

Subject Index

- Acceptance and Commitment Therapy (ACT), 55
- Action Learning (AL) (*see also* Lifelong action learning (LAL))
 - building agency in workplace through, 59–61
 - coaching, 154–155
 - complementarity and mutual reinforcement, 54–55
 - conceptions of, 24
 - corporate culture and ethics, 28
 - definition, 4, 6–7, 12, 17, 19–21, 36, 53–54, 56, 59, 69–70, 76, 90, 209–210, 212
 - developing self-awareness through, 56–57
 - environment and sustainability, 27–28
 - experiential school, 23
 - improving toxic work environment through, 62–64
 - learning circles, 21
 - lifelong (LAL), 13, 17, 35–50, 212
 - organizational learning and restructuring, 26–27
 - past, present and future, 19–30
 - peer coaching, 21
 - product and service innovation, 28
 - questions, 21–23, 29–30, 56, 73, 170–171
 - reflection school, 23–24
 - reflections on Waddington’s action learning intervention, 64–65
 - sales and marketing, 27
 - schools, 22–24
 - scientific school, 23
 - talent and leadership development, 25–26
- Action Learning, Action Research and Process Management (ALARPM), 24, 70–71
- Action Learning and Action Research (ALAR), 13
 - approach
 - for addressing ‘wicked’ problems, 9–10
 - challenges facing ALAR and ALAR networks, 74–76
 - contributions to knowledge, 220
 - core principles, 210–211
 - demystifying, 210–211
 - difference, 6, 11, 13
 - distinctive features of, 211
 - evolutionary nature, 9, 211, 216
 - experts, 7, 69
 - family, 218
 - ‘giants’, 218
 - genres of, 12–14
 - inclusive overview of most common, 211
 - insights into, 219–220
 - integration, 17, 72–74
 - main features, 212–215
 - model of main principles and processes, 209
 - non-negotiables, 209
 - paradigm, 69–70, 74, 76, 77, 213, 217, 209
 - participants, 77
 - practitioners, 75
 - preparation, 217–218
 - principles, 218
 - processes, 218
 - reflections, 77
 - relationships, 11
 - scholarship, 75
 - in social sciences, 7–9
 - successes, 74

- usefulness in today's world, 216
- Action Learning and Action Research Association (ALARA), 71, 77
 - culture, 71
 - evolution, 71
 - history, 71
 - origin, 71
- Action Learning and Mindfulness, 212
- Action Research (AR)
 - AI as, 172–175
 - challenges of Action Research, 121–122
 - collaborative, 5, 76, 112–113
 - critical, 5, 199
 - cycles, 69, 88
 - definition, 4–7, 17, 69–70, 83–84, 87, 89–90, 97, 100–101, 111, 170, 209–210, 213
 - demystifying, 13, 85–94
 - design, 131–137
 - emancipatory, 5
 - family, 210–211
 - 'giants', 218
 - interpretive, 5
 - modalities, 89–94
 - paradigm, 7–9, 15, 71, 74
 - participative, 5, 76
 - participatory, 13, 71–72, 91, 93, 93–94, 101, 127, 194
 - positive, 163–175
 - as practical knowing, 85–87
 - practical, 5
 - practices, 88
 - principles, 211, 216
 - problems, 121–122
 - processes, 218
 - quality, 88
 - spiral of cycles, 5
 - systemic, 69, 127–140
 - theory, 87–88
 - traditional technical forms, 211
- Action Research and Minority Problems, 170
- Action Research for Self-Study and Living-Educational Theory, 213
- Action Research Network of the Americas (ARNA), 71, 100
- Action Science, 90, 92–93, 143–144, 214
 - applied to facilitation, leadership and coaching, 154–155
 - balancing advocacy and inquiry, 153
 - concepts and processes for developing model II, 150–153
 - defensiveness as natural response, 156–157
 - double-loop learning, 150–151
 - extensions to, 153–155
 - intrapersonal and interpersonal dynamics, 144–145
 - ladder of inference, 151
 - left-hand and right-hand analysis, 151–153
 - mapping interaction patterns, 152–153
 - model I and model II as non-binary, 157
 - organizational learning, 148–150
 - theory of action, 145–148
- Action-research-based professional development programs, 112
- Action/acting, 4–5, 36, 114
 - inquiry, 129, 136
 - leadership development, 36
 - in practice, 121
- Action–reflection cycles, 100
- Active persistence and resilience, 124
- Activism, 8
- Activity, 187–189
- Advocacy, 153
- Affiliate organizations, 43
- Affirmative change agenda and topic choice, 164–165
- Agency, 58–59
 - non-managerial employees for, 62

- AL/AR paradigm (*see* Action Learning and Action Research paradigm (ALAR paradigm))
- Ambassador program, 174
- Americanized version of action learning, 24
- Analysis
 - stakeholder, 76, 136
 - SWOT, 76
- Anglo American Mining, 26
- Anti-slavery program, 133
- Appreciative inquiry (AI), 90–92, 163–164
 - as action research, 172–175
 - 4-D cycle, 164–165
 - future making focus, 170–172
 - improvisation and self-organizing, 171–172
 - inclusive, relational stance, 167–170
 - inspiring images of future, 171
 - as positive action research, 215
 - positive bias, 164–167
- Appreciative Inquiry Summit, 165
- Appreciative interview protocol, 173
- Approach(es)
 - child-centred, 130
 - client-directed, 156
 - ‘disciplines’, 98
 - flexible, 10
 - GULL’s, 37–38
 - ‘intervention’, 194
 - Living Theory, 98
- Aristotelean Law of Contradiction, 107
- Assumptions
 - epistemological, 211
 - methodological, 211
 - ontological, 211
 - tacit, 144–146
- Austrian perspective, 114–115
- Authenticity, 99, 201
- Autonomy, 114
- Axiology, 8
 - axiological, 211
- Basic Business Philosophy (BBP), 28
- Behavioural science knowledge, 87
- “Best in class” customer service, 167
- Blame, 148, 169
- Bonded labour, 130–132, 134
- Bonded Labour project, 130, 137–139
- Breaking glass, 86–87
- British Red Cross (BRC), 129, 133
- Buddy Site Initiative, 168
- Building agency in workplace, 59, 61
 - through action learning intervention, 64
 - building capacity of non-managerial employees for agency, 62
 - building managerial agency through action learning, 59–60
 - building managerial agency through mindfulness, 61
 - of non-managerial employees through action learning, 60–61
- Business Week, 25
- Business-led development, 38–40
- Causality, 128
- Cause-led development, 43–44
- Central to action science, 144
- Challenges
 - of action research, 121–122
 - complex, 6
 - facing ALAR and ALAR networks, 74–76
 - global, 6
 - Living Theory, 106–107
 - visible, 123
- Change projects, 123–124
- Child-centred approach, 130
- Child labour, 130, 134
- Church and Community Mobilization process (CCM process), 47–48, 50
- Client-directed approach, 156
- Climate change, 185, 216
- Clinical inquiry/research, 92

- Co-creative meaning making, 169
- CO₂ emissions, 27
- Coaching, action science applied to, 154–155
- Collaboration, 73–74, 202
 - cycles of inclusive collaboration, planning, action and reflection, 211
- Collaborative
 - action learning, 36, 72
 - action research, 5, 112–113
 - action inquiry, 7, 92–93
 - team work, 69
- Collaborative Action Research Network (CARN), 71
- Collective analysis, 135–136, 138–139
- Collective consciousness, 12
- Colombian sociologist Orlando Fals Borda, 101
- Common good, the, 4, 12, 74, 203, 216, 219
- Communication, 71, 73, 115, 149, 157, 184, 202
- Communication, Commitment, Competence, Compromise, Critical reflection, Collaboration and Coaching (7 Cs), 73–74, 202
- Communicative
 - action, 179, 182–185
 - power, 183, 185
 - space, 179, 183, 184
- Community
 - based research, 195
 - development, 37–38, 42–43
 - education, 194–196, 198, 203
 - engagement, 49, 76, 173–174, 193–203
 - operational research, 127
- Competence-oriented assignments, 117–118
- Competition, 12, 149
- Competitive individualism, 216, 219
- Complementarity reinforcement, 54–55
- Complexity, 5, 7, 9, 128, 144, 168, 216
- Confident People Management program, (CPM program), 59, 60
- Confidentiality, 169–170
- Conflict, 84, 133, 139, 145, 155, 157, 166, 216
- Consciousness
 - collective, 12
 - individual, 12
 - shared, 12
- Constructivism, 7, 113
- Context
 - not-for-profit, 77
 - private, 77
 - public, 77
- Cooperative inquiry, 92
- Cooperative learning and exchange, 116
- Core team, 167–168
- Corporate culture and ethics, 28
- Corporate Executive Board, 25
- Critical
 - community, 5
 - friends, 73–74, 113, 115–117, 119, 136, 138, 217
- “Critical Incidents eBook”, 60
- Critical Participatory Action Research (CPAR), 179–180, 215
 - changing practices and practice architectures, 186–188
 - communicative action in public spheres, 182–185
 - individual and collective self-reflective cycles, 181
 - participating in public sphere, 186
 - as practice-changing practice, 188–190
 - as research within practice traditions, 190
 - as social practice, 186
- Critical reflection school of action learning, 23–24
- Critical research, 5
- Cultural-discursive arrangements, 187–189

- Dahlia Campus for Health and Well-Being, 172–175
- Dahlia Campus' AI process, 173–174
- Defence mechanism, 148
- Defensiveness as natural response, 156–157
- Demystifying action research
 action research as practical knowing, 85–87
 action research modalities, 89–94
 action research practices, 88
 action research theory, 87–88
 first-person practice, 88–89
 human knowing structure, 84–85
 patterns of knowing, 85
 second-person practice, 89
 synthesis through interiority, 94
 third-person practice, 89
- Development
 academic staff, 70
 business-led, 38–40
 cause-led, 43–44
 classroom, 114
 community, 37–38, 42–43
 non-governmental organization-led, 45–46
 organizational, 24, 199
 organization-led, 41–42
 people-focused, 40–41
 personal, 44–45
 professional, 113–116
 school, 121
 sustainable, 10, 118
 young adult, 44–45
- Department of Arts, Culture, Science and Technology (DACST), 195
- Designing inclusive pathways with young adults, 48
- Deutsche Bank, 26–27
- Dialogical conversation, 89
- Didactics, 115
- Dimensions of professional practice, 114
- 'Disciplines' approach, 98
- Discovery, Dream, Design and Delivery (Ds), 92
- Discussable, 158
- Distributed leadership across system, 137
- Doctoral case study, 62–64
- Doings, 187–189
- Double-loop learning tool, 37, 150–151
- Dynamic three-step process, 84
- Dynamics, 152
- Education
 community, 194–196, 198
 higher, 70–71, 195
 4.0, 195–196
- Educational action research (EAR), 112, 214
 accepting and allocating responsibility, 124
 active persistence and resilience, 124
 collaborative action research, 112–113
 examples from Austrian perspective, 114–115
 first person research, 112
 flexible plans and use of windows of opportunity, 123
 individual and organizational efforts, 123
 masters course "professionalization in teaching profession", 119
 PFL courses, evaluation outcomes and research findings across, 118–119
 practitioners' research, 112
 primary school participating in PFL, 116–118
 problems and challenges of Action Research, 121–122
 ProFiL courses, evaluation outcomes and research findings across, 120–121
 reflections, 122–123

- secondary school participating in ProFiL, 119–120
- teacher professional development, 113–114
- university course “teacher education in subject areas”, 115–116
- visible challenges and visible success, 123
- Educational influence in learning, 98, 104
- Educational knowledge, 122
- Educational theory, 98
- Emancipation, empowerment and emergence (Three Es), 74
- Emancipatory research, 5
- Embarrassment, 145–146, 149, 157
- Embedded processes for collective analysis of data, 135–136
- Embodied beings, 188, 189
- Emergence, 74, 219
- Emergent inquiry process, 87
- Emotional states, 57
- Empirical method, 84–85
- Engagement, 63, 75
- Energy-flowing values, 102
- Environment and sustainability, 27–28
- Epistemicide, 102
- Epistemology, 8
 - epistemological, 6, 211
- Equality, 77, 219
- Espoused theory of action, 146–147
- Ethics, 28
- Eurest, 41
- Evidence based change, 102
- Experiential school of action learning, 23
- Exploring Modes of Inquiry, 167
- Extended epistemology, 85
- Facilitating SAR, 127–140
- Facilitation, action science applied to, 154–155
- Fear of Freedom, 103
- Fear-based images, 171
- Feeling relatedness, 29
- First ALARPM World Congress, 71, 77
- First person research, 112
- First Symposium on Action Research in Higher Education, Industry and Government, 77
- First-person practices, 88–89
- Freedom Fund modern slavery project, 138
- Fundamental attribution error, 148
- Future making of AI, 170, 174
- General empirical method, 90
- Generative insights and empirical method across action modalities, 91
- Genre(s), 6–7, 90, 211–212, 219
- Global Centre for Work-Applied Learning (GCWAL), 71
- Global competencies, 26
- Global Leadership Program, 26
- Global University for Lifelong Learning (GULL), 35–37, 39, 49–50, 71
 - approach to LAL for personal and community development, 37–38
 - development initiative, 41
- Globalization, 30
- Governing values, 146–148, 150
- Governing variables, 146
- Government, 71, 195
- Ground rules, 154–156
- High reliability organizations (HROs), 149
- Higher Education, 70–71
- Hospital International Communications project (HIC project), 20
- Human Development Institute (HDI), 43
- Human knowing, structure of, 84–85
- Human relationships, 11
- Human Resource Development (HRD), 62

- Human sentience, 219
 Human systems, 165, 170–171
 Humanity, 98, 102–105
 Hunter Douglas Window Fashions
 Division (HDWFD), 172
- 'I' as a living contradiction, 105
 Implicit theory, 146
 Improvisation, 171–172
 In-company action learning, 21
 Inclusion, 40
 Inclusive, relational stance of AI,
 167–170, 173–174
 co-creative meaning making, 169
 confidentiality, 169–170
 core team, 167–168
 inclusive inquiry, 168
 'Innovation culture', 123
 Inquiry, balancing, 153
 Inspiring images of future, 171
 Institut für Unterrichtsund
 Schulentwicklung (IUS),
 114
 Institute of Development Studies
 (IDS), 130
 Institutionalized reflection loops, 113
 Instrumental action (*see* Strategic
 action)
- Inter-subjective
 agreement, 182
 conditions, 187
 criticism, 99
 testing, 99
 Interiority, 94
 Interlocutors, 187, 189
 Internally displaced people camps
 (IDP camps), 139
 International Federation of Action
 Learning (IFAL), 25
 International Financial Review (IFR
 magazine), 26
 International Management Centre, 24
 International Management Centres
 Association (IMCA), 70
 International NGO (INGO), 132
 Interpersonal dynamics, 144–145
- Interpretive research, 5
 Intersubjective agreement, 182, 185,
 186
 Intervention approach, 194
 Intrapersonal dynamics, 144–145
 Irrational practices, 181
- Journals, 211
 Joy to World Community Services
 (JWCS), 44
- Knowing
 practical, 83, 85–88
 Knowledge
 contributions to, 6, 99,
 209–210, 220
 created through democratic,
 distributed action
 leadership, 220
 creation, 99
 democracy, 99–100
 indigenous, 102, 220
 intuitive, 220
 local, 197–198, 203, 219–220
 mobilization, 99–100
 practical, 5, 112, 216
 scientific, 87, 196–197
 shared, 219–220
 spiritual, 220
 theoretical, 74, 113, 121, 219–220
- Krainer's four-dimension model, 114
- Ladder of inference, 151
 Language, 187–189
 Large System Action Research, 127
 Leadership
 action science applied to, 154–155
 democratic, 209–210, 216, 220
 distributed, 131, 137
 facilitative, 10
 shared, 210
- Learning, 23, 93
 collaborative, 40, 209–210, 216
 conference, 71–72, 107
 cycle, 38
 double-loop, 37, 150–151

- educational influences in, 98–99, 101–102, 104–105, 107
- equation, 4, 22
- experiential, 9, 36, 88–89, 106–107
- history, 89–90, 93
- lifelong, 36, 194–196, 198
- lifelong action learning (LAL), 13, 17, 35–50, 212
- mutual, 12–13, 75, 154
- networked, 131, 136
- organizational, 25, 26–27, 42, 76, 148–150
- outcomes, 73
- professional, 37, 111–112
- self-directed, 40, 48, 195, 198
- Learning circles, 21
- Learning for Transformation (LfT), 45–46, 50
- Left-hand analysis, 150–152
- Legitimation deficit, 184–185, 189
- Lifelong action learning (LAL), 13, 17, 35–50, 212
 - business-led development, 38–40
 - cause-led development, 43–44
 - community development, 42–43
 - creating self-sustaining networks for inclusive, 50
 - GULL's approach to, 37–38
 - NGOs-led development, 45–46
 - organization-led development, 41–42
 - people-focused development, 40–41
 - poverty alleviation, 47–48
 - self-directed networks, 48–50
 - workplace, 38
 - young adult development, 44–45
- Lifelong action learning for
 - community development, 48
- Lifelong learning (LL), 36
- Living Theory
 - approach, 98
 - challenges, 106–107
 - How*, 104
 - research processes, 105–106
 - What*, 102–103
 - Why*, 103–104
- Living-educational-theories, 97–98
- Mapping, 152
 - interaction patterns, 152–153
- Marketing, sales and, 27
- Master and/or Doctor of Business Administration (MBA/DBA), 70
- Masters and doctoral programs, 105–106
- Masters course “professionalization in teaching profession”, 119
- Material-economic arrangements, 187, 188, 189
- Meaning making, 169, 174
- Meditation, 54, 58, 64, 99
- Medium Term Strategic Framework (MTSF), 195
- Mental health, 55–56, 58–59
- Mental Health Centre of Denver (MHCD), 173
- Merger, 70, 166
- “Methodologically devised schemes of constructive symbolism”, 104
- Methodology, 8, 104, 121, 194–196, 198–201
 - methodological, 7–8, 75, 98, 104, 128, 130, 197–198, 211
- Mindful awareness, 54
- Mindful Awareness Research Center (MARC), 54
- Mindfulness, 54
 - building agency in workplace through, 61–62
 - complementarity and mutual reinforcement, 54–55
 - developing self-awareness through, 57–58
 - fostering, 218
- Mindfulness Based Stress Reduction program (MBSR program), 54
- Model I, 146–147, 154, 157

- Model II, 147, 149–153, 157
- Model O-I, 148–150
- Model O-II, 149–150, 157
- Modern slavery, 130, 134, 137–139
- Movement-based action research
 - processes, 139–140
- Movement based change, 137
- Multi stakeholder
 - analysis of data from multiple inquiries, 136
 - engagement across problem domain, 133–134
- Multiple inquiry groups across organizational system, 133
- Multiple-problem format, 21
- Mutual
 - learning, 75, 154
 - rational control, 99
 - reinforcement of AL and mindfulness, 54–55
 - understanding, 182–183
- Neoliberalism, 12, 216
- Network Educational Action
 - Research Ireland (NEARI), 106–107
- Networked learning architecture, 136
- Networking, 114, 122
- Non-binary, model I and model II as, 157
- Non-governmental organization (NGO), 45–46, 131, 138
- Non-managerial employees
 - through action learning, 60–61
 - for agency through mindfulness, 62
- Novartis, 168, 170
- Novartis' Buddy Site Initiative, 168
- Narcissistic manager, 63
- Narrative analysis, 131–132, 138
- Observing phase, 5
- Ontology, 8
 - ontological, 6, 97–98, 103–105, 107–108, 196, 211
- Open-group approach, 21
- Open groups with changeable membership, 134
- Openness to new ideas, theories and practices, 218
- Order of Australia, 74
- Organic movement-based process, 139
- Organization(al), 167
 - consultants, 169
 - defences, 155–156
 - development, 24
 - effort, 123
 - learning, 26–27, 148–150
 - organization-led development, 41–42
 - positive core of organizational life, 165–166
- Outcomes
 - positive, 7, 66, 169, 220
 - sustainable, 7, 66, 197, 220
- Overarching, 36
- Overview, 6–7, 13, 17, 173
- Pädagogik und Fachdidaktik für
 - Lehrkräfte (PFL), 114–116
 - evaluation outcomes and research findings, 118–119
 - primary school participating in, 116–118
- Paradigm
 - alternative, 10, 74–75, 217–218
 - core principles, 209
 - dominant, 10, 14, 210, 216, 219
 - emerging, 6, 8
 - evolutionary, 9, 211
 - mainstream, 220
 - non-negotiables, 209
 - non-positivist, 10
 - participatory, 4, 72, 81
 - positivist, 14
 - R&D, 6
 - social sciences, 7–9, 217–218
 - transformative, 197, 203, 219
 - wars, 70
- Participant(s), 5, 8, 37, 98, 120, 123, 131, 168, 180, 183, 217

- Participation, 64, 93, 100, 116, 120, 211, 218
- Participative and collaborative research, 5
- Participatory, 4, 7, 81, 101, 129, 180
- Participatory Action Learning and Action Research (PALAR), 70, 194–196, 200
- for community engagement, 215
- as facilitation process, 201–203
- as methodology, 198–201
- as philosophy or paradigm, 196–198
- template to guide critical reflection, 202
- as theory of learning, 198
- Participatory Action Research Network (PAR Network), 71, 93–94, 101, 127, 194
- Participatory paradigm, 7–8
- Participatory Research in Asia (PRIA), 101
- Partnership, 43, 173
- development, 199
- Peace building, 44, 49
- Pedagogy, 115
- Peer coaching, 21
- People Against Sexual Abuse (PASA), 166–167
- People-focused development, 40–41
- Personal and professional development, 40
- Personal ‘business challenge’, 38–39
- Personal constructs, 73
- Personal development, GULL’s approach to LAL for, 37–38
- Personal encouragement, 49
- Personal viability (PV), 43, 50
- Physical sciences, 29
- Physical space-time, 187, 188, 189
- Planning, 5
- Plurality, 132
- Policy in South Africa, 195
- Positive
- action research, 170
- attitude, 166–167
- bias, 164–167
- change, 5, 13, 36, 48, 163, 165, 171, 217–218
- core, 165–166, 169
- outcome, 7–8, 66, 169
- transformational change, 9, 216
- Positive Attitudes Solutions and Actions (PASA), 166–167
- Positivism-interpretivism dimension, 107
- Poverty, 48, 51, 198, 216
- alleviation, 47–48
- Power, 187–189
- Practical research, 5
- Practice(s), 179, 187
- architectures, 179, 186–188
- changing, 186–188
- critical participatory action research as practice-changing practice, 188–190
- definition, 187
- first-person, 88–89, 190
- second-person, 88, 89, 92
- social, 180, 182, 186
- third-person, 88–89, 190
- Practitioners’ research, 112
- Prefigure practices, 188
- Primary school participating in PFL, 116–118
- Private Sector Working Group, 54
- Process management, 24, 71, 77
- group, 70
- Product and service innovation, 28
- Professional community, 116, 121–122
- Professional learning, 37
- Professionalism, 37
- Professionalität im Lehrberuf (ProFil), 115, 119
- evaluation outcomes and research findings across, 120–121
- secondary school participating in, 119–120
- Programmed knowledge, 4, 22, 23
- Public discourse, 184–185, 189
- Public sphere(s), 179, 180, 183–185

- communicative action in, 182–185
- participating in, 186
- Qualitative research method, 115
- Quality
 - of action research, 113
 - management, 148
- Quantitative research method, 115
- Questioning, 22, 23
- Real organizational issues, 87
- Recognition, 28, 49, 73, 74, 104, 123–124, 198
- Reflection(s), 5, 21, 77, 114, 155
 - critical, 23–24, 37, 73, 76–77, 90, 198, 202, 216, 219
 - critical self-, 209, 210
 - meta-, 210, 217
 - self-critical, 14, 213, 215
 - on Waddington's action learning intervention, 64–65
- Reframing, 155
- Refugee Action Network for IDP and Refugee (RANIR), 139
- Refugees, 133, 216
- Relatings, 187, 188, 189
- Relational constructionist research, 167
- Relational stance, 167–170
- 'Relational volunteering' model, 138
- Relationship(s)
 - purposeful, 217
 - team building, 218
- Relationships, reflection and recognition/reward (three Rs), 73, 202
- Research, 103
 - culture, 77, 123
 - research-and-discovery approach, 116
 - research within practice traditions, 190
 - tradition, 131, 179
 - validity, 5
- Research and development approach to, 76
- R&D, 6
- Researcher
 - academic, 3, 76, 197, 201
 - co-researcher, 7
 - positivist, 15, 72
 - role, 7, 8
 - university-based, 194, 201–203
- Responsibility, 100, 124
- Restructuring, 26–27
- Retention and career development, 40
- Rethinking vulnerability project, 129, 137–138
- Revans, Reg (father of Action Learning), 19, 21
- Right-hand analysis, 150–152
- "Root cause of success" analysis, 166, 169
- Sales and marketing, 27
- Sayings, 187, 188, 189
- School development, 130
- Schools Council Mixed Ability Exercise in Science, 100
- Schwarz's ground rules, 154–155
- Scientific school of action learning, 23
- Second-person practices, 88, 89
- Secondary school participating in ProFil, 119–120
- Self
 - awareness, 55–64
 - directed networks, 48–50
 - distortion, 57
 - fulfilling prophecy, 145, 153
 - organizing, 171–172
 - sealing process, 145, 152
 - serving bias, 148
 - studies, 97–98
- Self-Study and Living Educational Theory, 101–102
- Self-study of teacher education practices, 101–102
- Semantic space, 187, 188, 189
- Sense of self (SOS), 55, 56
- Shared
 - action leadership, 218
 - concerns, 7, 183, 186, 209–211, 219

- consciousness, 12
- focus development, 199–201
- interest, 12, 216, 219
- leadership, 77
- Single-problem group, 21
- Skill(s)
 - building, 121
 - development, 40
- Smarter teams, 154
- Social
 - beings, 187, 188, 189
 - change, 13, 72, 93, 106, 137, 193, 197
 - construction, 175
 - constructionist theory, 169
 - issues, 106, 107
 - justice, 74, 77, 195–197, 219
 - movements, 185
 - social-political arrangements, 187, 189
 - space, 187, 188, 189
 - systems, 185
- Social practice(s), 180
 - critical participatory action research as, 186
- Social sciences
 - learning and research paradigms in, 7–9
- Solidarity, 183, 187–189
- Strategic action, 182
- Strengths, weaknesses, opportunities and threats analysis (SWOT analysis), 76
- Structure of human knowing, 84–85
- Structured large-system action research, 137–138
- Subject-related knowledge, 122
- Subjective conditions, 187
- Subjectivity, 7
- Sustainability, 10–11
 - environment and, 27–28
 - sustainable, 10
- Synergy, 29, 30
- System dynamics, 128, 129
- Systematic Participatory Inquiry
 - Research and Action Learning (SPIRAL), 71
- Systemic Action Research (SAR) (*see also* Educational action research (EAR)), 127–128, 131, 214
 - designing, 137
 - implications of systems thinking for AR design, 131–137
 - movement-based action research processes, 139–140
 - nature and scope of projects, 129–131
 - for peace in Mali project, 130
 - structured large-system action research, 137–138
 - systemic in, 128–129
- Systemic Practise and Action Research, 127
- Systemic, 9, 127, 133
- Systems theory, 113
- Systems thinking, 128
 - distributed leadership across system, 137
 - embedded processes for collective analysis of data, 135–136
 - emergent research design with strong bias to methodological pluralism, 132
 - implications for action research design, 131
 - inquiries, 134
 - multi stakeholder engagement, 133–134
 - multiple inquiry groups across organizational system, 133
 - networked learning architecture, 136
 - open groups with changeable membership, 134
 - process for understanding system dynamics, 131–132
 - strong contextually situated evidence, 134–135
- Tacit beliefs, 144
- Talent

- and leadership development, 25–26
- management, 25
- Teacher education practices, self-study of, 101–102
- Teacher Education Quarterly, 101–102
- Teacher professional development programs, 111–114
- Teacher professional education, 111
- Teachers, 4, 70, 112–113, 115–124, 133, 174
- Team decision-making, 154
- Team dynamics, 158
- Technical rationality, 122
- Technology, 30
- Theoretical framework, 9, 72
- Theory
 - of action, 142, 145–148, 152, 157
 - action science, 142–148
 - appreciative inquiry, 163–175
 - complexity, 9
 - critical, 7, 13
 - educational, 98
 - espoused, 73, 77, 146–147, 152, 155
 - experiential learning, 9
 - grounded, 9, 73
 - hope, 9
 - in-use, 73, 90, 146, 148, 151
 - living-educational, 97–107
 - participatory, 4, 7, 8
 - systemic, 9
- Third-person practices, 88, 89
- Threat, 29, 76, 121, 145, 146, 148, 149, 156, 210
- Toxic leaders, 63
- Toxic organizational environment, 63
- Toxic triangle, 63
- Toxic work environment, 62
 - building agency through action learning intervention, 64
 - developing action learning intervention, 63
 - developing self-awareness through action learning intervention, 63–64
- Traditional Participatory Action Research, 173
- Training, service and revenue (TSR), 45
- Transformation
 - positive, 8
 - worldview, 9
- Transformation(al), 9
 - process, 172
- Triple Bottom Line (TBL), 10
- Turning Points' Exercise, 11
- Two column analysis, 151
- UK Mindfulness All-Party Parliamentary Group (MAPP Group), 54
- Uncertainty, 112, 216
- Undiscussable, 157–158
- Unforced consensus, 183
- Unilateral control, 154
- United States Agency for International Development (USAID), 130
- United States Institute of Peace (USIP), 130
- Universality of Model I, 147
- University course “teacher education in subject areas”, 115–116
- Unjust, 182
- Unsustainable, 182
- Untoward consequences of practices, 181
- Validity, 8
 - claims, 183
- Values
 - humanitarian, 77
 - inclusive, 6
 - worldviews, 6, 8, 77
- Valuing volunteering project, 130, 137, 138
- Virtual reality simulations, 30
- Virtuality, 30
- Voluntarism, 183
- Voluntary Service Overseas (VSO), 130, 136
- Vulnerability, 137

- Waddington's action learning
 - intervention, reflections on, 64–65
- Whole-system dynamics, 144
- Wicked' problems, 9–10
- Work, 187, 189
- Working relationship development, 199–201
- Workplace, building agency in, 59–62
- World Institute for Action Learning (WIAL), 25
- Worldview(s), 6, 9, 14, 15, 77, 167, 210, 219, 220
- World Vision (WV), 46
- Young adult development, 44–45