

Action Learning: An innovative Teaching and Learning Pedagogy for Management Education

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Abstract

Management education is a practical skill development program aimed at employment and entrepreneurship as a destination for the students. Though the attitude required for employment and entrepreneurship are different, the basic skills needed by the individual to achieve success are the same, which form the foundation for their professional success. Literature has identified three key aspects: Knowledge, Skills and Attitude as key to the professional success for students of management education.

This article has used three of various action learning activities and captures the development of the skills and attitude of the students towards employment and entrepreneurship. The action learning is defined as the improvement in knowledge, skills, and attitude of the students through defined activities with identified learning outcomes. The authors provide a practical approach for use of this learning methodology by other faculty members in management education. It can be easily cited in the basic courses of management education such as principles of management, marketing management, and the Human resource management, etc. Action learning cases discussed in this paper are outcome of various activities applied in the classroom for different batches of MBA students by the authors and captured the students' experiences as the results of action learning activities.

Key Words: Action Learning, Management Education, Skills, Attitude, Employability

"We do not need, and indeed never will have, all the answers before we act. It is often through taking action that we can discover some of them." - Charlotte Bunch

INTRODUCTION

It is difficult to describe the action learning because it is so simple (RegRevans, 1997). He was the pioneer to introduce the action learning to the world. Today most of the business schools and corporate do believe in his ideology to incorporate the practical learning among freshers. The action learning is a continuous process of learning and reflection in a team supported by each individual member with the intentions of getting things done (McGill & Beaty, 1995, Marquardt and Wadill, 2004). This brings people of various origins together to work for a common solution to problems. This also provides chance to both individual and the organization to develop as a team. (Inglis, 1994; Holloway, 2004; Kim, 2008).

The action-learning or "learning while doing," naturally exists within a structural organization, or in group (Wallace 1990). There is no limit of action learning right from the definitions, types, processes, results etc. Each learner can change its course of action as per the requirement of situational expectations. This is applicable to both individual decisions and group activities. (Dilworth & Willis, 2003, p.137). The normal learning process involves the habit of questioning, listening and reflection, Therefore the action learning approach is sometimes referred to as self-

directed learning (Schedlitzki & Witney 2013) however during the action learning process, questioning is preferred (Kramer, Winter 2007-08, p. 40).

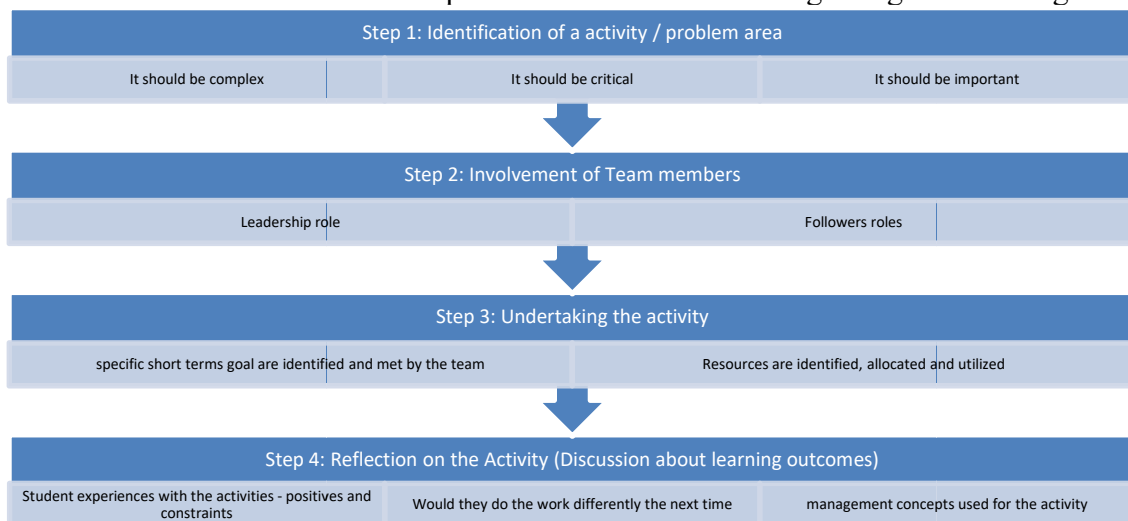
Action learning is a dynamic process where all the team members try to help individual members through a highly structured and facilitated team process of reflection and action. Proper coordination and guidance for each individual team members provide a meaningful experience to all (Ruebling 2007). Each action learning team constitutes of sponsor, team members and coach (PMF Action Learning Guide, 2004).

Action Learning is an approach to learning where students are confronted with a problem and the take responsibility for finding a solution to the problem and implement the same in all the fields of education (C. Brook et al, 2012). Now a days it has been noticed that there is subtle gap between industry requirements from the management graduates and the current syllabus of major business school (Pfeffer& Fong,2002) also the majority of management theories are outdated not in sync with current business environment (Ghoshal, 2005).

Majority of business schools still offer their course curriculum and pedagogy based on traditional approach (Bennis& O'Toole 2005,Khurana, 2007), it requires more practical, novel, cohesive and experiential methodologies to impart the action learning among management scholars (Caza, Brower & Wayne 2014, Weber &Englehart 2011, Colby, Ehrlich, Sullivan &Dolle 2011).

Therefore various universities and institutions have focused on transforming the course design as per the industry requirements based on benchmarking, they have also tried to develop various new pedagogies for management scholars but there was no significant improvement was noticed in the student’s performance. Though the faculty members have been trained to teach and evaluate on the basis of KRAs (Key Result Areas) but still the students were not found comfortable with both the quantitative as well as qualitative subjects. So there is a need of better course environment, teaching pedagogy which can engage the students to relate the theoretical aspects of management with the real world conditions (Rahal&Zainuba 2016).

The answer lies in implementation of action learning. In this, process of analyzing the problem, devising a solution and implementation of the same, results in improvement of knowledge, skills and attitude of the students. The sequence for Action learning is given in Figure 1.



The experiential learning is the best reflection of action learning’s’ real effect on society (Kettunan2011, Paulson 2011, Cannice 2012) when these are executed in form of team ((Boni, Weingart, and Evenson 2009) because the involvement of students in each fiesta or activity organized in an institution provides a multidisciplinary approach to solve the complex business

problem with the help of group based learning activity (Kischner, Beers, Boshuizen and Gijsselaers, 2008). In this analytical paper we will discuss these steps with few instances based on various events organized by an institution, which are used as approach of action learning for the development of the knowledge, skills and attitude among the management students.

The paper has been divided into three parts; first to understand the action learning and various factors affecting the MBA programs through which complements a richer dimension to the literature review on action learning concurrently focus on need of experiential learning approach of action learning. Second part focuses on few case studies which are harbinger of application oriented action learning which offer insights into the consequence of novelty and experimental teaching pedagogy and third part deals with the analytical calculation.

The paper initially gives a brief introduction to action learning backed by proper literature review that focus on importance of action learning for both the faculty members as well as for management graduates. The paper then discusses the importance of experiential learning approach which is considered as best tool for action learning teaching methodology. These are group based activities organized by students only and considered as best example of action based learning.

Action learning approach is the most apt instructional methods or tool in providing the learning experience to the management students because it encompasses the conceptual knowledge into the evocative professional practice (Ramsden, 2003, p. 50, Kramer, 2008; Zuber-Skerritt, 2006, Smith 200, p.36). The placement is witnessing a new trend nowadays. Majority of the job are available in the service industry only. The industry needs the practical oriented management scholars who are fresher yet must possess extensive knowledge of real-life projects. Therefore we require a pedagogy which can nurture the innovative talent of students, induce them for research oriented theoretical knowledge (Chen and Wang 2006, Wang and Cao 2007).

Action learning is the blended pedagogy comprised of course design, delivery and communication through practical learning specially. The role of students and instructors is reciprocal to each other in effective implementation of action learning (Brady 2013, Benson 2015). Still there is found a significant gap on the relevance and impact of group based activities of action learning on the understanding of management graduates (Berger & Tapol, 2007; Williams & Williams, 2010).

The experiential learning approach helps the student to understand the situation evidently and they learn the problem solving technique in various steps given here. These steps look similar as given by Bonwell (2012). This makes the experiential learning as one of the most relevant approach for action learning pedagogy.

RESEARCH OBJECTIVES

The comprehensive research has been done on utility of experiential learning as best tool for action learning (Kettunan 2011, Paulson 2011, Cannice 2012, Boni, Weingart, and Evenson 2009). Majority of the researches have been done on types of experiential learning (Kolb 2014, Beard & Wilson 2002), Benefits of experiential learning in the education sector (Cantor 1997, Gentry 1990), its applications to the current business environment (Silberman 2007, Kolb & Kolb 2005).

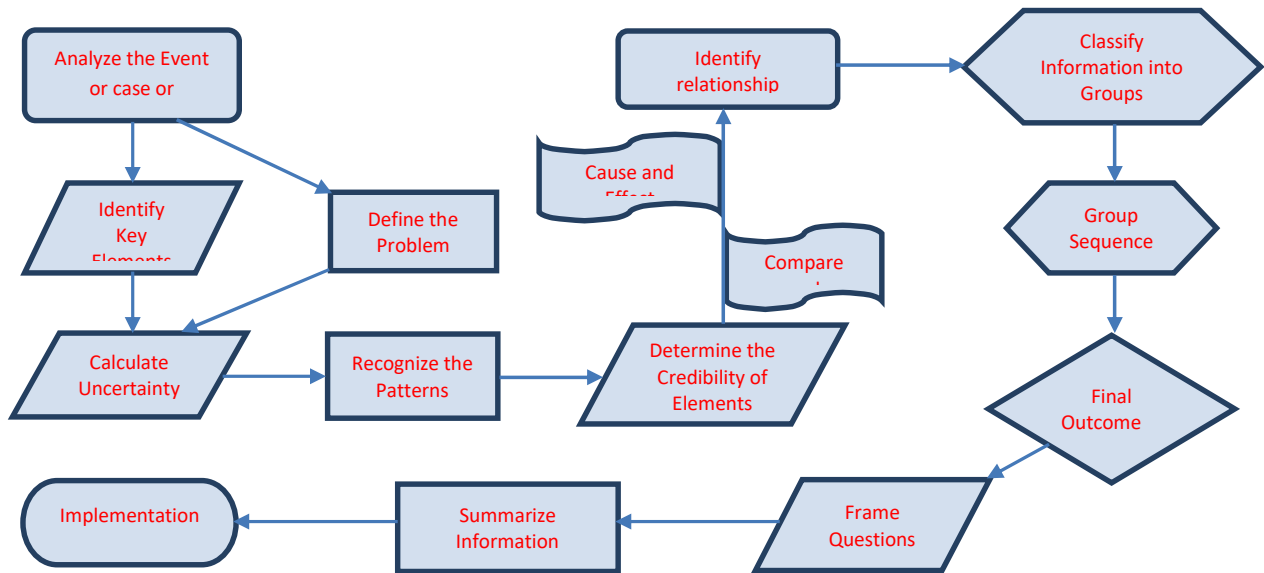


Figure 2: Experiential Learning based Action Learning Approach

Also a vast literature is available on action learning oriented teaching pedagogy (Pedler, Burgoyne & Brook 2005, McGill&Brockbank 2003) especially there is a clear proven fact about the importance of action learning in higher education with special reference management education (Reynolds 1999, McGill &Beaty 2001, Lau 2015, Raelin&Trehan 2015). While various researches have shown that the action learning and experiential learning are two different pedagogies for the management education (Siqueira, Ramos, Kelly, Mnisri, &Kassouf 2015, Holten, Bollingtoft &Wilms 2015). In spite of in-depth research work the question still persists that whether experiential learning can be used as a tool of action learning for the management graduates. Very few research works have been done to measure the impact of action learning on the understanding of management students when it is imparted through experiential learning. Therefore the study tries to find out the answers to the following questions:

1. What is action learning as pedagogy for the management education?
2. What is experiential learning as pedagogy for the management education?
3. Can experiential learning become a tool for imparting the action learning?
4. How the action learning pedagogy is different from normal conceptual learning?
5. What are the outcomes of action learning teaching methodology?
6. To measure the impact of action learning on the understanding of management students when it is imparted through experiential learning.

On the basis of literature review we have identified 4 constructs to evaluate the impact of action learning on the understanding of various management concepts for the management scholars. They are

(i) Team orientation approach (TO), (Inglis, 1994, Holloway, 2004; Kim, 2008, Boni, Weingart, and Evenson 2009)

H₀₁: Action learning has no role to deliver the team orientation approach among management students.

(ii) Problem solving approach (PS), (C. Brook et al, 2012)

H₀₂: Action learning has no role to deliver the problem solving approach among management students.

(iii) Research oriented approach (RO), (Chen and Wang 2006, Wang and Cao 2007) and
H₀₃: Action learning has no role to deliver the research orientation approach among management students.

(iv) Satisfaction level (SL)

H₀₄: There is significant difference in the level of satisfaction among male and female management scholars from action learning approach.

RESEARCH METHODOLOGY

The research topic and objectives are so much extensive and interesting; it is very difficult to answer each of them in one single research study. Since very little evidences and researches are available for such study, the statistical analysis can be aptly applied to prove the impact of experiential activity based action learning on understanding of the concept of management students. The entire research study is divided into two stages:

(i) The case study approach to know the factors responsible for action learning as a better pedagogy for management scholars. Case study approach is the most appropriate tool to understand the action learning (Revans 1983, Argyris 1993, &Savery 2015).

(ii) Data analysis, findings and conclusions

In first part of the study the two short case studies have been studied and illustrated here. The case studies are based on experiential learning of students of MBA of 2013-15 batches studying in School of Business of Lovely Professional University. This School is accredited from Accreditation Council for Business School and Program (ACBSP). The pre-test analysis was done in a class of 54 students of the third semester while the post-test analysis was done in the fourth semester. The students were asked to take part in both the activities voluntary. The class was divided into parts of 27 students each. The entire exercise was divided into two phases. Group A (N=27) was control group in first exercise of action learning (International culture and tribal festival) while the Group B (N=27) was experimental group. For the second action learning exercise (Organization of a conference) the groups were interchanged. The assessment was done on the basis of 5 point scale given the freedom to scale up to 9 decimals. The pre-test data was collected twice just before both the action learning exercise in the form of application question based questionnaire and same was done in post-test analysis (Same questionnaire were used 4 times only sequence of questions and given options were changed).

Analysis (i)

Case Study 1: International Cultural and Tribal Festival

Outline of the event: The University where the students are pursuing MBA Program celebrates a cultural and tribal festival with participants from 7 different countries. The volunteer students were selected from the various streams of the University, including the MBA Program. The various teams constituted for this purpose are mixed teams of students from different programs and a mixture of boys and girls. The approximate population for the event which is spread over 3 days with multiple parallel events is 1000 plus participants and an internal audience of 2000 students, teaching and non-teaching staff, parents and relatives of students and staff. All the participants were hosted on the campus through dormitory accommodation in classrooms. There is a floating audience of another 3000 from the nearby villages and the main town. The event had two stages: one indoor in the auditorium and the second open stage, with temporary tent structure for the audience. The University invited the academic and administrative stakeholders and political dignitaries to grace the occasion. The event has an inaugural and a valedictory

function both graced by top functionaries from political, executive and judicial branches. It was covered by the local and state level press. The event has delegate dining area for all the participants and invited guests, and also has food festival with delicacies from across the country.

Student Volunteer Activities

The student volunteers were allocated into many teams. Some of the teams which will be discussed in this case study are detailed below:

- a) Stage Decoration and Management
- b) Master of Ceremonies (Announcers / Anchors) for the different events
- c) Event Coordinators and certificate preparation
- d) Dormitory Allocation to the delegates
- e) Supply of pillows, bed sheets, and bed spreads to delegates
- f) Reception, Help Desk and Overall coordination
- g) Transport (to and from the airport, bus stand and railway station)
- h) Finance and Accounts
- i) Dining area volunteers
- j) Discipline Committee

Each of these activities are interlinked and coordination is required to ensure that the information is available to all the members of the organizing team. Each team is headed by a faculty coordinator, who was helped by required number of volunteers. The overall coordination and discipline is headed by a faculty member who also acted as chief coordinator for the volunteers, to ensure that the students also get to enjoy the events while carrying out their respective tasks. The festival is organized by a faculty team which had done the entire event planning and implementation under the patronage of the vice-chancellor. This case study focuses on the volunteers and their learning through task fulfillment activities especially for the MBA students. Though specific skills are addressed in all the activities listed above, communication skills are central to all the activities and each and every volunteer was able to improve their confidence and communication skills.

Implementation of Action Learning

The teams were constituted based on the interest of the students, preferences of the faculty coordinator and the requirements of the tasks. For examples, the volunteers for the stage decoration were predominantly female, whereas the boys opted for the transportation committee due to the requirements of the tasks. The step 1 of the action learning is decided by the faculty organizing the festival based on the various events and the logistics requirements for them. The step 2 of team allocation involved asking for volunteers and the MBA students were motivated to volunteer for the different activities. One of the chief student volunteer coordinator, an MBA student handled similar activities previously in the University. Since, the faculty members of MBA Program were part of the main organizing team as well the coordination team for volunteers, continuous flow of information was available regarding the performance of the various students in the tasks they were handling. The teams constituted along with the faculty representatives had preliminary meetings to know each other and to discuss about the work involvements. A parallel meeting of all the volunteers was conducted to ensure that every volunteer is aware of who also are in the other committees and what relationship exists between different activities related to every event. For example, the event team needs to inform the reception about the tentative arrival timings of their event delegates, transportation has to ensure

vehicles are available and present for their pickup, accommodation has to ensure place of stay is available, reception has to complete registration requirements and issue food coupons at the delegate dining area for the delegates, etc. Once the delegates pertaining to an event arrive, the event team has to be informed to coordinate further. The delay in travel, changes in delegates' numbers, etc. have to be handled on a case to case basis. All this is looked at during the step 2 of the action learning.

The step 3 is actual implementation of the activities. Students who are assigned their tasks were told very clearly to be specific in their communication to the delegates, have clarity on who will handle what issues, bring the matter to the help desk in case of any doubts, etc. The help desk though managed by students was always monitored and had continuous faculty presence. The stage 4 of the action learning was achieved in the MBA classrooms. The students who handled the different activities and others were asked to discuss about the programs and what they felt went off well and what needed improvements. This debriefing after the event in the classrooms for MBA students was where the learning is reviewed and constitute the step 4 of the action learning process.

Results

The students who have volunteered clearly understood the need for continuous communication among the different team members. They have identified that there will be a gap between expectations during the planning phase and the implementation phase. Control mechanism – informal and formal, which were used during the festival were identified by the students and discussions on how the various forms of control can be used. The students also developed the ability to ascertain the skills of different team members and their attitude towards work and had formed definite opinion on working with different team members in the future activities. This developed the skills of performance assessment in the student who volunteered.

Case Study 2: Organization of a Conference

Outline of the event: One of the constructive measures of an annual calendar of a higher educational institute is to organize at least one or two national or international conference on some innovative theme. The major objective of organizing the conference is to provide a joint platform for the faculty members, research scholars and management students to share their innovative research ideas. This can be a two or three day conference. It can be organized within the campus. The conference is also one of the branding exercises for institution. The participants for the conference may be various eminent corporate executives, professors from various other institutions, senior dignitaries from some government offices and universities, various research scholars and students from same and other institutes and universities. Total number of guest and participants including existing students were around 1000. All the guest and participants were accommodated within the campus guest rooms, hostel rooms and into nearby hotel rooms.

The event started with the idea of conference, its theme, various topics to be discussed, deciding the guest and chief guests, the inaugural session, debate and other participatory activities related to the theme, organizing various sessions, the session coordinator, deciding various awards like best paper award per session, young scholar award or the best case study etc., the concluding session. Along with it planning for other tasks like lodging and transport facilities for guests, welcome and decoration arrangements, IT and sound system, prize distribution, cultural program arrangements, food and snacks arrangements, registration formalities were carried out.

Student Volunteer Activities

To provide students an event-management training and experience, all the students were allocated into some committee. Each committee was headed by a faculty coordinator. The various committed were

1. Transport and lodging committee
2. Academics committee
3. Registration committee
4. Cultural committee
5. Prize Distribution committee
6. Accounts and finance committee
7. Proceedings committee (session wise)
8. Sound and screen committee
9. Stage committee
10. Food and refreshment committee
11. Press committee

The whole program was initiated and handled by students only. The faculty acted only as coordinator and guidelines about the various task and committees. Students were asked to join any one or gave more committees voluntarily.

Implementation of Action Learning:

The entire exercise was completed in steps like previous exercise. Each step was followed by next. Both students and faculty members co-operated each other to complete each task. Proper coordination was must among all the teams and committees. Each committee was headed by one student. Each committee divided the assigned task equally among its members and student head had a pool of information about the completion and process of the tasks. Each student head of various committees remained in touch with each other. They took the help of technology to proceed with check-list of the assigned task. The check-list was made at the very early stage of event with the suggestion of faculty coordinator.

Results

The event provided for a perfect learning platform for the students to experience an event-management exercise. This type of action-learning event provides an apt chance to learn the application of theory learnt in classes. Student of various committees can learn and apply those theories as per their area of interest as:

1. Documentation and communication at corporate level
2. Public relations and social networking
3. Crowd management
4. Accounts and financial statement

The experience gained by such action-learning activities will help the students in performing their professional career in the most accurate way.

Analysis (ii)

The present study tries to find the impact of action learning pedagogy through experience learning exercises among management students. The class of 54 students divided into two groups of 27 students of each. Each group was given one chance to organize one activity independently. The second group was given chance after a time period of 4 months. Their management skills were analyzed on the 4 broader aspects namely 'Team Orientation Approach (TO), Problem Solving Approach (PO), Research Oriented Approach (RO) and Satisfaction Level (SL).

The mean score for each of the constructs were measured before the exercise and after the exercise (Table 1.1 and Table 1.2) and the results were almost better than expected.

Table 1.1 (Test 1)

Criteria Mean Score	Pre test												Post Test											
	Control Group (Group A)						Experimental Group (Group B)						Control Group (Without AL)						Experimental Group (With AL)					
	Girls			Boys			Girls			Boys			Girls			Boys			Girls			Boys		
	Market	Financ	HR	Market	Financ	HR	Market	Financ	HR	Market	Financ	HR	Market	Financ	HR	Market	Financ	HR	Market	Financ	HR	Market	Financ	HR
T O	2.5	3.5	2.9	2.0	2.45	2.9	2.3	3.1	2.8	2.9	2.8	2.5	2.1	3.2	2.5	2.5	2.5	2.4	3.4	3.4	3.5	3.5	2.9	3.2
P S	3.1	3.9	3.6	3.3	3.16	3.3	3.2	3.3	3.0	3.4	3.2	3.0	3.0	4.0	3.8	3.4	3.5	3.4	3.9	3.7	3.5	3.6	3.4	3.4
R O	3.25	3.75	3.5	2.25	2.75	3.5	2.6	3.6	2.2	3.2	3.4	3.8	3.4	3.5	3.4	2.5	2.4	3.5	3.2	3.8	3.2	3.5	3.4	3.9
S L	3.4	3.4	3.3	2.9	2.6	3.4	2.9	3.0	3.5	1.9	2.6	3.0	3.2	3.4	3.9	2.7	2.5	3.6	3.2	3.5	3.8	3.5	3.3	3.3
N	4	5	5	4	5	4	4	6	5	5	3	4	4	5	5	4	5	4	4	6	5	5	3	4

It was evident from the table 1.1 that the group B, which was selected as experimental group has shown a tremendous improvement in all the four constructs especially in problem solving approach (PO). After a gap of 4 months another group was given chance to take part in the second experience learning exercise. Here we have again measured the score of students on all the 4 parameters. The findings again were quite similar as we found in Test 1. The interesting finding reveals that the students of Group B who have taken part in the exercise 4 months back; they have shown a little less score on almost all the parameters. It leads us to an argument whether the impact of action learning is stagnant or they last for a particular time period.

Table 1.2 (Test 2 -After a span of 4 months)

Criteria Mean Score	Pre test												Post Test											
	Control Group (Group B)						Experimental Group (Group A)						Control Group (Without AL)						Experimental Group (With AL)					
	Girls			Boys			Girls			Boys			Girls			Boys			Girls			Boys		
	Marketing	Finance	HR	Marketing	Finance	HR	Marketing	Finance	HR	Marketing	Finance	HR	Marketing	Finance	HR	Marketing	Finance	HR	Marketing	Finance	HR	Marketing	Finance	HR

T O	2. 3	3. 1	2. 8	2. 9	2. 8	2. 5	2. 5	3. 5	2. 9	2. 0	2. 45	2. 9	3. 2	3. 2	3. 4	3. 4	2. 7	3. 3	3.8	3. 8	3. 4	4. 4	3. 2	3. 5
P S	3. 2	3. 3	3. 0	3. 4	3. 2	3. 0	3. 1	3. 9	3. 6	3. 3	3. 16	3. 3	3. 4	3. 3	3. 5	3. 7	3. 3	3. 3	3.4	4. 3	3. 9	4. 0	3. 8	3. 6
R O	2. 6	3. 6	2. 2	3. 2	3. 4	3. 8	3. 25	3. 75	3. 5	2. 25	2. 75	3. 5	3. 3	3. 3	3. 6	3. 3	3. 5	3. 2	3.5	3. 9	3. 6	3. 8	3. 7	3. 9
S L	2. 9	3. 0	3. 5	1. 9	2. 6	3. 0	3. 4	3. 4	3. 3	2. 9	2. 6	3. 4	3. 4	3. 6	3. 3	3. 7	3. 5	3. 4	3.6	3. 8	3. 7	3. 4	3. 5	3. 7
N	4	5	5	4	5	4	4	6	5	5	3	4	4	5	5	4	5	4	4	6	5	5	3	4

The technique of paired t-test and chi-square were applied to analyze the impact of action learning pedagogy on understanding of various management concepts among MBA students. We found a good reliability for TO ($\alpha = 0.606$), PS ($\alpha = 0.679$) and for RO ($\alpha = 0.627$). For the first three hypotheses a significant value of t-test has allowed to conclude with confidence about the significant effect of action learning on various constructs. In table 1.3, the significance value of t-test leads us to reject all null hypotheses.

Table 1.3

Summary of paired t test for Team orientation approach (TO), Problem solving approach (PS), Research oriented approach (RO) Satisfaction level (SL) in pre and post-test of imparting action learning

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	St. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test/ Post Test Data (TO)	-0.58519	0.30218	0.05815	-0.70472	-0.46565	-10.063	26	.000
Pre-Test/ Post Test Data (PS)	-0.41481	0.23321	0.04488	-0.50707	-0.32256	-9.242	26	.000
Pre-Test/ Post Test Data (RO)	-0.38889	0.34455	0.06631	-0.52519	-0.25259	-5.865	26	.000

In another findings, which has measured the satisfaction level of girls and boys satisfaction level towards the action learning pedagogy, a significant value of reliability ($\alpha = 0.661$) was found (table 1.4) . A chi square analysis was applied to measure the significant difference among the girls and boys satisfaction level. The chi square value was found insignificant which leads to rejection of hypothesis. Both the girls and boys perceived equal benefit through such action learning exercises.

Table 1.4

Chi-Square Tests				
Gender		Value	df	Asymp. Sig. (2-sided)
Boys	Pearson Chi-Square	12.000 ^b	2	.002
	Likelihood Ratio	16.301	2	.000
	Linear-by-Linear Association	9.867	1	.002
	N of Valid Cases	12		
Girl	Pearson Chi-Square	30.000 ^c	4	.000
	Likelihood Ratio	32.556	4	.000
	Linear-by-Linear Association	11.986	1	.001
	N of Valid Cases	15		
Total	Pearson Chi-Square	65.852 ^a	12	.000
	Likelihood Ratio	57.334	12	.000
	Linear-by-Linear Association	.591	1	.442
	N of Valid Cases	27		
a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .44.				
b. 6 cells (100.0%) have expected count less than 5. The minimum expected count is 1.25.				
c. 9 cells (100.0%) have expected count less than 5. The minimum expected count is 1.07.				

On the other hand the qualitative analysis of post-test has shown distinct similarities between the objectives of action learning and the business environment (Table 1.5). Therefore it is quite evident the action learning provides hand-to-hand experience to the students which are entirely relevant to the business environment. While there is also subtle difference is noticed in action learning pedagogy and traditional pedagogy (Table 1.6).

Table 1.5

Learning Objectives		
Objective	Action Learning	Business Environment
Assessment	Placement and capabilities of the available resources	Analysis of operating environment
Setting the targets	Draw a flow chart of the project/activity	Fix provisional and concluding targets
Env. Analysis	Analyse the task and individual strength and weakness	SWOT analysis
Allocation of task	Division of labour (Group or	Assigning the responsibilities

	Committee) formation	
Preliminary Planning	Plan initial and succeeding changes	The positioning and repositioning strategy
Intermediate Planning	Coordination among various committees or groups	Emphasis inadequate capitals to exploit an exact forte
End Objectives	Accept the challenge to meet the deadline	Risk management
Advance Planning	Meet the deadline	Defend core competency
Strategic Advantage	The initial attempt must be the best	First move advantage

Table 1.6

Comparison among traditional pedagogy, action learning and business environment			
Criterion	Traditional Pedagogy	Action Learning	Business Environment
Constant Dynamics of Environment	x	√	√
N Number of players (N > 2)	x	√	√
Rules and Regulations	x	√	√
Multiple objectives at a time	x	√	√
Continuous process	x	√	√
Learning while doing	x	√	√

CONCLUSION

The application-oriented learning or action-learning helps the participants to solve long-standing business problems that could not be solved by simple training. This process also helps to develop the leadership skills among participants (Lanahan and Mandonado 1998). The students will be able to take stand and also can take an independent decision in absurd circumstances. They get the habit of taking charge of their own problems and also get the solution for them (Mumford 1991). Both the case studies simply helps the students to adapt to take quick decision. This is yet another benefits of action learning process (Yorks et al. 1998). The bottom-up approach is considered as an effective tool to impart the action research implications. This is more successful

if it is applied with limited number of participants and the learning and findings from such action based projects such as given above can be relevant everywhere (Williamson et al., 2012, p39). Each university and institution must include this experiential learning and provide chances to their faculty and the students a student-based active learning environment (Rahal&Zainuba 2016) with the help of setting entrepreneurship development programs, cells, incubation centers (Prakash, Jain & Chauhan 2014). The action learning is most practical approach today for management students to impart the application of knowledge and information. The corporate industry demands ready-to-work manpower. Action learning is the tool which an educational institute can use to train and guide their students for their better and bright future in their professional career.

LIMITATIONS OF STUDY

The study of impact of action learning through experience learning approach is too intensive. Future research can further investigate the above 4 constructs and define them broadly. Various elements and sub-constructs can be developed for each of the construct and a suitable model can be developed and tested to frame a better course design, curriculum and pedagogy.

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