

**Experiential Learning in Emerging Markets:  
Leveraging the Foreign Experience**

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# **Experiential Learning in Emerging Markets: Leveraging the Foreign Experience**

## **Abstract**

In recent years, business schools in North America have been involved in efforts to internationalize their business curricula, a task given greater urgency by the opening up of markets previously closed to western firms. While most schools have succeeded in infusing some international content in their core business courses, relatively few yet require practical overseas experience as part of the curriculum, even though this appears to be an essential component of developing students' interdisciplinary business competence. Moreover, the business environment in emerging markets is even further from most students' experience and understanding than the relatively stable environment of western market economies, so there is a greater need for students to gain first-hand experience of the challenges of living and working there. This paper critically examines the role of the foreign experience in international business education in emerging markets by applying experiential learning theory to seven types of foreign experience. From this perspective, only four of the seven appear to offer a valuable learning experience in developing interdisciplinary competence.

## **INTRODUCTION**

“Most ideas about teaching are not new, but not everyone knows the old ideas.” Euclid

For much of the decade of the 1990s, business schools around the world – and especially in the USA and Canada – were taking initiatives to internationalize the business curriculum, mainly in response to a directive by the Association for the Advancement of Collegiate Schools of Business (AACSB), the prime international accreditation agency for business schools. A global survey of business schools conducted in 1992 (Arpan, Folks & Kwok, 1993) found that only a small majority (57%) made specific reference to internationalization in their mission statement, and very few schools had a requirement for a

“foreign experience” – defined in the survey as a study or an internship experience in another country.

It was evident from this and other studies (see Arpan & Kwok, 2001 for a bibliography) that business schools still faced a major task of (1) infusing international issues into core courses; (2) developing specialized courses in international business (IB); (3) internationalizing their faculty; and (4) offering classes and internships overseas. A follow-up survey in 2000 found that schools had made progress in all these areas (Arpan & Kwok, 2001); 65% of bachelors and masters business programs now offered both core courses infused with international issues and specialized IB courses, suggesting that business schools were well on the way to meeting the first two objectives of instilling a general awareness in students of the global business environment, and developing a basic understanding of IB issues in at least one functional field. Significant progress had also been achieved in internationalizing the faculty, with over 90% of schools reporting an increase in this area (Arpan & Kwok, 2001, p.A16). Furthermore, 52% of bachelors business programs and 48% of masters programs now offered some kind of overseas experience (Arpan & Kwok, 2001, p.A13), suggesting that business schools were making greater provision for developing students’ global expertise by offering them first-hand experiences in other countries. The most commonly offered foreign experience was study tours, followed by study abroad and internships abroad. However, the number of institutions that actually required an overseas experience was still very small: just 5% of bachelors programs and 11% of masters programs. Data on the number of students who had completed a foreign experience were not available.

The decade of the 1990s also witnessed the rise of emerging markets – nations whose economies were opening to trade and foreign direct investment and were becoming more integrated with those of the richer nations. It was no accident that business schools were increasing their efforts towards internationalization at the same time, since it was apparent that emerging markets – especially the “Big Ten” (Garten, 1997)<sup>i</sup> -- were becoming key players in the new global business environment, so an awareness and understanding of the impact of emerging markets on global business was essential. In these markets, the onset of trade liberalization, privatization of state-owned industries, deregulation, the flood of inward foreign direct investment -- and, more recently in some cases economic recession -- have left the business environment in a state of flux. The old ways of doing business are no longer valid as new ‘rules of the game’ are being written and re-written. In this situation, the challenge of training students for global competence has become even more acute.

The purpose of this paper is to investigate the role of the foreign experience in developing students’ global competence in business in emerging markets. Seven types of foreign experience are identified, ranging from classroom-based activities to full-time internships overseas, and their utility is examined through the lens of experiential learning theory. Although a North American perspective is taken here, the concepts, logic and conclusions presented apply equally to business schools in other developed countries.

### **EXPERIENTIAL LEARNING**

“..there is an intimate and necessary relation between the processes  
of actual experience and education.” Dewey (1938).

John Dewey, American philosopher and educator (1859-1952), was a firm believer and advocate of the importance of individual experiences in education, of “learning by doing”. He maintained that it is the teacher's responsibility to structure and organize

students' experiences so that these have a positive influence on students' future experiences. Furthermore, writing in the 1930s, he said radical reform was needed of both pedagogical methods and curricula (Dewey, 1938). Dewey's beliefs about experiential learning underpin the experiential learning models that developed later in the 20th century (e.g., Joplin, 1981; Kolb, 1984; Priest & Gass, 1997), of which the best known is probably Kolb's (1984) 4-stage model:

**[Figure 1 about here]**

Kolb's model breaks down experiential learning into four stages: (1) concrete experience; (2) reflective observation; (3) abstract conceptualization; (4) active experimentation. The stages of the experiential learning cycle (ELC) are sequential and mutually reinforcing, although there is no pre-ordained starting point. For example, a U.S. businesswoman might go to Mexico on a 3-day business trip and return unsuccessfully [*concrete experience*]. Reflecting on her experience and why it was unsuccessful, she might confer with colleagues and friends [*reflective observation*] who refer her to one of many publications on doing business in Mexico. She discovers that the Mexican concept of time is very different from that of Anglo North Americans [*abstract conceptualization*], so she develops strategies for dealing with this difference and implements them on her next trip to Mexico [*active experimentation*], continuing the cycle.

In an educational environment, however, the instructor has control over the sequence of the four stages. With a cross-cultural simulation exercise such as *Bafá-Bafá*, widely used in business schools as well as in government and corporate training programs, the sequence could begin with the simulation exercise itself [*concrete experience*] and conclude with

active experimentation when the student next finds himself in a cross-cultural environment. Alternatively, it could start with lectures and background readings on cross-cultural differences [*abstract conceptualization*] and conclude with a class debrief and discussion after the simulation [*reflective observation*].

The ELC is a useful model for educators who wish to use experiential activities as part of their pedagogy. The following section examines how the ELC can be applied to different types of foreign experience in business courses<sup>ii</sup>.

### **THE FOREIGN EXPERIENCE**

To develop global competence, students not only need an awareness and understanding of international business issues, but they must also develop the ability to operate effectively in a foreign environment – that is, they must know how to respond to the social, cultural, economic and political differences that they might confront. There are several ways of exposing students to foreign influences, not all of which require travel overseas. They range from in-class activities to short-term trips to long-term work and residence overseas:

1. In-class foreign experience
2. Study Tour
3. Integrated Study Tour
4. Overseas Practicum/Project
5. Foreign Language Training
6. Exchange Program
7. Internship

*In-Class Experience.* A basic way of enhancing the foreign experience in the classroom is through the internationalization of business faculty and a rise in the enrollment of international students – thus bringing the global village into the classroom. According to

Arpan & Kwok (2001), 92% of responding institutions reported a significant increase during the 1990s in the number of business faculty who have lived or traveled overseas. These faculty can now bring their own experiences into the classroom to enrich the curriculum. Similarly, in recent years the number of international students enrolled in business programs has risen. AACSB International reports that over 30% of students in full-time MBA programs in the USA are neither US citizens nor permanent residents (AACSB, 2002)<sup>iii</sup>. Thus, students from emerging markets such as China, India, Brazil, or South Africa working in study groups alongside US students expose them to some of the realities of doing business in other cultures. The value of such classroom interactions is that they are relatively inexpensive to the institution, but their outcomes are arbitrary and not easily measured. Furthermore, the outcomes depend on students' willingness to learn from such interactions; unless reflective observation, abstract conceptualization, and active experimentation are encouraged and rewarded by the instructor, students are apt to overlook the benefits of bringing the global village into the classroom. This can be overcome by structuring the in-class experience through the use of a simulation or some other form of experiential exercise, although there are few, if any, such exercises that focus specifically on emerging markets. As mentioned above, *Bafá-Bafá* is an exercise that works well in international business classes: it is relatively inexpensive, easy to operate with a minimum of two administrators, is suitable for undergraduate and graduate courses, and lends itself readily to the ELC model. Alternatively, some instructors are now taking advantage of communications technology to forge links with schools in emerging markets so that students can work cooperatively online on business projects (e.g., Ajami & Arledge, 2003). This type of experience is very

promising but, once again, students stand to lose the experiential benefits of this type of cooperation unless the instructor is prepared to structure and reward the experience.

*Study Tour.* Study tours are the most common form of overseas travel in business schools. Currie & Matulich (2003) found that 41% of MBA programs surveyed in North America have a travel component, but their findings echoed those of Arpan & Kwok (2001) in that foreign travel is required by relatively few business schools -- only 6% of the institutions surveyed. Noting the cost incurred in time and money, Currie and Matulich comment:

Requiring an international trip is a degree of globalization that many schools are not able to attain, particularly if globalization is not a key strategic initiative of the institution. Currie & Matulich, 2003, p.6.

A criticism of short trips is that they do not give students a realistic picture of what it is like to do business in emerging markets, since they are ferried from the airport in air-conditioned buses and cocooned in deluxe, western-style hotels. In addition, the experiences provided often lack a clear business focus and cannot easily be differentiated from the experiences of a tourist. Even on company visits, students can take a passive role and do not have to interact meaningfully with their hosts. Professor Bob Green of the University of Texas refers to such trips as "...‘bubble classes’, where you sit in a bus and watch [the country] go by." (Mangan, 1997, p.A14). Indeed, the gap between the "bubble" and reality is even greater in emerging markets than it is in economically developed nations<sup>iv</sup>. At a cost of over \$2,000 for a 7-day trip, plus tuition if it is taken for academic credit, it is a relatively expensive way to gain a modest amount of international competence. Indeed, the degree of experiential learning achieved can vary significantly, depending on the amount of structure imposed on the trip by the accompanying professor. Recall Dewey's directive that it is "the

teacher's responsibility to structure and organize students' experiences" (Dewey, 1938): the study tour experience can be more tightly structured by making it an integral part of a semester-long course rather than by offering it as a stand-alone activity.

*Integrated Study Tour.* Several business schools now include a study tour as part of a required or elective course, making it an integral part of the course. For example, in the Rollins College MBA, *Emerging Markets Initiative* is a semester-long 3-credit elective course in which students spend one week in the middle of the semester at the Czech Management Center on the outskirts of Prague. Prior to departure, students have background readings on issues in emerging markets, do research and make presentations on the companies that they will visit in the Czech Republic, and develop a topic for a research paper [*abstract conceptualization*]. At the Czech Management Center, they attend tailor-made lectures presented by local faculty [*abstract conceptualization*] and, through question/answer and class discussion, explore hypotheses and concepts that they have developed about the business environment in the Czech Republic [*active experimentation*]. Daily company visits and interaction with locals in stores, restaurants and public transportation provide the *concrete experience*. In a recent visit to Škoda Autos, now wholly owned by Volkswagen of Germany, MBA students were sufficiently well informed to pepper senior management with questions about Škoda's cannibalization of the sales of its parent's higher-end models and Volkswagen's reactions to the export success of its Czech subsidiary, filling in the gaps in the students' secondary research and providing not only data for their research papers but also input for a lively discussion on the bus back to the hotel [*reflective observation*]. In a single visit, then, students traversed the entire experiential learning cycle.

Despite the clear advantages of an integrated study tour over the previous forms of foreign experience already discussed, it does have its drawbacks. Time must be allocated during the semester for overseas travel without disrupting students' other classes; unlike a study tour, it cannot easily be fitted in at a 'convenient' time in the academic calendar since the trip is an integral part of the course. (At Rollins College, all MBA classes cease for one week in the middle of the fall and spring semesters, which permits overseas travel.) In addition, the additional cost of travel and local arrangements is out of the reach of many students.

*Global Practicum/Project.* A global practicum or project is an opportunity for students to work in small teams to apply business concepts and skills to a real-time problem facing a company in an emerging market ("the sponsor"), while gaining valuable international experience. The practicum can be organized in a number of ways, but typically it lasts for up to a semester, with time set aside for overseas travel. At the start of the semester, the student group confirms with the sponsor – which could be located in North America or overseas – and the supervising instructor (1) the scope of the project, and (2) the final deliverable, which is usually in the form of a written report and/or an oral presentation. Examples of recent global practica are presented in Appendix 1. (See also Alon & Ballard (2003) for a detailed description of a global practicum.)

Students work on the project during the first half of the semester, gathering secondary data on the country environment, the company and its industry, and on the specific problem facing the company. Before traveling overseas, the group must determine what additional information is required and how to obtain it, and establish clear objectives for the overseas trip. Depending on the nature of the project, the student team might have to identify which

countries to visit and in what sequence. If necessary, students will identify and make contact with individuals in the target country or countries and schedule interviews in advance. These contacts could be mid- to senior level managers, entrepreneurs, senior government officials or heads of trade organizations. Where the sponsor is located overseas, the team will present an interim oral report before returning home to complete the project and to compile the final report before the end of the semester. Each student's final grade is determined by the supervising instructor based on several criteria: (1) the final deliverable as prepared by the student team and presented to the sponsor; (2) the sponsor's feedback on the team's interaction and performance; (3) peer evaluations of each team member's performance and contribution. Although the program is guided by a supervising instructor, each student's experience is largely self-determined, and the value that each student takes away is in direct proportion to the effort that is made.

The primary advantages for the participating students include: (1) enhancing cross-cultural communication skills; (2) developing first-hand experience of the challenges of working in an emerging market; (3) applying business skills to a real-time problem; (4) cultivating effectiveness as a team member working on an international project. This last point bears emphasizing since the global project is unlike any other activity that MBA students participate in. As Alon & Ballard (2003) indicate, the students are with one another all day, every day, for a week or more. They have to plan their activities together: where to stay, when and where to eat, how to travel – typically, in a cultural, linguistic, economic and geographic environment that is unfamiliar to them. All this can impose a level of stress and discomfort which students must learn to manage in order to achieve a satisfactory outcome for the project. Thus, the ELC model applies to the global project in much the same way as it does to the integrated study tour, as a continuous learning experience. Furthermore, because

of the time requirement – 7 to 10 days – a global practicum is accessible to part-time as well as full-time students.

The disadvantages of the global practicum are similar to those of the integrated study tour in terms of the resources required. However, in many cases the costs can be minimized by asking the sponsor to help with travel costs or by leveraging cooperative relationships with other institutions; for example, students studying at a local business school have hosted Rollins College MBA students doing practica in Croatia. Another disadvantage is that it takes time to make the initial contact with sponsor companies and to screen projects to ensure that they are appropriate to MBA-level students and that they can be completed in a single semester. Here, the school's alumni network and its contacts with partner institutions can be very beneficial. Finally, global practica are not suitable for undergraduate business students unless a rigorous selection process is in place – after all, the reputation of the school is at stake. Overall, the feedback from students, sponsors and supervising faculty has been overwhelmingly positive, and many Rollins graduates rate the global project as the best learning experience in the MBA program.

*Foreign Language Training.* One of the most effective ways to develop cross-cultural communication skills is through the study of foreign languages, yet only 33% of bachelor programs in business and 15% of masters programs require students to take a foreign language course (Arpan & Kwok, 2001): indeed, some school administrators still assume that the emergence of English as the language of business precludes the need for foreign language training by native speakers of English (Mangan, 1997). Foreign language training is ideally suited to the ELC model since language-learning is an inherently

experiential activity; furthermore, when combined with a period of residence overseas, it provides excellent training in cross-cultural competence.

However, language training is heavily resource-intensive, and this is especially true of languages in emerging markets which, with the exception of Spanish in Latin America, tend to be less commonly taught in North American schools and colleges. To illustrate this, the Center for International Business Education and Research (CIBER) at Michigan State University has ranked the overall market potential of 24 emerging markets, and the top-ranking markets are: Hong Kong, Singapore, South Korea, Israel, China (Global Edge, 2002). Spanish-speaking Chile and Mexico rank 9<sup>th</sup> and 11<sup>th</sup>, respectively. Asian and Semitic languages are rarely taught in North American schools and, when they are, the learning cycle is much longer than for Romance or Germanic languages. Consequently, most business schools prefer to invest their precious resources in more easily accessible languages, or in other activities more closely related to the core business functions. A further limitation of language training is that, unless it is accompanied by a business-related activity such as an internship or foreign practicum, it isolates students from the realities of the business world, allowing them no opportunity to practice their business-related knowledge and skills in the foreign environment.

*Exchange Program.* During the 1990s, business schools around the world expanded their international partnerships to offer more overseas travel and study opportunities to their faculty and students (Mangan, 1997). For example, the Graziado School of Business and Management at Pepperdine University now has 20 international partner institutions, 8 of which are in emerging markets in Latin America and Asia; also, Boston University's International MBA includes 3 months study at Dong Hua University in Shanghai. At first

sight, it might appear that such foreign exchange programs offer excellent opportunities for experiential learning. This is true as far as learning to cope with the foreign environment is concerned, but exchange programs suffer from the same limitations as unstructured study abroad programs. There is ample opportunity for students to adopt a passive role, so that an exchange program in China, say, may be little more than *studying* business in an exotic location rather than *experiencing* what it is like to do business in China. In most cases, too, the language of instruction is English, thus giving exchange students little incentive to learn the local language. However, if the exchange is accompanied by a hands-on project or internship, the probability of effective experiential learning is vastly increased. Language barriers can be overcome by teaming US students with local students for specific projects.

*Internship.* Many scholars have touted the benefit of internships in education (e.g., Spinks & Wells, 1994; Toncar & Cudmore, 2000), though there has been some question about whether they merit academic credit, especially short-term internships lasting several weeks (Ciofalo, 1989). Yet few would question the effectiveness of an overseas internship in developing a student's global competence, since it places the student in a real business environment for, typically, 6 weeks to 6 months. The ELC operates continuously on a daily basis as students adapt to the local environment and to local business practices. But setting up internships – especially in more remote locations – can be a major drain on the resources of business schools (Arpan, 1995). Also, overseas internships are often unpaid, which can place a financial strain on students. Nevertheless, most students view it as one of the most beneficial aspects of their business training. Internships offer similar advantages to short-term global practica: (1) enhancing local language and cross-cultural communication skills; (2) developing first-hand experience of the challenges of working in an emerging market; (3)

applying business skills to everyday business situations. However, since students are overseas for a longer period, the potential for learning is far greater; offset against this is the fact that internships are not a practical option for part-time students who can take only a short leave of absence from their regular place of employment.

**[Table 1 about here]**

To summarize, all seven types of foreign experience offer some benefits to business students studying emerging markets, but not all are compatible with the ELC. In some cases, the potential for experiential learning is limited unless the experience is carefully structured by the instructor, or augmented with additional activities – such as a project or internship – that gives students some *practical* experience of doing business in an emerging market, rather than just reading about it. Table 1 summarizes the characteristics of each of the seven modes of foreign experience and their applicability to the experiential learning model (ELC).

## **CONCLUSIONS AND RECOMMENDATIONS**

Just as earning a business degree does not guarantee career success, which depends on performance rather than knowledge, so a brief visit to an emerging market or interaction at home with people from that location does not guarantee that students will acquire the skills that are needed to operate effectively in what is a very different business environment. North American business schools have advanced in internationalizing their programs over the past decade, but we need now to move beyond the levels of global awareness and understanding and give students the opportunities to develop global competence in a realistic business setting. As can be seen in Table 1, in-class experiences and overseas study tours provide limited experiences for learning about the challenges of doing business in an emerging

market. To be sure, they are better than nothing, but they cushion students from much of the foreign environment. This is an especially salient point in emerging markets, since there is a much greater gap between the sanitized, western environment that students experience on the typical study-tour in Shanghai, Sao Paulo or Jakarta and the reality of living and working in the local environment. Similarly, exchange programs that do not include some practical business experience might be viewed as little more than classrooms in exotic locations, offering a limited potential for experiential learning. Overseas internships, in contrast, are highly commendable but, realistically, most students can spend neither the time nor the money to take advantage of this learning opportunity.

Integrated study tours and global practica appear to offer a compromise between minimizing the cost of overseas training and providing both full-time and part-time students with a realistic learning experience. In emerging markets, in particular, the cost of local arrangements (hotel, meals, transportation, etc.) is often relatively modest. In addition, the small size of the student group allows students to make their own flight arrangements, seeking the best deals that they can find on the Internet. Where possible, the costs of a practicum are minimized further by asking the sponsor to cover some of the out-of-pocket expenses, or by arranging local accommodations through partner institutions. In return, for both the integrated study tour and the global practicum, students get maximum exposure to the foreign environment in a short period of time and are consigned to multiple reiterations of the ELC as they hone their cross-cultural communication skills and apply business concepts, knowledge and skills to a real situation. As stated earlier, learning by doing is more urgent in the context of China, Brazil or Indonesia, for example, because students are less familiar with the social, political and economic context in which business operates. Therefore, the gap

between their assumptions of how business *should* be conducted and how it *is* conducted is much greater than in stable, western markets. In bridging the gap between theory and practice, textbook and reality, experiential learning in emerging markets provides real added value to our students and helps them develop interdisciplinary competence.

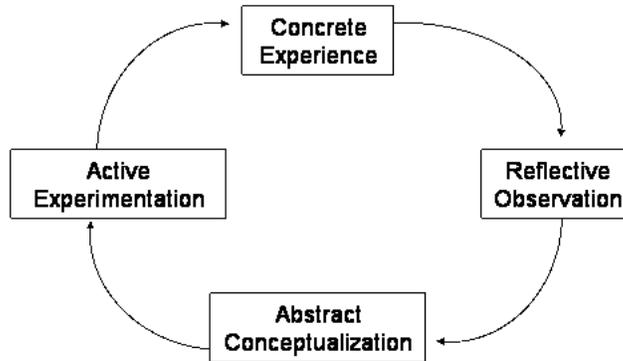
However, recruiting faculty interest in supervising these projects can be a major challenge. Where there is a shortage of support staff, faculty might be easily dissuaded from taking on the responsibility for arranging the logistics of overseas trips, but this obstacle may be overcome by having students make their own travel and accommodation arrangements, within parameters provided by the faculty supervisor. In addition, faculty supervisors require adequate compensation, which in itself could be an issue for administrators who fail to appreciate the value of students' first-hand experiences in emerging markets. Therefore, the introduction of these types of experience requires either a strong institutional commitment, a priori, to globalizing the business curriculum, or a willingness on the part of faculty to take on the initial work of setting up integrated study tours and practica to assess student demand. At Rollins College, we have found that when students return from their visits to emerging markets, their experiences stimulate interest and excitement among their peers, creating an internal demand for future courses.

In sum, the opportunities are there to introduce substantive changes in the business curriculum in order to give students meaningful, first-hand learning experiences in emerging markets. It is up to us as business faculty and administrators to seize these opportunities.

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**Figure 1: Kolb's (1984) Experiential Learning Cycle**

	<b>Activity</b>	<b>Length</b>	<b>Location</b>	<b>Applicability to Experiential Learning Model</b>
1.	In-Class Experience	Any	Home	Limited
2.	Study Tour	1-3 weeks	Overseas	Limited
3.	Integrated Study Tour	1 semester/ 1-2 weeks	Home/ Overseas	Yes
4.	Global Practicum/Project	1 semester/ 1 week	Home/ Overseas	Yes
5.	Foreign Language Training	1-3 semesters	Home/Overseas	Yes
6.	Exchange Program	1-2 semesters	Overseas	Limited
7.	Internship	1-12 months	Overseas	Yes

**Table 1: The Foreign Experience and the ELC**

## Appendix 1

### Rollins College MBA: Global Practica 2003

#### A. City of Rio Preto, Brazil

Sponsoring Organization:	City of Rio Preto
Contact Executive:	Joaquim Correa-Lima
Location:	Rio Preto, Brazil
Areas of Concentration:	Management, Project Planning, Marketing, Information Technology
Supervising Instructor:	Professor Michael Cipollaro
Financial Assistance:	The Spa Resort will provide room, board and land transportation for the student team.

**Background:** Rio Preto is a city of 360,000 people located about 500 km north of Sao Paulo and 850 km southeast of Brasilia. Tourism has never been a priority of the city, and consequently little information is available and almost no effort is made to attract leisure visitors. The city is known for its medical schools and strong medical services. The city government has decided that it must make some significant efforts to attract visitors, and would like some assistance in the planning aspects of this task

**Project:** The city has to be told what it must do to develop a meaningful tourist industry in and around Rio Preto. The approach to this goal must be defined – the “how to” must be identified – and then information must be gathered that represents the input into any marketing effort. A model should be developed based on what comparable cities have done elsewhere to successfully attract tourists, and the city should be asked to “fill in the spaces” with regard to tourist attractions in the area. A website will be an integral part of the communications plan which also needs to be addressed.

**Team:** 5 students who can devote 4-5 hours per week for the term plus the project week are needed to complete this project.

## B. Shanghai Garment Association

Sponsoring Organization: Shanghai University of Science & Technology  
Location: Shanghai, People's Republic of China  
Areas of Activity: Int'l. Business, Management, Marketing  
Supervising Instructor: Dr. Ilan Alon  
Financial Assistance: The Association will pay for student lodging costs in Shanghai.

**Background:** The Shanghai Garment Trade Association is one of the leading trade organizations in China. It represents not only garment manufacturers and exporters in Greater Shanghai, but also in the developing areas along the Yangtze River. Shanghai, of course, is the primary business province and economic engine of China, and is responsible for more than 50% of all port activity in the country.

**The Project:** The Association wishes to have a student team research and analyze the garment industry on a global basis. Based upon the findings and the opportunities identified for Chinese garment manufacturers and exporters, students will prepare a series of recommendations on improvements that should be made by the Association's members in terms of their management and marketing systems. In addition, students will have the opportunity to work with Chinese students, to participate in the cultural life of the city, and to provide their host with some observations on business life in America and business school education.

**Team:** 5-6 students will be expected to devote 4-6 hours per week for the term, plus the project week. A written paper will be submitted to the Association upon completion.

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<sup>i</sup> China/Taiwan, India, South Korea, Indonesia, Mexico, Brazil, Argentina, South Africa, Poland, Turkey

<sup>ii</sup> It should be noted, however, that Kolb's model is just one of many ELC models: Juch (1987) has identified seventeen experiential learning cycles.

<sup>iii</sup> However, since September 2001 more stringent visa requirements have reduced the number of foreign students entering the USA.

<sup>iv</sup> I am grateful to an anonymous reviewer for pointing this out.