

**Goals**

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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?

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**Understanding Workplace Learning**

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

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**70:20:10 Model of Development (A)**

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**"The 3 E's"**

| Category   | Percentage |
|------------|------------|
| Experience | 70%        |
| Exposure   | 20%        |
| Education  | 10%        |

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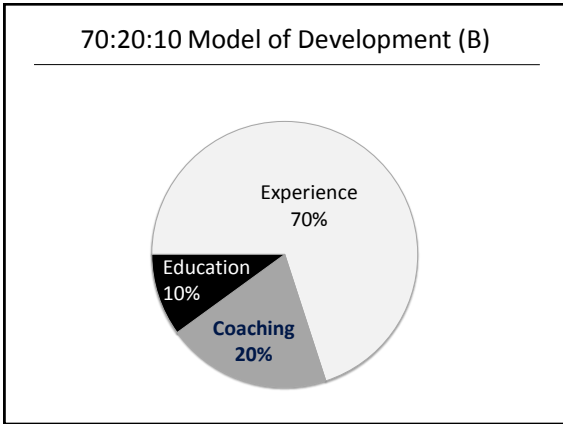
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**Categorising Using 70:20:10 Models**

- 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%

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**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"> <li>▪ Each group to develop:                             <ul style="list-style-type: none"> <li>• A strategy for taking over a low-performing team.</li> <li>• Weekly, monthly and quarterly plans</li> </ul> </li> <li>▪ Resources include team members' HR records, performance measures and internal customer service survey results</li> </ul> |

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### 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"> <li>▪ Manager discusses poor evaluation received from supervisor</li> <li>▪ Voices doubts as to whether she should continue in her role or look for an alternative</li> <li>▪ Seeks advice from colleagues on how to discuss results with manager</li> </ul> |

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### 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 |

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### 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 |

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**Scenario Five**

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

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**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                    | <b>Exposure</b> | <b>Experience</b>             |
| 4  | Business Unit – Preparing to manage first formal warning        | Experience      | Experience                    |
| 5  | Business Unit – Feedback on facilitating brainstorming activity | Experience      | <b>Coaching</b><br>Experience |

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**Shortcomings of the 70:20:10 model**

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### 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

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### 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

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### Alternative Approach



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

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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.

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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 |

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Scenario One

| PAST<br>CURRENT<br>FUTURE                                              |                                                                                            |                                                                                  | IMPLICIT<br>REACTIVE<br>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"> <li>▪ Each group to develop:                             <ul style="list-style-type: none"> <li>• A strategy for taking over a low-performing team.</li> <li>• Weekly, monthly and quarterly plans</li> </ul> </li> <li>▪ Resources include team members' HR records, performance measures and internal customer service survey results</li> </ul> |

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| <b>PAST<br/>CURRENT<br/>FUTURE</b>                                     |                                                                                                                       | <b>Scenario Two</b>                                            |                                                                                                                                                                                                                                                                                                 | <b>IMPLICIT<br/>REACTIVE<br/>DELIBERATIVE</b> |  |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|
| 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"> <li>▪ Manager discusses poor evaluation received from supervisor</li> <li>▪ Voices doubts as to whether she should continue in her role or look for an alternative</li> <li>▪ Seeks advice from colleagues on how to discuss results with manager</li> </ul> |                                               |  |

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| <b>PAST<br/>CURRENT<br/>FUTURE</b> |                                                              | <b>Scenario Three</b>                             |                                                                                                                             | <b>IMPLICIT<br/>REACTIVE<br/>DELIBERATIVE</b> |  |
|------------------------------------|--------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|
| 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 |                                               |  |

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| <b>PAST<br/>CURRENT<br/>FUTURE</b> |                     | <b>Scenario Four</b>              |                                                                                                                          | <b>IMPLICIT<br/>REACTIVE<br/>DELIBERATIVE</b> |  |
|------------------------------------|---------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|
| 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 |                                               |  |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------|
| <b>Activity – Scenario Five</b>                                                                                                                                                                                    |                    | <b>IMPLICIT<br/>REACTIVE<br/>DELIBERATIVE</b> |
| <b>PAST<br/>CURRENT<br/>FUTURE</b>                                                                                                                                                                                 |                    |                                               |
| <b>LOCATION</b>                                                                                                                                                                                                    | <b>CONTEXT</b>     | <b>PEOPLE</b>                                 |
| Business Unit                                                                                                                                                                                                      | Ad-hoc interaction | Novice manager and his supervisor             |
| <ul style="list-style-type: none"> <li>▪ Supervisor advises new manager on how he mishandled a team brainstorming activity.</li> <li>▪ Gives advice on how to improve facilitating this type of meeting</li> </ul> |                    |                                               |

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|------------------------------------|-----------------------------------------------------------------|-----------------------------------------------|
| <b>Review</b>                      |                                                                 | <b>IMPLICIT<br/>REACTIVE<br/>DELIBERATIVE</b> |
| <b>PAST<br/>CURRENT<br/>FUTURE</b> |                                                                 |                                               |
| <b>No</b>                          | <b>TIME</b>                                                     | <b>INTENTION</b>                              |
| 1                                  | Leadership Training – Group Exercise                            | Future Deliberative                           |
| 2                                  | Leadership Training – 360 Degree Discussion                     | Future Deliberative                           |
| 3                                  | Business Unit – Observing Management Meeting                    | Current Implicit                              |
| 4                                  | Business Unit – Preparing to manage first formal warning        | Future Deliberative                           |
| 5                                  | Business Unit – Feedback on facilitating brainstorming activity | Past Deliberative                             |

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|-------------------|-----------------------------------------------------------------|--------------------------------------------------------|
| <b>Comparison</b> |                                                                 | <b>IMPLICIT<br/>REACTIVE<br/>DELIBERATIVE</b>          |
|                   |                                                                 | <b>PAST<br/>CURRENT<br/>FUTURE</b>                     |
|                   |                                                                 | <b>?</b>                                               |
| <b>No</b>         | <b>MODEL A/B</b>                                                | <b>ERAUT</b>                                           |
| 1                 | Leadership Training – Group Exercise                            | Education Future & Deliberative                        |
| 2                 | Leadership Training – 360 Degree Discussion                     | Education Future & Deliberative                        |
| 3                 | Business Unit – Observing Management Meeting                    | Exposure/ Experience Current & Implicit                |
| 4                 | Business Unit – Preparing to manage first formal warning        | Experience Future & Deliberative                       |
| 5                 | Business Unit – Feedback on facilitating brainstorming activity | Experience/<br><del>Coaching</del> Past & Deliberative |

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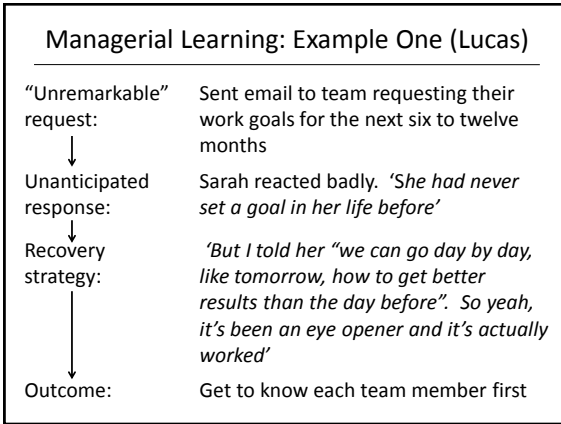
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**Managerial Learning: Example One (Lucas)**

| 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. |

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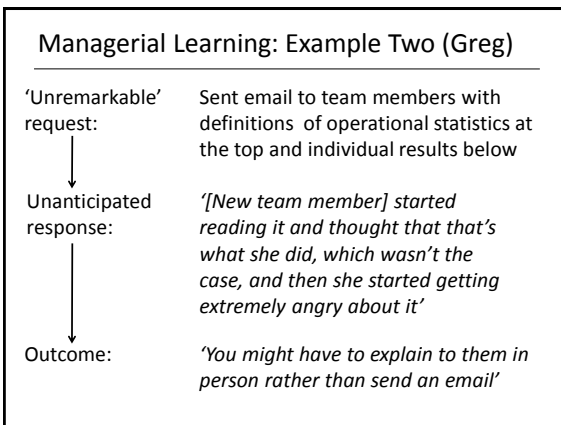
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Managerial Learning: Example Two (Greg)

| 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 <b>memory</b> .                               | <i>Incidental noting</i> of facts, opinions, impressions<br><b>Recognition</b> of learning opportunities                    | <b>Engagement</b> in decision-making, problem-solving, planned informal learning.                                |
| FUTURE BEHAVIOUR    | <b>Unconscious</b> effects of previous experiences. <b>Unconscious</b> expectations. | Being prepared for <b>emergent</b> learning opportunities.<br><b>Recognition</b> of possible future learning opportunities. | <b>Planned</b> learning goals.<br><b>Rehearsing</b> for future events.<br><b>Planned</b> learning opportunities. |

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Managerial Learning: Example Three (Lucas)

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

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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'

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

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Managerial Learning: Example Three (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 reflection</i> .           |
| CURRENT EXPERIENCES | A selection from experience enters the <b>memory</b> .                               | <i>Incidental noting</i> of facts, opinions, impressions<br><b>Recognition</b> of learning opportunities                    | <b>Engagement</b> in decision-making, problem-solving, planned informal learning.                                |
| FUTURE BEHAVIOUR    | <b>Unconscious</b> effects of previous experiences. <b>Unconscious</b> expectations. | Being prepared for <b>emergent</b> learning opportunities.<br><b>Recognition</b> of possible future learning opportunities. | <b>Planned</b> learning goals.<br><b>Rehearsing</b> for future events.<br><b>Planned</b> learning opportunities. |

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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                                                                                                         |

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| 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> .           |
| CURRENT EXPERIENCES                      | A selection from experience enters the memory.                         | <i>Incidental noting</i> of facts, opinions, impressions<br><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.<br><i>Recognition</i> of possible future learning opportunities. | <i>Planned</i> learning goals.<br><i>Rehearsing</i> for future events.<br><i>Planned</i> learning opportunities. |

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| Qualitative Differences: Supervisor Practices |                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | REACTIVE LEARNING                                                                                                                                                                                                                                                                     |
| LUCAS                                         | <ul style="list-style-type: none"> <li>At promotion: comprehensive briefing on all aspects of team management</li> <li>Provides timely advice and feedback</li> <li>Suggests activities and practices to progress career and become visible to senior managers</li> </ul>             |
| GREG                                          | <ul style="list-style-type: none"> <li>At promotion: briefing restricted to reporting responsibilities</li> <li>11-week acting position: additional responsibilities itemised in email</li> <li>Assists when asked for help when preparing for three-month warning program</li> </ul> |

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

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**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

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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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Janet Brady, PhD



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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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Brady, J. (2013). *Transition to management: The discursive formation of managerial practice*. Unpublished PhD Thesis, Macquarie University, Sydney.

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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.<br>More <i>systematic</i> reflection |
| Current experiences | A selection from experience <b>enters</b> the <b>memory</b>                          | <i>Incidental noting</i> of fact, opinions, impressions, ideas<br><br><i>Recognition</i> of learning opportunities              | <i>Engagement</i> in decision-making, problem-solving, planned informal learning                                        |
| Future behaviour    | <b>Unconscious</b> effects of previous experiences.<br><br>Unconscious expectations. | Being prepared for <i>emergent</i> learning opportunities.<br><br><i>Recognition</i> of possible future learning opportunities. | <i>Planned</i> learning goals;<br><br><i>Rehearsing</i> for future events.<br><br><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

Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247–273. doi: 10.1080/158037042000225245