

## **Contextual Factors and Detractors Shaping Informal Workplace Learning: The Case of ‘Reinventing Itself Company’**

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*The majority of learning that occurs in the workplace is informal, however, little is known about how such learning is best supported and nurtured. A qualitative case study was recently conducted to explore the contextual factors that may shape informal workplace learning. Fifteen in-depth interviews were conducted and constant comparative analysis is being used to complete data analysis. Emergent findings derived about informal learning from 10 in-depth interviews are the focus of this paper.*

Keywords: Informal Workplace Learning, Organizational Contextual Factors, Incidental Learning Theory

The workplace has always been considered an important setting in which adults learn. However, it has only recently emerged as a setting for the formal study of adult learning (Dirkx, 1999). Workplace learning can take many forms such as formal, institutionally sponsored learning including training and human resource development initiatives, as well as informal and incidental learning (Matthews, 1999; Watkins, 1995). Research, however, has suggested that informal learning takes precedence over formal learning, and comprises the majority of learning that occurs in the workplace (Day, 1998; Leslie, Aring, & Brand, 1998; Lohman, 2000; Watkins & Marsick, 1997).

Informal workplace learning has attracted considerable attention in the literature. The trends toward employees assuming more significant roles in their own learning processes, the importance being placed upon learning as a core competency and lifelong process, and the recognition of learning as a source of sustainable competitive advantage for individuals and organizations alike have also stimulated tremendous interest in informal learning. Additionally, the growing focus on creating organizational environments that promote cultures, policies, and procedures conducive to fostering continuous learning has also influenced the importance of informal learning in the workplace (Dirkx, 1999; Senge, 1990; Watkins & Marsick, 1999).

Despite the prevalence of informal learning in the workplace little is known about “how it can best be supported, encouraged, and developed” (Marsick & Volpe, 1999, p. 3). Further, while the notion of context permeates the informal learning process, the interplay between informal learning and the context in which it occurs has been a largely unexamined area of inquiry (Cseh, 1998; Lohman, 2000). Furthermore, scholars have acknowledged that how learning environments are created and maintained in organizations needs to be researched and better understood (Salas & Cannon-Bowers, 2001). Since learning is inherently socially constructed and contextually embedded, exploring the contextual factors that may shape employees’ informal learning is critical to advancing our understanding of how informal learning is facilitated, encouraged, supported and nurtured within the workplace. Therefore, the purpose of the study was to explore how the contextual factors of the workplace setting may shape employees’ informal learning.

### **Theoretical Framework Guiding the Study**

Bolman and Deal’s (1997) organizational frames were integrated into an adaptation of the Marsick and Watkins’ (1990, 1997) model of informal and incidental learning to better understand how aspects of the organization may shape informal learning and the facilitation of informal learning. Bolman and Deal acknowledge that organizational life is complex and offer four perspectives, or frames, which they contend are “both windows on the world and lenses that bring the world into focus” (p. 12). Bolman and Deal’s four organizational frames are: structural, political, symbolic, and human resources. These frames represent different lenses through which to view the organization. These frames are based upon concepts drawn from sociology, social psychology, political science, and anthropology respectively. For the purposes of examining contextual factors, these frames were integrated into the Marsick and Watkins’ model of informal and incidental learning because they represent a consolidation of major schools of organizational thought that can help to make sense of organizations, in this case, how aspects of the organizational context may shape informal learning and its facilitation.

Informal learning in this study refers to learning that results from the natural opportunities that occur in a person’s working life when the person controls his or her own learning (Cseh, Watkins & Marsick, 1999). Informal learning may be planned or unplanned, structured or unstructured, but usually incorporates a degree of

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consciousness about the learning that is taking place. Informal learning in the workplace may be dictated by the needs of the organization and its members, or triggered and influenced by encounters with others, or specific events. The Marsick and Watkins characterize their model of informal and incidental learning as a problem-solving approach that is not straightforward or prescriptive. They contend that the cycle is embedded with sub-surface beliefs, values, and assumptions that guide action at each stage. In this model, informal and incidental learning are influenced by how people frame a situation as a problem that is typically a non-routine problem. As they frame it within their context based upon their beliefs and assumptions that are often unconscious, they consider strategies for solving that problem. Through this process, there is a presence of action and reflection and there are often intended and unintended consequences as a result of the learning process.

Although the Marsick and Watkins model of informal and incidental learning that has been empirically tested in numerous studies that have focused on how individuals learn in organizations, they suggest that their model would be enhanced by additional studies. In particular, while the notion of context is implicit in the model, its pervasive influence on the learning process has not been that evident. Although it has been suggested that context permeates all facets of the learning process, this phenomenon needs to be further examined particularly within organizational settings (Cseh, 1998; Lohman, 2000; Watkins & Cervero, 2000). While “context permeates every phase of the learning process – from how the learner will understand the situation, to what is being learned, what solutions are available and how the existing resources will be used” (Cseh, Watkins & Marsick, 1999, p. 352), this study is being designed to specifically examine what and how aspects of the organizational context shape informal learning and its facilitation.

Accordingly, Figure 1 presents the integration of Bolman and Deal’s four-frame perspective into an adaptation of the Marsick and Watkins model of informal and incidental learning to provide the multiple lenses through which a broader, contextual understanding of informal learning in the workplace can be understood from the perspectives of employees who experience informal learning as well as facilitate it. However, the Bolman and Deal four-frame model is not being empirically tested in this study. Bolman and Deal’s organizational frames are being used as a guide to better understand the complexity of the organizational setting. It is possible that these frames and central concepts within these frames may serve as a point of reference for classification and coding purposes as contextual factors are uncovered, however, this study did not make any assumptions about these frames within the research setting.

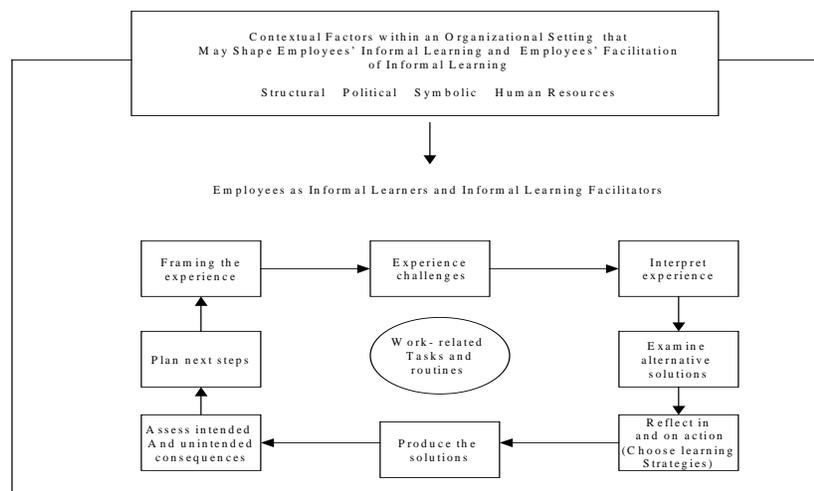


Figure 1. Contextual factors that may shape employees' informal learning and employees' facilitation of informal learning in the workplace. Adapted from Marsick and Watkins' (1990, 1997) model of informal and incidental learning in the workplace

## Research Questions

The study has been designed to address the following research questions:

1. What are the contextual factors that shape employees' informal learning?
2. How do contextual factors shape employees' informal learning in the workplace?

## Research Design

A qualitative case study approach was selected for this study because it allows for an intensive holistic description and analysis of the contextual factors that shape the phenomenon of employees' informal learning and their facilitation of informal learning within a specific workplace setting (Merriam, 1997; Merriam & Simpson, 1995).

The rationale for selecting the case for this research was based upon the premise of the learning organization literature. There is a growing interest and emphasis on creating organizational environments that are conducive to fostering learning. Several scholars suggest that these types of learning oriented organizations represent new frontiers for adult learning that occurs in the workplace (Merriam & Caffarella, 1999; Marsick & Watkins, 1999). Yet, despite the importance of the work environment on informal learning, there is not a thorough understanding of how contextual factors within such organizations shape informal learning and the facilitation of informal learning (Karakowsky & McBey, 1999; Lohman, 2000; Marsick & Watkins, 1997).

Therefore, an organization that espouses a philosophy and commitment to employee development, individual, team, and organizational learning by implementing strategies consistent with the learning organization literature has been selected and presents an optimal setting in which to explore the contextual factors that shape informal learning. Contextual factors may be more manifest within such an organization that espouses an orientation to learning. However, it is possible that the espoused philosophy and commitment to learning may be rhetoric. Therefore, the purposeful selection of 'Reinventing Itself Company,' a consumer-focused manufacturer located in the Eastern region of the United States represented a unique environment to situate this study. Reinventing Itself Company acknowledges that enriching employee's lives through learning and development is a fundamental core value. In addition to the documented statement on core values, the selection of the case met the other selection criteria.

The selection of the case was based upon the following criteria: (1) The organization must espouse a philosophy and a commitment to employee development, and attempt to foster individual, team, and organizational learning by implementing strategies consistent with the learning organization literature. Substantial indication of these philosophies must be apparent from the published mission statement, core values, and popular press articles reflecting this commitment to employee development and an overall organizational learning orientation; and, (2) the organization must be geographically located in the Eastern region of the United States to permit accessibility for data collection.

A stratified purposeful sampling strategy was used to identify employees at different levels within the organization representing different functional areas to provide a richer and broader understanding of how the contextual factors shape informal learning and its facilitation within this organization. A total of 15 employees representing senior, mid-level, and lower level employees and various functional areas (such as human resources, information systems, quality and customer service, product development and design, and planning, process improvement, strategy, and manufacturing) were nominated as being exemplary facilitators of learning and committed lifelong learners. The nominator was identified by the Vice President of Human Resources and, based upon the sampling criteria, identified 13 employees at the corporate headquarters and 2 remote employees at two other non-corporate locations that comprised the sample for the study.

An adaptation of the Critical Incident Technique (Ellinger & Watkins, 1998) and semi-structured in-depth interviews were conducted with all 15 employees participating in the study. All participants were asked to identify two informal learning incidents in which he/she had felt he/she learned something important as well as two incidents in which the employee facilitated another person's learning and believed that he/she made a significant difference to that person's learning. In addition to these approaches to data collection, the researcher also collected metaphors for the informal learning environment as well as metaphors that reflected the essence of what it means to facilitate learning within the organizational environment. Participants were also asked to participate in an imaginary photography exercise as part of the data collection process. The use of metaphors and imaginary photography not only served as data collection tools, they also represented approaches to triangulate the data collected from the incidents and semi-structured interviews. The interviews were transcribed verbatim and then edited to remove sensitive information, organizational identifiers, names, and confidential material that might put the participant's confidentiality at risk. The average length of the interview transcripts analyzed thus far exceed 40 pages. Following the editing process for 10 interviews, the entire transcript was then coded and ultimately reduced to a 2–4 page individual portrait that captured the essence of the incidents reported, the metaphors, and imaginary photography. In addition emergent themes were identified as they related to the unique portrait. Each participant then received a copy of his/her portrait and complete transcript. Participants were asked to review all materials, make changes as necessary, and comment on the emergent themes. The participants were encouraged to contact the researcher if any of the insights gleaned from the interviews did not reflect the content of the interviews. At present, there have been no requests for modifications and those that have responded have acknowledged that the "this looks good" (Tom), or "this is fine" (Kat), or "I believe you have captured the essence of our interview" (Nicole) and one participant

thanked the researcher for “sharing her portrait” with her and expressed enthusiasm about learning more from the complete case analysis (Allison). Next, following confirmation of the accuracy of the transcripts and the emergent themes within the portraits, the coded data was then mapped onto the Marsick and Watkins informal learning model and data was also put into a matrix to better understand how the emergent findings may have shaped some of the processes associated with the Watkins and Marsick informal learning model. Using constant comparative analysis, emergent themes related to the contextual factors shaping informal learning from a portion of the dataset (10 of 15 participants) are the focus of this paper.

### **The Research Setting**

The “Reinventing Itself Company” (RIC) is a consumer-focused manufacturer located in the Eastern region of the United States. This organization has been in business for over seventy-five years and has approximately 3,500 employees working at its multiple locations. The corporate headquarters has over 300 employees and represented the primary location for data collection. The organization is a well-respected and reputable company that has had a rich history of invention and innovation. However, as with other companies experiencing the turbulence of the global marketplace, RIC is in the midst of several changes designed to position the organization for longer-term growth and viability. Allison described some of these changes occurring within the industry. She said “[the industry we are in]...the time that [it] really thrived, 40s, 50s, 60s, it was a different culture then; it was more about relationship selling and who knew who even into the 70s, as we entered the late 80s, early 90s, it became more focused on...cost became more of an issue so you had to get at solutions, or creating value for your customer base, not just selling the products you have. There was greater demand that there was supply [then] and now it’s just the reverse so you have to have a different cultural atmosphere within a company to be able to service those different needs” (p. 14). In addition to industry changes, in the past few years, the organization itself has also been engaged in the process of changing from a “traditional, hierarchical, kind of company “ (Tom, p. 23) to one that is “looking at the other direction...all of us have value and you learn from each other in team work...that is where we are literally going...where learning and development is going to be much more critical and that’s been acknowledged...If we move into the new generation and [are going to be successful for another {number of} years], we are going to have to change the way we have done business” (Tom, p. 23-24). As Doug acknowledged, “the company has always been very successful and it’s just not right now and people have to reinvent themselves and reinvent this company in the process...the environment here is one of learning now, one of changing the way we do business” (p. 19). Consequently, over the past few years there has been a shift in leadership as well as movement toward a process-focused organization. The changes that are occurring both externally as driven by the economy, and internally manifest themselves in many of the critical incidents shared. However, as Kat acknowledged, “not everybody is onboard yet, but there [are] more people on board today that there was 2 months ago, and next week there will be more people on board and when I say onboard, I mean in agreement that the company is going this way and in order to do so, that development is required and you’ve got to learn how to do this” (p. 20).

### **Emergent Findings**

Although several themes are emerging within the data set relative to aspects of the organization that shape informal learning and the facilitation of informal learning, as well as themes related to metaphors and the “pictures” obtained from the imaginary photography exercise, the emergent findings that follow focus specifically on those contextual factors that shape informal learning. To provide a framework for the nature of the informal learning that is occurring within RIC, an overview of the emergent catalysts for informal learning, selected learning strategies, and outcomes will be presented followed by the cluster of themes relating to contextual factors.

*Catalysts for informal learning.* There are two categories of catalysts that seem to be stimulating the need for learning in general, and informal learning in particular. The first category relates to *external catalysts*. One of the critical driving forces for the need for learning and change in general within RIC stems from a changing industry context in which “the emphasis [is] on cost and being low cost, and we haven’t been very low cost, and we are having to get low cost now” (Tom, p. 25). This low cost emphasis has resulted in the leadership of RIC making “a lot of process improvements...and in order to improve, you’ve got to learn” (Tom, p. 25). As Doug articulated, “...in a weird way, the fact that our business isn’t doing very well helps the learning process” (p. 34). Consequently, the external catalysts for learning and change seem to be highly related to three overarching internal catalysts for learning and change: *the influx of new technology within the organization, the influx of new processes within the organization*, and most regrettably *some degree of downsizing*. These three overarching catalysts seemed to be related to a number of themes that emerged as catalysts for informal learning: *participating in a cross-functional meeting; seeing a need to change the way things are done; being given a challenging assignment;*

*addressing current job responsibilities; high priority projects mandated by the CEO; and, implementing high priority projects, a few others were more individually-focused and included: new position and new responsibilities; required performance expectation on development plan; a poor performance evaluation; and just needing help.*

*Informal learning strategies selected.* Employees used a number of learning strategies to learn their way out of their challenges and problems. Specifically, the predominant strategies included: *observing others in meetings or in interactions; listening to others in meetings or in interactions; asking questions of others; seeking expertise from knowledgeable colleagues; reflecting on feedback received; hands-on experiences; brainstorming with other colleagues in the company; sitting down with a colleague and going through something step-by-step; trial and error; talking to competitors and suppliers; interviewing consultants; creating an informal virtual community of practice; creating a personal learning notebook documenting how problems were solved; seeking external informal mentoring; seeking a manager for some coaching; e-tutorials; and self-directed learning approaches that included surfing the Internet, reviewing files of other employees' work, using computerized help menus, and reading books.*

*Individual and organizational outcomes from informal learning.* Several themes emerged regarding the outcomes associated with informal learning both for the learners and the organizations. Learners acknowledged that from their informal learning incidents that they: *developed new knowledge and skills; enhanced existing knowledge and skills; learned how to work with others and share knowledge; learned more about other people; learned how to apply acquired key learnings to other situations; completed work tasks; and, received visibility and recognition for newly acquired expertise.* For the organization, many of the key learnings that occurred at the individual level also impacted the organization. For example, the themes that emerged related to: *helping the organization determine strategy; saving time on tasks; building internal expertise to avoid reliance on external consultants; and, significant cost savings.*

*Positive organizational contextual factors.* At present there seem to be four large overarching contextual factors that positively shape informal learning: *learning-committed leadership/management, an internal culture of caring and commitment to learning; work tools and resources, and people that form webs of relationships for learning.* While space limits a full discussion of all of these themes, the most predominant theme emerging is *learning-committed leadership/management* which gets manifested in several ways. Although the majority of employees did not select learning strategies that involved their managers/supervisors, the significant influence of supervisors/managers/leaders is dominant in several ways throughout the informal learning process: *managers/leaders who create informal learning opportunities; managers/leaders who serve as developers (coaches/mentors); managers/leaders who visibly support and make space for learning; managers/leaders who encourage risk-taking; managers/leaders who distill importance of sharing knowledge and developing others; managers/leaders who give positive feedback and recognition; and, managers/leaders who serve as role models.* For example, relating to the first sub-theme, Allison acknowledged, "It was my supervisor bringing me in saying, 'here would be a good technical resource,' but also he had in mind giving me exposure to these other things because he saw, or at least he said he saw potential in me down the road, so bring – 'give you the opportunity to learn and participate and your participation will be on a small level, but you will get exposure to this which I did..." (p. 4). In terms of the sub-theme, *managers/leaders who visibly support and make space for learning*, Kat said, "My supervisor...is very adamant on training and development...My learning...It's just not training the big dogs...it's training the whole crew to build this company...she supports me....she has pushed me....she is pushing me in a good way – 'let's get Kat developed in that area'" (p. 13 and 33). Dale captures the sub-theme about risk-taking. He said, "one of the ways [our company] is changing is for the [CEO] trying to get people to take chances more than what they were. This is a very conservative company and we've done it this way for a [number] of years and we can't do it any other way and s/he is trying to reward people for taking risks. S/he would rather reward somebody for taking a risk and failing then s/he would for somebody sitting back and not taking a risk and doing the same thing day in and day out, so that part of the culture has changed ....and I think that facilitates a lot of this, too" (p. 22). As Doug acknowledged, "...I'm sort of new as this part of my job, and that I may not get it right the first time. [My supervisor] makes it clear that failure is not preferred but it is an option...so that helps" (p. 13).

*Organizational contextual factors (detractors) negative.* At present there seem to be thirteen contextual factors that negatively detract from informal learning: *lack of time because of job pressures and responsibilities; unsupportive leaders/managers; micromanagers/microleaders; some budget constraints; physical architectural barriers (structure of building and physical space); a few territorial people who don't share knowledge; diminished personal communication because of virtual technology; the existence of old guard/old school cynicism; hedging of knowledge because of fear of downsizing; past successes that encourage people to rest on their laurels; not learning from learning; too much change too fast; and, organizational distractions (phone, email, interruptions).*

In addition to the organizational contextual factors and shape and detract from informal learning, there were also personal factors that shaped and detracted from informal learning that employees shared. Issues of *self-directedness, self-initiation, self-efficacy, and openness to feedback* were conceived as factors that shaped informal

learning. Factors that seemed to hinder informal learning at times included *limited formal knowledge in some areas*, and *a range of emotions around learning* that included: *frustration of not having enough time for learning and knowledge sharing*, and *resentment toward supervisors who were not supportive of learning*.

## Discussion

This study seeks to better understand how aspects of an organizational setting shape informal learning and its facilitation. The emergent findings presented thus far regarding the factors that shape and detract from informal learning provide additional empirical insights into how informal learning can “best be supported, encouraged, and developed” (Marsick & Volpe, 1999, p. 3).

Scholars have acknowledged that informal learning often begins with an internal or external jolt (Marsick & Volpe, 1999; Marsick & Watkins, 1997). As evidenced by the emergent overarching external and internal catalysts that are driving learning and change within RIC, and the themes articulating the catalysts for informal learning, there is considerable consistency with existing research on the triggers or catalysts for informal learning. Cseh’s (1999) study on managers’ learning within small Romanian companies characterized triggers as mainly being embedded in the external context of the participating managers’ companies. The findings emerging in this study also support the importance of external catalysts. In other research that has examined triggers or catalysts for informal learning, similar overlap exists among the emerging findings of this study (Dechant, 1989; Mumford, 1993; Ellinger, 2003; Lohman, 2003).

The learning strategies selected by employees that have emerged thus far also mirror those activities through which informal workplace learning has been deemed to occur (Center for Workforce Development, 1998; Cseh, 1998; Marsick & Watkins, 1990, 1997; Watkins & Marsick, 1992). The Center for Workforce Development has acknowledged that “teaming, meetings, customer interactions, supervision, mentoring, shift change, peer-to-communication, cross-training, exploration, on-the-job training, documentation, executive of one’s job, site visits” (p. 53) constitute informal learning activities. Additionally, Watkins and Marsick (1992) have acknowledged that strategies for informal learning include self-directed learning, networking, coaching, mentoring, performance planning systems used for developmental purposes and trial and error. Furthermore, computer-based technology is often used to aid in problem solving and self-directed learning (Marsick & Watkins, 1997). The outcomes associated with informal learning also further confirm Ellinger’s (2003) findings.

In terms of the organizational factors that serve to enhance informal learning or detract from it, some of the emergent findings correspond to research previously conducted by Sambrook and Stewart (2000) on factors that influence learning within learning oriented organizations. Factors deemed to enhance learning were: develop learning culture and senior management support. The absence of these same factors were also deemed as inhibitors. Furthermore, lack of time and resources were identified as being inhibitors of learning, but the presence of these factors also served to enhance learning. While some of the emergent findings reported thus far support those of Sambrook and Stewart (2000), it is hoped that these findings also extend our understanding of how a learning culture can be developed and how senior manager support can be manifested. A key finding of the current study is that an overwhelming influence on informal learning seems to be contingent upon learning-committed leadership/management. This commitment becomes manifest in a variety of ways including: *managers/leaders who create informal learning opportunities*; *managers/leaders who serve as developers* (coaches/mentors); *managers/leaders who visibly support and make space for learning*; *managers/leaders who encourage risk-taking*; *managers/leaders who distill importance of sharing knowledge and developing others*; *managers/leaders who give positive feedback and recognition*; and, *managers/leaders who serve as role models*. Marsick and Volpe (1999) have also acknowledged that making time and space for learning enhances or improves informal learning and Marsick and Watkins (1997) have suggested that managers and leaders who want to facilitate informal learning can do so by planning for learning, creating mechanisms for learning in teams, and developing an environment conducive to learning. Other scholars have also acknowledged the important roles that managers and leaders play in the process of workplace learning (Beattie, 2002; Ellinger, & Bostrom, 1999; Poell, Van der Krogt, Warmerdam, 1998).

In summary, the emergent findings from the current study lend confirmation to the ways in which other scholars have acknowledged informal learning can be enhanced as well as those that may detract from it. The current study extends our understanding of the manifestations of the importance of leaders and managers in the process of informal learning, and also offers additional insights into the contextual factors that may need to be considered within an organizational setting if an organization wishes to maximize the potential for informal learning.

## Limitations of Study

Despite the richness of the data that is emerging relative to contextual factors that shape informal learning and its facilitation, there are several limitations associated with this research. The purposeful selection of the case itself presents a limitation. It is possible that the organization selected, despite claims of being a learning oriented organization, is not, and would not be conceived as one moving in this direction by other researchers and employees within the organization. It is also possible that the purposeful selection of exemplary employees committed to their own lifelong learning and development of others who participated in the study do not reflect the sentiments of all employees within this organization, particularly those who may be resistant to learning and change, although the use of a stratified sampling strategy should help to mitigate this concern. The use of self-report interview data is another limitation as is the recollection of learning incidents from memory. However, integrating multiple sources of data was an attempt to overcome this limitation and allow for triangulation of findings. The qualitative case study approach and the analysis methods used also represent limitations. Additionally, the findings from this case are not intended to be generalizable, however, it is anticipated that findings may be useful to other scholars and practitioners who would like to better understand how aspects of organizational contexts may shape informal learning.

## Implications for Research and Practice

The workplace represents a large arena in which adult learning often occurs informally, and employees, as both teachers and learners, are becoming more responsible for their own learning and for facilitating the learning of others. Although there is a large and growing literature base on informal learning, Watkins and Cervero (2000) have suggested that “there is some evidence in the larger field of human resource development that a focus on the learning of individuals is less significant than a focus on the organization as a context for learning” (p. 193). However, a clear understanding of this phenomenon is only beginning to emerge. Many scholars have articulated the importance of context as it relates to informal learning, but contend that considerable research must be undertaken to better understand how organizations inhibit and facilitate such learning (Karakowsky & McBey, 1999; Lohman, 2000; Sambrook & Stewart, 2000; Watkins & Cervero, 2000). The research addresses some of these challenges by focusing on the contextual factors that may shape employees’ informal learning and employees’ facilitation of informal learning. The emergent findings from this study seek to broaden our understanding of the interplay between informal learning and the workplace environment where it occurs which has largely been an unexamined area of inquiry (Cseh, 1998; Lohman, 2000) as well as contribute to a theoretical understanding of the experience of informal learning from the perspective of employees who engage in the process. It is anticipated that when the full case study is complete, the overall findings will contribute to a theoretical understanding of the experience of the facilitation of learning from the perspective of employees who serve as facilitators (Brookfield, 1986; Daloz, 1986; Nesbit, 1998; Robertson, 1996). It is also hoped that this study will stimulate further research on informal learning in the workplace by focusing on different organizational settings such as educational settings as well as integrate the perspectives of employees who may be resistant to this type of learning.

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