

Integrating informal learning into a formal training environment

Sarah Hollan



UNIVERSITY OF TWENTE.



Rabobank

Master thesis Educational Science and Technology

“Integrating informal learning into a formal training environment”

University of Twente
Enschede, 20th of May 2015

Author

Sarah Hollan
s1005642
S.Hollan@student.utwente.nl

Supervisors University of Twente

Prof. dr. J.W.M Joseph Kessels
Dr. M.A. Maria Hendriks
The Faculty of Behavioural, Management and Social sciences

Supervisor Rabobank

Rick Garrelfs
Learning & Development, Human Resources

Abstract

This study presents design guidelines for interventions to integrate aspects of informal learning into a formal training environment in order to enhance the transfer of training. The study is conducted at Rabobank Nederland in the context of the redesign process of one of Rabobanks Management programmes which is called the Management Curriculum. The most design guidelines related to informal learning arising from this research are related to providing opportunities for reflection, the facilitation of Communities of Practice (CoP) and the involvement of the manager. Interviews with previous participants pointed out that the current programmes already offer many opportunities for reflection and working methods related to CoP are facilitated in some ways. In the current programme the involvement of the manager and the rest of the workplace is limited. This will be improved in the design of the renewed Management Curriculum. Based on literature review, site visits at other organizations and experiences of previous participants of the current Management Curriculum several design guidelines for interventions to integrate aspects of informal learning into a formal training environment are worked out. Rabobank has chosen to implement some interventions based on these guidelines for their renewed Management Curriculum. The most important design choices are (1) more involvement of the manager and direct colleagues, (2) learning activities conducted on the workplace, (3) working and learning in groups by the use of learning triads, and (4) the implementation of individual coaching.

Introduction

This research study discusses the problem of integrating informal learning in formal training programmes and provides suggestions for a solution in order to enhance the transfer of training. There are three reasons that gave occasion for conducting a research study that focusses on integrating informal learning into formal training programmes.

First, in the past years financial services industry faced many changes and many developments are still ongoing. The financial services industry deals with the rise of mobile banking, increasing centralization of services and the need to recover from a bad reputation that resulted from the financial collapse (Garrelfs, personal communication, June 19, 2014). These developments resulted in changed skill and knowledge requirements in order to be able to function in this new work environment. This transformation of learning needs forces departments of Learning & Development (L&D) to reconsider their current training programmes. Do currently offered formal training programmes still fit the changed skills and knowledge requirements?

Second, L&D departments recognize poor training transfer of their formal training programmes and acknowledge that changes need to occur in order to maintain delivering highly competent employees equipped with all necessary competences required by the changed work environment (Yamhill & McLean, 2001).

Since the current training programmes do not comply with the changed requirements and the fact that many organizations offer mainly training programmes with a formal character, there is an increasing aim to integrate aspects of informal learning in those formal training programmes.

Third, especially in financial services, training programmes organized in cooperation with several business schools are a popular way to offer possibilities for learning and development to their employees (Deloitte, 2012). Yet, training programmes provided by business schools mostly are characterized by mainly formal learning aspects. This conservatism leaves little space for learning in the workplace which makes it difficult to integrate informal aspects in those formal training programmes (Garrelfs, personal communication, June 19, 2014).

Furthermore, offering training programmes from prestigious business schools is, especially in financial services, known as the straight and perfect way concerning the development of employees. When it comes to the learning and development of managers, cooperation with the leading business schools is often the most obvious way for quite a number of organizations. This tension between how learning within an organization is “supposed to be” and the increasing interest in informal learning forms a barrier for organizations when it comes to implementing ways of learning other than people are used to. Also McKinsey (2014) agrees with the criticism towards traditional business school programmes and explains why those management and leadership programmes are doomed to fail

often. McKinsey (2014) states that leaders, no matter how talented, often struggle to transfer even their most powerful off-site experiences into changed behaviour on the front line. Besides, many leadership programmes rest on the assumption that one size fits all and that the same group of skills or style of leadership is appropriate regardless of strategy, organizational culture, or CEO mandate (McKinsey, 2014).

The changed requirements and increasing criticism towards the traditional way of training lead to a greater interest in informal learning on and near the workplace which also has consequences for formal training programmes. This situation leads to an increasing demand for guideline for feasible interventions for integrating informal learning in formal training programmes in order to enhance the transfer of training.

Theoretical framework

Definition and the need for informal learning

Since there is a growing focus on learning-oriented organizations that promote cultures and procedures to foster continuous learning also the importance of informal learning in the workplace has increased (Ellinger, 2005). According to Watkins and Marsick (1997) informal learning is “learning that is based on learning from experience; embedded in the organizational context, oriented to a focus on action; governed by non-routine conditions; concerned with tacit dimensions that must be made explicit; delimited by the nature of the tasks, the way in which the problems are framed, and the work capacity of the individual undertaking the task; enhanced by proactivity, critical reflectivity and creativity” (p.287). Informal learning is integrated within work and daily activities and often starts with a triggering event and is most of the time linked to the learning of others. The nature of learning when it is informal is often self-directed and social. But also networking, coaching, mentoring, mistakes and trial-and-error are related with informal learning. The outcomes of informal learning can be various. Informal learning can lead to learning practical skills and intrapersonal and interpersonal learning. But also learning about the culture of the organization is a possible learning outcome of informal learning (Ellinger, 2005).

The report of Choi and Jacobs (2011) highlights the necessity of informal learning. As already mentioned, most organizational resources for employee development are addressed to formal learning. Yet, it is revealed that the majority of what employees need to know to perform well in their job may be acquired through informal learning. This does not mean that formal learning has become useless; rather they suggest integrating both forms of learning to maximize the benefits of employee development. When planning formal training programmes, programme designers should recognize the likelihood for informal learning and search for ways to facilitate it (Choi & Jacobs, 2011). Also Billet (2000) confirms the necessity of informal learning activities in the workplace. According to Billet (2000) contributions arising from participation in every day work activities assist developing the knowledge that is required for being able to perform well. Engagement in authentic workplace activities and the direct and indirect guidance available in everyday participation were identified as the bases of these contributions. Billet (2000) states that the use of selected strategies within a guided learning approach could support and monitor the development of the knowledge of workplace learners by making accessible and guiding the development of the kinds of conceptual knowledge that would otherwise remain hidden.

Factors influencing informal learning in the workplace

The research of Ellinger (2005) presents some factors that have influence on the process of informal learning. The research focusses on several organizational contextual factors that can positively and negatively influence informal learning. By contextual factors are meant organizational culture, industry factors and company factors.

Learning conditions that promote informal learning are a high degree of exposure to changes, demands, managerial responsibilities, extensive professional contacts, superior feedback, management support for learning and rewarding of proficiency (Ellinger, 2005). On the other hand factors that inhibit informal learning are leaders and managers that do not support learning, an insufficient learning culture and lack of time and resources. Also, lacks of meaningful rewards for learning and limited decision making power by the learner are stated by Ellinger (2005) as inhibitors to informal

learning.

Cofer (2000) names mentoring and career development and planning as strategies for facilitating informal learning in the workplace. Cofer (2000) describes some strategies that facilitate the development of mentoring relationships. First, employees should inform their colleagues and manager about their goals and let them know that they are interested in developing themselves. Besides, they should seek advice from people that possess the knowledge and skills they wish to acquire. Organizations should trust the mentor's judgment and encourage mentee's career development inside and outside the organization. In addition Cofer (2000) recommends the use of development plans. These plans should be developed in cooperation with the manager and an external learning facilitator. These plans are supposed to emphasize natural learning and lead to more structured courses or activities. Research outcomes of Ellinger (2005) and Cofer (2000) let us conclude that a combination of the right environment and a mix of strategies makes a great foundation for an organization's workplace learning efforts.

Transfer of training

The problem of training transfer continues to be a concern for HRD practitioners and managers. It is noted that while training is the most frequently used method for improving workplace performance, much of what is trained fails to be applied in the work setting (Ford & Weissbein, 1997). Many years of research on the transfer of training phenomenon has illuminated transfer as a process that is influenced by several factors and discussed by several researchers (Saks & Belcourt, 2006).

Research has demonstrated that a wide variety of training design factors affect transfer of training. There are several transfer models and training design strategies that enhance transfer (Kirwan & Birchall, 2006). Transfer of training is a key concept for adult learning because every development programme aspires to transfer knowledge and skills to the workplace. We can state that the goals of training are not achieved unless transfer occurs (Subedi, 2004). According to Subedi (2004) transfer of training is defined as the extent of retention and application of the knowledge, skills and attitudes from the training environment to the workplace. Subedi (2004) describes two forms of transfer that are called near transfer and far transfer. *Near transfer* of skills and knowledge refers to the replication of the previously acquired knowledge and skills in all identical situations. This definition of near transfer is based on the idea that earlier learning facilitates new learning only to the extent that the new learning task contains elements identical to those in the previous task. Near transfer of training often involves tasks that are procedural in nature like steps of operation in sequence. This sequence of steps is repeated every time the task is performed. Contrary to near transfer *far transfer* of training refers to learning new skills or tasks in situations that differ from the situations of original learning. Subedi (2004) states that training conditions that focus on far transfer, require learners to adapt the acquired knowledge as guidelines to perform them in changed situations or environments. Transfer of this type of training is more difficult but also more important in order to be able to handle changing situations (Subedi, 2004).

According to Jennings and Wagnier (n.d.) transfer of training can be optimized by turning the workplace into a learning environment. In order to learn in a meaningful environment participants of a training need (1) relevant and useful information linked directly with their learning topics, (2) material and support that lets them find solutions to real problems in the workplace and (3) support during the implementation phase to help them turn learning into performance.

Baldwin and Ford (1988) and Waller (2011) distinguish three factors influencing the transfer of training:

1. Organizational or work environment related factors:

These factors which are about the work environment include factors such as the amount of support individuals receive from their managers to apply learning, how much time they have to try new things, the received feedback and the openness of their organization related to new ways of working. Williams (2008) states that managers must encourage employees to use new skills and tolerate mistakes as they progress. In relationships where supervisors are supportive, employees are more likely to feel comfortable performing trained skills. Just like managerial support, also peer support (support from co-workers) enhances the use of trained skills and learning on the job (Williams, 2008).

2. Programme design/Training design and delivery related factors:
These factors are about how relevant the content is to participants' roles and the extent to what the methods offer opportunities for participant to practice skills and receive feedback on learning. It is about theories and practices of HRD such as training need analysis, organizational analysis, job/task relevance and instructional techniques.
3. Individual characteristics/Trainee related factors:
These factors are for example trainee's self-efficacy, ability and skills, goals-orientation, motivation and readiness to learn and apply. For example Choi and Jacobs (2011) state that individuals with a higher learning goal orientation are more likely to participate in learning and are more able to apply what they have learned than those with lower learning goal orientation. Besides, also the extent to what individuals understand how programmes are linked to their roles and careers have a positive influence on transfer of training.

Enhancing transfer of training

Saks and Belcourt (2006) investigated in their research training activities that stimulate transfer of training to the workplace. The research distinguishes between activities in the different stages of the training programme which means that there are mentioned activities that take place before the actual training programme, during the programme and afterwards (Table 1).

Table 1.

Activities for enhancing the training transfer during the different stages of a training program (Saks & Belcourt, 2006)

Pre-training activities	During-training activities	Post-training activities
Employees are given advanced notification about training content prior to attending a training programme	Training programmes teach employees the general rules and theoretical principles that underlie the training content and the use and application of the trained skills	Employees are required to submit a post-training report after attending a training programme
Training needs of employees are identified prior to training	Employees are rewarded during training for learning and performing training material and tasks	Employees are required to participate in an interview or discussion as a part of a follow-up to a training programme they attended
Employees have pre-course discussions with their supervisors prior to attending a training programme	Employees leave training programmes with a written performance contract with goals to be achieved	Employees or direct colleagues are paired with each other following completion of a training programme in order to assist each other by providing feedback and reinforcement to ensure they use the skills developed in a training programme
Employees have input in decisions about training programme content and/or methods		Employees are evaluated on their use of new skills or knowledge following completion of a training programme

Employees from the same department or functional group are trained together		Employees are required to undergo an formal assessment following completion of a training programme in order to evaluate their learning
Training programmes include activities or assignments that trainees are required to do before they arrive for the actual training programme		
Employees are given release time to prepare for a training		

Practical implication related to informal learning in order to enhance transfer of training

Also informal learning by the means of opportunity for reflection plays an important role in facilitating transfer of training (Verdonschot, 2007). By reflective practice managers gain more insight in their own strengths and weaknesses and create more self-awareness. Besides, facilitating reflection after the actual training programme prevents that learning stops at the moment employees leave the programme and return to their daily working life (Saks & Belcourt, 2006). Reflection exists in different forms among them self-reflection, reflection with peers or reflection facilitated by a professional. Examples for applying reflection are by creating a portfolio (Hout-Wolters, 2009) or learning contract, peer consultancy (Saks & Belcourt, 2006) and conducting a reflective dialogue with a coach and/or manager (Dochy, Gijbels, Segers & Van den Bossche, 2012). By reflection employees can exchange experiences and receive feedback from each other concerning the achievement of their goals.

Transformational learning is a theory related to reflection which is defined as ‘the process of learning through critical self-reflection, which results in the reformulation of a meaning perspective to allow a more inclusive, discriminating, and integrative understanding of one’s experiences’ (Mezirow, 1990, p.1). In transformational learning individuals learn because the need for change in order to develop new meaning perspective, to become more reflective, critical and open. Transformational learning posits experience as starting point and as its content for reflection. Engaging the experience in a critically reflective manner is a necessary condition for transformation (Dochy et al., 2012). Experience, critical reflection and development are the three key elements of transformational learning.

Another way to learn from each other is learning within Communities of Practice (CoP). Wenger (2004) summarizes CoP as ‘groups of people who share a passion for something that they know how to do, and who interact regularly in order to learn how to do it better.’ (p.2). At the simplest level, CoP are a small group of people who have worked together over a period of time (Dochy et al., 2012). According to Dochy et al. (2012) they are peers in the performance of ‘real work’. They are hold together by a common sense of purpose and a real need to know what the others do.

CoP exist in several forms with as goal development and exchange of knowledge. In some CoP members meet physically on a regular basis while other CoP are characterized by a virtual connection between its members. Knowledge is created by exchanging experiences and working together for creating new knowledge and experiences (Wenger, 2006). One of the key factors of a successful CoP is trust which is achieved by regular physical contact, getting to know each other and having a good relationship. Hezeman and Ritzen (2004) argue that people need to share the same problem and solve it together and there is necessity to do so, driven by intrinsic motivations. They state that recognizing mutual problems helps feed the lively character of a CoP.

Li, Grimshaw, Nielsen, Judd, Coyte and Graham (2009) summarize the fundamental characteristics of CoP in their review study about Wengers concept of CoP. The first characteristic is about the domain, which is the area of knowledge that brings the community together, gives it its identity, and defines the key issues. They state that a CoP is not just a personal network; it also refers to an ‘area’ of knowledge that needs to be explored and developed. The second characteristic is the community, which is the group of people for whom the domain is relevant. Regarding this characteristic the quality of the relationships among members is also important. Li et al. (2009)

explain that a CoP is not just a website or a library; a CoP involves people who interact and who develop relationships that enable them to address problems and share knowledge. The third characteristic explained by Li et al. (2009) is practice, which is the body of knowledge, methods, tools, stories, cases, and documents, shared by members and developed together. They state that a CoP is not merely a community of interest, but brings together practitioners who are involved in doing something. Over time, they accumulate practical knowledge in their domain, which makes a difference in their ability to act individually and collectively (Li et al., 2009).

An overview of the most important aspects of informal learning in order to enhance the transfer of training are brought together in the conceptual model (see Figure 1). Transfer of training is desired because it leads to behavioural change that is in line with the vision and strategy of the organization. Yet, this research concentrates on programme design factors. Neither an effect measurement has been part of the study, nor have organizational factors and individual characteristics been taken into account.

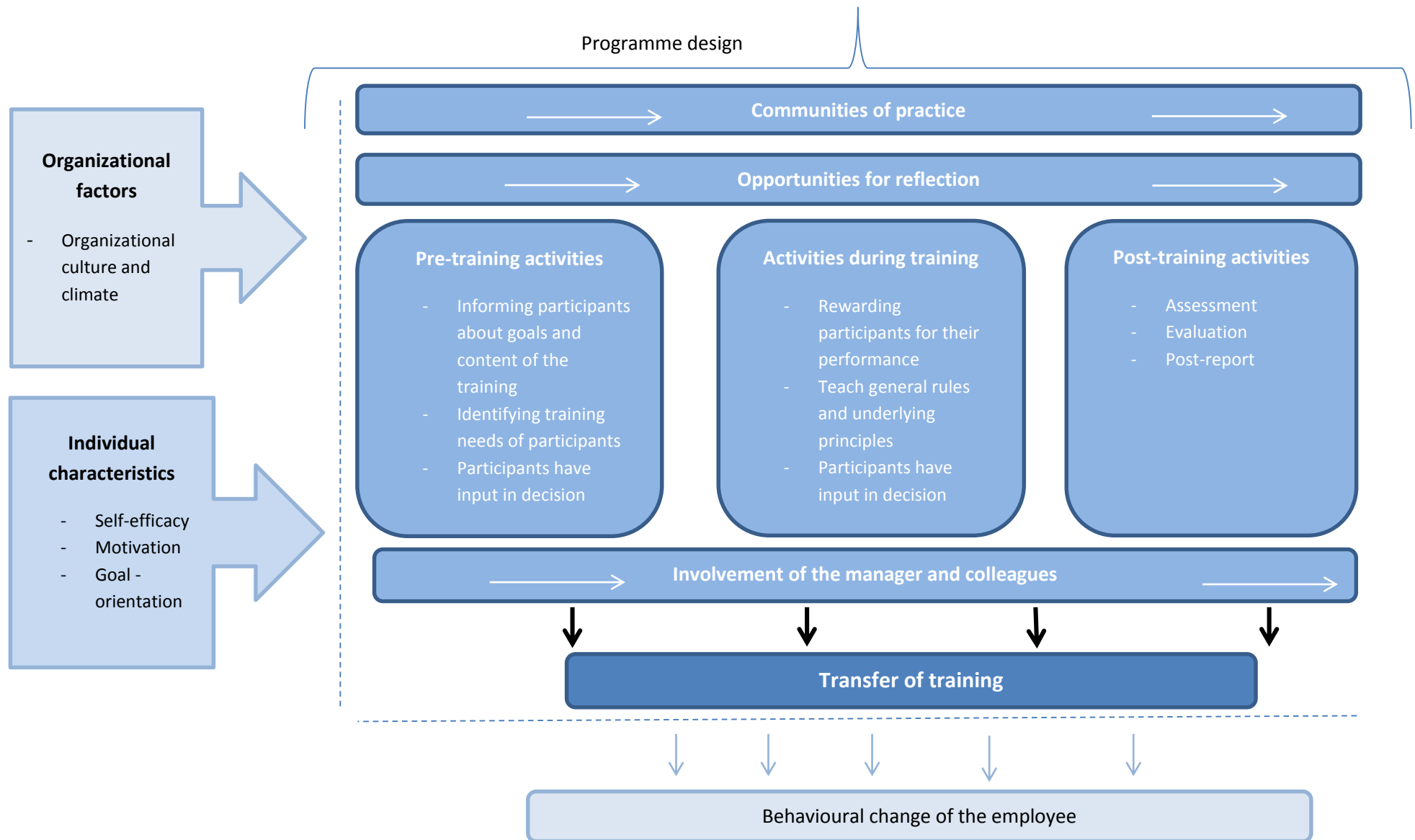


Figure 1. Facilitation of transfer of training and informal learning within a formal training environment

In order to investigate how informal learning can be integrated into a formal learning environment the study deals with the following research question:

“What are feasible¹ interventions for integrating informal learning into a formal training programme in order to enhance transfer of training?”

Description of the organizational context

The context of the study was Rabobank Nederland which is part of Rabobank. Rabobank is a financial services provider in the area of banking, asset management, leasing, insurances and real estate. The Rabobank consists of local banks and the central organization called Rabobank Nederland and two subsidiary companies (DLL and Rabo Real Estate). In total 56.870 fte are employed for Rabobank in about 41 countries. In the whole world Rabobank serves 10 million clients (Rabobank, 2014).

Rabobank Nederland consists of several departments, among them Learning & Development which is part of Human Resources. MD Programs is a sub-department of Learning & Development and formed the main area of the study. MD Programs is responsible for training and talent development of Rabobank's managers at several job levels.

Exploration and definition of the (research) problem

One of the programmes offered by MD programmes is the Management Curriculum that focuses on managers of Rabobank Nederland as well as on managers of the local Rabobanks and Rabobank International. The different programmes of the Management Curriculum are organized in cooperation with some of the leading business schools in Europe. The Management Curriculum consist of four separate multiday programmes, each focussing on different job levels varying from team leader², to Middle Management to Executive level.

Much has changed in the circumstances Rabobank has to operate in the last years. Rabobank Learning & Development decided that these changes should be reflected in the design of the Management Curriculum as the aim of the curriculum is to provide managers with skills and knowledge to deal with the changed circumstances in their work environment. Although there have been made some minor changes in the past years, Learning & Development explained that the current situation requires a more fundamental transition of the programme (Garrelfs, personal communication, June 19, 2014).

One important point of redesigning the Management Curriculum was the need for integration with Rabobank practice by giving more attention to the learning process instead of focusing on teaching the formal content (Garrelfs, personal communication, June 19, 2014). The changed work environment requires skills that are difficult to learn through a formal and somewhat traditional learning environment.

As there is a lot of criticism towards management development programmes in general it is not surprising that Rabobank aims to make some transitions to their programmes. Vaughn (2013) agrees with the statement of McKinsey (2014) about leaders often struggling to transfer even their most powerful off-site experiences into changed behaviour on the front line. Vaughn (2013) reports that application of skills learned by traditional development programmes is limited to 15% of the learned skills. In addition to McKinsey criticisms Vaughn (2013) mentions incorrectly diagnosed leadership needs and the use of external facilitators as common aspects of failing management development programmes. External master facilitators, like business schools, are often able to unlock learning and discussions in a way that can be difficult to achieve internally. Vaughn (2013) states that it is important to take ownership of the fact that the external facilitator is an extension of an organization. Another point of criticism is not giving energy breaks and not building in time for

¹ An intervention can be characterized as feasible when reported as effective concerning enhanced transfer of training by literature or organizations included in the research study. When Rabobank decided not to implement a specific intervention in their programme, this does not necessary mean this intervention is not feasible.

² Not included in the redesign as the function of team leader does not exist any longer due to restructuring

reflection. Often management and leadership development programmes are too full without providing energy breaks, while prioritization and building in actual reflection time will allow leaders to absorb learning and reflect on relevance and application (Vaughn, 2013). A criticism related to the lack of informal learning is about not mixing application and content. Vaughn (2013) reports management development programmes often lack application to leaders' own leadership challenges, creating difficulty for participants in translating learning into action. Yet, action back on the job is the real purpose of a programme (Vaughn, 2013).

Design context

Today banking & financial services organizations face increasing volatility, uncertainty, complexity and ambiguity (Kapur, 2015). Kapur (2015) reports stress and fear continue to grow, reducing trust and integrity in a difficult environment with seemingly extreme consequences for perceived 'failure' or misconduct. According to Kapur (2015) banking & financial services employees are even found to be the least happy in their profession. The banking industry has a poor track record in leadership culture, caused by 'culture failings' cited frequently in scandals. The findings by Kapur (2015) align with the bad reputation of Rabobank employees have to deal with in the past years. Employees of the Rabobank are continuously confronted with negativism against their bank indicating that society lost trust in Rabobank.

Various internal researches at Rabobank confirm that employees find it hard to deal with the negativism towards Rabobank (Rabobank Management Development programmes, personal communication, 10 December, 2014). Employees seem to have lost their positive energy and some even doubt if Rabobank is still the right place to work for them. As job security is not guaranteed anymore, employees are afraid of making mistakes and not daring to take initiative.

Admittedly, this study has not specifically focused on organizational factors and individual characteristics, but because of the current fears and the bad reputation Rabobank employees deal with, these important aspects of the design context definitely have been taken into account and provided directions concerning possible solutions. Besides, the increasing need of employees for sharing experiences and knowledge is in line with the aspects arising from the theoretical framework.

The question about how informal learning can contribute to the effectiveness in a value-added way has several aspects. To ensure the inclusion of all relevant factors the following sub-questions have been set-up:

1. In what way does the current design of the Management Curriculum facilitate aspects of informal learning that enhance transfer of training?
2. What are promising practical examples of informal learning in management development programmes that enhance transfer of training?
3. How can aspects of informal learning be integrated into the renewed Management Curriculum?

Main findings of survey of an organizational wide culture programme, results from development assessments performed by Hay of the executive vice president population and the results of interviews that were conducted with thirteen senior and executive managers from various parts of the organization.

Method

Research design

In order to find answers to the explained sub-questions several research methods have been used. These methods were in line with the character of the questions and aimed to give an answer to the overall research question: “What are feasible interventions for integrating informal learning into a formal training programme?” Since this study is combined with the redesign of one of Rabobank’s management programmes, the study has been conducted as an educational design research project. This kind of research can be defined “as a genre of research in which the iterative development of solutions to practical and complex educational problems also provides the context for empirical investigation, which yields theoretical understanding that can inform the work of others” (McKenney & Reeves, 2012, p.7). Educational design research is concerned with developing usable knowledge like it was required in the case of the Rabobank which ensures delivering products of research relevant for educational practice. The simultaneous pursuit of theory building and practical innovation makes educational design research a well-suited research design in order to better understand the integration of informal and formal learning as well as delivering feasible interventions to implement in the renewed Management Curriculum.

The study provides information about how informal and formal learning can be integrated in the best possible way and design guidelines for interventions related to informal learning that enhance the transfer of training.

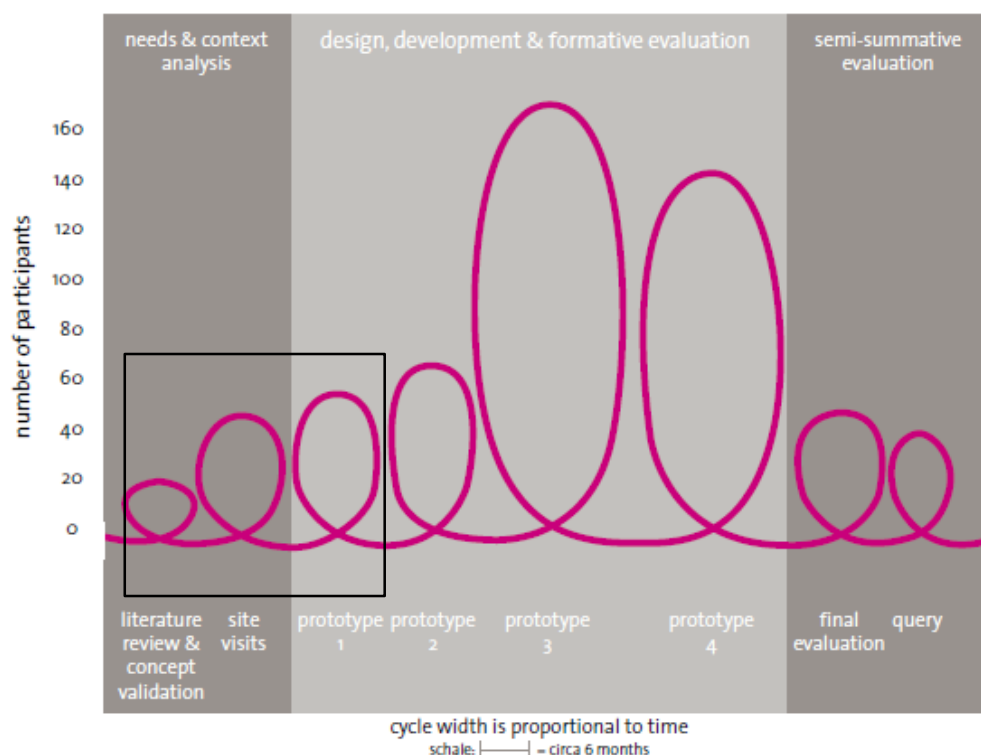


Figure 2. Process display of a design study (McKenney & Reeves, 2012)

The generic model according to McKenney & Reeves (2012), presented in Figure 2, shows that educational design research progresses through three main phases consisting of micro, meso, and macro cycles. The insights and the interventions of educational design research evolve over time through multiple iterations of investigating, developing, testing, and refining. Walking through the complete cycle might take up to two years (McKenney & Reeves, 2012). Although, this study focussed on the first part of the cycle only, which means that the main focus is on the needs and context analysis and designing the first proto-type. Table 2 displays the process of the different parts of this study. This study resulted guidelines for interventions which are part of the overall design structure for the first implementable proto-type of the Management Curriculum. The first try-out,

further refinement, and additional testing of the programmes are not part of this study, because this study is actually a sub-study of the complete process of design based research.

Design principles

The design of the renewed management development programme underlies several principles. First, the chairman of the Rabobank executive board defined four strategic topics (rock-solid bank, full customer focus, empowering employees, and meaningful cooperative) in order to become a leading cooperative bank. These topics acted as basic design principles of the programme.

Second, four additional topics concerning the development needs of Rabobank managers were part of the design context of the study. These topics acted as design principles for the content of the programme. These four topics were constructed based on three sources. These three sources were the (1) main findings of an organizational wide culture programme survey, (2) the results from development assessments performed by Hay of the executive vice president population, (3) and the results of interviews that were conducted with thirteen senior and executive managers from various parts of the organization (Rabobank Management Development programmes, personal communication, 10 December, 2014). Although these three sources have different goals and where developed for different purposes, it appeared that the results of these sources show great similarity in the management shortcomings and areas for further development. The constructed topics are:

- Personal leadership
- Vision and strategy awareness
- Change, engage, inspire
- Responsibility, accountability and taking initiative

Table 2.

Process display of the conducted study

Phase of the research	Research activities
Literature review	<ul style="list-style-type: none"> - Conducted literature review resulted in a conceptual framework
Needs analysis	<ul style="list-style-type: none"> - Informal conversation before start of the trajectory with the client (Management Development Rabobank) in order to map out the wishes and requirements concerning the new Management Curriculum. During those conversations the specific research question has been set. - Document analysis (brochures, learning materials, etc.) - Observations of current management programmes <ul style="list-style-type: none"> o First module MMP o First module MMPP o Third module Top 11 - Interviews previous participants about informal learning and transfer of training in current Management Curriculum - Site visits: <ul style="list-style-type: none"> o Consult expert informal learning o Interviews with three organizations about experiences concerning informal learning in management development programmes

Context analysis	<ul style="list-style-type: none"> - Setting up design principles based on Rabobank executive board strategic topics and employee survey
Design development & formative evaluation	<ul style="list-style-type: none"> - Design sessions with design team (team members MD programmes and researcher) based on knowledge obtained during needs analysis. Design sessions resulted in: <ul style="list-style-type: none"> o Two prototypes (see appendix D) and one final version of new design structure Management Curriculum - Formative evaluation: Mid-term revision and optimization of the two prototypes based on: <ul style="list-style-type: none"> o Feedback Head Learning & Development Rabobank o Feedback obtained during two design sessions with consultants from a learning and development bureau

The cooperation between researcher and the programme designers from MD programmes Rabobank can be characterized as a clinical partnership. In this way the design activities have been conducted in collaboration with the professional instead of designing them for the professional (McKenney & Reeves, 2012).

Participants

Previous participants

In order to get an idea about the experiences of participants with the existing design of the Management Curriculum interviews with 19 participants (five participants per job level, four participants of the job levels 6+7) have been conducted. These participants attended different programmes of the Management Curriculum (see Table 3.). These interviews covered the programmes of all job levels. The ratio between interviewees from Rabobank Nederland, Rabobank International and local Rabobanks is in line with the average ratio between respondents attending the programme (Table 3). Although the position of team leaders (job level 6+7) will not exist any longer, also participants of this job level were included in the research. This decision has been made because the most aspects of informal learning that were integrated into the previous Management Curriculum seem to be embedded in that specific part of the programme. Yet, since the leadership position as a team leader is going to disappear, many employees of that job level were busy with handing over their tasks and round of their job. That is why only four instead of five participants were willing to participate in the research. By conducting interviews with participants, insights are obtained about how the participants experience the current Management Curriculum in specific the factors of informal learning and the extent of transfer of training.

Table 3.
Overview of participants – Interview with previous participants

	Rabobank Nederland	Rabobank International	Local Rabobanks	Total
Operational Management Programme (OMP)	1	-	3	4
Middle Management Programme (MMP)	1	1	3	5
Middle Management Programme Plus (MMPP)	1	-	4	5
Advanced Management Programme (AMP)	2	1	2	5
				19

Organizations

In addition to the interviews with previous participants representatives of three multinationals have been consulted. By interviewing members of others organizations about their management development programmes, best practices and inspiring examples concerning the integration of informal and formal learning could be identified. Looking for best practices resulted in promising ways of integrating informal learning into a formal training environment. The knowledge gained from interviews of different organizations perfectly complements to the more theoretical knowledge that is gained by conducting a literature review. One organization is included as it is being part of the Dutch banking industry and is active in the same environment as Rabobank dealing with similar challenges. The interviewed participant was working at his organization as team manager development & evaluation retail banking. The second organization is a Human Resources Service provider (representative works as HRD advisor in this organization); while the third one is active in the oil and gas industry (representative is working as learning manager contracting & procurement). These organizations were an obvious selection because they are part of the network of Rabobank.

Data collection and instruments

Literature review

Prior to the data collection a literature review has been conducted. One part of the literature review was about facilitating informal learning within formal training programmes. In this way the literature review gives insight in the aspects that appear to be facilitators of informal learning according to scientific literature. Next to general factors that act as facilitators of informal learning within formal learning interventions, the literature review focuses on enhancing the transfer of training of training programmes like the Management Curriculum.

Furthermore, the literature review marks out the different aspects that stimulate the transfer of knowledge that is gained within a formal training programme to the workplace. Results of the literature review were used for designing interviews for participants of the Management Curriculum and interviews with members of other organizations.

In order to restrict the amount of articles several selection criteria have been applied. First, only articles published between 2000 and 2014 are included in this review in order to exclude outdated

articles. In the case of reoccurring references to an article that does not fit in this selection criteria, an exception has been made. Also the content of articles was part of the selection criteria. Essays, self-studies and articles without scientific information are not considered as relevant for this review and were excluded. Additional articles are selected by using the snowball method which means references of included articles are tracked down which led to five additional relevant articles. Since applying that kind of systematic search method leads to mainly empirical studies, some literature on the learning theories that underpins the empirical articles has been added thus, leading to a more complete literature review.

Finally, 26 articles and six books were included by using the mentioned search methods and selection criteria.

Document analysis

Several documents like brochures of the Management Curriculum and learning materials for participants have been studied in order to get insight into the current structure and content of the Management Curriculum and into the different target groups of the programme. Together with other research methods (observation, interviews, etc.) analysing the documents contributed to an answer on sub-question 1.

Informal data collection

In addition to the more formal ways of data gathering in this study some data was collected in a more informal way. Examples of informal data collection were regular contact with the programme designers of the Management Curriculum and attending team meetings about the redesign of the Management Curriculum. But also the attendance of several different sessions dealing with the different programmes of the Management Curriculum, like graduation sessions at the end of a programme and kick-off meetings in the beginning, were ways that enhanced the involvement in an informal manner. Most of the time is spent at Rabobank office, which guaranteed involvement and helped to become acquainted with the different programmes, target groups, content and structure of the programme. Attending the daily work life and being present at the office was also in line with the conditions of educational design research. For design research to be relevant for educational practice the research group must have good knowledge of the target setting and be informed by research and development activities taking place in natural settings (Mc Kenney, 2012).

The information gathered by the activities covered by informal data collection has not contributed to the answer on a specific sub-question but led to increased understanding of the current Management Curriculum and ensured involvement in the overall process.

Observations

The practical part of getting to know the current Management Curriculum, in conjunction of the analysis of documents, was covered by means of observations. In order to get to know more about the specific content and procedures applied in the several programmes some days of a module of two different programmes of the Management Curriculum have been attended. Since the dates of the programmes were fixed and the literature review was not completed at that time, the observations took place in an unstructured way. One of the programmes (MMPP) that has been observed is organized in cooperation with a Beneluxian business school. The second programme is called MMP and is organized in close collaboration with a Dutch business school. While MMPP is organized for employees in the job levels 10+11, the MMP refers to job levels 8+9. In addition to these programmes of the Management Curriculum 5 days of the Top 11 Talent development at a Spanish business school has been attended. This programme has a similar structure as the Management Curriculum. Just like the document analysis, the literature review and the interviews with previous participants, the results of the observations contributed to getting an answer to sub-question 1.

Interviews

There have been conducted two kinds of interviews for answering two different sub-questions. First, 19 interviews with previous participants of the Management Curriculum have been held in order to get an answer to sub-question 1. The interviews with previous participants enabled investigation of aspects of informal learning that are part of the Management Curriculum and whether those aspects are actually experienced by the participants. The interview guidelines were based on the results of the

literature review (see appendix B and C).

Furthermore, the interviews with representative of three other organizations also offered input for answering sub-question 2. Through these interviews best practices about integrating informal learning have been collected, which contributed to the answer to the question: What are promising practice examples of informal learning in development programmes in order to enhance transfer of training? Since other organizations often look at issues differently, the interviews led to surprising new ideas that otherwise never had been thought of.

Next to the interviews with participants and organizations, an expert in informal learning has been consulted in order to obtain knowledge about aspects of informal learning that positively influence transfer of training. Since this consultation can be characterized as an informal exchange of ideas no interview guidelines have been used.

Data analysis

Data obtained by conducting interviews with participants of the Management Curriculum and representatives of other organization have been analysed using the qualitative data analysis programme Atlas.ti. By axial coding data have been structured based on its content. The used codes have been set up within a codebook (see appendix A) and are based on the results of the literature review. This means that a deductive coding approach has been used.

In the first place, there were set up 34 codes based on the aspects that came up in the literature review as aspects of informal learning enhancing the transfer of training. In addition to the existence of particular aspects of informal learning in the programme, also the experiences of participants concerning transfer of training occurred to be worth knowing. Related to the experience of participants 22 codes were added to the codebook. In total 56 codes were used for analysing the data obtained by interviews. Considering the limited amount of data resulting from documents like learning material and brochures, these data are analysed without making use of coding.

Design sessions

During the design sessions the input of various data collection methods has been used for the actual design part of the study. The regular design team consisted of two members of the Management Development team and the researcher. They met approximately once a week for sharing the actual insights concerning the redesign of the Management Curriculum. The input related to informal learning was provided by the researcher. Two additional design meetings with external Learning & Development experts took place in order to evaluate design choices with parties outside the organization. Two times intermediate proto-types (see appendix D) have been presented to the Head of Learning & Development for input and optimization. The feedback resulted from those formative evaluative moments is used to adapt the design of the Management Curriculum and finally resulted in the final design structure of the new programmes. This design structure can be seen as the first implementable proto-type in the cycle of educational design research. Design guidelines for informal learning interventions enhancing the transfer of training are implemented into this final version.

Potential external suppliers (e.g. business schools and training and development agencies) did not have an active role in the design process. Three business schools were invited to come up with a design proposal based on the final design structure and the design principles related to the content of the programme. By a request for information consisting of the final structure, the intended content of the programme and the need for informal learning, they were invited to present ideas concerning parts of the programme they like to fill up.

The outcome of the design sessions provided the answer to sub-question 3.

Results

The literature review resulted in a theoretical framework consisting of four aspects related to informal learning (*Opportunities for reflection, Involvement of the manager and colleagues, Communities of Practice (CoP), Pre-, during-, and Post-training activities*). By conducting different kinds of research activities several ways of integrating informal learning into formal training programme came up. Since this study concentrates on finding feasible interventions related to those aspects of the theoretical

framework, in this section the results are presented grouped into the four aspects of the theoretical framework.

Opportunities for reflection

Many studies mention the need for reflection in a training programme in order to enhance the probability of transfer of training. According to Deloitte (2009) it is important that organizations provide time for reflection so that employees have the opportunity to identify the areas for improvement from their experiences. Reflection should not be a formal process; rather, it can take place through conversations with the manager, colleagues, and mentors or by written self-assessments. Dochy et al. (2012) agree and state that reflective practice can be an effective tool in practice-based professional learning settings where individuals learn from their own professional experiences, rather than from formal teaching or knowledge. In all of the programmes opportunities for reflection are offered in different ways. First, peer-group reflection sessions form an important part of the learning process. During those sessions a group of five participants reflects on individual experiences and challenges of their daily work. Participants learn from each other's feedback and are facilitated by a professional coach who ensures asking the right questions. Further, in three of four of the programmes social group activities stimulate peer-coaching with other participant and informal (peer-) reflection during social activities like lunch and dinner. Peer reflection also takes place during formal parts of the programme like working together on their business challenge and during practicing the learning by the means of role play. The opportunities for one-to-one coaching are limited. It is offered to participants of the OMP as an optional form of coaching which requires an additional fee. Self-reflection is mentioned by respondents from all the programmes but is realized and experienced in different ways. Participants of the MMP experienced writing the logbook as a disturbing obligation while participants of the AMP experienced the reflection video as positive.

Although opportunities for reflection were given to participants of all programmes, those of the MMPP reported the majority of positive experiences. Especially informal reflection with peers is mentioned several times as a positive experience.

Also one of the interviewed organizations reported to apply peer-group reflection sessions as a positive experienced way of reflection. This organization also explained that traditional one-to-one coaching and a mentor system with employees from other business units belong to their opportunities for reflection. Self-reflection is applied by writing a learning portfolio which needs to be discussed regularly. This form of self-reflection is in line with the research of Saks & Belcourt (2006) who state that in a portfolio employees could set goals and ambitions which leads to more reflection on the progress after the actual training program. Another interviewed organization stated that coaching with senior managers and mentoring are common reflection methods in their management programme. Moreover reflection facilitated by a professional external coach, is exclusive for participants working in higher management.

Due to highly positive experiences and confirmation of its effectiveness by scientific literature and other organizations group reflection in the form of peer-group sessions will remain part of the renewed programme. Further it is decided to implement one-to-one coaching by the use of Rabobank's preferred coaching list. This is a list with external coaches which are contracted and approved by Rabobank Learning & Development. While one-to-one coaching was not part of the programmes of all job-levels, in the renewed Management Curriculum one-to-one coaching will be implemented for the whole target group. Also the use of learning triads and a buddy system that facilitates peer-reflection among participants will be introduced. By using learning triads (group of four or five participants) or a buddy system (two persons) peers are learning from each other during the different parts of the programme. In between modules these peers might watch along at each other's workplaces, share experiences and conduct some work-related assignment together.

Just as in previous programmes informal moments are provided in order to stimulate peer reflection. This is realized by maintaining multiday programmes which according to the interviewees led to a lot of peer reflection among participants.

Involvement of the manager and direct colleagues

According to scientific literature programme designers should encourage all stakeholders of a training programme (managers, trainers and (trainee-) employees), to work together to ensure the training investment pays off through full transfer of training (Yamnill & McLean, 2001). Researchers agree that the likelihood of informal learning can be positively influenced by a high degree of managerial support (Choi & Jacobs, 2011). Despite the fact of several researchers reporting the need for managerial involvement, there are big differences in the extent of involvement of managers in the four Management Curriculum programmes. In general, it seems that involvement of managers is limited in all of the programmes. Managers of OMP and MMP participants are most involved in the learning process itself while involvement of the manager in the MMPP programme is more about keeping the manager up-to-date. Participants of the AMP indicated not to have involved their manager. In all cases, the respondents reported to experience the involvement of their manager as positive. Some respondents commented that the connection with their daily work was easier because of the involvement of the manager. In the OMP the manager of the participant is involved during the (online) intake sessions and at the end of the programme. For the final celebration event of the OMP the whole group of participants and their managers are invited. In all cases involvement of the manager seems to be rather accidental and is not actively encouraged by the programme manager.

Saks & Belcourt (2006) recommend the attendance of training programmes simultaneously with a colleague in order to assist each other by providing feedback and reinforcement and to ensure that they actually use the developed skills in the workplace. While the majority of previous participants explained to be critical about attending the programme simultaneously with a colleague from their own location, all agreed that it would be desirable that colleagues from the same location participate in a different edition of the same programme. Some of the respondents already experienced the benefits from this. Participants that were critical about attending the programme simultaneously with a colleague from the same location indicated that they might have trouble with being open about problems and experiences occurring in their daily workplace.

Several participants of all programmes indicated to have involved their team and colleagues and experienced that as positive. Interestingly, less participants of the AMP reported involvement of their team. In general it is recommendable to seek feedback from peers, colleagues in executive positions and managers regarding the actual application of learning in the workplace (Waller, 2011).

All of the interviewed organizations declared involvement of the manager as important and indicated that involvement influences the learning process of the participant in an extremely positive way. Yet, realization of actual involvement of the manager seems to be difficult for these organizations too. Two of the three organization reported that managers from lower management levels are more likely to be involved in the learning process of their participants than managers from higher management levels. Interestingly, the third organization (oil and gas industry) reported that involvement of the manager is a requirement for joining their management development programmes. Their programme is based on the individual targets and the inferior development plan which are created by the participant and his manager. No involvement would lead to poor targets and insufficient worked out development plans, which is a no go for joining a management development programme according to this organization.

Since the results described above emphasize the influence of the manager on the learning process, it has been decided to increase the extent of involvement of the manager. In the renewed programme managers of the participants will be systematically involved during the intake; previously their involvement was rather accidental. By involving the manager in the learning process of the participant Rabobank aims to lower the barriers for actual applying the learning. The study showed that participants whose managers were involved in their learning process are more likely to apply the learning than other participants.

Since the full existing context of the participant is involved during preparation assignments and assimilation assignments on the workplace in between the different modules, the manager will also be involved during the programme. Examples for involvement are reflection- and evaluation sessions between the participant and his manager.

Communities of practice

Wenger (2006) states that the goal of CoP is development and exchange of knowledge, but CoP exist in several forms. He explains that knowledge is created by exchanging experiences and working together for creating new knowledge and experiences. One example is setting up project teams where employees need to work together with a common goal and learn and benefit from each other's expertise.

Interviews with participants indicate that working and learning in groups is part of all of the programmes in similar ways. Problem solving and working on cases is part of the APM programme as well as of the OMP programme, which focusses on the lower job levels. Participants in most of the programmes learn from each other by giving feedback during peer-group reflection sessions and by sharing knowledge through an e-learning platform.

When it comes to the interviewed HR services provider collaborating on real live business challenges is an important part of their management development programme. Participants are grouped based on their background and work together on their own real live business challenge. Yet, in contrast to what occurs at Rabobank, the interviewee reported that groups are not based on diversity but on similarity. Also the interviewed organization from the oil and gas industry attaches great importance to working and learning in groups on real business challenges. In their programme learning in groups takes place in several ways. For example, role plays, group reflection and giving feedback on each other are ways of facilitating learning. In this way learning and knowledge sharing among the participants is realized.

A common occurrence among participants who attended the MMP and MMPP was learning and knowledge sharing even after the programme is finished. Especially participants of these two programmes do still contact each other for knowledge sharing and feedback. Interestingly, several participants who attended the OMP programme, explained to have less or no contact with other participants due to the long time it takes to travel through the country. Participants who attended the AMP often account their busy agenda for having no contact anymore. The majority of the respondents reported to appreciate the way how working and learning in groups was realized in their programme. An aspect which is valued most by all participants is the experience of enriched learning due to the diversity of the group. Further, social group activities were part of the programmes which might stimulate reflection with peers and building a CoP. Since the MMP, MMPP and the AMP were multiday programmes, those programmes provided the most social activities and opportunities for informal contact among the participants. The OMP mainly consists of spare days without social activities in the evening. Dochy et al. (2012) state that knowing each other and having a good relationship creates trust which is an essential key factor for a successful CoP, which might account for less contact among participants of the OMP after finishing the programme.

According to the literature it needs to be noticed that it is important to recognize and reward employees who contribute to the learning of others and to team performance (Wenger, 2006). Jennings and Wargnier (n.d.) explain that sharing knowledge is the basis of learning through others, but it only sustains when the contributors get something from their efforts in return. Yet, rewarding participants for their contribution only took place in the MMPP.

Working together on assignments in diverse groups is a design choice which has been made in order to facilitate CoP. For this purpose, just as in the previous programmes, the programme manager takes into account the backgrounds of potential participants in order to create diversity in the group of participants. This contributes to creating a more complete view of the organization and enhances understanding of other business units of the organization. Working in diverse groups was experienced as very positive, as one interviewee reported that working in a diverse group led to more awareness about what influence his work has on other parts of the organization.

Next, methods for facilitating reflection are closely related to the concept of CoP. Reflection methods like peer-group reflection sessions and the use of learning triads lead to an enhances common spirit and trust among the participants which is an important precondition for CoP. A learning triad is a group of three peers learning from each other during the different parts of the programme. In between modules these peers might watch along at each other's workplaces, share experiences and conducting some work-related assignment together. Learning triads preferably consist of participants with similar backgrounds.

Since peer-group reflection sessions led to intensive knowledge sharing even after the programme, Rabobank decided to keep this in the renewed programme.

Even though certain working methods related to CoP are definitely part of the Management Curriculum, it is questionable if these really can be labelled as CoP. Li et al. (2009) describe three characteristics of CoP; *domain*, *community*, and *practice*. Currently the previous and future design of the Management Curriculum seem not to be aligned with two of the three characteristics.

The first critic is related to *domain*, which is the area of knowledge that brings the community together and gives it its identity. In the programme teams working together on a certain task are often seen as a CoP, which means that their identity seems to be limited to a certain task in the form of an assignment that needs to be solved by the community. However, Li et al. (2009) point out that the identity of a CoP is not just defined as a task for a team, but as an 'area' of knowledge that needs to be explored and developed.

Also the aspect *practice* is not correctly integrated in the Management Curriculum. A CoP brings together practitioners who are involved in doing something, it is not merely a community of interest (Li et al., 2009). However, in the Management Curriculum there is practice in the form of body of knowledge, methods and cases which are shared and developed together. These activities are not activities participants are already busy with in their workplace. They are set up by the programme manager which makes them work-related but not real life practice that participants are already involved in. While in a CoP people that are already doing something are brought together, in contrast at the Rabobank programme people are brought together in order to do something together.

Pre-training, during-training and post -training activities

The research of Saks and Belcourt (2006) emphasizes the need for informing participants about goals and content of the training prior to the training. They also state that identifying training needs of the participants is necessary before a training starts. In practice participants of Rabobank's Management Curriculum are informed about goals and content before the programme, yet the identification of training needs of the participants is limited. The majority of the interviewees reported the existence of an intake, however in most of the cases those intake sessions took place after participants already were accepted and showed characteristics of a kick-off session rather than a real intake. In contrast to Rabobank, the management programmes of two of the interviewed organizations are more in line with what is recommended by Saks and Belcourt (2006). According to the oil and gas company identifying the training needs of the participant is an important part of their programme, since participants are not allowed to attend a programme when not aligned with his work. Prior to the programme intake sessions with a potential candidate and his manager take place. In this way there is decided if learning needs of the participant are aligned with the programme. These kinds of intake sessions ensure participants attending exclusively programmes that are in line with job tasks they need to conduct in the nearby future. A similar strategy is applied by the organization engaged in HR services. Before accepting a potential candidate for the management development programme they hold intake sessions where the participant is informed about goals and content of the programme. The interviewee indicated that it is not rare when participants are rejected from the programme, when the learning and the programme are not aligned.

While the management development programmes of Rabobank and of two of the interviewed organizations are fixed, the HR services provider even involves their participants in the design process of the programme. Except for being involved in designing the programme before the start of the trajectory, at this organization participants are also involved in the design process during the programme. Only the first two modules have been designed beforehand. In this way the following modules can be filled in while taking the learning process and needs of the participants into account. This approach is fully in line with the recommendation of Yamnill and McLean (2001) to assign high priority to learners as full stakeholders in the design and implementation of the training programme. Although Saks and Belcourt (2006) recommend involving participants in decision making, the overall content is fixed in all programmes of Rabobank's Management Curriculum and announced to the participants beforehand. In general the participants demonstrated that influencing the content of the programme and steering the learning process of the participant is particularly possible during parts of the programme that focus on reflection. Irrespective of the kind of programme influencing the content

always requires taking the initiative of the participant.

Yamnill and McLean (2001) state that the more the training program reflects the workplace, the more successful the transfer. In the Management Curriculum this is realized by workplace related activities like working on cases, role play, mentoring and several reflection sessions like the peer-group sessions. While in the OMP learning is actually practiced by e.g. role play, the relation with the workplace in the other programmes is created by working on cases and reflection on workplace situations. Participants of the MMP worked together on a so-called interventure. During an interventure a group of four or five participants conducts a research about a recent relevant Rabobank issue. As part of that research participants need to consult several experts from different business units within Rabobank. In this way participants learn about the chosen issue, get the opportunity for networking and learn more about other business units of Rabobank.

The fact that this assignment was conducted in a Rabobank context is in line with the statement of Yamnill and Mclean (2001) and also enhances the transfer of training.

Notwithstanding Billet (2000) recommending informal learning activities on the workplace, in none of the programmes of the Management Curriculum learning activities are conducted in the real workplace of participants. Also the interviewed organizations, except for the organization operating in the oil and gas industry, do not apply learning in the workplace during their management development programmes. Since performance targets from the workplace of the participants form the business challenge for their programme, a lot of learning takes place on the actual workplace. In addition, this organization offers coaching and mentoring in support of working on the personal business challenges. At Rabobank possibilities for coaching during the programmes are limited. However, coaching in the form of peer-group sessions is part of all programmes of the Management Curriculum and is experienced as valuable for the workplace.

When it comes to the assessment and ending of the programme, none of the participants of Rabobank's Management Curriculum reported a formal assessment of the programme. Also none of the interviewed organizations uses an official assessment tool. However, during the programme of one of the organizations learning progress is monitored and evaluated by the use of a 360° assessment. The fact that attending the programme of the third organization leads to an official certificate makes some form of assessment necessary. The interviewee who attended one of the programmes reported that the programme is assessed by means of written papers.

Due to positive experiences the peer-group sessions will remain part of the renewed programme in order to create a close relation between the training programme and the workplace of the participant. During those sessions a group of five participants reflects on individual experiences and challenges of their daily work. Participants learn from each other's feedback and are facilitated by a professional coach who ensures asking the right questions. In addition, learning activities conducted on the workplace will be part of the new Management Curriculum. This will be realized by preparation assignments and assimilation assignments that need to be conducted in the workplace of the participant in between the different modules. Besides, the manager of the participant will be generally involved during the intake, while managers during the previous programmes were involved more accidentally. Since many of the interviewed participants indicated that they missed a reunion event after finishing the programme, there will be a reunion six months after finishing the Management Curriculum. During this event learning will be evaluated and experiences concerning applying the learning in the workplace can be exchanged among the participants. Through a critical reflection session in the form of the reunion event, most of the participants are stimulated to develop a new and meaningful perspective which is in line with transformational learning according to Mezirow (1990). Finally, as already mentioned, it is decided to implement one-to-one coaching by the use of Rabobank's preferred coaching list. While one-to-one coaching was not part of the programmes for all job-levels, in the renewed Management Curriculum one-to-one coaching will be implemented for the whole target group.

Conclusion

Sub-question 1: In what way does the current design of the Management Curriculum facilitate aspects of learning that enhance transfer of training?

The four aspects, *Opportunities for reflection*, *Involvement of the manager and colleagues*, *Communities of Practice (CoP)* and *Activities pre-training, during training and post training* are facilitated in the current Management Curriculum in different ways. Opportunities for reflection are provided by group reflection (peer-group sessions) and social group activities, which stimulate peer-reflection. During formal parts of the programmes peer-reflection takes place by means of role playing and working together on business challenges. One-to-one coaching is only offered to the lowest management level.

In general, the involvement of the manager and direct colleagues is limited to accidental update by the participant. Only in the programme of the lowest management level (OMP) the manager is involved in some way, namely during the intake. Although involvement is not actively stimulated by one of the programmes, participants whose manager was involved, felt more comfortable applying the learning in the workplace which is in line with Choi and Jacobs (2011) who state that transfer of training is more likely to occur with managerial support. Also, the accidental involvement of colleagues of several participants has been experienced as positive.

CoP are facilitated in all of the programmes by several ways of working and learning in groups. By solving cases together, giving feedback during peer-group sessions and in informal moments during lunch or dinner, participants learn by sharing knowledge and reflecting on experiences. Working in diverse groups consisting of employees from Rabobank Nederland and local Rabobanks has led to better understanding and greater awareness of the impact of individual action on other business units.

Although Saks and Belcourt (2006) recommend involving participants in decision making on the curriculum the overall content is fixed in all programmes of Rabobank's Management Curriculum and leaves limited room for decision making concerning used methods and content for the participants. Influencing the content of the programme is only possible during parts of the programme that focus on reflection. Moreover, influencing the content always requires taking initiative of the participant. The relation with the workplace is created by working on workplace related assignments, reflection and mentoring. Yet, there are almost no learning activities that are actual part of the regular work of the participant and are conducted on the real workplace.

Sub-question 2: What are promising practical examples of informal learning in development programmes that enhance transfer of training?

Promising practical examples are aspects of informal learning that have been experienced as positive by the interviewed organizations or previous participants of the Management Curriculum. First, involvement of the manager has been experienced by all interviewed organizations and participants of the Management Curriculum as an aspect of great value. One organization even states that involvement of the manager is a prerequisite for a successful completion of their programme.

One of the interviewed organizations reported positive experiences with involving participants in decision making about methods and content. In this organization participants were involved during the design process of the programme. Only the first two modules have been fully designed at the start. In this way it was possible to take the learning needs and process of the participants into account when designing the last modules. The organization reported to experience this approach as very positive.

Reflection is an aspect of informal learning which is experienced as positive by Rabobank as well as by the interviewed organizations. While participants of the Rabobank have the most positive experiences with peer-group sessions and informal peer-reflection, other organizations also valued coaching and mentoring with experienced senior managers.

Attending the training programme within a diverse group consisting of employees from several business units has been experienced as positive especially by participants of Rabobank's programme and by the interviewed organization also operating in the Dutch Banking sector. Other organizations are more positive about attending Management programmes with employees who are dealing with similar challenges. These differences might be related to the different needs of a

particular industry.

Also working and learning in groups is an aspect of informal learning which is applied by all organizations involved in this study in several ways. Some organizations have positive experiences with buddy systems in order to learn from each other in the workplace, while others have positive experiences with collaboratively solving business challenges. Rabobank has outstanding experiences with peer-group sessions, since participants of those groups tend to keep contact even when the programme is finished.

Although none of the organizations used a formal assessment tool, one of the interviewed organizations recommended experience based assessment. Experience based assessment means assessing the actual application of the learning in the workplace. In development conversations between manager and participant the actual application of the learning and development of the participant is discussed. In addition, the learning progress is monitored and evaluated by the use of a 360° assessment. Another interviewed organization has argued that learning concerning leadership and management is often too individual to assess by the means of a formal assessment. Yet, this organization has positive experience with using a portfolio for monitoring the learning process which needs to be discussed regularly.

Sub-question 3: How can aspects of informal learning be integrated into a renewed Management Curriculum?

In general the study has identified four factors related to informal learning that contribute to the transfer of training which are a *specific activities pre-training, during training and post-training; involvement of the manager and colleagues; providing opportunities for reflection and facilitation of CoP*. Specific conclusions for each of these factors are explained below. Most of the *pre-training, during-training, and post-training activities* are about creating a close relation between the learning and working environment. According to both, literature and interviews with other organizations, it is desirable to make learning part of the learner's working environment. A close relation between working and learning can be realized in several ways. An example for realizing close relation between working and learning is attending the programme together with a colleague from the same business unit (Saks & Belcourt, 2006). In this way participants can keep each other focussed, share experiences related to the applied learning tools and act as reflection partners. Another way of facilitating the close relation of learning and working are learning activities conducted in the workplace or working on workplace-related assignments. Further, a closer relationship between learning and working can be created by involving participants in decision making about content and methods of the programme. This way is recommended by literature and applied successfully by one of the interviewed organizations. In this way learning content becomes more relevant for the participant. The second factor *involvement of the manager and colleagues* is related to the first one (*learning activities pre-training, during training and post-training*), since the involvement of the manager and other colleagues can be seen as a way of involving the work environment into the learning process of the participant. A design guideline for realizing a close relationship between learning and work by specific activities during different stages of the programme, might be the involvement of the manager during the intake. Further, the manager might be involved as reflection partner in between the modules of the programme in order to be able to reflect on the learning process of the participant and stimulate the actual application of learning in the workplace. The involvement of colleagues from the participant might be realized through the earlier mentioned learning activities conducted on the workplace that requires input of colleagues from their own bank or business unit.

The third factor which has been identified by the study is about providing *opportunities for reflection*. Reflection helps the learner to gain more insights in his strengths and weaknesses and ensures that learning does not stop at the moment employees leave the programme (Saks & Belcourt, 2006). Reflection can take place as group reflection sessions, peer reflection or self-reflection. Design guidelines related to this factor are the use of mentoring, a buddy system, one-to-one coaching (with a senior manager), providing informal moments to stimulate peer-reflection and the use of portfolios in order to facilitate self-reflection. Reflection is also an effective tool for assessment. The fact that neither the current Management Curriculum nor two of the three interviewed organization apply a formal assessment leads to the conclusion that formal assessment might not contribute to the transfer

of training. However reflection in the form of writing a portfolio could be used as an assessment tool.

The fourth factor emerged from this study is the facilitation of *Communities of Practice* (CoP). According to Wenger (2006) knowledge is created by exchanging experiences and working together for creating new knowledge and experiences. The fact that working and learning in groups is used and experienced as very positive by both, previous participants of the Management Curriculum and the interviewed organizations, makes the facilitation of CoP an important aspect of informal learning leading to enhanced transfer of training. Furthermore, learning from each other can be facilitated by grouping participants based on diversity. While participants of Rabobank's Management Curriculum reported enriched learning due to diverse groups consisting of employees from different business units, a representative from another interviewed organization explained to benefit from learning with employees from other industries than their own.

Another design guideline for facilitating CoP is stimulating knowledge sharing and learning after the programme. This design guideline can be realized by organizing a reunion for participants or an e-learning platform. An e-learning platform can support learning and knowledge sharing via CoP (Menders, personal communication, 13 March, 2015), but might also facilitate (peer-)reflection after the official end of a programme.

Again, it needs to be noticed that people working together on an assignment does not make them a CoP. In the renewed Management Curriculum programme designers need to ensure that people work together based on their shared passion and goal, rather than bringing participants together in order to work on an assignment that is made up by the programme designer.

For sake of several factors Rabobank decided to implement the following design guidelines in their renewed Management Curriculum. As peer-group sessions have been experienced as highly positive, and as the literature confirms its effectiveness, this aspect will be kept in the renewed curriculum. Further it is decided to implement one-to-one coaching in all programmes by the use of Rabobank's preferred coaching list. Peer-reflection and CoP will be facilitated by providing informal moments, applying learning triads, buddy systems and assignments that need to be conducted in groups. Further in the renewed programme managers of the participants will be involved during the intake. By involving the manager in the learning process of the participant barriers for actual applying the learning are lowered. Many previous participants of the Management Curriculum whose managers were involved in the learning process explained to feel more motivated to bring their learning into practice because of the support of their manager. Another design choice which has been made in order to enhance the involvement of the manager and direct colleagues is the use of preparation assignments and assimilation assignments. These assignments are supposed to be conducted in the workplace in between the different modules. In this way the learning can be brought into practice and colleagues can be involved into the learning process of the participant. In addition, potential candidates are stimulated to take part in the programme with direct colleagues in order to reflect and share experiences after the programme.

Working together on assignments in diverse groups is a design choice which has been made in order to facilitate CoP. For this purpose for the programme manager needs to take into account the backgrounds of potential participants in order to create diversity in the group of participants. This contributes to creating a more complete view of the organization and enhanced understanding for other business units of the organization. It is decided to implement one-to-one coaching by the use of Rabobank's preferred coaching list. While one-to-one coaching was not part of the programmes of all job-levels, in the renewed Management Curriculum this procedure is implemented for the whole target group. Finally, it has been decided to use a portfolio as an assessment- and self-reflection tool in the renewed Management Curriculum.

Figure 4 shows in which parts of the programme the design choices are implemented into the renewed Management Curriculum of Rabobank. Blocks with capitals are fixed modules performed by external parties like business schools. Informal learning mainly takes place during blocks indicated with lower case characters; these are about preparation or digestion. During these blocks the application of the learning takes place by means of conducting assignments together with colleagues from the own workplace or by exploring specific topics together with other participants of the programme. The digestion of these activities is supported by the facilitation of opportunities for reflection.

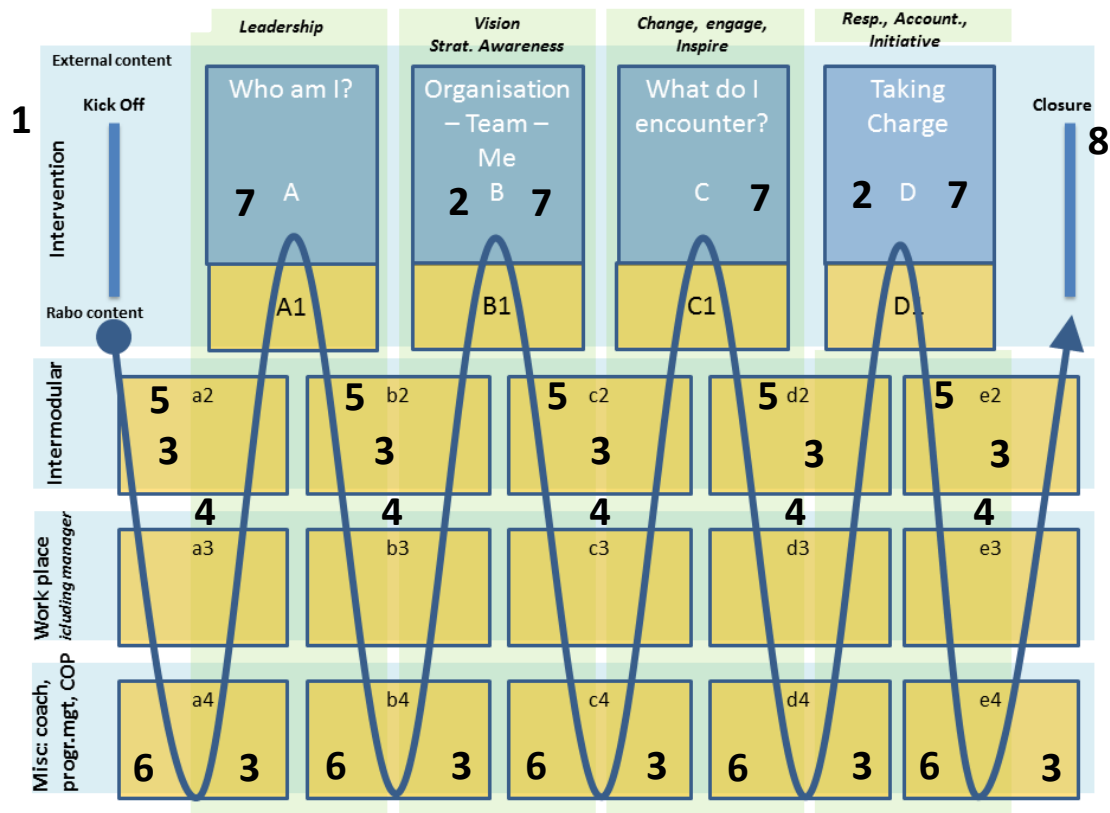


Figure 4. Implementation of design choices into the structure of the renewed management Curriculum

- 1=Intake with manager, participant and L&D Rabobank
- 2= Individual coaching
- 3=Buddy system and learning triads
- 4= Preparation assignments and assimilation assignments (with involvement of manager and colleagues)
- 5= Writing a portfolio about learning progress
- 6=Working in diverse group on workplace related cases
- 7=Informal moment for peer-reflection
- 8= Reunion with opportunity for reflection on application of learning

Table 4.
Summarized conclusions based on the three sub-question

Sub-question	Results
Sub-question 1: In what way does the current design of the Management Curriculum facilitate aspects of learning that enhance transfer of training?	<ul style="list-style-type: none"> - Involvement of manager during final presentation OMP - Incidental involvement of colleagues and team members in the programmes - Sufficient opportunities for several kinds of reflection in OMP, MMP, MMPP - Reflection (afterwards) among colleagues who both attended the same programme (MMP) - Knowledge sharing and learning after the programme by stimulating the creation of CoP - Diverse groups consisting of participants from several business units for enriched learning opportunities - Rewarding participants for their performance (MMPP)

	<ul style="list-style-type: none"> - Working and learning in groups on work related cases and assignments
Sub-question 2: What are promising practical examples of informal learning in development programmes that enhance transfer of training?	<ul style="list-style-type: none"> - Involvement of manager during all parts of the programme - Involvement of participants in decision making about the content of the programme - Involvement of participants in decision making on design - Grouping participants based on diversity - Creating informal moments for peer-reflection - Stimulating knowledge sharing and learning among participants after the programme in order to facilitate the creation of CoP - Peer-reflection sessions facilitated by a professional coach - Work- and learning activities in the workplace or workplace-related environment - Colleagues from the same business unit taking part in programme - Coaching and mentoring with experienced senior employees - E-learning platform <ul style="list-style-type: none"> o in order to stimulate knowledge sharing (CoP) o in order to stimulate self-directed learning - Taking into account participants individual way of learning - Experienced-based assessment
Sub-question 3: How can aspects of informal learning be integrated into the renewed Management Curriculum?	<ul style="list-style-type: none"> - Involvement of the manager during several parts of the programme - Portfolio as assessment tool and self-reflection - Taking part in programme with colleagues from same business unit - Learning triads, buddy system - Involving the working environment of the participant (colleagues, team members and manager) in preparation assignments and assimilation assignments - Working in diverse groups (different parts of the organization) - One-to-one coaching - Providing informal moments for reflection

Discussion

Most of the aspects discovered by the literature review as promising aspects of informal learning have also been experienced as positive in practice. Yet, literature also recommends some aspects which are rarely recognized in practice or even discouraged by organizations. One example is the use of formal assessments which is recommended by Saks & Belcourt (2006). None of the interviewed organizations, including Rabobank, does apply a formal assessment within their management development programme, while two organizations even discourage the formal assessment of management programmes. However, the negative attitude towards formal assessing might be related to the characteristics of management development programmes. Two of the interviewed organizations point out that the learning process participants go through during a Management programme is very individual and unique which makes formal assessment difficult. In the meantime formal assessments might be appropriate or even required for training programmes with an compulsory character, like security training or 'FSA' - training programmes (Financial Supervision Act) within the Dutch banking industry.

Saks & Belcourt (2006) recommend to pair colleagues after a training programme such that

they assist each other by providing feedback and reinforcement to ensure they actually use the skills developed in a training programme. In general, organizations and especially Rabobank participants are very critical about attending a programme simultaneously with a colleague from the same location because they are afraid of having trouble with being open about problems and experiences occurring in their daily workplace. Since management programmes tend to consist of some very personal and emotional parts, this fear might be justified but not applicable to all training programmes. In addition, one of the interviewed organizations recognized the fear of participants being less open, but also stated that this problems could be prevented by taking the backgrounds of the participants into account with the grouping for reflection groups as one of the interviewees argued: “Earlier I was very critical about it, but meanwhile I think participants really can benefit from attending programmes together. Of course it is a risk that participants hesitate of being open about problems on their workplace, but I think you can circumvent it in some way. It requires some carefulness, but I am convinced that most programmes can be arranged in a way that you don’t stick with this problem.” (*HR service provider*)

The recommendation of involving participants in the decision making process about the used methods (Saks & Belcourt, 2006) is rarely practiced. Mostly the only form of involvement consists of bringing in own cases during the lessons. Surprisingly the organization operating in HR services is the only organization that has positive experience with involving participants in designing their own programme. Rabobank declared to have tried it some years ago, but because of negative experiences, Rabobank decided to not giving it a second chance.

An aspect which certainly emerges in practice, especially in the Dutch Banking industry, is related to the highly positive experiences concerning diverse groups consisting of employees from different business units. Enriched learning due to diversity is barely discussed in scientific literature but has been proven effective in practice. This phenomenon might be related to the size and the structure of the bank. Because of Rabobank’s unique cooperative structure, working for one of the local Rabobanks is experienced as totally different from working for the management centre. Employees of local banks usually never get in contact with employees from the management centre (Rabobank Nederland), which makes that employees have difficulties to understand and respect each other’s work. “Because of the programme I am more aware of the implications of our decision making for the local banks. Now I understand what local banks experience concerning their clients and how they need to deal with that. I had no idea about all that.” (*Participant MMPP*)

Reliability and validity

Reliability is the extent to which results of a measure are consistent over time and an accurate representation of the population. When the results of a study can be reproduced under a similar methodology, the research instrument is reliable (Golafshani, 2003). In this study reliability was guaranteed by conducting nearly all interviews under the same circumstances, with the same instrument and by the same researcher. Although it was intended to conduct all of the interviews face-to-face this was not possible in all cases. Due to agenda issues the researcher needed to conduct three of the interviews by telephone. It has been experienced that participants are more tempted to tell about their experiences in face-to-face context. Especially, negative experiences might be less likely shared on the phone, so this might have had a negative influence on the reliability of this study. In order to guarantee reliability the interviews are recorded to prevent memory loss. In order to test the quality of the codes the inter-rater reliability has been determined. This has been done by comparing the rates between the researcher and another member of the design team. This member of the design team was involved in coding two interviews. This led to a Cohens Kappa of 0.82.

Validity determines whether the instrument measures what it was intended to measure (Golafshani, 2003) and to what extent the outcomes give a true representation of the reality (Baarda, De Goede and Teunisse, 2009). In order to ensure validity triangulation is applied which means that several sources are consulted. This is realized by interviewing several participants instead of fully relying on official brochures of the Management Curriculum. Besides the sample of interviewees consisted of participants from local Rabobanks as well as participants from Rabobank Nederland and Rabobank International. A last aspect which enhances validity is about having interviewed participants of all four job levels in order to cover all management programmes.

Relevance

The relevance of this study can be divided into scientific relevance, practical relevance and societal relevance. When it comes to scientific relevance, this study created a better understanding about the relation between informal and formal learning. A lot is known about factors influencing informal learning, while little is known about how to integrate aspects of informal learning into a formal training environment. This research presents opportunities for integration of informal and formal learning by providing theoretical understanding and expertise in the form of relevant design choices. The main practical contribution is a set of feasible interventions for integrating informal learning into the Management Curriculum of Rabobank. Another practical contribution of this study is the development of expertise about integrating informal and formal learning among the programme managers at Rabobank. Since informal learning increasingly becomes a trending topic in the national and international departments of Learning & Development a lot more organizations might benefit from the practical contribution of this study by adapting their formal training programmes. However it needs to be noticed that generalizability is particular high for the theoretical understanding that has been created. Design choices which have been made are based on several individual organizational preferences which might differ from design choices that other organizations might have been made.

Next to scientific and practical relevance, the study also has a relevance for society. In the past year all employees had to deal with the bad reputation associated with working for Rabobank. Due to several occurrences as for example the Libor scandal, society lost trust in a bank which was originally known for its solidarity with society. Many employees seem to have lost their energy and vibe and are tired of defending 'their' bank on every birthday party they attend. Job security is not as guaranteed as it was some years ago, resulting in employees being afraid of making mistakes and not daring to take initiative (Rabobank Management Development programmes, personal communication, 10 December, 2014). Since leadership and management qualities can make the difference in re-energizing and supporting their employees, a well-designed Management programme indirectly has societal relevance. The content of the renewed Management Curriculum is in line with the new strategic framework of the bank (rock-solid bank, full customer focus, empowering employees, and meaningful cooperative) and aims to earn back the trust of the society and contribute to the development of a Rabobank which projects the four core values.

Although this study resulted in feasible interventions for integrating aspects of informal learning into a formal training environment, no organizational factors like the learning culture have been taken into account. Since a strong learning culture is necessary to let informal learning prosper (Heijboer, Korenhof & Pantjes, 2013), in further research it might be interesting and valuable to make an inventory of the learning culture of Rabobank. The kind of learning culture is one of the factors which determine what kinds of learning interventions are effective for that specific organization. When being aware of the learning culture this can be taken into account in order to enhance the occurrence of informal learning at Rabobank. Yet, in a multinational organization the learning culture in the several business units might differ a lot. Since, this study points out the need for involvement of the manager, another valuable future research topic might deal with the question what leadership style is most supportive for the occurrence of informal learning on the workplace.

Design principles for design research

In addition to the practical contribution in terms of guidelines for interventions, the design research process itself can also make a practical contribution, for example by providing opportunities to those involved for reflection and learning. Experiences related to the design research process provided several design principles which are about how to deal with this kind of design research, rather than being content related.

First, involvement of all kind of stakeholders pointed out to have positive influence on the design process. In this way it was possible to analyse the needs for the programme and map out the strengths and weaknesses of the current design. By involving different stakeholders (participants as well as line managers from different management levels) the overall needs could be presented. It turned out that involving a diverse group is valuable since experiences of participants differ from experiences of programme designers concerning strengths and weaknesses of the programme. Besides, participants have better insights about the transfer of training, which is very valuable and prevents that well working elements are unnecessarily redesigned.

Next to internal stakeholders, also the involvement of external parties turned out to be an important design guideline which had positive influence on the design research process. The consultation of external parties like learning and development experts during several stages of the design process led to new ideas and honest feedback. Besides it prevented a peripheral vision of the programme designers, which is a risk since intern employees seem to have a similar way of thinking which inhibits the development of innovative new ideas. Another external party which need to be involved in an early stadium of the design process are the business schools and other similar parties which will be part of the actual programme. During the design process Rabobank experienced that by a clear and open communication about expectations concerning the design process and the role in the final programme structure, a lot of time and energy can be saved.

Also negative experiences during the design research process resulted into design principles. It is recommendable to prevent conducting design sessions with too much time in between the sessions. Further, it is advisable to set deadlines in order to keep up the right speed and stimulate working towards a goal. In the design process of this study, there was too much time between design sessions, which made that reproducing ideas that arouse during previous design session often was difficult and aspects which were already dealt with needed to be discussed again. Setting goals and deadlines ensures keeping up the right speed and prevents wasting time.

Reference list

- Baarda, D., De Goede, M., & Teunissen, J. (2005). *Basisboek kwalitatief onderzoek. Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek*. Groningen: Wolters Noordhoff.
- Baldwin, T.T., & Ford, J.K. (1988). Transfer of training: a review and directions for future research. *Personnel Psychology*, 41, 63-105.
- Billet, S. (2000). Guided learning at work. *Journal of workplace learning*, 12(7), 272-285.
- Choi, W., Jacobs, R.L. (2011). Influences of formal learning, personal learning orientation, and supportive learning environment on informal learning. *Human Resource Development Quarterly*, 22(3), 239-257. DOI: 10.1002/hrdq
- Cofer Jr, D. A. (2000). *Informal Learning in the Workplace: A Brief Review of Practice and Application*. Retrieved from <http://files.eric.ed.gov/fulltext/ED441160.pdf>
- Deloitte (2012). *Accelerating Talent Development through Experiences. The new Era of On-the-job Learning*. Retrieved from http://www.deloitte.com/assets/DcomUnitedStates/Local%20Assets/Documents/us_consulting_AcceleratingTalentDevelopment_02712.pdf
- Dochy, F. J., Gijbels, D., Segers, M., & Van den Bossche, P. (2012). *Theories of Learning for the Workplace: Building Blocks for Training and Professional Development Programs*: Routledge
- Ellinger, A. D. (2005). Contextual factors influencing informal learning in a workplace setting: The case of “reinventing itself company”. *Human Resource Development Quarterly*, 16(3), 389-415.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-607.
- Heijboer, M., Korenhof, M., Pantjes, L. (2013). Een krachtige leercultuur voor continu leren. *Opleiding & Ontwikkeling*. Retrieved from http://www.thehumannetwork.nl/uploads/p611_een_krachtige_leercultuur_OnO_13_06_LR.pdf

- Hezemans, M., Ritzen, M. (2004). Communities of practice in de DU. Wat doen we ermee? Samenwerken aan vernieuwing van het Hoger Onderwijs, 403. PUB.059 [Communities of Practice at the Digital University. What are they good for? Collaborating on the innovation paradigm in Higher Education]. Digitale Universiteit. Retrieved 12 January 2011 from <http://www.digiuni.nl>.
- Van Hout-Wolters, B.H.A.M. (2009). Leerstrategieën meten. Soorten meetmethoden en hun bruikbaarheid in onderwijs en onderzoek. *Pedagogische Studiën*, 86, 110-129. Retrieved from http://www.researchgate.net/publication/241888937_Leerstrategieën_meten_soorten_meetmethoden_en_hun_bruikbaarheid_in_onderwijs_en_onderzoek
- Ford, J.K., & Weissbein, D.A. (1997). Transfer of training: An Updated Review and Analysis. *Performance Improvement Quarterly*, 10(2), 22-41.
- Jennings, C. & Wagnier (n.d.). *Effective learning with 70:20:10. The new frontier of the extended enterprise*. Retrieved from http://www.crossknowledge.com/en_GB/elearning/media-center/news/702010.html
- Kapur, M. (2015). *Key Leadership Challenges and Solutions in Banking & Financial Services – A white paper for reflection, feedback and action*. Retrieved from <http://www.marinakapurpartners.com/pdf/Key-Leadership-Challenges-Solutions-A-White-Paper.pdf>
- Kirwan, C., & Birchall, D. (2006). Transfer of learning from management development programmes: testing the Holton model. *International Journal of Training and Development*, 10(4), 252-268.
- Li, L.C., Grimshaw, J.M., Nielsen, C., Judd, M., Coyte, P.C. & Graham, I.D. (2009). Evolution of Wenger's concept of community of practice. *Implementation science*, 4 (11). doi:10.1186/1748-5908-4-11
- McKenney, S. & Reeves, T. (2012). *Conducting Educational Design Research*. London: Routledge.
- McKinsey (2014). Why Leadership-development Programs fail. *McKinsey Quarterly*. 1(5), 121-126.
- Marsick V.J. & Watkins, K.E. (1997). Lessons from Informal and Incidental Learning. In J. Burgoyne and M. Reynolds (Eds.), *Management Learning: Integrating Perspectives in Theory and Practice*. Thousand Oaks, CA: Sage.
- Mezirow, J. (1990). How critical reflection triggers transformative learning, in J. Mezirows & Associates (ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 1-20). San Francisco, CA: Jossey-Bass
- Rabobank. (2013). Rabobank Management Curriculum [brochure].
- Rabobank (2014). Annual report 2013 Rabobank Groep. Retrieved from https://www.rabobank.com/nl/images/Annual_Report-2013-Rabobank-Group.pdf
- Saks, A.M., & Belcourt, M. (2006). An Investigation of Training Activities and Transfer of Training in Organizations. *Human Resource Management*, 45(4), 629-638.
- Subedi, B. S. (2004). Emerging Trends of Research on Transfer of Learning. *International Education Journal*, 5(4), 591-599.

- Vaughn, A. (2013). *10 reasons Leadership development programs fail*. Retrieved from <http://pivotleadership.com/clo-media-10-reasons-leadership-development-programs-fail/>
- Verdonshot, S.G.M. (2007). Reflectie op het werk om leren te bevorderen. In A. Grotendorst et. al. (ed.), *Verleiden tot leren in het werk* (pp. 67-79). Houten: Bohn Stafleu van Loghum.
- Waller, L. (2011). *From the Classroom to the Workplace*. Retrieved by <https://www.ashridge.org.uk/MediaLibrary/Ashridge/PDFs/Publications/FromTheClassroomToTheWorkplace.pdf>.
- Wenger, E. (2004). Knowledge management as a doughnut: shaping your knowledge strategy through communities of practice. *Ivey Business Journal*, 68 (3), 1-8.
- Wenger, E. (2006). *Communities of Practice: a brief introduction*. Retrieved from <http://ewenger.com/theory/>
- Williams, D.J.(2008). *An Analysis of the Factors affecting Training Transfer within the Work Environment* (Thesis, Air Force Institute of Technology). Retrieved from http://www.researchgate.net/publication/235046390_An_Analysis_of_the_Factors_Affecting_Training_Transfer_within_the_Work_Environment
- Yamhill, S., & McLean, G.N. (2001). Theories Supporting Transfer of Training. *Human Resource Development Quarterly*, 12(2), 195-208.

Appendices

Appendix A - Code book – Analysis interviews previous participants Management Curriculum

Categories ³	Codes	Related codes
Opportunities for reflection	Reflection facilitated by a professional	Negative experience with reflection
	Reflection with peers (formal)	Positive experience with reflection
	Reflection with peers (informal)	
	Self-reflection (informal)	
	Self-reflection (formal)	
	Sufficient time for reflection	
	Insufficient time/opportunities for reflection	
Facilitation of Communities of practice	Reflection facilitated by a professional coach	
	Reflection with peers (formal)	
	Reflection with peers (informal)	
	Working and learning in groups	Positive experience with working and learning in groups
		Negative experience with working and learning in groups
	Enriched learning due to diverse group	
	Facilitation and stimulating networking among participants by e-learning platform	
	Learning and knowledge sharing after finishing the program	
Individualization of program	Participants involved in decision making about used methods	
	Participants involved in decision making about content (depth, cases, questions)	
	Identifying training needs and learning goals participants before start of the program	
	In-sufficient alignment with working and thinking level participants	
Integration of work and management programme	Relevant workplace related activities and assignments	

³ Codes are based on the results of the literature review (Figure 1.)

	Little or in-sufficient connection with workplace or non-relevant content	
	Learning activities conducted on the workplace	
	Involvement of colleagues/team in the learning process	Positive experience with involvement of colleagues/team
		Negative experience with involvement of colleagues/team
	No involvement of colleagues/team in the learning process	Positive experience with no involvement of colleagues/team
		Negative experience with no involvement of colleagues/team
	Attending the programme simultaneously with a direct colleague	Positive experience with attendance of direct colleagues
		Negative experience with attendance of direct colleagues
		Positive attitude against idea of attending programme simultaneously with a direct colleagues
		Negative attitude against idea of attending programme simultaneously with a direct colleague
	Participation of direct colleagues in previous editions of the programme	Positive experience with participation of direct colleagues in previous editions of the programme
		Negative experience with participation of direct colleagues in previous editions of the programme
		Positive attitude against idea of direct colleagues participating in previous editions of the programme
		Negative attitude against idea of direct colleagues participating in previous editions of the programme

	Involvement of manager at start at the program	Positive experience with involvement of manager
	Involvement of manager during the program	
	Involvement of manager after the program/in the end of the program	Negative experience with involvement of manager
	Little or no involvement of manager	Positive experience with little or no involvement of manager
		Negative experience with little or no involvement of manager
Transfer of training	Participants feels more competent after completing the programme	
	Ongoing use of tools learned in the program when the program is finished	
	Little or in-sufficient connection with workplace or non-relevant content	
	Rewarding participants for their performance	
Assessment of the program	Formal assessment or test	Positive experience with assessment and completion of the programme
	Final presentation	
	Post-report	
	Program certificate gives access to higher employee position	Negative experience with assessment and completion of the program

Explanation for the use of codes – When to use which code?

Reflection facilitated by a professional coach: This code is used for moments of reflection which are facilitated by a professional coach or employee of the educational institution. This might be peer-group reflection sessions with several participants but also reflective moments with the whole group in the classroom before or after a day full of lectures. Also reflection facilitated by an expert like traditional coaching or mentoring are covered by this code.

Reflection with peers (formal): This code is used for reflective moments that are used for sharing knowledge and experiences among participants that take place in a structured way which means that they are a formal part of the programme (e.g. peer-coaching, buddy-system).

Reflection with peers (informal): These reflective moments are about sharing knowledge and experiences in a more informal setting like during lunch or dinner. This code is used when reflection is not an official part of the programme and takes place in an unstructured way.

Self-reflection (informal): This code is used when informal or unstructured moments of self-reflection take place (during the program) like rethinking learned content and experiences in the end of the day.

This code is not used for reflection that is applied after finishing the program. In that case the code *Ongoing use of tools learned in the program when the program is finished* would be used.

Self-reflection (formal): This code is used when structured and planned self-reflection takes place (e.g. writing portfolio, logbook or other individual writing activity).

Sufficient time for reflection: This code is used when the participants found that the programme offers sufficient time and opportunities for reflection.

Insufficient time/opportunities for reflection: This code is used when participants feel that there was not enough time for reflection (e.g. due to too busy or too intensive programme).

Negative experience with reflection: This code is used when a participant has negative experiences with the use of reflection in the programme (e.g. participant finds it useless)

Positive experience with reflection: This code is used when participants state that reflection (self-reflection, reflection with peers or facilitated by a professional) was valuable for their learning process.

Working and learning in groups: This code is used for programme activities that are conducted in a group setting in order to learn from each other (e.g. group assignments, solving cases together team building activities, etc.).

- Positive experience: This code is used when participants appreciated the way of working and learning in groups and found it valuable for their learning process.
- Negative experience: This code is used when participants did not appreciate the way of working and learning in groups and did not find the way of working valuable for their learning process.

Enriched learning due to diversity: This code is used when participants experience enriched learning due to the fact that the group of participants consists of Rabobank employees with different backgrounds and of the fact that they are working in different parts of the organization.

Facilitation and stimulating networking among participants by e-learning platform: This code is used when there is a platform for participants that facilitates knowledge sharing, working on group assignments and communication among the participants.

Learning and knowledge sharing after finishing the program: This code is used when participants are still learning from each other and are part of a CoP after the program is already finished. This might be the case when participants contact each other for questions or problems after finishing the program. Another possibility might be reunion activities that take place after the program in order to catch up with each other.

Participants involved in decision making about used methods: This code is used when participants have influence on the (teaching) methods that are used during the programme.

Participants involved in decision making about content: This code is used when it is possible that participants have influence on the content of the programme. That influence can be realized by contributing own cases, influence on speed and depth of the content.

Identifying training needs and learning goals participants before start of the program: This code is used when training needs and learning goals of the participants are identified by an intake session in order to determine if the programme is appropriate for the potential participant.

In-sufficient alignment with working and thinking level participants: This code is used when

participants experienced that the working and thinking level of the programme is not in line with the working and thinking level of the whole group of participants.

Relevant workplace related activities/assignments/problems: This code is given when the link between workplace and the programme is created by workplace related activities (e.g. contributing own cases or problems)

Learning activities conducted on the workplace: This code is used when the link between work and the programme is realized by integrating learning activities in the workplace (e.g. activities or assignment conducted on the workplace).

Involvement of direct colleagues or team in the learning process: This code is used when the participant involves his direct colleagues or team members in his learning process during the programme (e.g. update about what participants has learned and plans to implement, involve team or colleagues in assignments or tools from the program)

- Positive experience: This code is used when participants have had positive experiences with the involvement of their colleagues or team members in their learning process. This code is also used when participants had positive experiences with attending the program simultaneously with a direct colleague or would appreciate attending the program together with a direct colleague.
- Negative experience: This code is used when participants had negative experiences with involving their direct colleagues or team members in their learning process. The code can also be used when participants had negative experience with attending the program simultaneously with a direct colleague or would not appreciate attending the program together with a direct colleague.

No involvement of direct colleagues or team in the learning process: This code is used when a participant did not involve direct colleagues or team members in their learning process or when a participant involved his colleagues barely.

- Positive experience: This code is used when participants did not involve their colleagues in their learning process and have experienced that has positive.
- Negative experience: This code is used when participants did not involve their colleagues in their learning process, but do regret that or have negative experience with the choice of no involvement.

Involvement of the manager during the programme: This code is used when the manager is involved during one or several parts of the program (e.g. formative evaluation sessions in between the modules about the participant's learning process)

Involvement of the manager at start of the programme: This code is used when the manager of the participant is present and actively involved at the intake.

Involvement of manager after the program/in the end of the program: This code is used when the manager of the participant is involved in the end or after the program. The manager might be present at a final presentation, a rounding off or conducting a summative evaluation.

- Positive experience of involvement of the manager: This code is used when involvement of the manager regardless at which part of the program (before, during, after) has been experienced as positive by the participant.

- Negative experience of involvement of the manager: This code is used when involvement of the manager in the learning process of the participants has been experienced as negative by the participant.

Little or no involvement of the manager: This code is used when there was no or little involvement of the manager in the learning process of the participant.

- Positive experience with no involvement of the manager: This code is used when the participants has positive or neutral experiences with the fact that his manager was not involved in his learning process in a certain way.
- Negative experience with no involvement of the manager: This code is used when there was no involvement of the manager in the learning process of the participant and the participant experienced that as negative.

Participants feel more competent after completing the program: This code is used when the participant feels more competent after completing the program and feels like he is able to perform better than before attending the program.

Ongoing use of tools learned in the program when the program is finished: This code is used when the participants still uses tools and methods from the programme, even 1 year after the programme is finished (e.g. check up on tools and theories in reference book, participants implemented reflection moments on account of the programme).

Little or insufficient connection with workplace or non-relevant content: This code is used when participants experienced to little connection with the workplace because of assignments or content of the programme that was not relevant for their daily work or difficult to translate into content that is relevant for the individual work of the participant.

Formal assessment or test: This code is used when the knowledge gained by the programme is assessed by a formal assessment or test that participants need to pass.

Final presentation: This code is used when knowledge gained by the programme is assessed by a final presentation. The presentation does not necessarily form a part of the programme the participant passes or fails.

Post-report: This code is used when knowledge gained by the programme is assessed by a post-report written by the participant

Program certificate gives access to higher employee position: This code is used when the certificate that is achieved by attending the program provides access to a higher employee position or leads to other advantages related to the career of a participant.

- Positive experience with assessment and completion of the program: This code is used when the participants was satisfied about the way of closing the program (positive experience about assessment, final presentation, certificate)

Negative experience with assessment and completion of the program: This code is used when the participants was not satisfied about one or several parts of the closing of the program (negative experience about assessment, final presentation, certificate)

Appendix B - Interview previous participants Management Curriculum

Soort interview: Half-gestructureerd interview

Doelgroep: De geïnterviewde is altijd een voormalige deelnemer van één van de vier programma's van het Management Curriculum. De deelnemer kan zowel werkzaam zijn bij Rabobank Nederland, Rabobank International als afkomstig zijn van één van de lokale banken. De geïnterviewde heeft tevens ongeveer één jaar geleden het programma afgerond.

Doel van het interview: Doel van het interview is om te achterhalen welke aspecten van informeel leren met als doel de transfer of training te verhogen in het huidige Management Curriculum geïntegreerd zijn. De focus ligt hierbij vooral op de manier waarop de deelnemer deze aspecten van informeel leren heeft ervaren en of deze hiervan heeft geprofiteerd in het huidige functioneren binnen zijn werk. De inhoud van het interview is gebaseerd op de resultaten van het literatuuronderzoek. De globale uitkomsten van het literatuuronderzoek zijn verwerkt in een model (zie figuur 1.) wat als leidraad voor de inhoud van de interviews fungeert.

Afname van het interview: Het interview wordt zo mogelijk altijd afgenomen in de dagelijkse omgeving van de geïnterviewde (bank van de deelnemer). De vorm van het interview is half-gestructureerd. Dit betekent dat er een aantal vaste hoofdvragen over een bepaald onderwerp gesteld worden met de mogelijkheid om door te vragen op het desbetreffende onderwerp. Op die manier kan er spontaan ingegaan worden op de antwoorden van de geïnterviewde om een toereikend antwoord te verkrijgen.

Leeftijd: _____ Werkzaam bij: ☐ Lokale bank ☐ Rabobank Nederland ☐ Rabobank International

Deelnemer heeft deelgenomen aan het programma georganiseerd in samenwerking met:

- ☐ Operational Management Programme
- ☐ Middle Management Programme
- ☐ Middle Management Programme Plus
- ☐ Advanced Management Programme

Voorstellen: Allereerst hartelijk bedankt dat je wilt meewerken aan het onderzoek. Jij hebt een tijdje geleden deelgenomen aan het Management Curriculum. Op dit moment is Learning & Development bezig met de herinrichting en optimalisatie hiervan. Ik help in het kader van mijn afstudeerstage/onderzoek mee bij de herinrichting en focus me vooral op hoe we meer aspecten van informeel leren in het nieuwe programma kunnen integreren. Omdat het belangrijk is om de ervaringen van voormalige deelnemers mee te nemen in het proces ben ik heel blij dat je bereid bent voor dit interview. Ik wil je graag erop wijzen dat dit interview uitsluitend wordt gebruikt voor het onderzoek en de gegevens volledig anoniem zullen worden behandeld. Als je geen vragen meer hebt, zou ik graag willen starten met het interview. Vind je het goed als ik het interview ga opnemen?

Algemene vragen

Inleiding: Allereerst zal ik wat algemene vragen over je deelname aan het programma stellen.

- Hoe lang geleden heb je het programma afgerond?
- Waarom heb je je ingeschreven voor het programma?
 - o Wat verwachtte je van het programma?
 - o Wat hoopte je te leren?

Transfer of training

Inleiding: De volgende vragen zullen vooral gaan over hoe het programma was ingericht en hoe je dat hebt ervaren. Het zal dus gaan over hoe relevant het programma voor je was, of je makkelijk de link met je eigen werk kon leggen maar ook over de opbouw en verschillende delen van het programma.

- Relevantie en individualisering van het programma
 - o Was er ruimte om het programma op een bepaalde manier te personaliseren zodat het aansloot op jouw leerdoelen?
 - o Was er ruimte om het programma zo te personaliseren zodat het aansloot op jouw manier van leren?
 - o In hoeverre had je invloed op je eigen leerproces? Mocht je op een bepaalde manier meebepalen wat er behandeld werd tijdens het programma? (inbrengen van eigen cases,...)
 - o Voel je je bekwaam in het uitvoeren van je functie na het afronden van het Management Curriculum?
 - Welke delen van het Management Curriculum waren het meeste van waarde voor je dagelijks functioneren binnen de bank?
 - Waren er dingen die “leuk om te weten” waren maar die je eigenlijk nauwelijks toepast in de praktijk? Waar lag dat aan, volgens jou?
 - Heb je direct na de afronding van het programma meer van wat je tijdens het programma geleerd hebt toegepast dan nu een jaar later??
- Opbouw van het programma (voor, tijdens, na)
 - o Werde je voor de start geïnformeerd over de doelen en inhoud van het programma en hoe gebeurde dat?
 - o Wat hield het intake gesprek voor het begin van het programma in en hoe werd het vormgegeven? (betrokken personen, doel van het gesprek,...)
 - o Had je zelf nog invloed op de inhoud of de methoden die tijdens het programma gebruikt werden?
 - o Hoe werd het programma afgesloten? (afsluitende bijeenkomst, assessment, evaluatie, certificaat, gesprek met je manager,...)
 - o Werde er op een bepaalde manier getoetst welke kennis je hebt opgedaan door het Management Curriculum en waren er nog consequenties aan deze toetsing verbonden?
 - o Hoe zorg je er zelf voor dat het leren niet stopte na de laatste bijeenkomst?

Inhoud programma – Aspecten van informeel leren

Inleiding: De volgende vragen richten zich meer op de inhoud van het programma en dan vooral op de eventuele aspecten van informeel leren die in het programma terug komen.

- Relatie met de werkvloer
 - o Was het voor jou altijd duidelijk waarom er bepaalde onderdelen in het programma zaten en wat de meerwaarde voor jou hiervan was?
 - o Op welke manier was er een relatie tussen het programma en je dagelijks werk? (Opdrachten uitgevoerd op de werkvloer, werkveld-gerelateerde opdrachten/casussen, intervisie bijeenkomsten, coaching, mentoring,...)
- Rol van leidinggevende van de deelnemer
 - o Welke rol had je leidinggevende tijdens het traject?
 - o Bij welke delen van het programma was je leidinggevende (vooral) betrokken? (intake, tussentijdse gesprekken, evaluerende gesprekken aan het eind, coaching gesprekken..)
 - o Hoe heb jij de betrokkenheid van je leidinggevende ervaren?
 - Had je een andere aanpak meer kunnen waarderen?

- Heb je hierdoor makkelijker een link kunnen leggen tussen het programma en je eigen werk?
- Rol van collega's en mede-deelnemers
 - Hoe heb je je collega's van je eigen bank betrokken bij je leerproces en werd dit gestimuleerd door het programma?
 - Denk je dat het van toegevoegde waarde was geweest als een directe collega van je tegelijkertijd aan het programma had deelgenomen?
 - Op welke manier heb je tijdens het traject geleerd van je mede-deelnemers? (door informele bijeenkomsten, door samenwerken aan casus,...)
 - Als je tijdens het Management Curriculum van je mede-deelnemers het geleerd; waren dit dan vaak deelnemers met een vergelijkbare functie?
- Mogelijkheden tot reflectie

Inleiding: Reflectie is een belangrijk middel om voor jezelf duidelijk te krijgen waar je staat, waarom je op een bepaalde manier gehandeld hebt, waar dit voor gezorgd heeft en hoe je verder wilt.

- Welke mogelijkheden bood het programma voor reflectie? (coaching met een externe coach/coach van de Rabobank, gesprekken met je manager, intervisie bijeenkomsten met andere deelnemers?)
- Wie waren er vooral betrokken bij de reflectie? (andere deelnemers, manager, externe coach,...)
- Vind je dat je genoeg tijd had voor reflectie binnen het programma?
- Pas je ook na afronding van het programma nog reflectiemethoden toe?
 - Wie betrek je hierbij dan? (collega's, manager, coach,...)
- Communities of practice

Inleiding: Deel zijn van een community of practice zorgt ervoor dat mensen met elkaar kennis en ervaringen met elkaar kunnen uitwisselen en hiervan kunnen leren. Een community of practice is een groep van mensen die een belang, een vraagstuk of een passie voor een bepaald onderwerp delen en die kennis en expertise op dit gebied verdiepen door voortdurend met elkaar te interacteren.

- Op welke manier heb je tijdens het programma geprofiteerd van de kennis en expertise van andere deelnemers? (samenwerken aan cases, informeel en buiten de "lestijden", gezamenlijke intervisie sessies,...)
 - In welke situaties heb je het meeste van de andere deelnemers geleerd?
- In hoeverre maakte het werken in groepen deel uit van het Management Curriculum?
 - Waren dit opgelegde groepen of had je invloed op met wie je wilde samenwerken en van wie je wilde gaan leren?
 - Had deze manier van in groepen werken een toegevoegde waarde voor je en de toepassingsmogelijkheden in je werk?
- Heb je nu nog contact met de deelnemers waar je tijdens het traject mee hebt samengewerkt en hoe ziet dat contact eruit?

Afsluiting: Nogmaals hartelijk bedankt voor je medewerking. We zullen je ervaringen met het Management Programma meenemen bij de optimalisatie van het nieuwe programma. Heb je interesse om het eindverslag toe gestuurd te krijgen?

Appendix C – Interview organizations about their use of informal learning

Soort interview: Half-gestructureerd

Inleiding: Allereerst bedankt dat je bereid bent om medewerking te verlenen aan mijn afstudeeronderzoek. Ik voer dit onderzoek uit vanuit Learning & Development Rabobank in het kader van de herinrichting van een aantal grote management programma's. In de vernieuwde programma's willen we informeel leren een meer prominente rol geven om de transfer of training naar de werkvloer zo optimaal mogelijk te maken. Ons doel is dan ook om leren en werken zoveel mogelijk te integreren. Ik ben erg benieuwd naar de ervaringen die uw organisatie heeft als het gaat om informeel leren binnen opleidingstrajecten. Ik zal eerst wat algemene vragen stellen en daarna ingaan op jullie ervaringen met aspecten betreffend informeel leren en transfer of training. Uiteraard zal alle informatie vertrouwelijk behandeld worden.

Algemene vragen management development programma's

- Hoe zijn jullie programma's (programma's gericht op management development) opgebouwd?
 - o Doorlooptijd
 - o Uitbesteding aan externe partijen
 - Uitbesteding van het programma of losse onderdelen?
 - o Waartoe leidt het volgen van een management programma van uw organisatie?
 - Erkend diploma
 - Kans op promotie
 - Recht op hoger functielevel
 - o Hoe worden deelnemers geselecteerd?
 - Op leerdoelen?
 - Puur gebaseerd op functielevel?
 - Intake/sollicitatieprocedure/leercontract

Rol van informeel leren

- Welke vormen van informeel leren worden gebruikt in de opleidingstrajecten van uw organisatie?
 - o Hoe wordt er gezorgd dat het geleerde zo goed mogelijk aansluit op de werkpraktijk?
 - Werkveld gerelateerde opdrachten/casussen
 - Simulaties
 - Opdrachten die uitgevoerd worden op de werkvloer
 - o Welke rol speelt reflectie binnen de opleidingstrajecten?
 - Vormen van reflectie (coaching, intervisie, zelfreflectie, reflectie met mede-deelnemers/collega's, reflectie met manager of coach)
 - Ervaringen
 - o Hoe worden Communities of Practice en het leren van en met elkaar gefaciliteerd en ondersteund?
 - E-learning platform
 - Gezamenlijke casussen/probleem oplossen
 - Peer-coaching, mentoring, buddy-system met mede-deelnemers, oud-deelnemers of andere collega's van de organisatie
 - Ervaringen met functie niveau -overgrijpende programma onderdelen (leren van hogeren of lageren functies?)

Transfer of training

- Hoe betrekken jullie de werkomgeving van de deelnemer bij het leerproces?
 - o Welke rol speelt de manager van de deelnemers in ontwikkelingstrajecten van uw organisatie?

- Betrokkenheid in welke delen (intake, tussentijds, afsluiting)?
 - Aard van betrokkenheid (faciliterend, ondersteunend, evaluerend, reflectiepartner, aard van vrijblijvendheid)
 - Ervaringen m.b.t. transfer of training
- Welke rol spelen directe collega's of team leden van de deelnemer bij het leerproces?
 - Betrokkenheid in welke delen (tussentijds, afsluiting)
 - Aard van betrokkenheid (betrokken bij opdrachten, 360°feedback, betrokken als mede-deelnemer?)
 - Ervaringen van betrokkenheid m.b.t. transfer of training
- In hoeverre wordt er rekening gehouden met de individuele leerstijl en leerdoelen van deelnemers?
 - Mogelijkheid om invloed uit te oefenen betreffend de gebruikte methode
 - Mogelijkheid om invloed uit te oefenen op betreffend de content van het programma a
- Welke pre-training activiteiten kennen jullie opleidingstrajecten (gerelateerd aan Management Development)
 - Hoe wordt de intake vormgegeven?
 - Aard van vrijblijvendheid
 - Rol van leidinggevende
 - Selectiecriteria
 - Leercontract?
- Welke afsluitende of assessment gerelateerde activiteiten kennen opleidingstrajecten van uw organisatie?
 - Wordt er op een formele manier de opgedane kennis getoetst of ligt de verantwoordelijkheid bij de deelnemer?
 - Wordt de leidinggevende van de deelnemer op een bepaalde manier betrokken bij de afsluiting van traject? (evaluatie/reflectie van leerdoelen, achtergrond rol)
 - Op welke manier worden leerdoelen en/of leercontract geëvalueerd aan het eind van een programma? (wie is hierbij betrokken?)
 - Hoe wordt er gezorgd dat het leren van deelnemers niet stopt na de laatste bijeenkomst van een opleidingstraject? (follow-up bijeenkomst, coaching sessies na afloop, reünie, e-learning platform ook na afloop beschikbaar stellen, etc.)

Afsluiting: Nogmaals hartelijk bedankt voor uw medewerking. Heeft u nog interesse in de resultaten van het onderzoek op het moment dat deze bekend worden?

Appendix D – Intermediate proto-types of design structure Management Curriculum

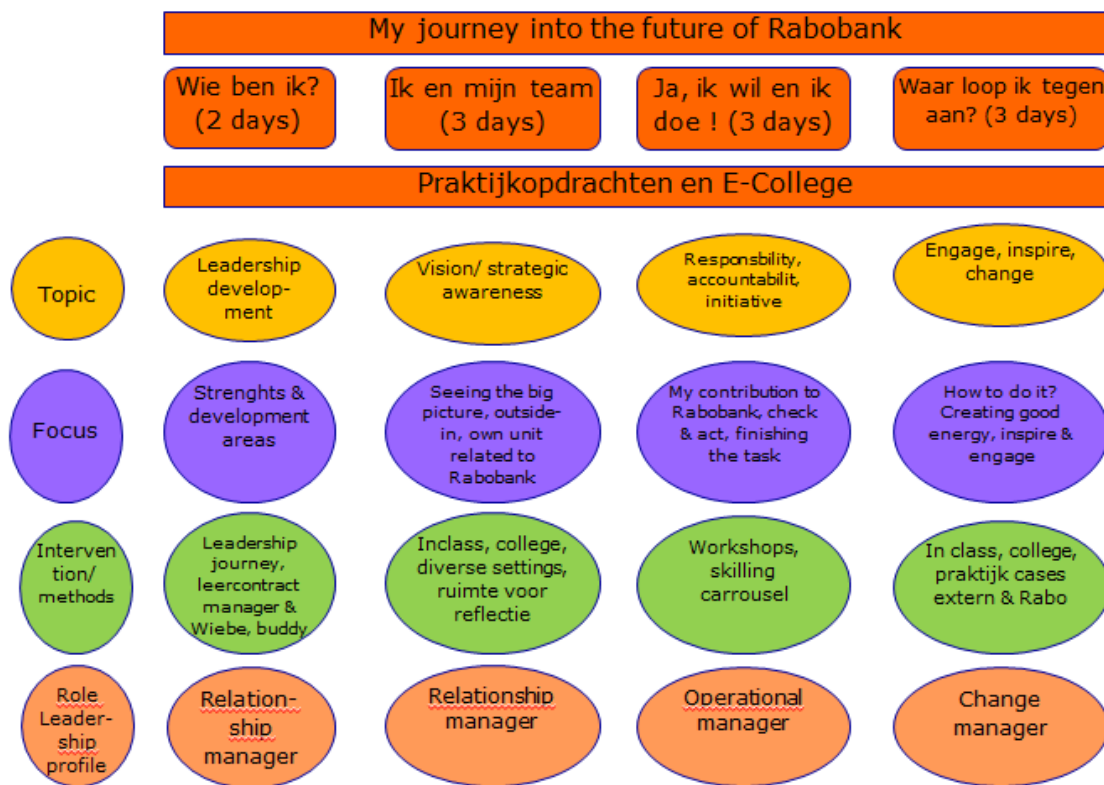


Figure 5. First intermediate proto-type overall design structure Management Curriculum

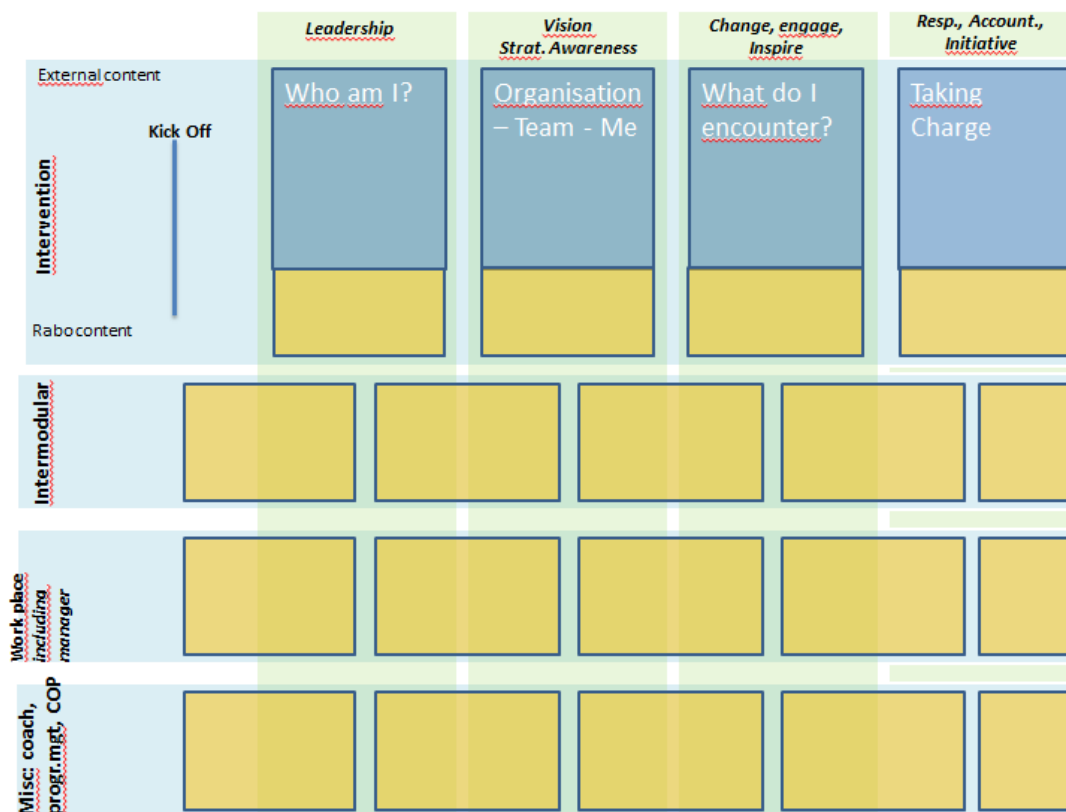


Figure 6. Second intermediate proto-type overall design structure Management Curriculum