

# ACTION LEARNING, LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT IN THE PUBLIC SERVICE

(Case Studies and Literature on Public Sector Services from  
the United Kingdom National Health Service)

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## ABSTRACT

Unprecedented long-term opportunities are being pursued in leadership development in the public sector with the hope of increasing the capacity and capabilities within organizations, modernizing and improving public sector services. In leadership programs, education and leadership development are the core themes of an organization.

Learning will increasingly attract Interest as an approach that simultaneously addresses problems in organizational development, where learning is embedded in a person who has quite complex problems and as a social being who interacts with other people.

Learning about leadership actions and the development of an organization in the public service provides a broad example as a learning activity with considerations and evidence in society to assess the effectiveness of an approach to developing a form of leadership generally and broadly in an organization. With collections taken from all different public services, including Health, Licensing and other public services.

This book describes various kinds of actions or ways of studying leadership in various organizations, such as social organizations, institutional organizations, health organizations and other organizations that are generally engaged in the public service sector in society in general. This book also explains in detail and details about the aspects and ways to lead a good and correct public service organization in accordance with the existing theory.

**Keywords:** *Learning; Leadership; Organizational; Public Service*

## 1. PRELIMINARY

### 1.1 Background

An organization will succeed or even fail largely determined by leadership. A noble expression says that it is the leader

who is responsible for the failure of carrying out a job, is an expression that places the position of a leader in an organization in the most important position. Meanwhile it is also described that the leader is a shepherd, and each shepherd will be

asked about his shepherding behavior (Cowan, C. A. 2014). This presentation proves that a leader, whatever form he is in, and wherever he is, will always have a very heavy and valuable burden to be accountable for his leadership. This leader works more and always rather than talks a lot, gives more good examples in his life than talks a lot without clear evidence and is more oriented towards subordinates and the public interest than from his own interests.

Talking about leadership is indeed interesting, and it can be started from any angle it will be viewed. From time to time leadership becomes a human concern. Some argue that the problem of leadership is as old as human history (Creswell, J. W. 2013). Leadership is needed by humans, because of certain limitations and advantages in humans.

On the one hand humans have limited ability to lead, on the other hand there are people who have excess ability to lead. This is where the need for leaders and leadership. Leadership is sometimes, defined as the exercise of authority and decision-making. There is also something that means an initiative to act that results in a consistent pattern in order to find a way to solve a common problem. The concept of leadership and power as a translation of power has generated an interesting interest to be constantly discussed

throughout the evolution of the growth of management thought. The concept of power is very close to the concept of leadership.

Power is a means for leaders to influence the behavior of their followers (Gary Yukl ; 2013) . In order to provide a review of the integral relationship between leadership and power. Every organization, whatever its form and name, is a system that allows everyone to develop their power to do something or not do something. Every manager, or administrator, or leader is someone who is expected to exercise some type of power within or over an organization.

This journal article focuses specifically on learning in the form of organizational and leadership development in public service capacity.

This article consists of a collection of chapters on various interesting themes from various public organization service sectors, as well as approaches to individual employee development in a particular organization, with examples from contexts within and/or outside the institution. This method includes illustrations from within the organization and cooperation within the public service system in a particular country.

## 2. CONTEXT

### 2.1 New Leadership Paradigm Policy

Joining-up or joining the government has become a media solution for many problems of coordination and monitoring or supervision of the government. Organizational issues and design systems arise that all governments certainly want public policy to achieve real change, and require cooperation between countries in providing services to the community. They must decide how to explain a problem and implement the best policies to overcome the public service problems that occur, the best way to mobilize support for a concept of change, of course requires what instruments and policies are likely to provide good results for the public service sector, about how to allocate resources to provide incentives and empower society at large, to provide results, as well as how to implement organizational responsibility and accountability.

### 2.2 Changes in the New Paradigm of Public Policy

There is a paradigm shift in the implementation of public policy and in order to understand this many situation very important to find and trace it's origins further. There are three basic paradigms of public polycys and public services in the history, for example in England after World War II, all related to the core government projects at that time, which involved different missions and strategies.

It takes a lot of time to master of policy agenda. The first paradigm that reached its peak

during and after the war, this created a state that provided prosperity, security from death or murder, by protecting the economy in the country and to maintain employment, increasing a strong ratio of professional resources according to a country's needs and charities or foundations, as well as laissez-faire economic management, which resulted in difficult times in a country.

### 2.3 Solved Issues, Tamable Issues And Smooth Servicing

The first set of policies is hard problems. This full impact originates as the last paradigm matures. What is common is the focus on issues of social exclusion and social service. The argument is the vicious circle that runs in society. its influence for reasons of geography, ethnicity, culture or factors included therein appears to have seen a sharp decline in the fabric of social life, with people remaining behind the front door, reluctant to take an active role as citizens and communities.

The health gap between the upper and lower strata of these society has reached; While the standard of education in that important field began to rise, schools for plantations sank to sink people remained at the bottom of society, and crime continued to increase, with the fear of crime becoming a major issue in the study of public opinion.

This method is carried out in certain circumstances that reflect

## **2.4 Joining Governance And Accountability**

Implication of paradigm shift described above is that the process implementing accountability is no longer in accordance with the objectives to be achieved, thus having an impact on the role of leadership in accreditation.

The main crime of this paradigm focuses on providing planned and universal economic welfare and protection for society, bureaucratic and bureaucratic machines that tend to be professional. Dominated by bureaucratic forms of organization.

While it is true that the constitutional features of the public policy system have not changed much compared to other systems, it can be seen that the development of the private sector after 1945 revealed three major steps of change that implemented these principles.

## **3. DEVELOPMENT PRACTICE LEADERSHIP**

### **3.1 Leader Development**

Chapter three of the 'Practice-developing leaders' section is a theme of studying the actions used in developing individual leadership. They draw on experiences from various government sectors and with more senior leaders at different career stages in their work. Chapter five will present a reflection on what Michael Lyons, in an interview with

Clare Rigg, said about facilitating a learning continuum for chief executives in new local authorities. In chapter six, Sue Richards recounts a ten-year period that examines a group of high-ranking officials, some established, members continued to grow during that period. In chapter seven, Frank Blackler and Andy Kennedy describe an action learning program designed to refresh the knowledge of long-serving Service chief executives.

### **3.2 Chief Executive Local Authority and Action Learned**

This chapter tells an event that occurred and lessons learned from three series of action learning activities carried out by Michael Lyons with the chief executives of local governments in New England during 2002 to 2004. This source of information was obtained from an interview with Michael Lyons (ML) conducted by Clare Rigg (CR) in 2005. This chapter is explained in an interview format with the core theme exploring why and how the impact of action learning can be used in government public services., and in particular explaining the new Facility according to Michael Lyons, who is a very experienced chief executive.

### **3.3 Learning and Leading, Learning To Become Agency Leaders**

This section is a collection of a series of learning patterns that are maintained through a combination of different participants

on each issue discussed, with one person being a member throughout the process. Its member is a chief officer. This research was conducted and took place in 1994 to 2004, and facilitated by the author in this chapter who is a reflection of the facilitator, interweaving narrative articles about activities that occur at various levels in life with stories about changes in circumstances experienced by the discussion participants. work, amidst a storm of change in management and/or public services.

The author reflects on the processes that occurred and were used in the collection, as well as their advantages and disadvantages. Draft texts were sent by workers for comment and presentation, and some comments are included. Members' names have been changed to protect confidentiality, although given their prominence in certain professions, they may be able to continue to carry out their work independently.

### **3.4 Design and Evaluation of the Chief Executive Leadership Program Experienced From the Health Sector**

What ideas support short-term, What is intensive development for experienced senior managers working in the public government sector? This chapter describes a program of action set up to 'renew and strengthen' the long-serving chief executive of the UK's National Health Service who was facing

performance pressures in office. learning that tended to be enormous and challenging. This approach is a theory that is used to help participants move away from current imperatives and reflect on the dilemmas of their situations in newer ways.

Evaluation of this data will show that the means included in a blended program create a powerful learning experience for the majority of learning participants. Other theoretical approaches besides activity theory are used to explain these results. It is suggested that, in times of constant change and frustration, programs such as those described in this chapter can help participants develop an approach that has resilience to conflict and tension to stimulate commitment and resolution.

In these situations where success criteria conflict, the responsibility of elected politicians. and full-time managers overlap, and are fault-oriented in the general organizational culture.

This chapter contain the development a theoretical approach to the program design activity tasked with 'renewing and refreshing' the long-serving chief executive of the NHS. This program is designed to help participants move away from the imperatives of the moment and reflect on their situational dilemmas in new ways. Evaluation of such data may indicate that the events included

in this program created a strong learning experience for the majority of these participants.

An activity theory approach, was used to explain these results and it can be concluded that the program is based on activity theory, using an action approach that includes an opportunity for significant reflection to occur, this learning can help participants to develop a resilient approach to conflict and tension within their organizations and re-engage with the goals they want to achieve in the future.

#### **4. ORGANIZATIONAL DEVELOPMENT PRACTICES**

##### **4.1 Levels of Action Learning Based on Experience**

A Learning to learn that if this goes well, it will be able to have a fundamental impact on most viable management practices, and anything else that needs to be learned will not achieve the right action. However, the author only comes to the conclusion, like management, is largely art and a complicated matter. While this is an absolute must and a guarantee that this will work in the end, there are many reasons why this is a more challenging to process than most learning intervention's, is not appropriate for these situation.

We always learn from reflection on interventions that produce no results at all, and this chapter represents the author's attempt to learn from one such

intervention – a development intervention with a group of senior managers in government in the UK. Looking back, it seems that there are a number of important points in this process which, if managed gradually, will produce better and more successful results in the future.

The author has changed his own practice a result of my reflection and part of my long term to learning, over and over again, through concrete action, and the conclusions for doing exercises to understand a situation based on experience, because experience is the best teacher for those who are learning.

##### **4.2 Developing Yourself as a Wise Leader, About How Can We Ask Collaboratively in the Organizational Hierarchy?**

This chapter provides a practical account of 18 months of project investigation. Six stages of inquiry were identified as follows: doing the basics, bringing a group together, creating a safe environment, sustaining inquiry, accounting for learning, and bridging gaps. that this form of collaborative inquiry is well suited to addressing a complex and unique leadership phenomenon in organizations, and some tangible benefits to project members and the organization as a whole.

Attention is paid to the politics and practices of conducting collaborative inquiry in highly interconnected organizations, and includes calls for action that must be made appropriate to the

circumstances and context to realize its enormous potential in helping us improve individual practices and specific jobs.

#### **4.3 Support Organizational Rotation In Local Authorities**

In December 2002, five teen local governments in UK were assessed by the British Audit Commission based on a comprehensive performance assessment (BPA). It was explained that some governments were considered poor or weak enough in their corporate performance to require radical planning and recovery, or a turnaround in the organization.

Forms of intervention are offered to assist local managers and politicians in the process of restoring and increasing their authority in a government organization. One of these interventions was a walk-through conducted with senior managers during 2003-2004.

Basically, public services are the responsibility of all government sectors that are oriented towards community services wherever they are, and are not limited to the health sector alone, facilitator, before discussing the two main themes that characterize such work the first is the contribution of action learning to organizational change, and good for the organization.

## **5. A NETWORK AND PARTNERSHIP: IN DEVELOPING PUBLIC POLICY AND SYSTEMS**

### **5.1 Developing Leadership in Public Service Through Demand for Action**

Public service is the obligation of every state apparatus in a country itself for the continuity of its government. Without the existence of state officials, public service actions will not be able to run.

Public services are the responsibility of all government sectors that are oriented towards community services wherever they are, and are not limited to the health sector alone. the characteristics of public services also depend on the situation and conditions of the country, because the political conditions of a country greatly influence public services in the country itself, were.

Chapters in books and journal articles on leadership development schemes are sometimes presented as mere ‘triumph narratives’ (MacLure, 1996) that describe the successful implementation of a project from design to performance evaluation.

Although not in the form that was expected, the outcomes for many participants appeared significant and positive.

## **5.2 Action Learning Partnership**

This chapter explores experiences in action from four sets of learning partnerships that the authors facilitated as part of the The Social Care Leadership Development Initiative (SCLDI) funded by the UK Department of Health. Over a three-year period, SCLDI funded around 50 studies into the timescales for action set for top management, or the entire senior management team, in local government social services departments (SSDs) in England. Since 2002, SCLDI began inviting SSD to collaborate with its partner organizations. This series presents special challenges for me as a facilitator. We are not aware of Mahoney's words of caution about home learning for local government senior management teams, and question whether internal political dynamics could hinder public service learning within government organizations. Concluding that 'for leaders and especially chief executives, it makes more sense for them to work outside the organisation in anonymous groups,' one chief executive spoke of the importance of 'trust and confidentiality in working in the public sector' in managing the learning process, stating that 'anonymity is the most important force' in a particular public service organisation ; (Mahoney, 1997:74).

Additionally, I feel that working with an entire team and an entire management partnership will inevitably create tension between individual and organizational tasks and learning processes. Given that organizational members always actively collaborate outside their learning groups.

## **5.3 Learning Actions in an Organization**

Every public service in any country definitely has its own advantages and disadvantages, this also depends on the quality of human resources in the apparatus installed to serve the public directly in society at large. The example of the health sector in the UK shows that public services there are actually quite good, but there are still many shortcomings in the health sector, especially in handling patients resulting from criminal acts. Apart from that, what is no less important is instilling a sense of professionalism throughout the public service sector or government organizations. from the leadership to the subordinates. Basically, public services cover all the livelihoods of many people, and nothing matter.

Opportunities arise in the context of groups of organizations interacting with each other, but in ways that may be inefficient and may require a high level of responsiveness in delivering benefits to society. actions within and between non-contractual



organizations is explained and illustrated with cases taken from a public service organization.

Learning about an action is an approach to developing people in a particular organizational group who make their tasks as a means to learn this is expressed by; (Pedler, 1996). Reversing and then applies it in everyday life. In this case, action learning, the starting point is an act of public service to the community according to; Revans (1998) distinguishes between puzzles and problems that occur. The puzzle is one that is difficult to fix with existing solutions, such as cost reduction, and is amenable to specialist and expert advice.

This component in action learning of Learning practices related to an action are directed through various different approaches, this is conveyed by (Pedler et al, 2005), Two core elements are consistently proven:

1. Workers who work in organizations where the solution seems unclear.
2. Participants meet simultaneously to report to each other and discuss problems and their progress (Marsick and O'Neil, 1999).

#### **5.4 The development of leadership skills of action learning.**

The participants say how action learning could be “a great complement to an overall leadership development package of the organization.” Coaches further commented that participant’s saw how action learning provided them “a forum for leaders to become self-aware of their competencies and how they might choose to use their skills with organizational issues.” Other participants were amazed at how much easier to learn leadership skills through the exercise of action learning “than the leadership programs she had conducted as a trainer for over 15 years, which took so much time to design and required much effort in advance.” Davis et al. (2012) found that action learning fostered an environment for the supportive development of collaborative leaders.

Coaches reported in their case studies how the participants “felt empowered and would in turn encourage their subordinates instead of giving criticism only.” One stated that action learning has “changed how I lead my team, and I love it.” Most of the participants were excited about how “remarkable action learning is designed for leadership skill development.”

## **6. CONCLUSION**

### **6.1 Conclusion of Action Learning in Public Services; problem systems, tensions, and future agendas**

This chapter provides a detailed explanation of the various ways Public service learning is now also used in leadership and organizational development in the public service sector in the community. They provide a rich collection and examples of learning, applied to a variety of interesting themes from across the public services in a country. The collection is unique in that it focuses on the capacity building of organizations and the wider public service system, as well as on the development of individuals, with examples from contexts within and across public service agencies or multiple agencies.

When we first thought about this book and research, we had a variety of questions about What and how is action learning used as part of public service capacity? In particular, what does action learning offer that not only develops individuals but also addresses issues in other capacities within the organization and across public service organizations in a particular country. The broader system will Build partnerships, build networks, work with diversity, and solve problems collectively together.

In this final chapter are the questions I address to gather the

insights explained by the previous chapters. In the new breakthroughs made in the development of organizations and systems, these things raise new questions, and one of them is regarding the role of the facilitator which according to the author challenges the role which has so far been minimalist and focused on a mere process.

This book describes various kinds of actions or ways of studying leadership in various organizations, such as social organizations, institutional organizations, health organizations and other organizations that are generally engaged in the public service sector in society in general. aspects and ways to lead a good and correct public service organization in accordance with the previously existing theory.

In essence, good and correct leadership and providing a good example will have an impact on the group's performance in providing good service to the community. But it is also important to remember that welfare factors in service must also be considered by top managers in an institution.

This must be generalized between any institution in a country and there should be no principle of inequality between fellow public

servants in any organization in government.

In this case the author also concludes that in public services in any sector; police, health, education, libraries, finance, tourism, roads,

religion and so on must be equal without distinguishing between certain castes in society.

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