

Direct quotes from 'learning from work, and workplace learning' articles

Summarised by Andrew Gibbons

From: "Become an experiential educator from the inside out". Kay Peterson. *Talent Development* December 2018 Pages 33-337

P 34 "Experiential learning is holistic, it takes into account all parts of a person – feelings, perceptions, thoughts and actions – and can be applied to all areas of life".

"The experiential learning cycle makes explicit an ideal, four-step iterative learning process:

1. Experiencing. Attend your concrete experience in the moment.
2. Reflecting. Pause to reflect on that experience to search for meaning.
3. Thinking. Engage abstract thinking and generalisations leading to a decision.
4. Acting. Do something to test or implement your decision, and the cycle begins again with a new experience".

"The nine learning styles of experiential learning:

1. Experiencing style
2. Imagining style
3. Reflecting style
4. Analysing style
5. Thinking style
6. Deciding style
7. Initiating style
8. Balancing style

P 37 "Your own style will allow you to identify your strengths and favourite parts of the process and where you may be stretched and challenged too".

"Ultimately, the quality of the relationships the trainers build with their team and employees will enable them to experiment with new behaviours".

"Encourage a culture that is free of toxic blame, shame, and put-downs that stifle participant's willingness to stretch from comfort zones".

From: "The five dimensions of curiosity" Todd Kashdan et al. *Harvard Business Review* September/October 2018 Pages 58-60

P 59 "Merely describing a day when you felt curious has been shown to boost mental and physical energy by 20% more than recounting a time of profound happiness".

“Curiosity propels us toward deeper engagement, superior performance and more meaningful goals”.

“Rather than regard curiosity as a single trait, we can now break it down into five distinct dimensions. Instead of asking ‘how curious are you?’ we can ask ‘how are you curious?’.

“Building on Berlyne’s insights, in 1994 George Loewenstein of Carnegie Mellon University proposed ‘the information gap’ theory. He posited that people become curious upon realising that they lack desired knowledge; this creates an aversive feeling of uncertainty, which compels them to uncover the missing information”.

P 60 “Edward Deci argued in the 1970s that curiosity also reflects our intrinsic motivation ‘to seek out novelty and challenges, to extend and exercise ones capacities, to explore and to learn’. We use it not just to avoid discomfort but to generate positive experiences”.

“We created a five dimensional model of curiosity:

1. Deprivation sensitivity
2. Joyous exploration
3. Social curiosity
4. Thrill seeking

“The first dimension is *deprivation sensitivity* – recognising a gap in knowledge the filling of which offers relief. This type of curiosity doesn’t necessarily feel good, but people who can experience it work relentlessly to solve problems”.

“The second dimension is *joyous exploration* – being consumed with wonder at the fascinating features of the world. This is a pleasurable state, people in it seem to possess a *joie de vivre*”.

“The third dimension is *social curiosity* – talking, listening, and observing others to learn what they are thinking and doing”.

“The fourth dimension is *stress tolerance* – a willingness to accept and even harness the anxiety associated with novelty. People lacking this ability see information gaps, experience wonder, and are interested in others, but are unlikely to step forward and explore”.

“The fifth dimension is *thrill seeking* – being willing to take physical, social, and financial risks to acquire varied, complex and intensive experience. For people with this capacity, the anxiety of confronting novelty is something to be amplified, not reduced”.

“In a survey of 3,000 workers in China, Germany and the United States. We found that 84% believe that curiosity catalyses new ideas, 74% think it inspires unique, valuable talents, and that 63% think it helps one get promoted”.

“A monolithic view of curiosity is insufficient to understand how that quality drives success and fulfilment in work and life. To discover and leverage talent, and to form groups that are greater than the sum of their parts, a more nuanced approach is needed”.

From: “Obey the learning laws” Thomas Frazier. *Talent Development* September 2018 Pages 27-31

“Many trainers fail to apply learning theory when developing training. They often do so because they are enthusiastic about the material – brought on by the rigorous process of becoming a certified practitioner or trainer and can overwhelm students with nice-to-know information instead of personalising material in a meaningful way”.

P 28 “The transmitted enthusiasm can leave students saying ‘Wow! That was a great class’ only for them to forget about the material a short time later”.

“This is where many trainers fail. The Trainer feels great because the students have had fun; however, the lessons learned will quickly fade away and never become actionable”.

“Early in my career as a trainer, I found myself riding the wave of self-confidence after courses. That’s when it hit me. I had given them a tool box full of cool tools but no direction or training about how to use them”.

“To get to the point of using those tools, participants needed to identify specific challenging relationships and create an action plan around improving their own effectiveness within those relationships”.

“Educational psychologist Edward Thorndike developed his ‘laws of learning’. The first three are:

1. The law of readiness. People learn best when mentally prepared and engaged. Establish sufficient motivation to absorb material prior to an event beginning.
2. The law of exercise. Also referred to as the law of repetition, suggests people learn best when given an opportunity to practice multiple times.
3. The law of effect. This suggest that people learn best in a pleasing environment, that suggests a positive application of material will result in learned connections”.

“Thorndike’s eight laws of learning:

1. Readiness
2. Exercise
3. Effect
4. Primacy
5. Recency
6. Intensity
7. Freedom
8. Requirement

“Putting the laws into practice – to ensure that students walk away with actionable results, consider these five points when designing a training programme:

1. Clarify the objective
2. Link to emotion
3. Repeat repeat repeat
4. Positively reinforce
5. End with accountability”.

**From: “Learn from failure: Fail forward so that you take lessons from unsuccessful pursuits”
Laurie Burruss *Talent Development* April 2018 Pages 45-48.**

P 46 “Education discourages using failure as a teaching tool, instead measuring mastery of a subject. This practice of grading on performance quality is inextricably wed to how a person views failure and senses emotional wellbeing. And so, the learner becomes failure-averse, demoralised, and focused on a grade, score or task – initiating a cycle of shame, disappointment, and fear of tests, competitions and challenges”.

“If learners do not believe in their ability to succeed – or if repeated failures diminish this belief, consciously or not – they engage in practices or make excuses to preserve self-worth in their own eyes and in the eyes of others. The more intense the failure, the more important the defence mechanism”.

“The real problem then, is that people ignore most failures, whether by defence mechanism or on purpose”.

“Understanding the practical strategies for learning to fail enables individuals to fail forward, which means to continuously improve until they reach the next level, to seek an expectation of great work combined with effort, and ultimately to reach the goal of exceeding expectations”.

“Some of us feel the need to get it right first time. Others are unable to admit what they don’t know because people will perceive their failures as socially unacceptable”.

“The organisations that reinforce that failure is OK, and encourage their teams to continue to strive for progress are few and far between”.

“Failure causes a setback that triggers learners to carefully edit their reality and search for evidence that confirms what they already believe”.

“Individuals employ all this behaviour just to maintain their self-esteem”.

“All of us have a failure persona that is sparked when we are confronted with flops, bombs, and botches. Over time these behaviour patterns become set in stone”.

P 47 “Four types of failure profiles that range from high to low have been identified:

1. Success oriented learner: One who loves learning for the sake of learning, and sees failure as a way to improve rather than as a slight.
2. Overstriver: A closet achiever who avoids failure by succeeding. These learners are motivated solely by the fear that failure will confirm their greatest fear – that they’re not perfect.
3. Failure avoiding: These learners do not expect to succeed. ‘I just want to avoid failing’ they say. To avoid failure, they make excuses, procrastinate, and do not participate”.
4. Failure – accepting: This person has internalised failure, making it hard to get motivated. These learners believe their repeated failures are due to a lack of ability, and they have given up trying to succeed”.

“Often, learners motivated by fear of failure is incontrovertible, but seldom do organisations do it well”.

“Many business leaders agree that giving employees the freedom to make mistakes is scary, employees allowed to get out of their comfort zone (yes mistakes will happen) move into the growing zone, thus the organisation forward”.

“Good employees are those who when mistakes are made:

1. Learn from them
2. Own them
3. Fix them
4. Put safeguards in place to ensure the same mistake will never be repeated again”.

“Strategies for learning from failure do exist. To catch, correct and learn from failure is a path to success. Treating failure includes a few lessons:

1. Accept that failure is part of the process (there’s confusion here with positive thinking).
2. Let out your frustration. (Get through the onslaught of the emotional rush and back to focus.
3. Be brutal honest. According to ‘Four steps to overcoming failure and using it to your advantage 90% of us don’t learn from mistakes or continue to repeat errors.
4. Fail forward. (Learn from the setback and make necessary adjustments).

P 48 “We learn a lot from our failures if given permission to analyse what happened”.

“If afforded a period of reflection post failure, our ability to improve becomes evident and what we don’t know becomes apparent.

1. We can identify the obstacle that keeps us from achieving.
2. We have a renewed sense of humility and respect for the process of learning, and what mastery requires.
3. We recognise the need for sharing the process of learning, not just the accomplishments”.

“In sum, failing forward, or learning from our mistakes, enables us to develop context-specific processes to create a workforce culture that communicates to employees that learning from failure must be safe and allows for mistakes and errors to surface”.

“Learners need the opportunity to brainstorm and then edit and order those ideas to understand what works and doesn’t work”.

“Learning from organisational failure is anything but straightforward”.

“Failing forward is about building a learning culture that enables the learner to:

1. Feel comfortable and responsible for surfacing and learning from failures
2. Understand what happened rather than who did it
3. Recognise and notice failures small and large
4. Analyse the failures
5. Proactively search for opportunities to experiment

“We all want to be in the discovery business not the failure business – and the fastest route is to fail more often to succeed sooner”.

**From: “Unleashing the unstoppable learner” Pat McLagan. *Talent Development* July 2017
Pages 44-47.**

P 44 “We’ve been talking about being learner-centred for decades yet, in spite of all the evolution that has occurred in the L and D field in recent times, we as learning professionals still struggle to unleash the full capability of the people we support”.

“Behaviours don’t change at the pace, or in the direction we would like”.

“My contention is that the top-down paradigm, where leaders and learning professional take most of the responsibility for change, is reaching a point of diminishing returns. If true, then how should we think about learning now and for the future?”.

P 46 “Decades ago, Alan Tough, a Canadian adult learning researcher explained what we all now accept: The vast majority (70%) of adult learning is self-directed. Non professional helpers (managers, friends, people with special expertise, fellow team members) assist most of the rest (20%). A very small amount of an adult’s learning is directed by development professionals: Educators, trained coaches, psychologists (10%; actually less than 5% by educators)”.

“As learning professionals we generally focus on the formal 5-10 percent. However, a glance at the 70-20-10 model tells us that the biggest opportunity area is the 70 percent in the formula: The learning that is self-directed; the learning that happens in the moment every day for every learner; the learning that people do when they look back at their experiences with pride or regret and draw insights and lessons from them; the learning that they design and do on their own to achieve their own work and life goals”.

“There is more ‘though, learners actually control all their learning – all 100 percent. They decide, (consciously and unconsciously) what they perceive, attend to, process, turn into lasting learning, and ultimately apply in their work and lives... the learner is always in charge”.

“However, people are generally not proficient learners, and non-professional helpers have little training in how to help”.

“Everything is changing around our learners, so learning – their main process for dealing with change – must change too”.

“Ten qualities of a Learning 4.0 learner:

1. Imagination: The ability to create and be guided by a self-generated virtual reality of the future.
2. Whole brain/whole body: Using the full capacity of our learning brain and body – our physiological conscious and unconscious functions.
3. Self-transformation: Drawing on our deeper self-knowledge to help us more consciously transform ourselves and our talents to live a meaningful and full life.
4. Deep learning: We see patterns in data, experiences, and our thoughts and actions.
5. Anywhere/anytime: Increasing our sensitivity to the learning opportunities around us – helping us learn in the moments they occur.

6. Smart use of information: Seeking the truth, and finding the best information for our needs. Recognising biases and data manipulation that are intended to influence our decisions and actions.
7. Resource versatility: Seeing all learning resources as extensions of our brains, providing specific strategies for mining the gold in any resource or experience and optimising our ability to be present to learn whatever the circumstance.
8. Change agency: Helping us successfully transfer our learning into our work and life environments.
9. Co-evolution with technology: Helping us use smart techniques to achieve important and life sustaining goals. We remain in charge of these technologies and evolve with, and ahead of them.
10. Shared: Learning capabilities are sharable – we learn in a 4.0 way together, and help evolve the new learning paradigm together”.

P 47 “Three versions of ‘learning software’ are operating today, but a fourth, Learning 4.0 is emerging.

1. Learning 1.0 (Search): This is the learning capability we were born with – to develop through trial and error and imitation.
2. Learning 2.0 (Social and school): This is the learning capability and discipline that teachers and parent helped us develop so that we could succeed in the school environment.
3. Learning 3.0 (Self-directed): This is the post-school learning capability we developed when; with little or no guidance, we found ways we found ways to deal with adult responsibilities and problems.
4. Learning 4.0 (Smart): This is a capability that enables people to excel as active agents in the rapidly changing, connected digital knowledge age”.

“Seven learning 4.0 practices: what 4.0 learners can do well...

1. Hear the call: Learning opportunities tap people on the shoulder in many ways. 4.0 learners recognise learning calls. In fact they are so tuned in that they anticipate them before they are apparent, or turn into crises.
2. Create future-pull: When learners visualise a multi-sensory image of a desirable future, they create a powerful magnet for learning.
3. Search far and wide: 4.0 learners know how to use expert search services, social media, and other scanners to find the information and support they need.
4. Connect the dots: 4.0 learners organise the parts of their learning journey with the future vision in mind. They connect and reconnect dots, and learn, relearn and redirect as they go.
5. Mine for gold: 4.0 learners know they must internalise information to turn it into learning.
6. Learn to last: Learning takes four different forms – remembered knowledge, skills, new beliefs and creative ideas. 4.0 learners know that each requires different approaches, and they are master users of those approaches.
7. Transfer to life: 4.0 learners manage their own habit change and make their own environment more receptive and supportive as they implement their learning”.

P 48 “Three learning paths:

1. In the moment: A 4.0 learner is more likely to notice and capitalise on in-the-moment learning opportunities when they occur.
2. Towards a goal: This is the path people think about when they think ‘learning’ – there is a goal or a vision a skill or capability to develop, a change to make.
3. Retroactive: The past holds many lessons – the 4.0 learner sees the past as a learning resource, reaping many rewards from retroactive learning, including preventing future catastrophes.

“Envision your organisation filled with individuals and teams who imagine break through futures, draw on more of their conscious and unconscious learning capabilities, get smarter along with the technologies they are using, recognise bias and distortion when they hear it, and are savvy participants in situations ranging from reading to discussion, online programs, games and case studies”.

“People who optimise learning in the future will recognise barely perceptible calls to learn”.

P 49 “Learning 4.0 asks us to move beyond learnability to learner ability. The fundamental question is: ‘how can we unleash the fundamental power of the learners themselves?’ “.

“It’s part of our job to bring the exciting new insights about learning, the learning self, and ways to optimise learning to everyone we support”.

“Only the learner can learn, but we can help them develop competence for this increasingly important role”.

“Expand your evaluation focus to include the quality of learner roles and practices. For example, ask about the quality of the learner’s preparation and participation in learning activities, not just about your program’s designs or facilitation quality”.

“Unless people take on their roles as 4.0 learners, and unless the systems, processes and strategies of the business fully support 4.0 qualities and practices, this will continue to be the holy grail of our field”.

“It’s imperative for everyone in the L and D field – including all business leaders - to become 4.0 learners. We must be the change we want to create”.

From: “Self-sufficient learners make successful workers” Patti Shank. *Talent Development* April 2017 Pages 43-46.

P 43 “How do people adapt to a rapidly changing workplace, and quickly changing job skill needs? They learn better and faster”.

P 44 “As adult learners, we need to own our learning, especially when job skills are rapidly changing”.

“We need to know we can determine what we need to know and find ways to learn without having to wait for a teacher. There is far too much to keep up with for the talent development function to own this alone”.

P 45 “We do people a disservice in making them think they learn everything they need to know in a class”.

P 46” “Typically however, an instructor or trainer doesn’t ask or solicit enough questions, wait long enough questions and answers, or build in time or tools to make sure that questions are answered, and misunderstandings are repaired”.

“Building content is not enough to help people grow and change skills. We cannot help prepare people for the realities of changeable job skills without using what the learning science shows us works”.

From: “Formal and informal learning in the workplace: A research review” Amelia Manuti, Seforina Pastore, Anna Faust Scordino, Maria Louisa Giancaspro and Daniele Marciano. *International Journal of Training and Development* Vol. 19 No. 1 2015 Pages 1-17.

P1 “The establishment of the knowledge society, with its emphasis on knowledge building, determined within recent decades as a consequence of the radical redefinition of the international labour market has contributed to marl *learning* as an even more strategic factor for global competitiveness”.

“Learning is no longer confined to formal activities in classroom environments. Work and career are no longer static and predetermined entities. Knowledge is not necessarily individualised, and the way an entire organisation learns can be instrumental in its innovation and profitability”.

“Looking at work from the perspective of its learning potential is fundamentally different to looking at it simply in terms of competencies needed to perform the job well (Cullen et al 2002 P 36)”.

P 4 “Formal learning is defined as structured learning that takes place ‘off the job and outside of the working environment, typically in classroom based formal education settings”.

“In the workplace, formal learning is composed of planned learning activities that are intended to help individuals acquire specific areas of knowledge, awareness and skills useful to perform their jobs well”.

P 5 “Informal learning recognises that the acquisition of knowledge and skills in the work setting does not occur from organised programmes alone indeed, learning also occurs during critical moments of need embedded in the context of practice”.

“In contrast to formal learning, informal learning occurs in situations that are not usually intended for learning, most notably in the actual work setting. As a result, informal learning is said to call on and require a blending of individual difference constructs such as intellectual curiosity, self-directedness and self-efficacy”.

“Informal learning arises in situations where learning may not be the primary aim of the activity but is activated by some anticipated or existing problem situation that requires resolution”.

“Informal learning may involve seeking out certain individuals are recognised to have higher levels of insight or competence on a topic”.

“Most of this (informal) learning is unplanned and somewhat serendipitous in nature, because it occurs as needed”.

“Informal learning might also involve some form of sanctioned learning such as mentoring, coaching, job rotation, job shadowing and special projects or assignments”.

“Informal learning tends therefore, to be considered as not only crucial to understand and facilitate, but as a more significant, effective, and thus ‘superior’ form of learning to formal, classroom-based learning (Coley et al 2002, Hager, 2004)”.

“Informal learning at work is positively correlated with flexibility, employability, adaptability of learning to context, rapid transfer to practice, and resolution of work-related problems through regular review of work practices and performance (Dale and Ball 1999)”.

“Marsick and Watkins state that informal learning ‘is usually intentional, but not highly structured and includes self-directed learning, networking, coaching, mentoring, and performance planning’ “.

“Tjepkema (2002) says that informal learning often happens spontaneously and unconsciously without any a priori stated objectives in terms of learning outcomes”.

P 6 “Marsick and Watkins also refer to ‘incidental learning’ which they describe as ‘a by-product of some other activity such as assessing the organisational culture, or trial and error experimentation (1990 P 8). This is considered to be a distinct form of informal learning, which highlights intentional or non-intentional learning processes, and also the significance of tacit knowledge (Marsick et al 2008)”.

“Eraut (2000, 20001), who uses the term non-formal rather than informal learning, moves beyond a binary model of ‘intentional and non-intentional’ informal learning, and, taking a psychological approach, outlines three learning modes concerning intentionality. These are ‘implicit’ and ‘deliberative’ learning (mirroring non-intentional and intentional learning) and ‘reactive learning’. The latter is an ‘in between’ category, which describes situations where the learning is explicit, but takes place almost spontaneously in response to recent, current or imminent situations without any time being specifically set aside for it”.

P 7 “Fuller and Unwin have emphasised the active role of the features of the learning environments in the development of workplace learning notwithstanding the nature of the formal/structured rather than informal/unstructured learning mode. More specifically, they have distinguished between expansive and restrictive learning environments”.

P 8 “Despite the rather unanimous acknowledgement of informal learning as a complementary dimension of workplace learning little is known about ‘how it can best be supported, encouraged, and developed’ (Marsick and Watkins, 1999 P 3)”.

“Although most scholars tend to view informal learning within the workplace positively, some have pointed towards its drawbacks in relation to its processes and learning outcomes (Skule 2004). On a practical level, and largely from an organisation-centred focus, Dale and Bell point out that:

1. It may be too narrowly based so the employee only learns part of a task or superficial skills which may not be transferrable
2. It may be unconscious and not be recognised. This does not build confidence nor lead to development.
3. It is not easy to accredit it or use for formal qualifications
4. The employee may learn bad habits or the wrong lessons”.

P 10 “Another very relevant issue is the purpose of learning...in order to be effective, workplace learning should always be directed to a specific purpose, which could be both addressed to organisational and/or individual development (Garrick 1998)”.

P 11 “Yet despite the uncontested role of informal learning in the workplace most companies still focus mostly on formal learning programmes, losing valuable opportunities and outcomes”.

“It is easier to send staff on formal training rather than reorganising production processes and/or redesigning jobs in order to expand learning chances. This implies a radical change in the learning culture, from ‘learning to work, to working to learn’ (Felstead et al 2011), which means mostly developing strategies for improving learning opportunities for everyone and tactics for managing and sharing knowledge and skills”.

“Training-oriented organisations are generally focused on current and near-future jobs, that is they usually consider training as a concrete means to train human resources in a short-term perspective that answers ‘here and now’ organisational needs. Conversely, development-oriented organisations are exclusively focused on near-future jobs, they consider training as a strategic opportunity to make the difference in the future”.

“Whereas training-oriented organisations pursue a strictly organisational perspective, development-oriented organisations take into account also the individual perspective, showing that people are really important for organisations (Manuti and De Palma 2014), as long as they could actually be the strategic factor to beat up competition”.

P 13 “Workplace learning is not an abstract idea, or learning for learning’s sake. It needs to be understood as *learning for* something in particular”.

From: “An empirical examination of personal learning within the context of teams” Yuang Jiang, Susan Jackson and Saba Colokglu. *Journal of Organisational Behaviour* Vol. 37 2015 Pages 654-672.

P 655 “Through teamwork, employees can improve their personal understanding of how organisational positions and jobs are interconnected with one another and develop skills that improve interpersonal interactions and task performance”.

P 656 “Lankau and Scandura identify two related but distinct types of personal learning that can occur in work settings: Relational job learning and personal skill development. *Relational job learning* refers to ‘an increased understanding about the interdependence or connectedness of one’s job to others’, whereas *personal skill development* refers to the ‘acquisition of new skills and abilities that enable better working relationships”.

“The interface that exists where the person and the environment meet is the opportunity space where learning can occur (Kolb and Kolb 2005)”.

“Kolb (1984) described a dynamic learning process as starting with a concrete experience that is novel, salient and stimulating, which then becomes the basis for reflective observations, abstract conceptualisations and, ultimately, active experimentation. Through this process, new ideas and insight are formed and validated, which result in relatively permanent changes in a person’s repertoire of knowledge and skills and thus internalised learning”.

“Cognitive learning theories emphasise the role of experience in learning; they suggest that knowledge grows and develops when challenged by novel information obtained by experience. For example, Kanfer and Ackerman’s (1989) motivation-based theory of skill acquisition suggests that challenging experiences facilitate personal development by motivating individuals to exert additional effort to acquire the skills demanded of them”.

P 657 “When the leader’s transformational behaviours are recurring, and observed by the whole team, perceptions and interpretations of the behaviours are likely to converge among members through a social influence process, thereby establishing a leadership climate”.

“A transformational leadership climate provides intellectually stimulating experiences that prompt team members to question their basic assumptions, consider organisational issues, inter-relations, connections and problems in a new light, and take on challenging assignments”.

P 659 “Compared with working independently on tasks in isolation, working on interdependent tasks is more likely to prompt team members to search for and share task-related and organisational information and knowledge, and in the process create social experiences that trigger the adult learning cycle of reflection, abstract conceptualisation, and active experimentation, leading to improvements in both relational job learning and personal skill development”.

P 668 “Task interdependence is more likely to promote personal skill development when the team task is relatively non-routine, for such work requires team members to develop relationships that enable the co-ordination needed to anticipate and engage in dynamic adjustment. Such interactions involve developing shared mental models about how to work together and may also promote social awareness that enhances personal skill development”.

“Organisational practices such as leader selection and appraisal should be recognised as potentially valuable not only for their contributions to task performance but also for their indirect contributions to the personal learning of subordinates”.

P 669 “Our findings have implications for individual employees, who are increasingly expected to take responsibility for their development and career progress. Formal training and credentials can provide some of the skills required for success, but the value of working on challenging team tasks in the context of a transformational leadership climate should also be recognised, for such work experiences appear to present rich opportunities for developing the soft social skills that today’s employers often seek but are unable to find”.

“In addition to grasping such opportunities when they become available employees may find it useful to articulate their personal learning from such experiences as they strive to convince employers that they have the skills needed for the team-based work arrangements that are so ubiquitous in today’s organisations”.

From: “Informal learning and the future” Nick Shackleton-Jones. *Training Journal* October 2008 Pages 38-41.

P 38 “We might occasionally learn while on a course, but this is often more by luck than design”.

“It’s very exciting that recently the learning community is starting to question the role of informal learning in what they do, because it suggests a renaissance of learning – the possibility that we might really, for the first time, begin to question, and get involved in mainstream learning, the everyday ways in which individuals develop”.

P 39 “Today, not only can I Google most things, in many case, I can actually get *better* stuff than I might were I to book on a classroom course”.

P 40 Now, I’m not suggesting that this is how all training should be conducted, (although it seems roughly 85 percent of organisational learning currently is), but it does highlight some of the distinctive features of informal learning: Challenges and importance”.

“As a first approximation to how people learn, they learn in response to challenges or where the thing to be learned is important. You only need to watch an episode of *The Apprentice* to see how quickly people learn in response to a challenge that they clearly consider important”.

“By contrast, with formal learning, there is often no immediate challenge and the imminent importance to learners is low”.

“At the heart of informal learning lies a mechanism that has been almost entirely overlooked: Emotion”.

“It’s true that memory and learning are not the same thing, but, since memory is a prerequisite for learning, and understanding of memory is a good place to start”.

P 41 “In short, stop building/delivering courses, at least in the traditional sense. We all know that the vast majority of information delivered in this format is lost, and in a word where people increasingly prefer referencing to learning, this makes less and less sense”.

“The key challenge for a trainer is to change learner’s behaviour in terms of *when* to stop and refer”.

“We should accept that effective dissemination of information includes a personal/emotional element and capitalise on this: A CEO’s blog is far more likely to have an impact than an internal communication, especially if it seems to come from the heart”.

“In conclusion, understanding informal learning presents L and D with an important challenge: Be part of the learning organisation or risk drifting apart from it”.

From: “Managing yourself: Learning to learn” Erika Andersen. *Harvard Business Review* March 2016 Pages 98-100.

P 99 “The ability to learn faster than your competitors may be the only sustainable competitive advantage (Arie de Geus)”.

“I’m talking about resisting the bias against doing new things. Scanning the horizon for growth opportunities, and pushing yourself to acquire radically different capabilities – while still performing your job. That requires a willingness to experiment, and become a novice again and again: An extremely discomforting notion for most of us”.

“Four attributes seen in people who can learn over again:

1. Aspiration
2. Self-awareness
3. Curiosity
4. Vulnerability

People who can do the above ‘truly want to understand and master new skills; they see themselves very clearly; they constantly think of and ask good questions, and they tolerate their own mistakes as they move up the learning curve”.

“Great learners can raise their aspiration level – and that’s key, because everyone is guilty of sometimes resisting development that is critical to success”.

“When confronted with new learning, we often focus on the negative and unconsciously reinforce our lack of aspiration”.

“When we *do* want to learn something, we focus on the positive, what we’ll get from learning it, and envision a happy future in which we’re reaping those rewards that propels us into action”.

“When it comes to the need for learning, our assessments of ourselves – what we know and don’t know, skills we have, and don’t have – can still be woefully inaccurate”.

“In one study, conducted by David Dunning, a Cornell University psychologist, 94% of college professors reported that they were doing ‘about average work’. Clearly almost half were wrong, many extremely so – and their self-deception surely diminished any appetite for development”.

P 100 “In my work I’ve found that the people who evaluate themselves most accurately start the process inside their own heads: They accept that their perspective is often biased or flawed, and then strive for greater objectivity, which leaves them much more open to hearing and acting on other’s opinions. The trick is to pay attention to how you talk to yourself and then question the validity of that self-talk”.

“Kids are relentless in their urge to learn and master”.

“Curiosity is what makes us try something until we can do it, or think about something until we understand it. Great learners retain this childhood drive, or regain it through another application or self-talk”.

“Once we become good, or even excellent at some things, we rarely want to go back to being *not* good at other things”.

“The idea of being bad at something for weeks or months is extremely scary, Great leaders allow themselves to be vulnerable enough to accept that beginner state”.

“The ideal mindset for a beginner is both vulnerable and balanced: *I’m going to be bad at this to start with, because I’ve never done it before, AND I know I can learn to do it over time*”.

“The ability to acquire new skills and knowledge quickly and continually is crucial to success in a world of rapid change”.

From: “It’s time we learned to learn” Andrew Gibbons. *Training Journal* March 2012 Pages 40-44.

P 40 “Here are the three points I will address:

1. Truly managing your own development is not hard work, it’s rewarding, and virtually cost-free.
2. Employers need to lead the way – but will they?
3. Professional bodies are not just clubs we belong to because we took their exams many years ago”.

“Virtually all the improvements in our professional capability are rooted in the real world of what we do at work and beyond, not in occasional, non-needs-based, expensive training courses”.

P 41 “I treat my CPD as a high priority; it is a constant and conscious process. And horror of horrors, I keep a learning log to record this”.

“Employers haven’t yet woken up to the fact that what they spend on formal training brings a very poor return, but when that happens, and there are signs, as you know well, the *learning* will shoot ahead of the *learned* at a rate that will surprise all”.

“Once we become aware of the limitless development opportunities that our real world offers, it becomes an exciting, rewarding and endless journey”.

“Our development is an iterative process, so we must be prepared to make more effort, to be more active and to look for outcomes in the longer term, not to be tempted back to dependent, lazy ways if success is not immediate and easy”.

“So critically observe those from whom you can learn; don’t lose touch with people who can help your development; read, and note your learning; if you haven’t got a mentor, get one now, watch the TV and YouTube, and note your reflections, however briefly”.

“Be able to convincingly answer the questions: *what did you learn today?* ...and, more importantly, *what will you do as a result?*”.

P 42 “My observation of organisational realities is that, amongst other things, they are typically very poor at providing a supportive environment for risk taking and learning”.

“It is rare, but not unknown for those that lead an organisation to model the value of managing their own learning”.

“I long for the day when it is a key and monitored part of every manager’s job to coach and support the learning of their direct reports”.

“There is nothing more important to an individual committed to his or her own growth than a supportive environment (Peter Senge)”.

P 43 “All professional bodies for whom membership is not a licence to practice have got a big problem with encouraging, and especially enforcing CPD”.

“Professional bodies can do a lot more to promote the value of taking true responsibility for our own (professional) development”.

P 44 “Read what others do not, watch and learn from what others can’t be bothered to watch, record learning in less time than those less bothered take telling you they haven’t the time!”.

From: “All by myself. Research into employee’s informal learning experiences” Marcel van der Klink, Jo Boon, and Kathleen Schlusmas. *International Journal of Human Resources Development and Management* Vol. 12 Numbers 1 and 2 2012 Pages 77-91.

“In the early nineties of the last century, informal learning and formal learning were perceived as two distinct categories. Nowadays there seems to establish growing understanding among scholars for considering informal learning and formal learning as both ends of a continuum”.

“This article adopts the definition of Marsick and Volpe (1999) who defined informal learning by using six characteristics:

1. Integrated with work and daily routine
2. Triggered by an internal or external jolt
3. Not highly conscious
4. Often haphazard and influenced by change
5. An inductive process of reflection and action
6. Linked to the learning of others”.

P 79 “Content and quality of the informal learning depends to a considerable extent on the presence of these learning competences:

1. Reflection
2. Preparations of learning by goal setting
3. Monitoring of learning activities”.

“Though reflection is crucial, it is not sufficient, since reflection as such, does not lead to change. Reflection needs to be followed by *goal setting* and then followed by *monitoring* while carrying out learning activities to assure that particular learning goals are really achieved”.

“As Ellinger (2004) concluded in her review, learners more often respond to circumstances and events rather than planning carefully in advance their courses of action”.

“Many informal learning experiences occur as a side-effect of some other activity and it even occurs although employees are not always conscious of it and they do not intentionally seek for learning experiences”.

“Since informal learning is partly tacit, learners do not always recognise what they actually have learned. In many cases, adults experience considerable difficulties with recalling, evaluating and

discussing their own informal learning experiences since they do not define informal learning as 'learning' but as 'working' or as problem solving (Nijhof et al 2006)".

"Reamdonck (2006) reported that adults differ strongly in their competences to perform as self-directed learners in the workplace".

P 80 "Evidence suggests that a proactive personality and a will to seek and utilise available opportunities for learning contribute significantly to employee's readiness for informal learning at work (Van Eckenden et al 2006)".

"Numerous organisational factors shape informal learning in the workplace. Research studies into workplace learning point at the significance of:

1. Feedback and support of co-workers and managers.
2. The learning climate (acceptance and time for experimenting on the job).
3. Workload.
4. Autonomy in the performance of tasks and duties".

"Though organisational conditions to learn informally at work differ strongly between jobs, companies and branches, there seems to exist a broadly shared understanding that contemporary workplaces do not provide sufficient space to reflect thoroughly on work, learning and career (Boud 2006)".

P 87 "Informal learning is in fact, a lonely activity, where not only an explicit consideration or feedback is lacking about the learning that is needed to fulfil a job, the results also show that the learning process itself is very often an individual action undertaken".

P 88 "The picture of informal learning as we encountered it in this research does not indicate a picture of efficiency".

"Our findings are in line with the notions expressed by Ellinger (2004) who states that the idea of the learner as a self-directed learner who oversees different options and carefully plans and monitors his own learning trajectory and career is perhaps more an ideology than an empirical proven fact (Van der Klink et al 2007)".

"The findings suggest that participant's formal learning is mainly stimulated by their current job tasks".

P 90 "Our study showed that it remains questionable to what extent informal learning can be considered as a powerful and efficient way to improve employee's competencies".

From: "Spotlight on critical reflection" Mary Holmes. *Training Journal* July 2012 Pages 65-69.

P 65 "Life is tough, old solutions based on repeating existing patterns of behaviour and traditional thinking will not sustain businesses".

Critical reflection..."can be the catalyst for learning that drives action, based on contextual sensitivity and an appreciation of the reality of the situation".

"Critical reflection can enable (coached) clients to learn about themselves, others, and their organisations; it allows them to act, based on a deeper understanding of the complex reality in which they are operating".

“Managers and leaders may need to be persuaded of the value of reflection...personal experience suggests that managers may not reflect because:

1. They are unsure of where to focus attention and what questions to ask
2. They are feeling pressured, and lack the time”.

“Critical reflection can encourage people to ‘learn not only about the task and themselves, and their own practice, but about the micro-politics of organisations – how you get things done around here’ (Trehan and Pedler 2009)”.

“To develop our performance, we need to recognise and seek to understand the emotion and politics in situations, as well as the rational and logical (Vince 2002)”.

P 66 “As coaches we should encourage our clients to reflect back, forwards, and in the present (during a situation – in the ‘here and now’”.

Three forms of critical reflection:

1. In the here and now – reflection in action
2. Reflecting back
3. Reflecting forward

“Reflecting back, or reflecting on action is often the most familiar time-frame for reflection. It ensures that we look back and seek out any learning from a situation or issue. We can then take this learning forward and apply it to an issue as it progresses, and also into new and similar situations”.

“Reflecting forward is a key method for translating learning from reflecting back into action. Planning and preparation can help seek ways to apply our learning”.

P 67 “Reflection –in-action is the ultimate – just-in-time learning. Having honed one’s skills of reflection in a less frenetic setting, it is possible to apply them in the heat of the moment, and handle a potentially challenging situation”.

“Questioning is fundamental to effective reflection, and it is therefore a key driver in our learning”.

P 69 “Developers need to be highly sensitive to emotion and power within the organisational context, as these factors have an impact upon learning and action. For external developers and coaches this understanding must be developed quickly”. Using the range of experiences and interactions within the organisation to check out the formal story”.

“Some people find that writing and drawing can open up reflection, looking both back and forward”.

“Practical tools that enable people to engage with critical reflection in a creative way can be powerful”.

“Critical reflection is the foundation for understanding ourselves, others, and the context in which we are working”.

From: “Development of the PRO-SDLS: A measure of self-direction in learning based on the personal responsibility orientation model” Susan Stockdale and Ralph Brockett. *Adult Education Quarterly* Vol 61 No 2 2011 Pages 161-180.

P 162 “This article addresses the need to empirically validate new ways of studying self-direction that are

informed by more recent conceptualisations of self-direction such as the PRO model of self-direction in learning (Brockett and Hiemstra 1991)".

- P 163 "Brockett and Hiemstra (1991) stress personal responsibility as the connection or central concept for understanding as it is represented and described in their model".

"Self-direction in learning is viewed both as behaviour seen in instructional method processes, and a personality characteristic of the individual learner. Both components are embedded within a personal responsibility framework and operating within the learner's social environment and contribute to the outcome of self-direction in learning".

- P 164 "Brockett and Hiemstra (1991) define the self-directed learning component as 'A process in which a learner assumes primary responsibility for planning, implementing and evaluating the learning process'".

"Brockett and Hiemstra further suggest that 'It is the ability and/or willingness of individuals to take control of their own learning that determines their potential for self-direction' ".

"The definition of self-directed learning proposed by Knowles is very similar to Brockett and Hiemstra's: "A process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes".

- P 166 "Self-efficacy as defined by Bandura (1997) refers to 'Beliefs in one's capacities to organise and execute the courses of action required to produce given attainments'. This model suggests that individuals with high self-efficacy are more likely to positively control their environmental learning outcomes".

From: Praxis Report: "Working to learn, learning to work" Alan Felstead, Alison Fuller, Nick Jewson and Lorna Unwin. Issue No 7 January 2011 Pages 3-21.

- P 3 "Learning is not something that only happens when we plan it; it is not restricted to the classroom and nor is it a 'one-off' event that will, in isolation transform an individual or workplace's productivity. Often the most powerful learning takes place through participation in everyday activities: By doing we learn".

"When it comes to learning at work therefore the very act of doing a job provides real opportunities to learn and develop; but not all jobs offer the same chances. What a job involves, how it is designed, and how it fits into wider productive systems and processes beyond the workplace, impacts on how far an individual employee has the capacity to learn, grow and innovate in their role".

- P 5 "We need to look inside workplaces to see how work is organised, how new forms of expertise are emerging, how skills are being developed and utilised, and at the broader context in which workplaces operate".

"We need to ask why some workplaces create what we refer to as 'expansive' learning environments, whilst others are more 'restrictive'.

"Until relatively recently, workplaces were not recognised, at least in policy terms, as sites of learning. This is perhaps understandable, as many people, including policy makers, associate 'learning' with formal classroom or workshop-based instruction. Learning in the workplace however, can take a variety of forms, ranging from formal training courses to solving problems as part of everyday work tasks. Often, it is a collective process in which work colleagues share and develop ideas and learn from each other".

“The acquisition model of learning has until recently held sway over policy thinking, reflected for example, in the use of qualifications as the proxy measure for skills (HM Treasury 2006). This approach places little or no emphasis on helping employers re-configure the way they organise work, but instead celebrates solely on getting more individuals qualified. By viewing working and learning as enjoined phenomena in the ways we explain here, employers could be helped to develop workforce plans in their business strategies”.

“It is of course, much easier, (though often more expensive) to send staff on formal, one-off training courses than to re-organise production processes, re-design jobs or re-negotiate organisational controls in order to expand opportunities for everyday learning. This necessitates a shift away from a mentality of learning to work to one of working to learn; that is a shift from viewing learning as an event or episode to one in which learning is built into everyday activity”.

P 8 “The concept of ‘discretion’ refers to the degree of autonomy and responsibility by workers in the design, execution, or education of work activities and processes”.

“The exercise of discretion, in all its forms, introduces potential uncertainty in determinacy and risk into the work process. As a broad generalisation, management strategies may attempt to cope with uncertainty by either seeking to eliminate it, or by seeking to harness it to organisational goals”.

“For some employees, workplaces pose exciting challenges which stimulate their capacity for innovation. These ‘expansive’ learning environments are most commonly where staff have higher levels of discretion, autonomy and responsibility. They are characterised by employee involvement in decision-making and problem-formulation, the sharing of conceptual and reflexive forms of knowledge alongside job-specific skills, encouragement to develop informal communities of practice, and personal rewards for those positively engaged in work tasks. They encourage workers to become flexible, questioning, creative and independent”.

“For others (in ‘restrictive’ workplace learning environments), work tasks are narrow and learning is initiated from elsewhere. Their learning environments are characterised by limited work tasks, exclusion from decision-making, narrow definitions of relevant expertise and isolation of individual workers”

“Such ‘restrictive’ learning environments promote predictability, repetition and adherence to instructions, and are reflective of low trust employment relations”.

P 16 “Work as learning framework (WALF) challenges the notion that learning can be viewed as a ‘bolt on’ or one-off intervention that will enhance productivity and improve business performance”.

“Learning can be stimulated and improved by the intelligent use of workplace artefacts and the collapsing of internal boundaries to allow employees with different skill sets and experiences to work together”.

“The resources for learning lie all around in the workplace and in the wider productive system, but they need to be mobilised in order to play their part in supporting the sharing and creation of ideas”.

“All work involves and generates learning, but this is not always harnessed and recognised. Too many workplaces consider learning as an ‘event’, as a specially constructed phenomenon and, at worst, as something separated from work itself”.

P 17 “There are some work processes and productive systems which severely curtail opportunities for discretion and the opportunities for ‘expansive’ work environments. ‘Taylorised learning’ has become, in some circumstances, the inevitable consequence of ‘Taylorised’ work, relying too heavily on traditional didactic teaching methods in which learners play a passive role (ie ‘restrictive’ rather than ‘expansive’ “.

“The success of features of high performance working, such as greater employee involvement or

performance related pay, will be mediated by the nature of the productive system and the scope this allows for 'expansive' learning at the level of the workplace".

"Changes made at the work-place level alone will not be enough. WALF can highlight instances where 'restrictive' learning environments have resulted from business models following a low skills trajectory. The key question for policy-makers, therefore, becomes where it is appropriate, and how, can employers be encouraged to alter their productive systems and pursue business models which create more 'expansive' learning environments".

- P 18 Creating an 'expansive' work learning environment "entails moving from the view that learning is a silver bullet to be fired when things are going wrong in the workplace to one in which learning is an integral part of the work process. This requires a radical rethink of employer practices and policy responses so that, rather than separate and competing activities 'learning to work' and 'working to learn' are simultaneously carried out and maximised".

**From: "Supporting informal learning in the workplace" Pieter De Vries and Heide Lukosch.
International Journal of Advanced Corporate Learning Vol. 2 Issue 3 August 2009
Pages 39-44.**

- P 39 "In times of rapid technological and socio-economic changes, knowledge sharing and learning have become critical assets for most organisations and companies. New ways of learning and training are needed to cope with the rising demand for information".

"In organisation, learning happens all the time, in a multitude of learning situations which can take place in a classroom, but obviously occurs most of the time in informal settings like a discussion amongst colleagues or a search session on the internet...but still it is about 80% of the training budget that goes to formal learning which means that companies over-invest in formal training programmes while missing out on the opportunity to foster the more natural and informal learning processes".

"Formal learning alone is not flexible enough to react to fast changes taking place in today's companies' surroundings".

"The term informal learning describes learning taking place outside of training institutions but which can be planned and structured".

"Companies choosing formal learning alone are not able to benefit from the advantages of informal learning settings like its flexibility in terms of time and space. Companies seem to over-invest in formal learning settings because learning in a formal structured way is still very well known".

"The over-investment in formal training can also lead to a consolidation of formal learning structures in organisations like training departments delivering ready-made courses and learning materials".

"Formal learning is a successful approach for those that have less knowledge and skills but can be counter-productive for more experienced employees. For those, informal blended learning approaches seem to work very well".

- P 40 "Informal learning is a co-operative action while formal learning often takes place as an individual (or lonely) activity".

"Even if informal learning shows a very generic way of learning, it is hardly seen as learning itself. That is because it mainly is arranged individually and responsibility lies in the learner's hands".

"We see learning as an active process of knowledge-creation that takes place in social interaction, not as a lonely activity".

P 41 “Learning does not take place inside a learner, but is a social process of exchange and externalisation”.

“Learning should be part of the work process, and not an interruption”.

“With implementing work activities in the daily workflow, a quick transfer from knowledge to work practice is enabled”.

P 43 “Companies nowadays are hardly aware of the advantages of informal learning processes taking place at the workplace”.

From: “Informal and incidental learning in the workplace” Victoria Marsick, Karen Watkins, Mary Wilson Callahan and Marie Volpe. Chapter 20 of *‘Handbook of Research on Adult Learning and Development 2008 Pages 570-600.*

P 570 “Newer research and theory development about workplace learning – including informal and incidental learning – is moving from a focus on the individual to a deeper understanding of collaborative learning (Raelin 2000)”.

P 571 “Learning is constrained by the rules that govern action in an organisation, by the resources available to a learner, and by the receptivity of others within the organisation that affect whether or not the learner may try to apply what he or she has learned”.

“Whether undertaken collaboratively or not, the collective nature of the workplace nudges, imprints, or controls what is learned”.

“Marsick and Watkins (1990) defined informal and incidental learning as ‘learning outside of formally structured, institutionally sponsored, class-room based, activities’ and asserted that such learning ‘often takes place under non-routine circumstances, that is, when the procedures and responses that people normally use fail’ leading to greater attention to, and awareness of ‘tacit, hidden, taken-for-granted assumptions’ that may help learners rethink situations in which they find themselves and reframe their understanding of the kind of learning they might need to undertake”.

“They (Marsick and Watkins) further distinguished incidental from informal learning by defining it as ‘a byproduct of some other activity, such as task accomplishment, interpersonal interactions, sensing the organisational culture, or trial and error experimentation. They contrasted the sometimes intentional, and more possibly planned nature of informal learning with the accidental and often semi-conscious nature of incidental learning”.

“Informal and incidental learning outcomes depend in part on the degree of conscious awareness with which one attends to learning and the environment that brings learning opportunities”.

P 572 “Formal learning opportunities heighten awareness, but such learning is divorced from real life action”.

“Informal learning benefits from being linked to meaningful job activities, but it requires greater attention to making the most of the learning opportunity, something that might involve planning and almost certainly involves some conscious attention, reflection and direction”.

“Incidental learning while occurring by chance, can be highly beneficial when one moves the accidental learning opportunity closer into the informal learning realm through conscious attention, reflection and direction”.

“Depending on the degree of awareness, intention, and direction, one might be engaging in either informal or incidental learning”.

P 573 “Straka (2004), in tracing the genealogy of informal learning, describes it as a ‘metaphor with a

severe problem, namely the lack of systematically and empirically grounded valid evidence on why, when, where., how and what is learned under formal conditions”.

“Postman and Senders (1946) drew on McGeoch (1949) in defining incidental learning as unintentional, accidental, and unstructured”.

“Reischman (1986) distinguished learning ‘en passant’ as ‘integrated, holistic, not compulsory, individualised, uses a wide variety of support, builds on previous learning and ...can be especially identified by looking back, i.e. by reflection”.

“Ellinger (1997) is among those few who pointed out the difference between informal and incidental learning. As did Marsick and Watkins, she hinged the distinction on the issue of learner intent and the planned activity that grows from that intent, while informal learning more clearly grows out of defined learner intentions than incidental learning”.

P 575 “Ultimately Verespej’s conclusion that ‘if learning is to take place, there must be a culture of openness and trust that is more than empty words’ applies to many work settings and underscores the institutional context as an influence on informal and incidental learning in the workplace”.

“To independently manage one’s learning agenda, a person should be ‘self-authoring’. That is, not dependent on others even though one might choose to consult or collaborate with others. Kegan (1994) argues that many adults today are not self-authoring. Instead, they look to follow rules set by others or to follow what respected role models suggest they do”.

P 576 “Three enhancers of informal and incidental learning:

1. Creativity
2. Proactivity
3. Critical reflectivity”.

“Creativity involves playing with ideas in ways that open new possibilities”.

“Proactivity is related in part, to the concept of autonomy and to empowerment. Autonomy, which is at the heart of self-direction in learning or work, is characterised by independence within the constraints in which one finds oneself. Empowerment, which depends partly on oneself and partly on the social or organisational environment, involves the experience of power to take action”.

“Its (proactivity’s) opposite, reactivity, connotes passivity, disempowerment, and in some cases, a somewhat fatalistic stance towards events in which circumstances are allowed to dictate one’s response”.

“Critical reflectivity is the ability to delve deeply into reasons why such results do not materialise”.

P 578 “Once a decision has been made about a course of action, a person develops or gathers resources to implement the decision. Reflection might be anticipatory, and lead to the development of new capabilities in order to implement the solution. Often, reflection occurs while the action is being implemented over time. When people reflect-in-action (Schon 1987) they typically do so when they are taken by some surprise in the course of action. Because they are learning as they implement, people may make quick judgements based on partial information. They may also seek further information during action”.

“Reflection is central to every phase of learning from experience although everyone does not consciously use reflection to its fullest potential. Reflection sensitises people to surprises and mismatches that signal the inadequacy of their prior stock of knowledge. Through reflection-in-action (Schon 1987), people adjust their course of action and learn while they are carrying out the solution.

Reflection after the fact helps to draw out lessons learned that are useful for the next problem solving (learning) cycle”.

P 579 “Research (undertaken by the authors), supports assertions that the large majority of learning is informal and incidental, yet there was also a recognition of the synergy between formal and informal /incidental modes”.

P 580 “GE developed a 70-20-10 leadership development practices rule that also shows up in other countries: That is, that such development should involve 70% on the job learning, 20% learning through relationships outside of one’s area of focus, and 10% structured learning/training (Corporate Leadership Council 2004)”.

“Downsizing and outsourcing have become predictable responses by organisations to maintain competitiveness and profitability. At the same time, these responses have created more fluid, dynamic and unpredictable workplace environments”.

P 581 “Research suggests that when employees view the environment as highly political, they tend to learn just enough to satisfy what they perceive they need to learn to satisfy the demands of their supervisors (Volpe 1992)”.

“As Volpe (1992) found, employees feel the need to protect themselves from ongoing threats of downsizing and outsourcing. The perceived lack of job security inhibits free exchange of ideas and information, restricting collaboration and co-operation in work groups and teams and causing the breakdown of informal networks as vehicles for learning”.

P 582 It is difficult to isolate the effects of learning as an intervention from other influences on work outcomes, and therefore to link learning causally to impact”.

“Both a review of research and reflection upon our own experience of informal and incidental learning led to the realisation that the model (Marsick and Watkins’), requires a fundamental re-conceptualisation – due in part to limitations of earlier thinking, but also due to trends in theory and practice that necessarily influence the conceptualisation of the informal and incidental learning process. Identified problems with the original model can be summarised as follows:

1. The model ‘looks’ linear, with beginning and ending points, even ‘though that was not the intent.
2. The model feel cognitive.
3. The model focuses on individual learning within the context of workplaces.
4. The model engages context but does not explain the role of context in learning”.

P 583 “Learning is more iterative than linear”.

“The best work (learning) may occur in the most surprising settings”.

“Intense collaborative work itself led to the understanding that the model focused far too much on the individual. What may appear to be individual accomplishments are often the result of interactions with many others, ranging from the most closely involved, to those at several stages of separation”.

P 585 “Implicit learning, like incidental learning, occurs without the learner’s awareness”.

P 586 “Through tacit learning, people construct the mental, emotional, and interpersonal frameworks for processing all of their experience into knowledge”.

Lane and White’s (1999) four part learning process:

1. Intuiting
2. Interpreting
3. Integrating
4. Institutionalising

P 588 Wenger argues that “reflective practice emerges from the joining of engagement and imagination. Among other things, ‘imagination enables us to adopt other perspectives across boundaries and time, to visit ‘otherness’ and let it speak its own language’”.

Wenger’s three factor learning theory:

1. Imagination
2. Engagement
3. Alignment

P 590 “A significant portion of working adults learn on their own, often for work-related purposes, and this learning is aided by skills in learning how to learn and reflection and access to knowledgeable people and resources”.

P 591 “One of the reasons that there have been few qualitative studies of informal and incidental learning is that by their less predictable nature, they are hard to measure”.

“What is learned is so ubiquitous, theory and research led us to conclude that a two-dimensional model of informal model of informal and incidental learning is not sufficient. Such learning in the workplace is *not* primarily focused on and managed by the individual. Nor is it linear, cognitive, or a-contextual”.

“Individuals seem to be more self-motivated, self-reliant, and self-directed in setting and reaching goals, and in finding opportunities for learning that aids performance and their own personal agendas. But the context of organisation – culture, structure, processes practices, plays a key role in enabling or inhibiting the motivation, time, resources, expectations, and rewards for learning”.

“Learning is often intertwined with action and sometimes semi-conscious at best, reflection can take place before, during, or after reflection”.

“Learning is often so intrinsic to action that it remains unarticulated and preverbal, yet evident in the actions taken by individuals and groups”.

P 592 “Workers engaged as learning as a part of work are often aware of the elements and steps of self-directed learning, but the exigencies of their context are more salient. Our role as workplace educators is to develop ways to build into that context structures and facilitating resources that are sufficiently rich to enable learners to find what they need more readily”.

“Employees are increasingly expected to be self-directed in their learning in order to keep up with rapid changes in knowledge”.

“Formerly routine operations have become more non-routine, calling for judgement that may require further learning”.

“Learning demands are magnified by speed and performance pressures”.

“The fast-paced environment has made learning through day-long or multi-day seminars a luxury, along with other learning experiences that support reflection and/or practice of skills during the work day. Many in the workforce have never attended any of the formal training programmes that used to be so prevalent”.

“Many organisations do not believe there is sufficient return on investment for extensive formal learning opportunities”.

P 593 “Informal learning is often not acknowledged with organisations. It is typically regarded as being ‘part of the job’ or a mechanism for doing the job properly ‘and is thus rendered invisible as learning’ (Boud and Middleton)“.

“The role of workplace educators, in the face of these challenges may be to pay as much attention to organisational supports and barriers to learning as they go to learning processes and strategies”.

Three types of workplace learning:

- | | |
|---------------------------|--|
| 1. Work apart learning | Structured, usually group-based and off the job. |
| 2. Work enabled learning | Informal learning catalysed by work needs. |
| 3. Work embedded learning | Incidental learning, in the moment, to support work performance. |

“The implications for organisations is to create ways to create safer, yet stimulating, environments that prize collaboration over competitiveness; focus on helping employees develop transportable skills, including learning skills; and enhance employee’s competencies so they become more in charge of their careers and less reliant on the organisation”.

P 594 “We do not yet understand how to support informal and incidental learning without making it artificial or destroying it with too many rules and regulations”.

From: “Lessons learned about lessons learned” Jerry Wellman. *Organisation Development Journal* Vol 25 No 3 Fall 2007 Pages 65-72.

P 65 “Organisations capture and deploy what they have learned in one of four ways:

1. Culture
2. Old pros
3. Archives
4. Processes”

P 66 “It is critical that organisations learn to capture business improvement lessons for several reasons...the capacity to learn, and apply learning is rapidly becoming one of few truly sustainable competitive advantages”.

“The most adept learners respond faster, and as result, keep a competitive advantage while the less adept learners continue to fall behind”.

“Learning is an asset, not unlike intellectual property, capital investment, or a skilled workforce”.

“Knowledge within an organisation, in this case the lesson s it has learned, may be either explicit or tacit”.

P 67 “Culture has several attributes that make it very difficult to manage:

1. First it is mysterious, abstract, intangible, dynamic and subtle, and perceptions differ
2. Second it is viscous, often taking many years to embed incrementally

3. Thirdly it may have obsolete, redundant elements relevant to times past
4. Fourthly it is pervasive”.

“Most businesses have one or more ‘old pros’ around. These ‘old pros’ have learned many personal and organisational lessons that are critical to organisational success. They have stored in their memories many years of experience that is not available anywhere else”.

“However, capturing and storing the organisation’s lessons learned from ‘old pros’ ca create as many problems as it solves”.

P 70 “Every organisation is a learning organisation, although some are more effective than others”.

From: “Developing the reflective practitioner – designing an undergraduate class” Valerie Belton and John Scott. *Interfaces* Vol 36 No 2 March/April 2006 Pages 150-164.

P 150 “The effective practitioner is a reflective practitioner”.

“Reflection may occur in conjunction with the experience or after it and is an attempt to create learning. An actively reflective learner is more likely than a passive learner to develop into a reflective practitioner”.

P 151 “While we accept the importance of reflection in action, we must also justify the value of reflection on action”.

“Kolb’s (1984) iterative learning cycle of experience, reflection, generalisation, and testing is widely referred to in educational literature”.

“Cowan’s model resembles an overstretched spring, rather than a continuous cycle, with the arcs along the bottom of the spring representing activity, and those along the top representing reflection. The three parts of the model are distinct, explicitly paned reflective activities:

1. Reflection for action, anticipating activity
2. Reflection in action, analytical reflection during activity
3. Reflection on action, evaluative post-activity reflection

From: “Learning styles and learning spaces: Enhancing experiential learning in Higher Education” Alice and David Kolb. *Academy of Management Learning and Education* Vo. 4 No 2 2005 Pages 193-212.

P 194 “Experiential learning is built upon six propositions:

1. Learning is best conceived as a process, not in terms of outcomes
2. All learning is re-learning
3. Conflict, difference and disagreement drive the learning process
4. Learning is a holistic process of adaptation to the world
5. Learning results from synergistic transactions between the person and the environment
6. Learning is the process of creating knowledge”.

“Experiential learning theory defines learning as ‘the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience”.

“Experiential learning is a process of constructing knowledge that involves a creative tension among the four learning modes (concrete experience, abstract conceptualisation, reflective observation and active experimentation), that is responsive to contextual demands”.

“The concept of learning style describes individual differences in learning based on the learner’s preference for employing different phases of the learning cycle. Because of our hereditary equipment, our particular life experiences, and the demands of our present environment, we develop a preferred way of choosing among the four learning modes. We resolve the conflict between being concrete or abstract and between being active or reflective in patterned, characteristic ways”.

P 200 The four Kolb learning styles: Accommodating, Diverging, Assimilating and Converging”.

From: “Self-directed learning – past and present” Donald Roberson. *Published paper July 2005* Pages 1-25.

P 2 “The concept of adult learning projects began when Alan Tough read the detailed transcribed interview data of Houle’s (1961) research on the motivations of learners”.

P 3 “This research revealed the individual plans 70% of the learning, with the rest by professionals or amateurs”.

“Self-directed, or self-planning is the predominant means of adult learning because of a variety of reasons (Tough 1971). The learner knows what is the best course of action, or feels they would lose Time by consulting someone else, may not trust others, or they may be more highly skilled than others”.

P 4 “Knowles listed the now familiar hallmarks of andragogy:

1. The learner is self-directed
2. The vast experiences of an adult adds to knowledge
3. Adult learning is problem-centred
4. The adult is internally motivated

“Knowles feels the facilitation of adult learning should create a climate conducive to learning, the learner will actively participate in every phase of this process and that each learner would have a learning contract to carry out the process”.

“Knowles calls andragogy the act and science of helping adults learn”.

Brookfield (1985) asks “Where is the guidance of a skilfully crafted teacher in the self-directed process?”.

P 5 “He adds that self-directed learning is actually a misnomer, there is always the influence of other people through the resources of the self-directed learner”.

P 6 “Although highly influential, Tough’s (1979) positive outlook on adult learning seems unrealistic; there is an underlying assumption that everyone wants to learn, knows how to read, and wants to engage in personal learning projects”.

- P 8 “Brockett and Hiemstra (1991) include a comprehensive literature review focused on Alan Tough’s research (1971), the two primary instruments of self-directed learning readiness scale and the Oddi continuing learning scale as cited in Brocket and Hiemstra (1991) and qualitative data as the new impetus in SDL research”.
- P 12 “One cannot read research on SDL without acknowledging the influence of Alan Tough. His work is lauded in every literature review, and is recognised as the beginning of research in self-directed learning”.
- P 13 “SDL is a way of life, and is positively related to life satisfaction with formal education experience”.
- “SDL is the primary way that adults learn, adults incorporate SDL in unique personal ways”.
- “SDL is tied to a person’s self-concept, and can be a significant positive influence on the lives of older adults”.
- P 14 “The powerful potential of SDL is its applicability to any subject, and any learner”.
- P 15 “In this rapidly changing world, there is a need to continue to learn, or one can easily be left behind”.
- P 17 “Hake discusses how intentional learning can become a biographical resource for individuals in the strategic planning of individual life courses, that despite universal distribution of threats and risks posed by modernisation, individuals differentially develop the capacity to organise their biographies. This biographical competency is the key competency to enable individuals to cope with the risks associated with transitions and critical life events, ensuring survival in late modernity”.
- “One of the main areas of adult education is to help adults to learn experiences that will enable them enjoy and enrich one’s life”.
- P 19 “Self-directed learning is at once a social and psychological construct, a philosophical ideal, and a literal impossibility...the beginning and end of lifelong learning...keystone of the learning society, a supplement to, and substitute for the formal education system, a vehicle for the mastering of established knowledge and for the transformation of personal understanding (Candy 1991)”.

From: “The concept of self-directed learning and its implications for Human Resource Development” Andrea Ellinger. *Advances in Developing Human Resources Vol 6 No 2 2004 Pages 158-177.*

- P 158 “It has been well established in the scholarly literature that learning is a significant source of competitive advantage for organisations, and that creating environments conducive for learning and development can enhance individual and organisational performance”.
- “Learners are being continuously challenged to become continuous lifelong learners and assume more responsibility for their own learning and development so that they can remain employable and marketable”
- P 159 “Flexible training, delivery, and self-directed learning approaches have merged as organisational responses to meet the complex demands associated with the changing world of work”.
- “Merriam (2001) has acknowledged that ‘we have no single answer, no one theory, or model of adult learning that explains all that we know about learners, the various contexts where learning takes place, and the process of learning itself’.
- “SDL is often broadly conceived as self-learning in which learners have the primary responsibility for planning, carrying out, and evaluating their own learning experiences”.

P 160 “SDL can take place both inside and outside of the confines of formal educational institutions and does not necessarily infer learning in isolation, as learners may draw on others as helpers and resources to assist in their self-directed learning activities”.

“Although informal learning can be planned it also includes learning that is not designed or expected because learners may not set out intentionally and explicitly to learn something through preplanned approaches”.

P 162 “Caffarella (2000) suggested that there are four goals that may motivate learners to engage in SDL:

1. The aspiration to gain knowledge or develop skill.
2. To become more self-directed in learning.
3. To inspire transformational learning via critical reflection.
4. To become more emancipatory supporting social justice and political action – moving beyond the realm of individual learning”.

P 165 “Malcolm Knowles’ (1975) description of SDL comprised of six steps:

1. Climate setting
2. Diagnosing learning needs
3. Formulating learning goals
4. Identifying human and material resources for learning
5. Choosing and implementing appropriate learning strategies
6. Evaluating learning outcomes”.

“Cavaliere’s interactive learning model:

1. Inquiring
2. Modelling
3. Experimenting and practicing
4. Theorising and perfecting
5. Actualising”.

“Four repetitive cognitive processes within Cavaliere’s five part model:

1. Goal setting
2. Focusing
3. Preserving
4. Reformulation”.

“Grow’s four part learning model:

1. Dependent

2. Interested
3. Involved
4. Self-directed”.

P 165 “Guglielmino’s (1977) Self-Directed Learning Readiness Scale (SDLRS) is an instrument that was designed to assess the degree to which individuals perceive themselves to possess attitudes and skills often associated with the notion of an internal state of psychological readiness for self-directed learning. Based on the Delphi technique, a factor analysis revealed eight factors:

1. Openness to learning opportunities
2. Self-concept as an effective learner
3. Initiative and independence in learning
4. Informed acceptance of responsibility for one’s own learning
5. Love learning
6. Creativity
7. Future orientation
8. Ability to use basic study and problem-solving skills”.

P 166 “Four variables appear to influence the extent to which learners exhibit autonomous behaviour in learning situations:

1. Technical skills related to the learning process.
2. Familiarity with the subject matter
3. Sense of personal competence as a learner
4. Commitment to learning at that particular time”.

Merriam and Caffarello.

“Smith (2002) asserted that ‘there is considerable value in encouraging employees to become effective self-directed learners such that they can develop and pursue their learning goals and outcomes that contribute to competitiveness without the need for all learning to occur when there is direct training by an instructor”.

P 167 “The ultimate challenge in organisations is to harness adult learner’s propensity to be self-directed Learners and not create barriers that prevent or discourage it. (Rowland and Volet 1996)”.

P 168 “Dunlap and Grabinger (2003) have proposed five instructional features:

1. Student autonomy, responsibility, and intentionality.
2. Intrinsically motivating learning activities.
3. Enculturation.
4. Discourse and collaboration among learners.

5. Reflection.

P 169 "At the managerial and levels, employee's managers and supervisors often influence many of the conditions that support self-development".

P 171 "What are the cultural issues associated with SDL? Nah (2004) has suggested that every culture promotes independence and autonomy as virtues".

"What are the ethical issues associated with encouraging SDL among learners who may be uninterested, unwilling, or unable to engage in SDL in the context of their work organisations? Although self-direction is often as a positive personality attribute, learners who have been more dependent and passive in their approaches to learning within their workplace settings may be disadvantaged and disenfranchised as they find their organisational cultures demanding more independent, self-managed approaches to learning".

From: "The inter relationships between informal and formal learning" Phil Hodgkinson, Helen Colley and Janice Malcolm. *Journal of Workplace Learning* Vol. 15 Numbers 7 and 8 2003 Pages 313-318.

P 313 "The paradox is that there are strong tendencies to formalise the informal – for example through externally prescribed objectives, curriculum structures, assessments and funding".

"There is a strong tendency to see informal and formal learning as separate. This often results in a polarisation between them, with advocates of the informal denigrating the formal and vice versa".

"A more subtle reading sees informal and formal learning as essentially different, but capable of greater combination – even if that combination is partly problematic".

P 314 "The challenge is not to, somehow, combine informal and formal learning, for informal ad formal attributes are present, and inter related, whether we will it so or not. The challenge is to recognise and identify them, and understand the implications. For this reason, the concept of non-formal learning, at least when seen as a middle-state between formal and informal is redundant".

"Our literature trawl made it apparent that all learning situations contain significant power inequalities, and that what are commonly termed informal/non-formal and formal learning can be emancipatory or oppressive".

"Power differentials and issues of learner inequality need to be taken seriously in all contexts. Furthermore, the extent to which learning is emancipatory or oppressive depends at least as much if not more upon the wider organisational, social, cultural, economic and political contexts in which the learning is situated, as upon the actual learning practices and pedagogies involved".

P 315 "Informal learning is often described as open-ended, with few time restrictions, no specified curriculum, no predetermined learning objectives, no external certification etc. Formal learning is seen as the opposite of all these things. For those with a radical political perspective, many of the things that characterise formal learning are seen as repressive".

P 317 "As a result of this research, we make the following claims:

1. All (or almost all) learning situations contain attributes of formality/informality.
2. These attributes of formality and informality are inter related in different ways in different learning situations.
3. Those attributes and their inter relationships influence the nature and effectiveness of learning in any situation.

4. Those inter relationships and effects can only be properly understood if learning is examined in relation to the wider contexts in which it takes place. This is particularly important when considering issues of empowerment and oppression”.

“The ways of understanding informality and formality in learning advanced in this research have advantages over the more conventional arguments about two (or three) separate types of learning. These include:

1. Avoiding misleading claims that either formal or informal is inherently superior to the other.
2. Avoiding unhelpful assumptions that different theories of learning apply only in informal or non-formal learning, and that different types of knowledge can be unproblematically linked with them.
3. Making it easier to analyse the nature of learning in many situations, and to recognise changes to learning, as the balance between attributes of formality changes.
4. Making more transparent the fact that audit approaches to learning changes its nature, and analysing the benefits and costs of such changes.
5. Aiding the understanding of inequalities in learning, provided wider contextual issues are carefully considered”.

From: “Demonstrating the value of an organisation’s learning culture: The dimensions of the learning organisation questionnaire” Victoria Marsick and Karen Watkins. *Advances in Developing Human Resources* 5: 132 2003 Pages 132-151.

P 132 “Organisations often expect that learning and knowledge creation will take place continuously for individuals and they will share what they know in ways that promote learning in groups and throughout the organisation”.

P 133 “The dimensions of the Learning Organisation Questionnaire, or DLOQ, measures important shifts in an organisation’s climate, culture, systems and structures that influence whether individuals learn”.

“Continuous learning at the individual level is necessary but not sufficient to influence perceived changes in knowledge and financial performance. It is argued that learning must be captured and embedded in ongoing systems, practices and structures so that it can be shared and regularly used to intentionally improve changes in knowledge performance”.

“Organisational learning is particularly significant in today’s workplace where employees may frequently change jobs or hoard what they know because they feel sharing knowledge could be detrimental to their own success”.

P 134 “Our views of organisational learning began with a mutual observation that significant learning, even transformative learning, was usually the least structured”.

“Structured learning is still valued and important, for example as embodied in competence models or performance technology. However, there is an increased awareness that much valuable learning happens informally on the job, in groups, or through conversations”.

“Climate and culture are built by leaders and other key people who learn from their experience, influence the learning of others, and create an environment or expectations that shapes and supports desired results that in turn get measured and rewarded”.

“Learning takes place when disjunctures, discrepancies, surprises, or challenges act as triggers that stimulate a response”.

“Between the initial trigger and the determination of a strategy is an implicit filtering of the information through selective perception, values, beliefs and a reframing of the situation. These filters are products of individual’s prior experiences and social contexts”.

“Often individuals assume that external forces caused undesirable consequences and desirable consequences are caused by their own actions (Argyris, Putnam and Smith, 1985)”.

P 135 “What is most significant at the organisational level is that learning is now a collective experience. The stages of learning may be similar, but learning is now the result of an interactive, interdependent process”.

“Through their separate functions, key people (separately and collectively) in the organisation arrive at a strategy for responding to the trigger. The strategy’s success is due in part to the organisation’s ability to act cohesively”.

“This (cohesive, collective actions), requires alignment of vision about what to do, shared meaning about intentions, and the capacity to work together across many different kinds of boundaries. This collaborative capacity leads to collective action”.

“Some organisations systematically seek to capture and embed new learning in a manner that facilitates widespread dissemination of that learning both for current and future employees”.

“Learning at the organisational level is not the sum of many people learning”.

P 136 “Learning by individuals is necessary for the organisation to change, but not sufficient. When individuals increase their capacity to learn, they can, (collectively) enhance the overall capacity of the organisation to learn as long as the organisation is receptive to their efforts to use their learning and puts in place appropriate mechanisms to enable, support and reward the use of what is learned. In short, individual learning is related to organisational learning though not equal to it and potentially (“though not necessarily) interdependent with it”.

“A learning organisation is one that has embedded the capacity to remove barriers or to respond quickly and in novel ways while working to remove barriers to learning. These organisations increase their capacity to learn by making changes in the four systems that influence learning:

1. Strategy
2. Structure
3. Slack
4. Ideology

Meyer 1982.

“There are seven dimensions of the learning organisation (Marsick and Watkins 1999, Watkins and Marsick, 1993, 1996) that form the basis if the DLOQ:

1. Continuous learning
2. Inquiry and dialogue
3. Collaboration and team learning
4. Create systems

5. Empower people
6. Connect the organisation
7. Strategic management”.

“Measuring organisations against the dimensions of the learning organisation, we have seen a correlation between the learning organisation dimensions and knowledge, and financial performance”.

P 137 “Knowledge capital is the value that a customer or potential buyer places on a firm over and above its book value. This can be thought of as the value of the knowledge of the firm”.

P 138 “Current measures of performance may reflect consequences of earlier actions”.

“There is often a lag between learning initiatives and results. So that the snapshot taken does not capture changes still in incubation stages. It may also be impossible to trace an outcome to learning and not to other initiatives or environmental changes”.

Movement toward a learning organisation is a long-term process. The best we might expect to learn is that the presence of learning organisation practices correlate with the perception that the organisation is faring better; both in terms of knowledge and financial capital. Because the early stages of learning can also include phases of unlearning and steep learning curves, measures such as these may not show much progress or may even show a setback in perceived results”.

P 139 “Definitions of constructs for the Dimensions of the Learning Organisation Questionnaire;

Create continuous learning opportunities.

Learning is designed into work so that people can learn on the job; opportunities are provided for ongoing education and growth.

Promote inquiry and dialogue

People gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others; the culture is changed to support questioning, feedback and experimentation.

Encourage collaboration and team learning

Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together; collaboration is valued by the culture and rewarded.

Create systems to capture and share learning

Both high and low technology systems to share learning are created and integrated with work; access is provided, systems are maintained.

Empower people toward a collective vision

People are involved in setting, owning and implementing a joint vision; responsibility is distributed close to decision making so that people are motivated to learn forward what they are held accountable to do.

Connect the organisation to its environment

People are helped to see the effect of their work on the entire enterprise; people scan the environment and use information to adjust work practices; the organisation is linked to its communities.

Provide strategic leadership for learning

Leaders model, champion and support learning; leadership uses learning strategically for business results.

Key Results

Financial performance

State of financial health, and resources available for growth.

Knowledge performance

Enhancement of products and services because of learning and knowledge capacity (lead indicator intellectual capital)".

P 140 "Studies provide growing evidence of a relationship between performance and the dimensions of the learning organisation (questionnaire)".

"It is interesting that the only direct predictor of knowledge performance is whether the organisation has created systems to capture and share knowledge".

"It is striking to note how the resulting (DLOQ) model supports Senge's (1990) argument that the fifth discipline – systems thinking, here defined as making systemic connections and creating embedded systems to capture and share knowledge – is the glue that makes the other disciplines work".

"It is not surprising that so many learning organisation experiments sponsored by human resource departments create more frustration than real organisational change. They clearly must be supported by organisational systems to both capture learning and scan the environment".

"Most importantly, all of these efforts are mediated by learners and managers who provide strategic leadership for learning. This variable was most significantly related to perceived changes in financial performance".

"This research provides more evidence that workplace learning programmes not supported by leaders who understand the strategic role of learning will have less effect on the very reasons why corporations invest in HRD in the first place – to impact current and future financial performance".

"There should be little doubt that a culture oriented toward supporting learning can lead improved performance. Although studies confirm this, they also suggest that the path toward performance improvement is highly complex and idiosyncratic. What is clear is that organisations need tools to help them figure out where they are not versus where they need to be".

Within the DLOQ scoring instructions: "A learning organisation is one that learns continuously and transforms itself. Learning is a continuous strategically used process – integrated with and running parallel to work".

"A learning organisation arises from the total change strategies that institutions of all types are using in an integrated way to support and catalyse growth for individuals, teams, and other groups, entire organisations, and (at times) the institutions and communities with which they are linked".

From: "Informal and incidental learning" Victoria Marsick and Karen Watkins. Chapter 3 of 'New Directions for Adult and Continuing Education No 9 Spring 2001 Pages 25-34.

P 25 “Informal learning, a category that includes incidental learning, may occur in institutions, but it is not typically class-room based or highly structured, and control of learning rests primarily in the hands of the learner”.

“Incidental learning is defined as a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organisational culture, trial and error, experimentation, or even formal learning”.

“Informal learning can be deliberately encouraged by an organisation or it can take place despite an environment not highly conducive to learning”.

“In formal learning is usually intentional, but not highly structured. Examples include self-directed learning, networking, coaching, mentoring, and performance planning that includes opportunities to review learning needs”.

“When people learn incidentally, their learning may be taken for granted, tacit, or unconscious. However a passing insight can be probed and intentionally explored”.

P 27 “Studies by Carter (1995) and Menard (1993) illustrate that informal and incidental learning are often the result of a significant unplanned or unexpected result”.

“The organisational context produces different work assignments which, in turn, lead to different opportunities and priorities for learning”.

“Informal and incidental learning take place wherever people have the need, motivation and opportunity for learning”.

P 29 “We note that learning begins with some kind of trigger that is, an internal or external stimulus that signals dissatisfaction with current ways of thinking or being”.

P 30 “Informal and incidental learning generally take place without much external facilitation or structure. In our work, we emphasise three conditions to enhance this kind of learning: Critical reflection to surface tacit knowledge and beliefs; stimulation of proactivity on the part of the learner to actively identify options and to learn new skills to implement those options as solutions, and creativity to encourage a wider range of options”.

P 32 “Without intervention or critical reflection, it is equally possible to hold incorrect as well as correct assumptions”.

“We need to learn more about the interface between learning at the individual, team and organisational levels. We have defined learning at the individual level as the way in which people make meaning and acquire knowledge and skill; learning at the team level as the mutual construction of new knowledge including the capacity for concerted, collaborative action; and learning at the organisational level as that which is embedded in systems, policies, procedure, work processes and information systems, organisational mental models, schema and knowledge embedded in products and services”.

“Informal and incidental learning can be enhanced with the facilitation or increased awareness by the learner”.

From: “A declaration on learning” Peter Honey. *Human Resource Development International* Vol 2 No 1 1999 Pages 9-16.

P 9 “I believe that learning to learn is the most important of all the life skills. It is quite literally the skill which provides the means to everything else. Everyone has to learn all they know, just about

everything they can do (some basic reflexes are the only exception), and everything they believe, including all their attitudes and values. It is no exaggeration to claim 'you are what you learn' “.

“In the scheme of things, the importance of learning is second only to life and death. Our effectiveness and our fulfilment during the time we have between birth and death is totally dependent upon learning”.

“There are many inter-related reasons for this surge of interest in learning:

1. Changes are bigger and happening faster. Learning is the way to keep ahead.
2. Jobs for life have gone. Learning is the way to develop and maintain employability.
3. Global competition is increasing. Learning is the way to maintain a competitive edge.
4. Increasing emphasis is being placed on the need for individuals to take responsibility for their life and work. Learning is the path to increased responsibilities.
5. Learning to learn is being increasingly acknowledged as the ultimate life skill”.

P 10 “Complacency is perhaps the biggest single enemy to effective learning”.

“Apart from occasional bursts of formal or 'taught' learning, too often people individually and collectively, are content to leave learning on 'automatic pilot' at an unconscious, subliminal level”.
“The effectiveness of learning is often limited by neglecting to:

1. Organise and plan learning (it just happens as people react to life's events).
2. Pinpoint precisely what has been learned and what to do differently or better as a consequence.
3. Share what has been learned with other people so that they benefit.
4. Check on the quality of what has been learned (it is just as easy to learn bad habits as good ones).
5. Transfer what has been learned, and apply it in different circumstances.
6. Improve the learning process itself so that how people learn, not just what people learn, is given constant attention”.

P 13 “Learning is the most powerful, engaging, rewarding and enjoyable aspect of our personal and collective experiences”.

“Our understanding of learning has generally been restricted to formal teaching and training. Learning is often seen as unrelated to daily life and work”.

“The biggest missed opportunity for policy makers and leaders in organisations is the failure to capitalise on the collective learning ability of people”.

“Organisational leaders need to harness relevant knowledge and experience so that the organisation as a whole and the people who comprise it can learn more effectively”.

“Learning has a number of key facets:

1. Learning is complex and various, covering all sets of things such as knowledge, skills, insights, beliefs, values, attitudes and habits.
2. Learning is individual and can also be collectively generated in groups and organisations.
3. Learning can be triggered by an experience – failures, successes, and anything in between.
4. Learning is both a process and an outcome.
5. Learning may be incremental, adding cumulatively to what has previously been learned, or it can be transformational.
6. Learning can be conscious or unconscious.
7. Learning can be both planned and unplanned.
8. Learning outcomes may be desirable as well as undesirable.
9. There can be no learning without change.
10. Learning can be both the cause of change and the consequence of change.
11. Learning has a moral dimension.

“Learning and choice link the past to the present and create possibilities taking us from the known to the unknown”.

P 14 “Whereas the learning process is essentially internal, making it explicit and sharing it with others adds value to the learning”.

“The effectiveness of how people learn can be improved. People, either singly, or collectively in groups, teams or organisations, can learn how to:

1. Analyse how they learn.
2. Adopt disciplines and routines to improve the way they learn.
3. Experiment and develop new ways of learning.
4. Learn from people around them.
5. Transfer learning to new situations”.

“Benefits of learning for individuals:

1. Learning is the key to developing a person’s potential.
2. Learning to learn is the key to effective learning.
3. Learning enables the individual to meet the demands of change.
4. The capacity to learn is an asset which never becomes obsolete.
5. Embracing learning helps the individual to acknowledge that learning is more than just formal education and training”.

“Benefits of learning for organisations:

1. Learning increases everyone’s capacity to contribute to the success of organisations.
2. Learning enables the organisation to be more effective in meeting its goals and achieving its purposes.
3. Learning emancipates the organisation through clarification of purpose, vision, values and behaviour.
4. A focus on learning, planned and unplanned, formal and informal produces a wider range of solutions to organisational issues”.
5. Learning helps achieve a better balance between long-term organisational effectiveness and short-term organisational efficiency.
6. Society survives and thrives through learning.
7. A focus on capturing and sharing learning contributes to a more cohesive society.
8. Individual and collective learning reinforces the informed, conscious and discriminating choices that underpin democracy.
9. Learning helps to enhance the capacity of individuals to create a more fulfilled society”.

P 15 “The opportunity to learn must be regarded as an intrinsic part of all work (including part time and self-employment). This should be recognised in the formal and psychological contracts of work relationships. There should be equal access to learning opportunities and resources”.

“Everyone must be encouraged to use work experiences as learning opportunities”.

“There must be a primary emphasis in organisations on the creation of ‘learningful’ work supported by cultures, styles of leadership, contexts and supporting resources”.

“Learning must be recognised directly through the performance it enables, and reward systems should encourage the application of learning and encouragement of learning in others”.

From: ‘Managing oneself’ Peter Drucker. *Harvard Business Review* March/April 1999 Pages 66-74.

P 65 “Most of us, even those of us with modest endowments, will have to learn to manage ourselves. We will have to learn to develop ourselves”.

P 66 “Most people think they know what they are good at. They are usually wrong. More often people know what they are not good at – and even then more people are wrong than right. And yet a person can perform only from strength. One cannot build performance on weaknesses, let alone on something one cannot do at all”.

“The only way to discover your strength is through feedback analysis. Whenever you make a key decision, or take a key action, write down what you expect will happen. Nine or twelve months later compare the actual results with your expectations. I have been practicing this method for 15 to 20 years now, and every time I do it I am surprised”.

“Discover where your intellectual arrogance is causing ignorance, and overcome it”.

“Far too many people – especially people with great expertise in one area – are contemptuous of knowledge in other areas, or believe that being bright is a substitute for knowledge. First-rate engineers for instance, tend to take pride in not knowing anything about people”.

P 67 “One should waste as little effort as possible on improving areas of low competence”.

“It takes far more energy and work to improve from incompetence to mediocrity than it takes to improve from first-rate performance to excellence”.

“Energy, resources and time should go to making a competent person into a star performer”.

P 68 “Writers do not, as a rule, learn by listening and recording. They learn by writing. Because schools do not allow them to learn this way, they get low grades”.

“To be forced to learn the way a school teaches is sheer hell for students who learn differently”.

“Beethoven left behind an enormous number of sketchbooks, yet he said he never actually looked at them when he composed. Asked why he kept them, he is reported to have replied: ‘If I don’t write it down immediately, I forget it right away. If I put it into a sketchbook, I never forget it, and I never have to look it up again”.

“Some people learn by doing, others by hearing themselves talk”.

“When I ask people ‘how do you learn?’ most of them know the answer. But when I ask ‘do you act on this knowledge?’, few answer ‘yes’. And yet, acting on this knowledge is the key to performance, or rather *not* acting on this knowledge condemns one to non-performance”.

“Do not try to change yourself – you are unlikely to succeed. But work hard to improve the way you perform. Try is not to take on work you cannot perform, or will perform badly”.

“To work in an organisation whose value system is unacceptable or incompatible with one’s own condemns a person to frustration and to non-performance”.

P 70 “A person’s strengths and the way that person performs rarely conflict; the two are complementary. But there is sometimes a conflict between a person’s values and his or her own strengths. What one does well – even well and successfully – may not fit with one’s own value system. In that case, the work may not appear to be worth devoting one’s life to (or even a substantial portion thereof)”.

“Most people, especially highly gifted people, do not really know where they belong until they are well past their mid twenties. By that time however, they should know the answers to the three questions: ‘What are my strengths?’, ‘How do I perform?’ and ‘what are my values?’. And they can and should decide where they belong”.

“...or rather they should be able to decide where they do *not* belong”.

“Successful careers are not planned. They develop when people are prepared for opportunities because they know their strengths, their method of work, and their values”.

“Knowing where one belongs can transform an ordinary person – hard working and competent, but otherwise mediocre – into an outstanding performer”.

P 72 “Organisations are no longer built on force but on trust. The existence of trust between people does not necessarily mean that they like one another. It means that they understand one another”.

P 74 “In a society in which success has become so terribly important, having options will become increasingly vital”.

“Knowledge workers outlive organisations, and they are mobile”.

From: "The learning organisation: Fashionable fad or path to progress?" Treasa Hayes. *International Journal of Applied Management* Vol 1 Issue 3 1997 Pages 1-11.

P 2 "Peter Senge describes learning organisations as: 'Organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together'".

P 3 "The type of learning that keeps organisational performance within the range set by existing organisational norms is labelled *single loop*. This mode of learning is associated with managers who are strong on control, and the only learning which occurs is learning how to conform (Argyris and Schon 1978)".

"Single loop learning is concerned primarily with how to achieve existing objectives".

"Existing norms which define effective performance need to be reappraised".

"Argyris and Schon (1978) give the name *double loop learning* to those sorts of enquiry which resolve incompatible norms by creating new understandings. Thus double loop learning allows and organisation to change, and so facilitates organisational learning".

P 4 "...to learn means to absorb new knowledge, acquire new skills and/or assume fresh attitudes".

P 5 "Organisations learn only through individuals who learn (Peter Senge 1993)".

"Four assumptions:

1. Learning from experience is far too important to be left to chance
2. People rarely do more than they need to
3. 'Good' behaviour should never be assumed
4. In most organisations, upward deference is rife

Peter Honey 1994".

P 7 "Learning organisations are possible because deep down we are all learners (Peter Senge 1993)".

"Assisting people in bringing out their full capacity will be the primary task of managers and leaders".

"Organisations must be able to learn, and to learn from their learning (Salaman and Butler 1990)".

From: "Self-directed learning: Toward a comprehensive model" D Garrison. *Adult Education Quarterly* Vol 48 No 1 Fall 1997 Pages 18-33.

P 18 "Self-directed learning is defined here as an approach where learners are motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes".

"As Knowles (1975) stated, self-directed learning is not an educational fad, but a basic human competence – the ability to learn on one's own".

P 21 "An adult learner who is fully self-directed has moved beyond simple task control and has learned to think critically and construct meaning in ill-defined and complex content areas".

P 22 "Learners should be provided with choices of how they wish to proactively carry out the learning process".

Self-management of the learning process will facilitate and energise meaningful and continuous learning".

"Participants must feel comfortable with the degree of perceived and negotiated control of learning tasks and activities".

"Increased learner control through self-management brings with it increased responsibilities, particularly with regard to the learning process itself and the construction of meaning".

"It is very difficult to get learners to accept responsibility for meaningful learning outcomes when they have little control of, and input into, the learning process".

P 24 "Responsibility in learning is interpreted as a commitment to construct meaning by assimilating and accommodating new concepts with previous knowledge".

P 26 "Without choice and collaboration it may well be unrealistic to expect students to assume responsibility for their learning".

"Absolute learner control may adversely affect or reduce the efficiency of achieving quality learning outcomes".

"It is possible that absolute learner control may reduce persistence".

"Motivation is a pivotal issue in self-directed learning. It has an enormous influence on learners assuming responsibility and control of the learning process".

P 28 "Providing opportunities for control and choice from the beginning can significantly strengthen the entering motivational state, which subsequently influences whether students will become self-directed, and persist in their learning tasks".

P 29 "Motivation to assume responsibility in learning is influenced by external condition and external states".

"For example, students should be provided at the very least, with an opportunity to understand why specific objectives are worthwhile, if not to select relevant objectives from several options, shape approaches, and select appropriate learning tasks".

"Intrinsic motivation leads to responsible and continuous learning".

"It is imperative that we create conditions where students become increasingly motivated by authentic interest and desire to construct personal meaning and shared understanding".

"Authentic self-directed learning becomes self-reinforcing and intrinsically motivating".

P 30 "Taking responsibility to construct personal meaning is the essence of self-directed learning. At the same time, taking responsibility for one's own learning does not mean making decisions in isolation".

"To be a self-directed learner is to be a critical thinker".

P 30 "A learning log is a form of diary used for recording and enhancing experiential learning"

"A learning log can be used as a method for managers to help develop their staff and to encourage learning within an organisation".

"A learning log is likely to be an integral part of many training programmes in the future".

P 31 "Learning logs are used to record and reflect on experiential learning, thus enhancing the learning process. They have been described 'as a means of tracking your development with emphasis on unstructured, informal activities (Greene and Gibbons)".

"Reflection is important because 'learning by reflection converts informal and accidental opportunities into more efficient learning opportunities'. (Jane Else)".

"Honey and Mumford suggest that the best way to learn *how* to learn from experience is to adopt a discipline which requires completion of all four stages in the learning cycle, and recommend keeping a learning log".

"The idea is that from writing up what are considered to be significant experiences that occur in the form of everyday incidents, the likelihood of actually doing things better in the future will be increased. In this way learning ceases to be a haphazard process, becoming conscious and learner-centred. (Greene and Gibbons)".

"The elements of a learning log, therefore usually include:

1. The creation of a personal development plan of development activities
2. A brief account of what happened
3. Analysis of behaviour
4. Conclusions
5. Points for future action

"There are several key features of self-development which are embodied in the learning log approach, these are:

1. Personal development planning
2. Learner responsibility
3. The flexibility and individuality of the method"

"It is only by setting goals and action plans that the learner can become proactive and gain some degree of control over the direction that development takes".

"Individuals need to take responsibility for their own learning".

"People need to be both active (rather than passive), and self-directed (rather than dependent), if they are to maximise the development potential of learning experiences".

P 32 "Ownership, or taking responsibility by individuals for their own self-development is more likely if they can choose the direction and content of their development".

"The key features of using a learning log are that it:

1. Recognises the value of learning from real-world experience

2. Helps to complete the learning cycle and so maximise the learning from an event
3. Recognises that learning can be a very individualised and personal process
4. Helps to plan future development
5. Reinforces individual responsibility in development
6. Provides a format for recording evidence of development

P 37 "Education centres who provide programmes in personnel management education which incorporate a learning log into their programmes will establish good practice early in student's careers".

"One approach (the easy approach?) to self-development is to choose those methods that 'fit' with the preferred learning style. In this case it is easy to see that the learning log would not 'fit' the preferred style of (Honey and Mumford) Activists or Pragmatists".

"...because the processes involved in using a learning log *complement* the preferred learning style of Activists rather than fit with them, these may be the very people who should be encouraged to try using a log".

"Using a log can be a very lonely sort of activity, and support is important for everyone, but especially for Activists and Pragmatists".

"Managers identified the main benefit of logs as a means of 'recording' development, and for appraisal purposes within the organisation. These were mentioned more often than the log's value in aiding actual learning".

P 38 "From the management perspective, the use of a log can provide a format for planning, recording and monitoring of staff development. It offers a tool which is flexible enough to be adapted by different organisations and it is personal to each individual".

"It can be used by the individual to focus the manager's attention on his or her development need as well as a means of demonstrating achievement".

"With responsive individuals it can also lead to more communication and in turn more positive relationships between individuals and managers".

"Initially the use of a learning log may seem like more of a burden than anything else. The benefits are only likely to become evident after a period of time using the log".

"It is therefore no quick fix, easy approach to development, but an approach that requires careful, planned management and commitment".

From: "Learning from experience with learning logs" Jean Barclay. *Journal of Management Development* Vol 15 No 6 1996 Pages 28-43.

P 28 "Experience is the child of thought, and thought is the child of action. We cannot learn men from books (Benjamin Disraeli)".

"Theory is important, but practice must always be a part of the learning experience".

"Learning 'on the job' is particularly relevant in today's difficult economic conditions, as cuts in training budgets may limit the opportunity to attend formal training events such as courses or conferences".

“In order to capitalise on experiences as learning opportunities and maximise the possible gain, it is necessary to take some time to consider and reflect on what happened in the new event and turn experience into learning”.

“Reflection emphasises two elements: Learner activity, in that it involves learners in actively processing their learning, and a well structured knowledge base, through making learners’ own knowledge, and gaps in their knowledge more apparent to them (Greene and Gibbons 1991)”.

P 29 “From writing up what are considered to be significant learning experiences that occur in the form of everyday incidents, the likelihood of actually doing things better in the future will be increased. In this way learning ceases to be a haphazard process, becoming conscious and learner-centred (Honey and Mumford)”.

“It is suggested by Honey and Mumford, and Pedler et al, that the format of a learning log should include the following elements:

1. An account of what happened, analysing the behaviour of the learner, and of any others involved in the situation
2. Learning points or conclusions drawn from the experience
3. A plan of action for next time drawing on the learning from the experience

P 30 “A learning log ...is a flexible method which recognises that learning is a personal, individual process. By planning development activities, it incorporates elements of active self-directed learning, and reinforces individual responsibility in development”.

“It is only by setting goals and action plans that the learner can become proactive and gain some degree of control over the direction that development takes”.

“It is important in getting learners to accept ownership of self-development that individuals should be able to identify relevant opportunities from their own experience”.

P 41 “It is important that learning logs should not be given to learners and ‘just left to get on with it’. It is a developmental technique that requires good support”.

From: “Learning logs for self-development” Melanie Greene and Andrew Gibbons. *Training and Development* February 1991.

“Do you:

1. Run around from one activity to another, never spending time to review what you are doing?
2. Ponder on experiences and make plans in your head about what you’ll do next time’, but never put the plans into action?
3. Wish you had put into practice all the points you have learned over the years on training courses, workshops?
4. Want to develop yourself, but don’t know how?
5. Think that you do not have time to spend developing yourself?
6. Imagine that you learn a lot from everyday experiences, but cannot think what you’ve actually learned in the last week?

“If you have said ‘yes’ to any of the above questions, using a learning log could help you in your learning and development”.

“Learning is the continuous process, (conscious or not), of incremental changes in response to our experiences”.

“In this way, by definition, all learning is learning from experience – it’s just that some is more contrived and formal than the everyday activities from which we can and do learn”.

“What might you write about? Well, yourself for starters – things you do well, or so judged by yourself – or things you don’t do too well”.

“You will probably find it difficult to reflect on what you need to do better – although more painful, this is likely to be the main focus”.

“It’s not easy to be honestly self-critical”.

“The learning log is tangible evidence of a genuine commitment to our own development”.

“Write up your entries as soon as possible to avoid forgetting, but allow enough time for reflecting on each experience, in order to gain the optimum benefit”.

“Stating when actions are going to be put into practice is vitally important in transference and use of what you have learned. This need not be a specific time or date, it can be a situation when you will apply your learning”.

“All types of learning styles can be catered for by learning logs. They can enhance and maximise learning from everyday experience, and therefore assist the self-directed learner in their development. Patience and perseverance however, is required to reap the benefits”.

“There is much to be gained from a move away from structured, course-attendance type development and towards deliberate, conscious learning from our everyday activities”.

**From: “Eight key learning skills” Andrew Gibbons. *Training Officer* April 1998
Vol 34 No 3 Pages 88-90.**

P 88 “I have become deeply concerned about the unhealthy dependence we adults have on others, for our personal and professional development”.

“We need to regain the lapsed we once used with such inhibition – we have plenty of role models, they are between two and three feet tall”.

“Skilled learners are prepared for informal learning, and thus ready to take advantage of every learning opportunity that comes their way”.

“As Charles Handy says, ‘busy people often have no time for curiosity’ ”.

“Our development is a continuous incremental process, and the greater our ability to recognise potentially developmental experiences as they are happening the more likely some long term value will result”.

P 89 “The trouble is, many of the most powerful *potentially* developmental experiences are to say the least, far from pleasant. If we are to become skilled learners, we must reflect upon, and learn from things we would rather not”.

“Our development is a unique and individual journey, so the more we are prepared to do for ourselves, the straighter and more direct will be the route to increased competence”.

“If we stay within our comfort zones of what we can do well, then we will never know how good we could have been if we had ventured out of them long enough to find out just how competent we can become”.

“It still disappoints me that so many organisations do so little to encourage individual learning”.

“Organisations learn only through individuals who learn. Individual learning does not guarantee organisational learning, but without it, no organisational learning occurs (Peter Senge)”.

“For organisations to gain from their investment in development, and to provide a learning environment, learning must be promoted and supported at the individual level”.

“If you’re not making mistakes, you’re not trying hard enough (Ann Sculley)”.

“Some of us are better at asking for help and feedback than taking it. If we confine ourselves to our self-perceptions we are losing out to the rich source of others’ views of us”.

“Skilled learners have overcome the temptation to say ‘yes but’ when they hear what they would rather not, and reflect upon why people feel the way they do and the way they behave”.

“I wish there were more people out there who find the time to give crucial feedback skilfully. Skilled learners take their development sufficiently seriously to seek these few folk out, and because they are so eager to learn, they will not feel wounded or defensive about what they accept provides the means to target precisely their future development efforts”.

“Those that learn best know themselves well, targeting developmental effort and precious time most accurately. This means not just trying to get a little better at the things that are already being done really well, but being sufficiently honest with themselves to tackle areas of relative weakness”.

“The more you learn, the more acutely aware you become of your ignorance (Peter Senge)”.

“For the skilled learner, the more ‘ignorance’ is found, the greater the thirst to gain knowledge, and more importantly, competence, for what good is knowledge that is not put to use?”.

P 90 “Those with more developed learning competencies can see many uses for a single developmental experience...adapting a rich learning experience to a different purpose or application”.

“Skilled learners possess a motivation that most of us lack”.

“Passive dependence on others for our development has little value”.

“The eight key learning skills – the best learners can:

1. Anticipate learning opportunities
2. Recognise and exploit developmental situations
3. Seek out new learning
4. Take risks and innovate
5. Seek and accept help and feedback
6. Become constructively self-critical

7. Filter and make connections
8. Overcome barriers to learning”.

From: “Learning: A guide for learners and teachers” Malcolm Knowles 1975.

“Self-directed learning is a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes”.

Additional material of direct relevance:

“The learner should be actively involved in the learning process (Malcolm Knowles)”.

“We will learn no matter what! Learning is as natural as rest or play. With or without book, inspiring teachers or classroom, we will manage to learn. Educators can, however, make a difference in what people learn, and how well they learn it. If we know why we are learning and if the reason fits our needs as we perceive them, we will learn quickly and deeply”.

Four learning laws:

1. The law of proximity
2. The law of similarity and familiarity
3. The law of closure
4. The law of continuation”

Wertheimer, Koffka and Kohler

“Three learner types:

1. Goal-oriented
2. Activity oriented
3. Learning-oriented

Cyril Houle

“I propose that our traditional educational system is progressively regressive”.

Malcolm Knowles 1973

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