The effectiveness of Action Learning model, methodology and global recognition in continuous learning as predictors of personal and organization growth in higher education Institutions (HEIs)

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Abstract:

Action Learning is based on the principle that people learn best when working collaboratively with others to tackle issues that have relevance to real life. The process involves experiential and peer learning, reflective listening and a commitment to take action. Action learning can take place online, offline or using a blended approach. Online action learning otherwise known as virtual action learning uses collaborative technology to facilitate learning when participants are geographically dispersed. Action learning is often facilitated by a coach trained in the method. In the Action Leaning process there are scope together with a small group of peers to solve real workplace challenges. In doing so, all participants learn from the experiences of others in the sector. The focus on real and current, contemporary issues from their respective fields of studies, and on practical solutions and action, ensures results can be applied and actions implemented straight away, benefitting individuals and organizations. To clarify the core concepts of action learning, effectiveness of Action learning model, methodology, this article relies on previous scholarly articles and contents of action learning research and the author's individual experience in action learning approach. Furthermore, this article will provide information on the methodologies, global business schools involvement in Action Learning, PDCA and advantages and effectiveness of action learning. Higher educational Institutions (HEIs) entrepreneurs may implement Action Learning Methodologies and its philosophy to run their programs for an effective program outcomes and goals. But not the least, students or trainees also may participate to boost their managerial – professional knowledge and develop their skills in their particular professional areas. The Action Learning approach has gained global recognition for its unique ability to solve real-world challenges while fostering learning and growth. Lastly, action learning emphasizes its role as a transformative tool for organizations to understand and navigate complex problems. It highlights the importance of problem identification, learning set formation, and the iterative action and reflection cycles. The process fosters a culture of continuous improvement and

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innovation, preparing individuals and teams to tackle real-world challenges effectively.

Keywords: Action Learning, Action Learning model, Action Learning Approach, Action Learning components, Action Learning methodologies, Action Learning in higher education Institutions, HEIs, Action Learning for skills development, Action Learning recognition,

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1. Introduction

The Action Learning model has been recognized for its effectiveness in continuous learning and problem-solving. It has been used successfully in various organizations and has been praised for its ability to develop broad executive and managerial leadership skills, particularly collaborative leadership and coaching skills. The model has also been effective in improving the ability of managers to develop integrative, win/win solutions to conflict situations. The global recognition of Action Learning as a methodology for continuous learning is driven by its tangible outcomes and relevance to real organizational issues. It has been widely used in leadership and organizational development, and its effectiveness is supported by a body of research that includes both qualitative and quantitative studies (WIAL). Despite the evidence supporting the effectiveness of Action Learning, part of the global academic community still considers it an unproven methodology, so, this article and research will draw a positive focus on the Action Learning approach itself from a rigorous research evidence. However, the model's ability to foster continuous learning and problem-solving in real-world contexts has led to its widespread use and global recognition.

The effectiveness of the Action Learning model in personal development, else it develops broad executive and managerial leadership skills, particularly collaborative leadership and coaching skills. It also improves the ability of managers to develop integrative, win/win solutions to conflict situations. The success of action learning programs is influenced by governing variables such as questioning, taking action, learning from group members, listening, group diversity, feelings of confidence and well-being, a safe environment, and the presence of a coach. Significant factors for conducting successful action learning programs involve team-level processes of skilled coaching, diversity, self-directed team processes, effective team presentations, and review of team processes, as well as organization-level processes of ensuring the implementation of solutions, alignment and importance of the problem, support of top decision makers, and leveraging of organizational resources (The evidence for the effectiveness of action learning, H. Skipton Leonarda and Michael J. Marquardt, P. 127 -134, 2010).

Action Learning Defined

In the simplest definition, Action learning or project based learning is a process that combines action and reflection to solve complex problems and develop leadership skills within individuals and organizations. More specifically, action learning is a reflective process where individuals learn by tackling real-time problems and reflecting on the outcomes. This process was developed by Reg Revans in 1940s, Reg Revans is a British physicist and management pioneer. In the mid-20th century, Revans introduced the concept as a way for organizations to solve real-world problems while fostering continuous learning (Curator, leadershipstorybank, 2024), it emphasizes 'learning by doing,' encouraging collaboration, critical thinking, and fostering personal growth through practical experience. In Europe particularly, EBMAC Accredited College, BSN are pioneer Hosts Centers of integrating action learning into business education. In USA, VCU, BU and in Asia ASB, MIT Sloan mentionable among others.

Action Learning Formula:

The action learning formula is **L = P + Q,** where learning (L) equals programmed knowledge (P) plus questioning insight (Q).

Understanding the Formula -

The **action learning formula**, developed by Professor Reg Revans, expresses the core principle of action learning: **learning occurs when existing knowledge is combined with reflective questioning**. In this formula:

L (Learning) represents the new understanding or insight gained through the process.

P (Programmed Knowledge) refers to the knowledge, facts, or skills that participants already possess, often acquired through formal education or experience.

Q (Questioning Insight) is the process of asking questions to explore problems, challenge assumptions, and generate new perspectives. This questioning is central to action learning and encourages participants to reflect critically on their actions and decisions.

In summary, the **action learning formula L = P + Q** highlights that effective learning combines what is already known with critical questioning, enabling individuals and organizations to solve real problems while continuously developing knowledge and skills.

Types of action learning

Action learning can take place online, offline or using a blended approach. There are always ways to apply action learning techniques in the classroom (modern classrooms also includes virtual –online trainings using different online mediums), regardless of the subject you teach. The approach is beneficial for students learning everything, from business and hospitality skills to computer science. Some popular types of action learning projects include:

- **Action research**, an applied field involving learners in generating and collecting data to solve a problem or answer a question.
- **Action teaching**, where learners develop, design, and implement instructional units for students and assess their effects on learning outcomes.
- **Problem-based action learning (PBL),** which focuses on solving problems relevant to the learner's work environment, personal life, and goals. It includes deep reflection and critical thinking about the problem-solving process itself.

Two Types of Action Learning – 1. Team-Project Action Learning, 2. Individual-Project Action Learning.

Table 1:

Team-Project Action Learning	Individual-Project Action Learning
Entire team works on a single project	Team works on individual projects
Project determined by organization	Projects selected by participants
Participants determined by organization	Participants self-select
Organization commits to take action	Individuals commit to take action
Team recommends and/or implements	Individuals implements solutions
Learning coach may be rotated or permanent	Learning coach usually rotates

(Source: Adapted from Marquardt, 2004, p. 6)

Digital action learning – a transformative approach:

Digital action learning (DAL) is a powerful tool that can significantly impact the effectiveness of Action Learning programs by providing access to a wider range of resources, facilitating real-time collaboration, and ensuring inclusivity and accessibility (WIAL).

Digital action learning (DAL) is a transformative approach that combines action learning with digital technologies to enhance learning outcomes and address real-world challenges. It involves collaborative inquiry, critical reflection, and practical experimentation to navigate complex issues. The core components of DAL include problem identification, learning set formation, and action and reflection cycles. This methodology is particularly effective in technology sectors, where it helps organizations accelerate individual, team, and organizational development. DAL fosters a culture of continuous improvement and innovation, making it a powerful tool for modern technology organizations (Anja R., Jurgen J. 2024).

The Digital Education Action Plan 2021-2027 is a comprehensive initiative by the European Union aimed at enhancing digital education across Europe. It focuses on two main strategic priorities: enabling the development of a high-quality digital education ecosystem and enhancing the digital skills and digital transformation competences for all. The plan includes 14 actions to address common challenges and promote structural reforms at the national level. It also emphasizes the importance of digital cohesion and the need to ensure that digital education reaches all individuals, regardless of age, gender, social background, ethnicity, physical and intellectual capacity (European Commission Website).

Virtual Action Learning - In Higher Education

Virtual Action Learning (VAL) is an emerging approach to Action Learning (AL) that leverages technology to facilitate learning for small groups, often referred to as 'action learning sets'. VAL is particularly beneficial in higher education, where it can support small groups to tackle real-world problems and enhance leadership development. The approach is based on the premise that people learn best when working collaboratively with others to tackle issues relevant to real life. VAL can take place online, offline, or using a blended approach, and is often facilitated by a coach trained in the method. It has gained traction in higher education due to its ability to address complex challenges and the flexibility it offers in a remote learning environment (Curtin, Joseph, p151-159, 2016).

2. Objectives of Action Learning

The primary goal is to learn from the actions taken to solve these problems, thereby fostering both personal and professional growth. Action Learning is a dynamic approach to problem-solving and social learning that can produce unexpected sources of support and ideas, enabling business and industry leaders from different disciplines to work together on challenges. The purpose of action learning, the processes that are applied in facilitating action learning and the perspectives which inform, and influence action learning practices are explored within the three accounts of practice in this issue. In action learning, balance of learning, refection and taking action (Revans Citation 2011; O'Neil and Marsick Citation2007; Pedler Citation 2011) are determined by clarity of the purpose of the action learning, the agreed structure and processes as well as capturing the perspectives of the action learning

members, the facilitator and other stakeholders. The objectives of Action Learning are multifaceted, focusing on the development of skills, knowledge, and competencies through collaborative learning and problem-solving.

This article will dissect the core principles of action learning, exploring its strategies, components, advantages, technical applications, and potential challenges within the context of modern technology organizations. Here are some of the key objectives:

2. 1 Skill Development: Action Learning aims to enhance the skills and competencies of participants, including problem-solving, teamwork, and leadership skills.

2. 2 Knowledge Acquisition: Participants learn new knowledge and concepts related to the specific problem they are addressing.

3. 3 Collaborative Learning: Action Learning promotes collaboration among participants, fostering a sense of community and shared responsibility.

3. 4 Problem-Solving: Participants tackle real-world problems, applying their learned skills and knowledge to develop creative solutions.

3. 5 Feedback and Reflection: Action Learning encourages participants to reflect on their learning experiences and the feedback they receive, leading to continuous improvement.

3. 6 Networking: Participants form networks of peers and experts, which can continue beyond the program, enhancing their professional connections.

Moreover, designing an Action Learning program is to identify the learning objectives and outcomes. This involves determining what participants should achieve through the program and what skills or knowledge they should acquire. To achieve this, educators should:
-   Conduct a needs assessment to identify the key challenges and areas for development.
-   Consult with stakeholders to determine the desired outcomes.
-   Develop clear, measurable learning objectives that align with the program's goals.

3. Limitations for Action Learning Research

The limitations of Action Learning research are so simple include several challenges that faced by the researcher these are mainly limited time for the research conducted, based on secondary data and contents, limited resources, primary data and lack of direct contact with the concerned Higher educational institutions (HEIs), last but not least, researcher is based on one country whereas research targeted institutions physically based on other countries as a result open access resources being used so, this is also an constraints for this research.

4. Research Methodologies

Action Learning is a dynamic and effective methodology that not only addresses pressing organizational problems but also cultivates a culture of learning and collaboration. By engaging in this process, individuals and teams can enhance their problem-solving capabilities while developing essential leadership skills that benefit the entire organization.

Action Learning is a powerful approach to adult education that involves a group of individuals working together to tackle real-world problems while developing their skills and knowledge. This methodology has gained significant attention in recent years due to its effectiveness in promoting collaborative learning, improving problem-solving capabilities, and fostering leadership development. In this article, we will explore the practical applications of Action Learning in adult education, providing expert insights, case studies, and actionable advice for educators and practitioners.

Action learning is an effective approach to development at all levels, such as individual or organizational. It is considered particularly well-suited for team approaches to problem-solving and aids in team building within an organization. According to CFI Team, in other words, looking to LEARN from the ACTIONS you take in attempting to solve a problem. You can then, hopefully, formulate a new, more effective solution to the problem and put that solution into action.

A) Data Sources of this Research: Secondary data sources are the main data sources of this research that has been collected, organized, and previously published by others other than the researcher's current study or similar topic. This data came from various sources, including preceding research studies, reports, surveys, administrative, and content record, such data gathered from exploratory studies, comparative analysis, and literature reviews to enhance this research's quality and efficiency of research projects.

Types of Secondary Data-
a) Quantitative Data: This includes numerical information such as statistics, survey results, and financial records. Examples are census data and sales figures.
b) Qualitative Data: This comprises non-numerical information such as written reports, interviews, and visual media. Examples include journal articles and company reports.

B) Methods of Secondary Data Collection -
Literature Reviews: existing scholarly sources to identify themes, debates, and gaps in the research, which can inform their own studies.
Meta-Analyses: This involves synthesizing and analyzing findings from multiple studies to draw broader conclusions about a specific field.
Public and Private Databases: author accessed datasets from various organizations, which are often available for open and free access or usage.

C) Components of Action Learning: On the grounds of research and practice in action learning (Cho & Bong, 2013), five core components of action learning (teams, problems, competencies, question/reflection/feedback, and learning coaches) have been identified. An action learning program consists of various essential components. Will discuss about them one by one below:
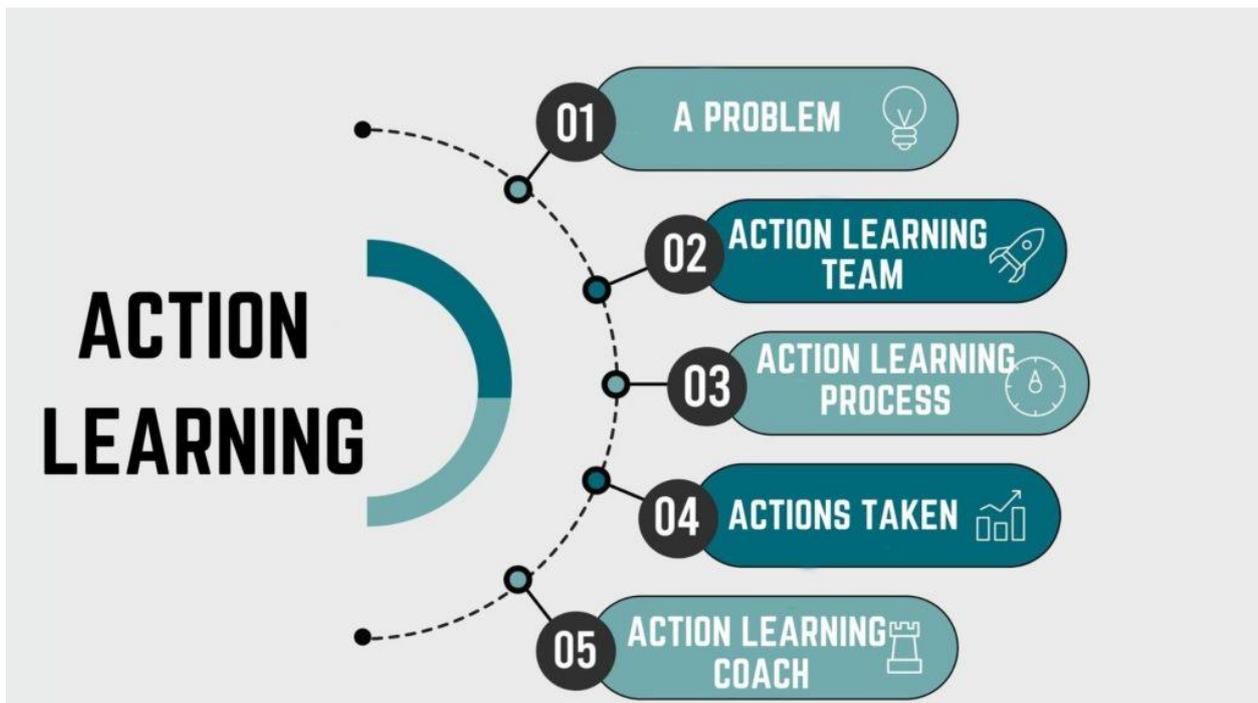
Pic. 1 shows: Action Learning's Methodologies in 5 steps

01. *A problem*: The first and most crucial component of action learning is "a problem." A problem can be a work project for education or from a professional area, a challenge faced by the organization, an employee's issue, an issue with the employee's behavior in the organization, an opportunity, or a task.

02. *An action learning team or group:* The second principal component of the action learning process is the group of people or the action learning team. The group of people who participate in the action learning process is also referred to as the action learning group. The action learning group consists of four to eight people. The group members participate in the process either voluntarily or selected based on their experience or problem-solving skills.

03. *Action learning process:* The third component of the action learning process is the steps involved in the process. In this process, the action learning process members ask the right questions to get deep insights into the situation.

04. *Actions are taken:* Fourth, the action learning process is incomplete without the action taken to solve the problem. The purpose of the action learning process is to reach a point to determine the actions to solve the problem. The group members should be given the freedom to decide the actions they want to take and implement those actions.

05. *Action learning coach:* Fifth, an action learning coach is someone who is designated to control and coach the members of the action learning team. The action learning coach plays a vital role in leading the group in the right direction. He helps the group members reflect on the problem and think about the various solutions to solve the problem. The group coach asks a series of questions to the group members to learn about their understanding.

The group members understand the problem, plan, and work on the problem to find an appropriate solution to solve the problem.

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5. Roles and key responsivities of Action Learning Coach and Facilitator

Facilitating **Action Learning sets and groups** requires a range of skills and strategies. The following sections outline the key roles and responsibilities of Action Learning facilitators and provide tips for encouraging participation and managing group dynamics.

Action Learning facilitators play a critical role in ensuring the success of the program. Their key responsibilities include:

- Providing guidance and support to participants
- Encouraging open communication and collaboration
- Managing group dynamics and conflict
- Ensuring that the program stays focused on its objectives

5 A) Action Learning Coach / Coaching:

Action Learning Coach is a facilitator who supports small groups in solving real problems through a process of action and reflection.

Action Learning Coaching: Organizations can implement Action Learning Coaching by forming small groups that meet regularly to discuss challenges and develop solutions. A trained facilitator guides the process, ensuring that discussions remain focused and productive. This approach can be tailored to fit various organizational contexts, making it a versatile tool for leadership development and team performance enhancement.

The role of Action Learning Coach and Coaching involves:

Guiding Discussions: Encouraging group members to clarify their problems and explore solutions collaboratively.

Promoting Learning: Facilitating reflective listening and insightful questioning to enhance understanding and problem-solving skills.

Encouraging Action: Helping participants take action based on their learning and reflections, ultimately leading to tangible results and improved organizational performance.

This approach is particularly effective for developing leadership and team problem-solving skills in a dynamic environment.

5 B) Action Learning Facilitator: An Action Learning Facilitator is a professional who guides teams through a structured process of inquiry, reflection, and action, ensuring discussions remain focused and aligned with organizational goals. Their primary responsibilities include creating a safe environment, maintaining focus on inquiry rather than solutions, and encouraging participants to reflect deeply on their assumptions and actions. Facilitators play a crucial role in driving meaningful outcomes within teams and fostering a culture of collaboration and accountability.

In action learning, the facilitator often the teacher has the essential role of holding the process. In other words, they must ensure the project's course focuses on real issues and genuine learning. A good action learning facilitator will hold several core skills and competencies. As a facilitator in the classroom, facilitator's actions may include leading class discussions, asking driving questions, and encouraging students to share their thoughts and ideas.

6. How Action Learning transforms business education

In the constantly-evolving landscape of global business education, traditional teaching methodologies are undergoing significant transformations. One of the most effective approaches in today's business education is action learning. This concept or method stands out for its dynamic application of academic learnings, offering BBA, MBA, DBA candidates

part the unique prospect to tackle real-time global business challenges while reflecting on their practical experiences to secure deep learning through Action Learning procedures.

Action Learning - The Impact of Real-World Projects on Learning Outcomes

The approach to action learning is varied, comprehensive and the educational impact of these real-world projects is insightful. They require participants to apply their respective learning in more practical. This not only ensures the retention of knowledge but also aids pupils advance essential soft skills such as real world problem solving with leadership development, tackling challenges through teamwork, and resilience.

7. Action learning in leading Global business schools

The Action Learning approach has been applied in various International Higher Education Institutions (HEIs), to address real-world challenges, and foster continuous learning. Following International Higher Education Institutions is recognized for its action learning programs, which are designed to integrate academic knowledge with real-world applications. These programs are part of Institutions transformative learning approach, which emphasizes reflection, personal growth, and real-world application. The action learning initiatives include the REAL (Relevant Experiential and Applied Learning) program, which connects students to internships, clinical placements, community engagement, global learning, and research. These experiences aid students build critical thinking skills and become active as self-directed learners.

There are several prominent Globally recognized Business Schools implemented and successfully operating Action Learning for their different Education Programs such as Action Learning MBA, Action Learning BBA, Action Learning Post Graduation and DBAs. Appended below several leading global business school's names:

In the European Countries:
Business School Netherlands (BSN)
European Business Management Accredited College (EBMAC)
The Lisbon MBA Catolica Nova
BAYES Business School, City St George's University of London, UK

In the United States:
Virginia Commonwealth University (VCU), USA
Boston University, Boston, USA
Stanford university, California, USA

In the Asian Countries:
Asia School of Business (ASB), Malaysia
MIT Sloan's Action Learning labs in Southeast Asia, Thailand

In the African Countries:
The Gordon Institute of Business Science (GIBS) by University of Pretoria, South Africa
ISSD Africa, Action Learning Projects

8. Action Learning Program Recognition

The recognition of action learning programs is evident in their globally widespread use and success reported by organizations and individuals. Despite the limited rigorous research on the effectiveness of action learning, several scientific articles evidence and studies have supported its effectiveness in developing leadership skills, improving decision-making processes, and fostering team collaboration. The approach has been adopted by various sectors, including education, business, and healthcare, and is recognized for its ability to solve real-world problems while promoting continuous learning and growth (Yonjoo Cho, Learning and Performance Quarterly, 1(4), 2013). The Action Learning approach has gained global recognition for its unique ability to solve real-world challenges while fostering learning and growth (Curator, leadershipstorybank, 2024).

9. Action Learning at a glance in Worldwide Organizations

Action Learning how implemented in worldwide organizations, let's have a look below image, some leading organizations are well known brands included:

Action Learning - Worldwide

- Sodexho
- Novartis
- Siemens
- Boeing
- Caterpillar
- Microsoft
- Nokia
- UN Trade Organization
- Hong Kong Transit
- General Electric
- DuPont
- Samsung
- American University
- Constellation Energy
- Goodrich
- Business School of Mauritius

(Source: Adopted from Action Learning - A Powerful new tool for developing leaders, solving problems, building teams and transforming organizations, Dr. Michel J. Marquardt)

Action Learning programs are increasingly being adopted by organizations worldwide to address complex challenges and enhance their performance. Here are some notable examples of Action Learning initiatives:

WIAL Better World Fund: Established in 2015, this fund provides Action Learning services to community-based organizations globally, such as Camp Sizanani in South Africa. WIAL helps to create a better world by supporting organizations that make a positive social impact.

EBMAC - European Business Management Accredited College: EBMAC Accredited College established in Europe having strong international Partnerships with several other leading educational groups located in UK, USA, Africa and Asia for development of individual and

organizational development through Action Learning approach. EBMAC also offers Digital Action Learning programs.

IFRC Partnership with WIAL: The International Federation of Red Cross and Red Crescent Societies has partnered with WIAL to utilize Action Learning for National Society Development topics.

MIT Sloan's Action Learning Labs: These labs focus on real-world projects in Southeast Asia, including digital banking innovation with Hijra Bank in Indonesia and tourism-focused Fintech solutions with Bangkok Bank in Thailand.

These programs not only tackle pressing problems but also develop the leadership, collaboration, creativity, and courage of groups. They are particularly effective for solving complex problems that may appear unsolvable, elevating the norms, collaboration, creativity, and courage of groups.

10. How Action Learning works

Formation of Sets: A group of 5 to 7 participants meets regularly, often facilitated by a leader or coach. This set provides a supportive environment for discussing issues and brainstorming solutions.

Problem Identification: Participants present their challenges or problems, and the group collaborates to explore these issues from various perspectives. This process encourages open dialogue and critical thinking.

Open inquiry: Questions are the focus, encouraging exploration and critical thinking.

Action and Reflection, reflection for grown: After discussing potential solutions, participants implement the agreed-upon actions. Following this, they reflect on the outcomes to evaluate what worked, what didn't, and why. This reflection is crucial for learning and improvement. Regular reflection ensures that learning is embedded and applied effectively.

Collaborative and Continuous Learning: Teams work together, leveraging diverse perspectives and experiences. The cycle of action and reflection promotes ongoing learning, allowing individuals to adapt and refine their approaches to problem-solving over time.
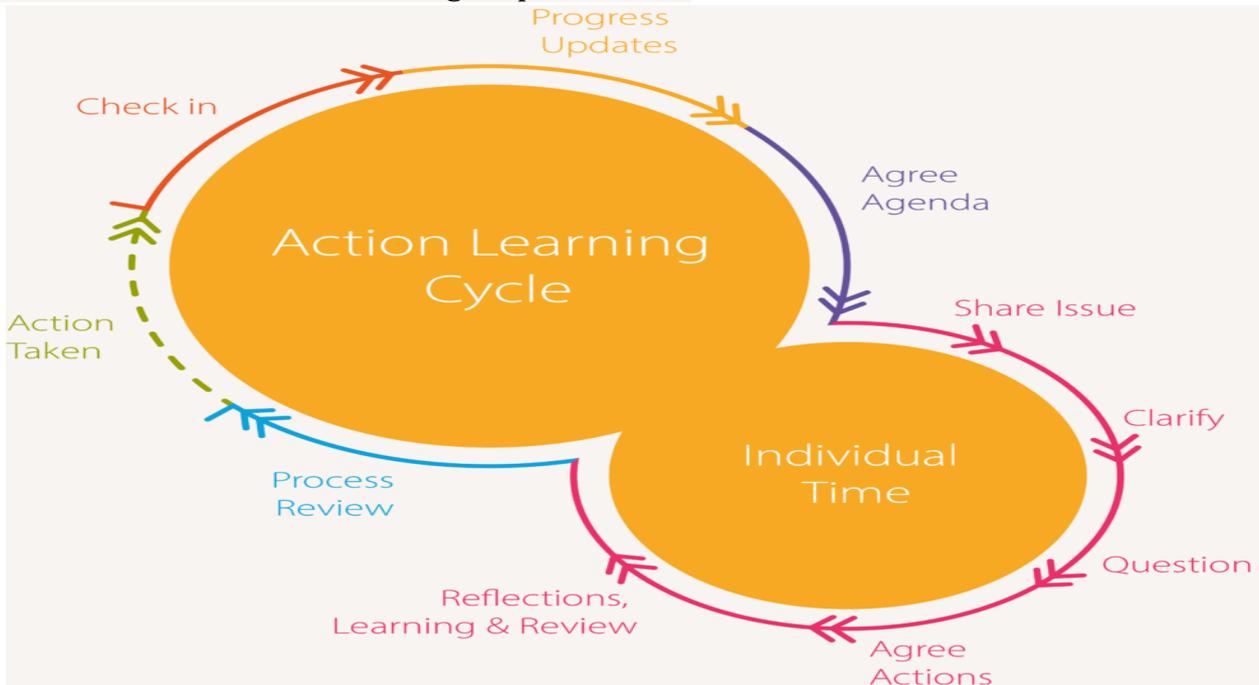
Commitment to action: Solutions are implemented and evaluated, driving tangible results. Action Learning is particularly effective for team approaches to problem-solving and helps in team building within an organization. It is considered particularly well-suited for developing creative solutions and is used in various contexts, including education, leadership development, and project management.

Pic. 2 Shows: How does Action Learning Work steps 1 -4

Pic. 3 shows: Action Learning steps or Circle

Pic. 4 shows: Action Learning Cycle: Individual Time

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The Action Learning Process

The most common action learning process can be summarized according to the three stages of the action learning process: preparation, team meetings, and follow-up activities (Cho & Bong, 2013).

Preparation: As a first step, sponsors (executives and managers) in the organization are secured before launching an action learning project. Revans (1982) has emphasized the significance of a "structure of welcome" (p. 45) before setting up meetings because building trust and rapport between participants and organizations is the key to success in action learning. Initial efforts for building trust and openness and securing management support lead individuals and organizations to further engagement in an action learning project (Edmonstone, 2011; Olsson et al., 2010).

Team Meetings: Action learning projects are work-based and difficult to solve alone (Revans, 2011). In the team meetings stage, action learning practitioners deal with the project and team selection, roles of a learning coach, problem-solving processes, reflection, and organizational support.

Follow-up Activities: In the follow-up activities stage, organizations (sponsors) make a decision on the implementation of action learning teams' solutions at the final team presentations. Participants share their solutions and lessons learned from their action learning process with other organizational members through annual action learning conferences and knowledge management systems (e.g., intranets) in the organization.
(Source: Adapted from Yonjoo Cho, Indiana University, 2013, P. 5, 6)

11. Key Benefits and importance of Action Learning

Reg Revans is known for his belief that "there can be no learning without action, and no action without learning." This philosophy emphasizes the importance of practical engagement in learning, suggesting that effective learning occurs through real-life challenges and experiences (Damien Mcloughlin, EJM 38(3/4) P. 433-445, 2004). Action learning enhances problem-solving skills, fosters collaboration, and promotes personal growth through real-world experiences and reflective practices. The key benefits and importance of Action Learning process outlined below:

11. I) Enhanced Problem-Solving Skills: Participants develop critical thinking and problem-solving abilities by tackling real issues collaboratively.

11. II) Leadership Development: Action learning fosters leadership skills, as individuals take turns leading discussions and facilitating the learning process.

11. III) Team Building: The collaborative nature of action learning strengthens relationships among team members, promoting a culture of trust and support within organizations.

11. IV) Collaboration and Teamwork: By forming small groups, action learning promotes teamwork and collective intelligence. Participants learn to leverage diverse perspectives, leading to more creative solutions and a deeper understanding of the challenges faced.

11. V) Reflective practice: Action learning provides a structures space from reflection, enabling individuals to analyze their experiences and learn from both successes and failures. This reflective process helps participants identify patterns in their behavior and improve their decision-making skills.

11. VI) Practical Application: Unlike traditional training methods, action learning focuses on practical solutions and immediate application, making it highly relevant to participants' work environments.

11. VII) Personal and Professional Growth: Engaging in action learning sets allows individuals to develop essential soft skills, such as communication, leadership and coaching abilities. Participants often report increased self-awareness and confidence as they navigate real-world problems.

11. VIII) Supportive Learning Environment: Action learning creates a safe and supportive space for participants to share challenges and seek feedback from peers. Their support atmosphere fosters trust and encourages open dialogue, which can lead to innovative solutions and personal development.

11. IX) Immediate Application of Learning: The action learning process emphasizes "learning by doing", allowing participants to apply their knowledge and skills in real-time situations. This immediacy enhances the relevance of the learning experiences and helps solidify new concepts.

12. How Action Learning can benefit for Individual or an organization

Following table highlights the Action Learning can benefit you or your organization-

Table 2: The above table Highlights Benefits from Action Learning for Individuals & Organizations

Benefits for Individuals	Benefits for Organizations
Pause – time to step back & think	Address organizational challenges
Gain and improve skills	Behavior and Culture change
Build networks and deeper relationships	Develop key skills in your people
Constructive support and challenge	Increased collaboration
Learn through doing	Improved leadership
Increase self-awareness and confidence	Reduce silos
	Cost effective development whilst 'working on the job'

In summary, action learning is a dynamic approach to learning that emphasizes the integration of action and reflection, making it a powerful tool for personal and organizational development. It encourages participants to engage deeply with their challenges, fostering a culture of continuous improvement and collaborative problem-solving. action learning is a powerful methodology that not only addresses immediate organizational challenges but also contributes to the long-term development of individuals and teams. By fostering collaboration, reflection, and practical application, action learning creates a dynamic learning environment that drives meaningful change.

13. PDCA Cycle in Action Learning: Plan–Do–Check–Act (PDCA) Approach

The **PDCA cycle** is a simple yet powerful framework for continuous improvement, and it can be applied effectively in **Action Learning**—where real problems are solved while developing people's skills.

Here's how it works in that context:

13. 1. Plan
● Define the problem or goal clearly.
● Gather facts, data, and perspectives from the Action Learning team.
● Identify possible solutions or strategies.
● Decide on measurable success criteria.

Example: In a leadership development program, the team plans to improve internal communication by reducing email response time by 20% in 3 months.

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13. 2. Do
● Implement the agreed solution on a small scale or pilot basis.
● Assign clear roles and responsibilities.
● Keep records of actions taken and observations made.

Example: The team tests a new communication protocol in one department for 4 weeks.

13. 3. Check
● Review the results against the success criteria.
● Analyze what worked, what didn't, and why.
● Gather feedback from stakeholders.

Example: After the pilot, the team finds response times improved by 15%, but some staff felt overloaded with instant messages.

13. 4. Act
● Standardize and roll out successful changes.
● Adjust or redesign the plan if results fall short.
● Begin the cycle again for further improvement.

Example: The team refines the protocol to balance speed with workload, then implements it company-wide.

Tip: In Action Learning, PDCA is most effective when combined with reflective questioning—encouraging participants to think about *how* they approached the problem, not just *what* they did.
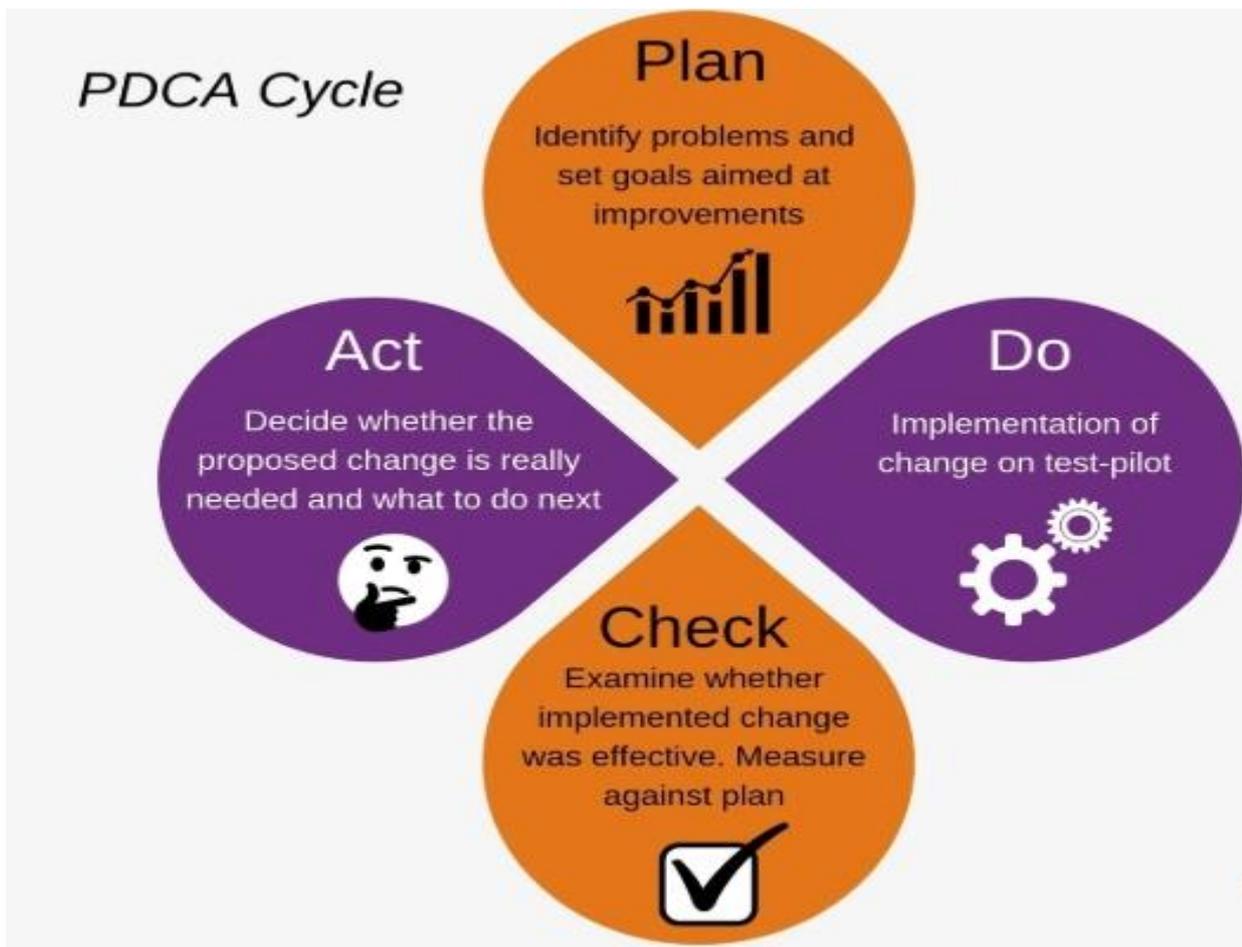
Pic. 5 shows: PDCA Cycle

More elaborately, in action learning, the PDCA cycle is applied to real-world scenarios, allowing participants to learn by doing. Here's how the PDCA cycle can be integrated into action learning:

Plan: Identify a specific problem or opportunity for improvement within the action learning context.

Do: Implement the identified solution on a small scale to test its effectiveness.

Check: Analyze the results of the implementation to determine if the solution has achieved the desired outcomes.

Act: Based on the analysis, decide whether to standardize the solution for broader application or revise the plan for future improvements.

This approach not only enhances the learning process but also fosters a culture of continuous improvement within the action learning environment.

14. Assessing the Impact and Effectiveness of Action Learning Programs

The effectiveness of action learning programs is supported by evidence from various studies. These programs have been reported successful in developing broad executive and managerial leadership skills, particularly collaborative leadership and coaching skills. They also improve the ability of managers to develop integrative, win/win solutions to conflict situations. Key success factors include questioning, taking action, learning from group members, listening, group diversity, feelings of confidence and well-being, a safe environment, and the presence of a coach (H. Skipton Leonarda and Michael J. Marquardtb, 2010).

Assessing the impact and effectiveness of Action Learning programs involves evaluating their outcomes and identifying areas for improvement. To achieve this, educators and facilitators can use the following methods:

- Conduct surveys or focus groups to gather feedback from participants.
- Use metrics or benchmarks to measure program outcomes.
- Evaluate the return on investment (ROI) of the program.
- Conduct regular reviews and evaluations to identify areas for improvement.

The effectiveness of action learning programs has been supported by a review of refereed articles, theses, and dissertations that measured the impact of action learning and determined success factors. The evidence suggests that action learning:

- Develops broad executive and managerial leadership skills, particularly collaborative leadership and coaching skills.
- Improves the ability of managers to develop integrative, win/win solutions to conflict situations.
- Identifies governing variables critical to the success of action learning, such as questioning, taking action, learning from group members, listening, group diversity, feelings of confidence and well-being, a safe environment, and the presence of a coach.

Highlights significant factors for conducting successful action learning programs, including team-level processes of skilled coaching, diversity, self-directed team processes, effective team presentations, and review of team processes, as well as organization-level processes of ensuring implementation of solutions, alignment and importance of the problem, support of top decision makers, and leveraging of organizational resources.

Action Learning - A Learning Method that advantages Everyone

Action learning is a powerful methodology for accelerating individual, team, and organizational development, particularly effective in addressing complex, ill-defined

problems prevalent in the business, technology sector. It's a structured approach to problem-solving that emphasizes iterative learning through action and reflection, fostering a culture of continuous improvement and innovation.

Action Learning is a method that not only enhances the learning experience but also advantages everyone involved. It fosters a collaborative environment where individuals can learn from one another, develop critical thinking and problem-solving skills, and apply their knowledge in real-world scenarios. This approach is particularly advantageous for individuals as it encourages self-discovery, reflection, and personal growth. For organizations, Action Learning provides a platform to address real-world challenges, improve decision-making processes, and foster innovation and adaptability. It also offers a unique opportunity for employees to bridge the gap between theory and application, making it an invaluable tool for continuous learning and development.

15. Results & Research Outcomes

From this research, Author found that Action learning philosophy aids in Higher education and international organizations, Individual-Professional Skills Development, Problem solving and Organizational goal achievement. For instance, from different countries located around the World, Higher Educational Institutions (HEIs) runs their Action Learning MBAs or Post graduation and other trainings in corporate organizational industries successfully since many years, European countries to African and Asian countries but not limited to these in American continent also having positive impact from the Action Learning. Action learning has been shown to have significant results and research outcomes, particularly in terms of individual and organizational development. Here are some core outcomes:

- Enhanced Problem-Solving Skills
- Leadership Development
- Innovative Solutions
- Cross-Business Relationships through collaboration
- Individual and Professional Development
- Organizational Effectiveness

16. Further Study and Research Scope in Action Learning

The field of action learning continues to evolve, with ongoing and advanced research and studies exploring its impact on individual- professional development and educational practices. The scope of further study and research in action learning is vast and multifaceted. Key areas of focus include:

16. i) Action Research in Education: Action research is a critical methodology for educators, providing a framework for professional learning and leadership development.

16. ii) Balanced Action Learning: Theoretical and practical balance between action and learning is crucial for effective action learning interventions.

16. iii) Collaborative Action Research: Expanding on the collaborative nature of action research, exploring how different stakeholders can work together to address educational challenges.

16. iv) Evidence-Based Practice: Action research is recognized as a practical and critically reflective approach for enhancing teaching and learning outcomes.

16. v) Educational Policy and Advocacy: Examining the impact of action learning on educational policy and advocacy, including how it can influence educational reforms and standards.

16. vi) Global Action Learning (GAL): Focusing on action learning practices in different countries and cultures, comparing and contrasting approaches to educational challenges.

16. vii) Implementation in Classrooms Group/Sets Training and Project Development: A systematic review of action research studies in education contexts highlights the diversity in teaching business & Management and Develop in Leadership skills and the need for further research.

16. viii) Professional Development for Educators: Scalable action research modules are being developed to empower current and future educators, addressing barriers to action research practice.

For further study, the future studies and research scopes shall contribute to a deeper understanding of action learning's potential to improve educational practices and outcomes. They will also provide latest Action Learning trends and insights into the challenges and opportunities for further research in this field.

17. Conclusion and Recommendations

Action Learning is a powerful approach to adult education that can drive significant benefits for individuals and organizations. By designing effective and sustainable Action Learning programs, facilitating Action Learning sets and groups, evaluating and sustaining Action Learning initiatives, educators can unlock the full potential of the Action Learning model's methodologies. Action learning is a constructive program that an organization adopts to find solutions for employees' behavior working in the organization, alternatively for individuals it develops leadership or managerial abilities through proper training. The purpose of the action learning process is to find the solution to be implemented when the same problem is faced in the future.

Recommendations, I hope that this article has provided valuable insights and practical ideas regarding Action Learning for trainees or students, educators and practitioners looking to implement Action Learning in their own contexts. Specially, Higher educational Institutions (HEIs) entrepreneurs may implement Action Learning Methodologies and its philosophy to run their programs for an effective program outcomes and strategic goals. But not the least, students or trainees also may participate in Action Learning Trainings and further studies

programs to boost their managerial – professional knowledge and develop their skills in their particular professional areas.

To conclude, action learning emphasizes its role as a transformative tool for organizations to understand and navigate complex problems. It highlights the importance of problem identification, learning set formation, and the iterative action and reflection cycles. The process fosters a culture of continuous improvement and innovation, preparing individuals and teams to tackle real-world challenges effectively.

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