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Modul 6: RANGKAIAN *ACTION LEARNING*

Fredrick Dermawan Purba, PhD, Psikolog

Erasmus+ iHiLead
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Menemukan Metafora Saya

- ❖ *Pikirkan tentang diri Anda sebagai seorang pemimpin: kekuatan, kelemahan, kebiasaan, tujuan, dll.*
- ❖ *Temukan metafora yang menggambarkan Anda sebagai seorang pemimpin*
- ❖ *Gambarlah di selembar kertas atau buku catatan Anda*
- ❖ *Bagikan dengan grup Anda*

Garis Besar

01

Landasan Teori

02

Kerja Kelompok

Tujuan Pelatihan

- Untuk memperkenalkan definisi, elemen, dan tahapan *Action Learning* dan Rangkaian *Action Learning*
- Untuk mendemonstrasikan proses singkat sebenarnya dari proses *Action Learning*

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.

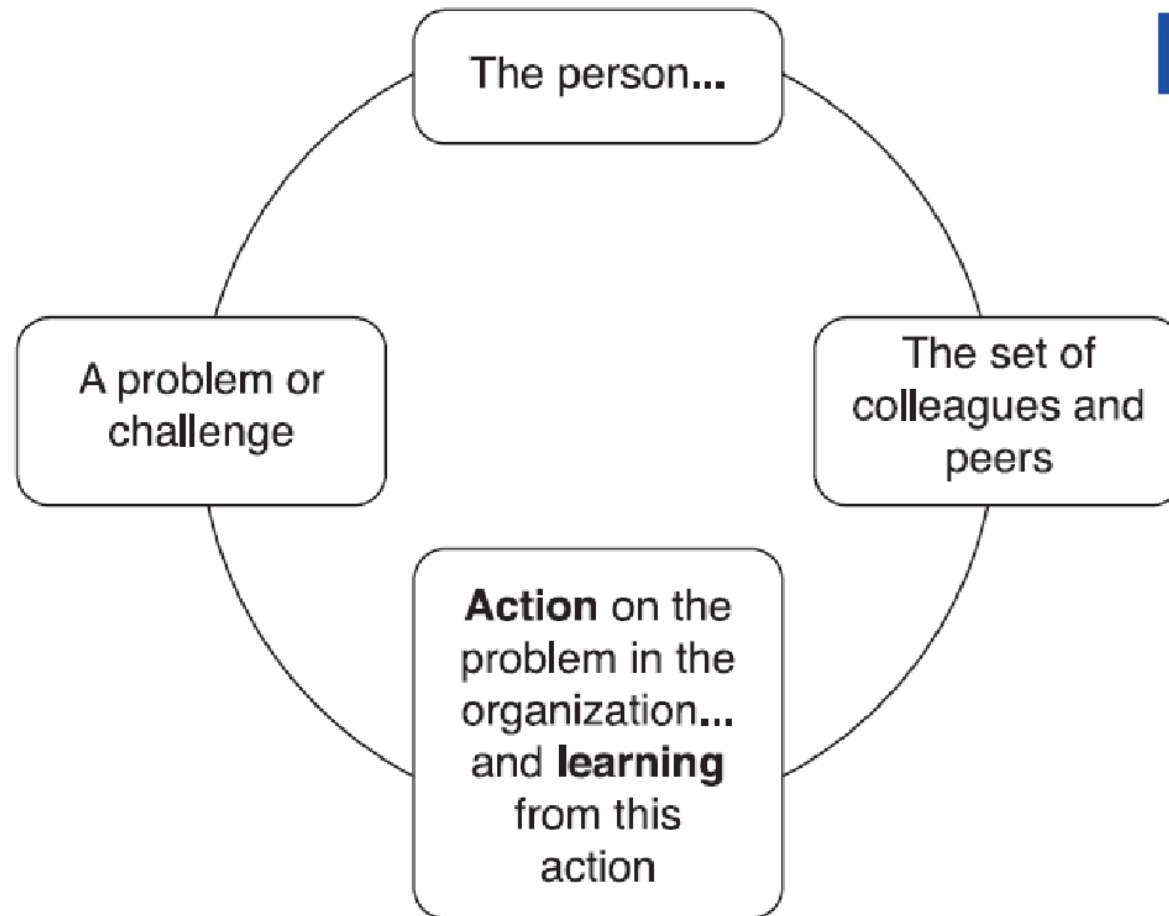
Pembelajaran tindakan adalah proses yang melibatkan kelompok kecil yang mengerjakan masalah nyata, mengambil tindakan, dan belajar sebagai individu, tim, dan organisasi saat melakukannya.

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	Lebih fokus pada dukungan daripada tantangan
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	memungkinkan individu mengambil tanggung jawab, putuskan tindakan dan lanjutkan

Action Learning IS NOT

FORMAL MEETING	SEMINAR	SUPPORT OR SELF-DEVELOPMENT GROUPS
Dalam Kendali Ketua, agenda, diskusi terbuka, risalah, dan terkadang pemungutan suara	Presentasi bahan yang telah disiapkan untuk didiskusikan oleh kelompok. Materinya didasarkan pada pengetahuan faktual di ranah publik	Lebih fokus pada dukungan daripada tantangan
ACTION LEARNING		
Berfokus pada masalah penyaji dan menit yang ditetapkan hanyalah poin tindakan, bukan rekaman	Berfokus pada membantu presenter untuk merenungkan tindakan dan bergerak menuju tindakan	memungkinkan individu mengambil tanggung jawab, putuskan tindakan dan lanjutkan



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)


$$L = P + Q$$

PENGETAHUAN TERPROGRAM (apa yang sudah kita ketahui) dan

QUESTIONING INSIGHT (pertanyaan baru tentang tantangan yang belum kita ketahui dan belum ada solusinya)

PUZZLES PROBLEMS

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

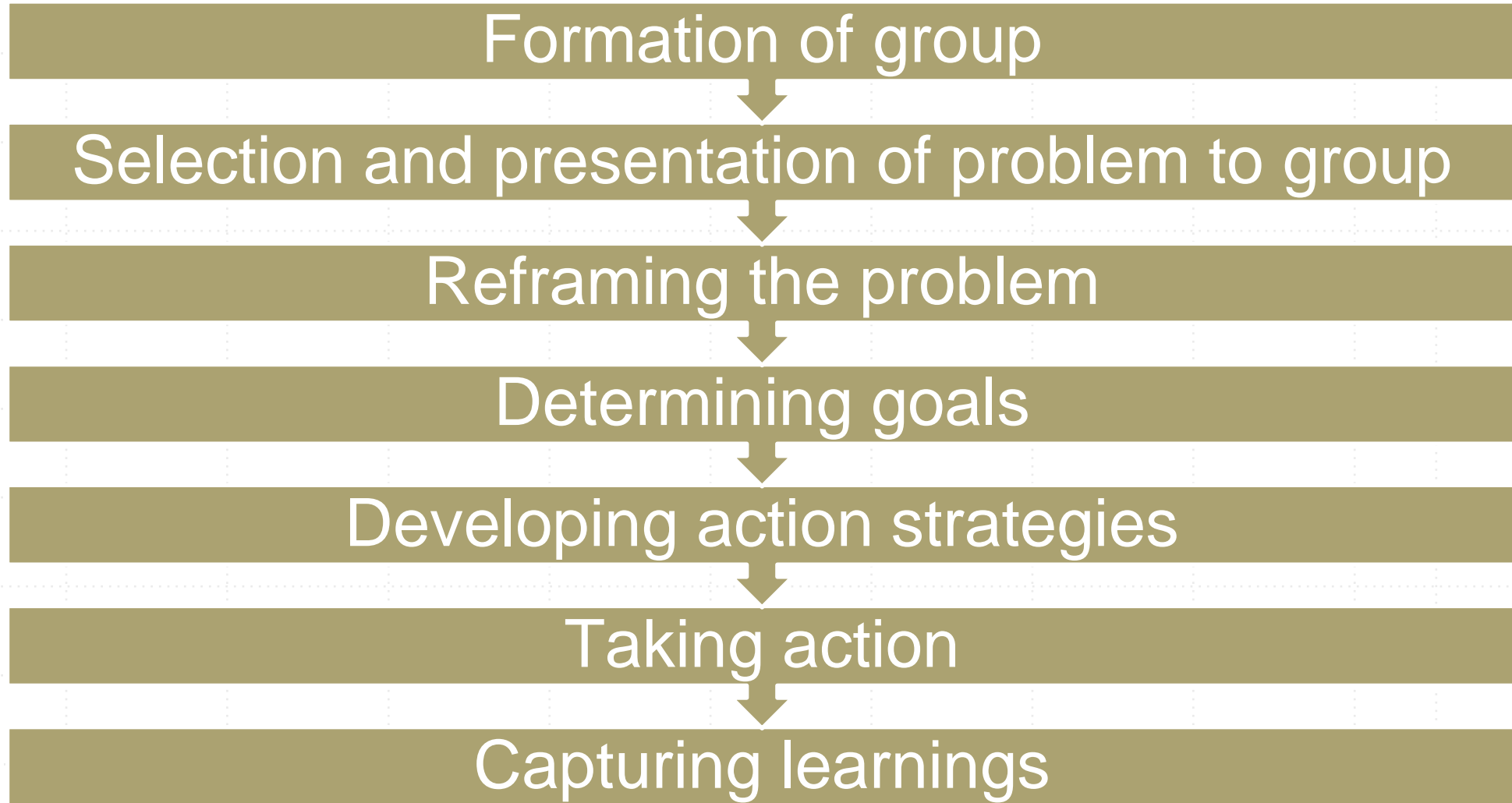
NOT action learning



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

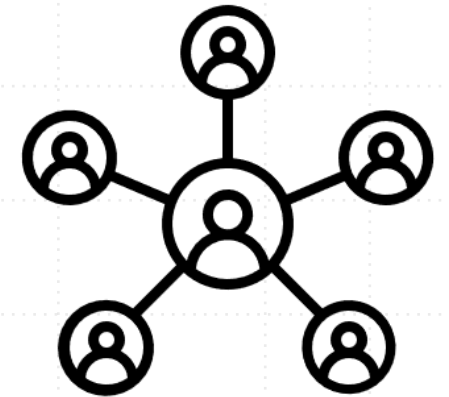
Action learning

Stages of Action Learning



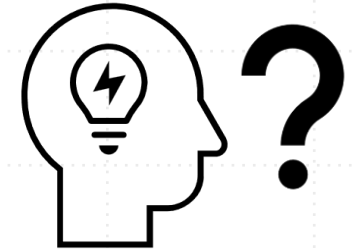
Formation of the Group

- 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



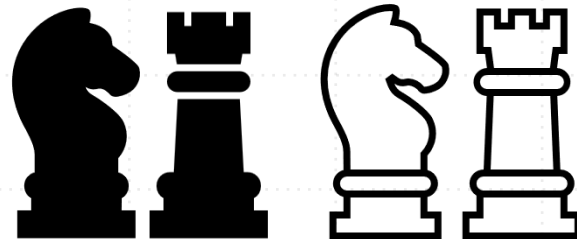
Determining Goal(s)

- 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



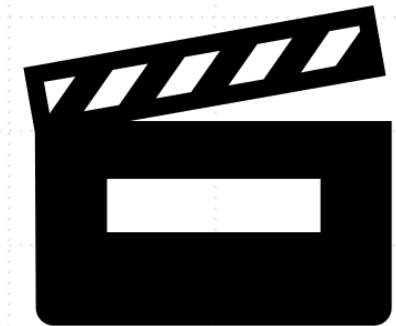
Developing action strategies

- 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



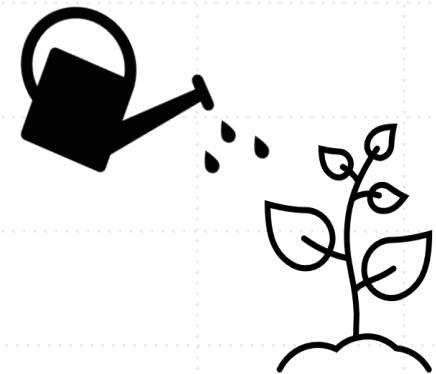
Taking action

- 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!

