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Module 6: ACTION LEARNING SET

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Erasmus+ iHiLead
Pilot Training – Day 4
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Finding My Metaphor

- ❖ *Think about yourself as a leader: strengths, weaknesses, habits, goals, etc.*
- ❖ *Find a metaphor that best describes you as a leader*
- ❖ *Draw it on a piece of paper or your notebook*
- ❖ *Share with your group*

Outline

01

Theoretical
Background

02

Group work

Training objectives

- To introduce definition, element, and stages of Action Learning and Action Learning Set
- To demonstrate an actual short process of an Action Learning process

Reginald Revans (1907–2003)

*‘There is no learning without action and
no (sober and deliberate) action without learning’*

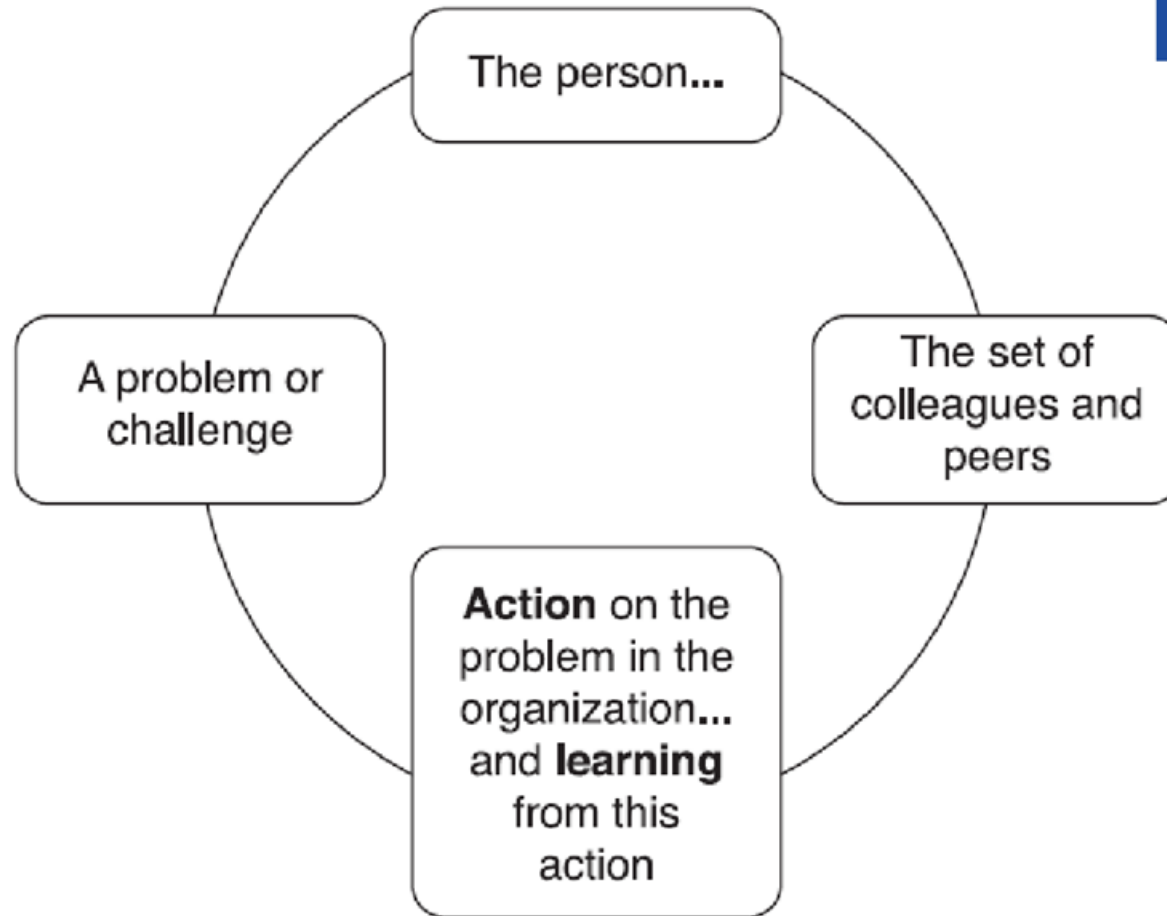


Action learning is a process that involves a small group working on real problems, taking action, and learning as individuals, a team, and an organization while doing so.

(Michael Marquardt in Silberman,
2007)

Action Learning IS NOT

FORMAL MEETING	SEMINAR	SUPPORT OR SELF-DEVELOPMENT GROUPS
Have a chairperson, an agenda, open discussion, minutes and sometimes a vote	Presentation of prepared material for discussion by the group. The material is based on factual knowledge in the public domain	Focused more on support than challenge
ACTION LEARNING		
Focuses on the presenter's issue and set minutes are simply action points, not a record of the meeting.	Focused on assisting the presenter to reflect on action and move towards action	To enable the individual to take responsibility, decide on action and move on



Four elements in action learning

Abbott, C., & Pedler, M. (2013). Facilitating Action Learning: A Practitioner's Guide.


$$L = P + Q$$


LEARNING is a combination of
PROGRAMMED KNOWLEDGE (what we already know) and
QUESTIONING INSIGHT (fresh questions about the challenges where we
do not know and do not have solutions)

PUZZLES PROBLEMS

- ✓ Have 'best' solutions
- ✓ Can be solved by applying P with the help of experts or Standard Operating Procedures

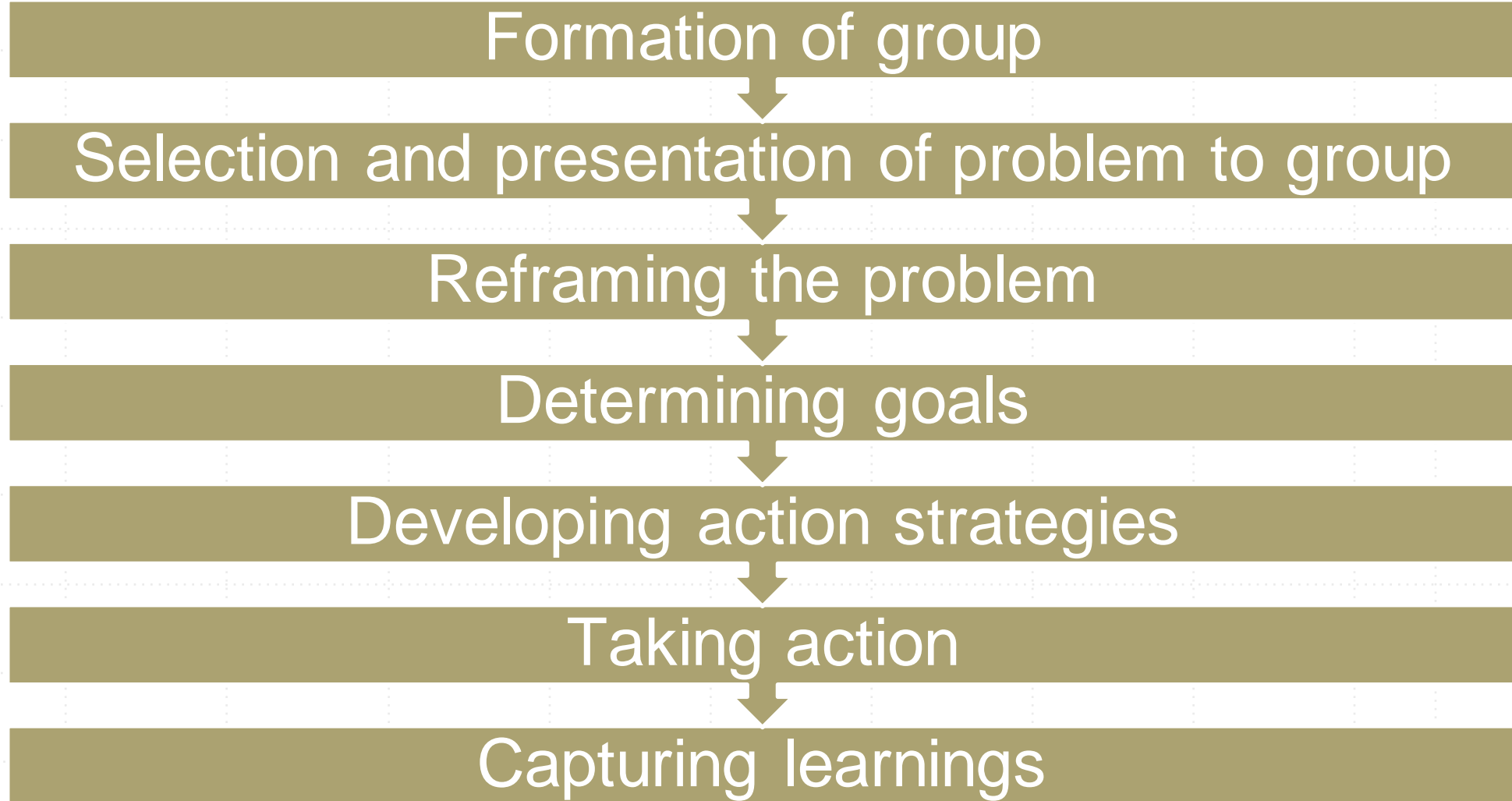
NOT action learning



- ✓ There are no right answers
- ✓ Best approached through questioning which provokes new lines of thinking, action and learning

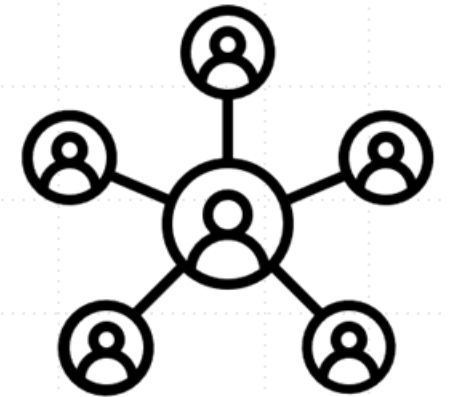
Action learning

Stages of Action Learning



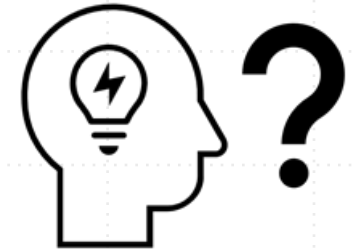
Formation of the Group

- 4-8 people
- Diversity of background and experience
- May be volunteers or be appointed
- May be from various functions or departments
- May include individuals from other organizations or professions



Selection and Presentation of Problem

- The problem is briefly presented to the group
- Problem should be:
 - ✓ feasible and manageable
 - ✓ urgent and important
 - ✓ provide opportunities for learning and development
- Story, experience, feeling, metaphors
- Inquiry: ask questions to gather more information about the problem



Reframing the problem

- Reach clarity and a consensus as to the most critical and important problem that the group should work on
- May differ from the original presenting problem
- Identify all obstacles
- Identify all stakeholders



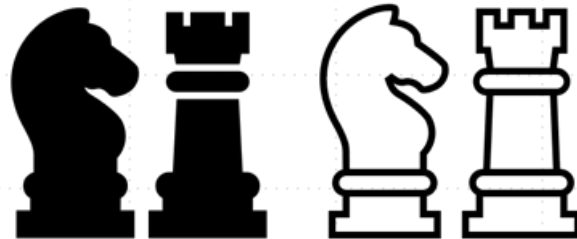
Determining Goal(s)

- Focus on the goal that when achieved would solve the reframed problem for the long term
- Goals with positive rather than negative consequences for the individual, team, or organization
- Goal(s) are specific, measurable, feasible, and beneficial
- Innovative, high-quality goals rather than quick solutions



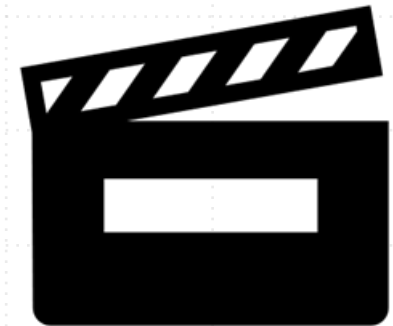
Developing action strategies

- Identify and pilot-testing possible action strategies
- Identify outside resources and links that may be needed
- Pilot-test the strategies and learn from it
- Strategies for the actions clear, systems-oriented, and time-based



Taking action

- Implement the strategies developed and agreed to by the group
- Have the authority to implement
- 5W+1H
- Consider any difficulties in implementation
- Sufficient support from top management?
- Follow-up to the action learning actions?



Capturing learnings

- Learnings apply throughout the organization
- Review of learning after each meeting
- Ensure benefits to the members of the action learning program
- Plan for follow-up



GROUP WORK



Activities

- Make groups of **four to five people**
- Discuss and choose **one significant problem** that happen in all of your institutions (an example is available in the Working sheet). Write down some facts related to the chosen problem. Write it in column 1.
- Reflect on (your) leadership practice and try to figure out the **leadership issues** potentially cause the problem. Write them in column 2.
- Find **three innovative ideas** your group could think to address the unit problem and tackling the leadership issue (self improvement). Try to make it concrete enough and highly possible for you as a leader (in your current position) to implement. Write them column 3.
- Afterwards, **present your worksheet** by choosing one presenter from each group and the presenter will present the worksheet

Worksheet

<https://bit.ly/ActionLearningExercise>

Group presentation

All groups will present the result of the group work
(10 minutes/group)

SHARING LEARNING EXPERIENCES



What have you learn about
yourself/ your team/ your institution?

Reading materials

- ✓ Abbott, C., & Pedler, M. (2013). *Facilitating Action Learning: A Practitioner's Guide*.
- ✓ Brockbank, A., & McGill, I. (2003). *The action learning handbook: powerful techniques for education, professional development and training*. Routledge.
- ✓ Silberman, M. L. (Ed.). (2007). *The handbook of experiential learning*. John Wiley & Sons.

▶ Thank you
very much!

