

# Experiential Learning

Impact Report 2025-26



London  
Business  
School

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# Welcome

This year’s Experiential Learning Impact Report has been developed in a world that has required a great deal of adaptability from all of us. Geopolitical upheaval reshaped travel plans, client priorities and even course locations at short notice. Our team, faculty, and students responded with their typical forbearance and agility – characteristics this work demands on a regular basis. If anything, such turbulence has sharpened our sense of purpose: understanding the real world outside the classroom, across cultures and contexts, has never mattered more. There is no substitute for being in the country, in the room, in the conversation.

That conviction feels especially urgent as AI reshapes how our students learn and work. AI can generate an answer (although perhaps not the answer) in seconds, but it cannot sit with a client’s uncertainty, work with ambiguity, navigate a team’s tensions, or read a room in a language that isn’t their own. Experiential learning enables practical application of learning, but through reflective practice it also teaches judgement, resilience and human connection. These are the capabilities that matter most precisely because they’re hardest to automate. In an age of AI, learning by doing isn’t a nice-to-have. It’s the differentiator of impactful, global leadership.

Against this backdrop, our impact this year feels hard-earned. To deliver 21 Global Experiences, 145 consulting projects and student-led development is no mean feat. Simultaneously meeting the changing needs of our students and maintaining the high quality of our courses speaks to an Experiential Learning team, world-class faculty and a student body who leaned into complexity and turbulence rather than away from it.

Thank you to our faculty, clients, alumni and global associates for your partnership, and to our students for your unmatched curiosity and courage. Thank you, as ever, to the whole Experiential Learning team for meeting a demanding year with such skill and heart.

**Kirstie Papworth**  
Executive Director, Experiential Learning

*Kirstie*



# About Experiential Learning at London Business School

John Dewey famously observed that “experience plus reflection equals learning.” In Experiential Learning, this principle underpins everything we do.

We design immersive learning experiences that enable students to apply world-class research and insight to live organisational and societal challenges. Through structured reflection, these experiences deepen leadership capability, strengthen business judgement and foster a global mindset. At the same time, they create tangible value for the organisations, communities and alumni who partner with us.

In 2025–26, more than 2,000 students took part in experiential learning through over 21 Global Experience courses, over 145 client consulting projects, and a range of leadership development initiatives. These opportunities are delivered across three complementary areas: Global Experiences, London Projects and Student-led Learning.

Together, these courses and opportunities create an ecosystem of experiential learning that brings students, faculty, alumni, and external partners together to address real-world challenges while developing the next generation of responsible leaders.



## Our Purpose

Challenge students to apply their learning through transformational experiences with responsible, real-world impact.

## Our Mission

To be globally recognised for our innovative experiential learning approach and culture of challenge.

## Our definition of impact

When we talk about impact, we have two key priorities:

- 1 The impact we have on our students nurtures a generation of leaders who are lifelong learners with a global mindset. We support our students to leave London Business School with demonstrably improved leadership and business competencies, the ability to learn through reflection, and a deeper appreciation of diverse business cultures and approaches.
- 2 The impact our students have on the world; students apply themselves in experiential courses to improve business practices, affecting positive social and economic changes in local communities globally.



“Experiential Learning represents the best of LBS and its commitment to making a profound impact on the way the world does business. Our Experiential Learning courses equip our students with practical skills of applying novel academic insights to solving real-world challenges, as well as helping small businesses and local communities around the world implement best business ideas and achieve their goals.”

Sergei Guriev,  
Dean of London Business School

## Our year at a glance



21

Global Experiences



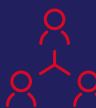
25

National & international destinations visited



95

Student nationalities participated



88

Client organisations across all London Project courses



145

London Projects Teams



468

External partners and contributors across all our Experiential Learning courses

## What defines our approach

Our purpose and mission provide the foundation for Experiential Learning. Within this, three characteristics increasingly define how we work: **Inclusive**, **Connected** and **Responsible**.

These encapsulate key areas of value in our experiences and partnerships, and where we see opportunities to create greatest impact.

Inclusive

Connected

Responsible

*Experiential learning thrives when it is accessible to every student.*

Scholarships enable students to immerse themselves in transformative learning experiences that may not have been possible otherwise. All of our opportunities are designed to be accessible across programmes and backgrounds. Wellbeing support enables students to thrive in challenging environments. The result is a more diverse community benefitting fully from experiential learning.



## Rishi Ghiraiya, MiM2026

### SKYY Development Scholar Student of the Year Award and the LBS Dean's Award

Coming to LBS on the [SKYY Development Scholarship](#) changed what was possible for me.



I am the first person in my family to earn a masters degree, and growing up in Nepal, a place like this felt out of reach. Frankly, I did not think I would make it here, let alone thrive or find a community I loved. The scholarship took away the financial fear, which mattered even more this year when unrest back home destroyed my father's restaurant.

Experiential learning is the glue that stuck me to LBS, because it works on a human level and brings very different worlds into the same room.

What did Experiential Learning at LBS look like for me?

I co-led **Project Aasha**, holding together 28 peers across four teams who consulted for social enterprises in rural India. Our **Global Experience in Cape Town**, built around creativity and sustainability, made me see business as something deeply human and taught me to ask why people are drowning before rushing to pull them out. The **Harrods LondonLAB MiM project** was new ground too. I come from a startup background, so working inside a legacy brand of that scale is a big reason I feel ready for what comes next.

That's why I have grown so attached to this place. Receiving the **LBS Dean's Award**, as the first Graduate Masters student to do so, I feel lucky to sit among alumni who have done so much. As I move into commercial roles in strategy and marketing, I want to work where business growth and social impact meet, carrying everything this year taught me into whatever comes next.

People call LBS a lifelong subscription, and I have properly subscribed. This does not end at graduation. I have already mentored an incoming Nepali student who won the same scholarship I did. Staying close to this community, through my juniors, my peers, and the people behind experiential learning, is exactly how I want to keep giving back for years to come.



**Transformative learning depends on meaningful relationships.**

Nepal is one of the world's least developed countries, facing a range of economic and infrastructure challenges, yet exhibiting an impressively high level of entrepreneurship. The **Global Experience in Kathmandu** immersed students in Nepal's dynamic entrepreneurial ecosystem through projects with local organisations.

Our local partner, **One to Watch**, promotes socioeconomic development by supporting commercially viable, impactful local companies to grow through investment and accelerator programmes that advance strategic initiatives. They connect founders directly with our students, who act as consultants for a week, focusing on a strategic challenge the company faces and applying their own experience and academic knowledge to a new context.

One To Watch deepens the impact by providing some companies with funding to implement the recommendations developed by the student groups. One such organisation was **Strix**, a company that helps businesses simplify operations, strengthen financial control, and achieve growth through smart, modern technology.



The collaboration between One to Watch and Experiential Learning has been a powerful lever for shared learning over multiple years.

**“At One to Watch, we work with founders building serious businesses against very long odds, and it has been a pleasure to watch LBS students spend a week in the thick of it with them. The founders come out of the week more confident, with a clearer view of where the business is heading, and as with last year, a number of the recommendations are already being implemented, so the impact carries on well after the students fly home.”**

**Swastik Bhattarai**, Investment Associate at One to Watch

Swastik deepened his connection with LBS this year, having been accepted onto the MFA2027 programme and awarded the sought-after SKYY Development Scholarship.

We have trusted partnerships with global companies, NGOs, start-ups and community organisations. Long-term collaborations that create value for students and partners alike. Local and international networks providing authentic, real-world challenges. A partnership model built on reciprocity rather than one-off projects. Another example of this is our partnership with [Corporate 100](#). It has enhanced our visibility across London's business community and created stronger connections with leading employers.

**“The Kathmandu Global Experience was my favourite course at LBS. I loved the opportunity to fully immerse myself in a new context by partnering with a local firm. There was a lot to learn from our company, Strix, about the local market and their operating environment, and our team offered insights based on our prior work, home economies, and the frameworks and business tools we learned in class. Overall, the partnership with Strix created the opportunity to provide mutual value – it felt as though we aided in solving a live business problem and we certainly gained rich market and cultural learnings.”**

**Maggie McNamara**, MBA2027 and Student Association President

*Experiential learning should create lasting value for society and the planet.*



As part of our commitment to embedding sustainability into every aspect of the Experiential Learning journey, we partnered with TreeApp, a Certified B-Corp founded by LBS alumni Jules Buker and Godefroy Harito (MiM2018). TreeApp was a natural choice as we reimagined the way we thank guest speakers and contributors on our Global Experiences. In most locations, instead of traditional gifts, we plant trees on their behalf, creating a gesture that is both meaningful and impactful.

“The tree-planting initiative was a strong and visible step towards environmental sustainability and worked well as both a symbolic and practical offset.”

Leonard Batz, MFA2026, Mumbai and Pune Global Experience

4,295  
trees planted this year

477.7  
tonnes of CO<sub>2</sub> absorbed  
across trees’ lifetime

44  
workdays created for local  
communities

29,215m<sup>2</sup>  
land reforested

### Case Study: In Kind Direct

In Kind Direct was founded in 1996 by His Majesty King Charles III and stands today as the UK’s leading product-giving charity. By partnering with over 9,000 charitable organisations and 200 well-known manufacturers and retailers, In Kind Direct works to ensure that everyone has access to the essential products they need to keep clean and well.



research in order to map the origins of hygiene poverty and chart actionable solutions, barriers, and routes forward.

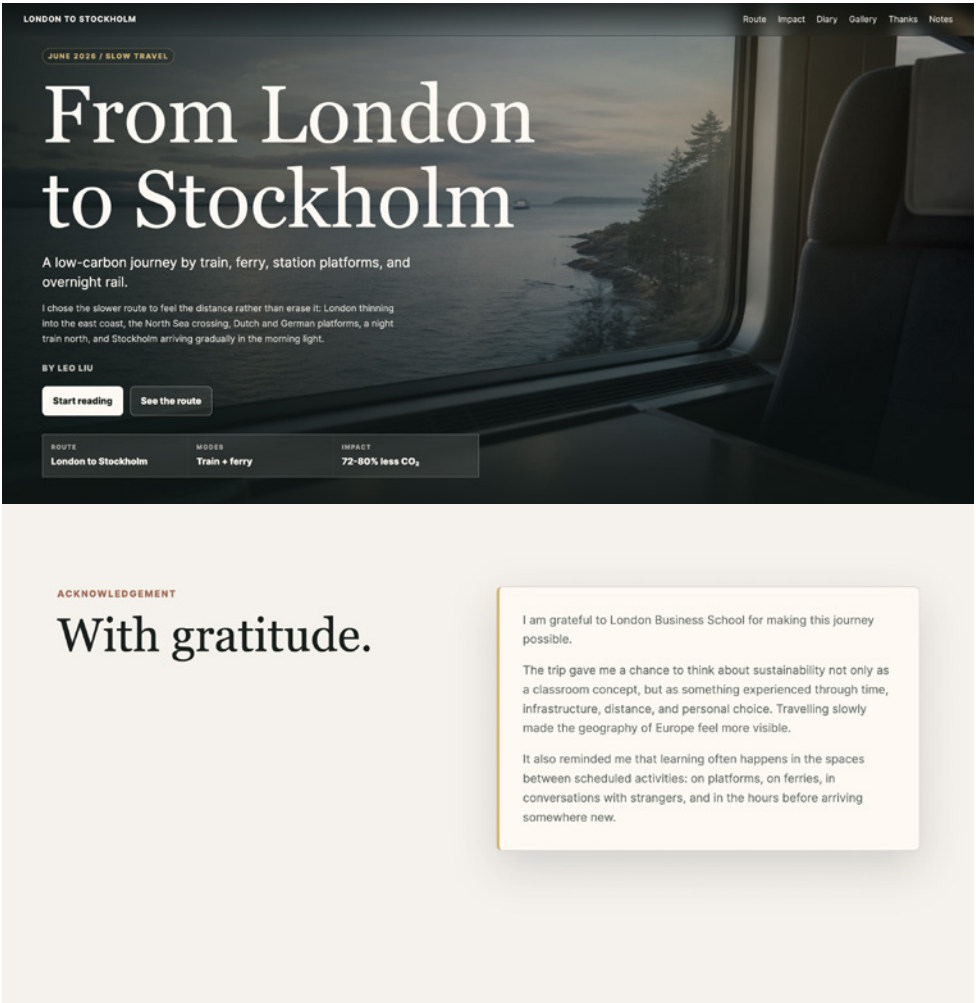
For the students involved, the project offered a rare chance to apply commercial skills and analytical thinking not only to pursue a business goal, but to serve a pressing real-world social issue. Through the engagement, students learned to navigate new types of partnerships, work alongside a mission-driven organisation, and experience first-hand what it looks like when business expertise is channelled toward creating genuine and tangible societal impact.

Through LondonLAB, a MiM consulting course, In Kind Direct engaged two student teams, challenging them to connect data sources and

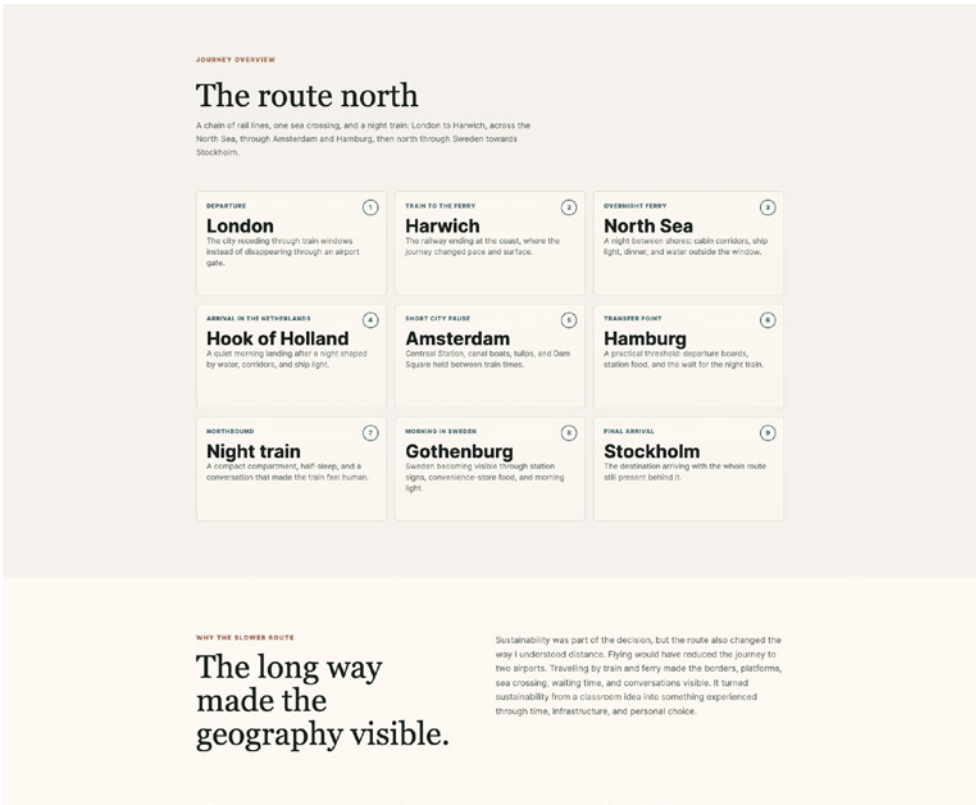


## Stockholm Global Experience

Our commitment to sustainability initiatives such as TreeApp helps reduce the environmental impact of our flights to international destinations. We also offer specific courses, such as the **Stockholm Global Experience**, that expose students to leaders in responsible



business. These prepare our students to make decisions that balance commercial success with social and environmental responsibility. One student, Xi Liu MiM2026, shares his sustainable, carbon zero journey from London to Stockholm. Click [here](#) to read his article in full.



**Connected. Inclusive. Responsible.** Together, these principles shape every experiential learning opportunity we offer. They inform how we design programmes, who we partner with and the impact we seek to create.



# Experiential Learning Portfolio

## Global Experiences

**What:** 21 immersive international learning opportunities that expose students to diverse markets, cultures, and leadership approaches.

**Who:** SLN, EMBA, EMBAG, MBA, TYMBA, MiF, MiM, GMiM, MAM, MFA

**Students engaged:** 1370+

**Participation:** Programme requirement for most students

## London Consulting Projects

**What:** Live consulting engagements with organisations across London, enabling students to apply rigorous classroom learning to real-world business challenges while delivering measurable value for partner organisations. Delivered through the LondonCAP, LondonLAB, and London Business Challenge Week (LBCW) courses.

**Who:** MBA, MiM, MAM, MFA

**Students engaged:** 850+

**Participation:** Programme requirement for most students

## Student-led Learning

**What:** Empowering students to lead, innovate and create impact beyond the curriculum, from leadership roles to social impact consulting. Includes Leadership Incubator and Project Aasha.

**Who:** MBA, MiF, MiM, MAM, MFA

**Students engaged:** 50+

**Participation:** Voluntary, application only

# Global Experiences

Global Experiences take students out of their comfort zone to closely examine different business approaches and cultures in international settings. Through our courses, students are exposed to diverse perspectives and the London Business School's global network.

This year, we delivered courses in two brand-new locations: **Tokyo** and



“Experiential learning is at the heart of transformative business education. By immersing themselves in new cultures and markets and engaging with local professionals, our students gain insights that cannot be replicated in a traditional classroom. Global Experiences not only deepen academic understanding but also help students develop the practical skills, judgment and global mindset required to lead.”

**Florin Vasvari**, Professor of Accounting; Executive Dean, Executive Education (Middle East); Academic Director, Institute of Entrepreneurship and Private Capital

**Mumbai & Pune.** Altogether, we took over 1,300 students on Global Experiences. Led by expert faculty, each Global Experience explores a topical theme and offers an in depth view of the country's business culture. Students have the opportunity to interact meaningfully with members of the local business ecosystem, gaining an insider perspective and expanding their global mindset and connections.

## Impact on students

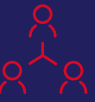
The most common outcomes, as reported by participants of Global Experiences:



Learned to leverage differences in diverse teams



Developed leadership competencies



Increased understanding of cultural differences



Improved communication skills



Applied consulting and project management skills



# Global Experiences

## Themes

Our AY25-26 Global Experiences covered the following themes:

-  Strategy
-  Entrepreneurship
-  Innovation
-  Sustainability & Social Impact
-  Finance
-  Luxury
-  Technology
-  Managing through change



21  
Global Experiences

25  
Destinations

1,372  
Student participants

95  
Student nationalities

25  
Faculty

210  
Speakers

58  
Clients

187  
Organisation visits

# Global Experiences

## Case Study – Tokyo

The inaugural **Tokyo Global Experience**, led by Professors Lynda Gratton and Marcus Alexander, in one of the world's most fascinating and complex cities, was an exciting new addition to the student experience.

At the heart of the experience was a compelling tension unique to Japan - the remarkable coexistence of its deep-rooted traditionalism and its radical embrace of modernity - explored across culture, technology, urban life and business in ways that consistently challenged and inspired students to think differently about the world around them. Students were exposed to the nuances of Japanese craftsmanship, hospitality and cultural etiquette, as well as cutting-edge developments in artificial intelligence, robotics and urban planning.

The week offered a rich and layered learning experience that encouraged students to draw meaningful comparisons with their own cultural and professional backgrounds. They left Tokyo with a sharpened perspective and a deeper understanding of the forces shaping businesses and societies globally.



“Looking back now, what makes the Tokyo Global Experience so important to my Sloan journey is not only the content, but the way it connected three things: who I have been, what I have learned and who I hope to become. Revisiting Japan through the course structure, through the lens of faculty who think deeply about strategy and working lives, and through the fresh eyes of my classmates allowed me to see familiar places and institutions in a new way.”

Chinnapat Sertthin, SLN2025

# Global Experiences

## Case Study - Lima

The **Lima Global Experience** explores how Lima's business community is navigating challenges in Peru with lessons that apply far beyond its borders. With a tumultuous history through social division, terrorism, prolonged rapid economic growth followed by the deep impact of the pandemic and more recent political unrest, Peru knows what it is to reinvent itself and its business through turbulent times.

The student group, led by professors Dominic Houlder and Aytekin Ertan, mixed with a diverse group of business leaders that make up the LBS network in Peru to explore what lessons they could take from their varied experiences. Working on live consulting projects with organisations including WWF Peru, CARE Peru, and Ferreyros, students tackled real business and social challenges alongside local partners. They also visited an NGO to learn from female community leaders, met influential business figures including Carlos Rodríguez-Pastor, arguably one of Peru's biggest success stories, and connected with the local alumni community at Lima's historic Club Nacional.

Together, these experiences gave students a first-hand perspective on leadership, resilience, and doing business in a rapidly changing environment.



“The course was packed with moments that made me reflect on business, leadership, and economic development. It made me think through what impact leaders can have on a country’s trajectory and also our privilege of broad exposure to the world and the associated opportunity to enact a positive impact on society.”

Gary Liew, MBA2026

# London Consulting Projects

Our London location places students at the heart of a dynamic business ecosystem, home to major multinationals, technology start-ups, luxury and high-fashion retailers, and NGOs. This unique environment serves as a real-world classroom, enabling students to apply their knowledge and skills to contemporary business challenges.

Our innovative LondonCAP, LondonLAB and London Business Challenge Week (LBCW) courses leverage our extensive connections with the London business community and beyond. Through our London Consulting Project courses, Graduate Masters and MBA students apply and integrate their academic learning to deliver meaningful real-world impact. Working in teams, students partner with organisations to address live strategic business challenges and develop practical, implementable solutions tailored to their needs.

This year, student cohorts worked with leading organisations including Byredo, Cartier, Jaguar Land Rover, Rolls-Royce, Manchester United, The Football Association (FA), Intesa Sanpaolo, Elm Europe, and the World Business Council for Sustainable Development, gaining first-hand experience of applying their learning to complex challenges across diverse industries.



## Case Study: idverde

idverde is Europe's leading landscaping and green services company, specialising in grounds maintenance, urban greening, tree care, and climate adaptation across both public and private sectors. With over £1 billion in annual revenue, 9,000+ employees, and 150 branches spanning 6 countries, idverde is one of the continent's fastest-growing green services businesses.

As part of LondonCAP, a 10-week MBA consulting course, idverde brought a high-impact strategic challenge to a team of five MBA students, tasking them with conducting in-depth primary and secondary market research to identify and evaluate new business opportunities across untapped sectors of the market. Over the course of the project, the team delivered a comprehensive strategic roadmap and a set of actionable recommendations, providing idverde's leadership with a clear, evidence-based foundation to build upon as they continue their European expansion.

Beyond the value delivered to idverde, the project offered students a meaningful opportunity to apply their classroom learning within a dynamic, fast-growing environment. They gained real-world consulting experience at the intersection of sustainability, urban development, and business strategy.



**“The quality of research and analysis was strong – particularly impressive given how difficult this segment is to research externally. Despite limited publicly available data, the team delivered detailed findings that provide a solid knowledge base for further developing our adjacency strategy. Communication throughout the engagement was consistently strong, and the team demonstrated preparedness and professionalism at every stage.”**

Aron Zerezghi, idverde

# Statistics



855  
Students



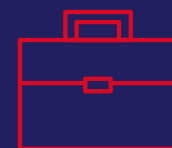
15  
Faculty  
Supervisors



98%  
met or exceeded  
client expectations



94%  
of clients agreed or  
strongly agreed that  
participating in a project  
added value to their  
organisation



88  
Client Partners



25%  
Alumni clients



39%  
ESG projects



World Business  
Council  
for Sustainable  
Development

## Case Study: WBCSD

WBCSD is a global organisation of leading businesses united by a shared mission: to drive the systems transformation needed for a world in which 9+ billion people can live well. WBCSD works to limit the impact of the climate crisis, restore nature, and tackle inequality at scale.

Through LondonLAB MiM, a 10-week MiM consulting course, WBCSD engaged two teams of students, tasking them with a challenge that sits at the heart of the sustainability agenda: identifying why sustainability has yet to meaningfully influence core business decision-making. The student teams were challenged to develop concrete, evidence-based recommendations for educational practices to close this gap.

Each team engaged directly with industry leaders, synthesised insights from across sectors, and developed new tools and frameworks designed to translate sustainability ambition into real-world action. For the students involved, the project pushed them to think deeply about what sustainability looks like in practice by engaging with the very leaders shaping it and ultimately producing recommendations with the potential for real-world impact.

**“The team produced truly excellent work, developing three distinct, well-considered proposals grounded in a deep understanding of the challenge. Their work brought fresh thinking and energy to the topic, particularly in addressing why sustainability science has yet to meaningfully influence business decision-making.”**

Laura Chamberlain, Education Manager, WBCSD

Some of our 2025-2026 Partner Organisations



“Both teams were brilliant – consistently engaged, well-prepared, and highly organised throughout the process. They made excellent use of weekly check-ins and expert conversations, communicated their plans clearly, and demonstrated a genuine understanding of the brief. The quality of both outputs was high, fitting the initial brief and serving as a valuable resource for our team. Their presentations were clear and well-structured, and the Q&A sessions showcased the depth of knowledge and confidence they had developed, including in front of senior stakeholders.”

Mastercard, Associate Analyst, Business Development

# Bridging Generations of Leadership

One of the most impactful evolutions within London Projects has been integrating **Sloan Fellows as mentors**, first for MFA students, and most recently extended to MBA cohorts. Sloan Fellows are alumni of the LBS Sloan Masters in Leadership and Strategy programme who bring decades of real-world leadership and experience directly into the student learning journey, creating a richness of perspective that the classroom alone cannot replicate.

What began in 2022 as a carefully considered pilot has since grown into a fully embedded and highly valued component of the programme. Today, up to 12 Sloan Fellows participate annually, each dedicating about 30 hours of their own time to preparation and mentoring. This meaningful personal investment reflects their commitment to the School and to the next generation of business leaders.

Drawing on their backgrounds as industry leaders, and in many cases, former clients, Sloan Fellows bring a rare combination of strategic depth and practical credibility. Their role is not to provide answers, but to sharpen critical thinking. This involves challenging students to interrogate their assumptions, stress-test their recommendations, and elevate the overall quality of their work. The result is a more rigorous, more reflective, and more professionally confident cohort of students.

The benefits extend well beyond the student experience. Alumni find in this programme a meaningful and structured way to give back to the school and invest in future generations of leaders. Client organisations also receive more considered, high-quality project outcomes as a direct result of the mentoring process.

“It has been a joy to see the LBCW mentoring succeed and improve each year since first launching it in 2022, and there is always an excess number of Sloans who step forward and are willing to give their time to support the mentoring.”

Adrien Ong, SLN2021



# Student-led Learning

Student-led Learning is centred on two long-running flagship initiatives: the Student Leadership Incubator and Project Aasha.

Each year, over 200 students take on voluntary leadership roles within the Student Association or one of over 80 student clubs. Our prestigious, application-only **Leadership Incubator** selects high-potential senior leaders in the Student Association and club presidents. Through expert faculty guidance, tailored executive coaching, and workshops, students take ownership of their leadership development, learn from shared challenges, and strengthen their leadership capabilities.

**Project Aasha** provides Graduate Masters students with the opportunity to apply their skills through social-impact consulting projects with organisations in underserved communities. Working in diverse teams, students develop practical consulting experience while creating meaningful impact and building the confidence, adaptability and collaborative skills needed to lead in complex environments.



## Student Leadership Incubator

“I’ve greatly valued being part of the Leadership Incubator over the past few years. As AI increasingly transforms how we work and make decisions, the ability to exercise sound judgment has never been more important. The Leadership Incubator gives students a space to explore these questions, challenge their assumptions and apply their LBS learning to the leadership challenges they will face in the real world.”

Sir Andrew Likierman,  
Professor of Management Practice in Accounting

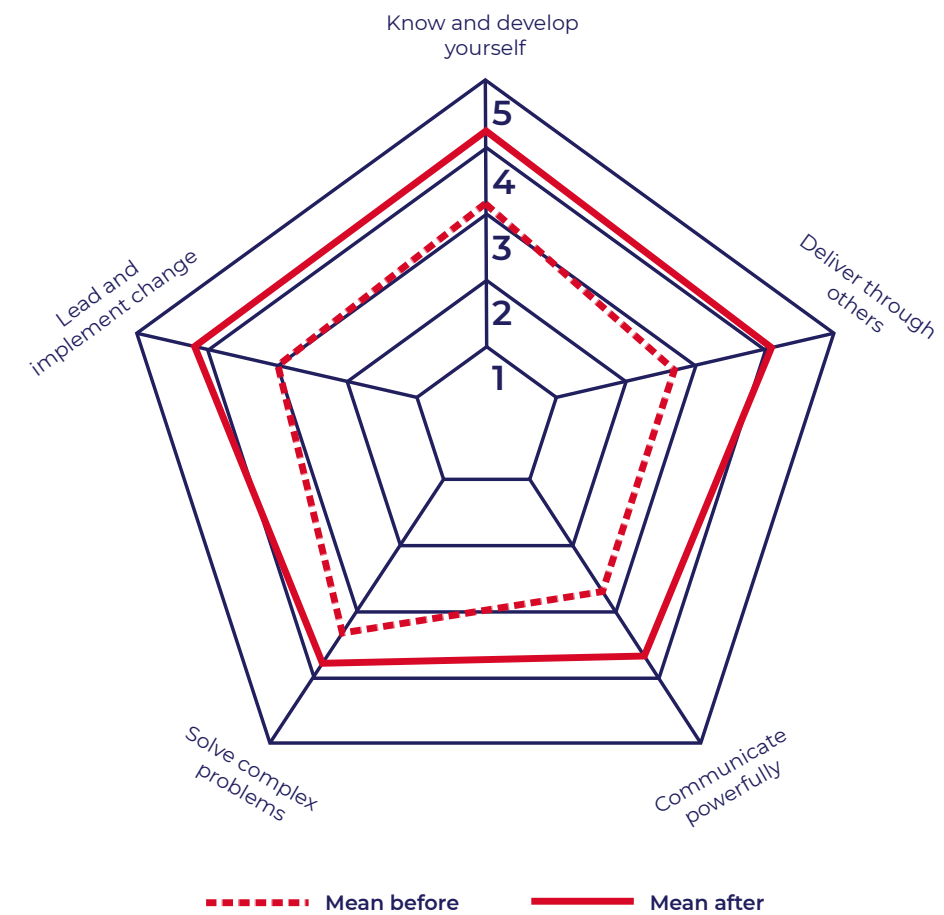
### Faculty sessions include:

- **Judgment in leadership** with Professor Sir Andrew Likierman
- **Leadership as information processing** with Professor Ben Hardy
- **Followership** with Professor Selin Kesebir
- **Maximising impact** with Professor Thomas Mussweiler



# Student Leadership Incubator

Students reported an improvement in five core leadership competencies:



## Behavioural outcomes

Students reported meaningful behavioural shifts in how they lead, becoming more self-aware, reflective and confident, while strengthening their communication, listening, empathy, collaboration and ability to empower others. Students reported becoming:

- **More self-aware and reflective:** taking time to reflect on their actions, recognising personal patterns and adapting their leadership style.
- **More confident and authentic leaders:** communicating with greater clarity and confidence, being more assertive, and leading in a way that aligns with their values.
- **Better listeners and communicators:** listening more actively, inviting diverse perspectives, giving clearer feedback, and approaching conversations with greater empathy and calm.
- **More empowering and collaborative:** delegating more effectively, creating space for others to contribute, and focusing on enabling rather than directing.
- **More intentional in decision-making:** considering the wider impact of decisions, exercising better judgement, and leading with purpose rather than simply pursuing efficiency or outcomes.
- **More compassionate and people-centred:** paying greater attention to others' needs, emotions and development, and recognising the importance of relationships in effective leadership.



The Leadership Incubator is designed not simply to develop students' leadership skills, but to encourage them to reflect on how they want to lead. Students' responses point to a growing emphasis on trust, authenticity, empowerment and community - values they intend to carry into their leadership beyond LBS.

# Leadership Incubator

Kelly Wong, MBA2026

Co-President Tech and Media Club

“The Leadership Incubator was a transformative learning experience. It offered the space to examine our leadership strengths and blind spots, exchange experiences and best practices, and develop with genuine intention. The thoughtfully designed sessions, one-on-one executive coaching, and access to distinguished faculty and speakers equipped me with frameworks and insights that will remain valuable long beyond my time at LBS.”



Tania Davila, MBA2026

Vice-President Student Association

“The Leadership Incubator was a transformative experience for me. It taught me that growth and discomfort are inseparable. It transformed my approach to leadership, making me more pragmatic and self-aware, while providing a ‘home’ within the LBS community that was the highlight of my week.”



Raunak Jalori, MBA2026

Co-President Consulting Club

“Leadership at LBS can sometimes feel like building the plane while flying it. The Incubator gave me a place to pause mid-air, compare notes with brilliant peers, and return to the cockpit with a little more clarity, courage, and humour.”

# Project Aasha

Aasha means “hope” in Hindi. Project Aasha is a fitting name for an initiative where Graduate Masters students, through impact consulting projects, can support social entrepreneurs in India. Project Aasha was founded by two LBS Graduate Masters students in 2017 , Julia Metzner and Patrick Plikat.



## Case Study: Women’s Entrepreneurship Programme (Antarprerana)

**Challenge:** Women entrepreneurs across 21 states and 114 districts faced persistent barriers to building sustainable businesses, including limited market alignment, insufficient post-training support, fragmented market access, and low digital readiness. In Jambusar, 70% of women who completed training started businesses, but 63% remained in low-income home-based enterprises, while 141 ONDC storefronts received no platform orders, highlighting key gaps in the programme design.

**Approach:** Analysed 7 years of programme data, benchmarked Antarprerana against three leading women’s entrepreneurship programmes in India and globally, conducted stakeholder interviews, and mapped local market opportunities. Reviewed all five programme pillars, including training, mentorship, financing, market access, and digital adoption, to identify the biggest barriers to scale and impact.

**Outcome:** Delivered a strategic blueprint with 5 prioritised recommendations to strengthen the programme, including demand-led business selection, stronger mentorship, cluster-based operations, phased digital adoption, and buyer-first market access. The recommendations provide a practical roadmap to improve enterprise sustainability, increase incomes, and support expansion into new geographies.

**Learning:** Combined quantitative analysis with field insights to evaluate programme performance across 14 geographies and benchmark against organisations collectively supporting more than 5.8 million women entrepreneurs. The project demonstrated how data-driven strategy can strengthen programme design while improving scalability and long-term impact.

**Project Lead:** Rhutuja Lokhande, MiM2026

**Project Team:** Saloni Chaudhary, MAM2026; Malaika Mathew, MiM2026; Snega Suresh, MiM2026; An Tran, MiM2026; Jeanne Delsart, MiM2026; Ami Vithalani, MiM2026.

# In the spotlight

Experiential Learning extends beyond the classroom, attracting media attention and sparking wider conversations.

The Times of India

THE TIMES OF INDIA

### London Business School students study India’s climate finance landscape

Shashank Didmisho / Mar 28, 2025, 04:39 IST

Comments

Share

AA



**PUNE NEWS**

Pune: As many as 81 students representing 27 countries and pursuing post-graduate degrees in finance at London Business School visited Mumbai and Pune for three days each to learn about India’s climate finance landscape as part of a six-day elective course between two semesters.

The students interacted with heads of automotive, pharmaceutical and chemical companies and one venture capital firm.

Poets & Quants

POETS & QUANTS

### Student Voices: How London Business School Helped Me See Japan — And Myself — In A New Light

*The Sloan Global Experience in Tokyo compressed 6 years of my life in Japan into five days of rediscovery, writes Chinnapat Sertthin*

BY: CHINNAPAT SERTTHIN ON DECEMBER 19, 2025 | 6 MINUTE READ

X

f

in

40

# Worth sharing

Our students often share the valuable impact experienced through our Experiential Learning courses with their network

Karl Henrik Smith, MBA2026 – Singapore GE



**Karl Henrik Smith** · 3rd+  
Founding PMM @Rox  
6mo · Edited ·

+ Follow

...

Last week, [London Business School's](#) Global Experience took us to Singapore and Malaysia to explore sustainability in global value chains.

What stayed with me most was how practical the conversations were. At [Novartis](#) and [A.P. Moller - Maersk](#), sustainability showed up in supplier standards, fuel strategy, capital allocation, and long-term risk planning.

Kristina Rapp, MFA2026 – London Business Challenge Week and Hong Kong GE



**Kristina Rapp** · 3rd+  
LBS MFA | WU Vienna  
1mo ·

Connect

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Who would have thought a year could pass by so quickly? My time in the Masters in Financial Analysis at [London Business School](#) has officially come to an end.

Looking back, I arrived expecting the program to teach me finance - what I didn't expect was how much more it would teach me. Between the friendships built through late study sessions, navigating recruitment, the London Business Challenge Week, and my Global Experience trip to Hong Kong, this year turned out to be about far more than a masters degree.

Varshitha Reddy, MiM2026 – Paris GE



**Varshitha Reddy** · 3rd+  
Research Analyst | London Business School | Engineer  
1mo ·

+ Follow

...

Grateful to share that my team was awarded 1st place in the [Cartier](#) challenge during the [London Business School](#) Global Experience in Paris.

Over the course of an incredible week, we worked with Cartier on a fascinating project focused on Cartier Watches, while also gaining behind-the-scenes insight into the world of luxury. From boutique visits and office tours to networking events and inspiring discussions on branding and marketing with Cartier leaders, there was so much to learn.

Max Taylor, MBA2026 – Leadership Incubator



**Max Taylor** · 3rd+  
MBA at London Business School | Operator, Chief of Staff  
3mo ·

+ Follow

...

Unexpected highlights of the MBA at [London Business School](#) (1/3)

As I near the end of two years, I want to share some of the moments that surprised me most along the way. First up...

**Leadership Incubator (LI)**

LI was a game changer for personal development during my second year. A selective 'bonus' class open to club presidents, it's like part therapy, part CEO factory. We learned from psychologists, LBS faculty, and leadership coaches, but honestly some of the most powerful moments came from our own classmates.

Experiential Learning Impact Report 41

## LBS Purpose

**Experiential Learning is an important aspect of the wider LBS purpose.**

## Profound:

Experiential learning has a profound effect on our students, as they learn more about their leadership and the world around them through an approach which immerses them in unfamiliar contexts whilst challenging them to collaboratively bring their learning, creativity and ability to the fore.

## Impact:

Our students, clients, partners, and the global communities we work with all tell us about the impact experiential learning has, and we have showcased some of our work in this impact report. Our impact is simultaneously individual, collective, cognitive, emotional, socioeconomic and practical. There is no single, agreed-upon definition of impact; what matters more is that we are taking action today for a better tomorrow.

# The way the world does business:

Experiential learning facilitates students working on real-life issues faced by organisations across the globe. We do not restrict this to 'big business'; we also work with the third sector, scale-ups and with the most common global businesses - micro-entrepreneurs. As well as strategic, economic and operational encounters, our students learn first-hand about some of the pressing social and individual challenges people face around the world.

# The way business impacts the world:

When our students arrive at LBS, we already know they are intellectually capable. When they leave, through a multitude of experiential learning moments, they are also future-fit: ready to lead in a world where business and sustainability are not at odds, and where humble, reflective, compassionate leadership is the norm, not newsworthy.



# Our faculty



Aharon Cohen Mohliver  
 Andrew Likierman  
 Aytekin Ertan  
 Ben Hardy  
 Casidhe Troyer  
 Chiara Maiocchi  
 Christos Nicolaides  
 Dafna Goor  
 Dominic Houlder  
 Elias Papaioannou

Emre Ozdenoren  
 Farhan Lalji  
 Florin Vasvari  
 George Davies  
 Helen Edwards  
 Ioannis Ioannou  
 Jeff Skinner  
 Jessica Spungin  
 John Mullins  
 Keith Willey

Kostis Christodoulou  
 Lucrezia Reichlin  
 Lynda Gratton  
 Marcus Alexander  
 Martyn Williams  
 Narayan Naik  
 Niamh Dawson  
 Olenka Kacperczyk  
 Rajesh Chandy  
 Richard Hytner

Richard Portes  
 Rupert Merson  
 S. Alex Yang  
 Selin Kesebir  
 Stefano De Cesaris  
 Stephen Schaefer  
 Thomas Mussweiler  
 Vidur Varma  
 Yiorgos Mylonadis

# Our team



Allison Coppola  
Amira Abdellahi  
Amy Deakin  
Anastasia Orekhov  
Anna Gileva  
Bethany Yates  
Elsa Jolley  
Erica Turra  
Fiona Garcia  
Gemma Fowlds  
Ieva Venckute  
Johanna Salinas-Nokes  
Jorge Medina  
Kira Watson  
Kirstie Papworth  
Laura Shafi  
Margaux Bastien  
Mubasira Badrudin  
Sarah Speake  
Sunita Chambore  
Zhibek Sharshankulova

# London Business School

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## **London Business School**

Regent's Park

London NW1 4SA

United Kingdom

Tel: +44 (0)20 7000 7000

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