Developing

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It is a common observation and evident that CEOs emphasis on empowering the education of an employees with an aim to add into the quality and quantity of the individuals at a workplace. Taking into account the financial crisis, the CEO of the company insisted on enhancing some informal teachings within a workplace because formal ways of education would be too costly for the organization to manage. The prime focus of this report is to incorporate and emphasise learning in some informal ways in the workplace. The central aim of this report is to analyse different aspects that can help to promote as well as risk informal learning option. It is more added that the report will highlight those attributes of an employee that can cause an effect on the potency of learning that is not formal. This report also focuses on the advantages and limitations associated with informal learning. In order to conducted research various reviewed articles related to Informal learning at a workplace are used, similarly, recommendations are provided that can support informal learning at a workplace.

**Findings**

According to Manuti, et al. (2015), learning at workplace is defined as a learning within an organization that is completed by using different techniques and methods. He is of the below that learning is one of the ways that can help to improve the level of performance of an employee along with the empowerment knowledge and skills of an employee. It is asserted that the learnability and teaching of required abilities and skills is the responsibility of HR taking into account the underlying aim of improving the performance of different roles and jobs. According to him, there are different avenues of knowledge for an employee, these can be both formal and informal, accompanied by relative development education and training along with sharing of different experiences, thoughts and interaction. According to Werneer and Ds Simone (2006), informal learning platforms can cast a direct influence on the behaviour of an employee in a brief and continuous manner.

 In accordance with the organisational context, it is highlighted that the medium of learning can help to expand and sustain skills and knowledge of an individual resulting in a productive workforce environment. According to Sugrue, (2004), it is highlighted that the performance and productivity of employees increase with effective and efficient functions of an organisation. All these goals can only be achieved only if concise opportunities of learning are accessible to each of the employees in a workplace setting, adhering to the underlying aim of initiating vigorous learning.

## **Learning approaches of individuals in the workplace**

According to the research conducted by Eraut, (2004), informal learning is defined as a type of learning that is associated with a quest for knowledge and comprehension, accompanied by training that is provided by educators and the aptitude apart from the formal avenues of education. It is also added that the essence of learning become informative when an individual is encouraged or directed to approach some self-directed learning opportunities either individually or in a company of peers. Informal learning is not assessed by any external teacher. On the other hand, it is found that formal learning strategies are well composed and well-designed having the potential to incorporate distinct learning outcomes. Some major sources of formal education are workshops, courses training and classroom learning that can impart better learning outcomes. (Rowold & Kauffeld, 2009).

 The aim of this research is to signify ways of informal learning in any workplace taking into account that informal learning is more explicit. It is perceived by different motivation such a setting, daily experiences implied discoveries and observations. (Jeon & Kim, 2012). Moreover, informal learning is one of the learning types that have no particular set objectives rather it is guided by individual learning. It is asserted that individual learning is more consulting or unconsciously derived from daily interactions, conscious or unconscious forms of socialization, the engaging group works and using online media. Research asserts that informal learning is more dispersed and less originated, it is usually instituted by the learner taking into account the sole aim of a learner to improve his knowledge by learning on its own. Informal education is more individual centred that means an individual has to rely on its own abilities such as performance of intellectual resources and ability to utilize time adequately and in different valid ways. However, internet, daily life resources and electronic media is one of the basic supporting material to promote informal learning. (Noe et al., 2010).

 Adhering to the choice and the interest of an individual, a learner is given the right whatever he or she aims at, choose subjects freely or refer any of the desirous avenues of learning. IT is asserted that an individual has to face certain limitations as well that allow him to address the application of individual development and the learnability of abilities and skills. In a nutshell, informal learning is two dimensional, it can both critical as well as fruitful.

## **Factors that enable and constrain informal workplace learning**

## **Enabler**

**Social climate**

Social Climate is one of the factors that influence informal learning because social climate is defined as an environment in which there is maximum learning. It is observed that developing a strong relationship with the employees will not only help employees to thrive learning but it will empower the productivity of informal learning as well. (Coetzer, Kock & Wallo, 2017). Moreover, individual learning within a social climate is dependent on interpersonal relationship, personality to learn more and get more exposure. (Eraut, 2004).

Workplace attributes and communication skill of the managers because effective learning can only be achieved through effective communication. Direct interactions with co-workers and working in a group will help employee’s environment

Another factor that influences informal learning is the workplace environment. According to Maunti, (2015), workplace environment plays a major role in influencing the performance of employees because the organisation is directly engaged in the creative productive work environment where learning would be spontaneous. Niklova, et al. (2013) states, there are several incentives associated with informal learning in the form of organizational learning and culture-positive feedback from the colleagues and well-designed management.

 According to researchers, informal learning can also be enhanced by coaching and mentoring, where mentoring can be both peer guided, formal or informal. Whereas, formal mentoring is structured by mentors themselves because a mentor and mentored meet very often to discuss workplace issues. Formal mentoring also include promotion and job satisfaction along with positive career development. On the same board, it is asserted that a formal relation sustains for a very short time, while informal mentoring is prolonged. Informal mentoring is guided by the ability of the learner to get knowledge, skills, wisdom insight and guidance from the instructor or mentor where the mentor plays a passive role. The mentor's mentee relationship is initiated voluntarily and it would persist for a comparatively longer time. Peer mentoring is another type of interaction that is associated with seeking skills and knowledge where reliable and supporting colleagues offer feedback and support entirely on their will. The guidelines are all situations and depending on the time frame that an employee has, taking into account that their guidance and feedback is the sole cause of learnability and skills**.** (Eddy et al., 2005). In a nutshell, it can be highlighted that peer mentoring is one of the most effective approaches that can play a much supportive role to get into conversation and look for guidance from the colleagues with whom they are comfortable in contrast to the set pattern of formal learning platforms and determinants

**Job characteristics**

Job characteristics is another major factor in informal learning. In accordance with the research of Skules (2004), an organization should make efforts that could support individuals to play an active role in learning. Moreover, job characteristics also give an insight to different tasks such as responsibilities, the distribution of duties and the guidelines that are to be followed for the successful completion of the task are all included in the characteristic that can empower and determine effective informal learning. In a simplified form, an individual gets an opportunity to revamp his/her skills and knowledge while working in an appropriate job framework.(Coetzer, Kock & Wallo, 2017). It also includes the idea of setting examples that infers, when an individual tries to solve a matter that is related to a job, coaching and mentoring should be opted rather any formal training because coaching and mentoring would increase exposure and increase the ability to address different complexities. According to Eraut, (2004), it is asserted that the job description of an employee also cast a great impact on the outcome because individual learning is more oriented by the demands of the job description.

**Age**

Informal learning is also influenced by age, taking into account that old people need more space and time for self-learning. Old population is more towards their knowledge, wisdom and experience to that of learned material rather that practices in the form of coaching from a young manager. The study by (Berge & Chyung, 2008) highlights that older people persist capturing ideas, skills and knowledge from informal setting as something additional to what they have learned through educational materials. Old people do not prefer informal setting in acquiring knowledge in contrast to youth who prefer formal training for enhancing work-related expertise. It would not be wrong to say that younger people prefer being coached and mentored, along with a more tilt towards old people in order to attain work-related knowledge.

The research by Noe, et al. 2010 highlights that there is a direct relationship between age groups and informal learning because the knowledge is dependent on the factors such as interest, source and the motivation to address available time energy and intellectual skills. It would not be wrong to say that magazines, e-mails, books and the internet are one of the tools that can help older people to transpire their learning. So, it would not be wrong to say that for older people, learning is not confined to the realms of the workplace but they can get education from anywhere such as job characteristics, and job description that is designed for effective learning. (Berg & Chyung, 2008).

### **Constraints**

It is asserted that there are many constraints that can create hindrance in effective learning in an informal setting that can cast a direct impact on them. As informal learning has diverse sources such as mangers, surroundings, work-related activities and colleagues, all these factors can be contaminated by barriers that can hinder learning. There are a lot of chances that an employee can take his job for granted by staying adhered to the learning avenues leading to ineffective learning in workplace. It is more added that many knowledgeable employees are not willing to share their knowledge with other employees because they are fearful about their position, such an attitude can create barriers in learning.

 The inability to get maximum support from colleague’s organization and mangers is also one of the barriers in seeking informal education in a workplace. This unwillingness to share ideas, resources and responsibilities will pave the way for negative attitude and it will discourage learners leading to lack of interest and competence to perform their job.

## **What Individual characteristics that influence the effectiveness of informal workplace learning?**

It is asserted that workplace learning is not only influenced by contextual elements, in fact, the individual characteristic is also equally important. According to Elllstron, (2001) it is proposed that if a person is of the view that he is responsible for the development of his skills and knowledge than he will develop a high level of informal learning. Moreover, only learner proceeding to knowledge by themselves share the capacity to take an active part in learning activities along with alertness towards the hurdles in its way. Moreover, it is evident from studies that are conducted by Raembdonck, Gijbels and Van Groen (2014) that self-directed learners are always centred on looking for opportunities that could help them initiate learning and address obstacles in their way. Moreover, the demeanour of self-directed learners is more towards their ambitions interest, goals and work environment. Without self-directed learning capacity, there would be a contrasting or paradoxical framework, so it is affirmed that self-directed learners are more directed by motivation and purposefulness that can help them gain knowledge and perform in a better way. (Dhaling, Chau & Malley, 2010).

Self-efficient is another factor that plays a major role in causing a significant impact on the effeteness of informal learning. It guides and encourages an individual to undergo an analysis of abilities that can help to perform, implement and establish knowledge that would be more work-related and plays a role in achieving productive workplace outcomes (Noe et al., 2013).

The research by authors also highlighted that there exists a positive correlation between informal learning and self-efficacy, taking into account the activities that are chosen by an individual such as persistence, continuous efforts and the potential to develop self-development activities. It is more added that confident people are more optimistic and enterprising in learning along with massive confidence and passion to address issues and solve work-related problems. It is obvious that motivation and organizational supports is one of the keys that is found in confident people as well as required by them to incorporate support for effective learning. According to Bandura et al. (cited in Tannebaum et al., 2009), workers are more passionate to work that is assigned to them with continuous feedback from colleagues and other superiors.

 Researchers believe that constructive feedback is in a direct association between the emotional intelligence and the ability to manage and distinguish work-related issues. In a general context, informal learning is defined as one of the kinds of learning that do not need a format setting. In contrast, it can be apprehended apart from training, seminars and other formal training avenues. The stance of informal learning modifies with the teaching methods, learning approaches and the tendency to believe. It would not be wrong to say that emotional intelligence allows an individual to identify different forms of knowledge and understand those skills and abilities that can impart acquisition to achieve expertise and excellence in the performance of a job

## **Potential benefits for individuals and the organisations of enhancing informal workplace learning**

### **Organisational benefits**

 There are some potential benefits that are associated with informal learning, taking into account the potential benefit for both organizational and individual, according to Chao, et al. 1992, mentoring is one of those ingredients that can motivate an individual to seek knowledge and develop some skills. Moreover, this statement was also endorsed by Rekha & Ganesh, 2012, taking into account the fact that having a guide or mentor in the workplace can help a learner in many ways such as career advancement, promotion of career, job satisfaction and learnability. It is asserted that workplace can play a major role in help learning by achieving an organizational goal that would in return enhance the productivity of outcomes. It would not be wrong to say that mentoring in the workplace is one of the advantages to learners as well as the mentor because a mentor would not only provide organizational support for the learner to encourage and inspire him but it will also encourage the mentor to develop commitment towards the organization. (Allen et al., 2004; Lankau and Scandura, 2002; Murphy and Ensher, 2001). In a nutshell, the performance of an organization is escalated along with helping an organization to outperform among its competitors.

 According to the study that was conducted by (Halliday-Wyne & Beddie, 2009), it is highlighted that there are a lot of small businesses that develop and choose informal workplace learning over formal learning because formal learning can be more challenging and expensive for an organization. In contrast, informal learning is initiate by a learner, where learners tend to learn through daily life events, using their own insight, interactions and social gatherings. It also lessens the cost required in grooming in individual. It is asserted that informal workplace learning fortifies interactive and collaborative work environment, along with the reinforcement of a positive network. (Johnson, 2008). As a whole, it outfits the interconnection that exists between conductive work environment taking into account that employee turnover is more averse where an organisation will have more competent and proficient employees. (Raemdonck, Gijbels & van Groen, 2014).

###  **Individual Benefits**

There are numerous individual befits associated with informal learning taking into account the role of learning activities. The measurement of engagement refers to the engagement in work-related activities, observation, informal interactions and mentoring, taking into account that coaching is one of the methods of learning. (Halliday-Wyne and Beddie (2009).

It would not be wrong to say that individual constant refurbishes skills and knowledge by active participation in learning activities. According to (Berg & Chyung, 2008), it is asserted that the learners are exposed to obstacles and challenges where they tend to find answers to problems with personal interests. Adhering or such duality, learning is promoted accompanied by job satisfaction and advancement in learning.

It is also significant to note that informal learning also open avenues of learning that can help learners to participate with high constancy and leaving behind the restrictions in formal learning programs. It is also added that informal learning allow learners to adjust evolving circumstances, pertain to quality action in organizational activities and embrace innovation. Moreover, informal learning is also crucial for a successful career where learners can take initiatives that can help to enhance skills by proceeding well over the formal learning impositions of an organization. (Briscoe, Hall, & DeMuth, 2006). As a result, the learners would be motivated and they will constitute to learn by using the fractional capacity to empower himself, parallel to high performance and a well-versed reputation in organisation.

## **Limitations on informal workplace learning**

As there are no restrictions in learning by using informal settings having no specified learning structure as compared to that of informal learning, there are some major chances of imparting and capturing that kind of knowledge that can result in misdirected learning outcomes. As study by (Caruso, 2010), assert that information and skills of a learner learned from the workplace are not as obvious as one might think. There are more chances of developing a narrow attitude and approaches where an employee may get a chance to learn how to fabricate interpretation of what they have learnt and experienced. Moreover, the reluctance to mentoring and adequate guiding can also create obstacle in learning outcome in the workplace. It is also added that some of the efficient workers do not want to share their learnings as they might have a fear of losing their position or they think that they will be replaced by the learner. Moreover, it is certain that the lack of attention and passion of talented workers can bring significant limitations in the workplace. There are more chances of failure of an employee in tracing learning objectives rather than wasting time and entertaining mentoring, socializing and surfing the net. All these dimensions can limit informal learning.

**Conclusion**

This report determines key factors that are responsible for promoting informal learning in an organization. The results reveal that individual acquires more knowledge in a formal setting. Here social climate, age, job characteristics, and workplace environment are few factors that can cause a significant influence on informal learning. Distribution of roles can also cast a negative impact on informal learning environment where employees can take this type of learning for granted and it will ultimately inhibit efficient formal learning. Parallel to that, both organization and individual are directly benefited from adopting informal learning in a workplace such as more option for career advancement, job satisfaction and support for the organization.