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*"Of all that was said and done,
more has been said than done"*

Anon

Abstract

The article discusses the essence of action-based learning, the process of its implementation, and the main elements and features of its application in the field of management. In the article, the conditions of participation in action-based learning, methods of implementation, and steps of its application in the field of management were revealed. According to research results, action learning is effective in developing a number of individual leadership and team problem-solving skills. It is also an important component of the organization's effective management and development programs. The article suggests concrete approaches to applying action learning in the field of management. In particular, when conducting teamwork, organize discussions with pre-prepared questions, use motivational tools, encourage people to learn from each other, and implement learning through actions in the team according to the sequence of actions developed by us.

Keywords: Action-based learning, experience, education, encouragement and deuepartment, conditions and steps, methods of learning through activities

Introduction

Action learning is an approach to problem solving through the implementation of certain steps. This form of learning simplifies the problem-solving process and contributes to increasing the effectiveness of teamwork [Reynolds, 5-13]. Action learning theory and its epistemological stance were originally developed by University of Cambridge physicist Reg Revans, who applied the method to support organizational and business development initiatives and improve problem-solving efforts [Revans, The origin and growth of action learning]. Reg Revans encouraged managers to meet together in small groups, to share their experiences and ask each other questions about what they saw and heard. The approach increased productivity by over 30%. [0 University of Salford] Later on, he concluded that the conventional instructional methods were largely ineffective. People had to be aware of their lack of relevant knowledge and be prepared to explore the area of their ignorance with suitable questions and help from other people in similar positions.

Action learning is effective in developing a number of individual leadership and team problem-solving skills [Michael et al., 241-255] and it became a component in corporate and organizational leadership development. Confucius once said, "I hear and I forget; I see and I remember; I do and I understand," and action learning is a cycle of doing and reflecting [Sahni].

In most forms of action learning, a coach is included and responsible for promoting and facilitating learning, as well as encouraging the team to be self-managing.

The action learning process includes:

- A real problem that is important, critical, and usually complex,
- A diverse problem-solving team or "set",
- A process that promotes curiosity, inquiry, and reflection,
- A requirement that talk be converted into action and, ultimately, a solution, and
- A commitment to learning.

Action learning was represented by Revans through the following formula [Revans, Action Learning]:

$$L = P + Q$$

Where:

L is learning,

P is programmed knowledge,

Q is questioning to create insight into what people see, hear or feel.

This formula has enabled action learning to be widely used in many countries around the world.

The **purpose** of the article is to study the process of action learning, identify its features in the field of management, analyze its application conditions, elements, conditions of participation in action learning, methods and implementation steps.

The **object** of research is the process of learning through actions, the steps and methods of its implementation, and the **subject** is the superiority of this process and the possibilities of its application in the field of management.

Action-based learning is a method of developing a person or organization. The essence of this method is that by working in small groups, people are able to solve important issues or problems related to the organization, they learn by passing on their experience from one to another. There can be no learning without action and no action without learning.

Action-based learning has four main elements:

- person,
- group of people
- problem
- Take action on the problem and learn from that action.

The goal of action learning is to help people learn from their present and past actions and apply them in the future, as well as to bring people together to exchange ideas on problem solving and learning, to support and encourage each other.

The components for taking part in action learning are [Brockbank, McGill]:

- Everyone joins and participates on a voluntary basis. You can't force anyone, but you can convince people.

- Every person should have a management problem that they want to take action on.
- Each member of the group should think about the issues presented, express an opinion and treat the problems of his friends as his own.
- Taking steps and learning from those steps.

Action learning can be articulated through four questions:

- ✓ What steps should be taken?
- ✓ What to learn?
- ✓ What has changed as a result?
- ✓ What are the results?

Of all the processes aimed at improving the work of the organization, the method of action-based learning is the most effective. This method is used by managers when working with teams. Action-based learning can be applied in organizations and in human life in general.

Action learning is carried out in the following steps:

- **Presentation:** Each participant presents his problem, a relaxed atmosphere is formed.
- **Agenda approval.** Participants confirm and perform time allocation.
- **Progress report.** Each participant presents a discussion on his problem.
- **Generalization.** At the end of each discussion, the answers to the following questions are given: what is the right solution, what is the most difficult question of the discussion, how to make the work more efficient.

Managers should also use this method to learn from each other and to better organize their daily work. Action learning allows you to guide and train managers to solve problems through cooperation with each other.

There are four methods of action learning:

- method of consultation for managers [Patricio et al., 223-248],
- method of exchanging seats,
- method of mutual consultation,
- method of counseling through mixed groups.

The key to action-based learning is the need to ask questions. The questions, of course, must be specific, definite, clear, more free, non-directing. The questions should refer to the facts and opinions.

Therefore, ask people not only what they know, but also what they think about the situation, what they have done and what they are doing about those problems.

Questions can refer to either a problem or an answer, such as: what should be done, by whom, when, and how? For example, "Based on the current situation, what steps do you need to take in order to succeed?" [Peter et al.]

Seven types of questions are used in action learning:

- ✓ *Questions based on the situation of the organization.* This requires the discussion of management issues, problems and opportunities of the organization, actions carried out until then, achievements, making plans for the future.
- ✓ *Questions addressed to the person.* These questions elicit the participant's personal approach to the issue, including priorities, preference, work preferences, time management, and his/her management principles and philosophy.
- ✓ *Applied questions.* With these questions, they find out what that person has done or is doing to overcome work obstacles.
- ✓ *Questions related to career.* These questions are about personal experiences gained from previous work and the process of learning through careers are reviewed.
- ✓ *Questions related to the project.* These questions relate to how people see their role and place in the project implementation team, what contributions they have made, and what lessons they have learned.
- ✓ *Comparative questions.* These questions indicate what they have learned from books and magazines, from studying the work of others, and how they have used it or plan to use it.
- ✓ *Policy questions.* These questions are related to organizational activities, team and leadership strategies of action.

Leading questions should be avoided because such questions show that they know the answer and what the person should do. For example, "Don't you think things would be better if you..."

Many people do wrong things because they don't have the necessary information. They have a habit of taking steps at once without carefully studying the situation and opportunities. Therefore, studying is also an action. It can take a lot of time. So it is extremely important to get the questions right before people start doing research.

One of the functions of learning through action is to inform about doubts and discover how to overcome them and not to point to what is certain. Everyone who is involved in the process of action learning finds themselves in an unknown situation. In each case there will be doubts and fears about what and how to do. The more people can learn to dispel their doubts and understand the perspective of others, the more likely it is that the issue will become clearer. For this reason, there is a direct connection between doubts and questions. The art of effective questioning and creating an environment where people can debate and learn from each other is an extremely important aspect that leaders should always keep in mind.

People can perform useful activities in large groups, but cannot help each other with certain tasks. It can be extremely helpful for people to work in pairs or trios outside of large groups, as the pairs or trios complement each other with their skills and experiences. Working in small groups is also more effective in reducing the degree of risk. In this way, many problems can be avoided and successful changes can be introduced. By assigning pairs or trios to work on a task and presenting it as a group, it will be possible to overcome organizational barriers and strengthen the connection with each other.

When working in teams or trios and pairs, it is necessary:

- to form a temporary working group during the given period,
- determine your own expectations,
- establish a work schedule,
- determine how forming groups can help organize work;
- visit everyone's workplace.

For the team to work effectively, it is necessary to determine who are the important participants and how to get their support in the initial period, as well as to find out who can help and who can hinder. By

inviting supporters and opponents to a discussion with each other to hear their opinions, those who are in favor and those who are against will learn something from each other.

During teamwork, it is necessary to encourage the participants to write down what they need to do immediately after receiving the task and to briefly present the main points. They should describe not only what happened, but also what they personally did, what they learned, and what they thought about the results. These notes are the basis for clarification and further steps. The resulting advances will help people learn and recognize different opinions while moving forward in determining solutions to the problem.

Everyone makes some investments in actions-based learning. They write, plan, draw, send letters, and so on. All of these are communication investments, the results of which are different. They are the result of the steps taken by the participants and they are measurable. These results require more than just communication. They require people to be able to unite in order to achieve significant results.

One of the most important principles of action learning is learning from others and with others. Some people prefer to learn in groups by talking to each other and then developing them through personal reading and reflection [Boshyk, Dilworth]. Others prefer to start reading and thinking on their own while discussing with others. In the process of learning through actions, the needs of both types of people must be met.

Conclusions

One of the most important rules of action learning is that practical steps and learning accompany each other. The action is a group of steps accomplished in order to achieve the desired result.

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Learning is a process that allows participants to understand what they are doing and to be able to create results, preferably quickly, efficiently and at low cost.

In team meetings, conversational style rules. But visual aids also play an important role. Writing key issues on the board can often focus discussions and speed up mutual understanding and agreement. It is important to encourage team members to put their ideas on paper before the meeting begins. In this way, the level of discussion and the search for ways to solve problems will be further improved. For that, it is necessary to make accurate notes, and not just to note the issues on which they agree. The goal of this is to understand everyone's contribution and improve problem solving. This is both an action and a learning process that takes problem solving one step further.

In action-based learning groups, people need to be encouraged to learn from each other. This is one of the most powerful means by which leaders organize free and meaningful discussions, where people understand each other more than they argue. During discussions, no more is required from the leader than asking questions and encouraging action. This can increase self-confidence and the desire to involve people. This usually plays a decisive role in both success and failure.

Learning through action as a result of team discussion should affect all parties. Participants should be able to state not only what they contributed, but also what they received as results and outputs.

Action-based learning promotes teamwork and problem-solving. Action-based learning is the future of professional management. It is a work style, not just a skill. It is a way of speaking, of learning, of carrying out work.

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