Welcome to Michigan Ross

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Action Learning in Business Education: Creating Goals for Action Learning
Agenda

1. Provide brief overview of unique challenges of action learning
2. Activate wisdom and insights from your own action learning experiences
3. Create embodied learning goals that build on your insights and experiences
4. Refine your goals and share them with others
Ice-breaker

Think of your definition of leadership
Find a partner
Conversation 1: spend a minute or so each sharing your definition of leadership
Think of a time when you were an effective leader
Conversation 2: share the story with your partner
What was the difference?

**Disembodied**

*What is your definition of…?*

- Engages only cognition
  - Difficult to remember
- Devoid of meaningful contextual details
- Can generate fragmentation when definition is incongruent with experience (which it often is)

**Embodied**

*What is your experience of…*

- Engages cognitive, affective and physical dimensions
- Easy to remember
- Reveals details re: the speaker’s context, values, experience, strengths, etc..
- Naturally integrates a person’s mental, emotional, physical and spiritual dimensions of being
Why do we need to have an action learning conference?
Problematic Assumption

Universe is a static machine we can understand through objective “truths”
Problematic Assumption

Human Beings are “blank slates” with no nature of our own
“Real” learning primarily occurs through cognitive understanding of expert knowledge
A-ha! So the body really does rule the mind!
Problematic Assumption

A capacity learned or demonstrated in one place will not automatically translate to other contexts.
Different Types of Knowledge

Explicit, cognitive knowledge

Affective knowledge

Intuitive knowledge

Tacit and embodied knowledge
Exercise

Identify an experience where you were deeply challenged in some way and then worked through the challenge until you felt a deep sense of accomplishment:

- What was the context and the nature of the challenge?
- Why did it occur?
- What steps did you take to resolve the challenge?
- What was an “a-ha” moment you experienced along the way?
- What was the impact of your actions?
Creating Embodied Learning Goals

• Contextual - time and place
• Behavioral – can be expressed through thoughts, feelings and actions
• Imaginative - you can get a clear mental picture of the student enacting this goal in the world
• Generative – creates resources for the students
Embodied vs. Disembodied Goals

Disembodied Integrative Learning Goal
• Reflect on their learning
• Share what they learned with others

Embodied Integrative Learning Goal:
• Document specific a-ha moments on a daily basis and why those moments occurred
• Articulate 2-3 challenges they experienced, and the steps they took to address those challenges
Exercise

1. Think of an action learning experience that you either currently facilitate or an experience you want to facilitate

2. Identify 3-5 embodied goals:
   • *What do you want students to be able to feel, perceive and/or do differently as a result of this experience?*
   • *When do you want them to do it?*
   • *What do you want the impact to be?*
Share Your Goals

- Write them on newsprint
- Make sure you can get a clear mental picture
- Ask Questions
A-ha Moments