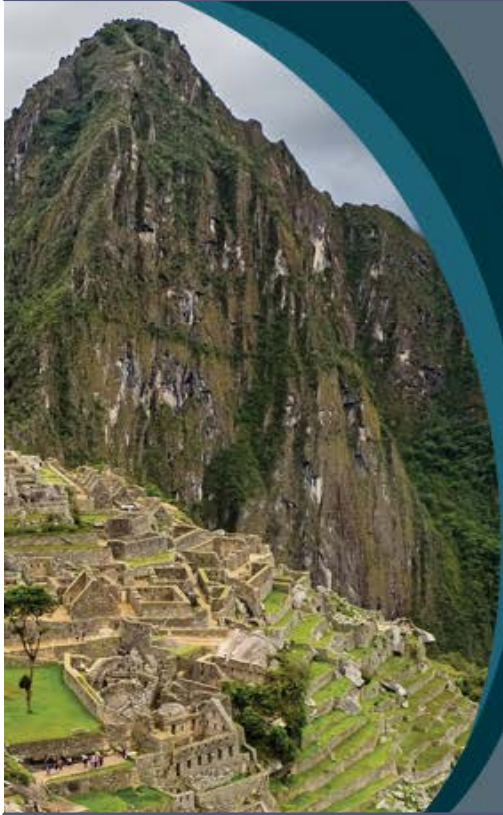


LEVERAGING INTERNATIONAL PARTNERSHIPS



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

Hosted by:



March 16, 2018

10:15-11:30am

SESSION DESCRIPTION & PANELISTS

Description

Some business schools have developed partnership models for client-based projects as a means of including experiential learning as a core part of their business curriculum. The benefits to those involved can be powerful.

Participating companies and organizations benefit from student teams that bring both outside perspectives and local expertise to address a timely and relevant business challenge. Students develop valuable professional skills from the rich cross-cultural learning opportunity of working both virtually and face-to-face with peers from partner institutions. And participating schools strengthen existing relationships as they learn from and with one another about what it takes to plan and execute effective client-based projects within a business curriculum.

In this session, schools experienced with partnership models will share insights and lessons learned about how to partner most effectively to deliver value to partner organizations and maximize student learning.

Panelists

ANTOINE CAUCHON Associate Director International Development Université Laval Canada
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MODERATOR:

KERRY LAUFER Director TuckGO-OnSite Global Consulting Tuck School of Business at Dartmouth USA
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AGREEMENTS OPPORTUNITIES

Dr. Percy Marquina
Director General CENTRUM Católica



NUESTRA MISIÓN ES FORMAR CIUDADANOS GLOBALES AL SERVICIO DEL PERÚ Y AMÉRICA LATINA

AGREEMENTS

Students Exchange

- Pluralism
- Multicultural diversity
- Transformation experience
- Open to new markets
- International study trips

Faculty Exchange

- Faculty Globalization
- Affiliate faculty
- Partner's schools faculty
- Faculty incentives program
- Share state of the art technology
- New methodology

Joint Research

- Increase research productivity
- Global peer review papers
- International Case Studies
- International recognition
- Resources to finance research
- Networking

Programs

- Global perspective in MBA curricula
- International and innovative programs
- Dual degree programs
- Second degree option
- Diplomas - International Stages
- Bilingual programs

Accreditations

Internationalization

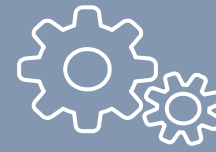
Awareness



Applicants with at least 3 years of work experience



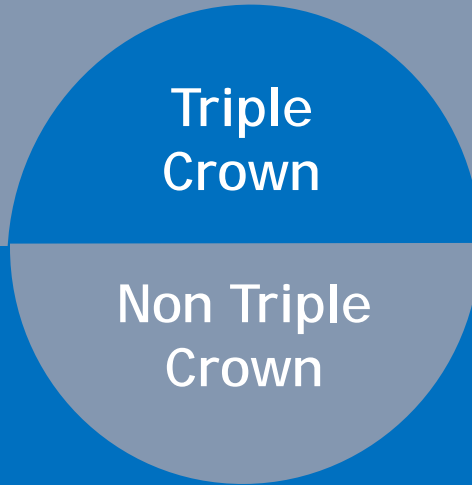
High bureaucracy



Standard products



Internationalization is a must



Applicants with only bachelors degree, no work experience needed



Less barriers, Less bureaucracy



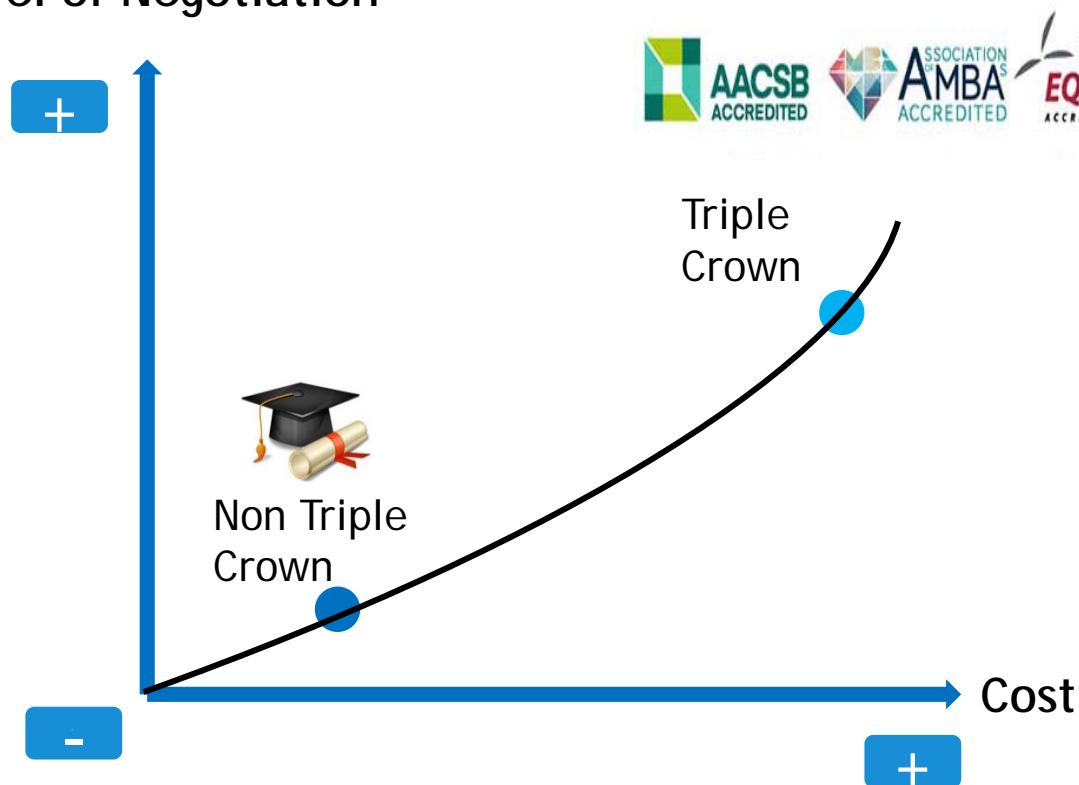
Non standard products



Internationalization depends on the mission

TRIPLE CROWN SCHOOLS vs NON TRIPLE CROWN SCHOOLS

Level of Negotiation



Triple crown:

- Difficult to negotiate
- Expensive joint ventures
- Double degrees are hard to get, they prefer to give only diplomas (non grade)

Non Triple Crown

- Easy to negotiate
- Joint ventures cost less
- Easy to get double degrees agreements

TYPE OF PRODUCTS

TRICON MBA

- Courses dictated on the campus of Victoria University (Canada), Maastricht University (Holland) and CENTRUM Católica (Perú).
- One year duration with extensive international business experience.
- Master's degree and an International Diploma from three recognized Triple Crown Business Schools.

Market Oriented

INNOVATION FOR HUMANITY

- Innovation for Humanity is part of the Johns Hopkins Carey Business School Global MBA Program.
- This project is carried out simultaneously in: Rwanda, Ecuador, India, Colorado and Peru.
- Students provide solutions to business problems in an emerging economy with complex markets, with poor infrastructure and limited resources.

Non Market Oriented

Thank You

Dr. Percy Marquina
Director General CENTRUM Católica

MSM

**MAASTRICHT
SCHOOL OF
MANAGEMENT**



A TRULY GLOBAL BUSINESS SCHOOL

Working together for better global management



History/ Facts

- Founded in 1952
- 20,000 Masters (MBA/MM) Students
- 500 DBA students
- 10,000 Executive Education Participants
- International Consulting and Research in the field of Higher Education Strategy Development in more than 15 countries

Partnerships since the 90's

M-East and Africa	Asia	Europe	Americas
Egypt	China	Netherlands	Peru
Kuwait	Indonesia	Aachen	Suriname
Jordan	Vietnam	Romania	Columbia
Kenya	Kazakhstan	Azerbaijan	USA
Ethiopia	Iran	Great Britain	Cuba
Palestine	Sri Lanka	Georgia	



Why are partnerships important?

- Mandate of Global Management Education
- Together you are stronger than alone, your value proposition is stronger (e.g. double degree, international professors, etc.);
- Local Partners know about the market demand and the required curriculum and the use of the required marketing channels;
- Specializing in areas which your partner is doing less (and vice versa), e.g. CSR and Ethics , Big Data or Digitalization;



How do you choose the right partner?

- Reputable partner;
- Should be interesting from a content point of view;
- Should be interested from a commercial point of view;
- Is there a market/ a need for a joint value proposition?

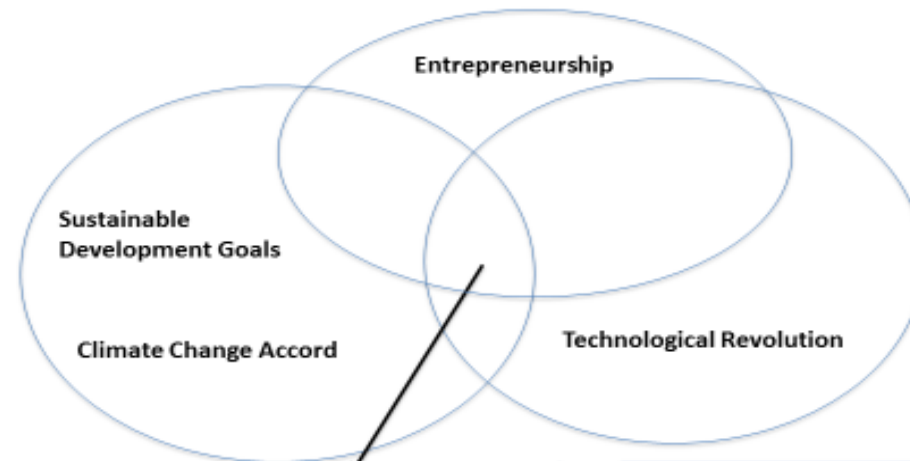
Moving beyond the MOU: meaningful experimental learning activities

- Giving students the possibility to follow classes at both institutions – or even go to a third party;
- Apprenticeship/ internship programs at different levels;
- Offering different programs, e.g. MBA, MM, DBA, etc.
- A move towards a triple helix approach in which we work with business networks as well as the (local) government;
- Looking for a niche (Wine, Sports, or Technology);



THE MSM APPROACH:

Visualizing the Opportunities



Managing technology and technological entrepreneurship for sustainable development

What and how to do?

Education
Research and consulting
Partnerships
Efficiency

UNIVERSITÉ LAVAL

1663: Québec Seminar →
ULaval in 1852

1st French-language
university of the Americas

17 Faculties
+ de 500 programs
42 670 students

Faculty of Business
AACSB and EQUIS-accredited
6 300 students

1997: Creation of *Missions
commerciales de l'Université
Laval* (Université Laval's
Trade Missions)





Trade Mission Program

International Network



UNIVERSITÉ
LAVAL



Missionscommerciales
de l'Université Laval



International Trade Learning Program

Find Client Companies

As a team, students sell the Trade Mission services to local companies *until everybody receives a mandate.*



Market Research

Through a market research, students find internationalization solutions for of a local company.

3-week Trade Mission (pre-determined market)

Each student fulfills an international development mandate to validate and adjust the solutions identified in their market research.



Present a Professional Trade Mission Report



Trade Mission Program

International Network



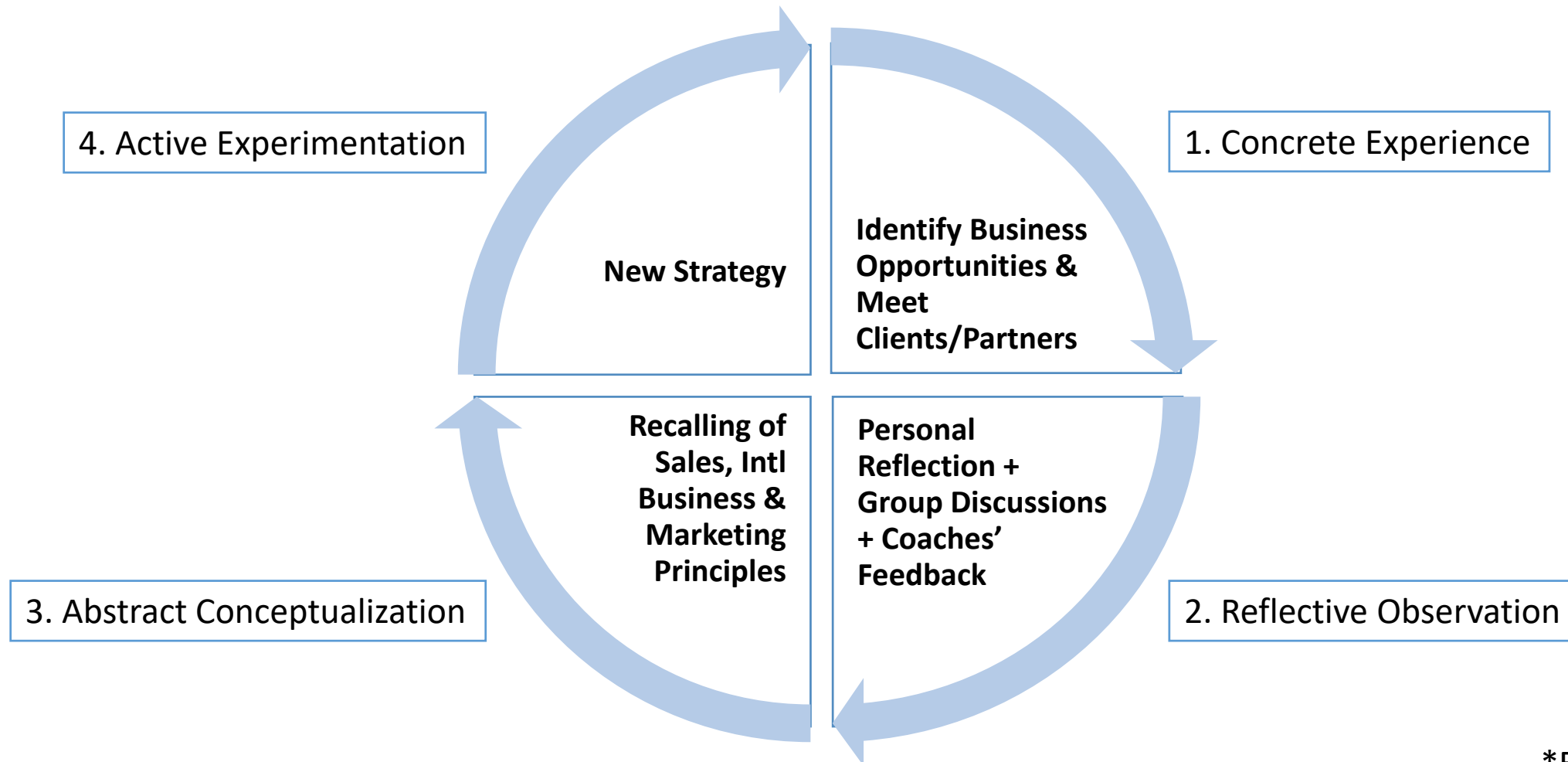
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Experiential Learning = Cycles* = Try, Reflect, Reframe, *Update!*



*ELT, Kolb, 1984



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1st partnership : Pilot Project

The **Tec de Monterrey (Campus Querétaro)** heard about our Trade Mission Program and showed an interest in realizing student Trade Missions.

As ULaval frequently organizes trade missions in Mexico, we shared their interest in collaborating.

ULaval provided:

- Knowledge (academic and logistic) in organizing student Trade Missions
- Group and individual training to students, in person, before and during their Trade Mission
- Contacts
- A networking cocktail with business leaders and Alumnis

The Tec realized their **first trade mission in Canada in May 2017 with 6 Mexican companies.**



Trade Mission Program

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What did we learn from the pilot project ?

Plus-Value of the Partnership	Realizations
<pre> graph TD UL[UNIVERSITÉ LAVAL] --- ST1[Strengthen ties] TM[Tecnológico de Monterrey] --- ST2[Strengthen ties] UL --- EPB[Exchange pedagogical best practices] TM --- EPB EPB --> BLE[Better learning experience + Professional-grade results] BLE --> LBC[Links business communities Data gathering for research] ST1 --> CBC[Canadian Business Community] ST2 --> MBC[Mexican Business Community] CBC --> LBC MBC --> LBC </pre>	<p>Key elements to the success of universities involved in this EL partnership:</p> <ul style="list-style-type: none"> • Designate a project leader • Long-term vision • Share a common vision towards essential experiential learning elements • Invest financial resources in the project • Frequent interactions and sharing of information <p style="text-align: center;">What's next ?</p>



Trade Mission Program

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2016-2019 *projected* development activities

