Application of the Integrative Business Experience (IBE) and Team Based Learning (TBL) at School of Business and Management ITB: Inception of Project

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ABSTRACT

The project of Integrative Business Experience (IBE) and Team Based Learning (TBL) will be implemented in School of Business and Management at Institut Teknologi Bandung (SBM-ITB). The implementation consists of three phases; Project Inception, Project Implementation and Project Outcome. The project inception is discussed in detail in order to disseminate the idea of IBE and TBL implementation. Workshop will be carried out to socialize and determine the IBE and TBL application at SBM-ITB.

Keywords: Integrative Business Experience; Team Based Learning

1. Rationale and Background

As a result of our past examinations of the Integrated Business Core which became the Integrative Business Experience, and our conversations with the creator of this program, Professor Larry Michaelsen, who recently visited Indonesia (from 7 June to 19 June 2004), the following understandings were compelled:

a) Central Missouri State University presently operates the Integrative Business Experience (IBE) program with a proven success and remarkable impact on students, community and academic staff in USA.

b) School of Business and Management (SBM) ITB in Indonesia is intending to implement this program. The program will prepare students to run a startup business that will link course works to hands on experiences. In turn, this activity will fulfill the community humanitarian service requirement in Indonesia.

c) The purpose of this project is to help students to connect what they learn in class with the real world using Integrative Business Experience (IBE) (CMSU, 2004). Team Based Learning (TBL) will be used as a method of learning process.

d) Many students do not have any skill they need to face the problem after graduated. Succeeding in any work force takes work and effort, due to many challenges existing in all markets. IBE and TBL are intended to help them to achieve their objectives (Michaelsen, 2004).

2. Phase Implementation of Project

In order to guard the project implementation, the whole program needs to be controlled and monitored. The proposed project implementation consists of three phases.

Phase 1 : Inception of Project (April 2004 April 2005)

Phase II : Project Implementation (May 2005-May 2006)

Phase III : Project Outcome (May 2006)

Team of IBE and TBL Implementation was appointed to design and direct the implementation of every phase of project.

This article will be emphasized in the description of Phase I: The Inception of Project. Phase II: Project Implementation and Phase III: Project Outcome will be started in May 2005 and are not discussed in this article.

3. Phase I: Inception

This phase will be carried out in April 2004 until April 2005. There are two major objectives which were formulated to guard the project inception. The first objective is to adopt and adapt the IBE concept implemented in USA to be used at SBM-ITB. To facilitate this activity, some topics related to this objective have to be elaborated, such as:

- Cross-disciplines integration among the ones that are involved in IBE and the rest of the disciplines,
- Study skills that students will acquire in the IBE implementation,
- The elaboration and presentation of a workshop which was carried out in August 2004.

The second objective is to adopt and adapt the TBL concept used in USA at SBM-ITB. The following topics have to be defined and elaborated:

- Definition of process and its activities,
- Study skills that students will acquire in the TBL implementation,
- Peer, individual and RAT evaluations,
- The elaboration and presentation of a workshop which was carried out in August 2004.

3.1. Implementation of IBE Concept in SBM-ITB

Cross-Disciplines Integration

In order to achieve the disciplines integration, IBE identification has to be carried out. SBM-ITB plans to divide IBE into two IBE activity implementation; IBE1 which is the preparation of business plan, and IBE2 which is the company execution and concluding.

At the top of any company, persons who are visionaries, planners, organizers, coordinators, communicators, morale builders, and motivators are needed. For cross-discipline coordination, SBM-ITB needs to turn managerial concepts into active company necessities. In order to create helpful IBE1 and IBE2, the most important principles of each discipline as an input for the general IBE goals will be organized and coordinated. The organization and integration of IBE1's disciplines is presented in Figure 1.
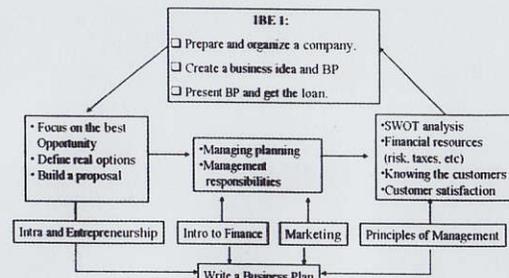

Figure 1. Organization and Integration of Disciplines Involved in IBE1

One of the most important aspects in the IBE1 development is that students will use the material that is learned in a certain semester with special retention, because they synthesize together all courses required for a company management.

Taking the risk of starting business can be scary and thrilling at the same time. One entrepreneur described it as almost like bungee-jumping. Students will be scared, but if they watch other people doing it and survive, as they will do it, they would be able to do it themselves in the future.

Accomplishing the integration of cross-disciplines will need a truly understanding of theories, concepts, and skills relevant to intra and entrepreneurship, finance, marketing, and principles of management and how all these disciplines are interrelated. The students will experience the interrelationships between the different parts and functions of business and develop a vision of business entity as a whole by means of Business Plan (BP) elaboration.

Groups raise money from bank loans and/or another system of venture capitalists in Indonesia. Before groups can raise money, they must create basic budget expenditure decisions from which they can determine how much money they need to raise to be viable.

During the IBE2 session, student groups organize and run their companies for the first time. At the end of semester, they make a sales presentation to sell their company. Students explore such questions as: What really makes a good human resources management? What makes a group effective? What is the most effective leadership style? Why is it important to match your target market to your product? Why do you need to consider the cost of capital? What is the legal system which can influence and support a new business in Indonesia? What will be
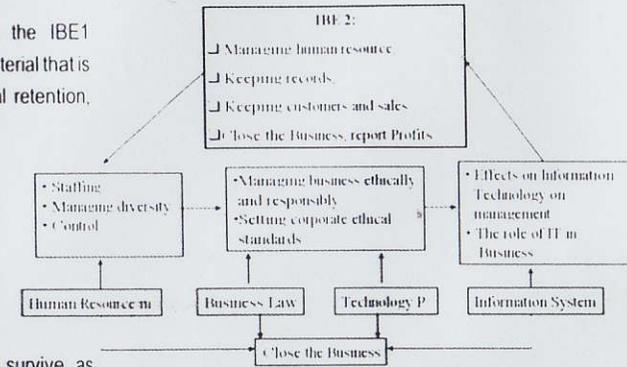

Figure 1. Organization and Integration of Disciplines Involved in IBE1

happened if I decide to export (global business)? At the end of the IBE2 session, the students will close the business and allocate the profit in community service.

Study Skills Acquired by Students in IBE Implementation

Figure 3 shows the general skills that students will acquire during the process of IBE implementation embedded in the SBM-ITB curriculum.
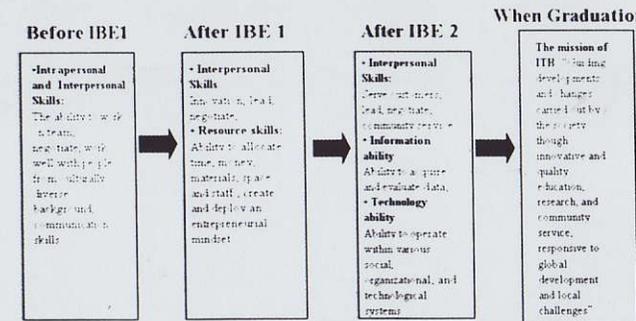

Figure 3. The Development of Study Skills Acquired by Students By Means of IBE Implementation

IBE Workshop in August 2004

Socialization and infrastructures preparation have to be carried out in order to implement the IBE in SBM-ITB. Basically, preparation, execution and evaluation procedures have to be defined and socialized by means of intense discussion among the academic and supporting staffs of SBM-ITB. It is important to realize

the strength, weakness, opportunity, threat and obstacles which are potentially impose the IBE implementation. Various scenarios for the pooling of expertise and expertise development will be elaborated for further discussion.

The role and contribution of each discipline to the curriculum will be defined considering the core expertise and interests of the IBE. The existing information and materials will be assessed and distributed as an inception report.

3.2. Implementing TBL Concept in SBM-ITB

Definition of Process and Its Activities

All process and obligatory activities composing the TBL method of learning are shown in Figure 4.
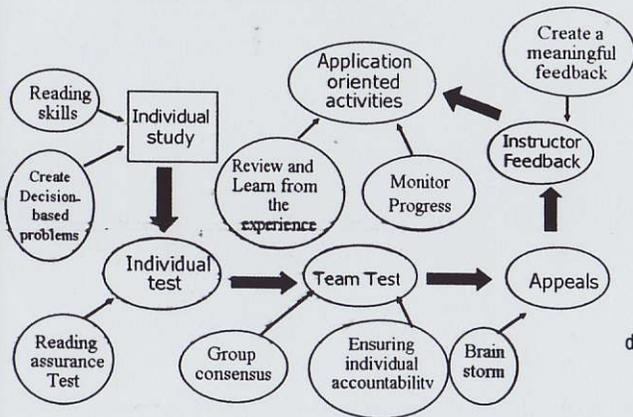

Figure 4. TBL Process and Its Activities

TBL follows six steps of process starting from individual study, preceding individual test, team test, appeals, instructor feedback, and application oriented activities respectively (Michaelsen, 2004). Each step of TBL process needs certain variables/principles influencing the direction of this strategy. For example, reading skills and creating decision based problems are variables which are needed to synthesize an efficient individual study.

Study Skills Acquired by Students By Means of TBL Implementation

The skills that student will acquire are described as follows:

- Reading skills
- Interpersonal skills:
    - Assessing the personal contribution to the group
    - Work and co-operate within a group
- Learning skills:
    - Self-study
- Dialog and discussion skills
- Cooperative conflict resolution skills

Peer, Individual and RAT Evaluations

Special evaluations will be implemented. These evaluations were created by the Team Based Learning strategy inventor (Michaelsen, 2004), and will be described with specific detail during the workshop.

TBL Workshop in August 2004

The TBL Workshop followed the same guidelines with the IBE workshop described before in the Implementation of IBE.

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