
 - : education
 - : health
 - : financial systems
 - : environmental
 - : other social systems

The Changing Landscape: Canada 'creds'

Canada advantages:

- **48% of labour force with University degree #1 in the world**
- **18.8% of population are immigrants #1 in the world – the multicultural advantage**
- **Quality of Life Index #4**
- **Primary energy production #5 in the world**
- **Financial development index #6**
- **Economic Freedom #7**
- **Corruption Perception #9 as cleanest**
- **Canada Debt/GDP ratio moderate: 83% (vs. OECD 90% : Japan 189%, Italy 124%, US 84%, Germany 77%, UK 71%, Australia 16%)**
- **Stable financial system**
- **Northwest Passage shipping**

The Changing Landscape: Canada 'dis-creds'

Canada disadvantages:

- **Attracting International students # 7**
- **Competitiveness #9**
- **Gross Expenditures on R&D/GDP ratios low: US 2.68; OECD countries 2.29; Canada 1.84; China 1.43; India 0.9 (averages = Industry 70%, Universities 20%, Government 10%)**
- **IT/Communications expenditure #19 in the world**
- **Management skills training spending #21 in the world**
- **Canada's overdependence on the US: 78% of exports (China 2.2%, Mexico 1.2%.....Brazil, India, Russia less than 1%)**
- **Canada's slight over-governed profile: Government outlays/GDP 44% (vs. OECD 45% : Japan 42%, US 42%, Australia 38%)**

The Changing Landscape: Canada 'opps'

Canada – plus/minus opportunities:

- **Demographics: 2010 50% population over 40 years old**
- **Psychographics: the 'mature young' and the 'young mature'**
- **Greater technology – enabled communications**
- **Lowered trust in traditional authorities**
- **Price 'worthiness' tendency**
- **Organizations flatter, project based and will have to work harder to organize for productivity and relative loyalty**
- **Brands in greater use but hard to build trust.**
- **Private sector education/training organizations grow, extensive M&A plus more professional bodies seek ongoing training**

The Changing Landscape of Education and Learning

The Changing Landscape: Implications for Universities

- **Opportunity/Need for Universities to step up education/training role:**
 - **across all ages**
 - **across all disciplines**
 - **across the world**
- **Need to grow revenue:**
 - **government funds will be limited**
 - **charitable contributions from Foundations, Research Institutions, Alumni, Individuals and Corporations will need to increase**
 - **revenue return from IP – based enterprises will need to increase**

The Changing Landscape: Implications for Universities

- **Global partnerships in research, teaching, training will grow**
- **Improved teaching/training methods using appropriate technology are needed**
- **Education/training models need to be conceived longitudinally as well as laterally**
 - **civic society based**
 - **profession/career based**
 - **project based**
 - **leisure based**
- **Key word in education/training as well as knowledge is learned adaptability.**

Canadian Universities in Transition

Traditional

- **Universities vision/mission/goals based on research and teaching to add knowledge to local and national community**
- **Universities primarily Public Sector funded**
- **Universities primarily functioning as young person's degree 'factories'**
- **Continuing Education an 'afterthought'**

Emergent

- **Universities vision/mission/goals based on research and teaching to add knowledge in defined areas to local, national and international community**
- **Universities funded through public and private sector funding plus sales of IP**
- **Universities to function as life long learning institutions with planned continuing education 'add-ons'**

Continuing Education in Transition

Traditional

- **Non-degree Continuing Education kept separate from degree based**
- **Market research rarely to identify opportunities**
- **Courses not necessarily linked to either competencies or demand so do not build continuity of subject**
- **Prices often do not cover fully loaded costs so run as a break even on operating costs**

Emergent

- **Transitional opportunities identified between degree and non-degree**
- **Regular use of market research to identify opportunities**
- **Competence analysis applied and blended with research to identify specialities**
- **Profit sectors develop through prices, sponsorships or donations**

Continuing Education in Transition

Traditional

- **Minimal sub-branding developed: most rely on overall University/ Faculty reputation**
- **Low use of effectiveness measures**

Emergent

- **Effective sub brands developed:**
 - **Clear positioning**
 - **Open versus Semi-custom versus Custom**
 - **Distribution strategies determine on-site, on-line, self paced, blended mixes based on client profile and competence**
 - **Full MarCom strategies and executions budgeted**
 - **Where appropriate full attitudinal and behavioural evaluation**

Continuing Education in Transition

Traditional

- **Most programs offered through sole source**
- **Few offering training outside of immediate area**
- **Few operating globally**

Emergent

- **Cooperation between expert sources**
- **In specialty and high – competence areas, ability to offer programs regionally or nationally**
- **Alliances to build Canadian educational credibility in key markets**

Summary – Issues in Life Long Learning

- **Continuing Education should be an integrated strategy to the whole University's learning strategy**
- **Strategic and Financial goals: reputation versus profit or cost recovery**
- **Key strategic decision: full time faculty vs. blended academic/practitioner**
- **Key structure decision: central unit or extension of each Faculty**

Summary – Issues in Life Long Learning

- **Key Scope decision: Choose areas of specialty:**
 1. **Market demand + competency overlap**
 2. **Stand alone vs. integrated with degree programs**
 3. **How to build a life long learning approach**
 4. **Geographic coverage**
- **Brand decision:**
 - **Positioning**
 - **Decisions about product range, price positioning, distributions strategies, MarCom activity, customer service activity**
 - **Strategic alliances**

Summary – Issues in Life Long Learning

- **Effectiveness measurement decision:**
 - **How to measure based on levels**
- **Management decision:**
 - **Who should run/work in it**
 - **How does it fit the University/Faculty structure**

***"The line it is drawn
The curse it is cast
The slow one now
Will later be fast
As the present now
Will later be past
The order is
Rapidly fadin'
And the first one now
Will later be last
For the times they are a-changin'"***

Thank you Bob Dylan
Thank you all!!!

Biography: Dr. Alan Middleton

- **B.Sc. Hons. Sociology (LSE) , MBA and Ph.D. (York) in Business Administration;**
- **Currently Executive Director, Executive Education Centre, Schulich School of Business, York University and Assistant Professor of Marketing;**
- **23 years working in marketing and advertising with UOP Inc., Esso Petroleum and J. Walter Thompson in UK, US, Norway, Japan and Canada. Last roles were President/CEO JWT Japan and Executive V.P. and Board Director of the worldwide JWT Company organization, subsequent to being President of Enterprise Advertising Associates in Toronto.**
- **19 years as an academic/marketing trainer and consultant. Taught marketing courses at Schulich School of Business , York University in Toronto; Rutgers Graduate School of Business in US; Chiangmai , NIDA and Yonok Graduate Schools of Business in Thailand ; IDEA Graduate School in Buenos Aires, Argentina; Moscow State University and Academy of National Economy in Moscow and Nizhny Novgorod, Russia; and Southwest Normal and Sichuan Universities in China. Research topics in branding, private labels and e brands internationally;**
- **As a trainer and consultant have worked for Bell, Manulife Financial, ACNielsen, Nortel, Pfizer Warner- Lambert, Quaker Foods, Unilever amongst many others;**
- **Co-author of 'Advertising Works II' , co-founder of the 'CASSIES' and co-editor of the CASSIES I Case Book, author of publications on MarCom PBR, MarCom ROI and MarCom client-agency relations. Co-author of 'Ikonica –a fieldguide to Canada's brandscape' Author of "Brand Treachery" a chapter in "The Disloyal Company"**
- **In January 2005 was inducted into the 'Marketing Hall of Legends' in the Mentor category**
- **Executive Committee of the Honorary Trustees of the Royal Ontario Museum (Trustee 1996-2002) and on the ROM Marketing Advisory Committee (2008-date). Alan is on the Board of the ABC Life Literacy Canada Board having been its Chair 2003-2009. He is on the Boards of Sunnybrook Hospital and AIESEC-Canada, and is a Research Committee member of Ontario Tourism Marketing Partnership and the Scientific Committee of Leger Marketing. He is Chair of the Judging Committee for the Product of the Year Awards and the Marketing Hall of Legends.**
- **Previously Alan was a member of the United Way of Greater Toronto Marketing Committee (1992- 2006) and on the branding committee of Toronto International Film Festival, the Ontario Ministry of Health 'Healthy Ontario.com' committee and Chair of the Editorial Advisory Committee of Marketing Magazine.**