

# The Handbook Of Experiential Learning And Management Education



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GUEST EDITORIAL

## Experiential learning and management education

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Experiential  
learning

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### Abstract

**Purpose** – The main purpose of the article is to contextualise the potential contribution that experiential learning may offer to those engaged in academic and professional management development, pedagogy and education. It has consequences for a range of applications in this field from curriculum design and teaching to individual/personal development and the recruitment and retention of talent in professional and commercial organisations.

**Design/methodology/approach** – The article suggests an original, conceptual framework for experiential learning that draws on both scholarly and experimental management.

**Findings** – While under-represented in the scholarly pedagogy of management this article proceeds a demonstration of an evidently powerful if methodologically challenging articles on a powerful approach to management development.

**Research limitations/implications** – This article limits and delimits experiential learning theory and practice. It offers a framework for an empirical mapping of this important area of management practice which is currently under-represented in academic writing and practice.

**Practical implications** – This article suggests an array of interdisciplinary applications for the principles of experiential learning.

**Originality/value** – This paper suggests an original context for our initial EABIS Experiential Learning symposium and the articles that came from it.

**Keywords** Experiential learning, Methodological limitations, Paradox and contradiction, Management development

**Paper type** Research paper

I HEAR, AND I FORGET

I SEE, AND I REMEMBER

I DO, AND I UNDERSTAND. (Ancient Chinese proverb)

This special issue of the *Journal for Management Development* is the last, we might say most elaborate, outcome from the Experiential Learning Congress organised by EABIS the Academy of Business in Society in November 2010. Taking as its *leitmotiv* the Chinese proverb above, the purpose of the congress was to explore how experiential learning approaches are used in today's management education and how they contribute value for companies, universities, employees and students alike.

Experiential learning is an interdisciplinary approach based in management, education and psychology, and implicating a holistic process of action/reflection based on experience/abstraction (Kolb and Kolb, 2008). It is particularly powerful in connection with management education as it is perceived to be effective in the support of training and education in fields as diverse as talent management, leadership performance, competence development, change management, community involvement, volunteering, cross-cultural training and entrepreneurship.

The focus of the congress and consequentially of this special issue is to unveil the array of conceptual innovations and practical applications involved in contemporary



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