Facilitating Action Learning: A Practitioner’s Guide

Pedler, Mike 2013-01-01 Action Learning is based on the simple idea that leaders and managers learn best by working together in a group, helping each other find solutions to real work problems through discussions. Facilitating Action Learning is a clear, concise and straightforward guide to this well-established leadership and management development technique.

Action Learning in Healthcare

This practical manual enables change in individuals, teams, organisations and systems. Through action learning people develop reflective are also explored in the context of action learning. This book is practical, skills-based and essential centred and anti-oppressive practice. The notions of social and emotional intelligence and being critically

Action Learning for Managers

Mr Mike Pedler 2012-09-01 Action Learning for Managers is a clear, concise and straightforward guide to this well-established approach to problem solving and learning in groups that enables change in individuals, teams, organisations and systems. Through action learning people develop themselves and build the relationships that are the key to improving operations and bringing about improvements.

Understanding Action Learning

Judy O’Neil 2007-07-11 As much as adult learners can absorb in a classroom, they learn and retain a lot more on the job. Action Learning, or AL, can be based on any of several different schools of thought, and there is much debate as to which is ideal. The authors advocate tailoring the best attributes of each approach to the specific purpose and the learning environment. Drawing on theory from Self-Directed Learning, Learning from Experience, and Transformative Learning, Understanding Action Learning enables the reader to make an informed decision about which approach or combination to use in his or her organization, and provides: * a theoretical model that explains the different approaches to AL, and a framework for identifying which approach to use * a focus on co-design in creating Action Learning programs * practical tools, assessments, and exercises * illuminating stories and case studies from the field Combining top-shelf research with real-world experience, Understanding Action Learning is a crucial resource for adult educators everywhere.

The Action Learning Handbook

Anne Brockbank 2003-12-16 Action learning is a continued process of learning and reflection with the support of a group of colleagues, working on real issues. The action learning method is increasingly used to bring innovation to many different fields of work. The principles of action learning can achieve improvement and transformation in a wide range of applications and disciplines, including professional training and educational contexts. This is a comprehensive guide to action learning which maintains an accessible, practical focus throughout. It is packed with useful resources, including case studies and ideas for workshop sessions. Key topics covered include: * action learning in professional and educational settings * setting up, facilitating and evaluating an action learning programme * the roles and skills required to practice successfully * use of action learning in relation to the individual, the group and the organization * the role of reflection; and action learning theory. Newcomers to the area of action learning will find this an essential introduction which can be put to use straight away, while more experienced practitioners seeking a deeper understanding will value the thorough analysis of action learning theory.

Action Learning in Health, Social and Community Care

John Edmonstone 2017-09-22 This comprehensive guide covers all aspects of action learning, one of the most widely used development methods in health, social and community care. The book addresses the theory and practice of action learning in these fields, and considers action learning as an adult educational ethos as well as a helpful tool. Based upon emerging experience, it identifies good practice in action learning and offers a wide range of resources to enable individuals and organisations extract maximum benefit from this approach. Offering practical tips grounded in sound educational principles, this book is invaluable reading for all senior managers and professionals considering using action learning for leadership, management and organisation development purposes, including organisation.
Action Learning in Social Work—Christine Abbott 2013-08-12 Throughout their careers, social work students and practitioners need to demonstrate an understanding of critical and reflective practice. The Professional Capabilities Framework sets out how newly-qualified social workers can achieve this, and become ‘critical practitioners’ who are able to make decisions in fast-moving situations. This book is a complete guide for those practitioners who wish to engage with action learning as a way of developing critically reflective practice. The authors use Action Learning to explore fundamental aspects of good social work including for example person centred and anti-oppressive practice. The notions of social and emotional intelligence and being critically reflective are also explored in the context of action learning. This book is practical, skills-based and essential reading for all social workers who wish to extend their understanding and knowledge.

Action Learning in Practice—Mike Pedler 2016-03-23 Previous editions of Action Learning in Practice established this authoritative overview of action learning around the world. Over the last decade the move towards action-based organizational learning and development has accelerated, and action learning is now an established part of the education and development mainstream in large and small organizations. Fully revised and updated, this fourth edition covers the origins of action learning with Reg Revans’ ideas, and looks at their development and application today. Action learning is self-directed learning through tackling business and work problems with the support of peers and colleagues. A professional and diverse workforce, attracted, influenced and developed in this way is more able to deal effectively with the growing complexity and pressures of working life. As the limits of conventional training and development become more obvious, leaders are increasingly attracted to action-based approaches to learning when seeking better outcomes and returns on investment.

Academic-Practitioner Relationships—Jean M. Bartunek and Jane McKenzie 2017-07-06 While executives are keen to harness organizational knowledge and improve business performance, the topic of how academics can produce rigorous and relevant theory in working relationships with practitioners is a much contested topic. Many aspects of this knowledge co-creation can create tensions, and the ways in which research is conducted and published can affect practitioner acceptance, as well as its consequent uptake and use in different contexts. Expertly compiled by Jean Bartunek and Jane McKenzie, with contributions from global thinkers in the field, this book offers a concise and up-to-date review of the essential analysis and action underlying scholarly engagement with the world of business. It discusses the sorts of capabilities academics need to collaborate effectively with practitioners and illustrates good practice through international case studies drawn from acknowledged centres of excellence. These show how to negotiate different constituencies with different priorities, values, and practices to work together to produce research of rigor and relevance. It will be a key reference and resource for all researchers who are engaged with practitioners, and an invaluable tool for training academics to develop research with impact.

The Oxford Handbook of Organizational Change and Innovation—Marshall Scott Poole 2021-05-25 Why and what organizations change is generally well known; how organizations change is therefore the central focus of this Handbook. Leading scholars focus on processes of change and the factors that influence these processes, with the organization as the central unit of analysis.

Instructional Design for Action Learning—Geri McArdle 2010-09-01 Training participants learn and retain more by relating lessons to their own on-the-job experiences. By using the strategies of “action learning” in their lesson design and presentation, trainers can ensure that learners absorb material deeply, in a way that lets them immediately use it in their jobs to get real, measurable results. Filled with examples of action learning techniques readers can implement in their training design and delivery, this book shows them how to: * Create fun and memorable activities that match participants’ needs, learning styles, and levels of understanding. * Encourage learners to build on their own experiences. * Evaluate learner mastery during the entire learning event. * Strengthen learning transfer back on the job. * Accurately measure post-training results. It’s a trainer’s job to ensure their lessons stick. Instructional Design for Action Learning provides readers with the tools they need to make it happen.

Journal of Pedagogy and Educational Management—2018-06-01 Journal of Pedagogy and Educational Management is an interdisciplinary academic journal in the field of pedagogical theory and practice and management of contemporary education issued by Varna University of Management, Bulgaria. The journal provides a platform for research-based discussions of theoretical and empirical issues of K-12 and university and adult education. Publications focusing on educational issues from fields such as management, educational technology, pedagogy and pedagogical management, pedagogical psychology, andragogy, developmental psychology, social pedagogy, methodology, anthropology, conflictology, organizational sciences and culture are invited. The journal accepts manuscripts and researchers and managers who examine the problems of pedagogical methods and technology and effective educational practices. Young researchers and authors are also encouraged to submit their contributions. Manuscript submissions should be between 4,000 and 20,000 words. Major research articles of between 4,000 and 7,000 words are highly welcome. Longer or shorter papers will also be considered. The Journal publishes also Research Notes of 1 500 – 2 000 words. Submitted papers must combine theoretical concepts with practical applications or empirical testing. The Journal of Pedagogy and Educational Management also includes: book reviews, announcements for conferences and seminars, abstracts of successfully defended doctoral dissertations, case studies of best practices in pedagogy and educational management, concept papers, theoretical essays. The journal will be published online in two languages: English and Bulgarian. The articles in Bulgarian are accompanied by an abstract in English. JPEM is about to be published in one volume per year, consisting of two issues. The editorial team welcomes your submissions to the Journal of Pedagogy and Educational Management. Manuscripts can be submitted to jpem@vumk.eu.

Building Leadership Development Programmes—Nigel Paine 2016-11-03 Most leadership development runs on rails: courses are organized with standard content usually delivered by companies set up expressly for that purpose. Most leadership programmes fail when judged on whether they achieve lasting impact and behaviour change because what is covered is often forgotten after the programme ends. Building Leadership Development Programmes is designed to show how leadership development should work. It challenges the widely accepted notion that leadership development cannot be measured and it exemplifies how to design programmes that are in line with organizational needs and deliver lasting and measurable impact. Building Leadership Development Programmes is structured around detailed case studies from around the world that offer unique insights into the process of building effective leadership development, looking at a range of approaches from almost zero cost options to high end investment that actually works. It helps readers think through what it is that they are actually trying to achieve, offering processes to work through to establish what is necessary for their organization and take a longer view than looking for quick fixes. It features case studies including Crotonville Leadership Centre...
who have worked with GE, McKinsey and the Red Cross, and interviews with world authorities on leadership and talent development. Detailed guidance will help identify the right measures to ensure impact, and to adopt the right methodologies, including looking at leadership coaching, mentoring, social learning and action learning, blowing apart the idea that expensive training courses are always required.

**Becoming Agile**-Laura Re Turner 2021-06-08 This book outlines how coaches and leaders use Agile frameworks and coaching psychology to create behavioural change and to lay the foundations of success. Using the latest coaching approaches from executive, team, and systemic team coaching, the book shows how coaches can use Agile frameworks at the level of mindset and behaviours. The book demonstrates well-known frameworks such as Scrum, DSDM, and Lean Startup to support change and success. Readers will learn about the Six Lenses of Systemic Team Coaching including the individual mindset, interpersonal skills, team working and collaboration skills, and awareness of the external business environment, to create true business agility. Becoming Agile is an indispensable resource for coaches who work with organizations that want to become Agile, as well as business leaders looking for a meaningful way to reap the benefits promised by agility. “This book is perfect for business leaders, entrepreneurs, and indeed anyone new to the world of agile leadership.” David Taylor, Founder, Naked Leader “Here we have a pragmatic and readily applicable approach to integrating both concept and practice across these two evolving domains.” David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council “This book is a great resource for coaches who want to continue developing skills that will support leaders, teams, and organizations in building business agility.” Ahmed Sidky, Ph.D., President of the International Consortium for Agile (ICAgile) Laura Re Turner is an accredited coach, trainer, and facilitator who works with leaders and teams to develop an Agile mindset, behaviours, and the skills to thrive through change. Before becoming a coach, Laura delivered enterprise software projects as a project and programme manager, technology consultant, and software developer. She is the Founder and Managing Director of Future Focus Coaching.

**Facilitating Practitioner Research**-Susan Groundwater-Smith 2012-07-26 Facilitating Practitioner Research: Developing transformational partnerships addresses the complex dilemmas and issues that arise in practitioner inquiry. It recognises that facilitating practitioner research is far more than providing advice about method, adoption, important as that contribution is; or even modelling research practices and drawing attention to appropriate resources and theories. It also requires the evolution of strong reciprocal partnerships that will contribute to professional knowledge formation in both the academy and the field. When such engagement is undertaken then matters associated with authentic ‘praxis development’ for field based and academic practitioners emerge. The authors explore: how praxis, as practice that can always be judged in terms of ‘what is’ and ‘what ought to be’, can be analysed in terms of functional and substantive rationality as well as life, world and system issues. how a transformative partnership requires particular professional attitudes of practitioners and academic the underlying potential of practitioner inquiry where agency is afforded as a democratic principle to all who participate, including the consequential stakeholders; the students in our schools and universities. It draws upon extensive case studies from The Netherlands, Sweden and Australia which not only illustrate and illuminate, but also highlight contradictions and tensions. The case studies exhibit issues related to the quality of the partnerships between the academy and the field and the ways in which quality impacts upon practice. Additionally, the varying social geographies allow a discussion of different intellectual traditions, belief systems, problem settings, questions, and discourses. Facilitating Practitioner Research: Developing transformational partnerships will appeal internationally to academics involved with practitioner research. It will also prove useful to practitioners across the education sectors, including researchers, teachers and those involved in education policy.

**Action learning in social work**-Christine Abbott (Action learning practitioner) 2013 Throughout their careers, social work students and practitioners need to demonstrate an understanding of critical and reflective practice. The Professional Capabilities Framework sets out how newly-qualified social workers can achieve this, and become capable of making decisions in fast-changing situations. This book is a complete guide for those practitioners who facilitate action learning and who can, in turn, develop the reflective practice and critical thinking skills now demanded of NQSWs. The authors use Action Learning to explore fundamental aspects of good social work practice including emotional intelligence, anti-oppressive practice and empowerment.

This book is practical, skills-based and essential reading for all social workers who wish to extend their understanding and knowledge.

**Information Systems Action Research**-Ned Kock 2007-02-05 This book uses action research to conduct research activities in information technology and systems. It covers the methodological issues that arise when action research methods are conducted, provides examples of action research in practice, and summarises the philosophical foundations of action research and its application as a methodology in Information Systems research and research programs.

**Facilitation Skills Training**-Kimberly Devlin 2017-03-31 Help them make the most out of every meeting. Rambling group discussions, tangential concerns, difficult attendees, and unclear objectives can all derail a facilitated event—and often do. But more than just learning how to avoid the pitfalls, effective facilitators ease the way for groups to achieve desired outcomes, redirect them to constructive paths, and rally commitment to action plans. Expert trainer and facilitator Kimberly Devlin has designed interactive half-day, one-day, and two-day workshops to develop the essential skills of facilitating meetings that inspire, engage, and get results. Complete with all the activities, handouts, assessments, and presentation slides you will need to accelerate learning, these programs make planning your next workshop easy, whether you are new to facilitation or a seasoned pro. About the Series The ATD Workshop Series is written for trainers by trainers, because no one knows workshops as well as the practitioners who have done it all. Each publication weaves in today’s technology and accessibility considerations and provides a wealth of new content that can be used to create a training experience like no other.

**Action Reflection Learning**-Isabel Rimanoczy 2012-09-01 The comprehensive guide to the practice and theory of ARL - Action Reflection Learning Looking for the formula that makes training relevant and transferable - and achieves sustainable results? Look no further than Action Reflection Learning. Its simple yet essential principles can make an unforgettable impact on your practice and revolutionize the way Adult learners learn. Built on a solid foundation of adult learning theory and action learning methodology, this cutting-edge volume delivers a next-generation, multidisciplinary approach that will take your teaching and facilitating interventions to a new level of excellence. Whether it’s used to help individuals through a postmerger integration, to work with a team of educators in crisis, or to prepare young talent for the next big challenge, this holistic methodology stands apart from traditional training methods. With its intense focus on learning style preferences and designing interventions, it both honors differences and acknowledges learners’ realities.

**Early Career Teachers in Higher Education**-Jody Crutchley 2021-08-12 Early Career Teachers in Higher Education explores the experiences of Early Career Teachers (ECTs) through 13 personal teaching journeys from academics working across Africa, Asia, Australasia, Europe and South America. This edited volume contains the subjective narrative of each contributor’s entry into academia, their pedagogic practice and the development of their multiple teaching identities. Their personal narratives and testimonies presented here will provide a valuable resource for ECTs and academics around the world as they begin teaching in higher education. In addition, this edited book highlights contemporary issues, such as precarity, casualisation, fragmentation of academic responsibilities and intersectionality, that shape contemporary ECT workloads.

**Leadership and Management in Healthcare**-Neil Gopee 2017-03-06 Drawing on the most up-to-date policies and professional regulations, and with an emphasis on the provision of person-centred care, the authors - both of whom have backgrounds in clinical practice, education and management - show how essential leadership and management skills can be applied across a range of situations in everyday practice.

**Applied Psychology in Talent Management**-Wayne F. Cascio 2018-06-07 In Applied Psychology in Talent Management, world-renowned authors Wayne F. Cascio and Herman Aguinis provide the most comprehensive, future-oriented overview of psychological theories and how they impact people decisions in today’s ever-changing
workplace. Taking a rigorous, evidence-based approach, the new Eighth Edition includes more than 1,000 new citations from over 20 top-tier journal articles. The authors uniquely emphasize the latest developments in the field—all in a historical perspective. Integrative perspectives. Integrated coverage of theoretical and professional perspectives. Integrated coverage of professional perspectives. Integrated coverage of professional perspectives. Integrated coverage of professional perspectives.

The Practitioner’s Handbook of Team Coaching—David Clutterbuck 2019-04-29 The world’s challenges are becoming more and more complex and adapting to those challenges will increasingly come from teams of people innovating together. The Practitioner’s Handbook of Team Coaching provides a dedicated and systematic guide to some of the most fundamental issues concerning the practice of team coaching. It seeks to enhance practice through illustrating and exploring an array of contextual issues and complex theories entrenched in it. The aim of the volume is to provide a comprehensive overview of the field and, furthermore, to enhance the understanding and practice of team coaching. To do so, the editorial team presents, synthesizes and integrates relevant theories, research and practices that comprise and underpin team coaching. This book is, therefore, an invaluable specialist tool for team coaches of all levels; from novice to seasoned practitioners. With team coaching assuming an ever more prominent place in institutional and organizational contexts nowadays, the book is bound to become an indispensable resource for any coaching training course, as well as a continuing professional development tool.

Trends and Issues in Action Learning Practice—Yonjoo Cho 2013-01-04 Dynamic workplaces demand continuous employee learning and development to keep up with current and effective organizational contexts. Action learning is among the most widely used and effective interventions for leadership and organizational development around the world. This timely book provides readers with the first comprehensive account of the history and evolution of action learning in South Korea, informing practitioners and researchers on the best practices of action learning and how they can be modified to fit different cultural contexts. Unlike most literature on action learning, which focuses on implementation strategies in Western contexts, Trends and Issues in Action Learning Practice details a uniquely Korean perspective. South Korean companies engage actively in action learning programs as a tool for leadership and organization development, helping them adapt to global markets and a rapidly changing management environment. Key success factors from twenty years of South Korean action learning, presented through representative case studies and research conducted by both academics and professionals, highlight the importance of culture in action learning and provides readers with insights and advice for future international research and practice.

The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement—Kurt Kraiger 2014-11-17 The latest Wiley Blackwell Handbook of Organizational Psychology uses a psychological focus, a uniquely global perspective, and a truly integrated approach to review the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring training and practice from around the world. Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for the future. The latest Wiley Blackwell Handbook of Organizational Psychology uses a psychological focus, a uniquely global perspective, and an integrated approach to review the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring training and practice from around the world. Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for the future.

Practice Based Learning in Nursing, Health and Social Care: Mentorship, Facilitation and Supervision—Ian Scott 2013-02-07 Work-based learning facilitation, mentoring and coaching are allintegral to the healthcare professions. Practice Based Learning in Nursing, Health and Social Care promotes effective professional learning in the workplace and helps healthcare professionals to develop, enhance, reflect on and change their practice and perceptions of mentoring, facilitating and supervision. Aimed at the health and social care practitioner who is involved in facilitating learning, teaching and assessing learners in practice, this book provides a comprehensive, developed perspective on key themes, including: - The nature of facilitating (coaching, supervision, mentoring) within professional contexts - Learning in communities of practice - Becoming an effective facilitator/mentor - Understanding and supporting work-based learning - Managing the unusual, such as failing learners or those with special needs - Giving and documenting feedback - Managing workload in busy environments - Professional development issues Special features: A clear, accessible guide for new and experienced practice educators/facilitators alike. A comprehensive, applied text for practitioners of all levels of experience in facilitation and supervision Written by authors with extensive experience in the field. Uniquely focuses on the professional development of the mentor/facilitator themselves. Provides case studies throughout showing illustrating common issues and how to engage in formal theories of professional practice. Multiprofessional focus - aimed at all health and social care practitioners.

The Act of Documenting—Brian Winston 2017-01-26 Documentary has never attracted such audiences, never been produced with such ease from so many corners of the globe, never embraced such variety of expression. The, very distinctions between the filmed, the filmed and the spectator are being dissolved. The Act of Documenting addresses what this means for documentary’s 21st century position as a genus in the “class” cinema; for its foundations as, primarily, a scientific, eurocentric and patriarchal discourse; for its future in a world where assumptions of photographic image integrity cannot be sustained. Unpacked are distinctions between performance and performativity and between different levels of interaction, linearity and hypertextuality, engagement and impact, ethics and conditions of reception. Winston, Vanstone and Wang trigger and celebrate documentary’s potentials in the digital age.

The Wiley Blackwell Handbook of Organizational Psychology uses a psychological focus, a truly global perspective, and an integrated approach to review the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring training and practice from around the world. Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for the future. The latest Wiley Blackwell Handbook of Organizational Psychology uses a psychological focus, a truly global perspective, and an integrated approach to review the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring training and practice from around the world. Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for the future. The latest Wiley Blackwell Handbook of Organizational Psychology uses a psychological focus, a truly global perspective, and an integrated approach to review the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring training and practice from around the world. Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for the future. The latest Wiley Blackwell Handbook of Organizational Psychology uses a psychological focus, a truly global perspective, and an integrated approach to review the interconnected fields of training, development, and performance appraisal. Maintains a truly global focus on the field with top international contributors exploring training and practice from around the world. Offers researchers and professionals essential information for building a talented organization, a critical and challenging task for the future.

Managing the Human Side of Information Technology—Edward Szewczak 2003-01-01 “Strategies for effectively managing how information technology impacts human and organizational behavior are discussed in this business guide. Protecting two of the information and its many forms and what it is.

Action Learning and Its Applications—It. Dilworth 2010-02-10 This second volume of two discusses the action learning process in delivery of Future Search Conferences is addressed, as well as action learning in community and civil society and the future of action learning.

Breakthrough Problem Solving with Action Learning—Michael Marquardt 2012-05-16 Breakthrough Problem Solving with Action Learning explores why and how action learning groups have been so successful and creative in solving complex problems. The text begins by briefly reviewing the theories that undergird the effectiveness of action learning, philosophically situating readers and pointing them in the direction of related academic works that they may wish to explore. It then turns to stories of how organizations have employed action learning to solve specific, often-encountered business problems. These cases not only serve as real-world models for how action learning can be successfully employed, but also offer inspiration and potential starting points and guidelines for other businesses that face similar problems. The book concludes with a cross-case analysis that pinpoints the ingredients necessary for breakthrough problem solving via action learning.
Learning and Teaching for Business - David Hawkridge 2003-12-16 This collection of best practice examples of business teaching should inspire and inform those involved in the improvement of teaching in higher education. Assembled by the Learning and Teaching Support Network the examples are drawn from institutions throughout the UK including: The Open University, Sheffield Hallam, City University, St Andrews, Brighton, De Montfort, Liverpool John Moores, Glasgow, Leeds Met and Plymouth. Individual case studies focus on everything from the use of action learning, resource based learning, using technology and peer assessment to the development of a knowledge management system.

Facilitating Work-Based Learning - Ruth Helyer 2015-10-07 Work-based learning routes are a flexible and innovative way to gain Higher Education qualifications. This book reflects that flexibility and prepares tutors for helping work-based students learn in a variety of ways. It covers the major aspects of work-based learning, including: APL; work-based projects; quality assurance; and use of technology.