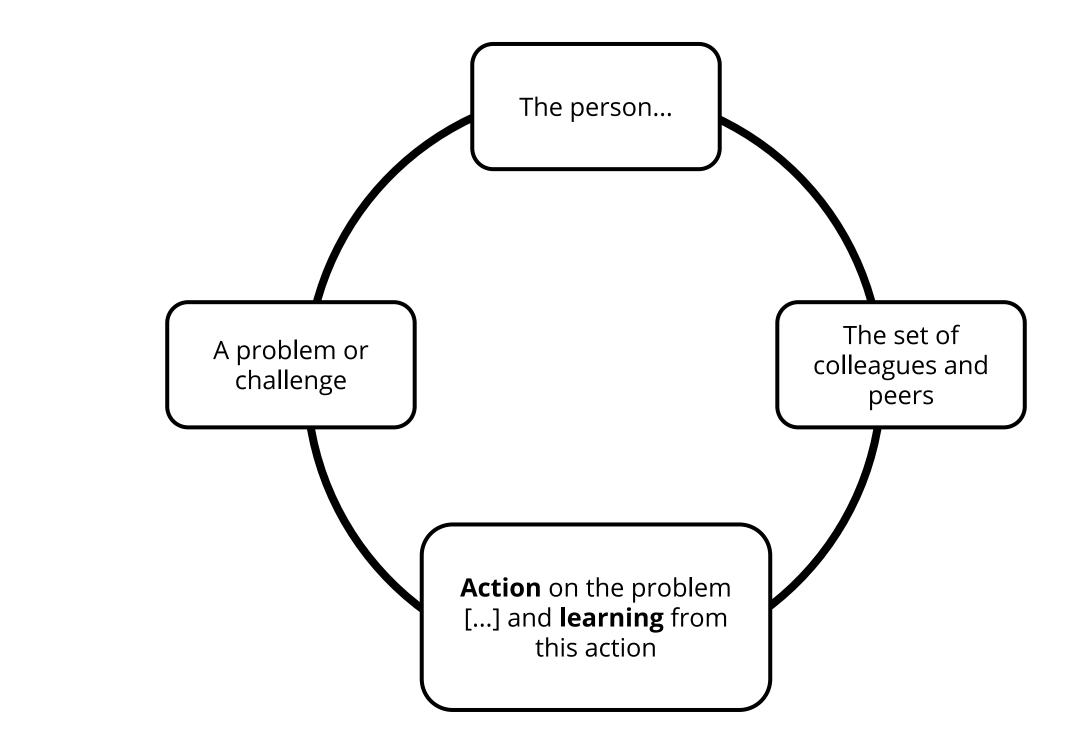
Online Action Learning Experiment

... or 'Experimenting with Self-Managed Action Learning'



GENEVIEVE COTHER & BILL WOODWORTH Business Action Learning Tasmania

Australasian Action Learning Action Research Conference Launceston 2020



Elements of action learning

Facilitating Action Learning: A practitioner's guide, page 10 © 2013 Mike Pedler and Christine Abbott

- Aligned values
- Trust
- A worthy Quest
- Clear roles and responsibilities
- Equality and diversity
- Action learning skills

Success factors

An agreed process

- Learning from action and action informed by learning
- Support and challenge of peers
- Encouraging feedback

Values of action learning

Collaboration, giving and receiving Personal responsibility and proactivity The ultimate purpose of learning is to make a difference

Adapted from The ALTogether Programme Vol. 1 © 2004 Tom Bourner

Whatever is disclosed in your breakout groups today is **CONFIDENTIAL.**

We rely on your discretion to determine what you are prepared to disclose, at all times act in your own best interests.

Commitment trust

dialogue, rules, goal setting

contracts, non-disclosure agreements

> To build trust on all levels takes time in the initial phase of the network and must also be maintained during the whole process. Actions involving all partners in a network are necessary in order to build trust on all levels.

> > Adapted from Bergh, Thorgren and Wincent (2010) as quoted by Olsson, A., C. Wadell, P. Odenrick and M. Norell Bergendahl (2010). "An Action Learning Method for Increased Innovation Capability in Organisations." Action Learning: Research and Practice 7(2): 167-179.

Trust

Companion trust

Competence trust

interaction, socialization, communication

experience sharing, time, feedback

peer pressure, social status, reputation trust has been tested, risks are well known and accepted

- An issue of high priority
- If resolved, would have a tangible effect for the Quester

The Quest

- Likely to benefit from 'fresh eyes'
- Provides an authentic
 - opportunity for learning

- Meeting manager
- Timekeeper
- Note taker
- Quester
- Comrades (in adversity)

Roles and responsibilities

- 1. Ask good questions
- 2. Challenge assumptions
- 3. Only make statements in
- 4. Be aware of experts
- 5. Take time to reflect on what
- you are learning

Ground Rules

response to questions

Adapted from The ALTogether Programme Vol. 1 © 2004 Tom Bourner

10 minutes

- 1. Brief introduction 1 minute each
- 2. Discuss confidentiality and disclose conflicts of interest, if any
- 3. Delegate roles (including two Questers)
- 4. Review and make any additions to Ground Rules
- 5. Agree on a set 'name'
- 6. Add questions to chat

Breakout 1

Note:

Put your set name in the chat so Gen can change your room name!

- How diverse is the set?
- Are there any 'experts'?
- What power dynamics do you perceive?
- Who spoke the most?
- Who spoke the least?
- What assumptions have you already made about other set members, if any?

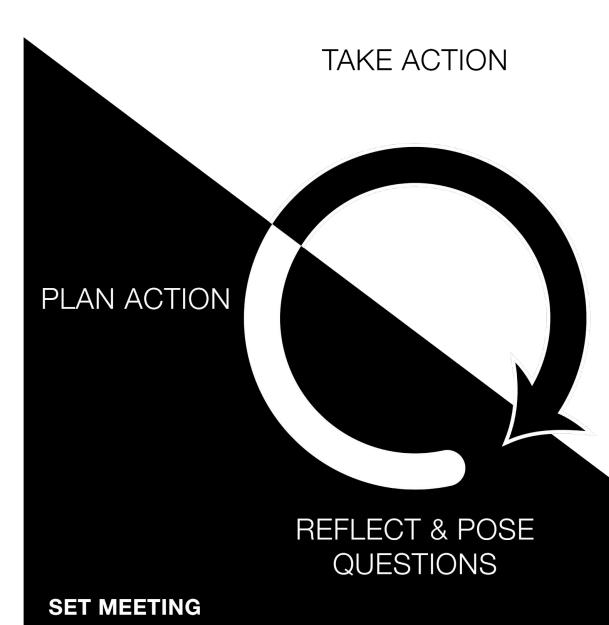
Reflections

- Check-in
- Preliminaries
- Individual sessions
 - $\circ~$ Review and Reflect
 - Planning next steps
 - \circ Commit to action
- Process evaluation
- Checkout

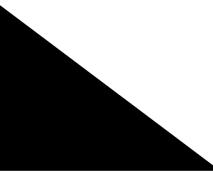
Set meeting process

Adapted from The ALTogether Programme Vol. 1 © 2004 Tom Bourner

The learning cycle



OBSERVE & MEASURE OUTCOMES



Adapted from Action Learning for Managers, page 51 © 2008 Mike Pedler

20 minutes

Breakout 2

QUESTER:

- 1. Explain your Quest as succinctly as possible
- 2. Invite questions to explore the Quest
- 3. Reflect on your responses (including thoughts and feelings)
- 5. Commit to at least one action

COMRADES:

- 1. Listen carefully and be aware of your thoughts
- Quester determine a course of action
- 3. Take notes and reflect on what you are learning

4. Take a few moments to consider what you have learnt

and feelings in response to what you are hearing 2. Ask 'open' questions to explore the Quest to help the

existing beliefs about action learning?

- What did you learn that challenged your existing beliefs about action learning?
- What did you learn about your fellow set members?
- What did you learn about yourself?
- Are there any Ground Rules you would like to add?
- to try in the next round?

Reflections

What did you learn that confirmed your

Is there anything different you would like

Note:

For more on this, go to Bob Cother's session on Wednesday afternoon!

- Listening skills
- Reflection
- Giving and receiving feedback
- Creative problem-solving
- Understanding group process
- Understanding learning processes

Action learning skills

Questioning skills

Tom Bourner (2011) Developing self-managed action learning (SMAL), Action Learning: Research and Practice, 8:2, 117-127

20 minutes

QUESTER:

- 1. Explain your Quest as succinctly as possible
- 2. Invite questions to explore the Quest
- feelings)
- 5. Commit to at least one action

COMRADES:

- feelings in response
- 2. Ask 'open' questions to explore the Quest
- 3. Take notes and reflect on what you are learning

Breakout 2

3. Reflect on your responses (including thoughts and

4. Take a few moments to consider what you have learnt

1. Listen carefully and be aware of your thoughts and

- together?
- delegated role?
- operate effectively as a set?

Reflections

How well do you think the set performed

How well do you think you performed in your

 What skills would you choose to focus on developing in your action learning practice? What was missing that you really needed to

Where to from here?



