

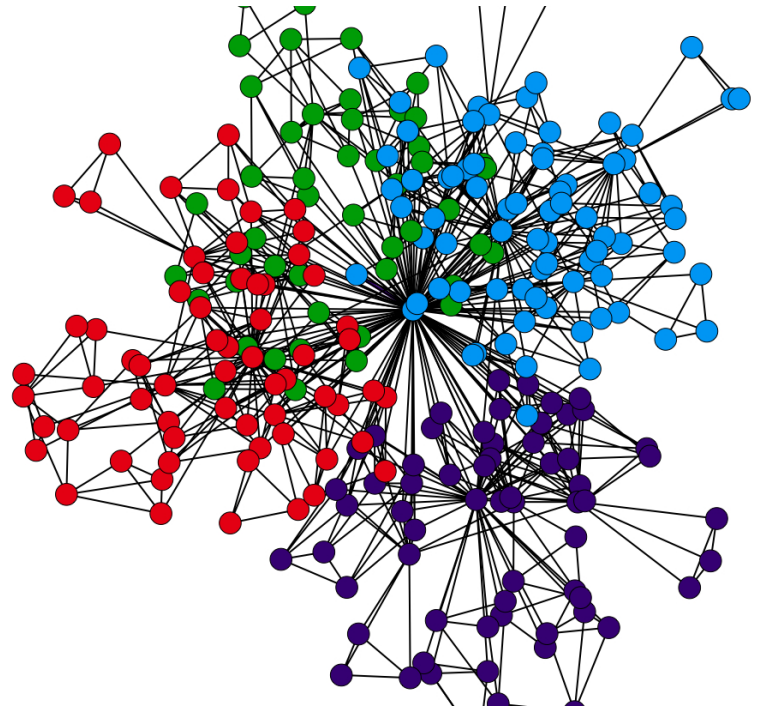
# **GAINING PERSPECTIVE: AN INTRODUCTION TO ACTION LEARNING**

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# COMPLEXITY

Image courtesy of [www.wiringthebrain.com](http://www.wiringthebrain.com).



# WHAT ARE WE DEALING WITH?

**Modern professionals must cope with problems that do not have a single, clear solution.**

- **We must do more with fewer resources.**
- **We have too much or not enough info.**
- **There is a high level of interdependency.**
- **Previously successful strategies are increasingly ineffective.**

## Suggested Resources

Simple Habits for Complex Times  
- Garvey Berger and Johnston

Dan Pink - Resources  
[www.danpink.com](http://www.danpink.com)

# GAINING PERSPECTIVE

Mughal painting (1600 AD)



# DO WE NEED A BROADER PERSPECTIVE?

## Suggested Resources

“Education as Stretching the Mind”

-Bharucha

“Not-Knowing”

-Fronsdal

“Beginner’s Mind”

-Hartman

## Mindfulness

Are we paying attention to the current environment or do we act based on assumptions?

## Diversity

Does our unit operate under the tyranny of the majority?

Do we invite those outside our group to contribute?

## Not-knowing

Are we comfortable with uncertainty?

Can we adapt quickly to change?

**Action learning can help.**

# ACTION LEARNING



*“There are known knowns. These are the things we know that we know. There are known unknowns. That is to say, there are things that we know we don’t know. But there are also unknown unknowns. There are things we don’t know we don’t know.”*

*- Donald Rumsfeld*

# ACTION LEARNING

## Team meetings make it possible:

To create of a safe-to-fail environment for the purposes of experimentation.

To work on individual professional development goals concurrently with other work activities.

To identify factors that increase the likelihood of undesirable outcomes.

To learn what you did not know you did not know.

## For best results..

1. Your team should consist of 5-8 people, not including the executive sponsor and consultants.
2. Meetings should last at least one hour and should be held frequently.
3. Team members should represent as many different perspectives as possible. That should include considerations such as work experience, rank, and types of expertise.
4. Consider buying lunch.

### Suggested Resources

Appleby and Associates – Videos

[www.applebyandassociates.com](http://www.applebyandassociates.com)

# FACILITATORS

## The Executive Sponsor

Power of approval, can remove obstacles, \$, etc.

## The Problem Holder

Presents the known facts.  
Provides supplemental information as needed.

## The Coach

Monitors adherence to guidelines, responsibilities and time.

Subject-matter experts may be invited to join for specific meetings.





# GUIDELINES

1. Team members and guests should be mindful of the meeting guidelines and member responsibilities.
2. Members can only ask questions. Statements in response to questions are acceptable.
3. Team members can switch roles as necessary and appropriate. If so, they should clearly identify which position they are taking before asking a question or making a statement.
4. Each team member must select at least one professional development goal.

## Suggested Resources

Optimizing the Power of Action Learning

-Marquardt

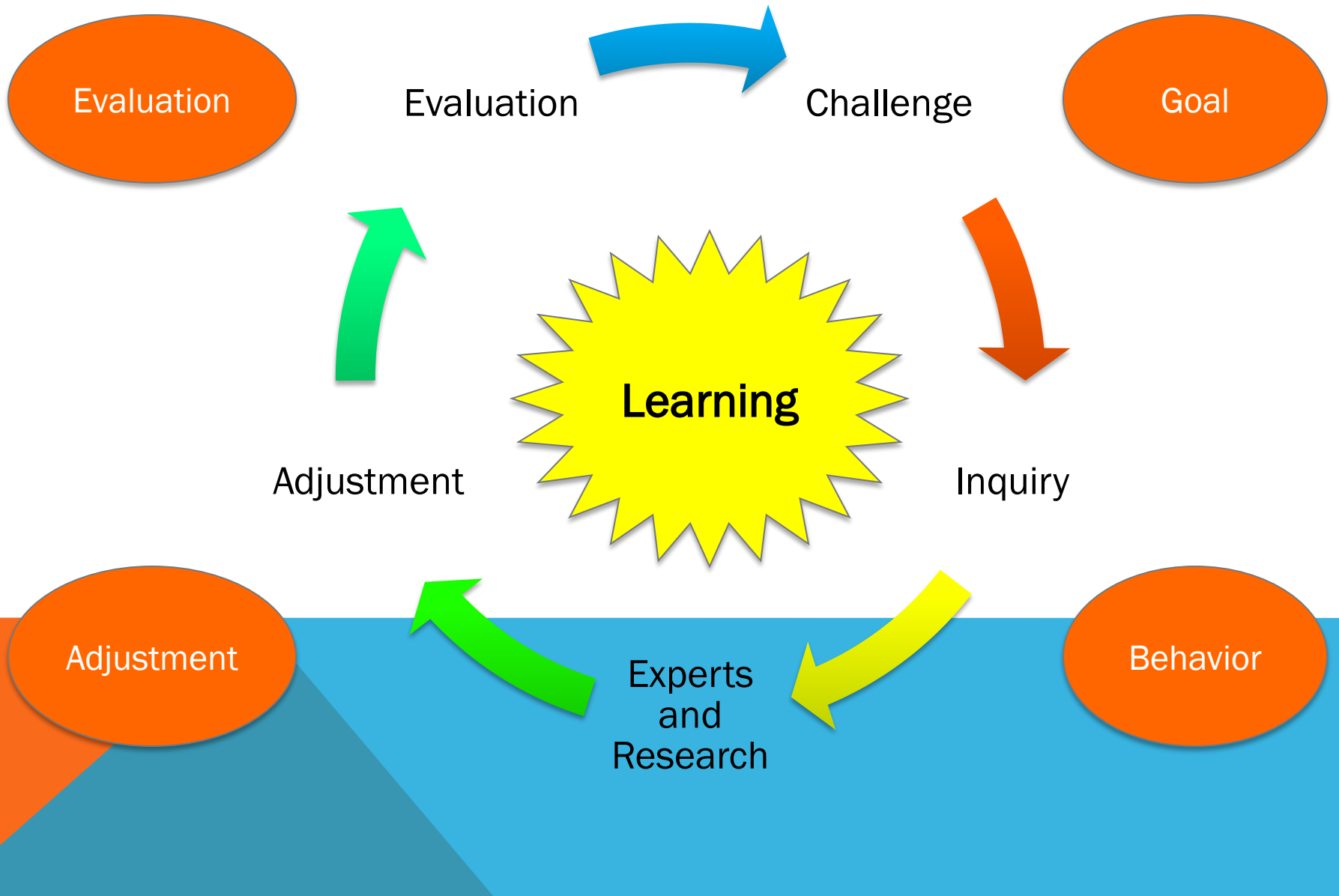
Change Your Questions Change Your Life

-Adams

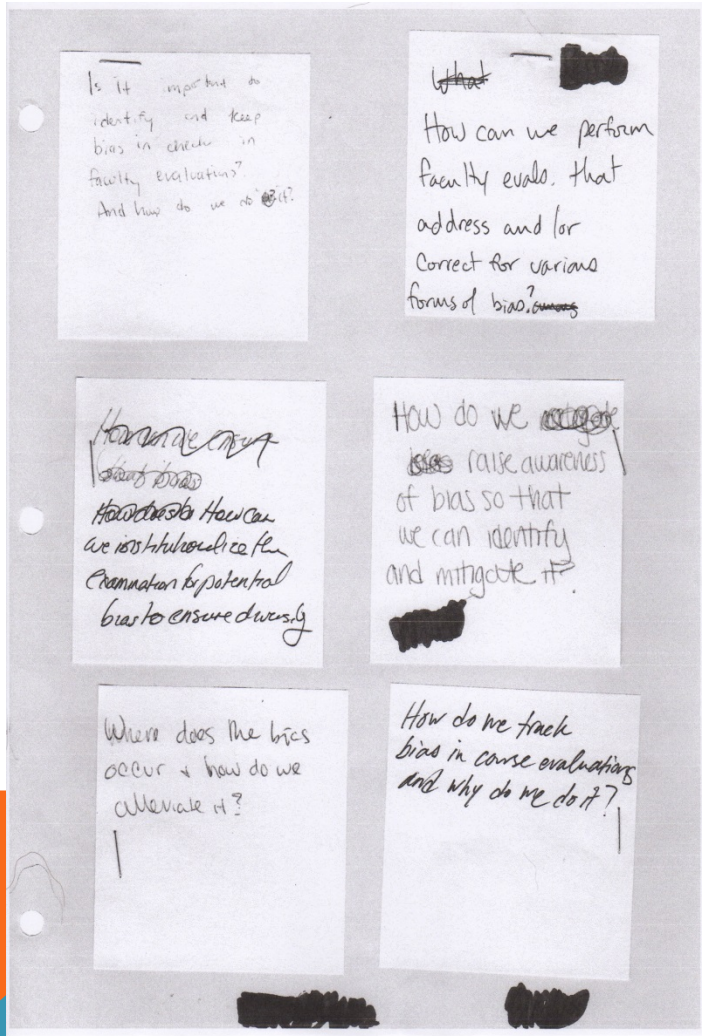
## RESPONSIBILITIES



# THE FEEDBACK LOOP



# EXAMPLES: WCL OFFICE OF ACADEMIC AFFAIRS



COMPETENCY DEVELOPMENT WORKSHEET	
<b>Name:</b> Tippi Polo, Key #48 <b>Competency:</b> Building Coalitions – Influencing and Negotiating	
<b>A. WHO I AM</b> <small>(roles and qualities)</small> Daughter, sister, friend Supervisor, coach, colleague Authentic Competent Empathetic Creative Supportive Empathetic Passionate Inquisitive Dedicated	<b>B. WHY I AM</b> <small>(background, values, assumptions, beliefs, expectations, etc.)</small> Conflicting childhood. Youngest member of the family. I value honesty and integrity. I believe most people are good. I appreciate beauty and excellence. I value creativity and humor. I value diversity. I believe that people can change if they want to. I believe in the power of education. Free-thinker rising.
<b>C. WHAT I WANT TO BE</b> Adaptable and resilient. Authentic, dynamic leader. A mentor and guide. A collaborator/transformer. A better communicator. Mindful and grateful.	
<b>D. PERSONAL BARRIERS TO SUCCESSFULLY ACHIEVING THIS COMPETENCY</b> Difficulty communicating complex ideas briefly. Unfamiliarity with formal theories of negotiation. Limited perspective. Insufficient practice leading peer groups. Insufficient clarity about the outcomes that I would like to achieve.	
<b>E. HOW I'M GOING TO OVERCOME THESE BARRIERS</b> I will research negotiation techniques. I will seek more opportunities to lead. I will prepare notes so that I can communicate ideas concisely.* I will practice active listening skills.* I will ask more questions and make fewer statements.* I will ask more thoughtful questions.* I will take more time to reflect before taking action or answering questions.* I will focus on interests instead of positions. I will look for win-win solutions.	
* These areas can be developed during our group meetings.	
<b>F. WHAT IS IN MY TOOLBOX?</b> <small>(resources and quotes)</small> Negotiation strategies from PUAD-622 such as Using the Facilitative Leader Approach to Create and Organizational Culture of Collaboration (Schwarz, 2006). <a href="http://www.daripink.com/resources">http://www.daripink.com/resources</a>	
PUAD 623 – Executive Problem Solving	

# THANKS TO THE WCL ACADEMIC AFFAIRS ACTION LEARNING TEAM



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