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Action Learning- a process which supports organisational change initiatives

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Action Learning- a process which supports organisational change initiatives.

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Introduction & Background

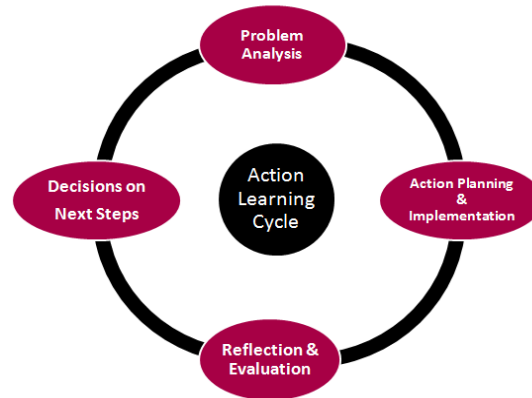
This poster outlines how action learning sets were used to support organisational change initiatives as part of a Master's programme.

Evaluations were carried out from the students' perspectives (n= 102) via the ALSE tool¹. Focus groups (two) were held with thirteen facilitators, who were all healthcare professionals at a senior level in their own organisations. Data was analysed by Microsoft Excel for the survey and via content analysis for the focus group meetings.

Students communicated with their facilitators and members by email or chat rooms at least once between meetings. They were focused on progressing their change projects and came prepared with outputs they hoped to achieve from the process.

Action Learning Model

Figure 1: Action Learning Cycle³



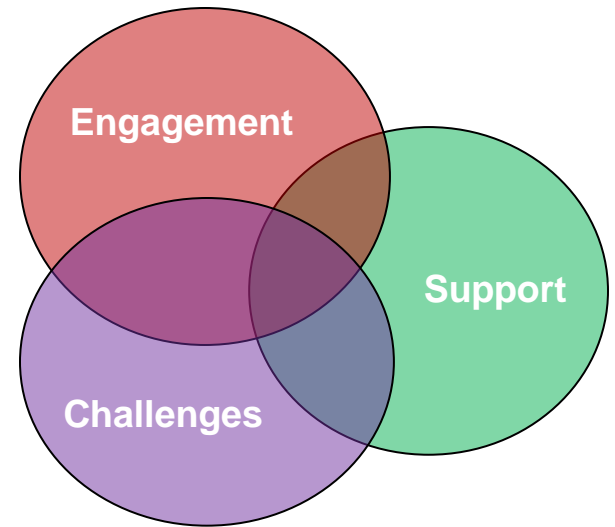
A Process of Insightful Questioning and Reflective Listening –

Action learning focuses on *questions and reflection above statements and opinions.*

By focusing on the right questions rather than the right answers, action learning focuses on *what one doesn't know, as well as what one does know.*

Evaluation

Figure 3: Results from Focus Groups



Improving Action Learning Experience

Based on these evaluations there are a number of recommendations being put in place to ensure the best action learning experience for all:

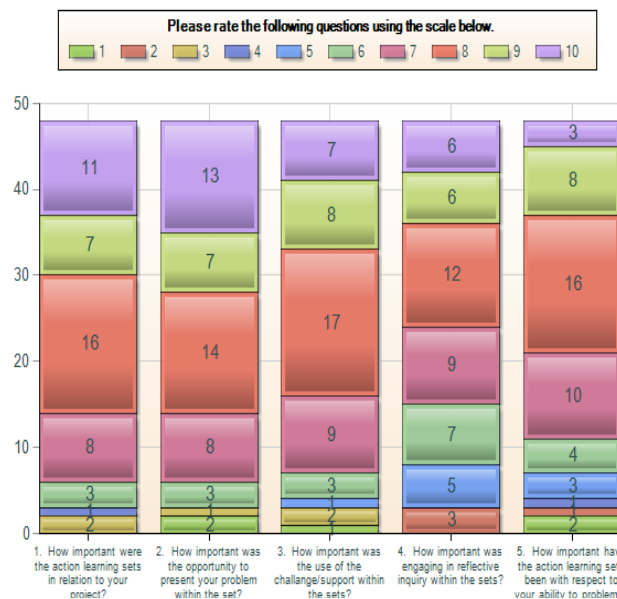
- ✓ Diversity of groups
- ✓ Introduce ALS early
- ✓ Develop group trust
- ✓ Training for facilitators
- ✓ Supernumerary coordinator
- ✓ Student engagement between meetings

Assumptions of Action Learning

Action learning is understood to be a dynamic process where a team meets regularly to help individual members address issues through a highly structured, facilitated team process of reflection and action. According to Revans²: "*There can be no learning without action and no action without learning*".

Evaluation

Figure 3: Results from ASLE scale



Open comments: *Kept me focused; gave me direction; got different perspectives; stayed on track; valuable feedback; helped relieve barriers; shared experiences...*

Conclusion

Action learning facilitates students disseminate their project ideas, actively networking with each other to replicate these changes in other institutions. This is engagement with real-life change at its best⁴.

References

1. Lamont S, Brunero S & Russell R (2010) An exploratory evaluation of an action learning set within a mental health service. *Nurse Education in Practice* 10: 298-302.
2. Revans, R. (1998) '*The ABC of Action Learning*' London: Lemons & Crane (3rd edition).
3. Source: Professional Development Partnerships, University of Technology, New Zealand <http://www.yapa.org.au/youthwork/aod/learningplan.php>
4. Joyce P (2012) Action learning – a process which supports organisational change initiatives. *Action Learning: Research & Practice* 9 (1): 29-36.

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