



Executive Education Ranking 2012

KEY: CUSTOMISED PROGRAMMES

The first 10 criteria are based on feedback from executive education purchasers; the next five from each business school. These criteria are presented in rank form, with the leading school in each column ranked number one. The last two criteria are for information only, and do not contribute to the ranking.

Figures in brackets show the percentage each criterion contributes to the overall ranking weight. The weighting accorded to the first nine criteria is determined by the level of importance that clients attach to each.

Preparation (8.4)

The level of interaction between client and school, the extent to which purchasers' ideas were integrated into the programme, and the effectiveness of the school in integrating its latest research.

Programme design (8.4)

The flexibility of the course and the willingness of schools to complement their own faculty with specialists and practitioners.

Teaching methods and materials (8.0)

The extent to which teaching methods and materials were contemporary and appropriate, and included a suitable mix of academic rigour and practical relevance.

Faculty (8.5)

The quality of teaching and the extent to which teaching staff worked together to present a coherent programme.

New skills and learning (8.4)

The relevance of skills gained to the workplace, the ease with which they were implemented, and the extent to which the course encouraged new ways of thinking.

Follow-up (6.7)

The extent and effectiveness of follow-up offered after the course participants returned to their workplaces.

Aims achieved (8.6)

The extent to which academic and business expectations were met, and the quality of feedback from individual participants to purchasers.

Facilities (7.0)

Rating of the learning environment's quality and convenience, and of supporting resources and facilities.

Value for money (8.0)

Purchasers' rating of the programme's design, teaching and materials in terms of value for money.

Future use (8.0)

The likelihood that clients would use the same school for future customised programmes, and whether they would use the school for the same programme.

International clients (5.0)

The percentage of clients with headquarters outside the business school's base country and region.

International participants (3.0)

The extent to which customised programmes have participants from more than one country.

Overseas programmes (4.0)

The international reach of the school's customised programme teaching.

Partner schools (3.0)

The quantity and quality of programmes developed or taught in conjunction with other business schools.

Faculty diversity (5.0)

The diversity of faculty according to nationality and gender.

Total responses

The number of individual surveys completed by clients of the school. Figures in brackets indicate the total number of years of survey data included in the ranking.

Custom revenues

Income from customised programmes in 2011 in \$m, provided optionally by schools. Figures are based on average dollar currency exchange rates for 2011.