



# Introduction to Action Learning Team Coaching

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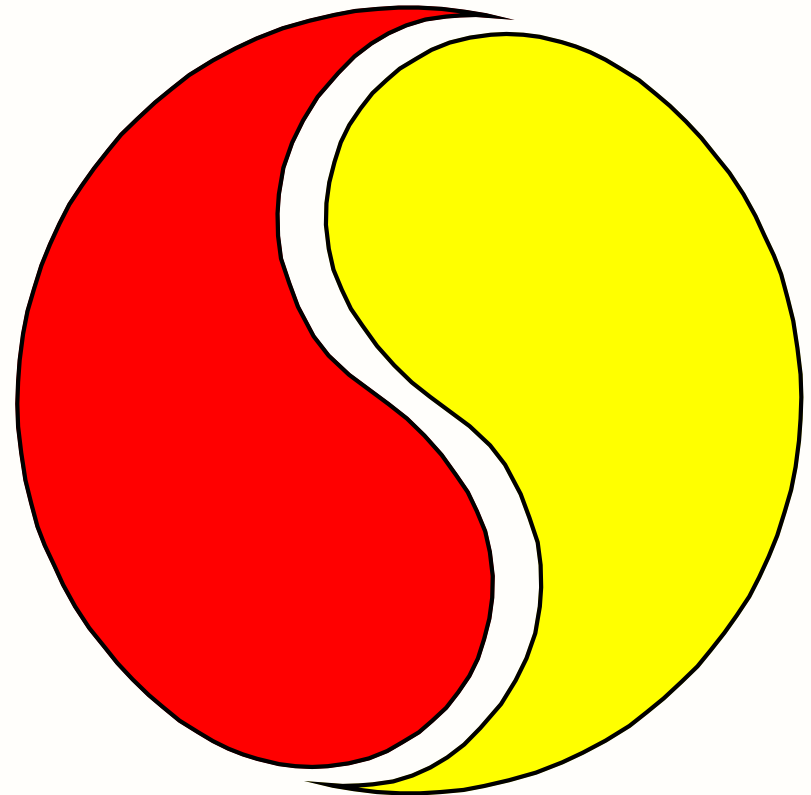


# Objectives

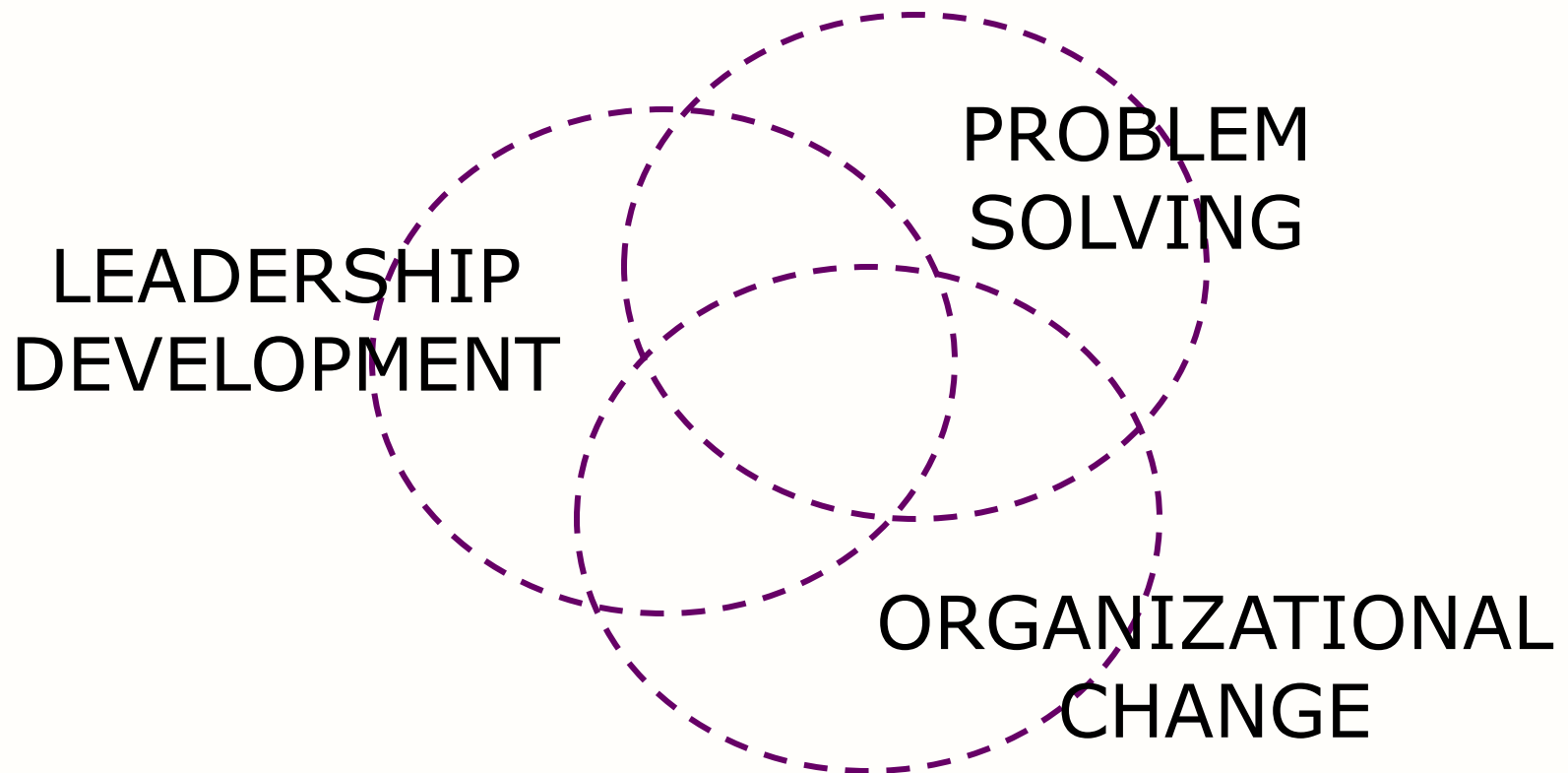
- Understand the three applications of Action Learning (AL) and Action Learning Team Coaching (ALTC)
- Understand the two basic ground rules of AL and ALTC
- Understand the six components of AL and ALTC
- Experience at least one of the three basic roles played by participants in AL

# What is Action Learning?

- A **process** that involves a small group (“set”) working on real problems, taking action, and learning while doing so
- A powerful management **tool** that creates dynamic opportunities for individuals, teams, leaders and organizations to successfully adapt, learn, and innovate



# Three Applications of Action Learning

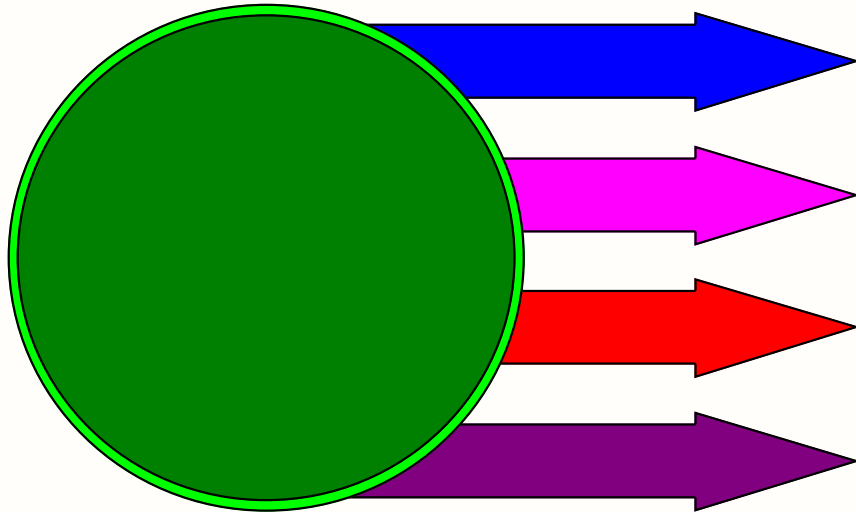


# Action Learning Applied - Worldwide

- Microsoft
- Constellation Energy
- Sodexo
- Novartis
- Siemens
- Boeing
- Caterpillar
- Kaiser Permanente
- Singapore Polytechnic
- General Electric
- DuPont
- Samsung
- American University
- Organization of American States
- National Institute for Neurological Diseases and Stroke
- McKay Foundation

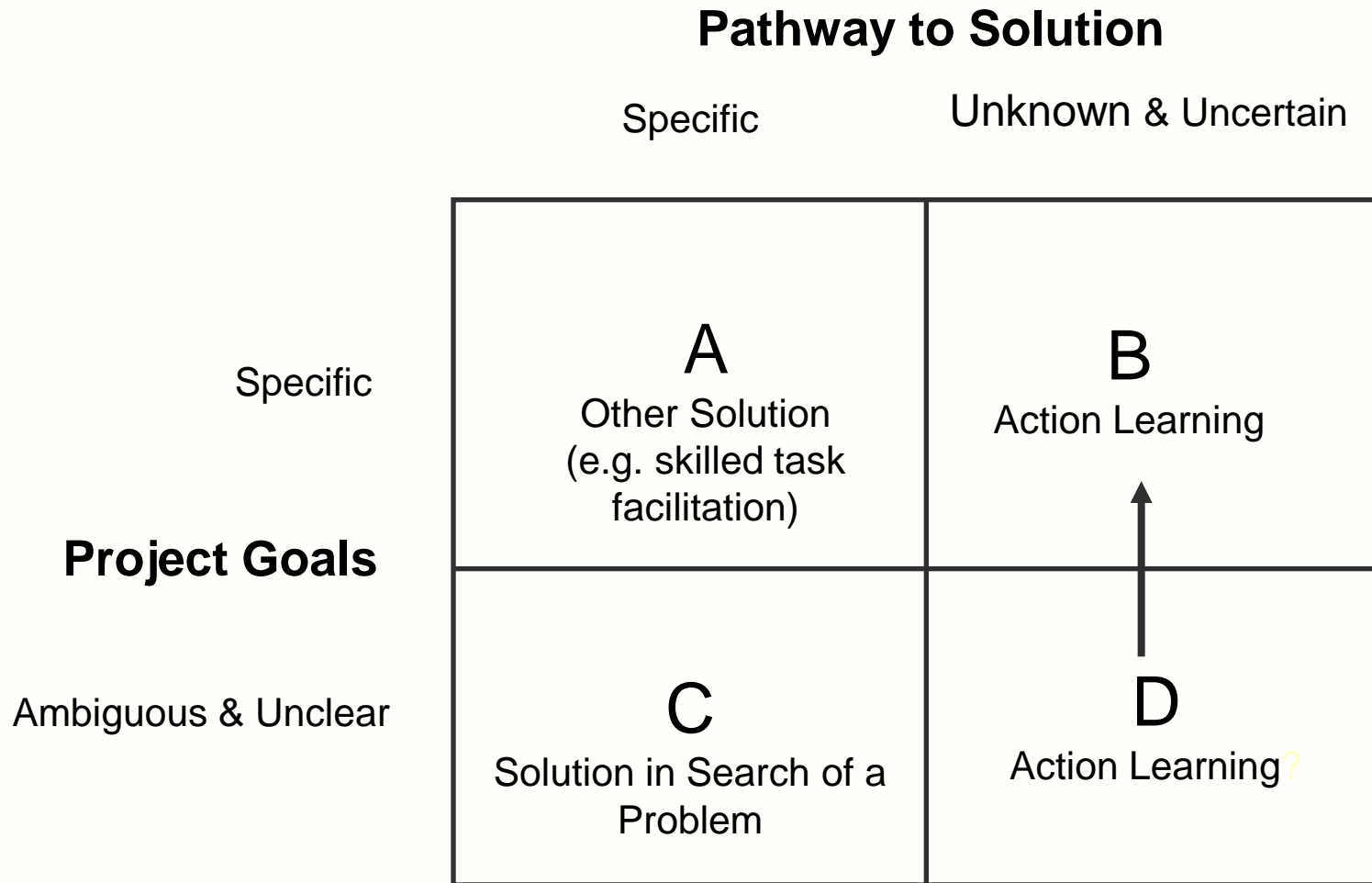


# Power and Benefits of Action Learning



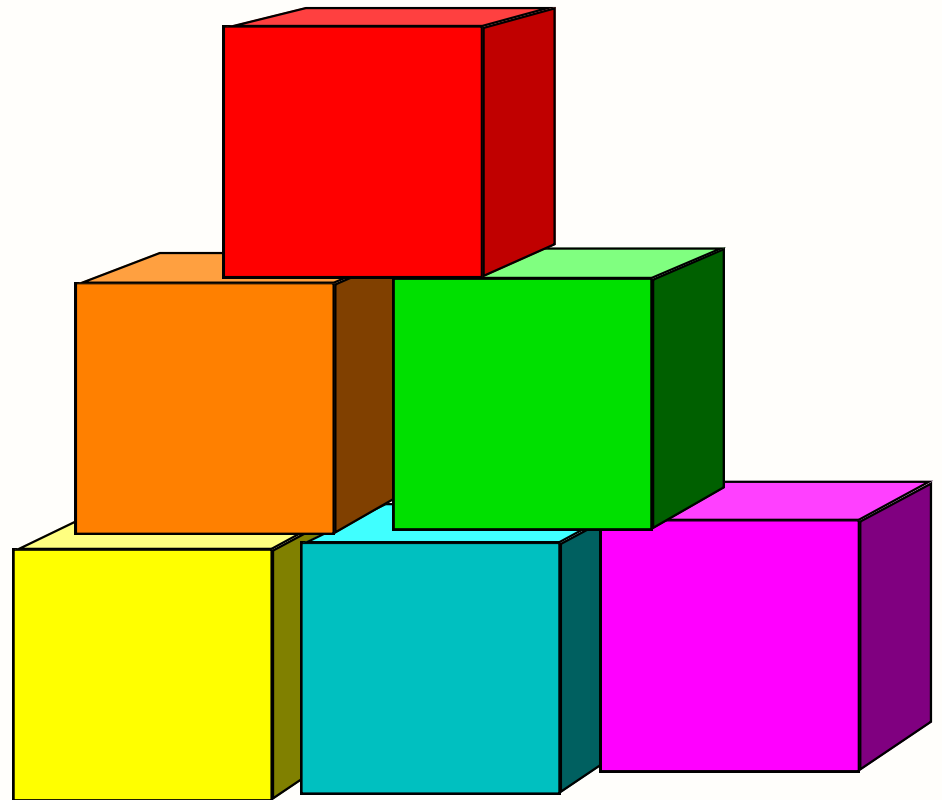
- Solves complex problems and challenges in a systems-thinking approach
- Builds powerful teams
- Enables individuals and teams to learn while working on real, critical tasks
- Creates corporate cultures that can handle change and support continuous learning
- Develops leadership competencies
- Develops systems thinking and creativity

# When to use (or not use) Action Learning



# Components of an Effective Action Learning Program

1. Project, challenge, task, or problem
2. Group of 4-8 people with diverse perspectives
3. Reflective questioning and listening
4. Developing Strategies and taking action
5. Commitment to learning
6. Action Learning coach



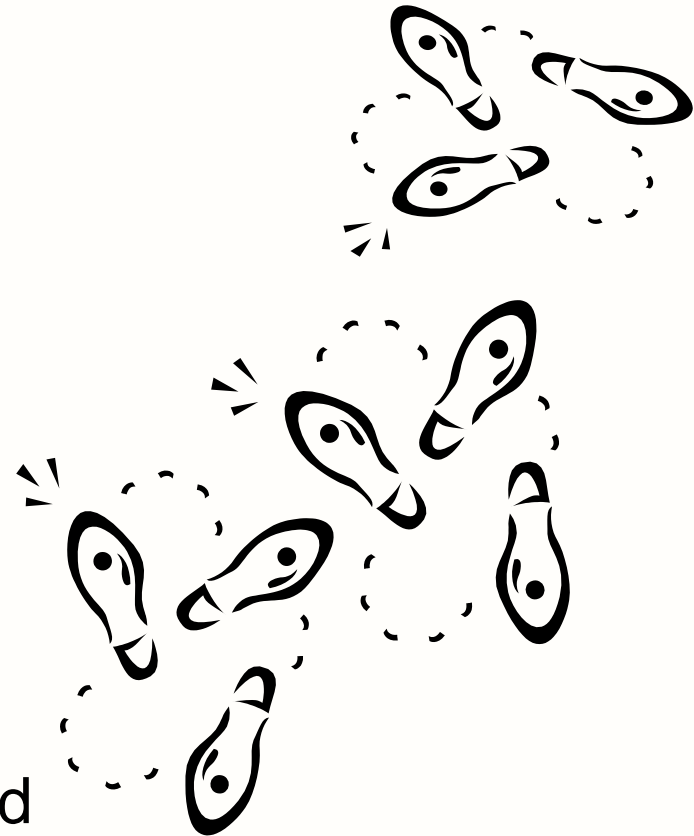
# Two Ground Rules



1. Statements only in response to questions; anyone can ask questions of anyone else
2. Action Learning Team Coach has authority to intervene whenever he/she identifies learning opportunities

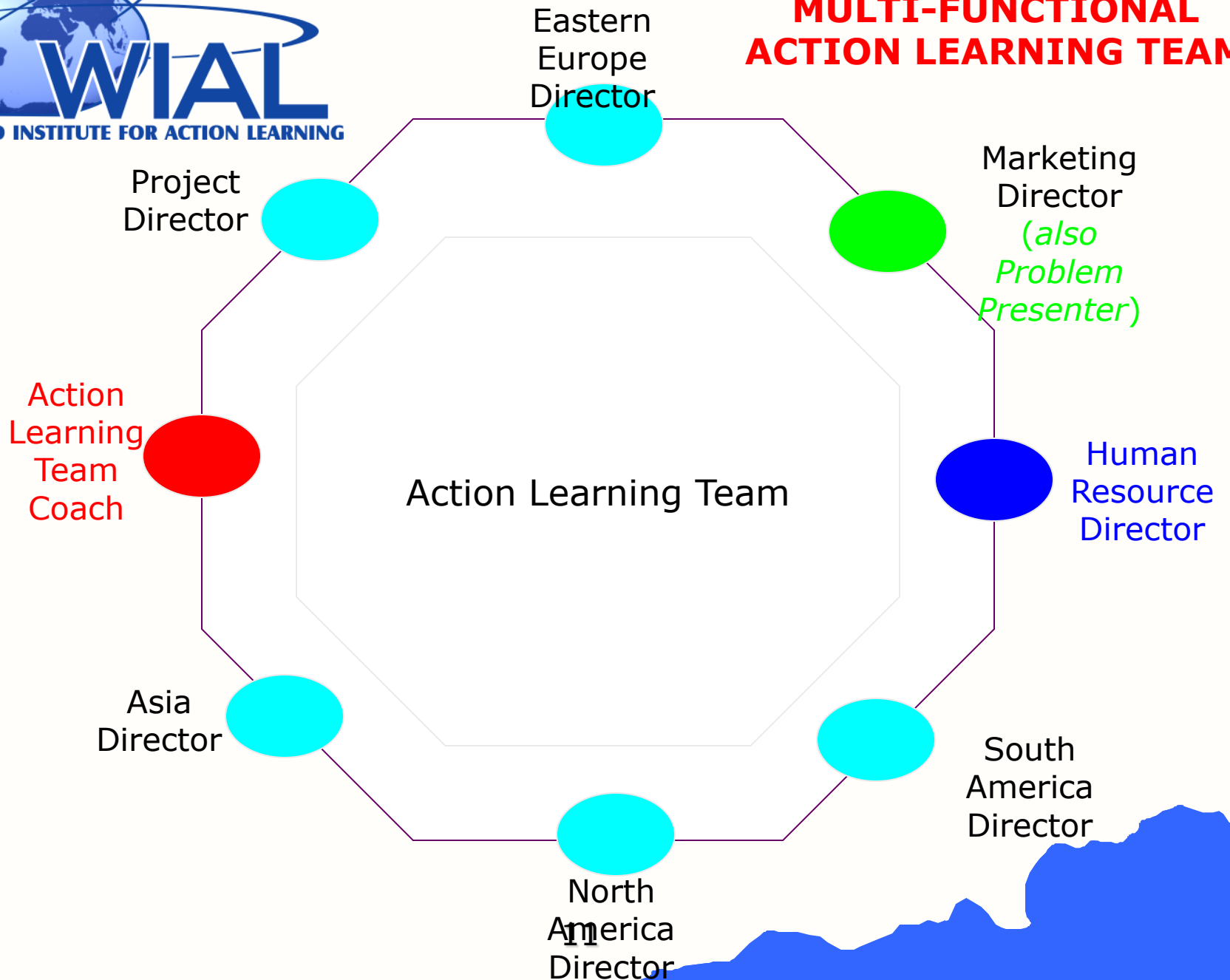
# Action Learning Process

- Problem/Challenge presentation (2-3 minutes)
- ALT Coach works learning opportunities
- Seek consensus on problem, goal, and solution
- Develop strategies
- Plan actions
- Present recommended solutions





# MULTI-FUNCTIONAL ACTION LEARNING TEAM



# Problem Presenter

Present the problem in 2-3 minutes

- The problem
- What is the context?
  - What are the issues/concerns?
  - What are the roadblocks?
  - Why is this problem urgent?
  - What are the boundaries of the problem?



# Team Members

- Seek to gain agreement in understanding the problem by asking questions
- Make statements only in response to questions directed specifically to you or to the group as a whole
- Feel free to ask questions of other group members as well
- Build on each other's questions rather than just focusing on getting your questions answered
- Listen carefully to the questions of the Action Learning Team Coach; do not resume working on the problem until he/she asks you to continue



# Action Learning Team Coach

- Focus on helping the group become more effective
- Help members achieve clarity and optimize learning from their experience
- Only ask questions
- Manage the time for the session



# Demonstration

2-3 minutes: Present Problem

22-23 minutes: Work on Problem (Inquiry)

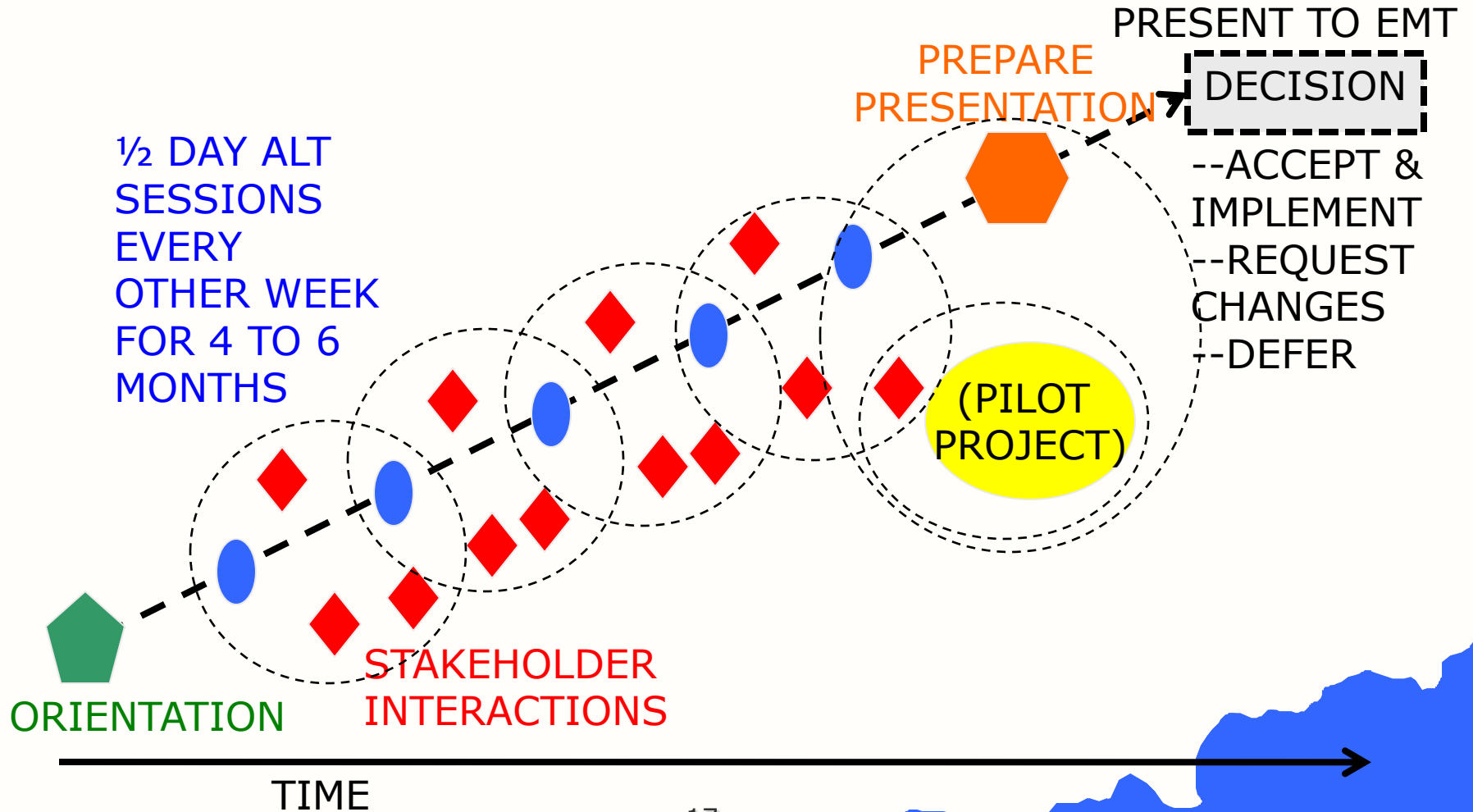
15 minutes: Debrief (Reflection + Learning)



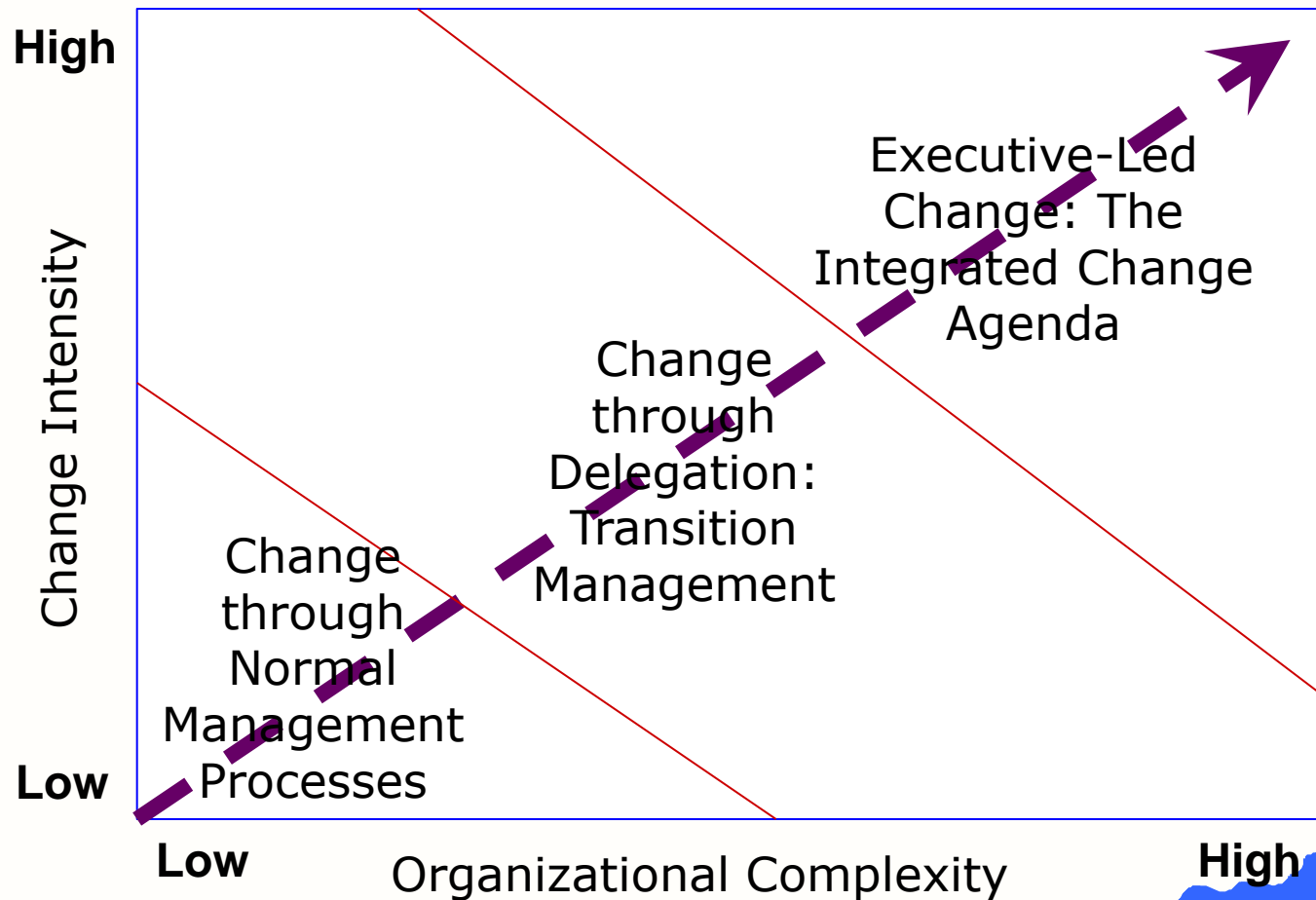
# Debriefing the Action Learning Experience

- What did you learn about yourself? (E.g., your assumptions, beliefs, interpersonal style)
- What did you learn about teams and teamwork?
- What did you learn about interactions between work units?
- What did you learn about organizational dynamics?
- What did you learn about the effects of social culture and organizational culture on operational dynamics?

# An Action Learning Program



# TYPES OF CHANGE MANAGEMENT



(Nadler & Tushman, 1995, p. 33)



Thanks,

For being such a great group of learners!

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# Reference

Marquardt, M.J., Leonard, H.S., Freedman, A.M., & Hill, C.C. (2009). *Action learning for developing leaders and organizations: Principles, strategies, and cases*. Washington, D.C.: American Psychological Association.