Action learning

for leadership development and cultural change

Bob Dick

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Action learning
for leadership development and cultural change

by Bob Dick

This is a brief collection of bite-size pieces on action learning and its use. It covers —

- What is action learning?
- Why is it timely and relevant?
- What could you use it for?
- How would you use it?

These are the questions addressed in this brief document, which ...

- describes one version of action learning, in just enough detail to be implementable
- provides enough context for you to decide how relevant it is for you and your organisation or community
- explains how a program of action learning teams can be used to help people to develop more facilitation, collaboration and decision-making skills — for more effective leadership
- explains why it works as it does, so that you can fine-tune it to fit your situation.

An interchange epublication

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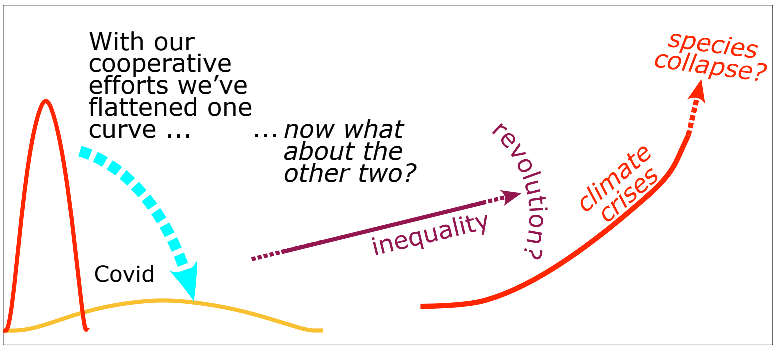
A more detailed document on action learning is available at http://www.aral.com.au/resources/actionlearning.pdf and you will find other action research and action learning resources on the aral website at http://www.aral.com.au/resources/

An unplanned interlude ...

This page was added near the end of 2020, in response to events. The Covid-19 pandemic led to some upheaval around the world. However, it may also offer some opportunities ... if we can make the most of them.

Depending on future developments, this page may be a temporary insert. Or — and this is my hope — it may remain relevant for future versions of this booklet too.

Some nations (including, initially, most of Australia) acted constructively. They became clear about priorities. They paid attention to people with relevant expertise and knowledge. Those strategies led to some success in "squashing the curve" of coronovirus infections. In response, some colleagues and I recognised an opportunity to open a new perspective on two issues that concerned us. In some community meetings we responded with this challenge ...



For some time we had been grappling with what we saw as a crisis. It seemed obvious to us that current ways of acting, and the beliefs that supported them, were grossly inappropriate. Until recently this view didn't seem to be supported by the most influential members of the national or global community. Then, for Covid-19, some began to behave very differently. Was this the beginnings of an important shift?

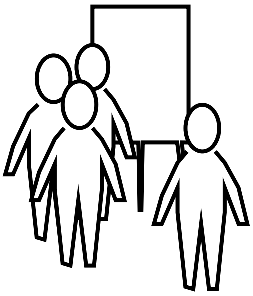
My own belief is that nationally and globally we are confronted by a future that will demand responsiveness and flexibility and collective effort. These are elements that the form of action learning described in this booklet is designed to address.

What do you think? Is action required to build agreement on a future we collectively desire? If so, can action learning contribute usefully to this? If so, this booklet may be relevant.

If you would like to discuss these issues further, please get in touch.

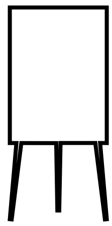
Action learning is ...

... a way of developing new skills and understanding by working collaboratively on real issues in small teams.

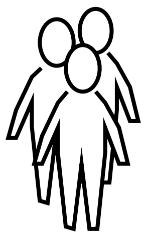


In the version described here, there are three key elements:
■ a complex but implementable **project** that is worth doing;
■ a small and diverse **project team**; and (at least initially)
■ a **facilitator**. There may also be ■ a mentor and/or coach, to provide guidance, and ■ a sponsor, with influence, to provide senior support.

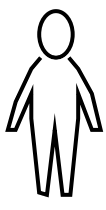
The **project** is a task that is complex, with no obvious best solution. To deal with it will require effort, flexibility, and very probably trial and error. The team will develop valuable skills. The task will be desirable and achievable, Ideally, it will be achievable within three or four months. The team will therefore experience a sense of achievement.



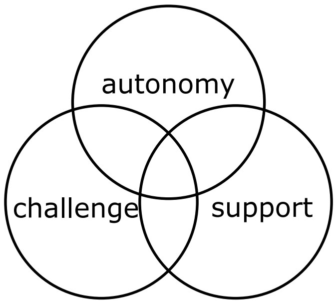
The **project team** — often called a "learning set" — will be diverse. This brings a variety of skills and experience to the task. It will be small, to be more easily self-facilitated. Meetings will then be more easily organised. A small team can easily co-opt others temporarily, and is more likely to consult widely. It is important that all members are enthusiastic volunteers. They believe in the task. They are keen to learn relevant facilitation, collaboration and problem-solving skills — leadership skills.



The **facilitator** may be internal or external to the organisation or community. She (or he) will be experienced in facilitation and preferably also coaching. Her behaviour will model the skills of support and collaboration. Her task is to help the team to become self-facilitated within a few meetings. If external, an internal co-facilitator may assist.



The conditions applying to the project team have an important influence both on project achievement and on the learning of relevant skills by the team. The facilitator therefore has important responsibilities both in ■ negotiating the conditions with the organisation, and ■ helping to set up the project team.



In doing so, she aims to ensure that three conditions are fulfilled. The task is sufficiently complex to present a **challenge** to the team, but not excessively complex. The team is given enough **autonomy** that they take on the responsibility of meeting the challenge. High **support** is provided to the team, by the organisation and facilitator(s), and, importantly, by the team members to each other.

> Take a moment to reflect. Are there projects in your organisation or community that it would be great to do, and do well? If so, might a small project team be a suitable way of achieving them? That's achievable.
>
> Would you also like to aim higher? For example, would it benefit your organisation or community if there were more collaboration and leadership? Would it be useful to build within the organisation or community the skills of more effective and enjoyable problem solving and decision making?
>
> Suppose it we possible to develop those skills by working on a worthwhile project. Would that be of interest?
>
> You might identify a number of projects. For each, you might initiate an action learning team. You might coordinate the work of the teams within an action learning program. In doing so, you would have the opportunity to begin to improve the culture and climate of the organisation or community.
>
> This document is to help you to do that — improve team performance while implementing a project, and perhaps develop valuable skill in the organisation or community.

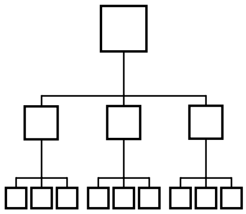
This takes place against the background of a fast-changing world.

The world is changing

In the last half century the pace of change has begun to change the world. With those changes, organisations and communities, and families, are changing too.

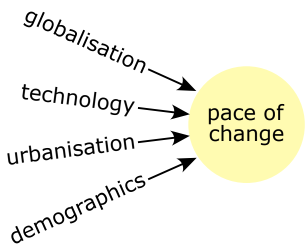
We are a small-tribe species. Early in our history we lived and worked in small bands. Now we build large organisations and communities.

Probably developing concurrently with agriculture, most organisations exhibited two important features. One feature was hierarchy — some people controlled others. The other was specialisation. People with similar responsibilities were grouped together, allowing easier supervision and control. The result was the traditional triangular shape still depicted by many organisation charts.

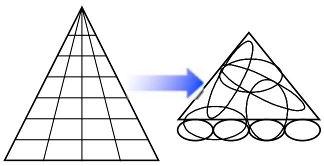


Despite some disadvantages, these structures were immensely successful in relatively stable times. They allowed people to combine their effort and expertise to achieve massive tasks. They helped to account for much of what Western civilisation was able to become. They continue to shape our present existence.

As a result technology has blossomed. The world has globalised and urbanised. Demographics are changing, with birthrates decreasing and people living longer. Under these influences the pace of change has increased — to the point that traditional hierarchical organisations no longer have the flexibility to cope. For survival, organisational structures have had to change from



deep hierarchies with functional specialisation ...



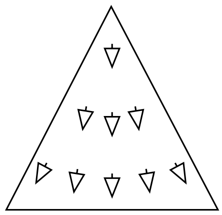
... to flattened organisations with more autonomous work teams, making more use of project teams, committees and meetings.

Probably with more to come. In turn, that is having profound implications for the culture of the organisation. It requires a more facilitative style of leadership, more widely distributed ...

and so leadership must change too

The newer structures are most effective when other changes support them — changes in culture, mindset, and the distribution and style of leadership

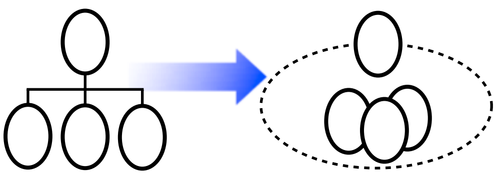
Leadership is key. Effective leadership can guide cultural change. It can encourage a more appropriate mindset. The needed leadership changes have two main aspects, ■ more distributed leadership, at all levels, in all functions, and ■ a different style of leadership.



Distributed leadership is rare in traditional bureaucracies. In them, decisions are made at the top of the triangle. Leaders at other levels mainly pass on the instructions they receive. Other employees do what they are told, and report upwards. This is not responsive enough in a fast-changing world. What is needed instead is leadership exercised throughout the organisation.

Shared leadership then results. The roles and responsibilities of team leaders shift. They share more of their leadership with their team members. They no longer merely instruct team members what to do. They involve them in problem solving and decision making. Team members are less often instructed *how* to do their job. They are instead given as much autonomy as their skill and maturity allows. Team leaders clarify desired goals and resource constraints. Within those boundaries team members decide, collaboratively, how to achieve their goals.

Team members take over many responsibilities previous exercised by their team leader. Within the agreed limits they plan, organise and monitor their work. This does require maturity and skill on their part. If at first they lack these skills, they are helped by their team leader to acquire them. As leadership tasks are delegated, the team leader is freed to spend more time managing upwards and outwards.

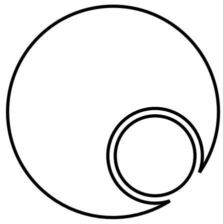


I previously described an action learning project team. Such a team can be the seed bed in which team members acquire the relevant skills and attitudes.

Negotiating the program

Beginnings are very important. The outcomes and the boundaries of a project or program, and how they are negotiated, has a strong influence on what is achieved

At the outset there are decisions to be made. In particular, **a good fit** between action learning and the organisation or community reality is valuable. Worth attention are: ■ the dual purposes — that is, the outcomes for project and team; ■ the project(s) to be done; ■ the necesssary constraints on team autonomy; ■ project team members; and ■ the support provided to the team(s).



Each action learning team can achieve **dual purposes** — project completion, and relevant skill development (and understanding) for participants. If there are multiple teams, the beginnings of *cultural change* may also be achieved.

The best **projects** are *very desirable* projects. Action learning then adds little to usual project costs. *Complex* projects provide adequate challenge. *Brief* projects (or parts of projects) minimise disturbance to the organisation and the team members.

Team *autonomy* is important. **Constraints** on that autonomy warrant careful identification before the teams begin. This includes constraints on time and effort.

Desirably, all **team members** are *enthusiastic volunteers*. Team diversity is also important. An opportunity to use facilitative leadership skills in the future is valuable. It provides more useful learning for the participants, and better outcomes for the organisation. Small teams offer advantages in logistics and self-management.

High **support** for teams enhances both task and skill outcomes. Organisational or community support may consist of some relief from normal duties, adequate resources, and coaching or mentoring help. Support *within* the team is even more crucial — we'll deal with that in more detail shortly.

With these important preliminaries achieved, attention can be given to starting each project team well.

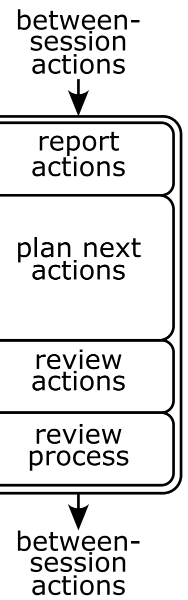
Planning the project team sessions

The aim is for each project team member to learn desirable skills while planning and implementing a worthwhile and successful project

Frequent short sessions are likely to be more effective than longer but infrequent sessions. Short sessions are less disruptive of normal work. Frequent sessions sustain momentum. They also allow progress to be monitored more effectively.

Within any project, it is likely that most of the actions happen *between* sessions. The purpose of the actual sessions is to plan and review the actions, and to learn from them. Sessions need be no longer than required for that and for a process review.

The between-session actions produce the change. Some of the time they may consist of research into organisational or community reality. Often they will comprise consultation with other stakeholders, reaching agreement with them on what changes in behaviour will occur.



Consultation with other stakeholders is often a crucial activity. Project team members are likely to be strongly committed to their project. One of their tasks is to ensure that all other stakeholders are consulted and involved. Otherwise, the actions taken may encounter resistance or sabotage. Projects will be less successful.

After the very early sessions, most sessions will consist of four components: ▪ a report from each member on what she has done since the previous session; ▪ planning what to do between this session and the next; ▪ near the end of the session, reviewing the commitments to action that each team member has given; and finally ▪ reviewing the process — how well the team members worked together on their tasks during the session.

The earlier sessions, especially the first session, are to help team members acquire the necessary understanding and skills for the later sessions to achieve their purpose.

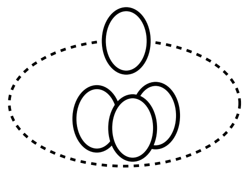
The first three sessions

In the approach described here, the first three sessions (or thereabouts) prepare the project team to become self-facilitated. That is how they will learn *process* skills

Many other action learning teams are facilitated throughout their life by a trained facilitator. The approach described here is different. Here, an experienced person external to the project team provides facilitation only in the early sessions.

The aim is for the project team to become self-facilitated as soon as they are willing and able. This is how they learn facilitative leadership, problem solving and decision making. The external facilitator models facilitative leadership while she prepares the team members to take responsibility for managing their own process.

This resembles the team structure that organisations increasingly find desirable — where a team leader manages downwards only when necessary. At other times the team is self-managed.



In this approach the first three sessions are as follows ...

First session. The external facilitator provides the facilitation. In an extended session (typically 3 or 3½ hours) she guides the action learning team through a set of activities to prepare them for undertaking self-facilitation. This is described in more detail on the following page.

Second session. A team member facilitates. The external facilitator acts as a supportive coach. The team completes the activities not done in the first session, if any. Otherwise, it begins to work on the project.

Third session. A different team member facilitates. The external facilitator intervenes as little as possible, to demonstrate that the team can manage itself.

The success of this approach depends substantially on the success of the first session. It contains a number of activities to prepare the team for self-management. More detail follows ...

The first session

The first session consists of activities to prepare the team for self-management

This session, 3 to 3½ hours in length, includes five activities. The team: ■ builds a cohesive team; ■ clarifies project objectives; ■ identifies project stakeholders; ■ begins to learn to manage its own process; and ■ clarifies individual and collective learning goals. The session concludes with a session review.

Cohesive team. In this activity, team members begin to move beyond their usual roles. They relate *real person to real person*. They share information about what they bring to the team as a real person with relevant experience.

Project objectives. Working together, the team defines desired project outcomes. They do so, for example, by defining how they will recognise project success.

Stakeholders. The team identifies and lists the project stakeholders. These include people who can influence, or will be affected by, the project. People who can contribute relevant information or skills are also identified. This list is kept visible during all further sessions.

Process guidelines. The team is guided through an activity to identify two (or three) process guidelines. The guidelines help them to pay attention to the way they work, and to improve this from session to session. This list is kept visible during all further sessions. At the end of each session it is used to review how well the team managed its process. As a result, team members become more aware of process.

Learning. Most participants in action learning teams report that their personal learning is substantial. In this activity, each team member identifies the skills (as presently perceived) as most relevant to him or her, and to the organisation.

Near the end of the session, a team member volunteers to facilitate the next session. This is planned in broad detail (see "Second session" for details). Finally, the team uses its process guidelines to review the session.

Some of these **activities** and the sessions are now described in more detail ...

Building a cohesive team — an activity

The external facilitator guides the team through this activity.

The purpose is for team members to experience each other as real people, and to understand what each can contribute. This enhances team functioning. High levels of disclosure and curiosity increase the effectiveness of the activity. If participants are genuinely willing, activities that legitimise higher self-disclosure can be used.

A. Prepare individually

Each team member works individually, taking notes ...

- Identify three or four times during your life when you were able to overcome substantial challenges.
- From the three or four, choose one ▪ *that illustrates a skill or talent of value to the action learning team* and that they do not yet know about ▪ where the challenge was substantial and complex, and ▪ it was at least partly through *your own efforts and talents* that the challenge was overcome.
- Refresh your memory about what happened at the time. Recall: ... when and where was it? ... who was there? ... what actually happened?

B. Exchange stories of challenges

In the action learning team ...

- Appoint a timekeeper, so that the available time is shared evenly across the group. Careful timekeeping is valuable. Otherwise the session will often intrude on the available time for the final contributor. Decide the order in which you'll take turns to relate the story of your challenge.
- In turn, for each team member ...
  - The person whose turn it is relates the story of the challenge and how it was overcome. The other subgroup members listen carefully, *intensely curious about their colleague as a person, and as a contributor to team success.*
  - Other subgroup members then question the person *supportively* about
    - what (s)he did to overcome the challenge;
    - what experience, talents and characteristics allowed her/him to do so, focussing particularly on talents and experience relevant to the team;
    - what (s)he learned from the experience about her/himself.

  Continue until all team members have told their story and (as far as possible within the available time) has responded to questions.

Note that I could have chosen a more impactful activity. However, some teams insist on an activity that is very clearly task-relevant. This activity is.

Developing process guidelines — an activity

The external facilitator guides the team through this activity.

Developing the guidelines

1 **Working individually**, think of two of the **most effective and enjoyable** (and *different*) groups that you have experienced, at any time, anywhere.

2 Now think of two of the **least effective and satisfying** (and different) groups that you have experienced, at any time, in any setting.

3 Devise a **guideline** that, if followed, would help the ineffective and unsatisfying groups to begin to become more like the effective and enjoyable groups.

4 Polish your guideline to be **specific** and **behavioural** — specific enough that you can judge easily if the guideline is being observed. It's often better, though not essential, that it's **positive** ("Do ...") rather than negative ("Don't ...").

5 **In the whole group** pool your suggested guidelines. **Choose the two** guidelines that you agree would best help **you** to monitor and improve the way you work.

6 Capture the two on butcher paper. Have them **visible** during every session.

Using the guidelines

(A briefer and less formal process can be used, especially when time is short.)

1 At session end, set aside **10 minutes** to review how you are working.

2 **Working individually**, rate how well you think (a) *the group* and (b) *you personally* followed the guideline. 10 = perfect; 5 = adequate; 1 = not at all.

3 **Pool** the ratings for the **group as a whole**. (The individual ratings can remain private, especially early in the life of a group. They are for your personal use.)

4 When there are substantial differences in the ratings, give specific **evidence** that explains why to gave the rating that you did. Don't argue for it. Do it tentatively so that you can change your rating without losing face.

5 If everyone agrees on a rating of 9 or 10 for a particular guideline, delete that guideline. (Leave it visible, if you wish, with a line through it.) You will now very probably be able to follow it without having to give specific attention to it. If not, it can be reinstated at a later meeting.

6 Develop a **replacement guideline** to substitute for the guideline that you have just removed — what aspect of process do you agree you would **now** like to improve?

7 At the start of every session, post the guidelines publicly where you can all see them, to remind yourself of them.

Guidelines for team effectiveness

Here are four aspects of group activities that I have found to make a difference to the effectiveness — how the team manages *both task and process*. They are in addition to the two process guidelines that the team has decided to attend to. They apply in all sessions.

- **Work to whiteboard or butcher paper**

For task meetings, record all information publicly on flipchart or butcher paper as the meeting proceeds. Collect working information on one sheet and decisions on another. Everybody then works from the same body of information. Action plans are clearer. Commitments can be more easily checked at the end of the meeting.

- **Keep information collection and decision making separate**

First collect and understand the information, preferably without discussion. Then analyse it. (Critique it if that's useful.) Make the necessary decisions. Agree about who will do what to implement the decisions, and by when. Agree how to monitor progress.

collect → understand → analyse → decide → implement → monitor

- **Inform rather than persuade**

Be willing to learn from one another. When speaking, be clear; aim to *inform rather than persuade* — to provide information that is not already available. While listening, put aside your own concerns for the moment. Try to understand, with genuine curiosity, what it is that the speaker is trying to communicate.

- **Manage the process**

Whenever there are more than two of you, select one of you to manage the process. This person can check that the meeting observes the team's process guidelines and the other process suggestions above.

However, that person also continues to contribute to the team task. Also, *all* group members at all times continue to pay attention to the process and how effective it is. Paying attention to *both process and task* is a valuable leadership skill.

The second and third sessions

In the second session the team begins to take responsibility for self-management, with supportive coaching. In the third session the team adopts full control, though the facilitator is still present

Prior to the second session, the process is negotiated with the team members. This is most often done at the first session, just prior to asking for a volunteer to facilitate the second session. To start the discussion, here is an example of what the facilitator may suggest to the team for the second session:

- The session begins with a check-in, with team members reporting (briefly) anything relevant from the time between sessions.
- The volunteer facilitates the process. Other team members share responsibility for process. They agree to intervene if necessary or ask questions if confused.
- The volunteer ensures the lists of process guidelines and of stakeholders are visible to all team members throughout the session.
- The external facilitator is there as a supportive coach for the volunteer.
- **Important**: Anyone — coach, volunteer, others — can call "time out" at any time. The team then pauses, and analyses its process. Team members decide if any change is warranted in the way they have been working together.

In the second session the facilitator is present as a supportive coach. The team completes any activities incomplete from session 1. They then begin to work on the project. They begin with a brief report on anything relevant from between sessions. When anyone calls "time out" the team puts aside the task temporarily. They review their process, and decide what (if anything) to do differently.

The session concludes with a check on any action commitments they have given. They review how well they worked. They agree on a facilitator for the third session.

In the third session the team completes activities (if any) incomplete from the first session. They then begin to work on their task. This and all following sessions begin with a report on anything of relevance from between sessions. Participants checking the action commitments they have given. Finally they review how well they worked. (From this point on, the facilitation rotates among team members.)

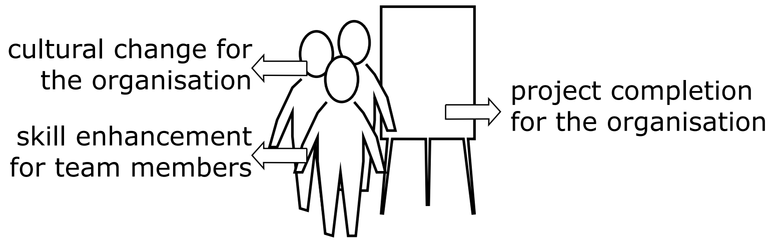
We are now ready to develop a full action learning program ...

An action learning program

An action learning program, with multiple projects and project teams, amplifies the results that a single action learning team can accomplish

Increasingly, organisations face higher rates of change. Such organisations benefit from a cultural change that devolves leadership while encouraging resilience and flexibility. However, culture is not changed easily. Day to day responsibilities and entrenched attitudes intervene. An action learning project team can become a **seed bed** for renewal. Within the team, new behaviours, skills and attitudes can be developed. From there, team members export them to their usual work.

To develop an action learning **program**, multiple project teams are set up. Each team plans and implements a separate project. This multiplies the advantages. More projects are completed. More team members acquire valuable skills.



For the team members, skills for leadership, problem solving and decision making are enhanced. As mentioned, the project teams become the seed bed for the new organisational culture. More devolved leadership, and greater innovation, resilience and flexibility can be achieved. People find it easier to experiment with new behaviours in a temporary project team than they would in their usual work team.

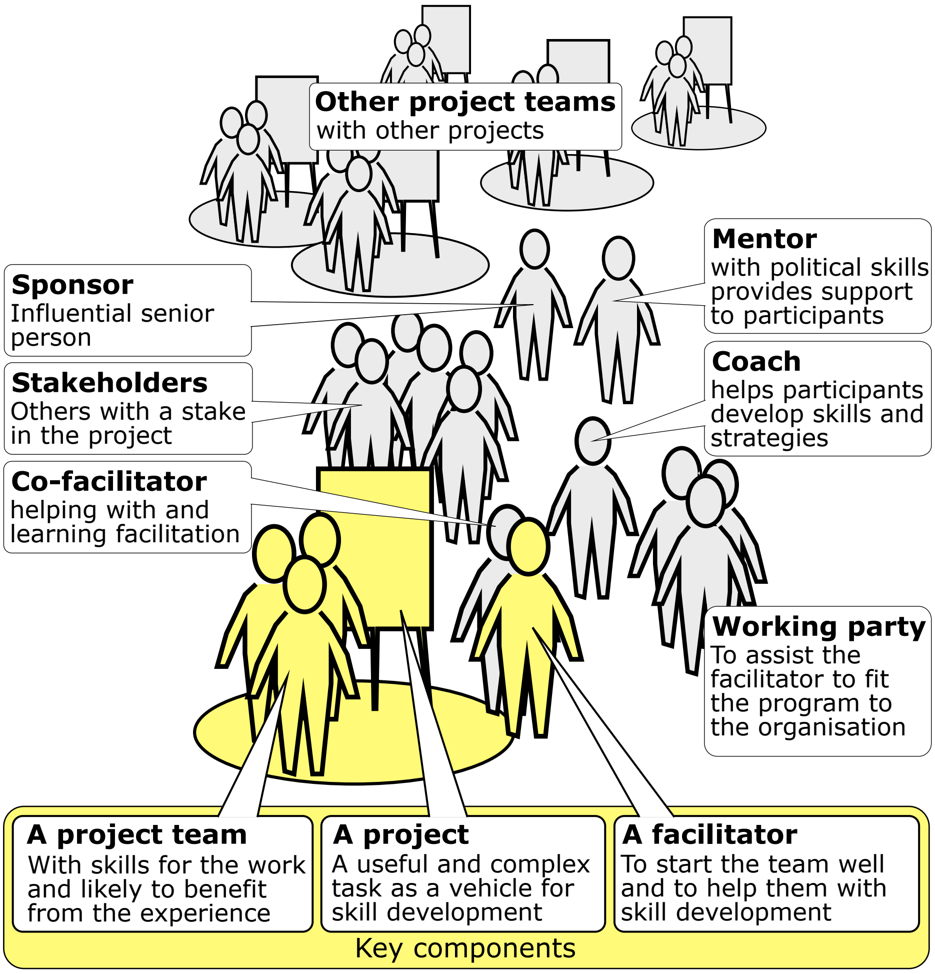
For the organisation, the task then is to be clear about the culture that will support present and (especially) future performance. The organisation can choose appropriate projects for this result. It can select and brief appropriate team members. It can provide support so that outcomes are more likely to be realised.

Program outcomes can be further ensured with some additions to such a program

Program options

An action learning program consists of multiple projects and teams, chosen to support the organisation's desired culture. There can be many components

A single strategy may not yield the outcomes sought. Organisations are too complex to be fully predictable. People may respond in unexpected ways. For an effective program it is fruitful to pursue the desired outcomes by diverse means. Here are some possibilities. Choose those that seem appropriate. Modify them if necessary in the light of experience —



The components are described in a little more detail on the next page

Possible components

These other possible components of an action learning program can be chosen if they seem likely increase the likelihood of achieving the expected outcomes

Possible components of an action learning program include ...

Stakeholders People who may be affected by, or can affect, the success of a project. Each project team identifies relevant stakeholders.

Working party An external facilitator can be helped by a small, diverse working party to advise on organisational culture and practices.

Co-facilitator An internal co-facilitator can assist an external facilitator, at the same time learning valuable facilitation skills.

Sponsor Each team may have a sponsor: a senior, influential manager who wishes their project to succeed, can obtain resources for it, and can help to remove obstacles.

Mentor Each team may have a mentor, a person with good political and communication skills, to provide guidance on political issues.

Coach This role if often performed by the external facilitator, who may be best placed to know what skills and guidance are most needed. An internal co-facilitator, if any, may also fill or partly fill the role.

Other teams The number of project teams will depend on the availability of projects and of volunteers to work on those projects. Initially it is useful to stagger the team starts. This spreads the load on the facilitator. Also, early teams will learn useful strategies that can then be incorporated into the start-up of subsequent teams.

One of the projects may consist of communicating project outcomes throughout the organisation, if this seems valuable.

The following page is a process guide sheet. A copy can be given to each project team member

A process guide for project team participants

(and for other planning and decision-making meetings too)

Before meetings, learn as much as you can about the intended meeting outcomes; help other participants to develop realistic expectations.

Beginnings. Before the meeting and at the start (especially the first meeting) ...

1 Be clear about why you're there and what has happened

Very briefly report on actions and events since any previous meeting. Decide on the purpose (overall, and for this meeting). Set an agenda, or follow an agenda already set (perhaps at the end of the previous meeting, or between meetings). Identify what you each wish to learn.

2 Build relationships and community

Check that everyone (including co-opts) knows everyone. Help people to see the person behind the role. Don't assume that people who work together know each other well. Develop shared responsibility for success. If possible, for the duration of the meeting, abolish rank and status.

3 Agree on the way you'll work together

Agree on two (or at most three) guidelines you'll observe to make the meeting productive and enjoyable. Keep these visible. Encourage listening, supportive challenge, and cooperation.

4 Take into account anyone who isn't there

List any stakeholders who aren't there to look after themselves. Involve or communicate to them. Keep this list visible. Try to take their legitimate needs and wishes into account.

Middles. During most of the rest of the meeting ...

5 Work to whiteboard or butcher paper

For task meetings build public information as the meeting proceeds. Collect information and decisions on whiteboard (electronic?) or flip chart, etc. In this way, everybody is working from the same set of information. Record action items (who, what, by when) separately and visibly.

6 Collect all relevant information before making decisions

For each decision give people "thinking time". *Collect and understand* the information, preferably without discussion. Then *analyse* it (or critique it if useful). Then make the *decision*. Then agree about *who will do what* to *implement* it. Then agree how to *monitor* progress.

7 Inform rather than persuade

Be willing to learn from one another. When speaking, be clear. Aim to *inform* rather than *persuade*. When listening, put aside your own concerns. Try to understand what it is that the speaker is trying to communicate. Be *curious* about what it's like for the other person.

8 Manage the process

If there are more than two of you, appoint someone to manage the process. This person can check that the meeting observes the guidelines and the other process suggestions above.

Endings. Leave time at the end of each meeting to ...

9 Check action items

Near the end of the meeting, review decisions. Check that everyone knows what they have agreed to do before the next meeting, and what outcomes are expected from the actions.

10 Review the process

Set aside a brief time at the end of each meeting to review the process. How well have you followed your guidelines (item 3 above)? As guidelines become unnecessary add new ones.

Where now?

You've read, and understood, the elements of setting up an action learning team and an action learning program? Now you would like to go further? Here are some possibilities —

Most years Bob Dick facilitates a two-day action learning workshop. It covers the theory and practice of action learning. Participants are able to practise being a facilitator or a team member within an action learning team.

For more details see http://www.aral.com.au/wshops/wsal.html

In 2021 because of the coronavirus, there will instead be a four-session program of webinars. For details see http://www.aral.com.au/wshops/wbal.html

On the web there is a document that explores the same approach to action learning at greater length. In greater detail it describes the design of an action learning program and the setting up of an action learning project team.

It's at http://www.aral.com.au/resources/actionlearning.pdf

We also address relevant issues in a "Rethinking leadership" workshop in Brisbane. Either it, or (probably) a webinar program, will take place early in 2022.

For details of the webinar version see http://www.aral.com.au/wshops/wbrl.html

Much of the consultancy work Bob Dick does consists of using action learning within organisations or elsewhere. Outcomes, negotiated with the organisation, typically include cultural change, leadership development, resilience, and the development of skills relevant to a fast-changing world. For possible consulting projects and contact details see http://www.aral.com.au/bdcons.html