

JOINTLY
ORGANISED BY



LEARNING *for* CHANGE AND INNOVATION

WORLD CONGRESS

7-9 NOVEMBER 2016 ADELAIDE, SOUTH AUSTRALIA

CONGRESS SUPPORTERS



the practical business school



How might we learn to 'do' change? Using action research as a pedagogical approach in a business school

Prof. Gill Coleman

Ashridge/Hult Business School, UK



My hopes for this session

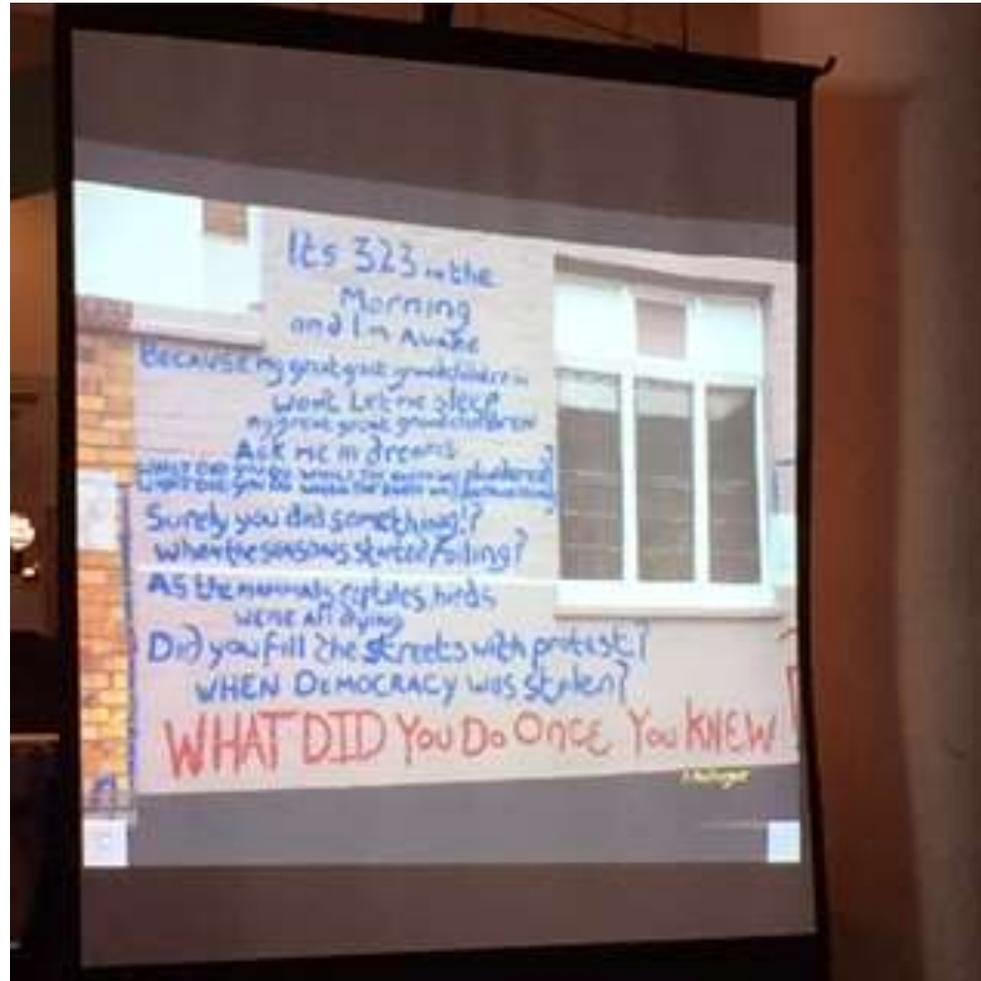
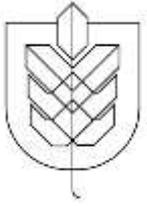
- To bring my inquiry here!
- To connect my experiences with those of others working with action learning/action research methods in educational contexts
- To promote discussion of complex issues of paradigms in business education, and their connection to learning for change and innovation





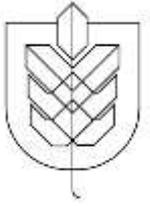
WAL™
GLOBAL CENTRE FOR
WORK-APPLIED LEARNING
PIONEERING WORK-APPLIED LEARNING

ALARA
ACTION LEARNING, ACTION RESEARCH
ASSOCIATION INC.



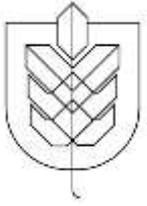
My Questions

- What is the impact of the pedagogy and action research orientation on the participants, including the ways in which this translated into actionable knowing in their work environments?
- How should we understand and work with the difficulty created for both participants and staff of sustaining a participative, action-oriented and critical stance in a business school context?

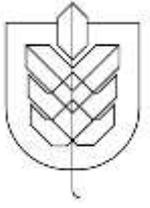


From alumni:

- “instead of advising other people on what they should do, I would have to make it happen”
- “a kind of invitation to explore, to really think about what you are doing in the world. I really appreciated the invitation...It gives you a sort of freedom and creativity”
- “I use it every day, to try and really pay attention to what I am experiencing, to ask myself: what comes next?”
- “It removes the fear of failure – everything is data!”
- “Forced to test assumptions – go and do”
- “Not just a new way of thinking, but a new way of being”
- I seek and find expertise everywhere, at all levels [in my organisation]

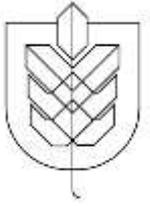


- “Sit with things, embrace uncertainty: I now know how to do that”
- “I am very clear: I would not be able to be who I am, or do what I do without this vibrant, resourceful, challenging community & the educational context it comes out of”
- “It turned me inside out, instead of the usual way of operating and fitting in to survive the financial traps, conditioning and appeasing the system: the life-journey remains a privilege, beyond "little me" to "we" and "us".
- “We need radical new ideas , some of which will be crazy and not work but the point is to keep pushing the bar, it's when we stop pushing that we fail. I think all of us who participated ...were given the confidence to keep pushing for change”



From the staff perspective:

- Relentlessly modelling the principles
- “you have to go on a journey with them about the place you’re in”
- Showing confidence in a way of working, over and over
- Difficult to handle the projection on to you as an expert – we do have expertise but show it in ‘non-expert’ ways
- Handling “strategies of dismissal”
- “[The BS] can’t distinguish between paying attention to the lifeworld and ‘therapy’”
- Not fitting in with conventional success measures – volume, student salary increase
- Immense challenge in naming a conflict of paradigm



Qs for you:

- Resonance for you? What is your experience?
- How might action-oriented critical pedagogies be better supported?
- *Should* they be?