EXPERIENTIAL LEARNING
WHAT IS IT? WHY IS IT RELEVANT?
OUR AGENDA FOR TODAY

- About the Global Business School Network (GBSN)
- The Tuck School of Business Approach to Experiential Learning
- GBSN Learning by Doing Summit Preview
- Question & Answer
GBSN: 72 BUSINESS SCHOOLS

Mission:
Improve access to quality, locally relevant management education for the developing world.

What We Do:
- Capacity Building Programs
- Promotion of Best Practice
- Foster a Network & Partnerships

More info: gbsn.org
EXPERIENTIAL LEARNING
What is it? Why is it relevant?

The Global Business School Network Presents

Learning by Doing
The Power of Experiential Learning in Management Education

An international summit for faculty and program managers

Lima, Peru | March 15-16, 2018

Kerry Laufer, Director, TuckGO, OnSite Global Consulting
Tuck School of Business at Dartmouth
GBSN Experiential Learning Advisory Board
EXPERIENTIAL LEARNING IS INCREASINGLY EXPECTED

Dartmouth Experiential Learning Initiative

- Established to expand and enhance experiential learning across the institution
- Coordinates resources to engage stakeholders in the design and delivery of experiential learning opportunities
- Provides our definition, outlines baseline expectations and standards

EXPERIENTIAL LEARNING @ DARTMOUTH

- 120+ courses
- Involving 70+ Dartmouth faculty
- More than 70 co-curricular programs

Source: 2014 Dartmouth Survey
DARTMOUTH OPTED FOR A BROAD DEFINITION:

Experiential education is a philosophy that informs **many methodologies** in which educators purposefully engage with learners in **direct experience** and **focused reflection** in order to:

- Increase knowledge
- Develop skills
- Clarify values
- Develop people’s capacity to contribute to their communities

- Association for Experiential Education
  http://www.aee.org/

AGREEING ON A DEFINITION CAN HELP GUIDE INSTITUTIONAL EFFORTS

Stated more simply, it’s about learning through reflection on doing
IN TUCK’S MODEL ACTIVITIES ARE ACADEMIC, CO-CURRICULAR, OR A HYBRID, AND ALL MUST INCLUDE CERTAIN COMPONENTS

Examples (not an exhaustive list):

- Consulting projects
- Entrepreneurial activities
- Global immersion experiences
- Internships
- Opportunities to serve on boards
- Student-run businesses & investment funds
- Research & independent studies
- Simulations and role plays in core and elective courses

REQUIRED COMPONENTS

- Students intentionally engage intellectually, creatively, emotionally, or physically in a direct experience
- Students take initiative, make decisions, problem solve, and are accountable for results
- Students conceptualize and critically reflect on the experience
THREE FOR-CREDIT EXPERIENTIAL LEARNING COURSES, EACH DIFFERENT, ARE OFFERED IN TUCK’S 2-YEAR MBA

<table>
<thead>
<tr>
<th></th>
<th>FIRST-YEAR PROJECT</th>
<th>GLOBAL INSIGHT EXPEDITIONS</th>
<th>ONSITE GLOBAL CONSULTING</th>
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<tbody>
<tr>
<td><strong>DURATION</strong></td>
<td>9-week business analysis project with external client</td>
<td>10-day faculty-led study tour in 1 or 2 countries</td>
<td>10-12 week consulting engagement w/ external client</td>
</tr>
<tr>
<td><strong>CURRICULUM/ CREDITS</strong></td>
<td>MBA core course (required 1st year), full credit</td>
<td>MBA elective, 1st or 2nd year, half credit</td>
<td>MBA elective, 2nd year, full credit</td>
</tr>
<tr>
<td><strong>SIZE/SCALE</strong></td>
<td>~60 projects per year (~8-12 global) 280+ students</td>
<td>~8-10 per year 200 students</td>
<td>~8-12 projects per year 60 students</td>
</tr>
<tr>
<td><strong>IMMERSION PERIOD</strong></td>
<td>1-week immersion (global projects only)</td>
<td>10-day immersion</td>
<td>3-week immersion</td>
</tr>
<tr>
<td><strong>FACULTY/ STUDENT RATIO</strong></td>
<td>From ~1:15 to 1:50</td>
<td>~1:25</td>
<td>~1:6</td>
</tr>
<tr>
<td><strong>FUNDING MODEL</strong></td>
<td>Combination Tuck and client funded</td>
<td>Combination Tuck and student funded</td>
<td>Client or other third party funded</td>
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MANY OF THE SKILLS EMPLOYERS SEEK (AND SAY THEY CANNOT FIND) ALIGN WITH EXPERIENTIAL LEARNING OUTCOMES

In project-based courses

Students apply classroom learning and prior learning/experience to solve a real-world business challenge for a corporate, non-profit or government partner

- Effective communication
- Teamwork
- Project management
- Business ethics
- Critical thinking
- Effective decision making
- Problem solving ability
- Global perspective
- ...and more
BENEFITS OF PARTNERING WITH COMPANIES ON PROJECTS CAN BE POWERFUL

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>COMPANIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Test classroom skills in a real-world setting</td>
<td>• Preview talent before they hire</td>
</tr>
<tr>
<td>• Gain exposure to prospective employers</td>
<td>• Get additional resources to advance strategic initiatives</td>
</tr>
<tr>
<td>• Try out interests before they decide</td>
<td>• Get actionable recommendations for the business</td>
</tr>
<tr>
<td>• Innovate, take risks, and learn from failure</td>
<td>• Contribute to developing local capacity</td>
</tr>
<tr>
<td>• Work and communicate effectively with people from different backgrounds and cultures</td>
<td>• Influence and help improve business education</td>
</tr>
<tr>
<td>• Apply multiple disciplines and perspectives to solve unstructured problems</td>
<td></td>
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REGISTRATION STILL OPEN
FOR FULL AGENDA AND TO REGISTER VISIT:
WWW.GBSN.ORG/ELSUMMIT

Panelists from:

<table>
<thead>
<tr>
<th>MIT Sloan School of Business</th>
<th>Universidad EAFIT</th>
<th>CENTRUM Graduate Business School</th>
<th>Université Laval</th>
</tr>
</thead>
<tbody>
<tr>
<td>GW Graduate School of Business</td>
<td>Universidad de los Andes</td>
<td>Maastricht School of Management</td>
<td>Tuck School of Business</td>
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GBSN EXPERIENTIAL LEARNING COMMITTEE

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QUESTION & ANSWER

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Tuck School of Business at Dartmouth
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APPENDIX

Additional Resources

Recent Tuck Project Examples
EIGHT PRINCIPLES OF GOOD PRACTICE FOR ALL EXPERIENTIAL LEARNING ACTIVITIES

National Society for Experiential Education

THE POWER OF EXPERIENTIAL EDUCATION
Janet Eyler, 2009

TAKING MEASURE OF EXPERIENTIAL LEARNING
Kerry Laufer, Shannon McKeen, and Michellana Jester, 2018

http://www.nsee.org/8-principles

https://www.aacu.org/publications-research/periodicals/power-experiential-education

### The Challenge

The client needed a strategy to determine the best approach (timing/channel) to enter the US market with a specific product.

### The Approach

- Tuck partnered with IAE/Universidad Astral near Buenos Aires, building a team of half Tuck students, half IAE MBA students. The team was advised by IAE faculty with Tuck staff support.
- The team conducted a ten-week project (three weeks on-site) to conduct primary research, analyze the options and recommend an approach.

### The Result

- Client received a full assessment of various entry approaches and recommendation for best fit, along with timing, partnership options, and first year penetration projections.
- Client was pleased with and used the results; returned the next year for another project focused on adding brand value to a commodity product.

### Student Skills Leveraged and Gained

Agriculture, market entry, analysis, marketing and import/export experience, along with management consulting expertise and Spanish/English language.
The client sought to expand in two key markets in South America – Ecuador and Peru. They asked the team to determine potential for growth through sales and acquisition in both markets, focusing on specific segments of CPG and foodservice.

- Tuck fielded a team of consultants with wide-ranging experience and including a few native South Americans.
- The team conducted a ten-week project (three weeks on-site) focused on primary research with customers and consumers, and providing a set of forward-looking recommendations.
- Client received a detailed understanding of customer preferences and recommendations for revisions in product line offerings.
- Team also delivered assessment of market needs and opportunities, identifying potential acquisition targets and relevant financial implications.

CPG, foodservice, market research and assessment, financial analysis, brand and position, along with management consulting expertise. Multiple native Spanish speakers were critical to the team’s success.
STAY CONNECTED!

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