

# Cognitive Learning Theory Takes a Backseat: Consequences of a Management Development Program for Work Practice

Cecilie K. Moesby-Jensen  
Copenhagen Business School

*This paper describes the consequences of a cognitive management development program for middle managers in a public organization. The objective was to teach transformational leadership and teamwork but it occasioned a very limited improved articulation of transformational leadership and teamwork and only a modest change in the managers' actions in the workplace. Meanwhile, the simultaneous implementation of teamwork in the organization also invoked action and situated learning methods. These are recommended above cognitive learning.*

Keywords: Training, Learning, Management

One of the critical aims of Human Resource Development is to foster organizational learning and transfer of learning. During the last twenty years, multiple studies have illustrated the factors and influences that play a role when transfer of learning has to take place (Baldwin & Ford, 1988; Holton, Bates & Rouna, 2000). Employers have used management training to increase competency and improve the practices of top and middle managers for decades. It is widely acknowledged that transfer of knowledge and new management practices from educational programs is a complex and many-sided process (Wexley & Baldwin, 1986). Factors that influence these processes include the match between the training, skills, and knowledge of the managers (Broad, 2005); the organization's readiness for change (Nyrø, Saksvik, Mikkelsen, Bohle & Quinlan, 2000); the organization's learning climate and reward systems (Wexley & Baldwin, 1986); the external context of the organization (Landsbergis & Vivona-Vaughans, 1995); and the employee's attitude (Nyrø, Saksvik, Mikkelsen, Bohle & Quinlan, 2000).

While significant resources are devoted to training throughout the world, many studies show that the training that takes place in an institutional setting is rarely transferred to the workplace (Antonacopoulou, 1999, 2001; Baldwin & Ford, 1988; Burke & Hutchins, 2007; Cortese, 2005). Thus, the impact return is often small. Studies have revealed that as little as ten percent of the money used on training in the United States leads to positive transfer to the workplace (Baldwin & Ford, 1988; Broad, 2005; Broad & Newstrom, 1992; Georgenson, 1982). The objective of this paper is to investigate 1) whether middle managers in a public health care organization gained new knowledge from participating in a management development program in transformational leadership and teamwork, and, if so, 2) whether this learning had consequences for their practice at the workplace. In this study, it is assumed that the good team leader is one who exercises transformational leadership. As Katzenbach and Smith put it, good team leaders "act to clarify purpose and goals, build commitment and self-confidence, strengthen the team's collective skills and approach, remove externally imposed obstacles, and create opportunities for others". Moreover, "team leaders do real work themselves" (2005, p. 131). Though it does not make explicit reference to the element about vision, this description has several characteristics in common with the way the transformational leader is normally described. This leadership style has been related to team effectiveness, employee health, and well-being (Bass, 1999; Druskat & Pescosolodi, 2002). Previous studies have revealed that a transformational leadership style can be trained and effects have been found in public as well as in private organizations (Barling, Weber & Kelloway, 1996; Parry & Sinha, 2005). Transformational leadership can be defined as occurring when leaders articulate their vision and inspire to self-confidence and self-esteem among employees. In this kind of leadership, leaders act as role models and take individual considerations in the team focusing on the potential of each team member. Furthermore, the transformational leader has high positive expectations of the employees and emphasizes that the employees improve the way work assignments are done (Bass & Avolio, 1994). In this study is a team taken to be a small group of people with complementary skills and with a mutual responsibility to solve a common assignment. The team members rely on each other and there is clarity about the roles in the team; further, assignments are distributed and coordinated collectively. Moreover, the team sees itself as a unit and is perceived as such by others in the organization (Katzenbach & Smith, 2005).

## Theoretical Framework and Research Question

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Two approaches to learning processes will be used to examine the data. A) *Cognitive theory* claims that we can learn through internalization of knowledge, that is, by a change in mental models. This is represented in this study as theoretical lectures on transformational leadership and teamwork on the management development program. B) *Action learning* approaches argue that learning takes place through exercises and group discussions related to work practice, i.e., learning by doing. It takes place in this study when the participants have to do home assignments, make action plans and put these into practice; it also occurs when they meet in groups during and between the program sessions and discuss practical work related problems. While, the program recognizes action learning and integrates some elements of this approach, however, it remains wedded to the cognitive approach in its lecture format. What is to be expected of such a program? What consequences are likely to come about as a result of this? The ambitions of the program were to train managers in transformational leadership and to teach them the theoretical principles of this leadership style. This was to influence the presence of this leadership style in practice. It was also expected that the programs' focus on teamwork and work with action plans would impinge on the managers' practice of transformational leadership which would further affect the team function. So it is expected that the program will specifically promote the managers' articulation of transformational leadership and teamwork. Further, the goal of the program is to make the managers act according to the principle of transformational leadership and teamwork. Given what we know about management learning today, however, it would have been surprising if the program had any significant consequences for the articulation or the work practice of the managers. After all, the program is characterized by an obvious cognitive approach, which is a familiar object of criticism in the literature. Elkjaer, for example, argues that "*learning is not solely an epistemological process based upon individual cognition, but learning must also be viewed as social and 'situated'*" (2001). This claim has also been made by Antonacopoulou (2001), Brown and Duguid (1991), Easterby-Smith, Snell & Gherardi (1998), and Lave & Wenger (1991). It is therefore more likely that participants learned from activities related to the implementation of teamwork, which took place in the organization at the same time as the management development program. This implementation was characterized by situated learning, which has developed as a criticism of cognitive learning as a movement away from learning as a cognitive process. The situated learning paradigm questions the idea that learning is simply an unproblematic process of internalization, transmission, and assimilation. Advocates of this approach further argue that learning lies in participation and not in the heads of the individual (Lave & Wenger, 1991). They speak of learning as situated and of the importance of what they call "*legitimate peripheral participation*": "*The development of knowledgeable skilled identities in practice and...the reproduction and transformation of communities of practice*" (Lave & Wenger, 1991). They differentiate between learning and intentional instruction. They do not, of course, claim that learning cannot occur in a formal teaching context, but argue simply that this approach cannot stand on its own. For these reasons it will be surprising if the cognitive program occasioned any changes in regard to the articulation or the work practice of the managers and more likely, that they learned from the implementation of teamwork.

#### *Learning Through Internalization of Knowledge*

The cognitive approach to learning focuses on how individuals process information and solve problems through mental activities (Shuell, 1986). It argues that learning processes take place when individuals gain, store, and retrieve information as well as when they transfer knowledge (Richter, 1998). There is a great focus on individuals, including their mental models and their behavior, and much less focus on context (Brown & Duguid, 1991); indeed, some argue that this approach disconnects the individual from social interaction and context (Van Der Sluis & Poell, 2002). Mental models are the knowledge structures that permit individuals to interaction in the world. They help individuals to identify and remember relations, create expectations for the future, draw conclusions, and understand phenomena (Mathieu, Heffner, Goodwin, Salas & Cannon-Bowers, 2000). Cognitive learning theories further assume that knowledge is transferable from one context to another. Thus, a program facilitator can communicate knowledge to a program participant such that the participants can recall this in a later stage of the program and ultimately use it at their work place (Ormrod, 1999). In this approach the expert has a central role, which is the opposite of the role of the expert in the action learning approach (MacLaughlin & Thorpe, 1993). The cognitive learning perspective makes it feasible to investigate change in the manager's knowledge of transformational leadership and teamwork. Furthermore, it makes it possible to study whether these changes influence their practice at work. Indeed, the success of cognitive learning can easily be tested in terms of its key assumption.

#### *Learning by Doing*

Advocates of the action learning approach argue that it integrates management theory and the practice of management (Revans, 1972). Thus, action learning represents a learning setting where formal training is combined with learning from experience. This takes place when program participants, for example, solve problems at their work place together with other program participants. Action learning implies that learning occurs in the social

processes where group discussions with peers' takes place, rather than when answers from facilitators are provided (Revans, 1979). Thus, the action learning approach does not think that management can be learned separately from the organizational practice on a training session (Raelin, 1994). However, critics of the action learning approach argue that the majority of action learning programs disregard theory before practice. Revans, one of the pioneers of this approach, claims that action learning forces individuals to be conscious about their values. This awareness occurs because action learning demands that managers' undertake real problems that involve a personal risk, and this motivates the individuals involved to evaluate what they truly believe (Revans, 1979). Action learning is closely connected to practical experience, which motivates participants to be active, as the managers were in this study, for instance, by filling in and executing an action plan at the workplace in order to help team effectiveness come about. The following assumption, rooted in action learning, is put forward: the program motivates a) group discussions and b) work with action plans. These exercises on and between the program and the homework will enable the participants to reassign the knowledge taught by the program into practice at their workplace. This will take place through both single and double loop learning (Argyris & Schön, 1996). While there are large and fundamental differences between the two approaches to learning, there is also overlap between the two. Action learning, for example, focuses primarily on experience in practice and social interaction and feedback, but it also relies on cognitive components (MacLaughlin & Thorpe, 1993). Accordingly, action learning programs often combine a theoretical session on management with work on a real organizational problem (Raelin, 1994). Hence, action learning is not entirely without theoretical input, which is the basic intervention in the cognitive approach. The research questions were as follows: 1. Do middle managers in a public health care organization start to articulate the principles of transformational leadership and teamwork when participating in a management development program where these subjects are taught? 2. Does their participation in the program have consequences for their leadership style at the workplace?

## **Methodology**

The management development program presented in this paper is part of the research programme "*Managing Teams*". The study is a three-year randomized, controlled trial. Thus, this is a longitudinal study. Participants are 60 managers and their teams from a public and a private organization. Twenty-five of the managers participate in a six-month management development program and are subsequently motivated to implement changes in their own teams in order to improve team effectiveness, employee health, and well-being. A mixed methods approach is used (Green, 2006) and data will be collected through: qualitative semi-structured interviews, internal referencing strategy (IRS), program evaluation, focus group interviews, questionnaires (with question from the Copenhagen Psychosocial Questionnaire (COPSOQ) (Kristensen, Borg & Hannerz, 2002), the Global Transformational Leadership Scale (Carless, Wearing & Mann, 2000), a questionnaire on leadership developed by Sodik and Godschalk (2000), a questionnaire on teamwork developed by West, Markiewicz, and Dawson (2004)), experience sampling method (ESM) questionnaires (with questions from a questionnaire on flow and control develop by Csikszentmihalyi & Larson (1987) and the Global Transformational Leadership Scale (Carless, Wearing & Mann, 2000)), organizational material, action plans, and observational studies.

### *The Participants and the Organizational Context*

This paper draws from the empirical data from the public organization and, more specifically, from a public health care centre for elderly people in a Danish municipality. The structure of the elderly health care centre in this study consists of employees who are responsible for homecare in a geographical area, and employees covering a ward in the nursing home. The centre were invited to participate in the research project and accepted. Twelve managers participated in the study, which were the entire population of managers at the centre. Six of them manage the health care assistants, five of them manage special functions (administration, kitchen, activity centre, nurses, and maintenance), and one manages the entire centre.

### *The Management Development Program*

The aim of the program was to train middle managers in transformational leadership and teamwork. The program consisted of theoretical lectures, exercises, homework, and work on action plans to facilitate single as well as double-loop learning. As part of the program, the managers had to meet in groups between the program sessions and prepare home assignments. The program consisted of six sessions each lasting from approximately nine in the morning to four in the afternoon. The first was held in November 2005 and the last in May 2006. The program consisted of the following main themes: teamwork, transformational leadership, change in organizations, coaching, development of action plans, implementation of action plans, and follow-up on action plans. At the first two sessions, the managers received reports with results from the baseline self-report questionnaire, which they participated in together with their employees in the summer of 2005. The questionnaire contained questions on

demographic variables, work characteristics, leadership style of the immediate superior, health, and well-being. Besides this, they received reports based on results from a questionnaire where the experience sampling method (ESM, Csikszentmihalyi & Larson, 1987) was used to explore the occurrence of transformational leadership behaviors and the relationship with team functioning, employee health and well-being. The ESM consisted of repeated measures of self-reports in a short questionnaire using PDAs. After the fourth session in the program, the participants were motivated to implement changes in their own teams at work, to improve leadership style and team effectiveness. They were then given an outline for an action plan, which they had to fill in and implement. Thus, the implementation was fairly prescriptive, and it became a guideline for single-loop learning.

#### *Data Collection Methods*

Multiple methods were used to explore whether or not the managers' participation in the program had changed their knowledge and whether or not this had any consequences for their work practice. By using a triangulation strategy (Jick, 1979), it was possible to cover the research questions from more than one angle, and to capture some of the complexity, as well as the development over time. Since the program was primarily rooted in a cognitive approach, the evaluation of the program was at first based on quantitative data collected by use of an internal reference strategy (IRS). It will be used to reveal whether the managers increased their knowledge in regards to transformational leadership and teamwork. It is a pre-post single group design where pre- and post measures items relevant to the program as well as irrelevant items for the program are incorporated in the test. The relevant items are those where the content of these has been taught on the program, hence these are expected to change. The irrelevant items are those that have not been taught on the program, thus these are not expected to change. The pre and post measures are then compared for both the relevant and the irrelevant items (Haccoun & Hamtiaux, 1994). Thus, the participants were asked to fill in the same multiple choice questionnaires before and after the program. If the results revealed that the participants give the expected answers (relevant items taught on the course) and there are few changes in the unexpected answers (irrelevant items not taught on the program), this indicates that the result is an effect of the program, rather than a result of changes in external factors (Haccoun & Hamtiaux, 1994). This method has its limitations, however. It cannot shed light on the process and the context, for example, measuring only the before and after situation. For this reason qualitative methods were chosen as a supplement to capture the context and the process of how new knowledge can have consequences for the managers' practice at the workplace. The data-sources were ten qualitative semi-structured interviews carried out six months after the last session in the program, observation notes taken during the program sessions, and the managers' action plans.

#### *Data Analysis*

The analyses were made using the qualitative data analysis program Nvivo, where the (complete transcribed) interviews, observation notes, and action plans were coded. The codes were generated based on the principles of transformational leadership, teamwork, and the research question asked. A discourse analysis could have been made but because the task of the research project was to evaluate the effect of the program regarding transformational leadership and teamwork and not to shed light on the discourses a categorization of statements regarding these principles were chosen as the foundation of a meaning condensation analysis (Kvale, 1999). The codes developed were not entirely independent of each other. SAS, a statistical program, was used to analyze the data from the IRS.

## **Results**

### *Expressing the Element of Being a Role Model and Having High Positive Expectations of the Team*

The IRS multiple-choice test showed a positive change in the manager's knowledge about transformational leadership in only two of the six expected answers concerning the good team leader. This positive change was in the statements "*acting as a role model*" and "*having high positive expectations to the employees*". The changes were very modest, however considering the aim of the program, which were that it would motivate the managers to articulate the principles of transformational leadership. The remaining four expected answers "*emphasize that the employees improve the way the work assignments are done*", "*take individual consideration in the team*", "*formulate a clear vision*", and "*give the employees self-confidence*" showed a negative change. The negative change is likely to be related to the content and the form of the course, which did not to a high enough degree support the essential of transformational leadership, by for instance making the managers train how to perform the principles of transformational leadership on the program. Further, three of the eight unexpected answers also increased, which was more than were the case for the expected answers. According to Haccoun and Hamtiaux (1994), this indicates that the result might be influenced by changes in external factors outside the program. Altogether, the managers had a negative change relative to expected answers; they went from 29 expected answers in the pre-test to 28 expected answers in the post-test. This is a disappointing result considering the program's cognitive assumption that learning takes place through internalization of knowledge. A satisfactory result would be

that the participant at least gave a higher number of expected answers in the post-test than in the pre-test and that the increase in expected answers was higher than in unexpected answers. Since the IRS only relies on eight respondents, these results are subject to some uncertainty. However, the positive changes in the two mentioned statements in the IRS were also found in other types of data material, although still in an unsatisfactory manner, because there were only few examples of this. During the last session in the program, a manager told me about an incident at her workplace that illustrated her awareness of being a role model. She wanted the employees to use the breaks for breaks and not for work. She said, *"I told the employees, I do not want to talk about work related things in my breaks, but I do not mind chatting about other stuff"* (Participant 5). Further, she used the breaks herself for speaking about issues other than work, hence trying to model the topics she thought was acceptable in breaks. Furthermore, the verbalization of having positive high expectations of the employees was expressed. A manager said to me: *"The team has really developed...now they are performing many assignments, which they could not carry out before ...my team has become more autonomous...it is about trusting the employees...it is important to make it clear that it is their assignment and that they are capable in solving the assignment"* (Participant 5). Beyond the IRS, the data also revealed that the managers articulated other elements of transformational leadership besides those characteristics that showed a positive change in the IRS, although in an insufficient manner. Hence, a change in knowledge on some of the elements of transformational leadership took place, but not to an extent that is in agreement with the aim of the program. From a cognitive learning perspective it is disappointing that the managers did not articulate the central elements of transformational leadership to a higher degree and more explicitly.

#### *Articulation of the Team as a Unit with Overlapping Skills*

A poor effect on the managers' articulation of teamwork was found in the IRS as well. Only two statements out of the four expected answers on teamwork increased in the multiple-choice test. These were: *"having a series of overlapping skills"* and *"seeing themselves as a unit"*. Further, a negative change was found regarding the other expected answers. Altogether, the multiple-choice test from the IRS showed a positive change in the expected answers from 10 expected answers in the pre-test to 15 expected answers in the post-test regarding teamwork. The IRS also reveals that two out of the six unexpected answers increased, which supports earlier results that pointed to the conclusion that the program was not the only factor that had an influence on the participants' changed knowledge. The other types of empirical material support the conclusion that the managers did express these two essential teamwork qualities during and after the program. Thus, a manager explained to me that she and the team were doing an analysis of the competences in the group in order to get an overview of the available skills so they could take these into consideration when hiring a new employee into the team. However, the action plans also revealed that the managers articulated team elements other than those that showed a positive change in the IRS. These were *"the team has a common set of specific goals and a specific defined task"* and *"team members must work together to complete the task concerning carrying out the task or coordinating this"*. The findings reveal that the managers' articulation of teamwork was disappointing and quite shallow considering the goals of the program. However, the articulation of teamwork which took place is believed to have been greatly influenced by the organizational context. Thus, implementation of teamwork in the entire department of health care in the municipality, under which the care centre for elderly people belonged, was initiated by top management concurrently with the management development program. Consequently, the organization implemented different initiatives such as specific meetings on teamwork for all the employees, published leaflets explaining the characteristics of teamwork, and offered courses about teamwork for the employees. These interventions are believed to have informed and motivated the managers' articulation of teamwork principles.

#### *Verbalization of Visions at the Workplace*

This study also attempted to determine whether the managers changed their work practice as a result of the program. Data showed that there were changes in the work practice during and after the program, albeit only in a limited and inadequate way regarding the aim of motivating the managers to act according to the principles of transformational leadership at their workplace. The consequences were felt in the areas of articulation of visions on specific meetings on teamwork, practice of high positive expectations of the team, and inspiring the employees to self-confidence and self-esteem. All but one manager filled in the outline for an action plan during the program period. These action plans revealed that the majority of the managers did formulate a vision, which is one of the key elements of transformational leadership. Thus, one manager told how she had planned and executed two specific team meetings on afternoons: *"I wanted to present the employees for my action plan and for the vision on how to develop a feeling of community...the employees were most obliging of the presentation"* (Participant 12). Another manager explained how she had worked with the element of visions in her team during a specific team meeting where she made the employees discuss the vision and the content of the action plans (Participant 2). The managers' intention with these specific team meetings was clearly to involve the team members in a dialogue on teamwork in order to clarify what a team was and how to work together as a team. This strategy was articulated and practiced by

most of the managers. Thus, seven of the action plans disclosed the managers' goals of holding specific meetings for the employees where teamwork was an essential element. In view of the importance of the work with visions in transformational leadership, the managers' handling of visions does not live up to the expectation of the program about creating more transformational leaders. Further, the managers' focus seems to be a consequence of the implementation of teamwork in the organization since their changes are closely tied to this implementation process.

#### *Acting With High Positive Expectations of the Team*

Data also showed a change in the managers' actions and strategies regarding reassignments of work tasks, which can be related to the element "*having high positive expectation of the team*" in transformational leadership. This change was observed during the six month program period, where some of the managers told how they (Participant 2, 5, 6), reassigned work tasks to the team, which they themselves had been doing earlier. One manager explained how she had showed her confidence in the team by telling them: "*You have to take responsibility for the work schedule, the flexible working hours, and holidays and so on...*" (Participant 2). But reassignments of work tasks were not the only way that the managers changed their actions and strategies in the workplace. A manager told me how her high positive expectations of the team made her act in a way that encouraged the team to turn to each other for help to solve an assignment, instead of her. She said: "*Whenever a team member would come to my office in order to get help, which the person might as well get in the team, I would take them by the arm and lead them into the team's office...it can seem like an rejection, but I tell them that it is to prepare them to solve the assignments*" (Participant 5). While she told me the story, she took my arm and pulled carefully to illustrate how she led the team members into the team office in order to facilitate a situation where they worked together, empowering the employees by this means. These results are in agreement with what was expected as a result of the program. This element does overlap, however, with the approach to self-managing teams, which was emphasized in the organization during the implementation of teamwork. For instance, was self-managing teams accentuated in a folder about teamwork which was distributed to all employees in the department. It was also drawn attention to at information meetings about teamwork held by the responsible consultant in the department for the implementation process.

#### *Inspiring to Self-confidence and Self-esteem at the Workplace*

Analyses of the data, moreover, revealed that some of the managers reassigned the transformational leadership element of "*inspiring to self-confidence and self-esteem among the employees*". This was practiced through an appreciative approach to the employees. It showed in the managers' communicative style when the employees asked questions. One manager explained: "*I have posed counter-questions, when they [the employees] come to me...*" (Participant 6) and another explained: "*I have been trying to pose the right questions*" (Participant 7). This attempt to empower the employees to be more self-managing, thereby motivating self-confidence and self-esteem, was revealed several times in the data material. The managers' action and strategies also changed at the workplace regarding their involvement in work tasks. In regards to this a manager said: "*I have been working on communicating to the employees that they don't have to go so much into detail, when they report to me*" (Participant 5). Another comment supports this: "*I have been very conscious about taking a back seat, thus taking a step back...earlier they would ask me when in doubt, but now they ask each other...I have stopped interfering*" (Participant 1). Statements as these illustrate the managers' empowerment of the team to become more self-managing by conducting themselves appreciatively towards the employees, this way inspiring to self-confidence and self-esteem. This finding is in agreement with the expectation of the program in regard to making the managers practice transformational leadership. However, the appreciative approach was embedded in the organizational values and had been introduced to most of the managers prior to the program; during the implementation of teamwork these values were promoted still further. So there is strong reason to believe that the practice of the managers concerning inspiring to self-confidence and self-esteem among the employees is strongly influenced by the already existing values in the organization.

## **Conclusion**

The objective of this study was to discover whether managers change their knowledge regarding transformational leadership and teamwork when participating in a management development program where these subjects are taught, and whether the program had any consequences for the managers' practice at their workplace. This study found that the managers did articulate elements of transformational leadership and teamwork during and after the program, but only to a disappointing extent and mostly reflecting the surface of the program. This mere reproduction of surfaces is incongruous with the aim of the program, i.e., the goal of enabling managers to be more transformational in their leadership style in order to promote well-functioning teams and well-being at the workplace. Further, the study disclosed that the managers changed some of their actions and strategies in their

workplace, according to some of the traits of transformational leadership and teamwork. The results imply that the work with action plans assisted single loop learning (Argyris & Schön, 1996). The changes that took place showed in the following ways: the managers articulated their visions on specific team meetings, they acted with high positive expectations of the team, and they inspired to self-confidence and self-esteem. The study, however, did not find a radical change in the managers' attitude. Thus, the program did not facilitate double loop learning. The consequences of the program, when looking at the result from the IRS, showed a very disappointing effect of the program. Indeed, this was to be expected because of the lack of connection between the program and the organizational practice and context.

The program in this study has mainly been focused on the individual, their mental models, and his or her behavior rather than on the context which is similar to many conventional management development programs in organizations where abstract knowledge is often prioritized over actual practice. The result in this study, however, show that organizational practice and context play an important role for learning processes, thus counting as further evidence for the importance of situated learning (Lave & Wenger, 1991) and action learning (Revans, 1979). This leads to the conclusion that the changes that took place happened primarily as a result of the implementation of teamwork more generally within the organization, which took place alongside the program. The implementation process had elements of genuine situated learning and action learning, which much more likely influenced both the managers' articulation and their practice. These learning processes were rooted in the organization and were thus present in the everyday work practice. This contrasts sharply with the management development program, which was sporadic and rooted outside the daily workplace practice and context. The changes that have taken place have therefore been influenced by the simultaneous changes, challenges, and initiatives in the organization.

### **Contribution to Human Resource Development**

Organizations should consider how to create an organizational context that encourages learning, more than continuing to base their programs on a cognitive approach in a formal educational context, which show disappointing changes in practice. Though managers might gain knowledge about management, they most often do not get knowledge regarding their own capacity to manage or take action (Raelin, 1994). Thus, management development interventions should focus on how to foster an organizational context that leads people to *do* something new.

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