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CASE-BASED EXPERIENTIAL/IMMERSIVE LEARNING FOR BUSINESS PROBLEM-SOLVING: A PLAN IN PROGRESS

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ABSTRACT

Aim/Purpose	Business schools need to design, develop and deliver courses that are relevant to business problem-solving. Current pedagogies do not often provide the insight – or experience – necessary to close the gap between theory and practice.
Background	The paper describes an initiative to design, develop and deliver courses in business-technology problem-solving that thoroughly immerses students in the actual world of business.
Methodology	The methodology included case-based analysis where actual cases were selected to model problem-solving scenarios.
Contribution	Several courses are developed that immerse students into actual problem-solving experiences.
Findings	The courses will be delivered to business students to assess the impact of immersive/experiential learning.
Recommendations for Practitioners	Additional courses should be informed by actual cases; the commitment to relevance should be expanded.
Recommendations for Researchers	Ongoing research to measure the impact of immersive/experiential learning is recommended.
Impact on Society	Business schools should rethink the content of their courses and the pedagogies that have dominated business schools for many decades.
Future Research	Additional research will include more courses and additional immersive/experiential pedagogies.
Keywords	experiential learning, immersive learning, cases, relevance, business

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INTRODUCTION

Experiential/immersive learning (EIL) – AKA “active learning” – represents a new way to educate business students that many universities have adopted with surprising results. This paper describes EIL progress at the Villanova University School of Business and describes an approach to EIL that integrates cases, scenarios and technology that will unfold over the next few years.

THE BUSINESS SCHOOL CHALLENGE

Business schools are under constant surveillance regarding their content, mission, cost and learning strategies which are changing, though from the perspective of many analysts, observers and participants, much too slowly. Trumbore’s (2019) posting at the AACSB blog cuts to the chase:

“What business schools teach, how they teach it and who they teach it to will shift dramatically in the next two to three decades ... we can’t predict exactly how business education will evolve, but we can say that the current methods of doing, and teaching, business will be changed forever.”

Obsolescence is also a problem. Denning (2018) asks “*Why Today’s Business Schools Teach Yesterday’s Expertise.*” He acknowledges that “for the most part, today’s business schools are busy teaching and researching 20th century management principles and, in effect, leading the parade towards yesterday.”

One of the most scathing attacks on today’s B-schools comes from Holstein (2013):

“There has been an incredible race to the bottom among business schools. They have become everything and nothing to everyone at once ... there is no longer consensus on what constitutes a core curriculum. Historically, business schools used to require courses such as marketing, organizational behavior, accounting, finance, and similar subjects. Today, it’s not even clear what an MBA consists of anymore. The fastest-growing degrees are one-year and part-time degrees. Online MBA degrees are emerging, and executive education continues to evolve into new forms. This sends very complicated and confusing messages to potential students.

“Another force is the lack of quality and consistency in the development of general management knowledge. In an attempt to obtain academic legitimacy, especially at the research-based business schools, the faculty began to ape the arts and sciences faculty. The social scientists hired into business schools established their careers by applying their specialty, but not by producing general management knowledge; instead, they just reiterated their previous perspective ... that was the strategy for getting promoted and getting tenure, and it worked, because the incentives were based on research and developing academic credibility, but not oriented toward producing management knowledge. Thus, very little general management knowledge has been produced. If you’re a healthcare company or in the pharmaceutical industry and you want to find basic research, you turn to medical schools at universities. But we business schools have lost the place where we could be turned to ... very few businesses turn to us.”

In response to these criticisms, B-school educational missions can be organized around real business problems that students can frame and then solve. Current cases become an essential element of B-school learning where hands-on business problems are used to communicate the complexities of problems business.

While B-schools have used cases for decades, the way they’re used today has changed considerably. Cases are no longer “read-and-learn” but now “read-do-and-learn” where students are expected to actively participate in cases via simulations, role-playing, analysis and solutions development. Beyond classroom cases is full-immersion in real-time problem-solving in companies, foundations, government agencies, NGOs – anywhere – where students become members of problem-solving teams. Finally, experiential/immersive learning often involves the application of advanced technologies where they’re often incorporated into the EIL process especially in the communication, collaboration, simulation and modeling areas.

EXPERIENTIAL/IMMERSIVE LEARNING

Experiential/immersive learning is expanding across B-schools. As Capsim (2018) describes:

“Experiential learning, or learning through experience, is a hot topic in the education industry due to its effectiveness in preparing students for the challenges that come post-graduation. This instructional method allows students to develop the knowledge and skills that improve their marketability to hiring organizations. In addition, experiential learning also increases student engagement and commitment, thus resolving one of the current issues affecting education.”

Capsim (2018) describes several examples of experiential learning underway now, including Yale University, Boston University, Northwestern University, Middlebury Institute of International Studies, Tulane University and Baylor University.

Levy (2018) describes the experiential learning gold-standard:

“Students practice using key universal skills while developing real outcomes for real stakeholders who provide real feedback on student projects. As a result, students gain reference-worthy experiences with real companies, in real business functions, on real challenges that have real stakes ... projects ... involve real company stakeholders as mentors, who are often accomplished business executives and entrepreneurs. These stakeholders are eager to listen to students’ perspectives on the challenges that their company is facing in order to gain a fresh perspective ... unlike a case study from a textbook, the stakes in an experiential learning project are real. One of our recent clients, Notre Dame’s Mendoza College of Business, collaborated with CapSource to undertake 41 experiential learning projects for business students during their spring interterm program. Each of the projects, ranging in topics from marketing to financial planning, had real stakes that enabled students to feel accomplished and hone skills since there was real pressure to make a real impact and solve real problems.”

The Association to Advance Collegiate Schools of Business – the AACSB – is encouraging experiential/immersive learning. Levy (2018) describes how AACSB sees experiential/immersive learning:

“Business schools should already be offering PBEL (project-based experiential learning) if they aren’t already, and experiential learning is becoming increasingly more prevalent in accreditation standards. The 2018 AACSB standards update states that schools must ‘provide a portfolio of experiential learning opportunities for business students, through either formal coursework or extracurricular activities, which allow them to engage with faculty and active business leaders’ and ensure these activities ‘provide exposure to business and management in both local and diverse global contexts.’ To prove their commitment to developing students’ skills through PBEL, schools must submit to AACSB the curriculum approach as well as documentation showing student outcomes (presentations, papers, etc.) for experiential learning activities, such as consulting projects and field research.”

Rajiv Jayaraman (2014) summarizes the opportunity with eight reasons why experiential learning is the future of learning:

1. Accelerates Learning

Repetitive Learning or learning by rote has long been replaced by ‘Learning by Doing.’ Experiential Learning methodology uses critical thinking, problem solving and decision making to deliver a training module. This has become an established method to accelerate learning.

2. Provides a Safe Learning Environment

Simulations use real life scenarios that depict several challenges, which a participant will eventually face after the course completion. It is only natural that mistakes happen during the course of learning, and using simulations is like taking kids to a playground, and getting them to have fun, try new things and learn, in a safe controlled environment.

3. Bridges the Gap Between Theory and Practice

By moving beyond theory to the realm of “learning by doing,” the trainee gets a first-hand experience of practicing what has been taught. This plays a crucial role in retaining concepts and ideas.

4. Produces Demonstrable Mindset Changes

There are very few learning methods that can have a dramatic impact on the participant’s mindset. Experiential Learning is one of them. Management guru Henry Mintzberg pointed out long ago that, “leadership, like swimming, cannot be learned by reading about it.”

5. Increases Engagement Levels

The high focus on collaboration and learning from each other benefits the participant as it increases engagement. On the other hand, since the participant is immediately involved in the problem-solving activity or event, the level of ownership of the outcome is high.

6. Delivers Exceptional Return on Investment (ROI)

Experiential learning is personal and effective in nature, influencing both feelings and emotions as well as enhancing knowledge and skills. It goes beyond classroom learning and ensures that there is high level of retention, thereby delivering exceptional ROI over a traditional learning program.

7. Provides Accurate Assessment Results

Assessing the effectiveness of the training program in terms of the benefits to the trainees and the company is a crucial element of any learning program. Most assessments are data driven and traditional tools use tests to measure effectiveness. When it comes to experiential learning programs, it is extremely difficult to gather data, which can be used for assessments. This is where analytics come in. When combined with simulations and gamification, experiential training products become a powerhouse of data, which can be used to deliver assessments results accurately across cognitive learning, skills affect and objective results. The analytics engines in these simulations record, analyze and provide a detailed report on the participants’ interaction throughout the simulation.

8. Enables Personalized Learning

In order to enable personalized learning, every program needs to enable a journey through the following phases: Assessment, teaching and learning strategy, and curriculum choice. Experiential learning methodology is highly effective in meeting these requirements to enable personalized learning. It is a radical departure from traditional learning methods and takes the learning beyond the classroom. The participants set their own learning pace. By combining technology and simulations with experiential learning, companies are making this concept available anytime and anywhere, across multiple devices. This has introduced the concepts of flipped classroom, where the learning goes to the students and not the other way.

Note that there are differences (in Table 1) between experiential and immersive learning methods, tools and techniques, as noted by Memon (2017).

Table 1: Experiential Versus Immersive Learning

Experiential Learning	Immersive Learning
Linear Environment (Action Leads to Result)	Non-Linear Environment (Action Can Lead to Multiple Possibilities)
Not Always Game-Based	Always Game-Based
Static Mechanics	Dynamic Game Mechanics
Typically Requires Less Than 100% of the Learner’s Thinking Capacity	Requires 100% of the Learner’s Thinking Capacity

Experiential Learning	Immersive Learning
Typically Does Not Leverage Technology	Significantly Leverage Mobile Devices, Augmented Reality, Virtual reality, Etc.
Multiple Activates with a Single Iteration	Single Activity With Multiple Iterations
Learning Through Enabling a Skill	Learning Through Enabling a Realization

Immersive learning, according to Memon (2017), significantly leverages mobile devices, augmented reality, virtual reality, and other advanced digital technologies that support communication, collaboration, simulation, and modeling, among other problem-solving activities.

EXPERIENTIAL/IMMERSIVE LEARNING AT THE VILLANOVA SCHOOL OF BUSINESS

At Villanova we're organizing and analyzing proprietary business cases across three areas: innovation, consulting, and technology optimization. We are converting the cases into courses that require undergraduate and graduate students to role-play for case-based problem-solving. We also plan to convert selected cases into learning and related content in the form of eBooks, white papers, articles, and videos that will enable the adoption of experiential/immersive learning methods, tools and techniques.

Some of the cases appear in Table 2. Anonymized course cases will be selected based on their currency and the nature of the problems solved by the case engagements.

Table 2: Business Case Inventory

Proprietary Cases

- Acentio Group
- Arcadia University
- Cigna
- Comcast Corporation
- CompuCom
- CSC
- Conference of State Bank Supervisors
- Coriell Life Sciences
- eMake
- Epitome Systems
- Essex Corporation
- FYInow, Inc.
- General Electric (GE)
- GSA
- Grumman Data Systems
- Institute for Intelligent
- Perceptronics, Inc.
- PJM Interconnection
- Prudential/Trident
- Rohm and Haas
- Safeguard Scientifics

Case-Based Experiential/Immersive Learning

- Shire Pharmaceuticals
- TechVestCo, Inc./LLC
- The Alfred P. Sloan Foundation

Note that the cases are from industry, academia, government, and foundations, and distribute themselves across innovation/entrepreneurialism, business consulting and digital optimization.

Some initial case-based experiential/immersive business course pilots include:

- **“Emerging Business Technology” Pilot Course**
 - Organizing & Delivering CTO & CTO Services
 - Business Cases for Technology Pilots
- **“Strategic Information Technology” Pilot Course**
 - Operational & Strategic Technology Acquisition, Deployment, Management & Measurement
 - Business-Technology Investment Plan
- **“Start | Build | Exit” Pilot Course**
 - Due Diligence on a Company Investment
 - Business Planning for a Start-Up
- **“Technology Consulting” Pilot Course**
 - Market Positioning
 - Consulting Products & Services Business Plan

Note that our initial approach to experiential learning is case-based, not fully embedded in partner technology companies, consultancies or private equity venture capital funds. Nor is it immersed in entrepreneur-focused start-up activities. Our initial approach to technology-driven immersive learning is also limited to communication and collaboration tools and does not include some advanced technologies like artificial intelligence (AI), machine learning, augmented reality or virtual reality. Our longer-term plans will include all experiential/immersive methods, tools and technologies and full partnerships with technology companies, consultancies, or private equity venture capital funds.

Hanover Research (2016) describes three ways to integrate experiential learning.

“Raw cases: *Yale University uses a different take on the traditional “case study” approach, where students read summarized information to reach their conclusion. Raw cases require students to dig through lots of data and many documents to find the information they need. As a result, students learn how to look for information, rather than simply processing streamlined information that is neatly presented.*

“Student-driven learning: *Boston University uses a pass/fail method and removes syllabi to promote student engagement in shaping their education. The program is organized around three experiential projects, with executive mentors who maintain a strong educational presence to teach students. This allows students to learn from actual executives and create an education tailored to their needs.*

“International Growth Lab: *Northwestern University provides the opportunity for its overseas business partners to bring their real-world challenges to its students. Faculty supervise the teams of students, who must create growth strategies and handle client services and cross-border teamwork to help their clients. This kind of program exposes students to the breadth of skills needed in practice, providing a holistic experience in the field.”*

The Villanova School of Business is starting with the first and second methods. But perhaps uniquely, Villanova is starting at both the undergraduate and graduate levels at approximately the same time (in 2023-2024).

All courses begin with the same question: *“we have ten weeks ... how do we solve this problem?”* The initial courses will be (proprietary) case-driven simulations of actual cases that require role-playing by title,

processes, tasks, and outcomes. Again, our use of advanced communication, collaboration and modeling technology will be restricted in Phase I of our approach.

PHASE I OF OUR EXPERIENTIAL/IMMERSIVE LEARNING PLAN

Below are the four courses in Phase I of our experiential/immersive learning plan.

1. Emerging Business Technology Adoption Course

The adoption of emerging technology is a goal for most – if not all – corporations as they maneuver through *The Fourth Industrial Revolution*. At Villanova, we’ve delivered a course on *Emerging Business Technologies* for several years. But the course is delivered “traditionally” to undergraduates and graduate students. The course will now be converted to an experiential course where students will be expected to solve technology adoption problems through role-playing. Several proprietary cases will be selected and modified for the course.

The structure of the course is straightforward. The company needs to vet and then pilot a set of emerging business technologies that will save – or make – the company money in an environment where competitors are adopting technologies as fast as they can to gain competitive advantage.

The solution is straightforward.

Emerging Business Technology Adoption Case Solution. Identify the technologies that should be piloted that will have the biggest impact on the company’s business processes, expense management, profitability and even the company’s whole business model. Rank order the technologies according to their relative ROI. Develop a going-forward strategy for staying on top of emerging technology and piloting the most promising ones.

Here are the primary tasks for the case/course:

Primary Tasks

- Identify the range of emerging technologies available for piloting, noting their strengths, weaknesses and ideal targets
- Identify how the competition is using the technologies to gain competitive advantage, manage costs or increase profitability
- Identify the processes and models where the greatest problems exist and where technological impact from emerging technologies might be felt the most
- Design pilots to test the technologies complete with cost-benefit models
- Identify optimal pilot methodology
- Develop a business plan for emerging technology pilots ...

Roles

- CEO
- LOB President
- Chief Technology Officer (CTO)
- Research Associates
- Project Manager ...

Documentation & Deliverables

- Identify the range of emerging technologies available for piloting, noting their strengths, weaknesses & ideal targets: *white paper/memorandum*

- Identify how the competition is using the technologies to gain competitive advantage, manage costs or increase profitability: *white paper/memorandum*
- Identify the processes & models where the greatest problems exist & where technological impact from emerging technologies might be felt the most: *white paper/memorandum*
- Design pilots to test the technologies complete with cost-benefit models: *white paper/memorandum*
- Identify optimal pilot methodology: *white paper/memorandum*
- Business plan for emerging technology pilots: *formal business plan ...*

Organization of the Course

- Description of the case, role assignments, project/class schedule & deliverables: *first class*
- Identify the range of emerging technologies available for piloting, noting their strengths, weaknesses and ideal targets: *2 weeks w/ deliverable*
- Identify how the competition is using the technologies to gain competitive advantage, manage costs or increase profitability: *1 week w/ deliverable*
- Identify the processes and models where the greatest problems exist and where technological impact from emerging technologies might be felt the most: *2 weeks w/ deliverable*
- Design pilots to test the technologies complete with cost-benefit models: *2 weeks w/ deliverable*
- Identify optimal pilot methodology: *1 week w/ deliverable*
- Business plan for emerging technology pilots: *2 weeks w/ final deliverable ...*

2. Strategic Information Technology Course

At Villanova, we've delivered an undergraduate and graduate course on *Strategy Information Technology* for many years. But the course is delivered traditionally (in-class) and online (for MBA students). The course will be converted to an experiential course where students will be expected to solve strategic information technology problems through role-playing. Several proprietary cases will be selected and modified for the course. The course simulates how a Chief Information Officer (CIO) would acquire, deploy, manage and measure operational and strategic technology.

The solution is straightforward:

Strategic Information Technology Case Solution. Identify the steps a Chief Information Officer (CIO) would take to acquire, deploy, manage and measure operational and strategic technology as cost-effectively as possible. Develop a business-technology plan for presentation to the C-suite.

Here are the primary tasks for the case/course:

Primary Tasks

- Identify & assess the company's operational and strategic priorities
- Identify & assess the company's culture and key influencers
- Identify & assess the company's primary (and secondary) competitors
- Identify & assess the company's technology governance structure
- Identify & assess the company's measurement strategy & tactics
- Identify & assess the company's computing & communications infrastructure
- Identify & assess the company's customer facing software applications
- Identify & assess the company's data analytics strategy
- Identify & assess the company's technology vendor (especially cloud) acquisition strategy

- Identify, present & discuss the company's strategy around emerging technologies – business case ...

Roles

- CIO
- Deputy CIOs
- C-Suite
- Vendors
- Analysts ...

Documentation & Deliverables

- Identify & assess the company's operational and strategic priorities: *white paper/memorandum*
- Identify & assess the company's culture and key influencers: *white paper/memorandum*
- Identify & assess the company's primary (and secondary) competitors: *white paper/memorandum*
- Identify & assess the company's technology governance structure: *white paper/memorandum*
- Identify & assess the company's measurement strategy & tactics: *white paper/memorandum*
- Identify & assess the company's computing & communications infrastructure; *white paper/memorandum*
- Identify & assess the company's customer facing software applications: *white paper/memorandum*
- Identify & assess the company's data analytics strategy: *white paper/memorandum*
- Identify & assess the company's technology vendor (especially cloud) acquisition strategy: *white paper/memorandum*
- Identify, present & discuss the company's strategy around emerging technologies: *business case*

Organization of the Course

- Description of the case, role assignments, project/class schedule & deliverables: *first class*
- Identify & assess the company's operational and strategic priorities: *1 week w/ deliverable*
- Identify & assess the company's culture and key influencers: *1 week w/ deliverable*
- Identify & assess the company's primary (and secondary) competitors: *1 week w/ deliverable*
- Identify & assess the company's technology governance structure: *1 week w/ deliverable*
- Identify & assess the company's measurement strategy & tactics: *1 week w/ deliverable*
- Identify & assess the company's computing & communications infrastructure: *1 week w/ deliverable*
- Identify & assess the company's customer facing software applications: *1 weeks w/ deliverable*
- Identify & assess the company's data analytics strategy: *1 week w/ deliverable*

- Identify & assess the company's technology vendor (especially cloud) acquisition strategy: *1 weeks w/ deliverable*
- Identify, present & discuss the company's strategy around emerging technologies – business case: *1 weeks w/ final deliverable*

3. Start | Build | Exit Course

The Villanova School of Business offers an undergraduate (minor) program in Entrepreneurship. There is no MBA concentration. The program focuses as much on intrapreneurship as it does on pure start-up activities. The Villanova Entrepreneurial Society and the University's Center for Innovation, Creativity, and Entrepreneurship (ICE Center) are closely affiliated with the Entrepreneurship minor.

A new experiential/learning course will be developed that introduces students to the *Start | Build | Exit* process. Several proprietary cases will be selected and modified for the course. The structure of the course is straightforward. Students will develop a business plan for a start-up and then plan the company's growth. Exit strategies will also be explored. The course is organized from the perspective of an entrepreneur seeking funding for a start-up. Additional roles include investors, key employees, venture capital analysts, and financial managers, among several others.

Start | Build | Exit Case Solution. Develop a business plan for a start-up consisting of vetted products/services, a funding strategy, a go-to-market strategy (with tactics), competitor assessments, channel partners, customer acquisition strategies, revenue stream projections, resource requirements, etc. – all as suggested in Table 3.

Table 3: Elements of the Business Model Canvas

- Key partners
- Key activities
- Key resources
- Value propositions
- Customer relationships
- Customer segments
- Channels
- Cost structure
- Revenue streams
- Competitor assessments

Here are the primary tasks for the (new) experiential case/course:

Primary Tasks

- Define the new products & services w/value proposition (including competitor assessments)
- Identify key partners, especially investors & employees
- Valuation modeling
- Develop initial budgets & cost structure
- Develop growth strategies & tactics, especially sales & marketing, customer relationships, channel partners & revenue streams
- Identify alternative exit strategies: *white paper/memorandum ...*
- Develop start-up business plan ...

Roles

- Entrepreneur
- Product/Service Design & Development
- Friends & Family Investors
- Angel Investors
- Venture Capitalists
- Due Diligence Analysts
- Financial Partners
- Sales & Marketing ...

Documentation & Deliverables

- Define the new products & services w/value proposition (including competitor assessments): *white paper/memorandum*
- Identify key partners, especially investors & employees: *white paper/memorandum*
- Valuation modeling: *white paper/memorandum*
- Develop initial budgets & cost structure: *white paper/memorandum*
- Develop growth strategies & tactics, especially sales & marketing, customer relationships, channel partners & revenue streams: *white paper/memorandum*
- Identify alternative exit strategies: *white paper/memorandum ...*
- Develop start-up business plan: *white paper ...*

Organization of the Course

- Description of the case, role assignments, project/class schedule & deliverables: *first class*
- Define the new products & services w/value proposition (including competitor assessments): *2 weeks w/deliverable*
- Identify key partners, especially investors & employees: *1 week w/deliverable*
- Valuation modeling: *1 week w/deliverable*
- Develop initial budgets & cost structure: *1 week w/deliverable*
- Develop growth strategies & tactics, especially sales & marketing, customer relationships, channel partners & revenue streams: *2 weeks w/deliverable*
- Identify alternative exit strategies: *1 week w/deliverable*
- Develop start-up business plan: *2 weeks w/deliverable ...*

4. Technology Consulting Course

Villanova's School of Business offers a concentration in management consulting in its Department of Management & Operations. This concentration offers variations of experiential/immersive learning where students participate in consulting engagements. This *Technology Consulting* course would add to this repertoire with a deeper, more hands-on case that will require students to define technology consulting offerings and then offer them to prospective clients. Based upon actual cases, students will play various roles to "solve" go-to-market problems in a highly competitive market where offerings are changing all the time. Several proprietary cases will be selected and modified for the course.

The structure of the course is straightforward: the company needs to seek competitive advantage with a suite of products and services that will excite clients and that can scale over some relatively short period of time.

The solution is straightforward.

Technology Consulting Case Solution. Identify a suite of products and services that will “sell” in a competitive market. Develop products and services that can generate substantial profit for the company enabling it to invest in additional products and services to achieve larger market share. Develop a suite of products and services that differentiate the company’s offerings from others in the same and adjacent markets. Consider acquisitions, mergers and exits. The culmination of the case is the development of a business plan to be presented to the Board of Directors.

Here are the primary tasks for the (new) experiential case/course.

Primary Tasks

- Define the current – and future – consulting market at which the company is targeting its products and services
- Identify and assess the competitors that live in the target market
- Assess the company’s current offerings vis-à-vis the market and the competitors identifying what the company is doing right and doing wrong
- Identify the profitable products & services likely to differentiate the company from the competitors
- Consider acquisition, merger and exit opportunities
- Develop a business plan for presentation the company’s Board of Directors that consists of the mix of products and services expected to generate profitable market share ...

Roles

- CEO
- SVP for Strategic Planning
- Board of Directors
- Research Analysts ...

Documentation & Deliverables

- Define the current – and future – consulting market at which the company is targeting its products and services: *white paper/memorandum*
- Identify and assess the competitors that live in the target market: *white paper/memorandum*
- Assess the company’s current offerings vis-à-vis the market and the competitors identifying what the company is doing right and doing wrong: *white paper/memorandum*
- Identify the profitable products & services likely to differentiate the company from the competitors: *white paper/memorandum* ... consider acquisition, merger and exit opportunities: *white paper/memorandum*
- Develop a business plan for presentation the company’s Board of Directors that consists of the mix of products and services expected to generate profitable & growing market share: *white paper/memorandum*

Organization of the Course

- Description of the case, role assignments, project/class schedule & deliverables: *first class*
- Define the current – and future – consulting market at which the company is targeting its products and services: *2 weeks w/ deliverable*
- Identify and assess the competitors that live in the target market: *1 week w/ deliverable*
- Assess the company’s current offerings vis-à-vis the market and the competitors identifying what the company is doing right and doing wrong: *2 weeks w/ deliverable*
- Identify the profitable products & services likely to differentiate the company from the competitors: *2 weeks w/ deliverable*
- Consider acquisition, merger and exit opportunities: *1 week w/ deliverable*
- Develop a business plan for presentation the company’s Board of Directors that consists of the mix of products and services expected to generate profitable market share: *2 weeks w/ deliverable*

The Phase I Plan

The Phase I experiential/immersive learning plan includes designing and developing new courses in four areas.

- **“Emerging Business Technology”**
 - Organizing & Delivering CTO & CTO Services
 - Business Case for Technology Pilots
- **“Strategic Information Technology”**
 - Operational & Strategic Technology Acquisition, Deployment, Management & Measurement
 - Business-Technology Investment Plan
- **“Start | Build | Exit”**
 - Due Diligence on a Company Investment
 - Business Planning for a Start-Up
- **“Technology Consulting”**
 - Market Positioning
 - Consulting Products & Services Business Plan

The Phase I Plan will unfold in 2023 and 2024. The four courses will be developed sequentially and offered to students as the courses are developed. The Phase I plan will assess the impact that the experiential/immersive pedagogy.

LONGER-TERM PLANS

The long-term experiential/immersive learning plan includes expansion of the learning strategy to other areas including problems in real estate, finance, and marketing, among others. We also plan to fully immerse students in companies and to introduce the use of advanced communication, collaboration, simulation and modeling technologies, which will also be measured for impact. We expect to engage partners to immerse students in companies and technology.

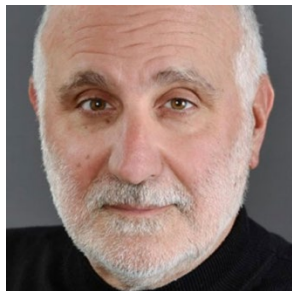
CONCLUSION

Villanova University plans to enter the experiential/immersive learning world in 2023-2024 with its first courses in *Emerging Business Technologies* to be offered in the Villanova School of Business. Key performance indicators (KPIs) will be identified to measure the impact of the course conversions into interactive cases. If the learning results are positive, the rollout will be accelerated. If they’re not, then corrections will be made. Future reports will document progress.

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