

International Management Centres Multinational (IMC) is the world's first global business school. It is dedicated to action learning and promotion of the concept of Enterprise Schools of Management.

Founded as a professional society in 1964 by graduates of Britain's earliest business schools, IMC launched its own action learning programmes in 1982. It did so in partnership with a group of business school teachers in alliance with senior business managers. IMC's specific goal ever since has been to embrace the philosophy of action learning pioneered by Dr Reg Revans in 1944.

By 1987, rapid growth outside the UK had led to the establishment of full-time offices in Kuala Lumpur and Brisbane, and these have been followed by many other cities around the world. In 1994 IMC became the first business school to offer action learning programmes worldwide using the Internet as the main medium for information dissemination, delivery and communication.

Today, IMC can boast almost 20 years experience of management development worldwide, its unique learning programmes designed and implemented within a network of academic partners around the world, supported by leading management schools and universities.

Since 1995, formal joint ventures for concurrent awards have also been operational with Southern Cross University in Australia, and with University of Surrey. Alliances can and will be forged with other appropriate universities or professional institutions to meet the needs of client organizations.



International Management Centres Multinational (IMC)

<http://www.imc.org.uk/imc/>

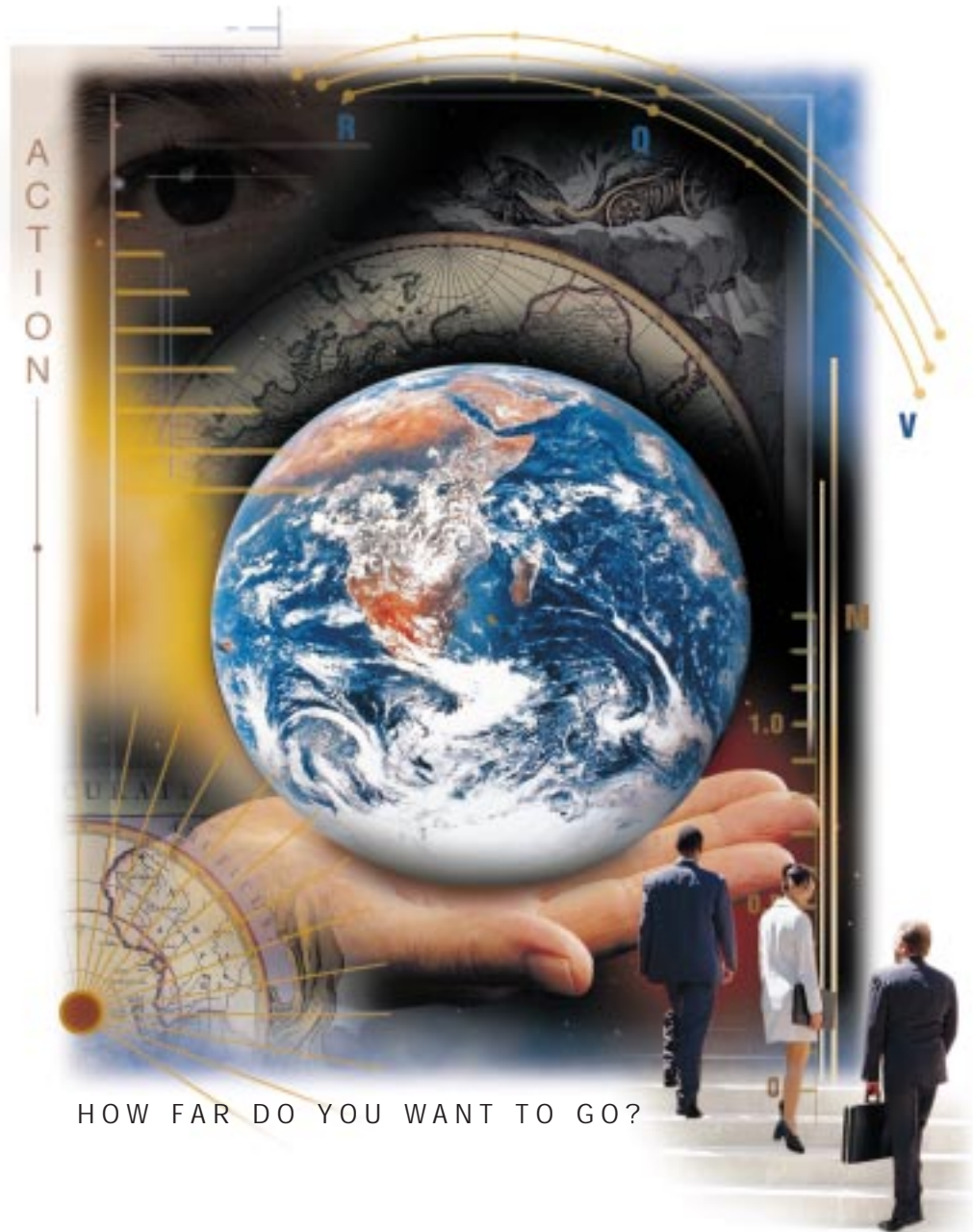
A CUSTOMISED ROUTE TO ORGANIZATIONAL LEARNING WHICH:

PROVIDES A  
MEASURABLE  
RETURN ON  
INVESTMENT

ENSURES  
LASTING  
COMPETITIVE  
ADVANTAGE

DEVELOPS  
PEOPLE FOR  
TOMORROW'S  
CHALLENGES

CREATES THE  
KNOWLEDGE  
FOR FUTURE  
BUSINESS  
STRATEGY



**IMC**  
Multinational 

International Management Centres Multinational (IMC)  
<http://www.imc.org.uk/imc/>

IMC is the world's leading edge action learning business school. Established in 1964 we have conducted our programmes on the ground in some 44 countries. Now, with our Internet connectivities we offer them any and everywhere. All IMC's students (known as Associates) are required to take their workplace challenges and make them their curriculum for their action learning and research studies. Then, once the manager's own critical focus is discerned, the body of knowledge and the Faculty members' contribution are provided. By the use of the Internet to ensure Associates

help one another and to deliver tutorial around the globe, plus the incomparable strength of IMC's Virtual Library services of the top 400+ journals, Associates are always able to have access, no matter where they are, to the best and latest resources.

Such action learning clearly requires the support of the organization we work for allowing its managers to use its challenges and problems as our curriculum, and of their colleagues in the workplace who will inevitably become involved with our studies. These two requirements are consistently found to be of great significance because they ease, even facilitate the implementation of the ideas generated. And they greatly extend the visibility and network of colleagues across the organization too.

There are few things more frustrating in learning how to do things better or more effectively than to encounter resistance to the changes we find necessary. It is for this reason that when Associates undertake their action learning and research projects they are always encouraged to discuss them before, during and afterwards with those who also know, care and have the power to do something about their outcomes.

**Dr Richard Teare**

**Chairman:** IMC Common Multinational Academic Board



**Chairman:** IMC Common  
Multinational Academic Board

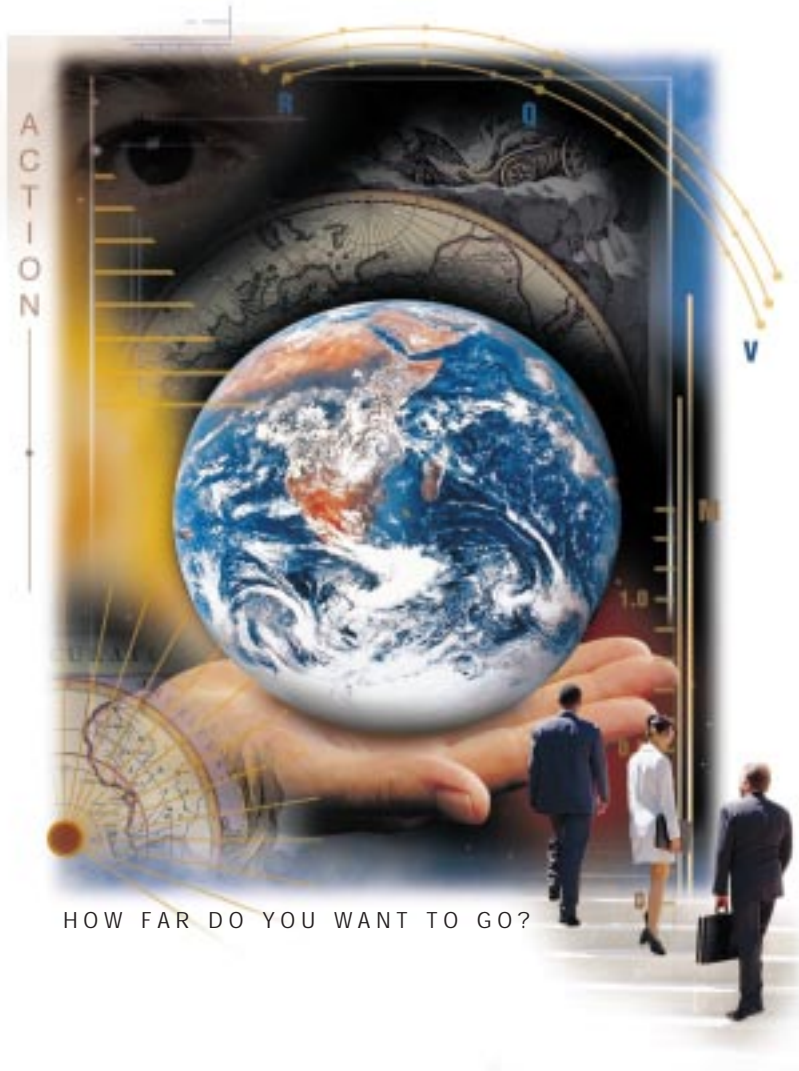


# IMC COURT OF HONOURARY MEMBERS

Kenneth Adams, UK, 1991  
Digby Anderson, UK, 1987  
Kenneth Andrew, UK, 1984  
Professor Christopher Argyris, USA, 1987  
Professor John Kotter, USA, 1987  
Joseph Bamford, UK, 1991  
Lui Chak-Wan, Macau, 1992  
Linda McHugh, UK, 1991  
Lekgau Mathabathe, South Africa, 1993  
Phil Meddings, Australia, 1990  
Boya Mohindar, Hong Kong, 1986  
Jayantilal K Chande, Tanzania, 1995  
John Neill, UK, 1989  
Ng Kwan Wai, Hong Kong, 1992  
Ng Siu-Chan, Hong Kong, 1996  
Sir John Collyear, UK, 1987  
Edward O'Connor, Ireland, 1991  
Anthony O'Reilly, Ireland, 1994  
Alan Parker, UK, 1997  
C Northcote Parkinson, UK, 1985  
Geoffrey Pitt, UK, 1989  
Joseph Prokopenko, Switzerland, 1998  
John Foster, UK, 1998  
Hon John Freemantle, UK, 1988  
Gerry Robinson, UK, 1996  
Gerald Scanlon, Ireland, 1988  
Hiroaki Seto, Japan, 1986  
Sir John Harvey-Jones, UK, 1990  
Elizabeth Shiu Ching Sing, Hong Kong, 1998  
Sir Brian Smith, UK, 1989  
Dermot Smurfit, Ireland, 1997  
Edward Haughey, UK, 1992  
Donald Stradling, UK, 1987  
Sir Peter Thompson, UK, 1988  
Ho Mook-Lam, William, Hong Kong, 1995  
Sir Trevor Holdsworth, UK, 1986  
Sir Geoffrey Holland, UK, 1988  
Peter Wrighton, South Africa, 1993  
Sir Antony Jay, UK, 1988  
Professor Ivor Kenny, Ireland, 1987  
Derek Keogh, Ireland, 1996  
Professor Malcolm Knowles, USA, 1990  
You Poh Seng, Singapore, 1985  
Professor David Kolb, USA, 1988  
Professor George Korey, Canada, 1985  
Tan Sri Abdul Aziz Bin Abdul Rahman, Malaysia, 1990  
Professor Philip Kotler, USA, 1990  
Hon. Father Walter Lini, Vanuatu, 1988  
Michael Bett, UK, 1990  
Denis Brosnan, Ireland, 1990  
Sir Adrian Cadbury, UK, 1985  
Tan Sri Osman Cassim, Malaysia, 1985  
John C C Chan, Hong Kong, 1997  
Stephanie Monk, UK, 1998  
John Morris, UK, 1985  
Sir Geoffrey Chandler, UK, 1986  
Sir Chio Ho Cheong, Tommy, Hong Kong, 1995  
Rai Bahadur Mohan Singh Oberoi, India, 1988  
Professor Anthony Cunningham, Ireland, 1985  
Kevin O'Malley, Ireland, 1998  
David Dand, Ireland, 1988  
Gaston Deurinck, Belgium, 1988  
Sir John Egan, UK, 1988  
Nigel Farrow, UK, 1991  
Sir John Read, UK, 1989  
Professor Reg Revans, UK, 1984  
Cliff Richards, Australia, 1993  
James Gulliver, UK, 1989  
Professor Charles Handy, UK, 1990  
Mir Shahariman, Malaysia, 1992  
Lord Allen Sheppard, UK, 1989  
Datuk Hassan Harun, Malaysia, 1998  
Tan Sri Dato Azman Hashim, Malaysia, 1992  
Professor Gillian Stamp, UK, 1992  
Liam Healy, Ireland, 1993  
Lo Yuk Sui, Hong Kong, 1998  
Noel Hepworth, UK, 1987  
Erkki Toivanen, Finland, 1996  
Rev. Canon George Tolley, UK, 1987  
William Venter, South Africa, 1987  
Sir Peter Imbert, UK, 1989  
Edward P H Woo, Hong Kong, 1998  
Tan Sri Nik Mohamed, Yaacob, Malaysia, 1998  
John Kerridge, UK, 1993  
Yeoh Tiong Yong, Peter, Australia, 1996



IMC President Baroness Caroline Cox admits Professor Philip Kotler to the court of Honourary Members as Doctor of Letters.



HOW FAR DO YOU WANT TO GO?



International Management Centres Multinational (IMC)

# THE IMC STORY

## IMC – HISTORY

IMC was established in 1964 in Buckinghamshire, England, as an alumni association for graduates from the then newly introduced Diploma in Management Studies.

They wished to both continue the professional and intellectual debates they had held in evening classes and keep up-to-date with contemporary management practices.

IMC flourished by holding seminars and workshops in England and Europe.

It also launched its own journal, MANAGEMENT DECISION.

In 1982, the Council of IMC resolved that it would commence its own programmes at Bachelor, Master and Doctoral levels using the action learning philosophy developed by Dr Reg Revans.

This philosophy requires that Associates take their workplace challenges and make them their curriculum for action learning and research studies; working on real problems to create workable solutions.

Despite initial scepticism amongst some traditionalists, IMC found great support from employers and managers around the world.

To them it seemed a natural and refreshing way to learn.

## IMC – TODAY

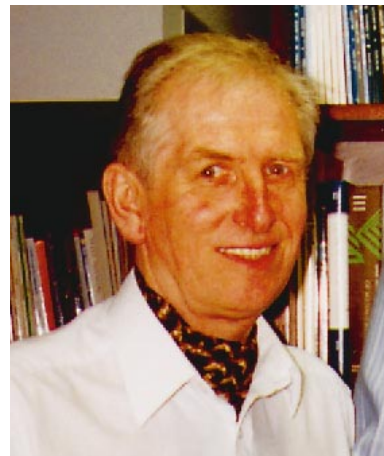
Today, IMC has operated in 44 countries around the globe.

Over 2,000 organizations have sponsored over 30,000 of their managers to take IMC action learning programmes.

The development of the Internet in the early 1990s facilitated even more effective dissemination of IMC programmes. In 1995, we became the first business school in the world to go 100% onto the Internet with all courseware, virtual library, tutorial support and assignment processes. All information is readily available day and night, a boon to anyone gaining qualifications while still working as part of a management team.



**Dr Gordon Prestoungrange**



**Dr Charles Margerison**

## IMC MISSION

We are at the forefront of collaborative innovation in individual, organizational and community learning and transformations.

In doing this, we integrate the best of action learning, action research and other holistic approaches.

## ACTION LEARNING

This is the cornerstone of all IMC's management training and development programmes.

At the heart of action learning is the ability to ask the right questions at the right time.

Rather than simply relying on existing concepts and theories to solve problems, the action learning process involves first asking questions to clarify the exact nature of a problem, then identifying possible solutions and finally taking action.

This is the doing part of action learning.

The learning part requires reflection on the experience to identify exactly what it is that has been learned, internalising of lessons learned and devising pragmatic action plans so that effective action can be taken in the future in a new and different situation.





## ENTERPRISE SCHOOL OF MANAGEMENT

### Five key benefits of your own Enterprise School of Management:

- Learning is tailored to meet organizational imperatives, focusing firmly on your business agenda and workplace challenges.
- Learning is determined by the issues, realities and best practice of today, and the potential challenges of tomorrow, a focus promoting cultural change and innovation.
- Learning is clearly able to demonstrate a worthwhile return on investment, increasing managers' value to the organization, and offering measurable improvements to the bottom line.
- Learning via Internet-based resources and communications transforms cost bases and ensures comprehensive access to knowledge worldwide.
- Personal career development is integral to the process and learners gain valuable professional qualifications from IMC and its associated universities worldwide.

## YOUR OWN ENTERPRISE SCHOOL OF MANAGEMENT

The need to keep abreast of continuous change and increasing competition in the global business environment emphasises the requirement to review management performance continuously, and underscores the importance of lifelong learning to enhance effectiveness. IMC, the world's first global business school, will help you mould your enterprise into a learning organization.

To achieve enterprise-defined objectives, the most effective route to organizational learning is your own Enterprise School of Management, its campus the enterprise itself – the natural home of business experience, development and strategy. Using learning as a source of competitive advantage, the Enterprise School of Management builds on corporate knowledge, skills and experience, promoting individual and organizational development and innovation to meet the challenges of the future. IMC helps you design and facilitate this process.

### MANAGEMENT LEARNING FROM THE INSIDE

Management education has come a long way since the first college-based courses made their appearance some sixty years ago. Then, educational establishments were remote from the workplace and its realities and priorities, concentrating rather on general management theory supported by case study exercises. Often more an individual intellectual exercise than a key to corporate success, management courses were designed to serve the few.

"It is one thing to sell packages from the academic warehouses; it is something else altogether to share the learning experiences of real people tackling real problems in real time with real responsibilities."

**Dr Reg Revans**





Today's fast changing, increasingly competitive global business environment has led to new imperatives, highlighting a need for focused continuous learning within the workplace, where the 'action' really is, to enable a wide range of key managers to design, initiate and implement strategies which will ensure their companies develop and compete effectively. Standing still is just not an option – and this is true both for organizations and for the individuals working within them.

It was in recognition of new and growing pressures on organizations, and the consequent need for corporate and individual development and learning, that IMC – the first ever multinational business school – designed its unique action learning programmes to promote greater effectiveness. These programmes – representing an

unrivalled combination of focused workplace practice and essential business theory – have gained support and recognition from professional institutions, universities and business schools worldwide.

"Managerial learning must exceed the rate of change in the environment or the enterprise will decline. As change continues to accelerate, the rate of learning must accelerate also to stay abreast and surge ahead."

**Dr Gordon Prestoungrange, CEO, IMC**

### PURSuing A LEARNING PARTNERSHIP

IMC's action learning programmes were inspired by the vision of Reg Revans, a prominent and founding exponent of action learning. IMC has combined Revans' philosophy of action learning with two key learning organization philosophies: Senge's five core disciplines, and triple loop learning (an adaptation of Kolb's learning cycle), the goal being to link action learning, individual lifelong learning, and organizational learning.

Developing the concept further, IMC now offers a learning partnership in the form of Enterprise Schools of Management, whereby organizations themselves assume the role of educating and developing their key people for the future. This unique approach builds on the individual manager's in-depth knowledge of company and culture, while encouraging breadth of vision through contact with IMC faculty members, and learning Associates from other companies.

Many companies around the world have already embraced IMC's action learning programmes, achieving real and often remarkable results. National Sorghum Breweries, Malaysia Airline Systems, Fina, BAA, Marriott Hotels, Seagram Europe, International Distillers and Vintners (IDV), Australia Post, Markkinointi-Instituutti, Allied Irish Bank, Jones Lang Wootton, Ernst & Young, NatWest Bank, ICI, Pilkington, Shell, Lawson Mardon, Cummins Engines, St. John Ambulance, Maybank, St. Helier Hospital Trust to name a few, can attest to the significant benefits of IMC's action learning approach.

The chief executive officers of many of these companies have also joined IMC's think-tank for heads of strategic business units, Club CEO, where they meet to share, in confidence, experiences and ideas on the challenges and issues facing their organizations. Club CEO meets in rotation, at the premises of its members, every other month.

### RESPONDING TO REAL CHALLENGES – SEEKING TANGIBLE BENEFITS

Enterprise Schools of Management concentrate on the need for managers to focus their learning on response to real rather than theoretical workplace situations, seeking strategies and solutions to specific challenges within their own organizations. This brings tangible benefits both to the organization itself and to the individual managers who develop their personal effectiveness while simultaneously contributing to corporate development – a uniquely challenging and motivational system of learning.

An action learning approach combines the study of theory traditional in business school curricula, with the real-life challenge of specific business situations – a two-pronged approach which provides a rich learning experience of immediate relevance, underpinning specific corporate

"We have seen the tangible benefits – personal management development contributing to company performance."

**Rob Goward, Director of Human Resources, Seagram Europe**

"Programmed knowledge, already set out in books or known to expert authorities, is quite insufficient for keeping on top of a world, like ours today, racked by change of every kind."

**Dr Reg Revans**



“Action learning teaches not only the knowledge but also the skills of how to do it.”

**Guido Van Linden,  
Marketing Director, Bekaert  
International, Belgium**

goals and development visions.

Tutoring, mentoring and course learning materials are provided via the Internet for ease of access, communication, and learning.

Associates share their information and

ideas, team working being a basic tenet of action learning. The global reach of the Internet means managers from a variety of organizations across the world can learn with, and from one another which considerably enhances the learning experience, encourages exchange of views and aids personal networking.

Within their own organizations, learning Associates are encouraged to promote wide use of new knowledge gained, building up a ‘library’ of experience which will offer invaluable background information for the future. IMC also provides training to enable senior executives to act as programme tutors, sharing their specific expertise with learning Associates and contributing to the corporate knowledge base.

#### **TANGIBLE RESULTS, TANGIBLE BENEFITS**

Enterprise School of Management learning programmes benefit all company stakeholders: corporate development has bottom line impact; programmes respond to senior management’s business priorities; organizations benefit from managers’ extended skills and experience, from the

knowledge gained and ‘banked’ during learning programmes, and from the results of workplace projects; learning motivates Associates, bringing them visible success in terms of managerial empowerment and progression, and considerable personal satisfaction – and enhanced reputation – at completion of successful projects.

“The potential to produce good data and tangible results which the company would not otherwise get...”

**John Watt, Personnel  
Development Manager,  
ICI Australia**

The learning process can also be strongly inspirational to others in the organization, fostering cultural change and innovation which are the key to competitive advantage and business success. The learning route is thus a powerful stimulant to the organization as a whole.

IMC is a specialist in provision of qualificatory action learning courses and Associates normally use the learning process to gain accredited business qualifications at all levels up to doctorate. In recognition of the constraints of workplace commitments, learning Associates can pursue a modular learning approach, building up credits towards qualifications. This enables them to study at their own pace while remaining part of the management team.

After graduation, continuous learning support encourages work towards A+Enhancement through implementation and evaluation of project proposals, while lifelong learning is fostered through a system of five-yearly renewal of IMC membership.

“In my view, action learning is probably the best management training you can buy.”

**Robert Brooks, Managing  
Director, Vygon UK**

#### **THE FRUITS OF A LEARNING PARTNERSHIP – WORLDWIDE**

The reality of Enterprise Schools of Management promotes the close involvement of senior executives in design and delivery of learning programmes, ensuring that learning is tailored to meet organizational imperatives. Following training, executives can act as course tutors, effectively sharing their corporate knowledge, skills and experience.

IMC has worked with over 2,000 organizations worldwide, establishing innovative workplace learning programmes and Enterprise Schools of Management. The following are but a few examples.

“My proposition is that each and every enterprise must institutionalise its workplace learning systems and opportunities in such a way that it radiates what has already been achieved, and from such a well-understood platform moves on to realise its full potential. The enterprise itself is the key.”

**Dr Gordon Prestoungrange, CEO, IMC.**

# ST HELIER NHS TRUST

The achievements of the St Helier National Health Service Hospital Trust in the UK – the first company to embark on a fourth MBA programme with IMC – clearly illustrate the many potential benefits of organizational learning within the framework of an Enterprise School of Management.

The innovative learning programmes designed by IMC with St Helier use management development as a motor for change. Through the medium of workplace projects, the programmes enable and empower consultants, doctors, nursing professionals, and facilities, clinical and development management personnel from various hospitals within the Trust to work together, building relationships and developing appropriate managerial skills. Programmes completed to date have not only delivered more effective managers, but also resulted in a measurable return on investment in both qualitative and financial terms.

The success of the first three programmes was confirmed by the Trust's decision to introduce a fourth. The first MBA programme alone brought annual efficiency savings in excess of £2 million. Perhaps even more importantly, given the nature of a health service trust and the need to win and retain clients, the organization also reported significant quality improvements in service to customers in terms of both efficiency and effectiveness.

"The MBA programme is about far more than achieving an academic degree. It is an extensive personal development programme which helps those involved to become far more effective in every aspect of their own working life – and to be better members of teams. It has the power to transform individuals and the organizations they work for."

**Nigel Sewell, Chief Executive Officer, St Helier NHS Trust**



Nigel Sewell



## PAPUA NEW GUINEA POST AND TELECOMMUNICATION CORPORATION

The Papua New Guinea Post and Telecommunication Corporation's learning programme with IMC was launched in Port Moresby, Papua New Guinea in November 1992, with the goal of preparing managers and devising operational strategies for the separation of the functions of post and telecommunications into two corporations.

Two thirds of the learning Associates on the programme chose to work towards the IMC MBA. Dissertation topics included a corporate strategy for establishing effective delivery of training and development services, the training and development needs of Post Papua New Guinea managers, the financial and managerial viability of contracting out in-house support services for the two corporations, and competitive strategies for the express mail service.

The Post and Telecommunications services became autonomous companies in 1997. One of the MBA graduates, Lala Avosa, was recently appointed Managing Director of Telikom PNG, the new telecommunications company, while another graduate, Thomas Tulin, became acting Managing Director of Post PNG, the new postal company. Both Lala and Thomas have now commenced their doctoral degrees with IMC.



# BAA

Workplace learning is of crucial importance to BAA's (formerly British Airport Authority) development strategy. Already the world's leading international airport group, and one of the UK's most profitable enterprises, BAA is determined to be the most successful airport company in the world.

BAA is convinced that future growth relies on a continuous upgrading of the skills and training of all members of staff. Together with IMC in the UK, in partnership with the University of Surrey, the company adapted an extensive range

"We wanted to become a learning organization in the true sense of the word, and we wanted to see all employees develop ways of continuous learning in the realities of their jobs."

**Tony Ryan, Director of Training and Management Development, BAA**

of internal programmes to enable any manager in the company, at any level, to gain qualifications and accreditation towards action learning awards. Certificate, Diploma and MBA courses are offered to managers based at locations throughout the UK, and course Associates have come from divisions ranging from the fire service to property development, terminal management, retail and operations research.

Experts within the company also contribute to the learning process, and each learning Associate is supported by an immediate line manager, together with a mentor drawn from top management whose major role is to 'open doors' within the company.

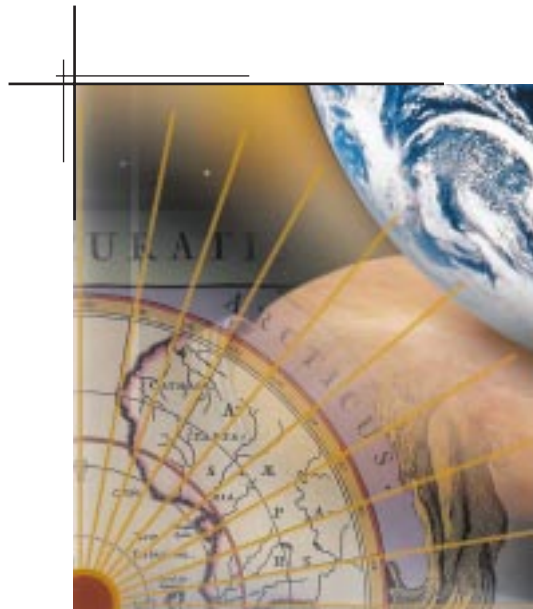
## MALAYSIA AIRLINES

The attention to detail and teamwork required in customer service in the competitive air travel industry were the focus of action learning developed by the now privatised Malaysia Airlines (MAS) with IMC in Malaysia. The programme subsequently resulted in a marked improvement in productive teamwork.

In addition, as a result of MBA projects, action plans were implemented which provided real returns on investment. These included PR strategies for business travel, service excellence in baggage handling, a financing strategy for MAS in 1997, and a materials management strategy. More than 30 senior MAS executives now hold IMC MBA degrees.

"The programme has resulted in an integrated approach to solving key issues in MAS, and with it a closer working relationship and understanding. The crossing of functional boundaries has produced a cross-fertilisation of ideas and generated new thinking within the organization. This provided an important catalyst for improving the interface between functions and therefore the overall effectiveness of the organization."

**Abdullah Zaid, Director of Customer Service, MAS**



# NATIONAL SORGHUM BREWERIES

National Sorghum Breweries (NSB) is a vivid illustration to corporate South Africa that change can be brought about, both rapidly and peacefully, through education and empowerment. It is also an outstanding example of the potential benefits of real issue projects. In 1989, for his IMC action learning MBA, Mohale Mahanyele chose to address issues of social, political and economic disadvantage for black South Africans in the wake of apartheid. His research proved the inspiration for his plan for the buy-out and turnaround of NSB, a sleepy, loss-making, state-owned brewer of traditional African beers.

IMC South Africa's role was to initiate one of the largest single corporate education and development initiatives ever undertaken in South Africa. NSB was subsequently transformed into a successful business largely owned and managed by black South Africans, who for too long had been denied access to management positions.



## SEMA

Having achieved ISO 9000 registration, Sema Group Telecoms, a major French enterprise, is pursuing continuous quality improvement and has introduced the IMC's action learning Diploma in Quality Management (DQM) as a formal framework for this. One particular advantage of this route is that the DQM has been adapted to meet the specific requirements of the Sema Group and is thus aligned with the current culture of the organization.

Course Associates have undertaken a range of projects. One project of particular note focused on configuration management within the telecommunications business. This tackled, amongst others, the difficulties of controlling enhancements requested by customers to the customer care and billing system CABS2000. CABS2000 is one of a number of software products used by the mobile telecommunications industry, and Sema invests considerable funds each year modifying this product; upgrades to the system are also costly and time-consuming in a business where time to market is a critical factor. The DQM project research resulted in the introduction of a configuration management tool which is already repaying its investment.

"Action learning has enabled individuals to understand the detail of the business more fully, to be more effective in their day-to-day work, and to learn to present themselves and what they are doing to senior management with total assurance. The cost benefit to staff, to the teams in which they work, and to the business as a whole has been dramatic."

**John Koenigsberger,**  
Telecoms Quality Director,  
Sema



# CONRAD JUPITERS

## FINA

While job enhancement and personal and social development are notable attractions of workplace learning, the opportunity to gain additional qualifications can also be a strong incentive. In recognition of this Fina plc, the UK subsidiary of the Brussels-based international petroleum and petrochemical group, PetroFina, recently sought IMC's collaboration, in partnership with the

University of Surrey, to develop a programme of Foundation, Diploma and MBA courses for all levels of action learning. Managers were drawn from all operating departments, ranging from aviation to retailing, and from all levels of management, as the company did not want the programme to be the exclusive domain of top management.

"One Associate from the aviation department did a 360 degree review studying the whole organization. In contrast, a student from the credit control department used learned marketing skills to promote payment by direct debit – this incidentally, led to the company making immediate savings. No mean achievement!"  
**Peter Egan, Training and Development Manager, Fina**

MBA Associates' projects focus, sometimes narrowly, sometimes less so, on their own areas of work within the company, and valuable benefits have already accrued to Fina.

The tailored strategic focus of IMC's action learning programmes makes them particularly valuable in the promotion of individual and organizational effectiveness. It was this that prompted David Feachnie, Employee Development Team Leader of Hotel Conrad Jupiters' Casino on the Gold Coast in Queensland, Australia, to adopt the IMC approach to management learning.

Hotel Conrad Jupiters' Casino is the Gold Coast's largest private employer, with 2,500 employees. The IMC learning programme was introduced in 1996, initially involving just three middle managers. As the programme grew, a further five managers joined. All were identified for their potential in the business.

Dissertation topics to date have explored cultural change programmes and all seek to focus on how Conrad Jupiters can achieve its vision. Associates are working with the Executive to ensure that their studies add value to the organization. Many of the recommendations made in Associates' written action studies have already been implemented.

## AUSTRALIA POST

The emphasis on outputs rather than inputs was what attracted Australia Post to IMC's action learning programmes. While Australia Post offered a range of employee development programmes and policies, results did not always meet its high expectations – indeed, “we seemed to be taking one step forward and two steps back in the management development area,” comments the Queensland Human Resources Director.

Action learning and IMC play an important part in the development of people at Australia Post, and the company has confirmed that it is “well pleased with the contribution which IMC has made towards the development of our management and supervisory people.”

“We were attracted by a management development process where everyone could be a winner – the individual, the client organization, and the individual's sponsor... For some of our managers, the introduction to IMC and action learning was a real cultural shock. They were forced out of their comfort zones into the hurly-burly of real world learning, which called for them to make things happen.”

**Neil Wells, Human Resources Director, Australia Post, Queensland, Australia**

## LUCENT TECHNOLOGIES

Lucent Technologies, Australia, had a number of precise requirements of the IMC learning programme launched in March 1997. A high level of flexibility in design and delivery was sought and outcomes expected included: a measurable improvement in the managerial skills and knowledge of all participants, the development of a culture of continuous learning, the enhancement of teamwork, and the opportunity for the company to earn a return on its investment in training.

The programme ended in June 1998 with 32 middle and senior managers having met these goals. Programme participants were given the opportunity to work towards an IMC Certificate in Business Administration as the programme progressed. John Meddows was very satisfied with the results.

## MCB UNIVERSITY PRESS

MCB University Press is a leading academic journal publishing company based in Bradford, UK, with sales offices in countries around the world. As publishing moves from traditional printing to electronic capture and dissemination of knowledge and information, MCB has been looking to the future to determine the development needs of the company and its staff. Action learning has been used systematically as an instrument to develop the business.

In 1994, in partnership with IMC, MCB formed its own Enterprise School of Management, offering a range of qualificatory programmes in addition to annual non-qualificatory courses focusing on issues that are critical to MCB's success. To date over 30 employees have gained action learning MBAs, while twenty have completed action learning bachelor's degrees since involvement first began.

Action learning projects have pioneered Internet connectivity, built strategic alliances, and transformed supply and demand side marketing relationships.

Meanwhile a policy of promotion from within has built on the improved capabilities of staff and several members of staff have risen through the ranks to director level.



# A UNIQUE APPROACH TO UNIQUE CHALLENGES

“The success of a business depends entirely on its people.”

**Sir John Harvey-Jones**

The Enterprise School of Management is the optimum route to effective workplace learning, offering very real, and clearly demonstrable, returns on investment. The concept reflects a number of realities: the workplace is the most significant business school that managers ever attend; an organization’s people are the key to success; workplace learning is a prime vehicle for corporate and business development; an organization’s own unique characteristics, culture and business imperatives should be reflected in learning goals.

In recognition of the strategic importance of individual and corporate development, chief executives are usually closely involved in IMC learning programme design and development, frequently working alongside tutors to share their own knowledge and experience of the organization. Many, such as James Espey of International Distillers and Vintners (IDV) UK Ltd, Rob Hermans and Paul Breach of Seagram Europe, and Nigel Sewell of St Helier NHS Trust were so well convinced that they also completed action research doctorates with IMC. Such involvement reinforces strategic focus while offering a strong encouragement to learning throughout the organization.

So what, you may ask, are the key characteristics of an Enterprise School of Management and how does this concept differ from earlier forms of in-house learning?

The first ever IMC in-company MBA programme was introduced by International Distillers and Vintners (IDV) UK in 1983 – this was something of a ‘double first’, being the first such programme ever to be introduced anywhere in the world.

“The process works wonderfully. The savings realised by one project alone on the first IDV MBA paid for the entire programme in less than a year – and went on paying back. That was just one of fourteen projects, almost all of which gave a bottom line payback. And that’s not to mention the personal development for the people involved. As a way to deliver strategic intent, it can’t be beaten.”

**James Espey,**  
then CEO International  
Distillers and Vintners,  
now Pro-President of IMC





# THE REALITY OF A 'VIRTUAL' BUSINESS SCHOOL

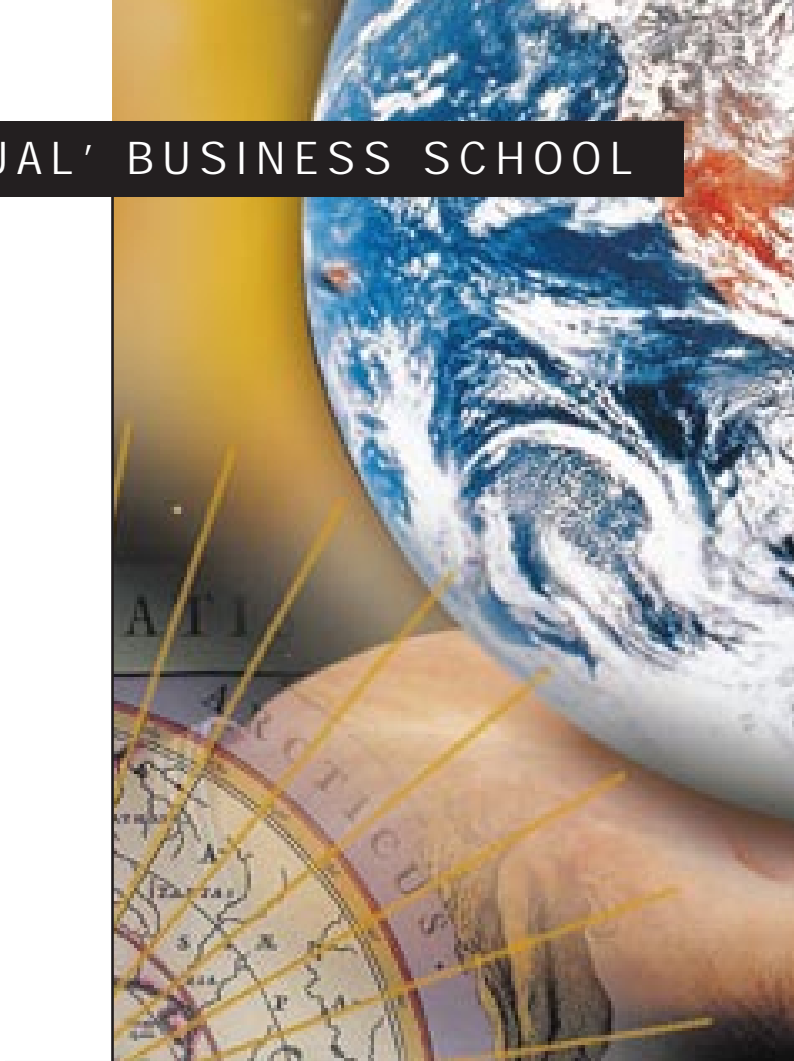
An Enterprise School of Management is in effect a 'virtual' business school, led by a team of internal tutors and external faculty members. The Internet is the principal means of information dissemination, course delivery, communication, discussion and review between faculty and learning Associates, and between learning Associates themselves.

A key feature of the Enterprise School of Management is the role of the host enterprise in delivery as well as design of the programme. Whereas, traditionally, host organizations have been closely involved in programme design, it is only relatively recently that senior executives have realised the crucial value of sharing their own experience-based knowledge with learning managers. Now, with an Enterprise School of Management, these companies are becoming teaching as well as learning organizations, ensuring that what is learned is shared within the organization.

As a result, an important factor in the creation of an Enterprise School of Management is the training of senior executives to assume this tutoring role – after all, teaching does not always come naturally. IMC provides this crucial training, even offering a qualificatory route for those who wish it.

Working in collaboration with external faculty members, an executive's tutoring role ensures learning Associates develop, in addition to breadth, a depth of vision that is tailored to the culture, context, issues and priorities of the host organization, and to the realities of its own particular business environment. Company executives also act as mentors, aiding Associates' learning by helping them gain access to appropriate information and individuals within the enterprise.

The Marriott Hotel Group is an excellent example of an Enterprise School of Management in the making. Supported by IMC globally, this leading hospitality organization is creating the Marriott Virtual University to support its operations worldwide.



The programme began with eighteen senior training and development executives from Argentina, Australia, China, Germany, Mexico, the UK and the USA learning how to develop and deliver their own virtual university.

These executives took IMC's action learning Diploma in Virtual Training and Development, following on with master's and doctoral degrees from IMC in association with Oxford Brookes University. They are working with IMC faculty members to meet the learning and training objectives of Marriott well into the next millennium – Marriott employs over 200,000 people worldwide and all are considered potential Associates.



“The programme is very effective for young managers as it takes them rapidly across all the company’s management functions.”

**Peter McKenzie-Smith, then Graduate Recruitment and Development Manager, CarnaudMetalBox on the CMB-IMC Young Managers’ Programme, Europe**

## THE PARTNERSHIP FACTOR

An Enterprise School of Management is run on a partnership basis. IMC’s role is to aid the enterprise to become a virtual business school, to train company executives for their tutoring role, and to design, set up and sustain the Internet resources. The enterprise itself assumes the role of educating and developing its key people, with the ongoing support of IMC and faculty members. This innovative formula ensures a uniquely valuable cross-fertilisation of ideas and expertise, while maintaining a close focus on specific business priorities.

Learning Associates work in learning sets, an arrangement which promotes team, rather than individual, working and problem-solving – an important feature of the action learning approach. To ensure learning has the requisite breadth, broader issues and essential business

theory are addressed by IMC tutors and associated faculty members in seminars and tutorials, face to face and on the Internet, and by Associates themselves in directed study. The rigorous curriculum covers both current thinking and practice, and core business theory but always with the focus on the enterprise’s own business agenda.

Associates’ projects focus on key workplace issues, enabling managers to assume what can be seen as an internal consultancy role. Significantly, this role, unlike external consultancy, includes implementation and follow-up.

## THE ROLE OF THE INTERNET

Internet-based study and communication gives time-pressed managers immediate access from their offices to important sources of information, and to faculty members and other set members. As tutoring and mentoring is also Internet-based, time away from work is kept to a minimum, and the business agenda is not complicated with a separate academic agenda.

The Internet is fundamental to the success of IMC's multinational learning programmes, offering instant access to IMC's global registry, course services, resources and meeting places, and virtual conferences and global subject forums. Instant access and easy searching reduce the time spent searching for information.

Internet resources include the full range of online information services provided by MCB University Press, the world's largest publisher of academic and professional journals for managers including Emerald Intelligence + Fulltext and Anbar Electronic Intelligence, together with the British Library. For enhanced current

awareness, learning Associates with Enterprise Schools of Management can join the Emerald E-mail Alert service which provides personal e-mail notification of new articles published online.

Learning Associates automatically enjoy free access to a range of some 30 global subject forums which encourage exchange of views and networking with professionals worldwide, to Anbar Internet resource and website reviews, and to MCB sites dedicated to aiding those who wish to see their work published.

Meanwhile IMC's Internet Research and Development Centre (IRDC) will aid sponsoring organizations to design and launch their own corporate websites.



## PROFESSIONAL QUALIFICATIONS WITH IMC

For Associates interested in qualifications, IMC and its associated universities worldwide provide programmes leading to recognised professional qualifications.

Courses meet the needs of managers and supervisors at all levels, with qualifications ranging from bachelor's degrees, to postgraduate Certificate or Diploma in Management Studies (CMS and DMS), and Master of Business Administration (MBA). In addition, senior managers can work towards a Master of Philosophy (MPhil) in Training and Development, or Master of Science or Philosophy. IMC also offers several doctoral programmes.

"We are all looking for the best ways of encouraging and enabling continuous improvement for our managers and professionals in a stressful and changing business scene. The in-company... MBA from IMC is an excellent way of doing this."

**Craig Cameron, Director of Personnel, Du Pont**

## ACADEMIC PARTNERS

IMC action learning programmes are offered in partnership with leading management schools and universities including Surrey and Oxford Brookes universities in the UK, the Canadian School of Management, Business School Nederland, Southern

Cross University, Australia, the Papua New Guinea Institute of Management, the Finnish Institute of Marketing, Business School Caribbean, Revans Universities in the USA and Vanuatu, and the Hotel and Catering International Management Association (HCIMA).



## THE APEL ROUTE TO QUALIFICATION AND SELF EVALUATION

As a building block towards professional qualifications such as those offered by IMC, credit awarded based on prior learning may variously enable entry into a programme of study, lead to advanced standing within a programme of study, or count towards an award.

Learners wishing to take advantage of APEL may do so on the basis of many forms of learning, including: certificated learning from educational institutions; experiential learning acquired in paid, unpaid or voluntary work; uncertificated learning from self-directed study; and certificated work-based learning.

APEL has the potential to widen access, increase flexibility in the curriculum, and enable a positive value to be placed on all experiential learning. It is also an invaluable route to 'fast-tracking' by exceptional candidates.

IMC will advise on individual cases and, where appropriate, on the necessary presentation of evidence of learning. It's a rigorous process, but we are determined to give credit where credit is due.

For prospective Associates lacking conventional or comprehensive academic qualifications, the Accreditation of Prior Experience and Learning (APEL) process offers recognition and accreditation of alternative learning achieved either through occasional formal or certificated methods, or, as is frequently the case, through substantial professional learning experiences. APEL is both a method of granting credit towards qualification, and a creative process for reassessment of existing learning.

## CREDIT MAPPING

Of particular significance to Enterprise Schools of Management is IMC's 'credit mapping' methodology. This enables virtual business schools to link their own existing training and management initiatives, creating their own unified framework for career-long learning and

development, and gaining academic credit for training programmes by mapping the learning outcomes of training against IMC's courses and awards. The aim is to provide a seamless progression from training to career-long learning.



## HARVESTING THE LEARNING FOR ORGANIZATIONAL ADVANTAGE

For the busy corporate executive, knowing that action projects led by the organization's key managers are delivering significant return on investment transforms a traditional notion of training. Yet what does the summation of all of the knowledge being generated mean for the executive and for the organization?

On IMC in-company learning programmes, executives are not left to wade through piles of action cases generated by the organization's managers during their studies. It would be nice to think that time would be available for this, but the harsh realities of multiple tasks and pressing deadlines could easily mean that composite knowledge is lost and not acted upon. With IMC, the specialist faculty member reports to the senior

team on the macro-level themes emerging from the collective efforts of the learners, and reports back on what has emerged and what this means for the organization. For many clients, this is an essential feature of their knowledge management strategy.

Where agreed with the client, journal articles are crafted and published in respected international publications. This presents new knowledge in a form which can easily be read and distributed by both internal and external audiences – building the prestige of the enterprise and its training and development capability, while sharing learning within the organization.

## AUDITING YOUR ORGANIZATIONAL LEARNING

IMC's audit approach to organizational learning ensures the identification of learning strengths and weaknesses. The approach involves decisions as to how to implement the key principles and concepts of a learning organization, and establishment of outcome standards leading to creation of a quality assurance system to sustain a continuous learning process. Programmes to meet specific needs are customised where appropriate.

Once a learning policy has been formulated, an audit is carried out, with IMC's help, to evaluate how the organization is measuring up to the desired outcome standards. This is followed by an action plan incorporating evidence of how the organization will meet its targeted standards. When satisfied that standards are being met, the organization applies for recognition by IMC.

On receipt of recognition, which is dependent on verification of evidence and site visits, the organization submits plans for continuous improvement and renewal. This process is repeated at three-yearly intervals.

This audit approach has been developed by IMC's Dean of Action Research, David Towler, based on 20 years of experience in the commercial and government sectors.

The approach has been rigorously tested with international organizations.

### **A final word...**

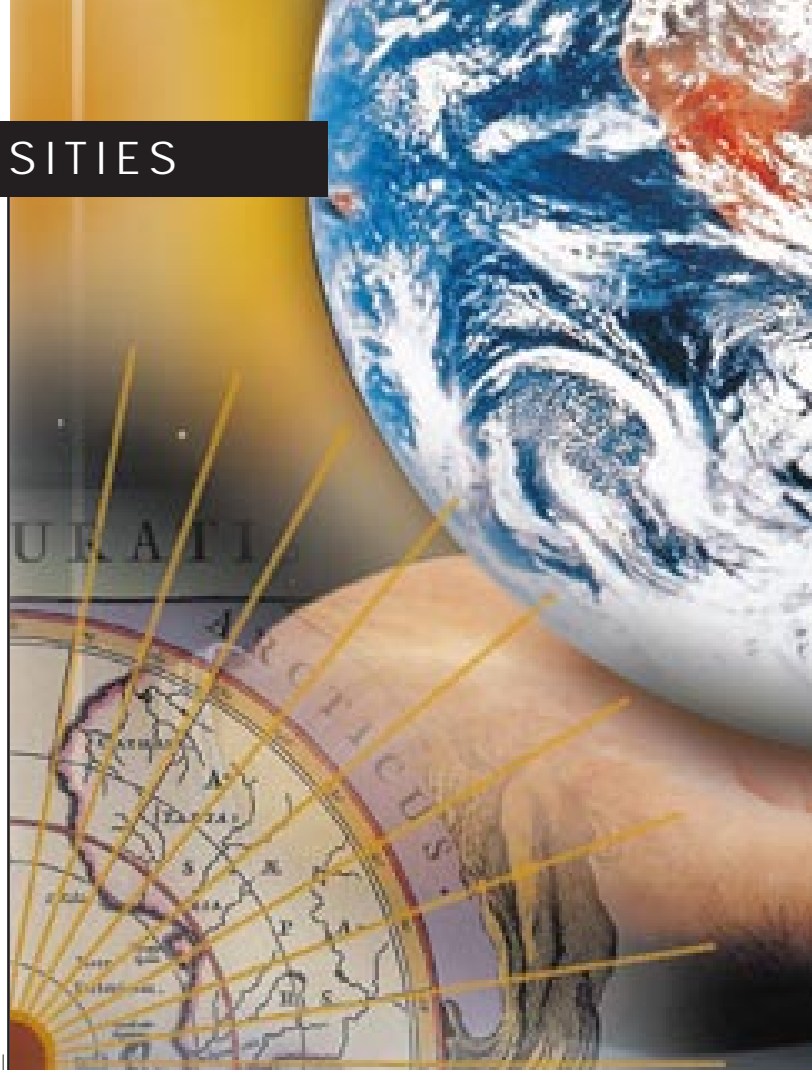
An Enterprise School of Management is an exciting and creative solution to the learning and development needs of business in an ever more competitive environment. This unique concept melds with the existing corporate culture, building on existing knowledge and skills to promote development of innovative strategies to meet the demands of the new millennium. As such it can be seen as a low risk venture offering substantial returns on investment. Crucially, tailored learning programmes significantly aid development of a competitive edge – as so many successful companies have already discovered.

## WORKING WITH UNIVERSITIES

During 1994 and 1995, IMC held extensive consultations with a number of universities in Britain and Australia to explore whether they were receptive of making validated and concurrent awards with IMC's own existing degrees of membership at bachelor, master and doctoral levels. An encouraging response was received and Memoranda of Understanding, validation agreements and joint programmes leading to twin or concurrent awards have been agreed with Southern Cross University, the University of Surrey, University of Southern Queensland and Oxford Brookes University. We also work with Asia International Open University in Hong Kong and with Universidade Fernando Peseo in Portugal. All these institutions are established by Royal Charter or with formal government consents, and thereby gain 'official' recognition for their graduates. This supplements the professional recognition IMC already receives worldwide from employers and practitioners and from our major long-standing accrediting agencies, the Distance Education & Training Commission in Washington, DC (since 1987) and the British Accreditation Council in London (since 1985).

The details of the agreements differ between institutions, normally depending on how their own extant programmes and interests dovetail with what IMC offers. Southern Cross University for instance validates our Doctor of Management and Masters of Philosophy and Science. Surrey University offers its postgraduate Certificate, Diploma and Masters awards in Business Administration and Quality Management concurrently with IMC. Oxford Brookes University offers the full range of its degrees concurrently with IMC. A single certificate is issued on all occasions with carefully agreed wording. The particular university arrangement applicable to any programme you follow will be specified in its particular brochure.

The universities satisfy themselves that IMC is designing and delivering the concurrent programmes appropriately and effectively by joining in the development of faculty, the monitoring of Associates' progress and the conduct of the external examinations. IMC's transparent Internet processes mean that we can all see what progress is going on in Sets and the ISO 9002 Registered (No. FS 35843) Quality Management protocols for the Multinational Registry ensure each Associate's records are up-to-date and accessible via monthly EDI globally.



The universities and IMC are very careful about how they use one another's names in their advertising and on the Internet. Agreed disciplines must at all times be followed so that no Associate is confused or misled about the precise pattern of support and certification that will eventually be received. No Associate pays any fees directly to any university at any time. IMC collects all the fees payable and passes an agreed percentage on to the university concerned to cover its expenses in working with IMC.

The universities with whom we are now associated also of course help IMC's Faculty members considerably through fellowship with their own staffs. Associates on concurrent programmes are normally able to use a university's library books if they can attend on campus. IMC makes its expertise on the Internet and the Virtual Library plus its worldwide Faculty and partners' office services available as required.



# GLOBAL FORUMS

## Career development for the 21st Century

Just as IMC is dedicated to providing a website to support you during your studies, IMC's official publisher, MCB University Press, is dedicated to providing the very best online management information to help you in your lifelong development and career.

Global Forums, a range of revolutionary communities of interest, have been designed to provide the busy individual quick and easy access to relevant information. Developed in twelve interest areas and six global regions they range from Top Management and Marketing and Logistics to the Asia Pacific and Canadian Management Forums. All forums function around a core structure divided into two main areas: Current Awareness, and Resources and Archive.

Richard Mayston, Global Forum Manager, believes that, "For individuals to truly succeed in their job, they need direct and instant access to a base of information on a wide range of subject areas and a network of individuals with which they can share and compare their ideas".

Current Awareness is designed to provide Interactive Resources with the latest thinking and discussion. With details on conferences, book reviews, institutional and industry news, members will be kept up-to-date with the very latest information in their field. And with new issues arising every day, busy managers can always discuss key issues by visiting one of the many journal-sponsored conferences and meeting places, building their network and progressing developments in their area.

Resources and Archive has been developed specifically to provide access to critical information and the established body of knowledge. And with immediate access to the most significant thinking from 1989 onwards through ANBAR Abstracts, quality rated access to intelligent internet resources through Cool Sites, and access to many resources for getting yourself published, Resources and Archive ensures that the academics and practitioners are well acquainted with industry basics and specifics without leaving the office.

MCB Global Forums are available at <http://www.mcb.co.uk/forums.htm>

