MANAGEMENT GAME DESIGNED FOR EXPERIENTIAL LEARNING: A TEACHING PEDAGOGY

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ABSTRACT
This paper has taken David A. Kolb's Experiential Learning Theory (ELT) as a part of teaching pedagogy, where Kolb defined experiential learning as “a process linking education, work, and personal development” (Stedman, Rutherford, and Roberts, 2006). Research has designed new game known as “leaning tower” for making management students understand the concept of stress management, conflict management and team building. This game has been performed by more than 300 management students were researcher has been facilitator of the session.

KEYWORDS: Experiential Learning, Teaching Pedagogy, Leaning Tower, Stress, Conflict, Team Building

INTRODUCTION
David A. Kolb's Experiential Learning Theory (ELT):
David Kolb's experiential learning theory is one of the best known educational theories in higher education (Kolb and Fry 1975, Kolb 1984) and is frequently cited in the literature of learning cycles and experiential learning. The Experiential Learning Theory (ELT) is a vital tool that allows students the ability to learn from their own experiences. ELT “provides a holistic model of the learning process and a multi-linear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop.” (Mainemelis, Boyatzis, & Kolb, 1999, p.2). This theory is rooted in the ideas of theorists such as John Dewey, Kurt Lewin, and Jean Piaget, but became popularized by David A. Kolb Ph.D., a professor at Case Western Reserve University in Cleveland, Ohio. Kolb defines this learning system as “knowledge (that) is created through the transformation of experience” (1984, p.41). The term “experiential learning” will be used here in this research study as a teaching pedagogy in link with understanding management concepts of stress management, conflict management and team building.
Kolb (1984) wrote: The learning process often begins with a person carrying out an action and seeing the effects of the action; the second step is to understand the effects of the action. The third step is to understand the action, and the last step is to modify the action given a new situation.

Kolb (1984) suggests that students develop a preference for learning in a particular way. The preferred style reflects a tendency rather than an absolute and students may adopt different learning styles in different situations, but they tend to favour some learning behaviours in
preference to others. He identifies four learning styles (Fig 2), each of which is associated with a different way of solving problems:

1. **Divergers** - view situations from many perspectives and rely heavily upon brainstorming and generation of ideas.
2. **Assimilators** - use inductive reasoning and have the ability to create theoretical models.
3. **Convergers** - rely heavily on hypothetical-deductive reasoning.
4. **Accommodators** - carry out plans and experiments and adapt to immediate circumstances.

**Management Game Details:**

**A. Material & Team Size:**

- Team Size 6-8 Members
- A classroom activity was designed with help of below material
  a) Huge Hard Plastic Plate (1.5 Kg) having no holder at the ends
  b) 400 Building wooden blocks each size (8cm – 10 cm) approx. weight 15-20gms.
  c) Measuring Tape
  d) Stop Watch

**B. Application Part:**

<table>
<thead>
<tr>
<th>Phases</th>
<th>Time Limit</th>
<th>Process</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>10 Minutes</td>
<td>students will be given only 50 wooden blocks &amp; measuring tape to plan their tower structure</td>
</tr>
<tr>
<td>2</td>
<td>5 Minutes</td>
<td>Students will give their target height of the tower which they will make in Inch.</td>
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<tr>
<td>3</td>
<td>5 Minutes</td>
<td>Making Tower on the Plastic Plate which will be hold by 2 Members in standing position. During the same time the other team member are quite.</td>
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<tr>
<td>4</td>
<td>10 Sec</td>
<td>Facilitator will check the height of the tower as per declared height of phase 2</td>
</tr>
<tr>
<td>5</td>
<td>3 Minutes</td>
<td>All members of the team will be apart and only two members holding the plate with tower made on it and making sure it do not collapse during the given time limit. During the same period other team members will distract the two members without using and nonsense vocab, and trying to get loosen their balance and collapsing the tower.</td>
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**C. Debriefing Part:** In this part the facilitator /Teacher share the feedback and student participants share their experiences. Concept of handling stress caused by others and
self, understanding the conflict management aspect of Win/Win situation and how difficult it’s to get to it from other teams, & understanding the team dynamic, coordination, planning and difference in planning, target goal, execution and outcome of the same.

The above management game has been performed on around 300 management students and it was found that active engagement of the student in the learning experience is the most effective method for enabling students to learn and understand the concepts and its application in much better way, even Kolb’s four learning styles (Fig 2) is also been practically observed during the session and is been expressed by the students.

Conclusion

Teachers deciding to develop courses explicitly using experiential methods, including the learning cycle, need to be reassured that this does not mean rejecting what they usually do, or adopting wholesale the theory and its associated practical applications. The Experiential Learning Theory appears to offer a valid and plausible framework to many management concepts. This management game designed can be used as a part of teaching learning process or as a teaching pedagogy for making students learn concept of stress management, conflict management and team building.

References