Action Learning in Business Education: Faculty Selection, Development, and Feedback in Field Projects

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Goals For This Session

- Learn from each other – much wisdom in the room
- Identify a set of best practices for how to recruit, select and develop faculty for action learning
- Have a clearer sense of the dilemmas, challenges, and tradeoffs in faculty selection and development
Session Format

- Participate in two 20 minute table discussions
  - Pick first topic (3:30-3:50)
  - Pick second topic (3:55-4:15)
- Capture key ideas and questions on flip charts
- Hear report outs from table discussion (4:15-4:45)
  - Each table will report out 2-3 best practices
Suggested Table Topics

- **Tables 1a-d: Best practices and tradeoffs in faculty/instructor recruitment and selection**
  Topics might include:
  - using adjuncts/alumni/industry versus tenure track faculty;
  - can anyone be effective in this setting – faculty have less control

- **Tables 2a-d: Best practices and tradeoffs in setting expectations for faculty involvement**
  Among topics to be discussed are:
  - grading expectations,
  - student expectations for faculty,
  - timing and purpose of site visits, sourcing projects
Table Topics (continued)

- **Tables 3a-d: Best practices and tradeoffs for faculty development to learn the skills of coaching and facilitation.**
  Topics might include:
  - Develop what? Process skills, specialist roles
  - How develop? On the job, workshops, mentors or paired faculty advisors

- **Tables 4a-d: Best practices and tradeoffs in providing and using feedback to/from students and fellow faculty.**
  Topics might include:
  - methods of feedback giving
  - timing of feedback
  - opportunities for reflection
Reflection

- Take a moment to reflect on an experience related to faculty selection, development, and feedback in a field project that really worked. Please reflect on your responses to the following:

  - What was a typical challenge you faced in an action learning project? ______________________________
  - What specific steps did you take to address it? ________________________________________________
  - What happened as a result of your actions? ___________________________________________________
  - Describe an a-ha you had as a result of this experience ________________________________________
Examples of what a best practice might look like

- **Best practice related to coaching/facilitation**: Have students prepare a weekly status report that not only includes updates on progress and challenges but also a section on what each person and the team learned that week.

- **Best practice related to faculty involvement**: Schedule a midpoint review between the team, the faculty advisor, and the sponsor to ensure that all are aligned on the direction, progress, and expectations for the final deliverables.
Round 1 (3:30-3:50)

- Look around the room and decide which two table discussions you would like to participate in
  - Encourage those of you from the same institution to join different tables to mix it up

- Move to a table of your choice now
- Share your reflections to begin to generate a list of best practices
Round 2 (3:55-4:15)

- If you would like to, now move to a second topic
- Take a few minutes to read the best practices from the first discussion on that topic
- Be ready to report out 1-2 best practices that would benefit from a best practice going forward
Report Outs

- Each table reports out 1-2 best practices