Impact van sociaal ervaringsleren op het succesvol toepassen van consultancy Intellectueel Eigendom

Impact of social experiential learning on the successful application of consultancy Intellectual Property

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Samenvatting

Dit praktijkgerichte onderzoek meet de impact van sociaal ervaringsleren op het vergroten van zelfvertrouwen nodig voor het succesvol toepassen van het Trompenaars Hampden-Turner (THT) 7D en DRP consultancy Intellectueel Eigendom (IE). De impact werd gemeten met behulp van de Succes Case Methode (SCM) techniek. Deelnemers aan het onderzoek waren tien mid-senior consultants. Direct na deelname aan een sociaal ervaringsleren interventie gericht op het succesvol kunnen toepassen van de THT 7D & DRP modellen en tools, werd bij de consultants de verwachte impact van sociaal ervaringsleren op het succesvol toepassen van 7D & DRP gemeten. Na drie maanden in de eigen consultancy praktijk gewerkt te hebben werden met behulp van een impact survey de succesvolle en niet-succesvolle consultants (de uitschieters) geïdentificeerd. Uit diepte-interviews met deze uitschieters zijn factoren van sociaal ervaringsleren afgeleid die het vergroten van het zelfvertrouwen in de praktijk beïnvloeden. De resultaten illustreren dat deze factoren kunnen worden gecategoriseerd in de individuele profielen van de consultants en de wijze waarop sociaal ervaringsleren zelfvertrouwen in de werkpraktijk verhoogt. Dit onderzoek geeft aanbevelingen die nuttig kunnen zijn voor THT Consultancy en aandachtspunten waarmee rekening gehouden moet worden bij het streven naar een effectieve toepassing van het 7D en DRP consultancy IE door mid/senior consultants. Tenslotte worden suggesties voor verder onderzoek gegeven.

Abstract

This work based research measures the impact of social experiential learning on increasing self-confidence necessary for the successful application of the Trompenaars Hampden-Turner (THT) 7D and DRP consultancy Intellectual Property (IP). Participants in the study were ten mid-senior consultants. Immediately after participating in a social experiential learning intervention aimed at successfully applying the THT 7D & DRP models and tools, the consultant's expected impact of social experiential learning on successfully applying 7D & DRP was assessed. After working in their consultancy practice for three months, successful and non-successful consultants (the outliers) were identified by means of an impact survey. From in-depth interviews with these outliers, social experiential learning factors that influence self-confidence in work practice were derived. The results illustrate that these factors can be categorized in the consultants' individual profiles and the way in which self-confidence in work practice is raised by an experiential learning approach. This study provides recommendations that can be useful for THT Consultancy and points of attention that should be considered when attempting to realize an effective application of its 7D and DRP consultancy IP among mid-senior level consultants. Finally suggestions for further research are provided.

Introduction

The evolution of technology, the consumer and the overall market force companies towards a crucial question: Am I willing to reinvent my company and myself so that we remain relevant and successful in a turbulent market? Business organizations and universities approach entrepreneur and researcher Fons Trompenaars, owner of Trompenaars Hampden-Turner Consulting (THT), for keynotes, workshops, guest lectures and consultancy assignments. Next to this Trompenaars is author and co-author of an impressive number of scientific books and articles. All aim at explaining and achieving intercultural competence in reconciling business dilemmas. Trompenaars is recognized around the world for his work as a consultant, trainer, motivational speaker and author of various books on all subjects of culture and business. After an unsatisfactory sale to a large international accounting and consultancy agency, Trompenaars chose to repurchase his firm and continue as sole proprietorship consultancy organization with the support of only an automation specialist and agency manager on his payroll. On a regular bases he offers master and bachelor students the opportunity to write their thesis on a relevant THT topic. Further reading on THT is found in Appendix A: THT agency profile.

Although still full time at work Trompenaars has reached the retirement age and realizes that he has put little effort in safeguarding his 7D and DRP consultancy Intellectual Property, further also referred to as IP. One of THT's products aiming at safeguarding and at the same time expanding commercial cooperation with self-employed consultants is a two-day face-to-face licensee program certifying consultants who's ambition it is to work with the THT 7 Dimensions of Culture (7D) and Dilemma reconciliation (DRP) models and tools in their consultancy business. Base of these models is that culture is expressed in how people successfully deal with dilemmas: by being aware of cultural differences, respecting them and finally reconciling them. THT's seven cultural dimensions show where another culture makes an apparently 'opposite' assumption. For example, while we in the Western world have become accustomed to breaking everything down into separate elements, others in other parts of the world cherish the whole approach. Think about the full service that airlines provide in Asia, as opposed to the poor service experienced on flights within the US (and in fact in the Netherlands). However, the fact that another culture seems opposite does not detract from the value of our own frame of reference. It is just a different approach that can be learned from. It appears that managers or consultants who come into contact with foreign cultures, for example in case of desired global expansion, mergers and acquisitions, or joining multi-cultural boards of management, sometimes isolate themselves and keep their values and norms separate from the norms and values of the people in that foreign culture. This makes it all the more difficult to reconcile dilemmas that may arise under sensitive and business wise critical circumstances. Striving for an optimal mix of experiences, intercultural cooperation can lead to a situation where different cultural values work together instead of counteract. Understanding the seven dimensions of culture and grasping their apparently opposite orientations helps - management and consultants in- organizations to reconcile dilemmas, because only when you aware of your own cultural orientation and understand and respect that other cultures have the right to be different, differences can be reconciled. Sharing real life experiences has proved to be extremely helpful and illustrative when explaining cultural differences in simplified terms. Trompenaars shows his intercultural competence and dilemma reconciling expertise by being able to draw on many examples of reconciled dilemmas from many different angles. At this stage he considers only a handful senior consultants within the licensee community of now over 80 licensed consultants, able to continue his work approach in a sustainable way. And only when provided training and guidance in their work practice. When asked, the licensees indicated they mainly lack the self-confidence to successfully sell and apply the 7D and DRP models and tools to their clients. As main reasons for this lack of self-confidence they feel they have not had ample opportunity to discuss and reflect upon 7D and DRP assignments executed by Trompenaars. They also lack a pool of experienced peers by whom they can seek answers to learning questions that arise when applying (parts of) 7D and DRP and learn from reflecting on experiences together. They strongly feel the need for sharing, discussing and reflecting upon a wide variety of suitable, appealing, contemporary and inspiring examples, not only as a learning experience with Trompenaars or peers, but also in connection with -potential- clients. Finally they feel the need for supervision by Trompenaars and/or more experienced peers when applying the models and tools in their own consultancy practice.

Trompenaars realizes that the time left for 'reinventing himself' and transferring his over 30 years of experience is running out, let alone when there is also a need to search and attract external/self-employed colleagues to whom the transfer can be made. However, if no intervention is made in a future-proof structure and safeguarding of the IP, the agency will not only cease to exist after Trompenaars steps back, but his experience will also be lost. In the words of Levitt and March (1988): "Unless the implications of experience can be transferred from those who experience it to those who did not, the lessons of history are likely to be lost" (p. 328).

Rationale

Surprisingly few studies have been conducted into the way in which experiential knowledge can be transferred from a sole proprietorship organization. Studies that go into the transfer of experiential knowledge as a result of the aging population in knowledge-creating organizations (Sprenger, 2007; Jaskiewicz et al., 2013),

the next generation taking over a family business (Trevinyo-Rodríguez & Tàpies, 2000) and the transfer of experiential knowledge (Sprenger, 2007; Rempel et al., 1985; Lewis & Williams, 1994) come probably closest. Experiential knowledge is best to transfer it as it occurs during someone's career: in direct interaction with colleagues or business partners. In this light, the 'knowledge heritage' can no longer be redeemed at the end of the career (Sprenger, 2007) because sharing and applying is limited to people who are exposed to it and have experience with its application (Jaskiewicz et al., 2013). In other words: when entrepreneurs come close at reaching their -preferred- retirement age, and have set a date for leaving their business, it gives them little time for sharing knowledge with possible or preferred successors. This calls for the organization of experiential knowledge management. However, entrepreneurs, either operating in a family business or as a sole proprietorship, often lack the capacity and time to organize knowledge management (Lee & Van den Steen, 2010). Trompenaars fits this description.

There is almost no literature that focuses on how effective experiential knowledge transfer takes place in small businesses (Sprenger, 2007). Trevinyo-Rodríguez and Tàpies (2000) argue that the learning processes must be constructed in such a way that it presents challenging and resolvable situations that are strongly related to real life and future work. It seems wise to focus on informal or professional learning: the organization and critical-reflective integration of experiential, social and theoretical learning, both individual and collaborative, aimed at both the improvement of professional action and of the action situation (Bolhuis, 2002). Predominantly based on the low number of purchased tools and independently acquired assignments by his licensees, the type of their support requests, and feedback in relation to the current licensee program's lack of providing appealing, contemporary and inspiring examples from 7D and DRP assignments, it was concluded that the current licensee program design apparently does not effectively prepare consultants to become the self-confident and knowledgeable 'owners' of the 7D and DRP consulting approach who can successfully sell and apply the models and tools. Therefore, the researcher was asked to introduce a different learning approach aiming at raising self-confidence in successfully applying the 7D and DRP models and tools. For the target group of mid-senior level consultants, emphasis should be on *social experiential learning*, as learning with and from each other in a social context gives learners more ownership and allows them to arrive at new working methods and insights (De Jong et al., 2016) thus raising their self-confidence. An online delivery of the program is regarded as most effective: this saves travel time and -costs of both the globally spread target group and trainers. To measure if social experiential learning would have the desired impact on the performance of mid-senior level consultants, the current licensee program design was adjusted accordingly by the researcher in cooperation with a 'forward thinking committee' (the design team) created around trainer Trompenaars and offered online. It is expected that the social experiential learning approach will ultimately safeguard and bring forward the 7D and DRP consultancy IP.

Since there is few literature or few studies have been carried out into effectively transferring experiential knowledge built up in small businesses, this study focuses on the impact of social experiential learning in the newly designed and online delivered licensee program on a successful application of the THT 7D and DRP consultancy IP and follows the still relevant advice that Lewis and Williams (1994) gave more than 25 years ago: "more than ever before it is important to implement designs that encourage individuals to become continuous learners, to extract meaning from experiences, and to pass the learning along in collaborative contexts" (p. 14). The above leads to the following global research question: Will social experiential learning support a successful application of the THT 7D and DRP consultancy IP?

Literature review

This section starts with providing the reader a closer insight in the key concepts social experiential learning, self-confidence and training impact. The section is concluded with the road to and justification of the choice for the success case method (SCM) of Brinkerhoff (1983) as an impact evaluation technique.

Social experiential learning is a process of collective reflection-on-action: a learning process in which professionals with a similar drive and context jointly advance personal effectiveness by reflecting on each other's experiences; learning in the context of our lived experience of participation in the world (Wenger, 1998). In his Human Resources Development Manual, Kessels (2003) describes it as learning by observing and copying others. Reflecting on experience together is valuable if you want to come up with new or adjusted insights that can then also be applied in a joint issue or context (Lewis & Williams, 1994). The target group in this study are experienced professionals (mid-senior level consultants). They are well trained and take keeping up to date with their professional knowledge seriously. They have indicated that they, in a learning environment, will learn better and from their own experiences and from experiential experts to, not only building self-confidence in taking their own actions to a higher level, but also permanently applying working methods in which they constantly arrive at new ideas, approaches, solutions and insights on the basis of a combination of their own knowledge and experiences and experiences form others. When learners indicate they like to take a step in their professional actions on the basis of reflection, interaction and sharing experiences with others, we can refer to this learning process as 'social experiential learning' (Boone et al., 2019). Social here refers to the interaction between people. This learning

among professionals can take place through networking, monitoring or coaching, consulting experts with a specific expertise (specialists) or consult and hold discussions with colleagues with the aim of enlarging and sharing professional knowledge (Becher, 1999). In this context, Bolhuis (2002) provides an appropriate definition of professional learning: the organization and critical-reflective integration of experiential learning, social learning and theoretical learning, both individually and collectively, aimed at improving both professional action and the action situation. Professional action is both a goal and a source of learning. The consultants break through existing patterns with this way of learning, so that they can also deal with new complex situations or issues in the future, and also transfer them to other colleagues. Social experiential learning in this sense supports professionals in raising their self-confidence towards making a professionalization move by going through five steps, visualized in the five steps repeating model below (Figure 1): from in balance (1) to an individual learning question (2) to individual reflection (3) to joint reflection and sharing each other's experiences related to comparable situations and/or learning questions (4), removing any learning blocks (under the magnifying glass), towards the application of new hypotheses/methods and professional (informal) learning in practice (5).

Figure 1
Model social experiential learning
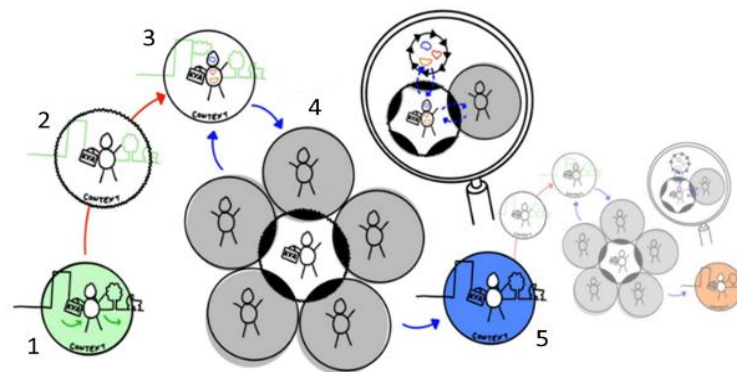
Note. Custom adapted from *Sociaal ervaringsleren* (p.5), unpublished collective statement paper by Boone et al., 2019, Aeres University of Applied Sciences

Self-confidence is defined as the evaluative component of self-knowledge and indicates how much value a person assigns to himself. High self-confidence indicates a positive evaluation of oneself while low self-confidence indicates a negative evaluation. Importantly, self-confidence does not require accuracy but rather is determined individually and subjectively; it is the degree to which one has confidence in one's own abilities (Baumeister, Campbell, Krueger, & Vohs, 2003). Although the concept of self-confidence is very similar to the definition of self-efficacy, there is a difference. Psychologists such as Bandura (1977) in his self-efficacy theory, tend to refer to self-efficacy when considering an individual's beliefs about their abilities concerning a specific task or set of tasks, while self-confidence is more often referred to as a broader and more stable trait concerning an individual's perception of overall capability. Where self-confidence refers more to the *feeling* of confidence in yourself that you can handle a particular task or challenge, self-efficacy is a person's *belief* in his/her own ability to be successful in certain situations. That could be when completing certain tasks, goals, or solving problems. Moreover, self-confidence, other than self-efficacy, is also based on prior performance and being valued by others and so in a sense, also focuses on the past (Ackerman, 2021). In this sense self-efficacy and self-confidence can work in a positive cycle: the more confident a person is in his abilities, the more likely he is to succeed, which provides him with experiences to develop his self-efficacy (Ackerman, 2021). Snyder and Lopez (2009) state that self-confidence increases from experiences of having satisfactorily completed particular activities and that collaboration among people creates the most powerful results in respect to building self-confidence. In this sense the concept suits mid-senior consultants, who built their practice on successes and failures from the past and who can only be successful when being self-confident in their overall capability, well. A study conducted by Schmidt and Richter (2006) among management consulting students shows that in learning environments even relatively short on-campus offerings in which participants engage actively in completing consulting related tasks in an interactive, experience-intensive setting, can be quite effective in raising the self-confidence of participants. As indicated earlier, the licensed consultants indicate they lack self-confidence because they are not able to share appealing, contemporary and inspiring examples from the past. Deriving from the company's strategic goal (as defined in the licensee program impact map shown in Appendix B: Impact map), in this study self-confidence is referred to as the consultant's expectations of performance and self-evaluation of abilities and prior performance, as in perception of overall capability to successfully selling and applying the 7D and DRP models and tools, which can be raised by sharing and learning from experiences from others.

Despite the fact that the extensive literature on transfer of training has not always produced consistent and invariable outcomes, enough convincing evidence has been accumulated to conclude that transfer of training matters and needs to be managed in order for training to be effective (Poell, 2017). It is one of the oldest topics of interest to industrial and organizational psychologists and training investments are related to a variety of important (firm) outcomes. Outcomes can contribute substantively to competitive advantage, however there is far less consensus regarding the effectiveness of training at individual initiative level (Ford et al., 2018). Answers given in the 2001 National Adult Learning Survey suggest that the workplace itself offers opportunities for learning that cannot be easily provided in other venues. If one accepts that people can learn all the time and everywhere, the transfer problem seems to be created by separating learning from work in a formal training setting in the first place (Billett, 2001; Lave & Wenger, 1991). We attempt to formalize learning and detach it from work, and next complain that it is so hard to relate it to a change in performance in the daily work situation. While acknowledging that studying transfer of training remains relevant, Poell (2017) recommends that rather than devoting so much time and effort on training evaluation, we could put efforts into better understanding how people can learn in the workplace, with formal training being merely one context among many that can take place. Learning solutions should therefore not be designed and delivered simply for the experience. The purpose and goal should be performance impact (Yates, 2019). In other words: the measurable impact should be the final deliverable. When supporting performance at (or just before) the point of need (in the social experiential learning model removing any learning blocks and step five learning in practice), the professional can actively participate in reality (Leijen et al., 2019), and develop the personal efficiency to influence a situation or to solve a problem (Illeris, 2018). If supported, a process of reflection is started to learn from personal experience and on the basis of this act according to different insights than he always did (Lewis & Williams, 1994).

Training evaluation and training effectiveness are sometimes used interchangeably. However, they are two separate constructs: Training evaluation measures if the purpose of the training is achieved, whereas training effectiveness findings tell us why the transfer happened and so assist (learning) experts with development prescriptions for improving the training (Alvarez et al., 2004). Training effectiveness can in this respect also be defined as training impact. Achieving high impact means that the participants have knowledge and apply skills they learned in the training in their daily work, resulting in emerging concrete improvements in work (Brinkerhoff, 2006). Dochy et al., (2015, p. 31) define impact as the ability to adequately apply the experienced knowledge, skills and attitudes in various situations. In the study at hand the use of the experiential learning approach should be purposefully aligned to produce performance outcomes that help consultants and their clients. It therefore seems wise to put focus on the amount and nature of practice based and experiential knowledge sharing elements in the program design, the consultant's perception of the impact of the chosen learning approach in work practice (*the experienced transfer*) and the observed behavior in the consultant's work environment (*the emerged transfer*) (Burke & Hutchins, 2007). While it remains important to measure if the purpose of the formal training element in the program is achieved, this is the aim of this study: it aims to measure the full program's impact. An evaluation technique that would be appropriate to measure this impact therefore preferably needs to focus on
- the program's learning approach
- rather the return of effectiveness (ROE) than on the return of investment (ROI)
- evaluating the individual (not average) performance

Table 1 below compares three possible models that could fit: The New World Kirkpatrick Model (Kirkpatrick & Kirkpatrick, 2016; Kirkpatrick & Kirkpatrick, 2019), the CIRO-model (Warr et al., 1970; Kodosurvey, 2019) and the Success Case Model (Brinkerhoff, 1983; 2003).

Table 1

Comparison New World Kirkpatrick model, CIRO-model and Success Case Model

|	New world Kirkpatrick Model	CIRO Model	Succes Case Model
Aim	Assessing the scope of training's effect	Analyzing Management Programs	Analyzing trainig effectiveness/ business change
Findings on	Average performance of learners	Average performance of learners	Most and least succesful participants
Evaluation levels	Reaction/learning/behavior/results	Reaction/immediate, intermediate and ultimate outcome	Performance, Systems and Continious Improvements
Measurements	During and after program	Before and after program	Before, during and after program
Outcomes	ROI and ROE	ROI	ROE and ROI if requested
Instruments	Quesionnaires and interviews	Quesionnaires and interviews	Impact map, Survey and (in-depth) interviews

Models pros and cons

The pros of the New World Kirkpatrick model (NWK) are that it is one of the most useful and valued frameworks for evaluations with a focus on behavior where transfer is central (Boer & Van den Ouden, 2018), it is regarded as an easily applicable model, initiates in-depth evaluation of the effects of training programs and goes beyond just registering the reactions of the participants (Bishop, 2010). Cons are that it focuses on the average performance, that the levels bear a conditional relationship, that is not necessarily suited to new approaches to learning and that the levels behavior and result are time-consuming, resource-intensive, and expensive to implement (Deller, 2019). The pros of the CIRO-model are that it offers businesses an effective way of evaluating their management training needs and results and that both objectives (context) and training equipment (input) are considered (Hogan, 2007). A con is that the model attempts to assess the impact of training on departmental or organization performance in terms of overall results (Santos & Stuart, 2003) and only focusses on management programs and not at other types of training or coaching programs (Jennings, 2019). Pros of the Success Case Method (SCM) are that it provides specific examples of what will improve trainings by studying the least and most successfully cases, that it is a quick and easy model, that it motivates employees by immediate feedback and tells evaluators immediately what worked and what did not (Brinkerhoff, 2005). The use of case stories can help build meaningful dialogue between the training providers, the employees and the stakeholders (Deen & Rondeel, 2017). Cons are that the SCM might be biased on the cases it evaluates and that it mostly relies on input (Brinkerhoff, 2005). Based on the literature and analysis of the pros and cons the SCM seems highly applicable for this study. It is expected that the pragmatic and combined quantitative and qualitative approach suits the learners very well. Understanding why the successful learners are successful is most important for future selection of participants to the program and gives valuable insight in what features of the program triggered successfulness or unsuccessfulness and therefore providing input for improvement and taking decisions about continuing a future final program. The SCM focusses on the successful learners connecting the performance and system (stakeholders and clients) which are both crucial for successfully applying the Trompenaars IP.

The Success Case Method (SMC) model

In 1983 Brinkerhoff introduced the SCM, visualized in Appendix C: The Success Case Model, as an entirely new way of evaluating -training- effectiveness. The SCM attempts to answer the question: When training works, how well does it work? Or, translated to the study at hand: When a learning approach works, how well does it work? It can answer one or all of the following questions: What is really happening? What results, if any, is it helping to produce? What is the value of the results? How could the initiative be improved? Brinkerhoff evolved the model through working and evaluating it with clients based on the opinion that traditional evaluation models and models are wrong to focus on simply assessing the scope of training's effect. He argues that performance is the key factor behind achieving (or not achieving) results and thus his model inquires more broadly into the performance management context. The model focusses on *Performance*: on pure performance of the participants finding the best and worst performers and find out what worked or what went wrong, *Systems*: as training alone cannot produce results, training should not be the object of evaluation. Multiple stakeholders – not just the training provider – are responsible for the results, from the employees all the way up to the senior executives and *Improvements*: on continuous improvement of both the training and the organization (Brinkerhoff, 2005).

The SCM is a pragmatic evaluation approach that combines a quantitative survey using a questionnaire to identify the participants who are either very successful or not with a qualitative survey using in-depth interviews with the outliers identified (Deen & Rondeel, 2017). It is a methodology for understanding how in the current study social experiential learning when applied in an intervention works well, or why not. In focusing on continuous process improvement the emphasis should be on finding ways to improve both the intervention and business outcomes. The idea behind this is that impact arises when learners apply the developed skills in the work situation, which subsequently leads to a result that contributes to the goal to be achieved at organizational level (Deen & Rondeel, 2017). Unlike the NWK and CIRO Model, the SCM is not concerned with finding the average performance of participants. Instead, it deliberately studies the most successful participants and the least successful ones. By comparing the successes to the failures, one learns what to change to ensure success in future endeavors. Presenting the findings through the use of case (personal) stories can help build meaningful dialogue between the training providers, the participants and the stakeholders about how to continually improve business outcomes (Brinkerhoff, 2005). This study focusses on the impact of social experiential learning on the successful application of the THT 7D and DRP consultancy models and tools. The expectation is that when consultants individually and jointly reflect on experiences their self-confidence defined as perception of overall capability in applying new methods will increase. Measuring the impact leads to recommendations on the impact of social experiential learning on the success of applying the THT 7D and DRP consultancy IP. This leads to the conceptual model as illustrated in Figure 2: Conceptual model.

Figure 2

Conceptual model
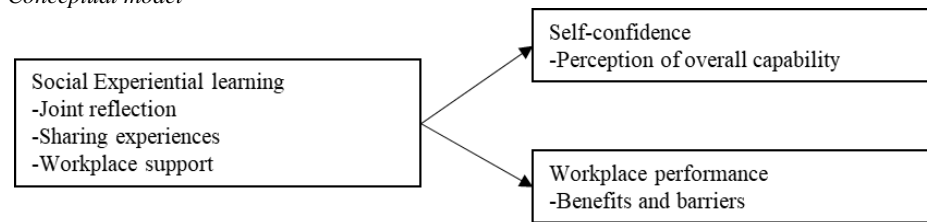
From the above the following research question arises: What impact does social experiential learning have on the application of the THT 7D and DRP consultancy IP? The expected effect is that social experiential learning will increase the consultants' self-confidence in their ability to apply the 7D and DRP models and tools in their consultancy practice, leading to successfully acquire and carry out THT consultancy assignments and enriching the THT knowledge base. In order to answer the research question the following sub-questions will be answered:

1. How do the consultants assess the expected impact of social experiential learning in work practice immediately after completion of the intervention?
2. How successful are the consultants, in their perspective, in applying the 7D and DRP models and tools in work practice three months after completion of the intervention and which consultants can be identified as outliers?
3. To what extent does experiential learning increase self-confidence?
4. To what extent do clients observe a change in impact and self-confidence of their consultants at work practice?

Method

Study design

The current applied work-based study used the Success Case Method (SCM) (Brinkerhoff, 2005) technique in combination with client reflections. After a social experiential learning intervention aimed at successfully applying the THT 7D & DRP models and tools, the expected impact of social experiential learning on applying 7D & DRP was assessed. Next the study measured the impact of social experiential learning in work practice. Finally a change in impact and self-confidence at work practice was observed. The study followed a constructivist approach. This approach favors dialogue and hermeneutics and has a strong drive toward achieving authentic reflections of the consultants' subjective reality (Costley et al., 2010). The study process was conducted based on the steps suggested by Brinkerhoff (2005), illustrated in Figure 3 below.

Figure 3

Study process flow chart
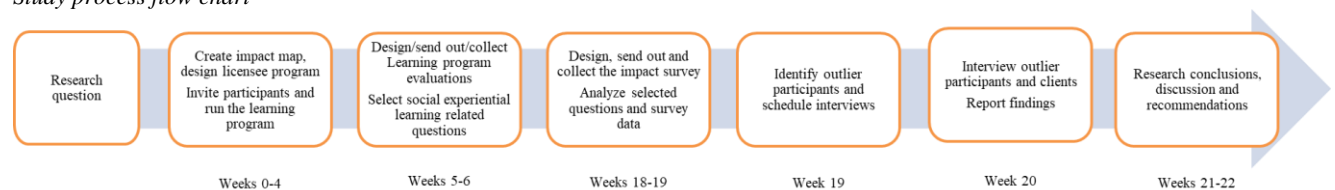
Study population

The study population consisted of ten consultants and two clients. Inclusion criteria for consultants were:

- have worked a minimum of six-eight years in consultancy on mid-senior level+
- self-employed or hold a consultant position within a company
- intrinsically motivated for entering the study
- at work (assignment/payroll) during the research period
- consented to actively participating in all stages of the study.

Table 2 illustrates the demographic descriptions of the consultants population.

Table 2

Demographic descriptions study population

	N	Minimum	Maximum	Mean
Consultant age	9	40	60	48
Number of years in consultancy	10	0	20	11.7

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Consultants were partly approached through the THT licensee network and completed with consultants brought in by already selected consultants. Five consultants indicated to have already been licensed through the 'old' licensee program (R1, R4, R6, R7 and R9). The other five consultants indicated that for them the material was relatively new. The consultants' motivation for entering the study (see Appendix D: Consultant motivation for entering the study) showed that 50% of the consultants entered out of a curtesy towards Trompenaars and the researcher (R1, R3, R7, R8, R10) and 50 % were looking forward to an additional learning experience. The consultants that entered zero years of consultancy, brought vast in-company advisory experience and therefore still complied with the entry criteria. One consultant did not enter his age. Consultants were located in the USA (one), The Netherlands (three), Germany (one), Czech Republic (one), Italy (one), Spain (one) and Sweden (two). The two clients were approached in the final stage of the study. Each client was approached by their consultant.

Intervention

The vehicle chosen for introducing social experiential learning was the pilot of the (by the researcher) redesigned open 7D & DRP licensee program, hereafter also referred to as 'the intervention'. As Trompenaars' presence allows the consultants to pick from, personally discuss and reflect on as many of his experiences as possible, a conscious decision was made to have him be the trainer/facilitator of this pilot. The intervention aimed at preparing consultants for successfully applying the THT 7D & DRP models and tools in their consultancy practice and make a start with discussing and reflecting on shared experiential knowledge on a restricted experiential knowledge platform. The process of starting and expanding this restricted experiential knowledge base anticipated on creating a pool of experienced consultants who would be prepared, equipped and ready to take over Trompenaars' role in the licensee program once he would decide to retire. Through structurally sharing thoughts and experiences, both on the knowledge platform and in online discussions with peer couples and small groups, the intervention put emphasizes on raising the consultant's self-confidence in successfully applying the THT 7D & DRP models and tools whilst preparing for and solving a complex case leading to a presentation to and discussion with the (imaginary) Board. By following the process of *sharing and jointly reflecting* on each other's experiences related to *comparable situations and/or learning questions*, the intervention approach aimed at leading the consultants towards the *application of new hypotheses/methods and professional (informal) learning in practice*: thus implementing the steps that support consultants in raising their self-confidence towards making a professionalization move, as earlier described in the literature section. The intervention consisted of a formal learning and practice based component. In the current study the primary focus was on the used learning approach, not on the intervention. For more detailed insight in the intervention and the set up see Appendix E: Pilot Licensee program overview.

Data collection

Apart from the current study, as a courtesy to THT, the consultant's viewpoints on the e-learning, group sessions and trainer effectiveness were assessed using the evaluation questionnaire as displayed in Appendix F: Learning program evaluation form. To answer sub-question 1 *How do the consultants assess the expected impact of social experiential learning in work practice immediately after completion of the intervention?* only those questions from the questionnaire referring to social experiential learning were used. These are shown in table 3: Assessment questions om eexpected impact of social experiential learning. A good or excellent score indicated a high expected impact.

Table 3

Assessment questions on expected impact of social experiential learning in work practice

	below average	above average	good	excellent
1. Expectations towards transferring your learnings to another person	( )	( )	( )	( )
2. The applicability of the Slack experiential knowledge platform	( )	( )	( )	( )
3. Raised self-confidence related to 7D & DRP consulting	( )	( )	( )	( )
4. Motivation towards sharing experiential knowledge with peers	( )	( )	( )	( )

Question 1 relates to both steps 3 and 5 in the social experiential learning model as described on page 5 in the literature section: joint reflection and sharing each other's experiences related to comparable situations and/or learning questions and the application of new hypotheses/methods and professional (informal) learning in practice. Question 2 specifically relates to the applicability of a tool for social experiential learning allowing consultants to share individual learning questions (step 2) and inviting others to reflect and share experiences of likewise situations (step 3). Question 3 related to the overall expected outcome of social experiential learning and therefor incorporates all steps of social experiential learning and question 4 specifically relates to removing learning blocks towards sharing experiential knowledge with peers.

To answer sub-question two *How successful are the consultants, in their perspective, in applying the 7D and DRP models and tools in work practice three months after completion of the intervention and which consultants can be identified as outliers?* an online single-purpose survey was used, hereafter also referred to as 'impact survey'. The impact survey gathered the minimum information needed to discriminate highly successful and unsuccessful consultants. Usually a single-purpose survey includes five to seven items (Brinkerhoff, 2002). Based on the impact map of the intervention (see Appendix B) a choice was made for ten questions. The questions measured the consultants' perceived impact on having applied/created (1) a professional learning community with consultants who enrich the experiential knowledge base (questions 3, 4 and 5) and (2) a pool of senior consultants engaging each other in 7D and DRP work method assignments (1, 2, 6, 7, 8 and 9). Question 10 measured how the consultants see themselves interact in client and peer relations, which may say something about their self-confidence. Concluding the survey, consultants were offered the opportunity to add notes. This part was optional. The notes served as background information on the specific work practice environment of the consultants during the assignment.

In essence, all questions circled around: To what extent have you, in your own perception, successfully been able to apply the 7D and DRP models and tools? In collaboration with Trompenaars, each question was assigned a total fixed score of 10 points. Different answer-scores per topic indicated that these weighed more or less importance for THT. The highest possible individual score was forty-five and the lowest minus twenty. As such the survey could be used as a screening test to identify the outliers. A positive score indicated the perceived successfulness. The impact survey scoring structure is shown in Table 4: Impact survey scoring structure.

Table 4

Impact survey scoring structure (a=Yes with concrete results, b=Yes but no concrete results, c=Started up with concrete results, d=Started up but no concrete results yet, e=Not applied yet)

		a	b	c	d	e	Check
1.	Applied the 7D/DRP digital tools	5	4	3	2	-4	10
2.	Applied THT work methods in 7D/DRP assignment(s)	4	3	2	1	0	10
3.	Shared ideas to upgrade the 7D/DRP work methods and tools	5	4	3	2	-4	10
4.	Fed the knowledge platform with new ideas and experiences	5	4	3	2	-4	10
5.	Approached peers to consult, share and discuss experiences	4	3	2	1	0	10
6.	Approached new clients with 7D/DRP related proposals	4	3	2	1	0	10
7.	Acquired new 7D/DRP related assignments	5	4	3	2	-4	10
8.	Acquired follow up 7D/DRP related assignments	4	3	2	1	0	10
9.	Collaborated with peers in 7D/DRP related assignments	5	4	3	2	-4	10
10.	Collaborated with clients on senior 7D/DRP related level	4	3	2	1	0	10
							100

In the current study the survey showed good reliability α = .83. The Cronbach's alpha 'if item deleted' varied between α = .77 and α=.87 indicating that the scale would not have been improved by deleting an item. Answering all questions in the survey was mandatory. All survey forms were registered by the consultant's name. As the period in between the social experiential learning intervention and bringing the learnings to the workplace was relatively short, answer options that referred to 'started up' were added to the answer scale. The impact survey did not have any right or wrong answers. The scores were not shown to the consultants.

To answer sub-question three *To what extent does experiential learning increase self-confidence?* individual in-depth interviews were conducted with the outlier consultants as identified in sub-question two. To increase reliability the circumstances of all interviews were repeated under the same conditions; such as a pre-set maximum time per interview, fixed kick off and fixed amount of time per interview topic. For each interview the interviewer scheduled a timeframe of two hours, allowing time to get ready, review the interviewee's scores and additional notes, time for a late start, time for rescheduling a last minute cancellation or 'no show' and time to review the interview and organize and rewrite notes (Brinkerhoff, 2002). The interviews with the most successful consultants were set up around filling five success case interview buckets (Brinkerhoff, 2002): What was used? What results were achieved? What good did it do (value related)? What helped? And (optional) What suggestions would you have? The buckets are pictured in Figure 4: Success case interview buckets.

Figure 4
Success case interview buckets

Source: The Success Case Method, Robert O. Brinkerhoff, (2002) p.142

In filling the first three buckets the interview questions aimed at gaining more insight in the consultant's view on if social experiential learning increased their self-confidence and influenced successfulness in work practice. As a core feature of self-confidence lies in being valued by others (Ackerman, 2021) questions zoomed in on how the contact with and support of the peers and trainer added to raising self-confidence. In the last two buckets the questions zoomed in on how the consultant see social experiential learning as helpful in applying the 7D and DRP models and tools. The interviews with the least successful consultants sought simply to learn about what factor(s) impeded success and (optionally) what suggestions could be made in regards to social experiential learning that would have helped create a more successful impact. The questions focused on filling Barriers and Suggestions buckets (not illustrated). The principal challenge in these interviews was to ask questions to find out what in the view of the interviewees got in the way of successfully applying the 7D and DRP consultancy models and tools in work practice and why, if so, social experiential learning was a workable learning approach for them. During these interviews, the advice of Sekaran (2003) to avoid asking questions that would be humiliating in any way, was on top of the researcher's mind. All consultants gave consent to publishing their names as this would give THT a direct link to their input. It also provided the opportunity for transparency about the consultant's work place information.

To answer sub-question four *To what extent do clients observe a change in impact and self-confidence of their consultants at work practice?* per successful consultant a fifteen minutes individual phone interview with their client was conducted. By asking the question "Did you observe a change in the consultant's impact and self-confidence since participating in the program" the call allowed the client to reflect on observed changes in the performance and particularly self-confidence of their consultant/trainer before and after he/she participated in the program. The two clients were approached directly by email after being informed by the successful consultant. From an ethical viewpoint the clients of the least successful consultants were not approached to avoid having to publish answers that could come across as demeaning to these consultants.

All study material consisted of text (written words). The interviews were recorded so that no important information was lost in the processing process. After processing, the reports were submitted to the consultants for approval to avoid misinterpretation. All recordings were deleted after the interview analysis was finalized. Using the Internet and email while collecting data can lead to serious ethical, or netiquette issues, related to confidentiality and anonymity. This way of corresponding can be experienced as intrusive and demanding and adversely affect the reliability of the data if the participants are not able to spend the necessary time giving detailed answers via their computer (Saunders et al., 2019). On the other hand, it is possible to correspond with participants at a great distance, as was the case in this study. The above mentioned pitfalls were taken into account by notifying the consultants in a group email when confidentiality was not an issue and, where it was, first approaching the consultants by telephone before sending them a confirmation email, allowing participants ample time to react.

Procedure
The procedure followed the flow as presented on page 8, with the following remarks:
- Due to unforeseen business-related complications the e-learning had to be re-built in-house and therefore took substantially longer than planned. As a consequence it was not finished until late November 2020. Next, due to technical malfunctions of the chosen platform, the December session had to be cancelled. Going live in February 2021 the e-learning still showed textual and test errors
- As the THT models and tools focus upon dealing with cultural differences, it was preferred having a study population spread around Singapore/China, USA/Canada and Europe. Unfortunately consultants from the East and Canada were not able to participate in the chosen study period
- To ensure a workable study population sixteen consultants were personally invited to participate free of charge by Trompenaars and/or the researcher. Twelve agreed to participate. Ten actually started the program
- Due to calendar issues of the designers, the group sessions design was finalized one week before going live
- During the program delivery week, the sessions were tweaked to the consultants requests as indicated by them during or after a session. These requests did not change the learning approach nor the content of the program
- After the formal learning program a NL consultant decided to leave the study
- On request of one of the least successful consultants, the interview was conducted by telephone call only and not recorded
- Instead of at the same time (in June) as the interviews with the successful consultants, the interviews with clients were conducted in August.

Data-analysis
To answer sub-question one: *How do the consultants assess the expected impact of social experiential learning in work practice immediately after completion of the intervention?* the quantitative data collected in Google Forms was exported to Excel and next to SPSS (Pallant, 2010) for analysis. The consultants were represented by an ID number (R1-R10). Per selected question proportions as a number of consultants and as a

percentage gave an answer to sub-question one. The qualitative data referring to social experiential learning collected in the reflection/comments/suggestions section was used to add individual context to the assessment scores of the consultants. A full overview of this qualitative data is shown in Appendix H: Group Reflections/Comments/Suggestions.

To answer sub-question two: *How successful are the consultants, in their perspective, in applying the 7D and DRP models and tools in work practice three months after completion of the intervention and which consultants can be identified as outliers?* again, the quantitative data was collected in Google Forms, exported to Excel and next to SPSS (Pallant, 2010) for analysis, using the same consultant ID numbers. The total individual minimum and maximum scores were used for sorting out the outlier consultants. Based on the limited study population it was chosen to identify two positive and two negative outliers. The quantitative data collected in the notes section served as a reference to personal workplace circumstances during the practice based assignment.

To answer sub-question three: *To what extent does social experiential learning increase self-confidence?*. the qualitative data collected during the outlier interviews was analyzed following a deductive approach. Pre-selected codes gave direction to the organization and analysis of the data. The key concepts, topics and indicators derived from the conceptual model on page 7. Key concepts were social experiential learning, self-confidence and workplace performance. Topics were reflection on action, professional learning, reflection on abilities, professional attitude and successful application. Indicators were contribution of, valuation of and interaction with peers, contribution of trainer, perceived impact, relation with prior performance, reaching out to others, perceived raised self-confidence, benefits and barriers. The questions were organized according to the success case interview buckets (see also page 10): What was used? What results were achieved? What good did it do (value related)? What helped? and What suggestions would you have? A full overview of the operationalization model is displayed in appendix G: Operationalization model Interview questions outlier consultants. The procedure was to summarize the answers given and structure these in a case story. In this way the procedure of analysis was highly structured and made sure that both internal and external links to social experiential learning, self-confidence and program impact were secured (Saunders et al., 2019). With regard to the reliability, Doorewaard et al. (2019) state that it is important to minimize the effect of the multi-interpretability of the retrieved data. Therefore the draft case stories were assessed and refined by the interviewees. This member check reduced the interviewer's personal interpretations of scores and answers and thus increased reliability.

To answer sub-question four: *To what extent do clients observe a change in impact and self-confidence of their consultants at work practice?* the data collected in the telephone interviews with the two clients to the question "Did you observe a change in the consultant's impact and self-confidence since participating in the program" were used to analyze whether there were similarities or differences in impact and raised self-confidence perceived by the consultants and the observations of their clients. were added to the case stories of the most successful consultants. The draft reflections were assessed and refined by the interviewees. This member check reduced the interviewer's personal interpretations and thus increased reliability.

Results

The findings are presented per sub-question.

How do the consultants assess the expected impact of social experiential learning in work practice immediately after completion of the intervention? The response rate to the four selected questions was 100% (*N*=10). Table 5 shows the proportions as a number of consultants and as a percentage per selected question.

Table 5

Consultant's assessment on expected impact of social experiential learning in work practice

			Proportion (%)
1.	Expectations towards transferring your learnings to another person	Below average	3 (30%)
		Above average	3 (30%)
		Good	2 (20%)
		Excellent	2 (20%)
2.	The applicability of the Slack experiential knowledge platform	Below average	5 (50%)
		Above average	3 (30%)
		Good	1 (10%)
		Excellent	1 (10%)
3.	Raised self-confidence related to 7D & DRP consulting	Below average	1 (10%)
		Above average	3 (30%)
		Good	3 (30%)
		Excellent	3 (30%)
4.	Motivation toward sharing experiential knowledge with peers	Below average	0
		Above average	3 (30%)
		Good	3 (30%)
		Excellent	4 (40%)

The scores in table 5 show that 40% of the consultants expected a high impact ('good' or 'excellent') in regards to towards transferring their learnings to another person in work practice. If in this question the 'above average' score is also taken into account, 70% scores above average. 60% of the consultants expected a high impact ('good' or 'excellent') in regards to a raised self-confidence related to 7D & DRP consulting and 70% expected a high impact ('good' or 'excellent') in regards to their motivation toward sharing experiential knowledge with peers. 50% expected the impact of the applicability of the Slack experiential knowledge platform 'below average'.

In the reflections/comments/suggestion box consultants stated to be enthusiastic about solving a case working with peers, in small teams and with the trainer: "*the opportunity to discuss a business case with Fons right at the end, made the whole program come together*" (R5). The social experiential learning approach was highly valued: "*There was tons of experience to reflect on in working with the international group of experts and that experience, as well as Fons incredible debriefing sessions, were very valuable*" (R4) and "*very good interaction with peers, great discussions, good involvement of the researcher and specially Fons*" (R9). Slack did not particularly resonate with the consultants: "*The content that I saw from others on Slack tended to be a little thin for me to provide insights into others challenges*" (R1).

How successful are the consultants, in their perspective, in applying the 7D and DRP models and tools in work practice three months after completion of the intervention and which consultants can be identified as outliers? The response rate to the survey was 90% / a non-response rate of 10% (*n*=9). Table 6 shows the individual answers of all consultants with the accompanying score in between brackets (as described on page 10).

Table 6

Impact survey individual answers (a=Yes with concrete results, b=Yes but no concrete results, c=Started up with concrete results, d=Started up but no concrete results yet, e=Not applied yet) with accompanying scores

	R1	R2	R3	R4	R5	R6	R7	R8	R9
Applied the 7D/DRP digital tools	a(5)	e(-4)	e(-4)	a(5)	d(2)	d(2)	e(-4)	e(-4)	a(5)
Applied THT work methods in 7D/DRP assignment(s)	e(0)	d(1)	e(0)	a(4)	e(0)	e(0)	a(4)	e(0)	c(2)
Shared ideas to upgrade the 7D/DRP work methods and tools	b(4)	a(5)	e(-4)	a(5)	b(4)	e(-4)	a(5)	d(2)	d(2)
Fed the knowledge platform with new ideas and experiences	e(-4)	e(-4)	b(4)	a(5)	e(-4)	e(-4)	a(5)	e(-4)	c(3)
Approached peers to consult, share and discuss experiences	e(0)	a(4)	e(0)	a(4)	e(0)	e(0)	a(4)	d(1)	d(1)
Approached new clients with 7D/DRP related proposals	e(0)	e(0)	e(0)	a(4)	e(0)	d(1)	a(4)	d(1)	d(1)
Acquired new 7D/DRP related assignments	e(-4)	e(-4)	e(-4)	d(2)	e(-4)	e(-4)	a(5)	e(-4)	b(4)
Acquired follow up 7D/DRP related assignments	e(0)	e(0)	b(3)	d(1)	e(0)	e(0)	b(3)	e(0)	d(1)
Collaborated with peers in 7D/DRP related assignments	e(-4)	e(-4)	e(-4)	a(5)	e(-4)	e(-4)	d(2)	d(2)	b(4)
Collaborated with clients on senior 7D/DRP related level	e(0)	e(0)	e(0)	b(3)	e(0)	e(0)	e(0)	e(0)	c(2)
Total score	-3	-6	(-9)	(38)	-6	-13	(28)	(-6)	25

The impact survey individual scores added up generated the total individual score per consultant, as displayed in the bottom line of table 6. They show that three months after completion of the intervention 3 out of 9 consultants regard themselves as being successful in applying the 7D and DRP models and tools (scores 25, 28 and 38). All three consultants were licensed before. With a score of -2 the best of the rest was also licensed in the past. Consultant R6 and R3 show the lowest scores (-13 and -9). To 50% of the items is answered with an e option (not applied yet), 20% shows either an a (yes with concrete results) or c (started up with concrete results). The total scores show that consultants R4 and R7 can be identifies as the two most positive outliers. Consultants 6 and R9 can be identified as the two least positive outliers. As consultant R6 in the notes section indicated that shortly after the start of the practice based assignment a job change had taken place to a different line of expertise where 7D and DRP consultancy cannot be applied, R6 could not be identified as an outlier. The choice for consultant R8 as replacement was based on ruling out R2 who indicated not to have had the opportunity to put the learnings into practice due to having been tied up in an assignment not related to 7D and DRP consultancy. Consultant R5 was ruled out as a result of trainer and researcher's joint observation during the intervention that this consultant did not show interest in applying the 7D and DRP consultancy. This resulted in identifying consultants R3, R4, R7 and R8 as the outlier consultants (all encircled).

The most successful consultants responded to 60% of the items to have reached concrete results scoring either an 'a' (yes with concrete results) or 'c' (started up with concrete results) (R4 70%; R7 50%). The least successful consultants responded to none of the items with an 'a' or 'c'. R8 did indicate with a 'd' score on 4 out of 10 items that he started up but achieved no concrete results, yet. R3 indicated with a 'b' score on 2 out of 10 items that he did apply the item but without concrete results. To the question 'Approached peers to consult, share and discuss experiences' both most successful consultants responded to have applied this with concrete results

(R4 'a' score; R7 'c' score). To this same question the least successful consultants responded to have not applied this yet (R3) or started up with no concrete results, yet (R8). The least successful consultants responded to 70% of the questions with an 'e' score (not applied this yet) (R3 80%; R8 60%). Of the most successful consultants only R7 responded to 1 out of 10 questions to have not applied yet.

To what extent does experiential learning increase self-confidence? The following section presents the case (personal) stories of the outlier consultants on the perceived extent or lack of raised self-confidence in relation to social experiential learning both in the intervention and in work practice, filling the Brinkerhoff buckets displayed in figure 4 on page 11.

Most successful consultants:

Consultant R4

R4 is a Trainer and Development Coordinator at Montgomery College, Rockville, Maryland USA. He develops original content and delivers internal trainings for staff and faculty in various leadership and management development programs. He is specialized in intercultural conflict, diversity and dilemma awareness and cross-cultural business training. R4 was previously owner of Forrest Communications, a provider of intercultural awareness, dilemma reconciliation, innovation, learning and development programs for leaders, management teams and organizations and worked as a Human Resources Manager/specialist. R4 is 52 and has 10 years of consultancy experience and was already licensed.

What was used? R4 used self-learning (e-learning) as a compulsory start of his programs. He used the peer discussion element of the program in his (team)leadership programs. He realized that self-learning is the missing link in modern education. He has started a partnership with a leading e-learning development organization.

What results were achieve Starting with a self-learning module gave students/participants a head start before entering the classroom as taking and passing the e-learning takes them to a higher level of expertise in regards to their ability to solving problems. It also added energy and fun during the classroom sessions. Discussing, facilitating and debriefing cases between peers and facilitator gave room for exposing and sharing expertise and experiences and growing as a professional. This way of working did not only add to R4's own self-confidence in respect to being able to explain the THT models and tools in simplified terms, but also to the self-confidence of the leaders in his programs.

What good did it do? R4 realized that every time you use the 7D and DRP models and tools and have to explain what the rationale is behind the steps you propose to take, is extremely valuable. Doing so amongst peers is the right place to fertilize and grow, practice to not fall into the trap of applying another person's ideas to your own situation. The higher frequency you have these peer discussions the faster you grow and this eventually will add to safeguarding the THT IP.

What helped? The combination of e-learning, solving a case with peers and debriefing session with Trompenaars added to R4's self confidence in breaking the complex material down into Rubrics terms to explain better in his leadership program what is expected in terms of learning goals/achievements. Sharing input/experiences on the Slack platform helped, but mainly during the program. R4 cannot explain why he has not used it since (and was not used by others). He thinks everybody might have been tired of using the computer so much due to Covid.

Suggestions As the examples in the program in R4's view were still very European oriented, it makes the program less suitable for the US market. For Americans cultural differences come first and national differences come second. Therefore the examples given during the program may come across as offensive.

Find professionals/leaders who already know about the existence of the THT 7D and dilemma reconciliation models and get them licensed. For example through open college/university courses. This may seem a slow process, but these professionals will spread the methodology in their organizations and this will bring follow up business.

Case story R7

R7 is a Learning & Development Consultant, LinkedIn Learning Author and Virtual Moderator. He is a global-minded communication expert with a passion for life-long learning. He is founder of Untold Colors (self-employed), based in Hamburg, Germany. As a producer and editor he has worked on international co-productions for German broadcaster ZDF, arte France, ORF Austrian Television, Discovery Networks Asia, ESPN Star Sports Asia as well as Singapore's MediaCorp. Amongst others, R7 is specialized in developing and delivering professional training formats, multicultural team management, knowledge management. R7 is 47 and has 15 years of consultancy experience and was already licensed.

What was used? R7 used the 7D and DRP approach as a methodology already in many of his trainings. In his view the concept of dilemma reconciliation can help in many ways. Referencing to it, embed it in larger topics.

He used extracts of Charles Hampden Turner "Interviewing to elicit dilemma's" (part of the e-learning material). This really worked for his participants, gave them lots of insight. Although R7 would like to, he did not use the tools as he is not confident that they or the stability of the server technically work well. If all tools and the website function well, and are translated in German this would definitely increase self-confidence using them. In his own work practice R7 translated the DRP worksheet into German, which added to his self-confidence when using it.

What results were achieved? With facilitating the discussions and sharing experiences R7 realized that he may perhaps not contribute to safeguarding the THT IP, however did create groups of professionals that approach dilemma reconciliation in a different THT way. R7 did not generate new clients through THT itself. He finds the models too complex to explain in acquisition meetings and moreover it is a disadvantage that, besides in the academic world, Trompenaars is not (well)known in Germany. R7 is very much involved in the written work of Trompenaars, for example in translating material into German. By doing so he actively worked on creating a potential larger market.

What good did it do? The different learning approach in this pilot (as opposed to the program R7 previously took, note researcher) of step by step going through a case from start to case solution presentation in on- and offline sessions, the (case) focused discussions and problem solving with peers added a lot of value and self-confidence in respect to better understanding of and applying the material, creating insights through exchange with others. R7 did not always succeed continuing doing so over the past few months, which he thinks is a shame as it brings so much. Discussing the worksheet in the process of solving a case gave also more insight in how to apply the 7D and DRP.

What helped? Participating the license program for a second time helped. Also the start with self-learning was very helpful. R7 is very much involved in the written work of Trompenaars, for example in translating material into German. Translating the material helped in presenting it as a way of how to approach dilemmas in real life cases. Discussing the DRP worksheet in the process of solving a case gave his learners more insight in how to apply the 7D and DRP. As a result he acted with more self-confidence as a senior facilitator creating awareness for the THT approach.

Suggestions In a German environment the 7D and DRP approach and materials should ideally be presented in German to make sure it is understood well, especially for SMEs ("Mittelstand" companies). Many of R7's clients like to have the literature/tools presented in their native language – R7 is happy to help with the translations

Presenting more short cases with a full the explanation of the solution would add to even better understanding. It would be great if we could create the opportunity to build a professional network in which we can exchange real life cases helping people to set the final steps.

Use platforms that clients use (Teams for example, which also supports creating documents and have an easy chat/phone function). Using Slack as a platform is not preferred, it has too many distractions and is banned in most organizations as not being fire wall proof

Create come back sessions (building on with the group) inviting clients. Clients need not pay for these sessions but the benefits could be huge and a great investment for the consultants.

Least successful consultants barriers and suggestions:

R3 is a University professor and professional trainer, consultant and keynote speaker, currently based in France. He has specialized in cross-cultural management, intercultural management, HRM, Organizational Behavior, Russian culture, training, corporate culture and Management dilemmas. Jerome is extremely internationally focused. He is 47 and has 18 years of consultancy experience. R3 was not earlier licensed.

Barriers:
-Meeting with peers was a good idea, changing peer groups during the week was not ok
-He may not have been the right person to participate in this program, only the one-to-one discussion with Fons, at the end of the program, really added value
-He does not see the benefit of sharing my expertise within cross culture with my (con-)colleagues

Suggestions:
-Experiential learning does not so much safeguard the THT IP, more effective is learning from each other in terms of specific skills needed in regards to working with (a selection of) the THT models/tools
-The market focus should be on be on educating HR specialists who can get (training/tools) costs reimbursements by their company.

R8 is a self-employed Organization consultant/Leadership trainer and lecturer, based in The Netherlands. He has specialized in Human resources and leadership development. He is a starter in the field of working with the 7D and DRP models and has only just gotten into contact with Trompenaars. In his work he has a local focus. Gregoire is 47 and has 15 years of consulting experience. R8 was not earlier licensed.

Barriers:

-Sharing and learning form experiences works well, however in this program a big barrier was that R8 is not internationally focused, so will not easily ask peers from another country to share experiences nor seek their advice

-Although the group was internationally located, R8 experienced that they were not internationally oriented, their focus was on their own country, sharing these experiences was interesting but did not bring more clarity in terms of your (translating it to) R8's situation or the theory

-R8 could only contribute to the discussions from a 'common sense' perspective and not from the well thought-out dilemma reconciliation or dimensions theory, still lacking the appropriate language in Dutch, (let alone in English)

-As R8 felt he seemed not able to transfer theory to practice, it confused him more than he learned from it and made him feel not ready to go out there on his own

Suggestions:

-In R8's opinion work and learn with a group located in the same organization/country would benefit much more than a group with different nationalities located in different countries or even continents. Start small

-You have to put energy and effort into a homogeneous group (e.g. same organization, same country). With people who want to go the extra mile, and are proud to be able to participate

-Organize focus sessions, discussing cases they encounter in (their) organizations and link the theory to the discussions

-Agree with clients a trajectory that you will go on a dilemma reconciliation journey together accepting trial and error, focusing on the dialogue rather than on the tools, building agency on both sides

To what extent do clients observe a change in impact and self-confidence of their consultants at work practice?
The section below reflects the interviews with the clients of the two most successful consultants.

Client review R4
The client of R4 is the Learning Center Manager at Montgomery College in Germantown (Maryland, USA). He stated that even though R4 is already a very knowledgeable and senior consultant/trainer it was noticeable that the learning approach had positively impacted his self-confidence as a facilitator by the way he wrapped up the learnings and debriefed his learners at the end of his university programs. Also based on social experiential learning, R4 added a workshop on unconscious bias to the curriculum and edited a workshop on resilience incorporating sharing examples of how people from different cultural backgrounds act. In facilitating these workshops he showed that he really knows the subject which resulted in stepping into the background allowing his students space to learn from each other instead of steering them in order to keep a grip on the discussions.

Client review R7
Client of R7 is Head of the International Office at the Baden-Wurttemberg University of Applied studies has been re-hiring R7 as a free-lance lecturer inter-cultural training since 5 years. She is very satisfied with the way in which he conducts his workshops and applies the theory in a fun and appealing manner. Students value his way of lecturing highly and the non-mandatory workshops are well registered. This year R7 was asked to design and conduct two new workshops about unconscious bias and resilience. The way in which R7 in open discussions with his students connected cultural differences to the impact of Covid-19 showed that he again made a step up in mastering and applying the Trompenaars theory, not only by translating the material but also by incorporating examples comparing different cultures and behaviors in Germany culture and German culture to other cultures. Besides the fact that R7 is constantly open to personal development, the client regards the way in which he self-confidently has conducted these workshops certainly as a value added impact of the social experiential learning approach.

Conclusion and discussion

Conclusion
This applied work-based study provides insight into the impact of social experiential learning on the successful application of the THT consultancy IP, according to mid-senior consultants who are already acquainted with or experienced in applying the 7D and DRP consultancy models and tools. Achieving high impact in this study means that consultants have knowledge of and apply skills they learned in the training in their daily work, resulting in emerging concrete improvements in work (Brinkerhoff, 2005). As reflecting on experience together is valuable if you want to come up with new or adjusted insights that can then also be applied in a joint issue or context (Lewis & Williams, 1994), the expected effect of social experiential learning is that it increases the consultants' self-confidence in their ability to apply the 7D and DRP models and tools in their work practice leading to successfully acquired and carried out THT consultancy assignments and an enriched THT knowledge base. By

first answering the sub-questions (in italic print), this section concludes with giving answer to the research question.

How do the consultants assess the expected impact of social experiential learning in work practice immediately after completion of the intervention?
The consultants express that the impact of social experiential learning in work practice is expected to be well above average to high. They also express that they expect that at work practice, social experiential learning raises the self-confidence needed for a successful application of 7D and DRP consulting and that it is expected to motivate sharing experiential knowledge. The expected impact of the knowledge platform for sharing and discussing experiences is less well assessed. An explanation for this may be that introducing yet another online tool during Covid-19 is not effective due to the online fatigue the pandemic already creates. From the above the answer to sub-question one is that according to the consultants the expected impact of social experiential learning in work practice is well above average, having the potential to strengthen and build their perception of overall capability (self-confidence), the criterion that Yates (2019) sets for a -learning approach in a- training activity.

How successful are the consultants, in their perspective, in applying the 7D and DRP models and tools in work practice three months after completion of the intervention and which consultants can be identified as outliers?
Although most consultants assess the expected impact of social experiential learning positively, after three months having worked on the individual assignments at the workplace, only one third indicates to be successful in transferring learnings to another person and reaching concrete results. Consultants that are already experienced in applying the 7D and DRP models and tools regard themselves far more successful than those who have little to no experience or to whom the material is relatively new. The results show large number of 'not applied yet' answers and that some of the consultants started, but none of them succeeded in acquiring new or follow up THT consultancy assignments yet. A possible explanation for this, may be that three months is a limited period to actually acquire an assignment or make a start with actually applying the models and tools. The answer to sub-question two-a therefore may be that social experiential learning applied in a limited time frame, supports already experienced consultants in successfully applying the 7D and DRP models and tools in work practice, however does not fully support consultants that have not yet build experience in 7D and DRP consulting. Another answer may be that expected increased self-confidence in 7D and DRP consulting built up in a formal learning environment does not automatically lead to actually being self-confident in work practice situations.

To what extent does social experiential learning increase self-confidence?
The most successful consultants express that social experiential learning raises their self-confidence in respect to being able to explain and apply 7D and DRP in simplified terms and debriefing the client. For these consultants social experiential learning has value/benefits in respect to (1) self-confidently adding the peer discussions, experiences sharing and debriefing elements to their work place (team)leadership and inter-cultural programs, (2) raising self-confidence of clients, colleagues and students during the process of working with the 7D and DRP materials, (3) acting as a self-confident senior facilitator when creating awareness for the THT approach and reconciling dilemmas (4) realizing that experiential learning amongst peers is the right place to fertilize and grow, practice to not fall into the trap of applying another person's ideas to one's own situation and building self-confidence, and (5) acknowledging that the higher frequency peer discussions and experience sharing moments are organized, the faster they would grow and keep raising their self-confidence. Notable is that the consultants acknowledge the importance of experiential learning on a structural basis for no obvious reasons they stop reaching out to each other and or Trompenaars once they return at work. The least successful consultants express that, based on the acquired basic knowledge of the 7D and DRP theory, they are only able to discuss and share thoughts -no experiences- with already experienced peers from a helicopter view perspective and through applying common sense. For these inexperienced 7D and DRP consultants, reflecting on the experiences of experienced others does not bring in-depth insight or raised self-confidence in how to successfully apply 7D and DRP. In this context experiential learning rather creates barriers in respect to raising self-confidence in respect to (1) not being able to participate in discussions taking the dimensions as a starting point, (2) feeling to be one step behind all the time, (3) not being able to make valuable peer connections whom they can turn to, (4) experiencing learning blocks when attempting to share thoughts or experiences in a random composed group of internationally spread consultants and (5) the reluctance to share experiences with (con-)colleagues not seeing the benefit for their consultancy practice. An explanation for the above expressed barriers may be that in the process of selecting the the study population not enough attention is paid to the fact that social experiential learning is a learning process in which professionals with a *similar drive and context* jointly advance personal effectiveness by reflecting on each other's experiences. And, as Sprenger (2007) states, that those who transfer will only be willing to share knowledge with others if they are open to each other's input and trust that they themselves will benefit from it when they work together and learn. From the above the answer to sub question three may be that for already 7D and DRP experienced consultants social experiential learning increases self-confidence and adds value to their

performance at the workplace. For those consultants it appears that discussing, facilitating and debriefing cases amongst peers seems the right place to grow their self-confidence and become aware that solutions of others may be or may not be applicable to your situation. This is in line with Lewis and Williams (1994) who state that reflecting on experience together is valuable if you want to come up with new or adjusted insights that can then also be applied in a joint issue or context.

To what extent do clients observe a change in impact and self-confidence of their consultants at work practice ?
Both clients of the successful consultants state that their consultants already acted as seasoned professionals before joining the program. However they still notice a step up in self-confidence, approach and impact after their consultants had participated in the social experiential learning intervention. This is congruent with the perception of the consultants. The clients notice that raised self-confidence leads to (1) the pro-active design and delivery of new workshops/courses in which cultural awareness and competence were developed (2) impact in the way the consultants are allowing their students space to learn from each other instead of steering them in order to keep a grip on the discussions, and (3) acting as self-confident senior facilitators especially when explaining the THT approach by using understandable language and examples, wrapping up the learnings and debriefing the learners. From this the answer to sub question four is that, according to the clients, already experienced consultants still noticeable benefit from a social experiential learning resulting in higher impact in their assignments.

What impact does social experiential learning have on the application of the THT 7D and DRP consultancy IP?
Building on the answers to the four sub-questions, a cautious answer to the research question is that social experiential learning, supported by a resonating experiential knowledge platform, and given time to implement, has a positive impact on raising the self-confidence of consultants in their capabilities to successfully apply the 7D and DRP models and tools and to realize improvements at work. This answer seems only to apply to consultants that have already worked with the 7D and DRP material before and are structurally encouraged to keep sharing experiences among peers once back at the work place.

Discussion
Strength of this study is the way in which it is designed as a SCM study. The use of the SCM technique gives a point of departure and structure to the study: working from an impact map towards an intervention measuring the impact of social experiential learning on an individual basis completed with client reviews. Up till now few studies have been carried out into effectively transferring experiential knowledge built up in a family or sole proprietorship businesses (Sprenger, 2007; Jaskiewicz et al., 2013; Trevinyo-Rodríguez & Tàpies, 2000; Rempel et al., 1985; Lewis & Williams, 1994). The current study, although carried out with only one consultancy agency and one intervention using a social experiential learning approach adds to these. It has given insight in the successfulness of one of the ways to organize IP transfer. It shows how social experiential learning may have the potential to highly impact the successful application of the methods and tools. It also shows that it is important to realize that consultants in any stage of their career need support: keeping connected with peers and experienced consultants is expected to make an even greater impact. In this respect it emphasizes the importance of the role of the owner of a sole proprietary in effectively organizing the transfer of experiential knowledge. In particular, shaping the nature, interpretation and follow up of support provides input for further research. As is common in practice-based research, the external validity of the study is not regarded high, meaning it is hard to say how generalizable the findings are or how well the outcome can be expected to apply to other settings. This however does not imply that the study has not led to a number of valuable lessons:

Group composition and trainer. In the current study social experiential learning as described by Boone et al. (2019) appears to have a successful impact on already experienced 7D and DRP consultants, however not for those who are not. Based on the obtained insight in the individual characteristics of the consultants, the possible effect of a mixed group in terms of knowledge and experience on social experiential learning should have been discussed. This would have led to more attention for learning blocks such as not seeing the benefit of sharing experiential knowledge and the struggle of less experienced consultants in the discussions. This might have added to a more positive and balanced delivery of the intervention. In relation to choosing the study population, in a next study it is recommended to compose a homogeneous study population of already experienced 7D and DRP consultants and thus further specify two of the inclusion criteria for participating: (1) changing 'Minimum of 6-8 years in consultancy', into 'Minimum of 3-6 years in 7D and DRP consultancy' and (2) 'Be at work (assignment/payroll) during the module' into: 'Be at work in culture and business related assignments'.

The cap on the group size in the current study was important for allowing manageable group interactions during which sharing and reflecting on experiences could take place. Taken into account was that groups of 4-9 consultants show more interactions and cohesion (Saqr et al., 2019). However, it appeared that not only the average contribution per consultant is important: also the expected level and impact of the discussion shows to be an important criterion for social experiential learning. In regards to the well-considered choice to compose a multi-national and multi-location based group, both most and least successful consultants express their doubts.

According to them, discussions in a group with (too) many cultural differences can lead to confusion and even - unintentionally- cause a feeling of insult. They suggest to shift from open programs to inhouse programs and perhaps even target at a specific population within an organization, for example the HRM community. It is recommended to study these suggestions when deciding to finalize a licensee program.

The population expresses the importance of Trompenaars for the success of social experiential learning in the intervention. It was a conscious decision to have him be the facilitator of this pilot and at the same time steering towards creating a pool of experienced consultants that can take over from him. As a next step it is recommended to repeat the study with two groups, one with Trompenaars as facilitator and one with one of the most successful consultants (extra briefed by Trompenaars). It would be valuable to discover if the results of both groups would be equal.

Data collection. The expected impact of social experiential learning on raised self-confidence in relation to applying 7D and DRP consultancy is assessed through a selection of questions taken from the full intervention evaluation questionnaire. A limitation of the current study might be that we cannot say with certainty that these selected questions actually assess the expected impact of social experiential learning and self-confidence because a non-validated questionnaire is used. Reasons for this choice are the lack of available validated questionnaires measuring experiential learning and individual self-confidence in acquiring skills in combination with the limited study population. Also in the time available for this study, it was not possible to validate the developed questionnaire. For future research it is recommended to consider to validate the existing questionnaire. Also, as different questions were presented in the expected impact of social experiential learning in work practice questionnaire and the impact survey, conclusions on a possible relation or absence of a relation of the two outcomes cannot be drawn. It is recommended to present the questionnaire/selected questions not only right after the intervention but also up front and add them to the impact survey. However, as the chosen approach of triangulating quantitative and qualitative data collection in both the consultants' expected and perceived impact improves the validity and reliability of the findings this makes it still possible to give answers regarding the influence of experiential learning on raising self-confidence.

Work practice support. Professional (informal) learning at work practice is regarded as a very important component of social experiential learning. As opposed to the advice of Leijen et al., (2019) who state that if *not* supported at the work place, the professional cannot actively participate in reality, or develop the personal efficiency to influence a situation or to solve a problem (Illeris, 2018), the assumption of the program designers is that consultants operating at mid-senior level -one of the inclusion criteria- do not need this support. Based on this assumption support moments during the workplace assignment are not formally organized. The results show that this assumption turns out to be incorrect. Professional action should be both a goal and a source of learning, in this case involving consultants, work place stakeholders and trainers (Bolhuis, 2002). The current study therefore may give a limited view on the possible impact of social experiential learning. Furthermore, although perhaps difficult in an open learning program, not organizing support at work practice, can be seen as a missed opportunity in the full appliance of the SCM technique which is based on the assumption that the evidence of training effects is always a function of the interaction of the intervention with other performance system factors (Brinkerhoff & Dressler, 2003). It is therefore recommended that, during the work place assignment consultants are supported through social experiential learning peer sessions involving the client. Furthermore it is recommended, as a follow up of the licensee program, to consider organizing come back sessions (building on with the group after being licensed). Suggested is to also invite clients to these sessions as the benefits for the consultants could be huge and a great investment for both parties.

Finally in a few years' time, after implementation of the recommended improvements and follow-up support, it is recommended to carry out a new study with multiple comparable groups evaluating whether this way of increasing self-confidence in the application of 7D and DRP consultancy not only leads to successfully acquired and carried out 7D and DRP consultancy assignments but also to safeguarding the THT Consultancy IP.

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Acknowledgements

Appendix A: THT Agency profile

THT provides keynotes, training and consulting services in such areas as globalization, mergers and acquisitions, corporate identity and sustainability. As well as leadership development on leveraging diversity and developing cultural awareness and competence. THT help develop company programs with different tools and knowledge to gain insights and increase cross-cultural learning with different levels of interventions with experts in their field.

THT strengths are derived from a unique combination of an extensive track-record of rigorous research and an intellectual capital in the world's largest cross-cultural databases, captured by diagnostic tools and apps.

THT continuous vision is to certify corporate and higher education professionals to enable them to combine methodology, tools and apps to help leaders and managers to recognize and connect different viewpoints to accelerate successful communication, decision making and overall business performance.

The cornerstones of the THT approach are their models developed by *Fons Trompenaars, Charles Hampden-Turner and Peter Woolliams*:
- 4R - the process to follow for a long-term integration
- Dilemma thinking - the mindset that generates value from competing demands
- the 4 corporate cultures - the deep dive into cultural archetypes to foster change
- 7 Dimensions - the key to understanding cultural differences.

An outstanding intellectual property supported by over 30 years of research that makes their approach uniquely effective.

THT has a global presence with licensed associates and subsidiary operations in many parts of the world who specialize in training, coaching, leadership development and consulting in such areas as Cultural awareness and competence, diversity, equity and inclusion, servant leadership, sustainability, team effectiveness, financial management, human resources (Trompenaars-Hampden Turner, 2014)

Appendix B: Impact map

| Target group | Interventions | Competencies | (work) Behavior | Success indicators | Operational goals | Strategic goal |

Target group:
Mid /Senior level+ Consultants on the payroll or self-employed

Interventions:
- Pre-reading & 7D and DRP e-learning modules
- Solving Complex Case assignment
- Free up, share and reflect on experiential knowledge online and trainer/group discussions
- Individually solving work-place assignments, record and discuss with trainer/group
- Peer consultation

Competencies:
- The ability to explain the background and purpose of the 7D and DRP work methods
- Understanding the impact of a professional THT learning community with experiences
- Understanding how the 7D and DRP work methods can benefit clients
- Showing self-confidence in successfully applying the 7D and DRP models and tools

(work) Behavior:
- Shares ideas to upgrade 7D and DRP materials
- Feeds the learning community with new ideas and experiences
- Approaches potential clients with self-confidence in explaining the 7D and DRP work methods
- Collaborates with THT and or community peers in (paid) assignments
- Successfully and self-confidently applies the 7D and DRP work methods in a consultancy assignment
- (Inter-)acts on senior professional level in client assignments and with peers

Success indicators:
- Activity rate on professional community platform
- Increased number of (in and or external) assignments acquired and successfully carried out
- Positive client feedback
- Increased number of follow up assignments

Operational goals:
- A professional learning community is created with consultants who enrich the experiential knowledge base
- A pool of senior consultants is created engaging each other in 7D and DRP work method assignments

Strategic goal:
The 7D and DRP work methods are applied in THT consulting assignments towards safeguarding the THT IP

Appendix C: The Success Case Model

First results   **Follow-up research**   **Immediate results**   **Application possibilities**   **Goals**

Questionnaire survey on a representative sample of the participants

Evaluation study with a number of participants who are successful in applying what they have learned

Recorded stories about impact that can be distributed in the organization

Knowledge of factors that promote or impede impact

Documenting impact and propagating proven value

Inform managers and support them to achieve more impact

Developing more effective products and services

More impact through learning processes

Increased ability to achieve organizational results through learning

Increased ability to meet new organizational demands

Note. Reprinted from *Opleidingskunde – Leren in het werk rond het werk voor het werk.* pp. 174-175 by E. Deen and M. Rondeel, 2017, Vakmedianet. Copyright 2017, Vakmedianet

Appendix D: Consultant motivation for entering the study

01   At your request

02   Regarding the motivations to join the courses, they can be summarized into 2 main key areas: - getting a better understanding of Fons'/THT's cultural framework by interacting with experienced professionals from which I can learn a lot; - contributing to the market success of the platform, providing feedback on the overall experience basing on my marketing, insights and gamification competencies.

03   Long connection with Fons. Coordinated the publishing of Fons' e-book about covid.

04   High interest in e-learning, DRP and all things THT

05   To understand more of what THT offers to its clients and to gain understanding of the models

06   To share my on-the-field experience with DRP and get a refresh of the methodology and tools

07   Happy to participate in the THT pilot program :-) Being involved in content development for 2 decades I am always curious to see how new knowledge is generated and structured. It'll be great to experience how the licensee program is adapted to an e-learning format. I feel that the licensee program very much comes to life through the unique personalities of Fons and Charles ;-) So I am interested in the opportunities as well as potential limitations of an online delivery.

08   A click with Fons on a personal level and very interesting theory of Fonds about dilemma recons.

09   Refresh, learning and Help

10   Curiosity and willingness to help to improve the program

Appendix E: Pilot Licensee Program Overview

Preliminary individual assignment: Take (and pass) the 7D & DRP e-learning modules	When passed, read the Auspharma/KHPill case description
Group session 1 **Today's deliverables and process** Deliverables • a quick scan of the national (and organizational cultures' contexts as expressed in their values) of both Auspharma and KHPill • reframing challenges in dilemmas **Auspharma** Working in pairs: HR Veronica Alexander MRK Jan Thomas R&D Jorge Jerome **KHPill** HR Sean Jessica MRK Marco Gregoire R&D Richard NN	**Time table Group session 1** <table><tr><th>Time frame (CET)</th><th>Action</th><th>Support</th></tr><tr><td>13:00 - 13:15</td><td>plenary</td><td>Welcome/everybody is connected</td><td>Slides shared in Slack (today)</td></tr><tr><td>13:15 - 13:30</td><td>plenary</td><td>Any questions in relation to the case context?</td><td>Case description shared in Slack (January 15th)</td></tr><tr><td>13:30 -13:50</td><td>In break out rooms: individual and peer assignment</td><td>Analyzing intercultural awareness profiler IAP</td><td>Assignment document shared in Slack (today) You can app Fons when you need him!</td></tr><tr><td>13:50 -14:40</td><td>Same breakout rooms: peer assignment</td><td>Reframing challenges in dilemmas</td><td>Fons visits all peer teams</td></tr><tr><td>14:40 -15:00</td><td>plenary</td><td>Wrap up + outlook to and preparation for next session</td><td></td></tr></table>
Group session 2 Deliverables • Validated dilemmas • Reconciled dilemmas Working in pairs and foursomes: 	**Auspharma**		**KHPill**
HR	Veronica & Alexander with	Sean & Jessica
MRK	Jan & Thomas with	Gregoire
R&D	Jerome with	Jorge & Richard		**Time table Group session 2** <table><tr><th>Time frame (CET)</th><th>Action</th><th>Support</th></tr><tr><td>13:00 - 13:20 (20 minutes)</td><td>plenary</td><td>Reflections on assignment 1 – have confidence in the chosen dilemmas?</td><td>Answer sheet 'DilemmaCue' in your mail/Slack</td></tr><tr><td>13:20 - 13:40 (20 minutes)</td><td>In counterpart foursomes</td><td>Interview with your counterparts Select the dilemma you will work on with your peer</td><td>Assignment document shared in your mail/Slack (today) The integration manager visits the interviews</td></tr><tr><td>13:40 -14:25 (45 minutes)</td><td>peer assignment</td><td>Reconcile the dilemma using the DRP sheet</td><td>DRP Sheet in your mail (today) You can app Fons when you need him!</td></tr><tr><td>14:25 -14:45 (20 minutes)</td><td>In counterpart foursomes</td><td>One pair presents their dilemma reconciliation, the other pair supplements</td><td>Use the DRP sheet for reference</td></tr><tr><td>14:45 -15:00 (15 minutes)</td><td>Plenary</td><td>Wrap up + outlook to and preparation for next session</td><td></td></tr></table>
Group session 3 Deliverable • A 10 minute (powerpoint) presentation on the main areas of concern and dilemmas • The Integration Team embraces your advice on what they should be paying attention to and why Each joint functional team presents 	Presenters	Integration team	Observers
HR	R&D	MKT
MKT	HR	R&D
R&D	MKT	HR		**Time table Group session 3** <table><tr><th>Time frame (CET)</th><th></th><th>Action</th><th>Support</th></tr><tr><td>13:00-13:10</td><td>(10 minutes)</td><td>Total session is plenary</td><td>Everybody lands short introduction on the program</td><td></td></tr><tr><td>13:10-13:25</td><td>(15 minutes)</td><td>Break out rooms</td><td>Final dots on the presentation</td><td></td></tr><tr><td>13:25-13:35</td><td>(10 minutes)</td><td>Presentation HR team</td><td>R&D team are Integration Team MKT team observes</td><td></td></tr><tr><td>13:35-13:40</td><td>(10 minutes)</td><td></td><td>Discussion HR team with Integration Team</td><td>Observers</td></tr><tr><td>13:40-13:45</td><td>(5 minutes)</td><td></td><td>Feedback Fons</td><td></td></tr><tr><td>13:45-14:55</td><td>(10 minutes)</td><td>Presentation MKT team</td><td>HR team are Integration Team R&D team observes</td><td></td></tr><tr><td>14:55-14:05</td><td>(10 minutes)</td><td></td><td>Discussion MKT team with Integration team</td><td>Observers</td></tr><tr><td>14:05-14:10</td><td>(5 minutes)</td><td></td><td>Feedback Fons</td><td></td></tr><tr><td>14:10-14:20</td><td>(10 minutes)</td><td>Presentation R&D team</td><td>MKT team are Integration Team HR team observes</td><td></td></tr><tr><td>14:20-14:30</td><td>(10 minutes)</td><td></td><td>Discussion R&D team with Integration Team</td><td>Observers</td></tr><tr><td>14:30-14:35</td><td>(5 minutes)</td><td></td><td>Feedback Fons</td><td></td></tr><tr><td>14:35-15:00</td><td>(25 minutes)</td><td></td><td>Wrap up group sessions + explanation work assignment</td><td></td></tr></table>
LEARN SHARE in the final weeks of the THT Pilot Online licensee program ! *Fons Trompenaars* "Impact of an online social experiential learning program on the successful application and safeguarding of consultancy IP" *Monique de Bree*	**Week 3/4: Solving dilemma reconciliation cases at work** **Week 5: Peer discussion with Fons** **Goal: share dilemma reconciliation work-base experiences** **Individually** • Present (part of) a work-based case on Slack • Share your successes and struggles **With your peer + Fons** • Peer to Peer feedback and feed forward on Slack • Schedule a one-hour meeting with Fons • Reflect on feedback and feed forward <table><tr><th>January 25 – February 12 (3 weeks)</th><th>Action</th></tr><tr><td>January 25 – January 31</td><td>Share your case results on Slack Schedule a time slot for the final program discussion with your peer and Fons Available days and times: Thursday Feb 11 and Friday Feb 12 from 11 am-3 pm CET</td></tr><tr><td>February 1 – February 7</td><td>Share your feedback and feed forward on the results of your peer on Slack</td></tr><tr><td>February 11 and 12</td><td>Final program discussions with your peer and Fons</td></tr></table>
Bring learnings to your workparactice, using the knowledge platform, trainer and peers for support	

- The 7D & DRP e-learning module explained the background and purpose of the 7D & DRP models and tools. The e-learning took approximately 4-hours. The theory was presented in the form of presentations, visuals, and videos, presenting multiple examples of consultancy experiences. Every 5 minutes interaction moments

like yes/no or agree/disagree questions and quiz questions tested if the learners were able to transfer theory to practice. Passing all these tests (75% score minimum per test) ensured a maximum learning result from the group sessions.

- The three 4-hour online group sessions zoomed in on understanding how the THT work models and tools benefit the client through using a social experiential learning approach. For this each consultant was aligned with a buddy and two buddy-pairs made a small team. In all assignments and the solving of a complex business case the consultants were challenged to make use of and reflect on each other's work place experiences. Solutions and approach needed to be shared on the group knowledge platform inviting the other consultants to reflect and discuss. By sharing, reflecting on and discussing experiences and removing learning blocks this part aimed at increasing self-confidence in applying the THT models and tools. The three sessions were built up according to the steps in the THT work model, with in between homework assignments and a final 'formal' presentation and discussion in session three.

- Throughout the program the focus was on understanding the impact of a professional THT licensee community by having each consultant realize that continuously freeing up and sharing experiences has a positive effect on the quality of their work and creates new working relationships. The consultants shared at least one work practice experience with a related specific question on the experiential knowledge platform. All consultants needed to reflect both content and process-wise on at least two uploaded experiences. Each consultant had to contact the person who reflected to further discuss and reflect. Also the outcome of the discussions were to be shared. This part aimed at regularly sharing and reflecting on THT work models and tools related experiential knowledge, inter-acting on senior professional level with peers and Trompenaars.

- To conclude the program a final debriefing and feedforward discussion with the trainer and buddy pairs took place. During this debriefing Trompenaars explained the work practice assignment: carry out a the work practice assignment: apply/make a start with applying the 7D and DRP models and tools in work practice. The consultants were strongly advised to use the experiential knowledge platform and to consult their peers and trainer when seen appropriate or in case support was needed. The assignment had to be carried out over a period of three months following the formal learning part of the program.

Appendix F: Learning Program Evaluation form

Learning program evaluation on expected impact

	below average	above average	good	excellent
Reaction level:				
1. The online approach and delivery	( )	( )	( )	( )
2. The choice of pre-work and assignments	( )	( )	( )	( )
3. The potential for application of the learnings	( )	( )	( )	( )
Learning level:				
4. Amount of new and actionable information	( )	( )	( )	( )
Expectations towards transferring your learnings to another person	( )	( )	( )	( )
The applicability of the Slack experiential knowledge platform	( )	( )	( )	( )
Expected behavior level:				
Raised self-confidence related to 7D & DRP consulting	( )	( )	( )	( )
8. My proficiency in using the THT tools	( )	( )	( )	( )
Motivation towards sharing experiential knowledge with peers	( )	( )	( )	( )
Trainer effectiveness:				
10. Level of participation Fons Trompenaars	( )	( )	( )	( )
11. Effectiveness of participation Fons Trompenaars	( )	( )	( )	( )
Reflections/comments/suggestions:				

Appendix G: Operationalization model Interview questions outlier consultants

Taking the interview buckets visualized on page eleven as framework, the interview questions were based on the key concepts visualized in the study's topic overview below.

Key concept	Dimensions	Topics	Indicator
Social experiential learning	Joint reflection	Reflection on action	Contribution peers
	Sharing experiences		Valuation peers
	Workplace support	Professional learning	Interaction with peers
			Contribution trainer
Self-confidence	Perception of overall capability	Reflection on abilities	Expectations of performance
			Relation with prior performance
			Reaching out to others
Workplace results	Impact	Professional attitude	Client feedback
		Successful application	Perceived raised self-confidence
			Benefits and Barriers

Bucket 1: what was used?
- Which social experiential learning components did you copy to/apply in your work practice?

Bucket 2: what results were achieved?
- Can you reflect on the overall results and in respect to applying the 7D and DRP in particular you achieved over the past three months?
- In respect to your performance prior to the program what, in your opinion, influenced reaching these results?

For the least successful consultants:
- Can you reflect on what (kind of) barriers you experienced resulting in being less successful in applying the 7D and DRP models and tools in work practice?

Bucket 3: what good did it do?
- What good did social experiential learning do for you in respect to building self-confidence (benefits)?
- (If not already mentioned) Can you zoom in on the value of the online delivery of self-confidence?
- Did going back to the workplace with the specific assignment to apply the learnings influence continue to build your self-confidence?

Bucket 4: what helped?
- Which specific elements of social experiential learning helped you towards successfully applying the 7D and DRP models and tools?
- Did you continue to reach out to your peers and the trainer?

Bucket 5: Suggestions? (for all outlier consultants)
- Would you have suggestions for improvement of the learning approach in the program?

Appendix H: Group Reflections/Comments/Suggestions

In totality, I thought that this was a very good course. As we discussed, we had some issues with the coordination of the group sessions. This experience was quite volatile at the time, for reasons that I believe I understand (i.e. people dropped out, and you needed to make decisions on the fly). But, we have dealt with that feedback already, and I don't want to dwell on it. I think that the e-learning was very good, and helped me cement home a lot of what I had been exposed to earlier, but hadn't quite sunk in. There were bugs in it, which distracted from the experience, but not too badly. I'm not sure that the Slack channel worked that well. The group session experience for us might have affected that - in that we had our attachment with Rich broken - and then Jessica and I were working together, which short-circuited the need for us to reach out Fons was generous with his time, and he has great insights generally, and then he gave us excellent insights into our personal dilemma at the end Suggestions; -Fix the bugs in the e-learning -Get commitment beforehand. As dropouts appear to be a big challenge, how do you get people on-the-hook beforehand? Often the fee will screen this out. But sometimes corporates pay for things that staff then don't front up for. One idea would be to force that the e-learning is done well in advance, and not allow participation unless this is done -The content that I saw from others on Slack tended to be a little thin for me to provide insights into others challenges. (R1)

Devote more time for the exercises, inform previously of the workload for homework, not from one session to the other, do a short sample case before the case study alone in peers. Evaluate triads rather than peers. (R2)

The pre-program needs more/better communication. Lots of troubles getting signed up in the first place (did not receive emails). And like many others, I did not know very well what to expect. The Online tool is easy for the 7D and rather hard for the DRP. Not enough case studies are presented and explained before having to work on them ourselves. The work in peers should be better integrated with the program and the partner should not change too much (I've had 4). Simply put, a "user's manual" should be distributed ahead of the program. A wrap up meeting with all participants was also expected. (R3)

A small comment, well two actually. The explanation of this project originally implied to me and others that this was mainly a project focused on examining the e-learning content. I am happy it focused on the case study and active DRP and was thrilled to be able to work with an excellent international group of consultants. After a short period of confusion at the beginning it was clear what this opportunity presented to us, and the journey became much more clear and valuable. The next point is to emphasize how unique bringing this learning and sharing opportunity to a virtual stage is in the field of training right now. There was tons of experience to reflect on in working with the international group of experts and that experience, as well as Fons incredible train the trainer sessions, were very valuable. THT material is dense and reconciling dilemmas is new. All of this needs practice, and trainers need practice to become excellent practitioners, thank you for your work. Good luck with the thesis (R4).

I think the e-learning part and Fon's participation in the class was excellent. I felt that the webinar sessions were a bit chaotic at times and less organized. However, the opportunity to discuss a business case with Fons right at the end, made the whole program come together. (R5)

I think the 7D e-learning was really appropriate but the DRP e-learning is less effective vs having it explained live by Fons. I think this second e-learning should rather be an introduction to a live demonstration by Fons. Also, to keep the momentum, the whole program should only last two intensive weeks and start with a "social" meeting to get acquainted with the other participants before jumping into the content. Thanks again for the opportunity. It was a real pleasure to meet so many interesting people from different countries and listen to Fons again. (R6)

Overall a great program and approach :-) I'd propose to make the return on (time) investment crystal clear to the participants. It might be worth considering adding a 1-hour marketing session at the end. How do the learnings of the program can help to supercharge one's offerings. How can the value to the participants' clients made tangible and visible? (7)

The program itself has grown, the team meetings got better and improved every time we met. The theory is fantastic, the e-learning gives a good general insight on the theory and applications towards a company. However it does not give sufficient base to enter a company to start a bigger change program or to guide a cultural change. The tools help to educate others (in-company trainers) to a level of bases knowledge of the theory. Accompanied with some more practical/case study days it would increase the professional level tremendously. I enjoyed being part of the program and the effort put in by the team of Fons and Monique. They offered a professional learning environment. Thank you (R8)

Probably the changes and the lack of previous information regarding the time and efforts to accomplish was not very well organized. The participation of participants needs to be more committed from the beginning, very good interaction with peers, great discussions, good involvement of THT and specially Fons. Slack has been to me not a great experience, probably is my fault. Great effort of all participants that have been completing the program and the coordinator. A little less interest to accomplish the task by the facilitator will be desirable. Thank you for give me this opportunity. (R9)

I enjoyed the program overall and believe that, with the improvements, it will have really great potential. (R10)

The program in general was very interesting and nicely structured. However, at some points it was a little too much information for too less time. The e-learnings were quite extensive and lasted much longer than expected. It was a lot to remember and learn at once. Same with the pilot itself. My recommendation would be to mention that the e-learnings take more time to complete AND understand, thus people would probably start earlier fulfilling it and would be better prepared. (R11)

Need more training in translating issues to underlying dilemmas (R12)