

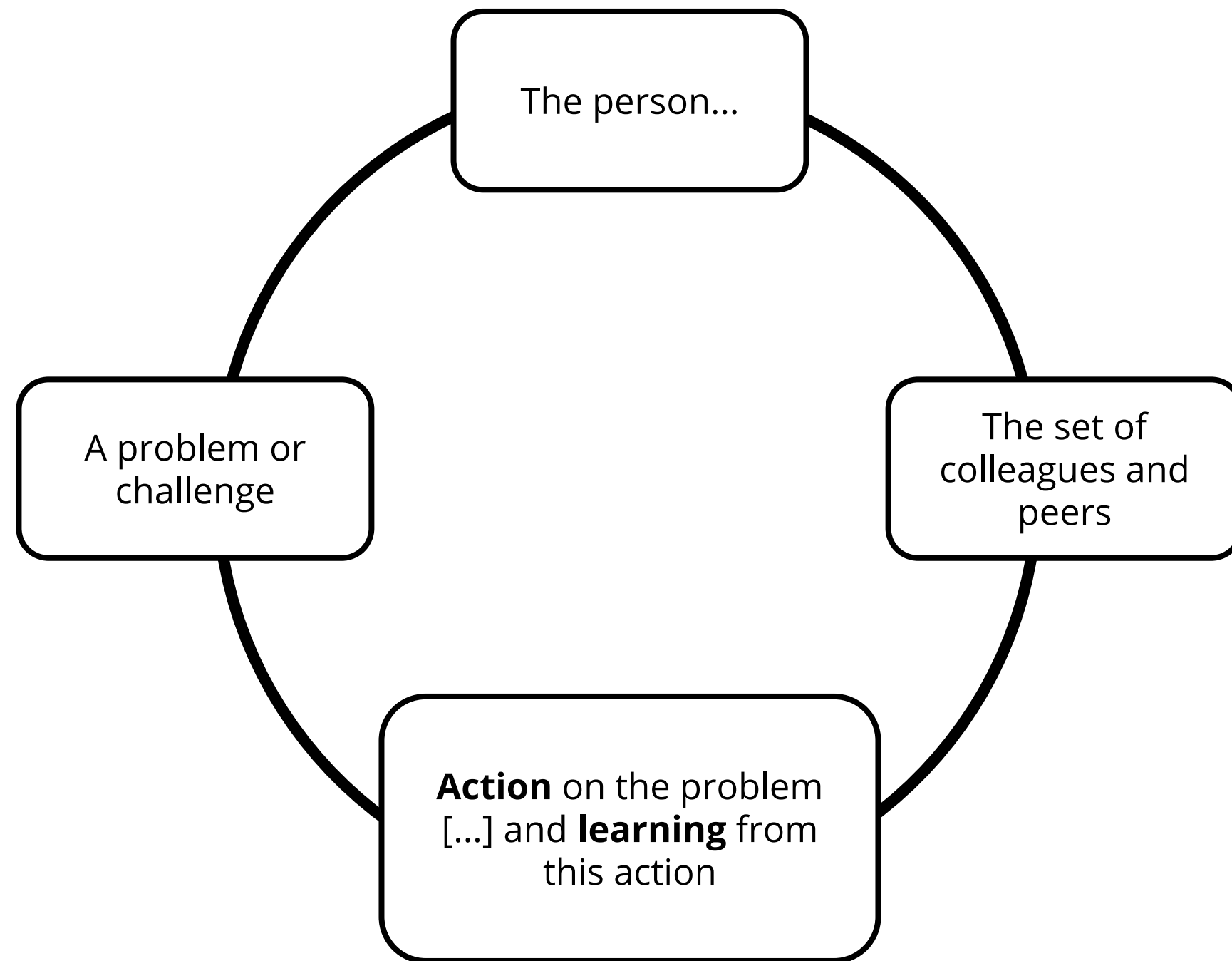
MASSIVE

Online Action Learning Experiment



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

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Business Action Learning Tasmania



Elements of action learning

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

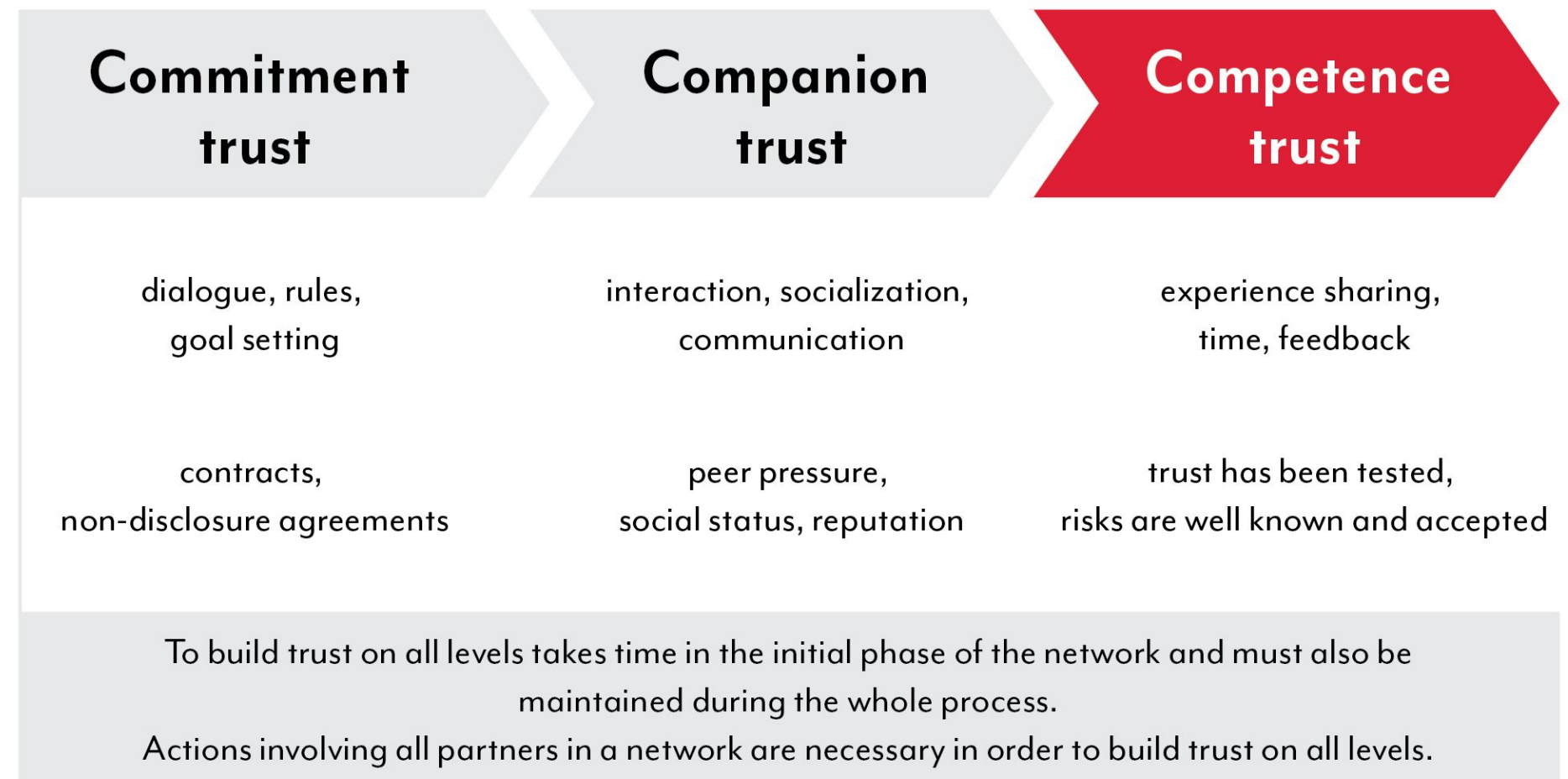
Success factors

- Learning from action – and action informed by learning
- Support and challenge of peers
- Encouraging feedback
- Collaboration, giving and receiving
- Personal responsibility and proactivity
- The ultimate purpose of learning is to make a difference

Values of action learning

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.



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

- An issue of high priority
- If resolved, would have a tangible effect for the Quester
- Likely to benefit from 'fresh eyes'
- Provides an authentic opportunity for learning

The Quest

Roles and responsibilities

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

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

Ground Rules

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:

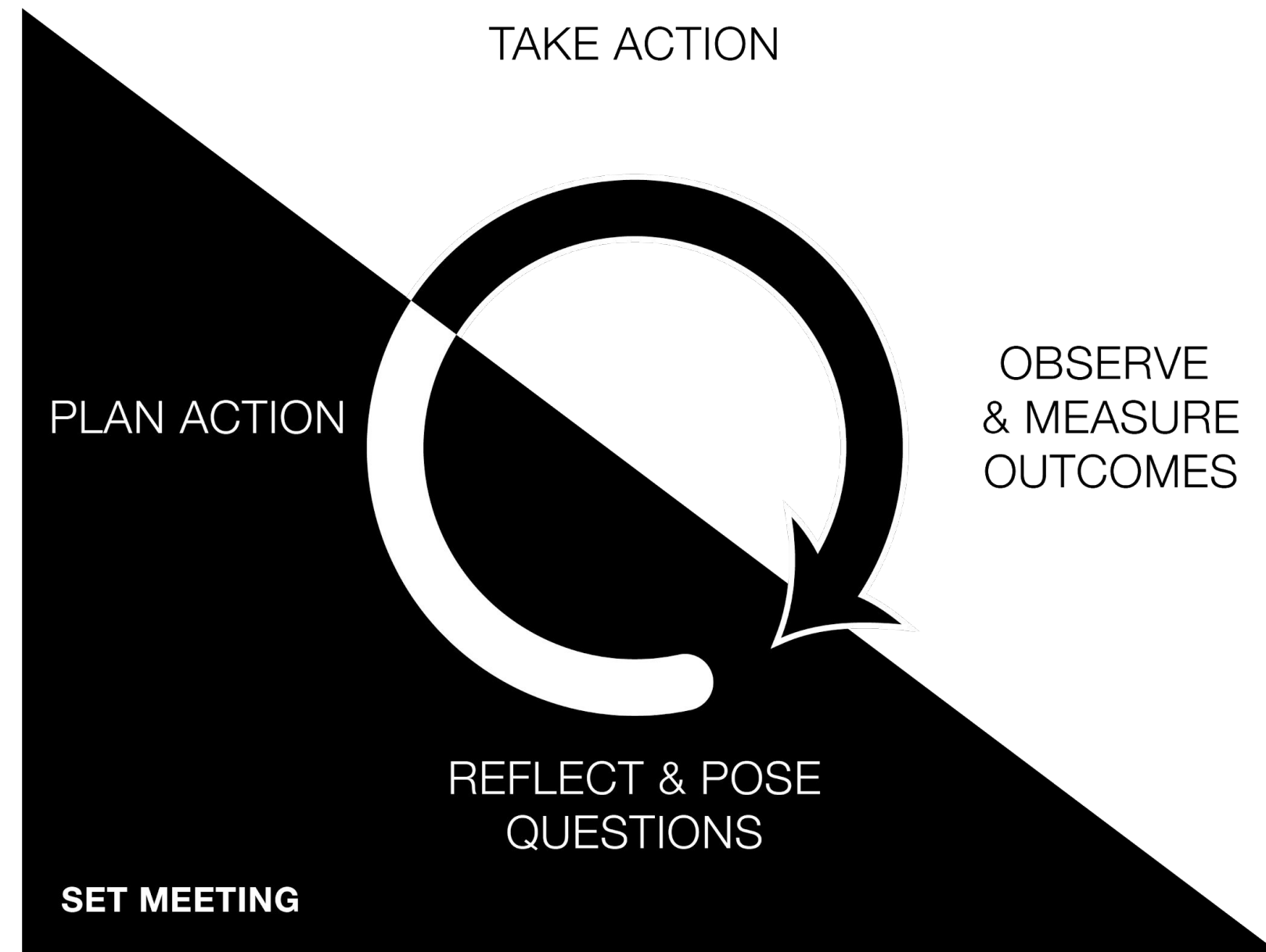
Put your set name in the chat so Gen can change your room name!

- 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
 - Review and Reflect
 - Planning next steps
 - Commit to action
- Process evaluation
- Checkout

Set meeting process



The learning cycle

20 minutes

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)
4. Take a few moments to consider what you have learnt
5. Commit to at least one action

COMRADES:

1. Listen carefully and be aware of your thoughts and feelings in response to what you are hearing
2. Ask 'open' questions to explore the Quest to help the Quester determine a course of action
3. Take notes and reflect on what you are learning

Breakout 2

- What did you learn that **confirmed** your 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?
- Is there anything different you would like to try in the next round?

Reflections

Note:

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

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

Action learning 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
3. Reflect on your responses (including thoughts and feelings)
4. Take a few moments to consider what you have learnt
5. Commit to at least one action

COMRADES:

1. Listen carefully and be aware of your thoughts and feelings in response
2. Ask 'open' questions to explore the Quest
3. Take notes and reflect on what you are learning

Breakout 2

- How well do you think the set performed together?
- How well do you think you performed in your delegated role?
- What skills would you choose to focus on developing in your action learning practice?
- What was missing that you really needed to operate effectively as a set?

Reflections

Where to from here?

