

Goals

1. What do we mean by informal learning?
2. What sort of learning opportunities do managers have when entering leadership roles?
3. How can managers harness potential opportunities for learning from experience?
4. What sort of resources help managers learn from experience?
5. Do we misunderstand how leadership training programs contribute to learning?

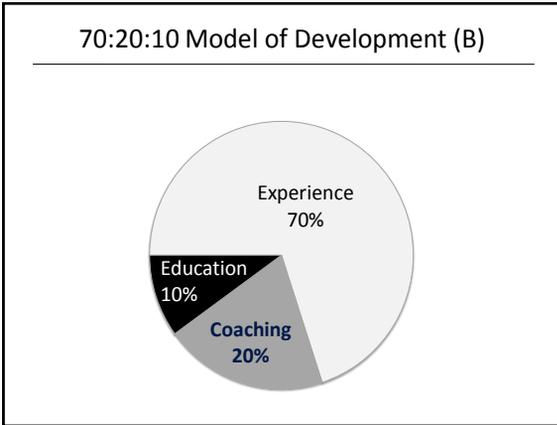
Understanding Workplace Learning

F O R M A L	Conscious vs Implicit	I N F O R M A L
	Planned vs Unpredictable	
	Pre-defined Objectives vs Incidental Learning	
	Repeatable vs Ad-Hoc	
	Spatially Bounded vs Spatially Dispersed	
	Temporally Bounded vs Temporally Dispersed	

70:20:10 Model of Development (A)

"The 3 E's"

Category	Percentage
Experience	70%
Exposure	20%
Education	10%



Categorising Using 70:20:10 Models

- Selected examples of potential learning in two sites:
 - Leadership training program
 - Business unit
- Using both 70:20:10 models of development decide which category each example fits into:
 1. Experience - 70%
 2. (A) Exposure or (B) Coaching - 20%
 3. Education - 10%

Scenario One




LOCATION	CONTEXT	PEOPLE	ACTIVITY
Leadership Training program held at company's internal training centre	Participants organised into four groups; each group seated around a table in training room	Novice managers and experienced first level managers, some second level managers	<ul style="list-style-type: none"> ▪ Each group to develop: <ul style="list-style-type: none"> • A strategy for taking over a low-performing team. • Weekly, monthly and quarterly plans ▪ Resources include team members' HR records, performance measures and internal customer service survey results



Scenario Two



LOCATION	CONTEXT	PEOPLE	ACTIVITY
Leadership Training program held at company's internal training centre	Lunch and afternoon tea breaks, and training activities following receipt of 360-degree performance assessment report	One first level manager and various fellow course participants	<ul style="list-style-type: none"> ▪ Manager discusses poor evaluation received from supervisor ▪ Voices doubts as to whether she should continue in her role or look for an alternative ▪ Seeks advice from colleagues on how to discuss results with manager



Scenario Three



LOCATION	CONTEXT	PEOPLE	ACTIVITY
Business Unit	Daily management meeting held in corner of the business unit	Novice manager, experienced team managers and BUM	Novice manager listens to experienced managers discussing how best to manage a difficult employee in another manager's team



Scenario Four



LOCATION	CONTEXT	PEOPLE	ACTIVITY
Business Unit	Unplanned interactions	Novice manager and his supervisor	Seeks advice on procedures and templates for managing three-month formal warning program for underperforming team member

Scenario Five

LOCATION	CONTEXT	PEOPLE	ACTIVITY
Business Unit	Unplanned interaction	Novice manager and his supervisor	<ul style="list-style-type: none"> ▪ Supervisor advises new manager on how he mishandled a team brainstorming activity. ▪ Gives advice and strategies for improving how he facilitates this type of meeting

Review

No	Activity	MODEL A	MODEL B
1	Leadership Training – Group Exercise	Education	Education
2	Leadership Training – 360 Degree discussions	Education	Education
3	Business Unit – Observing management meeting	Exposure	Experience
4	Business Unit – Preparing to manage first formal warning	Experience	Experience
5	Business Unit – Feedback on facilitating brainstorming activity	Experience	Coaching Experience

Shortcomings of the 70:20:10 model

Shortcomings of the 70:20:10 model

- May be adopted as a rule not a guide
- Over-simplifies a complex process
- Experience offers *potential* learning opportunities
- Little attention on 'if' and 'how' learning actually occurs

Introducing Research Site

- "Producing" Managers
- Informal Apprenticeship – Managerial 'P-Plates'
- Stretch Assignments
- 24/7 Operations – Often Manager in Charge A/H
- Performance Management System:
 - Leadership Capabilities Framework
 - 360-degree Performance Evaluation
 - Performance Reviews and Development Plans
 - Performance Coaching

Alternative Approach



➔ How might novice managers learn from experience and what supports them in doing so?

Eraut's Typology of Informal Learning

TIME	IMPLICIT	REACTIVE	DELIBERATIVE
PAST EPISODE(S)	Implicit linkage of past memories with current experience.	Brief <i>near-spontaneous reflection</i> on past episodes, events, communication.	<i>Discussion and review</i> of past actions, events, experiences. More <i>systematic reflection</i> .
CURRENT EXPERIENCES	A selection from experience enters the memory.	<i>Incidental noting</i> of facts, opinions, impressions. <i>Recognition</i> of learning opportunities	<i>Engagement</i> in decision-making, problem-solving, planned informal learning.
FUTURE BEHAVIOUR	Unconscious effects of previous experiences. Unconscious expectations.	Being prepared for <i>emergent</i> learning opportunities. <i>Recognition</i> of possible future learning opportunities.	<i>Planned</i> learning goals. <i>Rehearsing</i> for future events. <i>Planned</i> learning opportunities.

Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247-273.

Categorising Using Eraut's Typology

- Selected examples of potential learning in two sites:
 - Leadership training program
 - Business unit
- Using Eraut's Typology map each example to a particular:

Time of Focus and Level of Intention

- | | |
|------------|-----------------|
| 1. Past | 1. Implicit |
| 2. Current | 2. Reactive |
| 3. Future | 3. Deliberative |

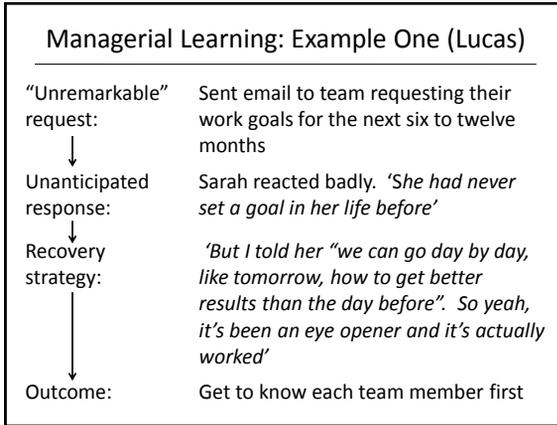
Scenario One

PAST CURRENT FUTURE			IMPLICIT REACTIVE DELIBERATIVE
LOCATION	CONTEXT	PEOPLE	ACTIVITY
Leadership Training program held at company's internal training centre	Participants organised into four groups; each group seated around a table in training room	Novice managers and experienced first level managers, some second level managers	<ul style="list-style-type: none"> ▪ Each group to develop: <ul style="list-style-type: none"> • A strategy for taking over a low-performing team. • Weekly, monthly and quarterly plans ▪ Resources include team members' HR records, performance measures and internal customer service survey results

PAST CURRENT FUTURE		Scenario Two		IMPLICIT REACTIVE DELIBERATIVE	
LOCATION	CONTEXT	PEOPLE	ACTIVITY		
Leadership Training program held at company's internal training centre	Lunch and afternoon tea breaks, and training activities following receipt of 360-degree performance assessment report	One first level manager and various fellow course participants	<ul style="list-style-type: none"> ▪ Manager discusses poor evaluation received from supervisor ▪ Voices doubts as to whether she should continue in her role or look for an alternative ▪ Seeks advice from colleagues on how to discuss results with manager 		

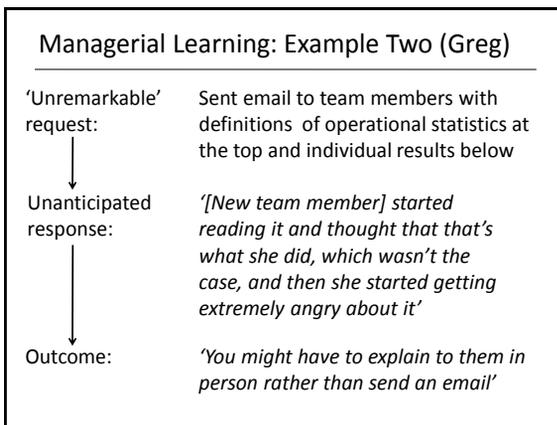
PAST CURRENT FUTURE		Scenario Three		IMPLICIT REACTIVE DELIBERATIVE	
LOCATION	CONTEXT	PEOPLE	ACTIVITY		
Business Unit	Daily management meeting held in corner of the business unit	Novice manager, experienced team managers and BUM	Novice manager listens to experienced managers discussing how best to manage a difficult employee in another manager's team		

PAST CURRENT FUTURE		Scenario Four		IMPLICIT REACTIVE DELIBERATIVE	
LOCATION	CONTEXT	PEOPLE	ACTIVITY		
Business Unit	Ad-hoc interactions	Novice manager and his supervisor	Seeks advice on procedures and templates for managing three-month formal warning program for underperforming team member		



Managerial Learning: Example One (Lucas)

TIME	IMPLICIT	REACTIVE	DELIBERATIVE
PAST EPISODE(S)	Implicit linkage of past memories with current experience.	Brief <i>near-spontaneous reflection</i> on past episodes, events, communication.	<i>Discussion and review</i> of past actions, events, experiences. More <i>systematic</i> reflection.
CURRENT EXPERIENCES	A selection from experience enters the memory.	<i>Incidental noting</i> of facts, opinions, impressions. <i>Recognition</i> of learning opportunities	<i>Engagement</i> in decision-making, problem-solving, planned informal learning.
FUTURE BEHAVIOUR	Unconscious effects of previous experiences. Unconscious expectations.	Being prepared for <i>emergent</i> learning opportunities. <i>Recognition</i> of possible future learning opportunities.	<i>Planned</i> learning goals. <i>Rehearsing</i> for future events. <i>Planned</i> learning opportunities.



Managerial Learning: Example Two (Greg)

TIME	IMPLICIT	REACTIVE	DELIBERATIVE
PAST EPISODE(S)	Implicit linkage of past memories with current experience.	Brief <i>near-spontaneous reflection</i> on past episodes, events, communication.	<i>Discussion and review</i> of past actions, events, experiences. More <i>systematic reflection</i> .
CURRENT EXPERIENCES	A selection from experience enters the memory .	<i>Incidental noting</i> of facts, opinions, impressions Recognition of learning opportunities	Engagement in decision-making, problem-solving, planned informal learning.
FUTURE BEHAVIOUR	Unconscious effects of previous experiences. Unconscious expectations.	Being prepared for emergent learning opportunities. Recognition of possible future learning opportunities.	Planned learning goals. Rehearsing for future events. Planned learning opportunities.

Managerial Learning: Example Three (Lucas)

Promotion strategy: 'Put up your hand' and volunteer for extra work

↓

Briefing after promotion: 'We've set up the new team. They need you to spend a little time with them... Even Sam - he gets a bit loud sometimes. That's just a key that he may not be coping. So keep looking for those keys. That's the key with managing a team'

↓

Stimulus: 'I noticed [Sam] was like very quiet for the last couple of weeks and he complained he was getting overlooked'

↓

Response: 'I asked him "What are your goals? You have to put up your hand!"'

Managerial Learning: Example Three (Lucas)

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Managerial Learning: Example Four (Greg)	
Pre-promotion	Key development area: Interpersonal skills
Briefing at promotion:	<i>"They itemised what I was meant to be doing, showed me most things. Not training people sort of thing but training on the other stuff [i.e. metrics] and they organised some training"</i>
Stretch-assignment:	Meetings with manager: topics restricted to metrics and training for each team member
Supervisor:	<i>"I probably don't give him the time because there's not the time. Poor old Greg. He has to jump in and pick it up himself...I don't think you can teach anyone people skills"</i>
Performance Review	Two key development areas: Coaching staff and publicly recognising their achievements

Managerial Learning: Example Four (Greg)			
TIME	IMPLICIT	REACTIVE	DELIBERATIVE
PAST EPISODE(S)	Implicit linkage of past memories with current experience.	Brief <i>near-spontaneous reflection</i> on past episodes, events, communication.	<i>Discussion and review</i> of past actions, events, experiences. More <i>systematic reflection</i> .
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Qualitative Differences: Supervisor Practices	
	REACTIVE LEARNING
LUCAS	<ul style="list-style-type: none"> At promotion: comprehensive briefing on all aspects of team management Provides timely advice and feedback Suggests activities and practices to progress career and become visible to senior managers
GREG	<ul style="list-style-type: none"> At promotion: briefing restricted to reporting responsibilities 11-week acting position: additional responsibilities itemised in email Assists when asked for help when preparing for three-month warning program

Qualitative Differences: Supervisor Practices	
DELIBERATIVE LEARNING	
LUCAS	<ul style="list-style-type: none"> ▪ Monthly meetings to review progress and identify next development goal ▪ Spontaneous feedback with suggestions and illustrating with concrete examples ▪ 6-monthly reviews to formalise on-going development effort
GREG	<ul style="list-style-type: none"> ▪ No review during or following stretch assignments ▪ 6-monthly reviews identify development areas but fail to set goals and rely on training programs for support

Supervisor Preparation – ‘Formal’ Learning

Communication training for managers largely restricted to:

- Performance Coaching
- Personality Styles
- Persuading Others

Does not distinguish between different communicative activities when:

- Supervising team members
- Preparing team members for leadership roles
- Developing novice managers



Outcomes

- ✓ Analysed examples of learning opportunities managers encounter when entering leadership roles
- ✓ Greater appreciation of the complex nature of constructs 'informal' and 'formal' learning
- ✓ Questioned how the contributions made by leadership training programs to learning are considered
- ✓ Less accepting and more critical of how others categorise learning and how these categories are used
- ✓ Insights on how novice managers harness (or not) potential learning from experience
- ✓ Role of supervisors and how they support (or not) novice managers to harness learning from experience

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Background:

Janet Brady is an Organisational Linguist. Her PhD research focused on the professional socialisation of managers in a Global 500 company. Janet now uses her research findings to help managers achieve their work-related goals through more effective communication.

Her more recent activities include investigating delegation in legal firms and improving cultural diversity in organisations.

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ERAUT'S TYPOLOGY OF INFORMAL LEARNING

Time of stimulus	Implicit learning	Reactive learning	Deliberative learning
Past episode(s)	Implicit linkage of past memories with current experience	Brief <i>near-spontaneous reflection</i> on past episodes, communication, events, experiences	<i>Discussion and review</i> of past actions, communications, events, experiences. More <i>systematic</i> reflection
Current experiences	A selection from experience enters the memory	<i>Incidental noting</i> of fact, opinions, impressions, ideas <i>Recognition</i> of learning opportunities	<i>Engagement</i> in decision-making, problem-solving, planned informal learning
Future behaviour	Unconscious effects of previous experiences. Unconscious expectations.	Being prepared for <i>emergent</i> learning opportunities. <i>Recognition</i> of possible future learning opportunities.	<i>Planned</i> learning goals; <i>Rehearsing</i> for future events. <i>Planned</i> learning opportunities

Sources:

Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work. *British Journal of Educational Psychology*, 70, 113–136. doi: 10.1348/000709900158001

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