Leadership and Team Effectiveness
Prof. Santhosh Rangnekar
Department of Management Studies
Indian Institute of Technology, Roorkee

Lecture - 48
Experiential Learning

Today, we are discussing an exciting session about experiential learning, the importance of experiential learning, principles of experiential learning, and Kolb's experiential learning theory and styles. How can online learning help with experiential learning? How do corporate companies use experiential learning?

(Refer Slide Time: 00:41)

Conventional learning versus experiential learning, is experiential learning the future of learning and then, as usual, the case study research papers and the book recommendations.

(Refer Slide Time: 00:51)

Experiential Learning

- Experiential learning means involving or based on experience and observation.
- Experiential learning is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing".
- Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.

So, first, we will try to understand what is precisely the experiential learning is there. So, the means involved are based on the experience, and observations are there. So, it is the individual so many times the, people said it is the whether the MBA is necessary. Some people say no, MBA is not necessary. Many people are very successful leaders but do not have MBA, so how they have become successful.

So, that is about the experiential learning is there. So, whatever their life is experiences were there, they have used as a, and then we said it is a life is like a book, and therefore they have used those experiences and taking the decisions based on the past experiences, and this way the experiential learning is taken has led the leaders. So, experiential learning is learning through experience and is more narrowly defined as learning through reflection on doing.

So, whatever the actions are done, they have made the decisions based on past success and failures. So, it is not limited to hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research, and studio performances; no, this is not limited to this one. Only what they have done during this type of this academic learning is there.

They have used tacit knowledge to get this particular learning, whatever the tacit knowledge. So, here that whatever they have done the acting. So, act and, based on that act, their decisions. So,

therefore those decisions give them specific experience. Just this simple example is to trust or not to trust.

So, this will be the just indecision and therefore the in when the decisions are very positive. So, they will continue, and if they are not positive, they will stop, and that particular act acting will be different. So therefore, in that case, experiential learning fosters the development of self and organization. Moreover, the strength of experiential learning is this.

Suppose you are working in a particular x company, and there you are going through all these literature and laboratory experiments and the primary and secondary data. However, in that case, whatever they are having this development of self while doing in that particular department section with that particular person and therefore what type of the how Mr. x will behave that you learn from the experiential learning is there.

So, therefore what my father will say if I do this so, therefore, in that case, will be the experiential learning. In knowledge and skills, breadth and depth of understanding which ultimately results in increased self-confidence and esteem, are there. So therefore, in that case, it is always becoming a better understanding of the people because that is the first-hand experience.

It brings about the perfection in the performance of a job, and therefore you become the perfect one. It helps employees gain status and enables individuals to move into more prestigious social roles and better-rewarded jobs. So therefore, in that case, it will be becoming the very, very important or whatever the prestigious social roles are there and whatever the particular person has gained the rewards. So, therefore that will make him the learning.

(Refer Slide Time: 04:52)

Importance of Experiential Learning(Cont.)

7. It provides competitive advantage for survival and progress.
8. It facilitates organizational change and development.
9. It helps in maintaining better relations with suppliers and customers and dealers.
10. It helps in meeting challenges faced by the organization.
11. It helps in adopting new technology.

https://www.yourarticlelibrary.com/human-resource-development/experiential-learning-meaning-and-importance/60238

It helps employees also. So, therefore in that case, whenever they are they are making this particular performance or experience at the workplace, as I was saying, that is the Mr. x so that Mr. x is well known to you. So, therefore, in that case, that particular understanding will be much more right than any secondary data is concerned. It provides a competitive advantage for survival, and the progress is there.

So, within organizations, you know how to handle it facilitates organizational change and development. Because of your experiential learning, you know what will be the future of this organization and what changes are to be made to be more effective. So, therefore organization will develop. It helps maintain better relations with suppliers, customers, and dealers because you already have expenses.

Meeting challenges faced by the organization. Now you see, every organization has its history, and in that particular history that they have to exercise, they have exercised how that problem or

issue has been resolved. What were those challenges, and how the organizations have overcome those challenges? That experience you know that experience cannot come that without any the whatever the ah efforts are made.

So, you will not gain that experience without whatever intellectual ability, knowledge, and skills you put on to overcome that particular challenge and then you have won that particular challenge and made your organization sustainable. So therefore, in that case, they, whatever the challenges faced by the organization and the team which has worked during those particular challenges. Any other source of knowledge can never compensate them.

(Refer Slide Time: 06:52)

Experiential Learning Examples

There are many ways that experiential learning is used every day. Some examples include:

- Going to the zoo to learn about animals through observation, instead of reading about them.
- Growing a garden to learn about photosynthesis instead of watching a movie about it.
- Hoping on a bicycle to try and learn to ride, instead of listening to your parent explain the concept.

https://www.wgu.edu/blog/experiential-learning-theory2006.html#close

So, therefore going to the zoo tool, a fascinating example has been given here. Learn about animals through observation instead of reading about them and growing a garden to learn about the photosynthesis instead of watching a movie about it or hopping on a bicycle to try and learn to write instead of listening to your parent explain the concept is there. So, therefore every activity like riding, swimming and driving.

So, here we can have that learning by reading from the books. So, therefore for effective swimming, you have to enter into the water for practical driving, you have to make practice this driving, and for any managerial effectiveness purposes, you have to make a first-hand experience. So therefore, in that case, all the first-hand experiences will tell you.

So, therefore in swimming, you will not be able to swim if you are not done or exercise or practising earlier, and you are not assuming yourself. So, therefore in that case, by sitting at the edges, swimming cannot be learned; you have to enter, and that is becoming this particular experiential learning is there.

(Refer Slide Time: 08:23)

Principles of experiential learning

- Experiential learning stands in contrast to prominent theories of learning which underpin most traditional educational methods, like behavioralism and implicit learning.
- EL brings a different theoretical perspective, as we will see in the following principles.

Focus on the learning *process* rather than *outcomes*

- Behavioral conceptualizations of learning suggest you can measure effectiveness of learning by the number of facts or habits a person has learned in response to stimulus questions or conditions.
- These elements of thought – or ideas – are fixed, and the goal is acquiring more of them. EL suggests that ideas are not fixed; rather, they form and re-form through experience.

It stands in contrast to the prominent theories of learning, which underpin most traditional educational methods like behaviouralism and implicit learning. So, therefore there have been many contrasting theories are there. So, experiential learning brings a different theoretical perspective, as seen in the following principle. So, focus on the learning process rather than the outcomes are there.

So, this is very important, and that is why we often say these students do not focus on the marks but the knowledge. Moreover, the what knowledge you gain during your learning in the classroom, so behavioural conceptualization of learning suggests you can measure the effectiveness of learning by the number of facts or habits a person has learned in response to stimulus questions are the conditions are there.

Furthermore, therefore, in that case, this particular stimulus will help the learning. So, whatever the person has come across, these elements of thought or ideas are fixed, and the goal is to

acquire more of them. So, experiential learning suggests that ideas are not fixed; instead, they form and reform through experiences. So, when you join an organization, you are the trainee, and you join an organization.

So, you have a different image of the working culture, working practices, and working positions, but when you go through that organization's culture, organizations practices, and organizations positions, and then you form yours based on your experience, you form the different thought is there.

(Refer Slide Time: 10:12)

Principles of experiential learning(Cont.)

The process of learning is grounded in experience

- Implementing, testing, evaluating and refining ideas exclusively with reference to familiar experiences does not present an opportunity for learning, because experience must violate expectation to hold value. As a result, education involves refining and modifying old ideas as well as implanting new ones, and experience is the vehicle through which this process can take place.

Learning is a transactional process

- With the transaction taking place between the environment and the learner. The resulting experience and knowledge is applicable in wider contexts, due to the fact that the knowledge is the result of testing and refining theories, rather than learning by rote.

https://www.experientiallearning.org/about-mta/what-is-experiential-learning/

So, therefore, in that case, this process of the thought process, which has been developed with the experience, also becomes very strong. So, it is the process of learning that is grounded in inexperience. Implementing, testing, evaluating and refining ideas exclusively regarding familiar experiences does not present an opportunity for learning because experience must violate expectations to hold values.

So, as a result, education involves refining and modifying the old ideas and implanting the new ones. Furthermore, experience is the vehicle through which this process can occur. So, therefore education involves refining and modifying the old ideas and implanting the new ones but these new ideas that you have to experience. When experiencing new ideas, you will develop your thought process again.
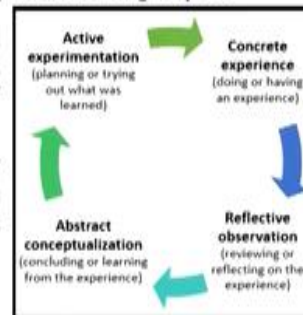
Whether this new methodology, new system, and when you will be implementing exercising, going to the familiar with your particular experience, only you will be able to understand how much it will work or not. So, that is why it is a transactional taking place between the environment and the learner is there. The resulting experience and knowledge are applicable in the broader context.

Because the knowledge results from testing and refining theories rather than learning by writing, it is constantly refining the theories because the new input will come, the research will be done, and new input will come. Moreover, in that case, you have to identify what will work in this particular context and keep on refining your theories.

(Refer Slide Time: 11:55)

Kolb's experiential learning theory and learning style are there, and therefore now, there are the two parts of Kolb's experiential learning theory. First is that learning follows a four-stage cycle as outlined here, and Kolb believes that ideally, learners progress through these stages to complete a cycle and, as a result, transform their expenses into knowledge is there. Now, what is the cycle is there.

So, active experimentation is their substantial experience, reflective observation is there, and abstract conceptualization is there. So, whenever you are talking active experimentation so

planning or trying out what was the, learn and there whatever the concrete experience is there doing or having an experience. So, naturally, as we were talking about, that is the; whatever you are planning and then whatever you do.

So, there will be the reflective observations; reflective observations are the experience basis will be there, whatever the concrete experience you had. So, that will give you that particular reflective experience will be observations will give you on that particular experience. Moreover, the abstract conceptualization will be there, and therefore, you are concluding your learning from the experiences there.

So, while the second part is about the cognitive processes that occurred in order for the acquiring knowledge to be there, in that case, this cognitive part about the conceptualization observations and conceptualization is there. Whenever any individual has these observations and then based on these observations, you will find that is whatever he conceptualized.

Furthermore, as my experience says, this will work that will not work when the experienced people are there.

(Refer Slide Time: 13:55)

Cont.

- Kolb's Learning Cycle is based on the Jean Piaget's focus on the fact that learners create knowledge through interactions with the environment.

1. **Concrete Experience**:
- This can either be a completely new experience or a reimagined experience that already happened. In a concrete experience, each learner engages in an activity or task. Kolb believed that the key to learning is involvement.

2. **Reflective Observation**:
- This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learner to identify any discrepancies between their understanding and the experience itself.

So, what we said is the experience people have conceptualized by doing because they are experienced so that we can also learn from the other's experience. So, Kolb's learning cycle is

based on Jean Piaget's focus on the fact that learners create knowledge through interactions with the environment. So, that is why it is a transactional process. That is, a transaction between the individual and the environment is there.

So, this can either be a completely new experience or a reimagined experience that has already happened. So therefore, in that case, any experience either will be a new experience will be there at least people will be new, the process will be new, technology will be new, or that is the experience which is already happening. So, every year you are doing the same thing so, and your group has not changed, so people are also identical.

In a concrete experience of each learner engages in an activity or task, Kolb believed that the key to learning is that involvement is there. This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. So, communication at this stage is vital as it allows the learner to identify discrepancies in their understanding of the experience. So, therefore concrete experiences are there and easily engage in an activity or task.

While in the case of the reflective organization is concerned that he is allowed to ask the questions. It was not in the case of the concrete experiences there and discussing the experience with others, so in this stage. So therefore, in that case, the discrepancies between their understanding and the experience itself are there because there are the other people involved.

While, in case of the concrete experience is concerned, that is, you are involved. So, the learner is engaged in an activity and task. While here, the learner is engaged with the other people also.
(Refer Slide Time: 15:55)

Cont.

3. Abstract Conceptualization

- The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred.

4. Active Experimentation:

- This stage in the cycle is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyze tasks, and make plans for the acquired knowledge in the future.

https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/

So therefore, in that case, it is the interaction between two, while in the case of the concrete, it was the one single learner. The third step is abstract conceptualization. The learner attempts to conclude the experience by constantly reflecting on their prior knowledge. So, therefore whatever the experience the person is having, there will be prior knowledge.

Using ideas with which they are familiar or discussing possible theories with peers is there. So, they will discuss all the possible theories applicable here. The learner moves from reflective observation to abstract conceptualization. So, therefore now it is he takes the crus out of that and when they begin to classify concepts and form conclusions on the events that occurred is there.

Moreover, they related that whatever the event was there and how it has occurred based on that event. So therefore, in that case, the reflective observation is based on that particular phase in which the person has passed. Active experimentation is concerned, so this stage in the cycle is the testing stage learner's return to participating in a task. This time, the goal of applying their conclusions to new experiences is there.

So, they can make predictions, analyze tasks and make plans for the acquired knowledge in the future because they have the concrete experience and, therefore, when they enter into that memorable experience for the second time. So, they already have the data with them; they already know with them they already have the; what worked and what did not work.

So, therefore that gets to do's and do not basically. So, therefore it is the; whatever the task is there, they make plans for the acquired knowledge and then accordingly, in the future, they will be deciding.

(Refer Slide Time: 17:44)
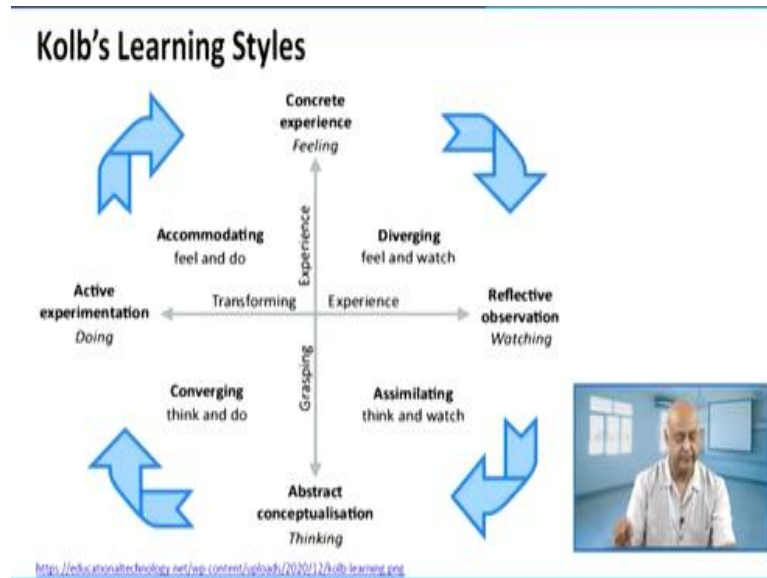
So, abstract conceptualization is thinking, and active experimentation is doing. So, it is whatever you are thinking, and then you will go further doing it, so the converging is there. Moreover, whatever you are doing and then you are filling it, the concrete experience is there is a then it is accommodating is there fill and do is there. Whatever you are feeling and then reflective observation is there; the diverging is there.

Moreover, whatever the reflective observation is there and the abstract conceptualization assimilating is there. So therefore, in that case, that is the think, and watch is there. So therefore, in that case, all these phases converging, accommodating, diverging and assimilating is concerned, so here we always that learning style that decides about that is the how the person, with the help of the experimentation and then he can conceptualize the situations.

(Refer Slide Time: 18:42)

Cont.

1. Diverging (concrete experience/reflective observation)
- This learning style takes an original and creative approach. Rather than examining concrete experiences by the actions taken, individuals tend to assess them from various perspectives.

2. Converging (abstract conceptualization/active experimentation)
- This learning style highlights problem solving as an approach to learning.
- Individuals who prefer this learning style are able to make decisions and apply their ideas to new experiences. Unlike Divergers, they tend to avoid people and perceptions, choosing instead to find technical solutions.

In diversifying a substantial experience through reflective observation, this learning style takes an original and creative approach rather than examining the concrete experiences by the actions taken. Individuals tend to assist them from various perspectives, and now you know there is another one more point I would like to add here: the individual's perspective. Now the individual perspective will depend on the integer.

So, whatever the personality is having, what type of the experience is having, what type of the environment he was having. So, therefore all this diverging cognitive experience will be the reflective observation of the actions taken by the individuals will be there. Who are the colleagues, and how are they? Because I am talking in the negotiation context, when we talk about it, it will be very much based on them when you negotiate with the union.

So, your experience, whatever you are having, the diverging and concrete experience that will help you. So, active experimentation highlights the problem-solving in the approach to learning. So, naturally, in the past, supposed negotiation or wage agreement, whatever the problems were faced, this time, we will try to avoid those problems. So, individuals who prefer this learning style can make decisions and apply their ideas to new experiences, unlike divergence.

They tend to avoid people and perceptions, choosing instead to find the technical solutions. So, therefore on nowhere do you see that is those who have been successful basically; it is a question

of success and failures and those who are successful. So, they apply their ideas to new experiences, but those who have been the failed earlier. So, they avoid the people and perceptions and then want to use these technical solutions for this particular problem, whatever the problem they have faced.

(Refer to Slide Time: 20:27)

Cont.

3. Assimilating (abstract conceptualization/reflective observation)
- This learning style emphasizes reasoning. Individuals who demonstrate this learning style are able to review the facts and assess the experience as a whole.

4. Accommodating (concrete experience/active experimentation)
- This learning style is adaptable and intuitive. These individuals use trial and error to guide their experiences, preferring to discover the answers for themselves. They are able to alter their path based on the circumstance and generally have good people skills.

https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/

Assimilating the abstract conceptualization reflective observation is there this learning style emphasizes reasoning individuals who demand state this learning style can review the facts and assess the experience as a whole. Accommodating is their substantial experience or the actual experimentation, and this learning style is adaptable and intuitive. Furthermore, these individuals use trial and error to guide their experiences, preferring to discover the answers for themselves.

So, therefore they can alter their path based on the circumstances and generally how their good people skills are there. So, their accommodating is there. So, if the assimilating is concerned, that is the; effects and assesses the experience as a whole. While in the case of the accommodating is concerned, they have the concrete experience, and the very much active experimentation is there. So, therefore the circumstances generally have the excellent people skills will be there.

(Refer to Slide Time: 21:25)

How can online learning help with experiential learning, so they are now this is very interesting that is the what we are doing? So, therefore how this online learning will help with experiential learning? So, many of you are having experiential learning and are executives in industries. So, you know that is how to work, but this is how online learning will help you. Similar are the concrete experiences.

Online learning provides an excellent platform for recreating real-world tasks like case studies. All within the safety of virtual reality, these expenses can take many forms within online training, such as learning games or game-based learning.

(Refer Slide Time: 22:07)

Provide opportunities for the reflection, so provide ample opportunity within the training for reflection. Following a piece of learning as a simulated experience, you could include open-ended quiz questions that invite learners to consider and evaluate their experiences. So, do not forget to give learners the chance to try, try again. So, through simulated experiences, simulations are done such reflective questions in social learning, everyone will be eager to try out their new skills will be there.

So, learn from each other through social learning. Another critical factor in the reflective observation stage of expansion learning is observing learning from the experience of others are there.

(Refer Slide Time: 22:46)

So, therefore how corporate companies are using experiential learning is there. You can consider some activities and approaches here known expression learning simulations. So, experiential training techniques use electronic, mechanical or software-based activities to simulate a real-world situation to which a learner must react. Then these case studies are great examples of experiential learning based on real-life situations that have transpired in the past.

(Refer to Slide Time: 23:19)

Cont.

3. Role Playing: These are experiential training activities designed to help employees appreciate specific work situations from perspectives different than their own.

4. Sensitivity Training: One highly effective experiential training strategy to enhance employee self-awareness and confidence is sensitivity training.

5. Gaming: Experiential learning games are a popular way to help employees learn by doing. The games can be organized in a way that individuals and groups play with each other, by either collaborating or competing, like in the real world.

6. On Job Training (OJT): Of all the experiential learning strategies out there, OJT is probably the one that offers the most realistic training experience.

https://www.outlife.in/experiential-learning.html

Then role-playing is there; these are the experiential training activities designed to help employees appreciate specific work situations from a perspective different from their own. Sensitivity training is there one highly effective experimental training strategy to enhance employee self-awareness and confidence is sensitivity training. Gaming is an experiential learning game that is a popular way to help employees learn by doing.

So, the games can be organized so that individuals and groups play with each other and either collaborate or compete like in the real world is there. So, therefore where it is, the simulation is there, a case study is there, business games are there, role-playing is there, and sensibility training is there. So, all these aspects that will be giving you this experiential learning are there. On the job training will give you the experiential learning strategies out there, but the one that offers the most realistic training exercises is there.

(Refer Slide Time: 24:15)

Conventional learning Vs Experience learning

Conventional learning	Experience learning
Targeted Training – Targeted	Theoretical Learning – Very Practical
Solved in its frame	Open and flexible
For the needs of the organization	For personal growth
Knowledge transfers	Knowledge usually develops
Examples: conferences, presentations, etc	Examples: hobbies, passions, etc

https://www.academiaerp.com/blog/experiential-learning-vs-conventional-learning-which-works-better-and-why/

So, finally, we will come towards conventional learning versus experiential learning. So, conventional learning is a targeted training targeted solved in needs frame because it focuses on that particular learning only for the organization's needs. Knowledge transfer is there and conferences presentations, etcetera. So, therefore that will be conventional learning whenever we are talking about experiential learning; theoretical learning very practical.

Open and flexible for personal growth, knowledge usually develops, and examples of hobbies, passions, etcetera are there.

(Refer Slide Time: 24:52)

Is Experiential learning the future of learning?

- There are eight reasons why experiential learning is the future of learning.
1. Experiential Learning Accelerates Learning
2. Experiential Learning Provides a Safe Learning Environment
3. Experiential Learning Bridges the Gap Between Theory and Practice
4. Experiential Learning Produces Demonstrable Mindset Changes
5. Experiential Learning Increases Engagement Levels
6. Experiential Learning Provides Accurate Assessment Results
7. Experiential Learning Enables Personalized Learning
8. Experiential Learning Delivers Exceptional Return on Investment (RoI)

https://www.knolskape.com/experiential-learning-vs-traditional-learning-methodologies/

So, is experiential learning the future of learning? There are eight reasons why experiential learning is the future of learning. It accelerates the learning; experiential learning provides a safe learning environment because they already have that experience. So, therefore you know this time what to do or not to do. Experiential learning bridges the gap between theory and practice.

Experiential learning produces demonstrable mindset changes, and experiential learning increases the employees' engagement levels are a concern. It provides accurate assessment results, experiential learning enables personalized learning, and experiential learning delivers an exceptional return on the investment, and it is the RoI.

(Refer Slide Time: 25:33)

As usual, this is the case study increasing the employability of Indian engineering graduates through experiential learning programs, and the competitive program is there. So, this is a fascinating case study. This case study will give us the idea of how this exponential learning program and competitive programming can help us.

(Refer Slide Time: 25:58)

Case Study : Cont.

17.91%, 3.67% and 40.57% are the employability figures for software services, software products and BPO. Only 3.84% graduates are start-up ready and 6.56% are design job ready and the same trend for other core engineering jobs. There is an urgent need to improve employability of our engineering graduates. This calls for lateral thinking and out-of-the-box initiatives such as experiential learning programs and competitive programming; implementations of which we explore in a top-ranking private university as a case study.

Statement of Contribution/Methods

The case study of implementation of initiatives in experiential learning programs and competitive programming in a private university is highlighted. An Experiential learning program titled Live-in-Labs as part of the curriculum is explored.

This program is student-centric, learner-centric, participatory and hands-on and they provide students an avenue to apply their acquired engineering knowledge, concepts and skills and deploy on a real-time basis in India's villages.

So, the implementation of experiential learning programs and computer programming initiatives in a private university is highlighted. An experiential learning program title left in lives as part of the curriculum is exposed.

(Refer Slide Time: 26:13)

Case Study : Cont.

It's Course Outcomes (CO) such as human-centered design concepts to document observations and user experiences, user-needs assessment and prioritization are enlisted. A very strong mapping to several Program Outcomes (PO) is observed unlike various regular courses in curriculum. Structured competitive programming initiative in which students compete with others in a contest environment in parameters such as program correctness, execution time, and development time is yet another effort towards student-centered learning. Platforms such as CodeChef, HackerRank and contests such International Collegiate Programming Contest (ICPC), which is considered as the Olympics of Collegiate Programming with annual participation of 50,000 students in 2000+ universities in 100+ countries are efforts in this direction. Competitive Programming initiative's learning objectives also spans several POs.

Results, Discussion and Conclusions.

Strong mapping of COs to POs inherent in the experiential learning programs improves the employability as also the progression and prospects of the students.

Courses such as human-centred design concepts on document observations and user experiences user need assessments are there. Moreover, robust mapping for Cos and POs, that is, the program outcomes are there, and course outcomes inherent in the experiential learning program improve the employability also, the progression and the prospects of the students are there.

(Refer Slide Time: 26:34)

Case Study : Cont.

Live-in-Labs® program exposes students to pressing issues confronted by village communities in India, through experiential learning opportunities, in order to apply theoretical concepts into application & deployment, by the devising of innovative technology remedies, and facilitation of crucial and collaborative problem-resolution capabilities of the students participating in the program. The participation of several students from foreign universities also enriches learning, collaboration and diversity. Every Live-in-Labs project results in a student paper published in reputed journals and conferences. It also improves student progression in terms of higher studies and high-paying jobs.

Competitive programming dramatically improves student skills and capabilities in problem solving, coding, team work, innovation and creativity. It is also observed that code geeks from competitive programming initiatives are invariably the ones to secure the highest paying jobs in dream companies like Google, Amazon and Facebook.

These are the this is a detail in the case study.

(Refer Slide Time: 26:38)

Research Paper

Experiential learning: inspiring the business leaders of tomorrow

Denise Baden
School of Management, University of Southampton, Southampton, UK, and
Carole Parkes
Aston Business School, Aston University, Birmingham, UK

Purpose

The complex challenges of sustainable development and the need to embed these issues effectively into the education of future business leaders has never been more urgent. The purpose of this paper is to discuss different approaches taken by two UK signatories to the UN Principles for Responsible Management Education (PRME).

That is the how the experiential learning has been used in case of the industries for in the universities that is the how these they can collaborate and they can understand by having the type of the particular learning is there. So, this is the research paper, now the experiential learning inspiring the business leaders of tomorrow. So, therefore they need to become because what is that is the managers who are already experienced.

So, they will be sharing what is for tomorrow. How these business leaders, those who are after their education after some years of the beginning of the careers when they become the leaders

then how they this experiential learning will be helping them. So, these two into the education of future business leaders have never been more urgent. This paper aims to discuss different approaches taken by two UK signatories to the UN principles of responsible management education.

(Refer Slide Time: 27:49)

Research Paper

Design/methodology/approach

The two approaches examined are: MSc Entrepreneurship students opting for placements with social enterprises; and MBA students undertaking workshops using "live" case studies. A content analysis of the experiences of students from their written reflective narratives is presented. This is supplemented by reflections of the facilitators and tutors.

Findings

The analysis reveals that the opportunity to work with social entrepreneurs and/or "responsible" business professionals provides the business students with inspirational role models and positive social learning opportunities.

Working with social entrepreneurs and responsible business professionals provides the business students with inspirational role models and positive social learning opportunities; when we talk about this summer, an intern is there. That is, a summer training is given or that we are talking about is involved in the live projects, especially the society-focused life project.

The society focus life projects are those projects where they visit the villages, and when I was in (()) (28:20) at that time, we did this type of the number project. So, therefore the students go to the villages, and they have to do the social work, and from there, when they come back, they share with the class that is the what was their learning is there and what is the with the industries also in the CSR corporate social responsibilities.

So therefore, in that case, students with inspirational role models will work, and therefore that is a social learning opportunity, and they avail.

(Refer Slide Time: 28:51)

Research Paper

Research limitations/implications

This paper suggests that experiential learning is an effective way of integrating ethics, responsibility and sustainability into the curriculum but the research draws on the experience of two schools. Further research is important to explore these findings in other contexts.

Practical implications

This paper suggests that experiential learning is an effective way of integrating ethics, responsibility and sustainability into the curriculum but the research draws on the experience of two schools. Further research is important to explore these findings in other contexts.

So, this paper suggests that experiential learning effectively integrates ethics, responsibility, and sustainability into the curriculum. However, the research draws on the experience of two schools, for the research is essential to explore these findings in other contexts.

(Refer Slide Time: 29:07)

BOOK RECOMMENDATION

Experiential Learning

ASIN :	0749448970
Authors:	**Colin Beard**, John P Wilson
Publisher:	Kogan Page Ltd; 3rd edition
Language:	English
Paperback:	320 Pages
ISBN-10 :	0749467657
ISBN-13 :	978-0749467654

https://www.amazon.com/Experiential-Learning-Handbook-Education-Training/dp/0749467657

So, this is the experiential book learning is there and the handbook of the education training and coaching by the Colin Beard and then John Wilson, and this book represents a simple model of a learning combination log which lists the wide range of factors that can be altered to enhance the learning experiences there. So, experiential learning offers skills that can be successfully applied to various settings, including management education.

Corporate training, team building, a new development for counselling and therapy schools in higher education and the unique needs training is concerned. So, this book will help you understand more in detail about experiential learning.

(Refer Slide Time: 29:49)

References

- https://www.bu.edu/ctl/guides/experiential-learning/
- https://www.yourarticlelibrary.com/human-resource-development/experiential-learning-meaning-and-importance/60238
- https://www.wgu.edu/blog/experiential-learning-theory2006.html#close
- https://www.experientiallearning.org/about-mta/what-is-experiential-learning/
- https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/
- https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/
- https://www.growthengineering.co.uk/what-is-experiential-learning/
- https://www.outlife.in/experiential-learning.html
- https://www.academiaerp.com/blog/experiential-learning-vs-conventional-learning-which-works-better-and-why/
- https://www.knolskape.com/experiential-learning-vs-traditional-learning-methodologies/

These are the references you can refer to for your further studies, and this is all about that is how the experiential learning that helps a person in addition to learning through online and other secondary data or the classroom learning is concerned. Thank you.