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AL (distinctive features of AL, purpose

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of AL sets, life span of AL sets, values underpinning AL); independent versus organization-sponsored AL sets; AL set operation (time, tone setting, set progression); set member responsibilities (presenting, supporting, preparing, reviewing); being a facilitator ...

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and support group members to select the best priorities to address, frame and clarify them, and select relevant, realistic and challenging actions to address them

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Reflective tools accompany the reader throughout to help practitioners develop their own thinking and practice of Action Learning.

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The facilitator training process. The

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A training programme takes participants through a process to develop all the skills needed to become an action learning facilitator, including: the principles and conventions of action learning. setting up new sets. the skills of facilitation. coping with challenging set members.

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Action learning is an approach to
problem solving. It involves taking
action and reflecting upon the results.

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This helps improve the problem-solving process as well as simplify the solutions developed by the team. The theory of action learning and its epistemological position were originally developed by Reg Revans, who applied the method to support organizational and business

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development initiatives and improve
on problem solving efforts. Since
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This most helpful book supports action learning practitioners in organising collaborative working and knowledge generation and implementation. The case studies help inspire and motivate readers to take action, and the book as a whole leans towards practical

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