

Feedback Report on Workplace Informal Learning At XXXX

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1. Introduction

Despite organizations spending billions of dollars every year on learning activities of a formal nature, 70 per cent of learning in the workplace is informal (Cunningham & Hillier, 2013). David Mankin (2009), a leading learning and development expert, suggests that HR professionals should shift employee workplace learning from delivering conventional and formal training to empowering and motivating employees to engage in informal learning. The purpose of this report is to present the current situation of employee informal learning at XXXX and provide feedback on what your organisation can best do to facilitate employee informal learning.

The report is structured into five parts. In the introduction, we explain and clarify the relevant concepts to be used in this report. In the methods part, we describe the data collection procedure and the sample that was drawn from XXXX for this project. In the results section, you will be given information about how informal learning is taking place within your organization; the influence of management support on workplace information learning and the consequence of informal learning in relation to team performance. We also provide a benchmark for you to evaluate how your organization is doing regarding informal learning in comparison to other organisations. In the conclusion, we highlight the six findings about informal learning at XXXX. Finally, we offer some suggestions and recommendations for your organisation on how to further improve employee informal learning.

1.1 Informal Learning

Informal learning refers to those learning activities which are usually not institutionally sponsored, but initiated at the workplace by employees themselves with the purpose to develop their professional knowledge and skills (Lohman, 2005; Marsick & Watkins, 2001).

Among many different types of informal learning activities, in this project we focus on reflection, learning from a supervisor, and team learning because they depict employee informal learning at the individual, dyadic and group levels, respectively. These three learning activities enable us to form an overview of how informal learning is ongoing in your organisation.

Reflection or reflective learning is the process of internally examining and exploring an issue of concern (Boyd & Fales, 1983; Kember et al., 2000). It is often triggered by an experience, which creates and clarifies meaning in terms of self. The consequences of reflection will usually result in changes in conceptual perspective. Reflection is widely recognized as a crucial element in learning processes in organization (Van Woerkom & Croon, 2008).

Learning from a supervisor emphasises the employee's aspect of the mentoring process. Supervisors in the workplace are an important learning source for employees because of their expertise, status, and visibility within the organization (Van Rijn, Yang & Sanders, 2013). Mentoring is a dyadic or 1-to-1 learning process in which a mentor who is usually a manager or has more experience gives work-related guidance and advice to a less experienced employee (often subordinates in an organisational context) (Hawkins & Smith, 2007). More and more evidence has shown that a full understanding of mentoring as a workplace practice needs to consider not only mentors but also mentees (Nyfoudi, 2014). In this regard, learning from supervisors refers to a dyadic learning activity during which employees focus on one-to-one dyadic information sharing with their supervisor, specifically asking for feedback from their supervisor about their work (e.g. discussing a new work approach with their supervisor) (e.g. Lohman, 2005).

Team learning describes a collaborative process among team members on sharing information and collectively reflecting on experience (Edmondson et al., 2007). In contrast to conventional beliefs, team learning in an organisational context occurs more often and is more effective in an informal way than in formal way (Van der Vegt & Bunderson, 2005). Team learning significantly contributes to team performance and organizational effectiveness (Decuyper, Dochy & Van den Bossche, 2010; Edmondson et al., 2007). It plays a crucial role in building a successful learning organization (Senge, 1990).

1.2 Management Support

Apart from presenting you the current informal learning situation at your organisation, we also try to depict how management support in your organisation has actually facilitated the three learning activities. Two types of management support are highlighted in this report: supervisor support and team support.

Supervisor support refers to employees' perception that their supervisor values their contribution and cares about their well-being by understanding, recognizing, and satisfying their concerns and needs through individual consideration of each employee (Eisenberger et al., 2002).

Regarding team support, according to West (1994), a supportive team can offer emotional help for its members and provide mutual acceptance and respect among members; Members in a supportive team are willing to exchange necessary information for its functioning. They also offer practical and "doing support" to each other, such as sharing overloaded work for a member. Members in a supportive team also provide appraisal support to each other in making sense of a particular problem situation. In addition, Edmondson (1990) suggests that a supportive team tends to create a shared belief that a team is safe for interpersonal risk-taking.

1.3 Team Performance

Team performance serves as the outcome variable in this report. Teams have become the basic unit of modern organisations. They are increasingly relied on to carry out many strategic and operational functions. Team performance is positively related to organisational effectiveness (Edmondson et al., 2007). A reliable way to evaluate team performance outcome is by means of supervisor rated performance (Jehn, 1995), in which directors (or management board) assess team performance on a series of criteria, such as efficiency, technical innovations, adherence to schedule and budgets, and ability to resolve conflicts.

2 Methods

2.1 Participants

At XXXX. The final sample at XXXX comprised 44 participants from 10 teams. The average number per team was 4.4, ranging from 3 to 17. The functions of the 10 teams cover all parts of business, such as HR, pension, compliance, QA, client static data and fees. Among the 44 participants, females were 65.9%. The mean age was 34.6, ranging from 23 to 58. Regarding their highest educational level, 18.1% finished GCSE; 29.6% completed technical or vocational training; 52.3% received higher education. In terms of their positions, 54.5% of employees reported their job role as operational/administrative support; 25.0% are professional/technical work; 20.5% mentioned that their work involves managerial function. In term of working time in their current team, 20.5% of the participants worked less than a year; 56.8% worked between 1 to 5 years; and 22.7% worked more than 6 years in the current team.

Overall sample in this project. The final overall sample comprised 154 participants from 38 teams in 4 UK organisations. The main business of the four organisations covers healthcare, engineering, service outsourcing, and investment management. The average number per team was 4.05, ranging from 3 to 17. Regarding team longevity, 21.9% were in a team that existed for less than a year; 59.4% in a team that existed between 1 and 5 years; 12.5% in a team that existed between 5 and 10 years; 6.3% in a team that existed more than 10 years. The functions of the 38 teams spread from the frontline core business (e.g. field project, engineering team, retail team) to the back-office supporting business (e.g. HR team, training and development team, IT support team).

At the individual level among 154 employees, 49.4% were female. The mean age was 35.4, ranging from 18 to 64. Regarding their highest educational level, 39.6% finished high school education; 18.2% completed technical or vocational training; and 42.2% achieved higher education. In terms of their positions, 46.7% of employees reported their job role as operational/administrative support; 26.7% are in professional/technical work; 26.6% mentioned that their work involves managerial function. In term of the working time in the current team, 19.5% of the participants worked less than a year; 55.2% worked between 1 to 5 years; and 25.3% worked more than 6 years in the current team.

2.2 Data Collection Procedure

Data was collected using questionnaires in November and December, 2015. The measures of management support were included in the questionnaire in the first wave. The measures of informal workplace learning were included in the questionnaire in the second wave. In addition, team performance data were collected through director's evaluation.

A staff member of the HR department helped to prepare a participation list in which team name, participant name and participant's email contact were included. For XXXX, the participants' pool consisted of 83 participants from 10 teams. Team numbers varied from 4 to 23 employees.

In November 2015, the research team sent out the 1st questionnaire to the 83 participants and received 63 questionnaires back from 10 teams (the response rate = 75.6%). In December 2015, the research team sent the 2nd questionnaire to those 63 participants who have completed the 1st questionnaire and received 44 valid questionnaires from 10 teams (the response rate = 69.8%). On average three reminders were sent out (one in the first week; one in the second week and another one was in the third week) in each wave of the data collection. When preparing the final dataset for analysis, we only included

teams who had at least three valid individual responses from two waves. For the XXXX ' case, all responses match this cut-off criterion, we included all responses in the further analysis.

A cover letter accompanying the questionnaires explained the purpose of this study (on team learning). We assured that participants' responses would be kept confidential and with no individual or institutional information would be disclosed in any circumstance.

Participants voluntarily completed the questionnaires in either work or leisure time.

2.3 Measures

We used the questionnaire survey technique to require information from the participants. Table 1 presents an overview of all the measures used in this study. Each concept was measured with multiple items to correct measurement biases and to cover the domain of the concept as wide as possible. Participants were asked to rate each item according to their own situation on a 7-point Likert scale (from 1 = strongly disagree to 7 = strongly agree).

We then aggregated each participant's data into the team level to indicate the team characteristics in terms of informal learning, management support and team performance. In addition, some demographic variables, such as age, gender, educational and professional levels were also collected in the questionnaire.

Table 1: Overview of the Measures used in the Survey

Concepts	Sub-concepts	Example Items	Reliability coefficients (Cronbach's alpha)	Source of Measurement
Team Learning	Reflection	"When learning new things, I like to think over what I have been doing and consider alternative ways of doing it".	.85 across 4 items	Kember, D. et al. (2000). Development of a questionnaire to measure the level of reflective thinking. <i>Assessment & evaluation in higher education, 25</i> , 381-395)
	Learning from Supervisor	"I always try to seek constructive feedback from my line-manager".	.92 across 12 items	McLean, G. N., Yang, B., Kuo, M. H. C., Tolbert, A. S., & Larkin, C. (2005). Development and initial validation of an instrument measuring managerial coaching skill. <i>Human Resource Development Quarterly, 16</i> , 157-178.
	Team Learning	"Members in my team often ask each other critical questions to verify different opinions and idea".	.93 across 9 items	Van den Bossche, P., Gijssels, W. H., Segers, M., & Kirschner, P. A. (2006). Social and cognitive factors driving teamwork in collaborative learning environments team learning beliefs and behaviors. <i>Small group research, 37</i> , 490-521.
Management Support	Supervisor Support	"Even if I did the best job possible, my supervisor would fail to notice". (Reversed item)	.94 across 8 items	Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: contributions to perceived organizational support and employee retention. <i>Journal of applied psychology, 87</i> , 565-573.
	Team Support	"In my team, we have a "we are in this together" attitude".	.93 across 14 items	Anat Drach-Zahavy & Anit Somech, (2002), "Team heterogeneity and its relationship with team support and team effectiveness", <i>Journal of Educational Administration, 40</i> , 44 – 66.
Team Performance	Team Performance	"The overall performance of this team is bad/good"	.86 across 6 items	Janz, B. D., Colquitt, J. A., & Noe, R. A. (1997). Knowledge worker team effectiveness: The role of autonomy, interdependence, team development, and contextual support variables. <i>Personnel psychology, 50</i> , 877-904.

3 Results

3.1 Informal Learning at XXXX

Regarding informal learning of reflection, the average score was 5.30 (SD = .91) among the employees of XXXX , which was slightly lower than it in other organisations (Mean = 5.36; SD = 1.04). For learning from supervisors, the average score was 4.74 (SD = .86) among the employees of XXXX , which was also slightly lower than in other organisations (Mean = 4.96; SD = 1.20). For participation in team learning, the same pattern emerged again: The average score was 5.14 (SD = 1.19) among the employees of XXXX, which was again slightly lower than in other organisations (Mean = 5.39; SD = 1.00). These differences, however, are not statistically significant. Figure 1 (see below) depicts the differences of three types of informal learning between XXXX and other organizations.

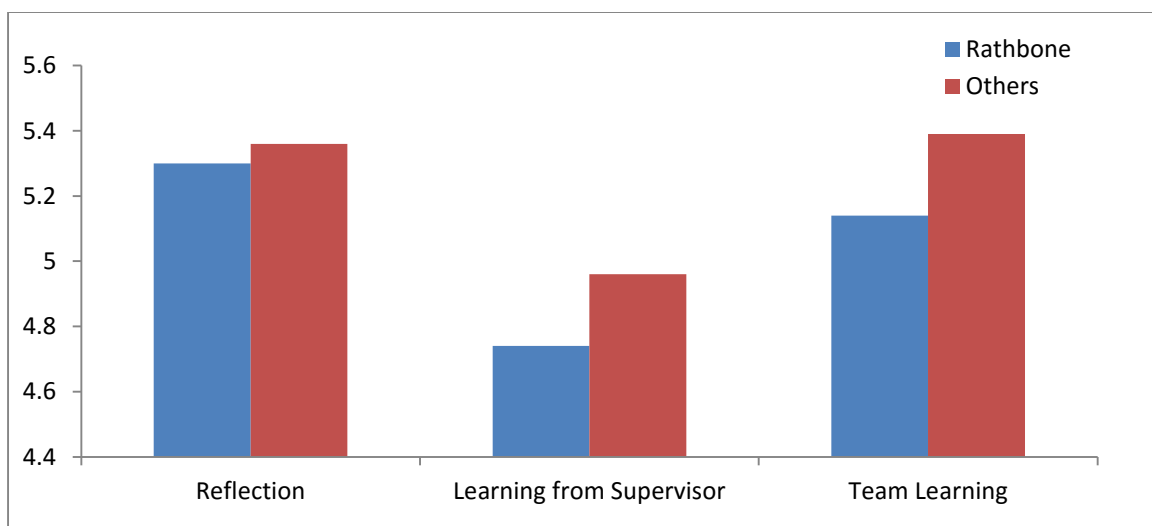


Figure 1: Differences on Three Types of Informal Learning between XXXX and Other Organisations

Next, we compared three types of informal learning across the 10 teams within XXXX (See Figure 2). For reflection, the results showed that the teams of HR (Liverpool) and Fees reported a lower score than other teams (for HR Liverpool: Mean = 4.69; SD = .46; For Fees:

Mean = 4.31; SD = .45). Particularly for the team of Fees, this difference was statistically significant. For learning from supervisor, the scores for the teams of Compliance and fees were particularly lower than other teams (for Compliance: Mean = 4.41; SD = .31; For Fees: Mean = 3.77; SD = .41). For team learning, the score for the team of Closure/Deceased was the highest across all the 10 teams (Mean = 6.02; SD = .88).

Figure 2 also demonstrates the characteristics of informal learning for each team. For example, the team of Closure/Deceased showed a clear preference for team learning than for reflection. The same trend is applied to the team of HR (Liverpool) as well. In contrast, the QA team reported a rather high level of reflection than for learning from supervisor and team learning. L&D and HR (London) indicated a well-balanced profile across the three learning activities. Finally, the team of Fees reported a consistently lower score across all three learning activities.

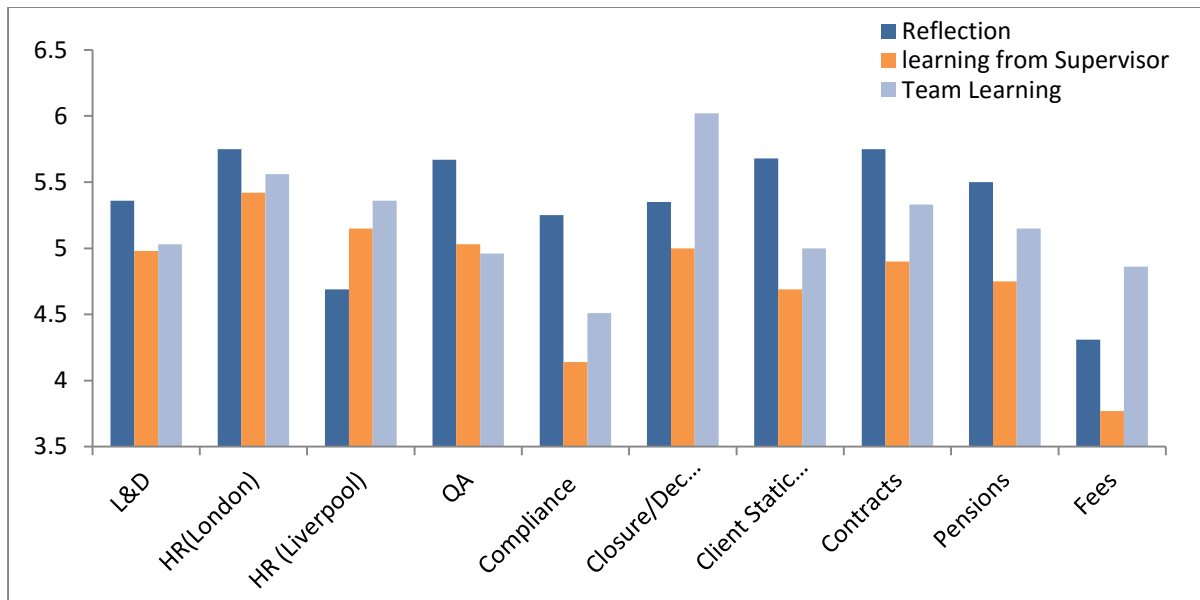


Figure 2: Three Learning Activities across the 10 teams at XXXX

3.2 Impact of Management Support on Informal Learning

This section describes how the participants from XXXX feel they are supported by their supervisor and their team. We also explored the relationships between management support and three types of inform learning.

Figure 3 shows the comparisons on supervisor support and team support between XXXX and other organisations. The participants from XXXX overall reported a significant higher score on supervisor support than other organisations. There was no significant difference on team support between XXXX and other organisations.

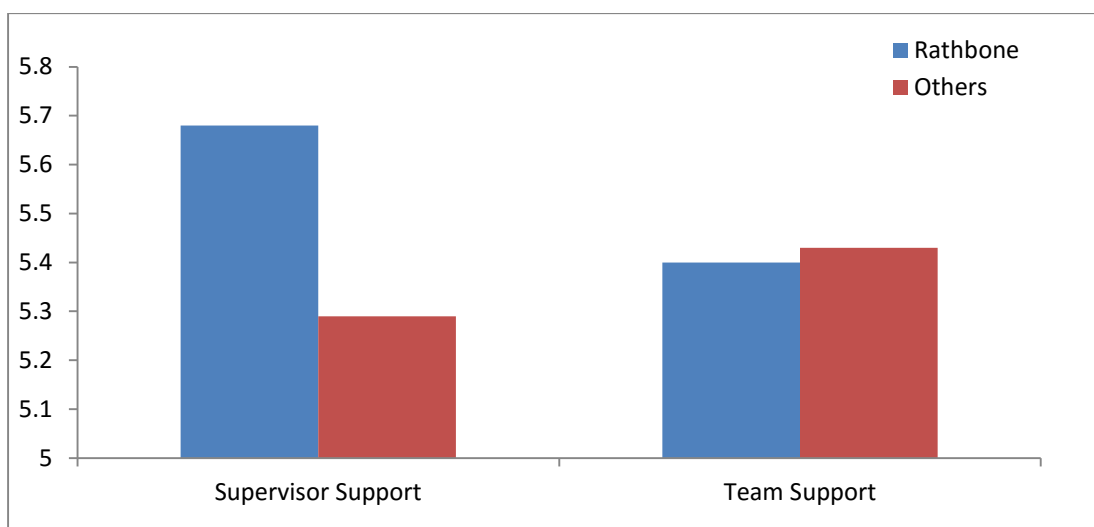


Figure 3: Differences on Management Support between XXXX and Other Organisations

In addition, we also depict the differences on supervisor support and team support across the 10 teams at XXXX. Figure 4 shows the results. For supervisor support, the Fees team reported a significantly lower score than the rest of teams (Mean = 4.75; SD = .93). For team support, HR (Liverpool) and Closure/Deceased reports a significantly higher score than the rest. Majority teams, such as QA and Pension teams demonstrated a balanced profile between supervisor support and team support.

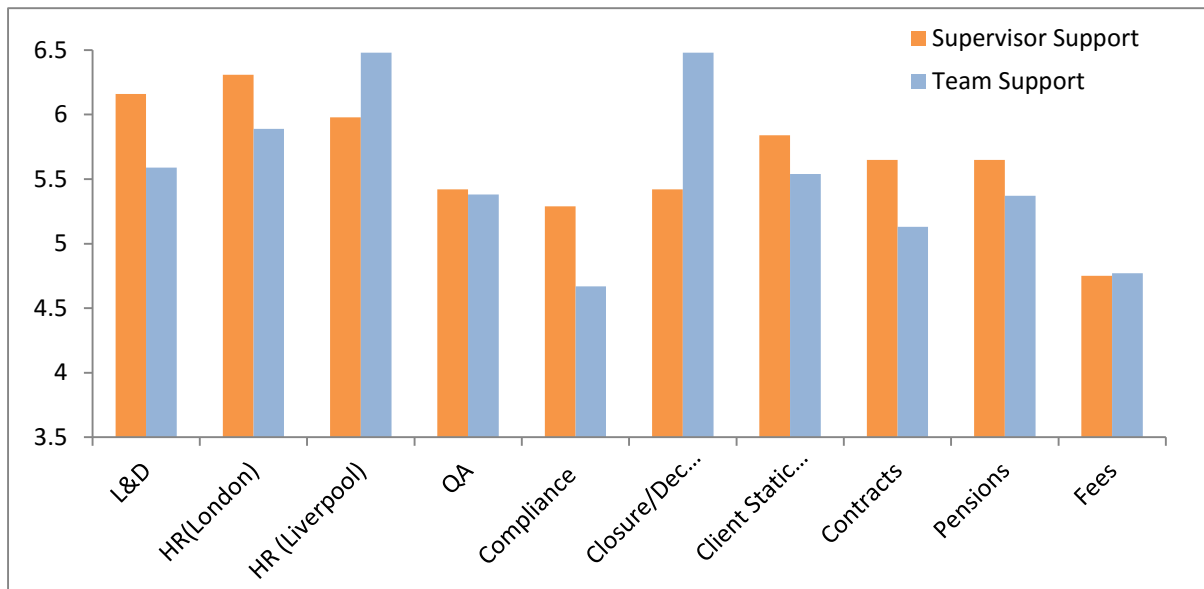


Figure 4: Differences on Management Support across the 10 teams at XXXX

Finally, we explored the relationships between the two types of management support and three types of informal learning. The results of this correlational analysis are shown on Table 2. The numbers above diagonal refer to the correlational coefficients derived from the overall sample of the four different organisations. The numbers below the diagonal refer to the correlational coefficients derived from the sample of the XXXX.

Table 2: Correlations between Management Support and Informal Workplace Learning

	1	2	3	4	5	6
1. Supervisor Support	1.00	.37**	.13 [†]	.57**	.24**	.20*
2. Team Support	.45**	1.00	.15*	.30**	.51**	.14 [†]
3. Reflection	-.05	-.04	1.00	.25*	.19*	.13 [†]
4. Learning from Supervisor	.68**	.33*	.16	1.00	.43**	.12 [†]
5. Team Learning	.36**	.60**	.01	.43**	1.00	.12 [†]
6. Team Performance	-.26*	-.21*	-.15	-.23 [†]	-.14	1.00

Note. [†] meaning $p < .10$; * meaning $p < .05$; ** [†] meaning $p < .01$.

We observed a strong correlation between supervisor support and learning from supervisor both in the overall sample ($r = .57$) and in XXXX ($r = .45$). Team support and team learning were also strongly related to each other both in in the overall sample ($r = .51$) and in XXXX ($r = .60$). Reflection is somehow different from the other two types of informal learning. Both supervisor support and team support had a weak relationship with reflection in the overall sample, and there is hardly a correlation between reflection and management support in XXXX.

Supervisor support and team support was weakly correlated with each other in the overall sample ($r = .37$), but this correlation became stronger when it comes to the XXXX sample ($r = .45$).

Overall, the findings show that management support is clearly related to the two types of collaborative learning—learning from supervisor and team learning, suggesting that an effective way to facilitate employee collaborative learning is to provide a proper level of management support. Reflection as an individual level of informal learning, however, is less influenced by management support.

3.3 Impact of Informal Learning on Team Performance

We correlated three types of learning with team performance to demonstrate the consequences of team learning. Table 2 showed the final results. A very interesting finding is that we found negative relationships between informal learning and team performance at the XXXX. For instance, learning from supervisor is negatively correlated with team performance ($r = -.23$). These results are in contrast to the findings in the overall sample where three types of informal learning were positively correlated with team performance, although the strengths of these correlations were not very strong. Besides, management support at XXXX was also negatively correlated with team performance, which is again not

in line with the overall sample and against management practices. These unusual yet interesting findings suggest a deficiency in transferring management practices to team final outcomes.

4. Conclusions

1. In comparison to other organisations, informal learning at XXXX is at the average level.
2. Within XXXX, teams demonstrate different preferences in terms of reflection, learning from supervisors, and team learning. Two teams (Compliance and Fees) need special attention regarding informal learning.
3. In comparison to other organisations, employees at XXXX received more support from their supervisors.
4. Across the ten teams at XXXX, the distributions of supervisor support and team support are imbalanced. Some teams, like L&D, HR (London), contracts and pension received more support from their supervisors. Other teams, Like HR (Liverpool) and Closure/Deceased teams received more support from team members. Again, the teams of Compliance and Fees are weak on receiving both types of support.
5. Management support is clearly related to the two types of collaborative learning— learning from the supervisor and team learning at XXXX.
6. Both management support and informal learning are negatively correlated with team performance at XXXX, which is in contrast to other organisations and against the conventional management practices.

5. Suggestions

Our first suggestion zooms in the “unusual” findings about the relationship between management support and team performance and the relationship between informal learning and team performance. Management support, especially supervisor support, is well performed at the XXXX. Management support also facilitates employees to actively engage in informal learning. However, both management support and informal learning have not been well translated into positive outcomes at XXXX. The HR department needs to pay extra attention to this issue. This may reflect a communication problem between high-level management and front-line managers (and floor-level employees) on how to appraise performance. Without consistent and clear messages or goals from the top-level of management, management practices engaged in by front-line managers and teams may easily lose direction. The intended outcomes thus can be difficult to achieve.

Our second suggestion is that XXXX can do a better job on informal learning. At the current stage, informal learning at XXXX is not significantly better than other organisations. Given the potential benefits of informal learning, we suggest that the HR department needs to be attentive to this issue. An effective way to facilitate informal learning is to create social interactions among employees. The HR department in this regard can actively promote many activities to facilitate social interactions, such as organising ‘lunch together’ events, creating knowledge exchange platforms, or even using social media to help employees get acquainted with each other. Once social interactions are built, informal learning will be activated automatically.

The last suggestion is that the HR department needs to help team leaders to get to know their team. As revealed from this report, each team has its own characteristics and

preferences for team learning. If a team has preference for team learning, the team leader needs to focus on building strong team support among members. If a team has a preference for reflection, the team leader then needs to focus on the issues rather than the people. If learning from supervisor is acknowledged by members, the team leader need to the role model of team.

All in all, this report shows many positive aspects of informal learning and management support at XXXX. There are, however, spaces for further improvements. We sincerely hope that this feedback report may serve as a useful tool for the HR department to facilitate informal learning at XXXX.

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Appendix

INFORMATION SHEET

You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

In this study we are interested in your participation in **Workplace Learning Activities**. We are asking you some questions about *your perceptions and feelings about yourself, your work, your organisation, and your behaviour regarding workplace learning*.

We will contact you *Twice* for data collection. Your data will be collected by using questionnaires. The questionnaire in the first time consists of the questions about *how you perceive yourself and your work settings (e.g. your relationship with colleagues and your **line manager**)*. The questionnaire in the second time consists of the questions about *your participation in different types of learning activities in workplace and your self-evaluation of your work performance*.

It will take about 20 minutes to complete the whole questionnaire. We ask you to answer these questions according to your own situation. Bear in mind, for all questions, there are no right or wrong answers. If some questions are not clear, try to respond as best as you can. Everything you tell us is **confidential** and your answers are used only for scientific purpose. **We guarantee that your individual responses will not be reviewed by your **manager** or your organisation in any circumstance.** Results will be reported as aggregated statistics, with no individual or institutional information being disclosed, published or passed on to any third parties. Your data will help to increase the understanding of workplace learning activities, and thus contribute to design an efficient and effective programme on workplace learning.

Please note that you have the right to withdraw from the study at any time without giving a reason and to decline to answer any particular questions. You can also consult others before offering to participate.

If you are unhappy, or if there is a problem, please feel free to let us know by contacting the principal investigator, **Dr Huadong Yang (email: Huadong.yang@liverpool.ac.uk)** and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at: **ethics@liv.ac.uk**. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.

Thank you for reading this.

PARTICIPANT CONSENT FORM

1. I confirm that I have read and have understood the information sheet for this study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily (when it applies).

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.

4. I agree to take part in the above study.

Participant Name

Date

Signature

Questionnaire 1

Your organisation: _____

Your team: _____

Gender: Male Female Prefer not to say

Age: _____ years

What is the highest level of your Education?

Bachelor's degree Higher Middle School Others _____

A Levels Received Master's degree

Completed technical-vocational training Received Ph.D., M.D., or other advanced degree

Which of the following best describes your position?

Operational (Production, Maintenance, etc.) Manager at a low level

Clerical/Administrative support Manager at a middle level (including supervisor, middle manager)

Professional/Technical (Non-managerial: engineer, nurse accountant, field sale, teacher, etc.) Manager at a top level (e.g. plant director, CEO, location manager)

How long have you been working in this organisation?

Less than 1 year 5 – 10 years

1 – 5 years More than 10 years

How long have you been working in this team?

Less than 1 year 5 – 10 years

1 – 5 years More than 10 years

Are you working fulltime or part time?

Fulltime Part time _____ hours

Section 2. About yourself.

Below are 41 statements concerning how you view yourself, how you see yourself in the relationships with others and with group, and how you get things done. Can you indicate to what extent you disagree or agree with each of these statements? If you strongly disagree, tick “1” in the answers next to the statement. If strongly agree, tick “7”. If you are unsure or think that the question does not apply to you, tick “4”. In sum, the extent that you agree on a statement gets increased from “1” to “7”. Please tick the corresponding number that you think suits you best. Please try not to skip any question.

The exact meaning of number “1” to number “7” is defined as:

Strongly	Moderately	Slightly	Neutral	Slightly	Moderately	Strongly
disagree	disagree	disagree		agree	agree	agree
1	2	3	4	5	6	7

<i>How do you describe yourself?</i>								
1	My personal identity is important to me.	1	2	3	4	5	6	7
2	I am a unique individual with unique attributes.	1	2	3	4	5	6	7
3	I enjoy being different from others.	1	2	3	4	5	6	7
4	I like to describe myself in terms of my own unique qualities.	1	2	3	4	5	6	7
5	I should decide my future on my own.	1	2	3	4	5	6	7
6	It is important for me to do my own thing.	1	2	3	4	5	6	7
7	I am comfortable being singled out for praise and rewards.	1	2	3	4	5	6	7
8	What happens to me is my own doing.	1	2	3	4	5	6	7
9	I would rather say “no” directly than risk being misunderstood.	1	2	3	4	5	6	7
10	I voice my opinion in group discussions.	1	2	3	4	5	6	7
11	If there is a conflict between my values and the groups of which I am a member, I follow my values.	1	2	3	4	5	6	7
<i>How do you describe yourself in relationship with close others?</i>								

12	My close relationships are an important reflection of who I am.	1	2	3	4	5	6	7
13	When I feel very close to someone, it often feels to me like that person is an important part of who I am.	1	2	3	4	5	6	7
14	I usually feel a strong sense of pride when someone close to me has an important accomplishment.	1	2	3	4	5	6	7
15	I think one of the most important parts of who I am can be captured by looking at my close friends and understanding who they are.	1	2	3	4	5	6	7
16	When I think of myself, I often think of my close friends or family also.	1	2	3	4	5	6	7
17	If a person hurts someone close to me, I feel personally hurt as well.	1	2	3	4	5	6	7
18	In general, my close relationships are an important part of my self-image.	1	2	3	4	5	6	7
19	Overall, my close relationships have very little to do with how I feel about myself.	1	2	3	4	5	6	7
20	My close relationships are unimportant to my sense of what kind of person I am.	1	2	3	4	5	6	7
21	When I establish a close friendship with someone, I usually develop a strong sense of identification with that person.	1	2	3	4	5	6	7
<i>How do you describe yourself in relationship with group?</i>								
22	It is very important to my identity to belong to a group	1	2	3	4	5	6	7
23	In my thoughts I mostly focus on groups to which I belong.	1	2	3	4	5	6	7
24	When making decisions I am inclined to follow the judgment of the groups to which I belong.	1	2	3	4	5	6	7
25	When I meet other people, I like them to know to which groups/organisation I belong	1	2	3	4	5	6	7
26	I like to describe myself as a member of the groups to which I belong.	1	2	3	4	5	6	7
27	I try to abide by customs and conventions at work even if they conflict with my values.	1	2	3	4	5	6	7
28	It is important for my self-image for me to belong to a group.	1	2	3	4	5	6	7
29	If I have done an excellent job, I will tend to attribute my success to collective effort.	1	2	3	4	5	6	7

30	As a group member, it is my duty to defend the reputation of my group.	1	2	3	4	5	6	7
31	What is good for my group is often good for me.	1	2	3	4	5	6	7
<i>How do you describe the ways by which you get things done?</i>								
32	I am constantly on the lookout for new ways to improve my life.	1	2	3	4	5	6	7
33	Wherever I have been, I have been a powerful force for constructive change.	1	2	3	4	5	6	7
34	Nothing is more exciting than seeing my ideas turn into reality.	1	2	3	4	5	6	7
35	If I see something I don't like, I fix it.	1	2	3	4	5	6	7
36	No matter what the odds, if I believe in something I will make it.	1	2	3	4	5	6	7
37	I love being a champion for my ideas, even against others' opposition.	1	2	3	4	5	6	7
38	I excel at identifying opportunities.	1	2	3	4	5	6	7
39	I am always looking for better ways to do things.	1	2	3	4	5	6	7
40	If I believe in an idea, no obstacle will prevent me from making it change happen.	1	2	3	4	5	6	7
41	I can spot a good opportunity long before others can.	1	2	3	4	5	6	7

Section 3. About your work and work context

In this part there are 30 statements describing your approach towards your work, the support that you receive from your **immediate line-manager** and from your team. Can you indicate to what extent you agree with each of the following statements by circling a number next to the statement? Try not to skip any questions.

The exact meaning of each number is defined as follows:

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

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	<i>When it refers to your approach towards your work, to what extent do you agree with each of the following statements?</i>							
1	When facing difficult tasks, I am certain that I will accomplish them.	1	2	3	4	5	6	7
2	In general, I think that I can obtain outcomes that are important to me.	1	2	3	4	5	6	7
3	I believe I can succeed at most endeavours to which I set my mind.	1	2	3	4	5	6	7
4	I will be able to successfully overcome many challenges.	1	2	3	4	5	6	7
5	I am confident performing many different tasks effectively	1	2	3	4	5	6	7
6	I will be able to achieve most of the goals that I have set for myself.	1	2	3	4	5	6	7
7	Compared to other people, I can do most tasks very well.	1	2	3	4	5	6	7
8	Even when things are tough, I can perform quite well.	1	2	3	4	5	6	7
	<i>When it refers to the support that you receive from your immediate line-manager, to what extent do you agree with each of the following statements?</i>							
9	My line-manager strongly considers my goals and values.	1	2	3	4	5	6	7
10	My line-manager really cares about my well-being.	1	2	3	4	5	6	7
11	My line-manager is willing to extend his/her support in order to help me perform my job to the best of my ability.	1	2	3	4	5	6	7
12	Even if I did the best job possible, my line-manager would fail to notice.	1	2	3	4	5	6	7
13	My line-manager cares about my general satisfaction at work.	1	2	3	4	5	6	7
14	My line-manager shows very little concern for me.	1	2	3	4	5	6	7
15	My line-manager cares about my opinions.	1	2	3	4	5	6	7
16	My line-manager takes pride in my accomplishments at work.	1	2	3	4	5	6	7
	<i>When it refers to the support that you receive from your team, to what extent do you agree with each of the following statements?</i>							
17	Members in my team feel understood and accepted by each other.	1	2	3	4	5	6	7

18	In my team, we have a “we are in this together” attitude.	1	2	3	4	5	6	7
19	There are consistently harmonious relationships among members in the team.	1	2	3	4	5	6	7
20	Members in the team never feel tense with one another.	1	2	3	4	5	6	7
21	We share information generally in the team, rather than keeping it to ourselves.	1	2	3	4	5	6	7
22	In my team, everyone’s view is listened to even if it is in a minority.	1	2	3	4	5	6	7
23	Members keep each other informed about work-related issues in my team.	1	2	3	4	5	6	7
24	There are real attempts to share information throughout my team.	1	2	3	4	5	6	7
25	Assistance in developing new ideas is readily available in my team.	1	2	3	4	5	6	7
26	Members of my team provide and share resources to help each other.	1	2	3	4	5	6	7
27	Members in my team provide practical support.	1	2	3	4	5	6	7
28	My team members provide practical help to enable each other to do the job to the best of our ability.	1	2	3	4	5	6	7
29	My team members provide each other new perspectives and ideas.	1	2	3	4	5	6	7
30	My team critically appraises potential weaknesses in what it is doing in order to achieve its outcomes.	1	2	3	4	5	6	7
<i>When it refers to the interactions between members in your team, to what extent do you agree with each of the following statements?</i>								
31	In my team we need information from others to do our job.	1	2	3	4	5	6	7
32	In my team we need to work together to do our job well.	1	2	3	4	5	6	7
33	The work of one member influences the realization of other members’ tasks.	1	2	3	4	5	6	7
34	In my team we need to mutually coordinate each other’s work to do a good job.	1	2	3	4	5	6	7
35	When one member reaches his/her goal, it gets easier for other members to reach their goals as well.	1	2	3	4	5	6	7

36	We all want to achieve the same goals in my team.	1	2	3	4	5	6	7
37	In my team we agree about what quality means.	1	2	3	4	5	6	7
38	My team members will remind each other directly when a member doesn't meet the quality standards.	1	2	3	4	5	6	7

This is the end of the questionnaire for the first survey .We will contact you again in two weeks for the second survey. We thank you very much for your participation!

Questionnaire 2

Your organisation: _____

Your team: _____

Gender: Male Female Prefer not to say

Age: _____ years

What is the highest level of your Education?

- Bachelor's degree Higher Middle School Others _____
- A Levels Received Master's degree
- Completed technical-vocational training Received Ph.D., M.D., or other advanced degree

Which of the following best describes your position?

- Operational (Production, Maintenance, etc.) Manager at a low level
- Clerical/Administrative support Manager at a middle level (including supervisor, middle manager)
- Professional/Technical (Non-managerial: engineer, nurse accountant, field sale, teacher, etc.) Manager at a top level (e.g. plant director, CEO, location manager)

How long have you been working in this organisation?

- Less than 1 year 5 – 10 years
- 1 – 5 years More than 10 years

How long have you been working in this team?

- Less than 1 year 5 – 10 years
- 1 – 5 years More than 10 years

Are you working fulltime or part time?

- Fulltime Part time _____ hours

Section 2. About workplace learning.

Below are 25 statements describing the different ways that people participate in learning activities and learn from their **line-manager** and other colleagues in the workplace. Can you indicate to what extent each of these statements applies to your situation? If it does not apply at all, circle “1” in the answers next to the statement. If it totally applies, circle “7”. If you are unsure or neutral, circle “4”. In sum, the extent that a statement applies to you increases from “1” to “7”. Please circle the corresponding number that you think suits you best. Try not to skip any questions.

The exact meaning of number “1” to number “7” is defined as:

Not apply at all	Almost not apply	Slightly apply	Neutral	Moderately apply	To a large extent apply	Totally apply
1	2	3	4	5	6	7

<i>When learning new things,</i>								
1	I always question the way others do things and try to think of a better way.	1	2	3	4	5	6	7
2	I like to think over what I have been doing and consider alternative ways of doing it.	1	2	3	4	5	6	7
3	I often reflect on my actions to see whether I could have improved on what I did.	1	2	3	4	5	6	7
4	I re-appraise my experience so I can learn from it and improve for my next performance.	1	2	3	4	5	6	7
<i>When I learn and interact with my immediate line-manager,</i>								
5	The encouragements from my line-manager, especially about taking risks on my career decisions, are important to me.	1	2	3	4	5	6	7
6	To help me think through issues, I like my line-manager asks for questions, rather than providing solutions.	1	2	3	4	5	6	7

7	I always try to seek constructive feedback from my line-manager.	1	2	3	4	5	6	7
8	I know that my opinions/suggestions are appreciated by my line-manager even though they conflict his/hers.	1	2	3	4	5	6	7
9	I like that my line-manager uses analogies, scenarios, and examples to help me learn.	1	2	3	4	5	6	7
10	I often tell my line-manager whether and how his/her feedback and interactions with him/her are helpful to me.	1	2	3	4	5	6	7
11	I trust that my line-manager always shares his/her feelings openly in conversations with me.	1	2	3	4	5	6	7
12	I trust that my line-manager focuses on my needs in discussions with him/her.	1	2	3	4	5	6	7
13	My line-manager and I leave time for relationship building when interacting with each other.	1	2	3	4	5	6	7
14	I look for connections with my line-manager when being coached in the workplace.	1	2	3	4	5	6	7
15	I am open and candid with my opinion with my line-manager in difficult work situations.	1	2	3	4	5	6	7
16	I openly share my personal values with my line-manager when being coached.	1	2	3	4	5	6	7
	<i>When it comes to team work or team learning,</i>							
17	Members in my team share all relevant information and ideas.	1	2	3	4	5	6	7
18	Members in my team are listening carefully to each other.	1	2	3	4	5	6	7
19	If something is unclear, we ask each other questions.	1	2	3	4	5	6	7
20	Members in my team elaborate on each other's information and ideas.	1	2	3	4	5	6	7
21	In my team, information from one member is often complemented with information from the other.	1	2	3	4	5	6	7

22	My team draw conclusions from the ideas that are discussed in the team.	1	2	3	4	5	6	7
23	My team tends to handle differences of opinions by addressing them directly.	1	2	3	4	5	6	7
24	In my team comments on ideas are acted upon.	1	2	3	4	5	6	7
25	Members in my team often ask each other critical questions to verify different opinions and idea.	1	2	3	4	5	6	7

Section 3. Self-evaluation of your and team performance.

In this part there are 10 statements. We would like to ask you to evaluate your own job performance and your team performance. Can you indicate to what extent you agree with each of the following statements by circling a number next to the statement? Try not to skip any questions.

The exact meaning of each number is defined as follows:

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6	7

	<i>When it refers to your own job performance, to what extent do you agree with each of the following statements?</i>							
1	I usually perform tasks that are expected of me.	1	2	3	4	5	6	7
2	I meet the formal performance requirements.	1	2	3	4	5	6	7
3	I fulfil responsibilities specified in job description.	1	2	3	4	5	6	7
4	I adequately complete assigned duties.	1	2	3	4	5	6	7
5	I fail to perform essential duties.	1	2	3	4	5	6	7
	<i>When it refers to your team performance, to what extent do you agree with each of the following statements?</i>							

6	My team performs well.	1	2	3	4	5	6	7
7	My team achieves its goals.	1	2	3	4	5	6	7
8	My team meets the expectations of others.	1	2	3	4	5	6	7
9	My team does what it should do.	1	2	3	4	5	6	7
10	My team has satisfied (internal or external) clients	1	2	3	4	5	6	7

This is the end of all the questionnaire. We thank you very much for your participation!

Questionnaire 3: Director's evaluation on team performance

Team NO. _____

“How would you rate this project team in terms of”

- | | |
|-------------------------------------|---|
| 1. Team's efficiency | very bad 1.....2.....3.....4.....5.....6....7 very good |
| 2. Quality of technical innovations | very bad 1.....2.....3.....4.....5.....6....7 very good |
| 3. Adherence to schedules | very bad 1.....2.....3.....4.....5.....6....7 very good |
| 4. Adherence to budgets | very bad 1.....2.....3.....4.....5.....6....7 very good |
| 5. Ability to resolve conflicts | very bad 1.....2.....3.....4.....5.....6....7 very good |
| 6. Overall performance. | very bad 1.....2.....3.....4.....5.....6....7 very good |