
EXPERIENTIAL LEARNING CONGRESS

I HEAR, AND I FORGET

I SEE, AND I REMEMBER

I DO, AND I UNDERSTAND.

Ancient Chinese proverb

Call for Conference Contributions

Companies are increasingly realising the benefits of intervening on the external commitments and activities of their employees. Beyond philanthropic support for local community organisations, systemised programmes for supporting and encouraging such active service engagement include:

- Developing skills and competences that can be encouraged in the workplace;
- Raising levels of employee engagement through facilitating increased work-life balance;
- Enhancing the company's 'licence to operate' through more effective stakeholder engagement;
- Increased marketing and PR capability delivered by encouraging employees as local community champions;
- Better outreach through well-informed community and/or sponsorship programmes.

Many companies also acknowledge the benefits of a more structured approach to HR development which integrates experiential learning in partnership with external organisations to:

- Provide opportunities to exercise skills and capabilities in external environments;
- Map the profile of external stakeholder engagement onto company skills and competency frameworks;
- Create challenges to learning through applications in (unfamiliar) organisational structures and cultures;
- Present opportunities to use developing skills and competences identified for future progression but not otherwise tested in the employee's current role;
- Encourage better teambuilding and collaborative working within business units and/or across leadership and management cohorts through project-based interim consultancy and 'volunteering' programmes;
- Support internal career progression and associated restructuring issues by providing temporary 'out' secondments ;

Types of contribution

1. Pre-programme business case assessment and rationale
2. Case studies
3. Post programme strategic review and/or cost-benefit analysis

We particularly welcome contributions which incorporate evidence of the impact of learning styles and action learning/habituation methodologies and the effectiveness of experiential learning in delivering returns in terms of value.

Participants

- Leadership and development strategists
- Corporate Responsibility programme managers
- Corporate and external organisation partners
- Facilitators of experiential learning programmes
- Analysts of experiential learning programmes

Submission

Deadlines: **30 July 2010**

Length:

- For academics max. 1000 words
- For practitioners max. 500 words
- All other interested contributors max. 500 words

Papers with a theoretical background are welcome but we are looking especially for empirical results and encourage practitioner contributions from HR & CPD (Continuing Professional Development).

Papers can be completed after the event for the publication in a *Special issue of Journal of Management Development* of which Dr. David Bevan will be the Guest Editor.

Please send your submission to info@eabis.org; SUBJECT: 'Contribution – Experiential Learning'.

Background

Experiential Learning is an inter-disciplinary theoretical approach based in management, education and psychology. Experiential Learning suggests a holistic approach to learning as consistent with what is known about **how people learn**. Experience is the critical element in Experiential Learning which differentiates it from both cognitive learning theories – which emphasise the power of the rational over the affective – and behavioural learning theories – which tend to exclude subjectivity. David A. Kolb's theorisation of Experiential Learning (1984) is more reliably traced to the experiential work of pragmatism (John Dewey), and the psychology of learning (Kurt Lewin and Jean Piaget).

For Kolb, learning appears to result from the combining of concrete experience or action with abstract conceptualisation, or understanding. Learning arises as *"the combination of grasping and transforming experience"* (1984, p.41).

Coming back to the opening proverb, does anyone simply wish to teach by telling any more? Twenty first century academic practice favours a more constructivist process: facilitating learning in a dialogue through enquiry and reflection on practice. How does contemporary management education employ Experiential Learning to optimise management and executive education?

Further information & contact

For all further questions, please contact Claudia Kipka – claudia.kipka@eabis.org or visit www.eabis.org/events

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