

College of Saint Benedict and Saint John's University

DigitalCommons@CSB/SJU

Forum Lectures

Forum

10-6-2016

Experiential learning through a real and live case study model

Kingshuk Mukherjee

College of Saint Benedict/Saint John's University, kmukherjee@csbsju.edu

Follow this and additional works at: https://digitalcommons.csbsju.edu/forum_lectures



Part of the [Higher Education Commons](#), and the [Higher Education and Teaching Commons](#)

Recommended Citation

Mukherjee, Kingshuk, "Experiential learning through a real and live case study model" (2016). *Forum Lectures*. 159.

https://digitalcommons.csbsju.edu/forum_lectures/159

This Presentation is brought to you for free and open access by DigitalCommons@CSB/SJU. It has been accepted for inclusion in Forum Lectures by an authorized administrator of DigitalCommons@CSB/SJU. For more information, please contact digitalcommons@csbsju.edu.

Experiential Learning Through a “Live and Real-Time” Case Model

Kingshuk Mukherjee

Department of Global Business Leadership

College of St Benedict and Saint John's University

COLLEGE OF
Saint Benedict  Saint John's
UNIVERSITY

Introduction

- Experiential learning is active learning process mainly through reflection and analysis.
- Experiential Learning Theory (ELT) provides a holistic model of the learning process and is a multi-linear model of adult development, both of which are consistent with what we know about how we naturally learn, grow, and develop. The theory is called "Experiential Learning" to emphasize the central role that experience plays in the learning process.

Theoretical Models

- **David A. Kolb's model of experiential learning:** David A. Kolb (1976; 1981; 1984) and his associate Roger Fry (Kolb and Fry 1975) still provides the central reference point for discussion.
- The second type of experiential learning is 'education that occurs as a direct participation in the events of life' (Houle 1980: 221)
- Peter Jarvis comments (1995: 75), 'is actually about learning from primary experience, that is learning through sense experiences'. He continues, 'unfortunately it has tended to exclude the idea of secondary experience entirely'. Jarvis also draws attention to the different uses of the term, citing Weil and McGill's (1989: 3) categorization of experiential learning into four 'villages'

David Kolb model

- David A. Kolb (with Roger Fry) created his famous model out of four elements: **concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations**. He represented these in the famous experiential learning circle that involves (1) concrete experience followed by (2) observation and experience followed by (3) forming abstract concepts followed by (4) testing in new situations (after Kurt Lewin). It is a model that appears time and again.

David Kolb's Experiential Learning Model (ELM)



Source:
<http://www2.le.ac.uk/departments/gradschool/training/resources/teaching/theories/kolb>

Project Highlights

- 6 weeks of “student consulting cell” as a part of fulfilling the requirement of their undergraduate capstone project on advanced global strategy course
- Reported to the corporation’s middle manager on project progress on a weekly basis
- Presented to the top management in the form of a presentation and a detailed written report on the strategic nature of the project at the end
- Integration of theories to the live and real-time case model

List of Corporations

Tuesday April 28th (Main TRC Boardroom):

11:30am-11:50am *Minnesota Street Market*

Thursday April 30th (Gorecki 120):

9:55am-10:15am *Microbiologics 1) Strategy for Craft Beer Market*

10:15am-10:35am *Microbiologics 2) Strategy for Animal Health Market*

10:35am-10:55am *Dubois Textile*

10:55am-11:15am *St. John's University Strategic Direction 2020*

11:30am-11:50am *College of St. Benedict Strategic Direction 2020*

11:50am-12:10pm *Capital One 1) Customer Interaction Case Study*

12:10pm-12:30pm *Capital One 2) Mobile Banking Strategy Case Study*

12:30pm-12:50pm *Capital One 3) Recruiting and Hiring Strategy Case Study*

Evaluation/Rubric

Mastery Element	Description	4- Outstanding	3 – Meets Expectation s	2 – Good, Would Have Liked to Know More	1 - Unsatisfactory	Comments
Strategic Concept/Tools of Analysis Mastery	Evidence of applying multiple strategic frameworks in overall analysis.					
Critical Thinking Mastery	Ability to identify key business issues and opportunities. Shared elements from multiple strategic frameworks to support recommendations.					
Creativity Mastery	Development of specific and unique recommendation					
Global/Strategic Mindset Mastery	Evidence of depth of research in the context of the geographic market. Acknowledgement of customer value proposition facets distinct to the country/ market.					
Communication Mastery	Presentation clearly and concisely articulates and illustrates demonstrating understanding of strategic concepts, research findings and recommendations. Slides include text and graphics as expected in a professional setting.					
Teamwork Mastery	Evidence of teamwork apparent in highlighting the work of the team. Team members able to answer questions regarding presentation content and analysis framework.					
Professional Mastery	Assignments submitted on or ahead of deadline. Utilized the provided PowerPoint template. Attire business. Q & A showcased mastery of market information to answer client questions.					
Overall Quality of the Presentation. Comments and suggestions						

Sample Report from Student Cell

Capital One 360 Strategy Assessment

Mobile Banking

Drafted By:

Shannon Kennedy, Jack Kleason, Jared Kurtz, Jenna Laufers & Alex Latamision

Professor Kingahuk Mukherjee
GBUS 381: Advanced Global Strategy
Thursday, April 30th, 2015

Table of Contents

Introductory Remarks.....	3
Overall Mobile Banking Strategy Assessment.....	3
Recommendation for Capital One 360 Bank.....	5
Application Education and Outreach.....	5
Addition of Application Functions.....	6
Marketing Mobile Banking Services.....	8
Competitor Interaction Model Overview.....	10
Risks and Rewards of Leading or Bleeding Edge of Technology.....	13
Future Consumer Expectations and “WOW” Opportunities.....	17
Description of Regulatory Landscape.....	20
Safeguarding Customer Information.....	20
Authenticating Identity.....	22
Turning Great Strategy into Great Performance.....	24
The Secrets of Successful Strategy Execution.....	26
Building Your Company’s Vision.....	26
Red and Blue Ocean Strategy.....	27
Concluding Remarks.....	28
Appendices.....	29
Appendix A: Strategic Audit.....	29
EFAS.....	34
IFAS.....	35
SFAS.....	35
Action Plan.....	35
Financials.....	36
Appendix B: Age Distribution of Mobile Banking Use.....	37
Appendix C: Financial Institutions in Javelin Study.....	37
Appendix D: Reasons for Not Utilizing Mobile Banking.....	38
Appendix E: Risk Assessment.....	39
Appendix F: Memos.....	41
Appendix G: Works Cited.....	46

Corporation's Feedback

“ I thought the Capstone program at CSB/SJU was a fantastic way to further connect with the CSB/SJU students. Our “mentors/coaches” really enjoyed leading their respective groups of students and they too were able to grow and hone their leadership and managerial skills as they worked towards completion with the students. The topics selected were real world challenges we are faced with every day, and I was impressed with the amount of research, thought, and energy the students put into providing solutions. I look forward to continuing to

grow the CSB/SJU and Capital One partnership.”

Eric Stalboerger

Director, Customer Experience & Associate Advocacy



Corporation's Feedback

“

Here is some feedback on the; I hope you will find it helpful.

- It was extremely enjoyable working with the students when they were here in our facility. They were curious and engaged. They seemed to benefit from being here physically and learning about our business.
- The team covering the Beer Industry had a higher level of engagement and understanding, and some clear leaders emerged on the team.
- Understanding Microbiologics, our products, and what we do, is

”

extremely challenging, even for those of us who are in it every day.

Karin Pauly
Senior Marketing Manager
Microbiologics, Inc.



Chamber of Commerce Feedback

“

I was extremely impressed with the quality of the Advanced Global Strategy Capstone student presentations. This was my first time attending the presentations and I was impressed with the depth of the research and the quality of the report and the presentations and the insight of the student teams. I am quite certain the businesses who participated came away with

”

very useful information.


Bill Kemp

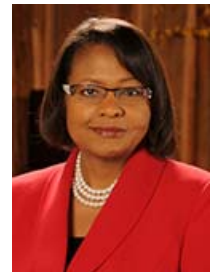
Business Development Director



Presidential Feedback

“Professor Mukherjee’s Advanced Global Strategy course brings experiential learning to life for our students. His methodology enables our students to develop critical and creative thinking skills, teamwork and communication skills, and ensures they develop a mastery of global and strategic thinking. The way he engages our students in a strategic audit process helps them to understand and examine governance, internal and external environments, strategic alternatives and make a recommendation which is then subject to evaluation. I would propose that his method is very similar to what students might expect to learn in graduate school. He prepares our students for this advanced learning and equips them with the skills needed to thrive. I am grateful for the high expectations he sets and for the experience and exposure he grants our students.”

Dr. Mary Dana Hinton
President, College of Saint Benedict
COLLEGE OF
Saint Benedict 



Faculty Feedback

“ I have enjoyed the opportunity to observe students presenting their findings to business and nonprofit leaders regarding specific issues related to their organizations in Professor Mukherjee's course. It was especially impressive to see the unique perspective that the students bring to these issues in a very professional manner and it was clear that the organization leaders were equally impressed. ”

Dave Zoeller, CPA, CMA, CFM
Accounting & Finance Faculty

COLLEGE OF
Saint Benedict  Saint John's
UNIVERSITY

Dr. Lisa Lindgren
Global Business Faculty
COLLEGE OF
Saint Benedict  Saint John's
UNIVERSITY

“ I thought the real-world nature of the project made it more meaningful for the students. In addition, it provided value to the companies which deepen their relationships with the institution. We benefit from these deepened relationships for years to come. ”

Student Feedback

From a 2015 graduate that participated as a
Microbiologics team member:

“ The experiential learning component of this course challenged
us to apply 4 years of course work in a real life scenario. This course
help prepare me to the corporate life post-graduation by
differentiating myself among other candidates. ”

Juhaan Johar
Global Marketing Project Coordinator
Midwest Rubber Service & Supply Co. USA



Similar Models at Graduate Schools

- Pepperdine University Graziadio School of Business and Management, CA
 - E2B Program – Education to Business
 - “Our E2B course for MBA candidates is one of the **Top 10 College Courses That Will Pay Off at Work**, according to *U.S. News & World Report*.”
 - “E2B is an integral part of the Graziadio Business School learning experience and takes on **45 live case** consulting projects annually in four different disciplines.”
- University of Connecticut Business School
 - “These unique **semester-long**, practice-based initiatives are designed to provide UConn MBA students a competitive edge – the highly desirable real-world experience that today’s global businesses demand.”
- Wake Forest Master of Science in Business Analytics (MSBA), NC
 - 10 month program starting in 2016

Pepperdine Source: <http://bschool.pepperdine.edu/e2b/>

UConn Source: <http://mba.uconn.edu/about/experiential-learning/>

MSBA Source: <http://www.businesswire.com/news/home/20160208006210/en/Big-Data-Big-News-WFU-School-Business>

Conclusions

- In education, especially in business education, we will be moving more towards a “Live and Real-Time” Case Model instead of a “Static Case Study” Model
- The 4 elements of Kolb’s model is very well authenticated and enhanced by this model of experiential learning
- Industries/Corporations will collaborate more closely with academia and vice versa. Academia will work more closely to develop courses and curriculum based on this close interface
- Simulations exercises will be of less importance in business education due to demand and need for real time situation analysis.
- The traditional methodology of classroom teaching will shift significantly to work/job site learning through this experiential model, especially at senior undergraduate and 2nd year of graduate level studies.

Q & A/
Suggestions

Thank you!