

## Action Learning: Solving Real Problems in Real Time (Three-Day LTL Program) Detailed Agenda

### Texts:

#### Solving Real Problems in Real Time: Action Learning Guide Second Edition

By Marilyn Herasymowych and Henry Senko

ISBN # 978-0-9737697-8-4

MHA Institute Inc., 2003, Calgary, Alberta, Canada

#### Learning Style Questionnaire (LSQ): Interpretation Guide

By Marilyn Herasymowych and Henry Senko

ISBN #10: 0-9737697-1-8

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MHA Institute Inc., 2005, Calgary, Alberta, Canada

### Course Description

Action learning is a way to help people in organizations deal more effectively with complexity, change, and uncertainty. In its essence, action learning means that people learn from real-life experience — they learn from their actions. *Action learning* is a way of thinking and acting that enables people to *solve real problems in real time*, and to create the resilience required to deal with complexity and change. The learning described in the Action Learning Process is rooted deeply in learning from real-life experience. This course and accompanying **Action Learning Guide** has been designed to take you through an easy step-by-step process of understanding and using action learning.

### Course Outcomes

During this course, participants are able to:

- Gain an understanding of the language and concepts of action learning and implications for the workplace
- Apply your understanding of the *Learning Cycle* and learning styles to the *Action Learning System*
- Gain an understanding of action learning in practice by using the **Action Learning Guide** to deal with a challenging situation or opportunity
- Develop an action plan to deal with challenging problems, decisions, or opportunities
- Gain an understanding of how to apply action learning in a variety of situations

## Handouts

1. **Learning Activity Reports:** Send participants the electronic file of the *Learning Activity Report* that they will fill out after the course is over.
2. **Handout A: Participant Manual**

Photocopy on white paper, double-sided, and staple as one document.

  - a. **AL2-3-Day-LTL-Handout A-Participant Manual** (PDF file): This is a file that contains both the title page file (Handout A1 below) and the participant manual content files (Handout A2 below)
  - b. **AL2-3-Day-LTL-Handout A1-Title Page** (Word and PDF file): This is a file that contains the title page file that you can modify to meet your needs.
  - c. **AL2-3-Day-LTL-Handout A2-Participant Manual Contents** (Word and PDF file): This is a file that contains the content of the participant manual that you can modify to meet your needs.
3. **Handout B: PowerPoint Course Presentation**

Photocopy on yellow paper, double-sided, and staple as one document.

  - a. **AL2-3-Day-LTL-Handout B-PowerPoint Course Presentation** (PDF file): This is a file that contains the content of the PowerPoint presentation for the course.
  - b. **Note: AL2-3-Day-LTL-PowerPoint Course Presentation** (PowerPoint file): This is a file that contains the content of the PowerPoint presentation that you can modify to meet your needs, and then make into a handout for participants.

4. **Handout C: InfoMine Newsletters on Action Learning**

Photocopy on white paper, double-sided, and staple as one document.

  - a. **AL2-3-Day-LTL-Handout C-InfoMine-Action Learning** (PDF file): This is a file that contains the entire series on action learning.

## PowerPoint Presentation

- AL2-3-Day-LTL-PowerPoint Course Presentation

## Facilitator's Guide: Detailed Agenda

### Action Learning: Solving Real Problems in Real Time 2<sup>nd</sup> Ed. (3-Day LTL Course)

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#### Materials for Participants

- One copy of the **Solving Real Problems in Real Time: Action Learning Guide Second Edition** per participant
- One copy of all of the handouts (see page 11)
- Name tents, one per participant
- Flip chart pens for participants to use during group work
- Refreshments, if supplied

#### Materials for Facilitator

- Facilitator's Guide
- Detailed Agenda
- Timing Sheet
- Handouts
- **Solving Real Problems in Real Time: Action Learning Guide Second Edition**
- **Learning Styles Questionnaire (LSQ) Interpretation Guide**
- Flip chart pens
- Masking tape

**Facilitator's Guide: Detailed Agenda**  
**Action Learning: Solving Real Problems in Real Time 2<sup>nd</sup> Ed. (3-Day LTL Course)**

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| Lesson 1: Course Introduction   | Support Materials   | Time              |
|---|---|-------------------|
| <p><b>1. Welcome</b></p> <ul style="list-style-type: none"> <li>• Welcome participants</li> <li>• Introduce facilitators</li> <li>• Introduce participants</li> <li>• Identify location of emergency exits</li> </ul> | <p><b>PowerPoint:</b><br/>Slide #1: Welcome</p> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• Handout A: Participant Manual</li> <li>• Handout B: PowerPoint Course Presentation</li> <li>• Handout C: <i>InfoMine</i> newsletters on action learning</li> </ul> <p><b>Participant Reference:</b></p> <ul style="list-style-type: none"> <li>• <b>Solving Real Problems in Real Time: Action Learning Guide Second Edition</b></li> <li>• <b>Learning Style Questionnaire (LSQ): Interpretation Guide</b></li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Name tents/name tags</li> </ul> | <p>10 minutes</p> |

**Facilitator's Guide: Detailed Agenda**  
**Action Learning: Solving Real Problems in Real Time 2<sup>nd</sup> Ed. (3-Day LTL Course)**

| Lesson 1: Course Introduction   | Support Materials   | Time       |
|---|---|------------|
| <p><b>2. General Information</b></p> <ul style="list-style-type: none"> <li>• Explain the course materials that have been handed out</li> <li>• Explain action learning</li> <li>• State that participants will be asked to select a workplace problem, situation, or opportunity to analyze during the course</li> </ul>   |   | 5 minutes  |
| <p><b>3. Course Outcomes and Agenda</b></p> <ul style="list-style-type: none"> <li>• <b>Slide #2:</b> Review the LTL Program by focusing on the action learning process, and how it underpins the entire program.</li> <li>• The action learning process is the problem solving/learning process that underpins the entire program.</li> <li>• Define action learning as the problem solving and learning process that occurs in this course, and the rest of the courses.</li> <li>• <b>Slide #3:</b> Review the course outcomes and add a brief explanation of each outcome</li> <li>• <b>Slide #4-6:</b> Review the course agenda</li> </ul> | <p><b>PowerPoint:</b><br/> Slide #2: LTL Program<br/> Slide #3: Outcomes<br/> Slides #4-6: Agenda</p> <p><b>Handouts:</b><br/> Handout A: Participant Manual</p> <ul style="list-style-type: none"> <li>• Course Outcomes, page 2</li> <li>• Agenda, pages 2-4</li> </ul> | 10 minutes |
| <p><b>4. Homework Activity</b></p> <ul style="list-style-type: none"> <li>• Review the <i>Learning Activity Reports</i> required after each course from each participant.</li> </ul>  | <p><b>Handouts:</b><br/> Handout A: Participant Manual</p> <ul style="list-style-type: none"> <li>• Learning Activity Report, pages 5-7</li> </ul>  | 5 minutes  |

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| Lesson 1: Course Introduction   | Support Materials  | Time       |
|---|--|------------|
| <p><b>5. Expectations Activity</b></p> <ul style="list-style-type: none"><li>• <b>Slide #7:</b> Ask participants to individually, record your responses on page 8 of the Handout A: Participant Manual. (5 minutes)</li><li>• In small groups of 4-5 participants, ask participants to introduce themselves to each other if they do not know each other. Share their responses to the questions. Focus on listening to each other and understanding perspectives, not on solving any problems or issues. (10 minutes)</li><li>• At the end of the activity, each group is asked to record one comment, insight, or question on a flip chart. (5 minutes)</li></ul> | <p><b>PowerPoint:</b><br/>Slide #7: Expectations</p> <p><b>Handouts:</b><br/>Handout A: Participant Manual</p> <ul style="list-style-type: none"><li>• Expectations Activity, page 8</li></ul> | 30 minutes |