The Concept of Informal Learning in the Organization

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ABSTRACT

The urgency of the problem under investigation is due to the fact that the need for constant human learning in modern society needs to create the educational conditions and theoretical understanding in any organization. The purpose of the article – to examine informal education not only as an independent, unprogrammed promotion of human cultural development, but also as a guide and the projected improvement of the professional and personal skills of employees of organizations. The leading approaches to the study of this problem are social-pedagogical and managerial approaches to substantiate the essence of the process and the role of leaders of organizations trained in the management of such education. The article formulates laws, types of informal education, principles and methods for its development in the organization. Article may be helpful for leaders of organizations of different types, the findings can be used in teaching staff management disciplines in higher and secondary vocational education.

Introduction

The modern world is called "knowledge society"; one of the features of it is that the creation of new knowledge is not limited to the mechanical processing of objective information. Life in the face of constant changes and uncertain values requires "conscious design, so that educational opportunities need to be developed consciously." This idea of I. Illich (2006) is reflected in management. Theorists of management (Nonaka, Toyama & Hirata, 2008) concluded that innovation in organizations often rely on intuitive feelings and vague guesses of employees "to create the new knowledge it is necessary to be able to test and use

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subjective views, insights and inspiration of employees across the company" , which entails the activation of informal education organizations, "individual cognitive activity that accompanies everyday life and is not necessarily focused" (Memorandum on Lifelong Learning of the EU, 2000).

Informal education, like any social phenomenon, has certain connections and relations. We analyze them guided by the theory of social pedagogy (informal education is not at odds with the fact that the German philosopher P. Natorp (1899) at the beginning of the last century called "natural scientists") and the theory of modern management, that learnt to work as with a "clear" and with the "implicit" knowledge (which is also equivalent to informal education). Informal education is a self-organizing process, but its reflection and recovery can be put into practice by leaders who understand the nature and role of education in the efficiency of the organization. The vision of education (social and pedagogical) management functions of the leaders is formed in the course of their training. Therefore, technologies of vocational training play an important role in the concept of informal education and they can be implemented as in higher education, and organizational learning.

Methodological Framework

Methods of research

During the study following methods were used: theoretical (the subject of analysis and research problems based on the study of philosophical, psychological, sociological, cultural, educational literature, analysis and synthesis of empirical data, modeling, comparative historical and logical analysis, the methods of structural and system analysis, retrospective analysis of their own social-pedagogical and administrative activity) and empirical (the study and generalization of mass and progressive social-pedagogical and management experience, documentation, results of group discussion, creative work product managers, questionnaires, interviews, interviews, observation, experiment converts). The basis of the study was experimental work using diagnostic techniques of Kelly grid (Kelly, 1955) to monitor changes in vision heads of educational opportunities organizations and the development of their social-pedagogical competence. Experimental work was comprehensive and covered the development of competencies managers and actually management processes in informal education organizations.

Experimental research base

Experimental work was carried out with the heads of organizations during their training in system of additional vocational training at the faculty of training Russian State Vocational Pedagogical University. The study also involved Full-time students of the Ural Academy of Public Administration (specialty: "State and Municipal Management", "Organization Management"), the students of correspondence courses Ural State Pedagogical University (specialty "Human Resource Management") and the Chelyabinsk State Pedagogical University (specialty "Organization Management").

Stages of research

The study was conducted in 3 stages:

In the first phase (2004-2005) a theoretical analysis of the problem, study and generalize the experience of the implementation of social-pedagogical functions in the practice of management of different types of organizations was conducted, the process of preparation of students of administrative specialties to social-educational activities was studied.

In the second phase (2005-2009) the work on the creation and management of special courses aimed at the formation of readiness of students to the development of informal learning in the organization was carried out. We studied the social-pedagogical competence of managers and practitioners and the ways of its development.

In the third phase (2010-2015) We generalized theoretical and empirical material managers training programs were tested in different conditions, we studied the effect of training leaders for the development of informal learning in the organization.

Results

Social-pedagogical and managerial approaches to non-formal education

In the modern understanding of education the two sides are emphasized - the communion of each person to the society and the development of individual personality features. In addition, education is defined as "the restructuring or reorganization of experience» (Dewey, 1916) as a basis for understanding oneself and others (Schutz, 1968). If formal education is moving towards these goals systematically and purposefully at certain training sessions, the place and time of informal education is in no way limited: self-education, and direct networking, travel and so on.

We consider informal education, not distinguishing between training and education. Actually, this approach has historically occurred and is reproduced, for example, by V.V. Davydov (1991): "It was during this period in the system of developmental education or practice, nor theorists were not inclined to specifically break down, much less to oppose education and training - these were moments of a unified and holistic educational process" (Davydov, 1991).

Various methodological orientations can be selected for the study and understanding of informal education: self-education, adult education, e-learning, free education, open education and other areas of pedagogy, an alternative with respect to the normalized reality of school. We seem views on education in the community (social pedagogy) P. Natorp (1899), to be most productive for the development of informal education based on the work that we have identified patterns of informal education and the principles of social-educational activities.

Patterns of informal education:

- Significant impact on informal education of the close community, where everyone from the close circle have their own interests and hobbies, which can turn around the communication;

- The pursuit of development inherent in every human being is able to prevail over consumer demands in the case where the independence is not violated in the selection and decision-making.

The principles of social-pedagogical activities:

- The principle of isomorphic of educational objectives to the trends of social development;

- The principle of "natural conditions": informal education is included in the ordinary conditions of life;

- The principle of enriching the culture of the professional community.

Examining student-oriented management theory (Argyris, 2004; Deming, 1982; Drucker, 2003; Imai, 1986; Mintzberg, 1983; Nonaka, Toyama & Hirata, 2008; Senge, 1990), we concluded the convergence of social pedagogy (in Natorp's traditions) and modern management, in accordance with the principles that leaders must allow growth and development as an organization as a whole and each of its employees in particular. Conjugate points of social-pedagogical and administrative problems have allowed us to build the concept of informal learning in the organization.

Informal education in the organization can be as spontaneous as well as guided and projected. It must be admitted that "management informal education" - a paradoxical expression, in fact, an oxymoron. Ideally, the training activities are generated at school. However, as it was noted even by J. Dewey (1916), cognitive motivation of many people over time, is lost or becomes dull due to various reasons. Therefore, managers need to make efforts to enhance educational processes: to organize cooperation on the problem-solving, encourage creativity, and - as a special case - to norm-setting, to set the personality of significant and sometimes unexpected problems, to maintain the interests of the individual. In order to determine the necessity and sufficiency of such actions, it is important to introduce them to the functional managers, defining the content and place among other administrative functions.

Social-pedagogical management

One of the tasks of management is to contribute to the satisfaction of personal needs and interests of people. Leaders care about the employee primarily by satisfying his needs related to the core business - namely, the need for work and comfortable working conditions, in obtaining material reward and public recognition for his work, the need for the warmth of human relations and respect for his identity, in the realization of his abilities and opportunities. But there is also a higher demand - in the development, self-actualization, the ones that can be carried to the culture rather than to the psychological and social aspects. We refer here to T. Parsons (1949), who believes that "specific action system – i.e. personality and social systems - have psychological, social and cultural aspects. Systems of culture have their own forms and integration problems that are not reducible to any person or to the social system, or to both together."

Social-pedagogical management, in our opinion, should be allocated from other social functions, they have their own specifics, motivation and regulatory framework. Social-pedagogical management - a purposeful influence on the development of the individual in the organization and its external environment.

Actualization of the relationship "social-pedagogical activity leaders - informal education" allows you to organize the working life on the technology embodied in the modern management principles of social pedagogy. Channeled informal education is a direct result of educational interaction of the manager

and the employee, social-educational support activities such as: coaching, support, mentoring, tutorship.

Projected informal education is a result of the development, which requires a separate description.

Design of informal education

The central issue of informal education management became a question of designing the content of education. The content of the informal educational experience becomes, reinterpreted by man as a result of its self-realization in the profession and in the life of the professional community. Such experiences contribute to the development of new technologies, innovative activities. Developing life of the professional community leaders or projected by the community itself.

We have developed a technology design, based on matching algorithm of existential needs of the individual and the possibilities of satisfying them in everyday reality. E. Fromm's (1976) thoughts prompted that the people have a deep-seated desire to exist: to realize their potential, to be active, to communicate with others. If you create a work environment in which everyone can exercise their activity, responsibility, and awareness then those who have never had an interest in their work greatly change their attitude to it and show remarkable ingenuity, activity and imagination getting a lot of satisfaction.

Design begins with asking questions. What are the trends of modern society? To which extent does life in a constantly changing world enable man to be a man, to realize the needs of creation, research, and creates the conditions for creativity? What pedagogical actions can "slow down" the impact of technocratic civilization to humanity, and what can "speed up" the penetration of new cultural achievements of society in the life of the concrete person

The result of the design of social-pedagogical functions of control and, consequently, informal education is given in Table 1. We describe it briefly. Social-educational goals of the head of the organization:

- Personal and professional self-realization of workers when new and renewable technologies appear;

- Equal professional and educational opportunities for all.

In achieving these goals, you can rely on the laws of informal education and the principles of social-educational activities, which in the present context are the conditions of education in the professional community.

Specific actions of leaders, activating informal education are as follows:

- personnel placement corresponding to abilities and interests of employees;

- an increase in staff self-sufficiency by expanding area of responsibility and adhocratic self-development;

- a special youth work, due to the presence of modern youth identity crisis at 25. Unsolvable problems of young people can lead to social exclusion - one of the negative phenomena of our time. Therefore, young employees require, on the one hand, the communicative support managers, on the other hand, the opportunities for initiative and self-reliance;

- career guidance for employees who come to work without far-reaching plans on the profession, motivated only earnings;

- professional and personal support for immigrants, people with disabilities and new members of the organization;

- organization design, which firstly represents definitions of forms of interaction between employees on professional issues; secondly, the creation of structures that allow people to express their personal interests and hobbies; thirdly, the choice of methods of employee involvement in the management of the organization. Organizational design ensures liberalization of life by offering people the freedom of choice, participation, freedom, subjectivity in decision making;

- collective solution of the problems, including existential and communication technologies: symbolic installations, paradoxical integration of professional activities and the arts.

Table 1. Development of informal education as a social-pedagogical function of personnel management

The objectives of education in the professional community	Activation of informal education		Social-pedagogical competence of the head of the organization
	Conditions for informal education in professional community	Ways to intensify informal education	
Personal and professional self-realization of employees at the emergence of new and renewable technologies	– the organization develops as a reference group; – focuses on independence in the selection of staff and decision-making; – support person-problem isomorphic characteristics of socialization in the modern world; – the enrichment of the culture community	– placement, appropriate staff capabilities; – development of adhocratic self-government; – organizational design; – collective problem solving, including existential and communication technologies;	– a vision of educational opportunities for the organization; – the ability to create a working environment where people are active, responsibility and awareness; – ability to attract employees to participate directly in the user manual; – ability to carry out structural transformations in the organization
Equal professional and educational opportunities for all		– a special youth work; – career guidance for employees who come to work without motivation to the profession; – professional and personal support for immigrants, people with disabilities and new members of the organization	– the ability of an employee to help in relating his personal needs and goals of the organization; – the ability and willingness to support the individual in the organization

Existential and communication technologies as a way to solve the problems of the future leaders of the learning algorithm and the catalyst informal education

In accordance with the objectives set out in the present work, we have developed the technology of activization of informal education, which can be used in collective problem solving in the organization. We integrate official flows of information and reflection on the ordinary conditions of life or insights resulting from an appeal to different kinds of art in the existential and communication technologies. Existential and communication technologies is a gradual creation of a vision and informal education - as a result - subjective understanding of important features of the profession. Communication in the creative process and chat about art is the key to self-knowledge.

1st stage of existentially and communication technologies: the figurative design of the problem.

It is important to offer each employee participating in a collective discussion of an issue, focusing on their emotions, which are caused by the stated problem for discussion. This is facilitated by a specially-designed questionnaire, motivators or selected for the proposed situation artistic samples from various types of art. As a non-verbal language, allowing a person to activate the self-study process, are well suited expressive arts (painting, sculpture, collage, involuntary letter).

According to the technique chosen in the first phase, the type of existential and communication technologies is determined : the attempts of their own creative staff starts as art communication; free discussion of recognized masterpieces of art leads to the "aesthetic communication"; thinking, given by the questionnaire-motivator - part of reflexive communication.

2nd stage of existentially and communication technologies: understanding of the proposed images.

Each participant free creativity (this is, in fact, is the activities of the non-verbal methods), reflective (questionnaire-motivator) or free thinking (on the themes of the book, a movie or picture) pronounces what happened in the course of the assignment, interprets images, finds their verbal incarnation - personal constructs, indicating an interest in solving the problem, which can occur under different slogans. It is important that members of the team solving the problem, used comprehensible systems and models (personality constructs as defined by G.A. Kelly (1955), and the discussion of a variety of constructs as a basis of understanding of their own and others' social value orientations.

3rd stage of existentially and communication technologies: a search partnership.

The basis of this phase - the interaction in the group. The head of the group, depending on the keywords voiced during the discussion structures further questions and finds out the necessary organizational forms that allow people to be included in the discussion, to appreciate someone else's opinion, to defend his point of view or, conversely, to come to a different point of view. Members of the discussion find adequate designation of the processes that they are investigating. The understanding and implementation of the first phase of the task is different. Opinions collide, contradict each other. There are doubts, for the resolution of which an act of choice by opting for one (not necessarily its

originally) verbalized construct is required. It is likely that no one will emerge the preferred model and formed the range of possible approaches.

The proposed logic - the general for the existential and communication technologies - allows you to make professional staff perceptions of problems and solutions more personal and more "emotional". Let us dwell briefly on the features of each type of existential communication technologies.

Art communication. The creative potential of every individual in solving professional problems and finding representations of themselves in the profession is actively involved. Small groups will present the main idea of the original solution of the problems in a creative form, where any piece of everyday life can be raised to the level of art. In collaboration with a team of professionals, we appeal to those kinds of contemporary art, which themselves are of interest: installations, happenings and performances. Working in this mode is not just a collective creation. Our observations highlight - as an aftereffect - a fundamentally important level of understanding. The following discussion deepens the understanding of the staff's attitude to the issue, which was the center of attention.

"Aesthetic Communication" (the term of Sartre, 1949). The basis for the discussion can become an individual meeting of every person with recognized masterpieces of art - a book, a painting or a feature film. Since in this case we are talking about the possibilities of existentialism, we attract people's attention to the works, allowing to enter the discussion of moral conflicts and philosophically significant concepts.

Reflective communication. A new accents "actually perceived world as our senses» (Schutz, 1968) make proper emphases. We offer participants in problem groups, questionnaires motivators to help to their own perceptions of life events, the analysis of which is important for understanding the processes of support of the individual, the value of the organization, and other aspects of life of the professional community.

The most controversial issue relating to the development of informal education in various organizations, is the question of responsibility for education. One can doubt who is in charge of educational processes: top managers, line managers, service personnel development, coaches, and organizational psychologists. We adhere to the view, which can clearly be seen in the work of the pillars of management P. Drucker (2003) and H. Mintzberg (1983): education management in the organization - a direct duty of the leaders. And in this case is necessary to prepare managers for the role of the educational mentor.

Educational activity is not leading to different types of organizations, therefore, the adoption of it by the leaders is associated with certain difficulties to overcome in the course of their professional education through the existential communication technologies. As educational technology existentially - communication technologies are the tools to build a vision of educational opportunities for any organization by students as future leaders (we describe the process of learning in high school). As an example, the formation of the vision in the aesthetic communication: fiction becomes the basis for an understanding of the personal involvement of students in the processes that focuses on personal formation and self-identification. Discussion of educational conflicts of heroes of classic and contemporary novels and dramas is being in the aspect of personal

development. Students try to understand what affects or, conversely, does not affect the change of attitudes of the hero. Each student writes down the answer to this question (it should be noted as the most important and ranked in order of importance). Then there is the exchange of records, classifications and thus thoughts. Then participants of the correspondence discussion unite in groups with their "peers". These groups are strengthening the previously mentioned (input, which existed before the collective impressions) aesthetic impressions.

The basis of professional pedagogy - interaction. One can be prepared for it in the learning process, you can not so much based on rational knowledge, but rather on the individual subjective perception of reality, intuition and personal analogies of the students. During training sessions existentially and communication technologies allow creating conditions for this. Results of existentially and communication technologies in vocational training performance can be compared with the results of industrial practice: the future head of the "is learning to act as representative", i.e. to get a new professional experience and to be a carrier, to be able to express and maintain the entire digested a set of production and social relations" (Chapaev & Efanov, 2013). Having mastered the existential-communication technologies in the learning process, the student can then apply them to his organization, provoking informal education.

Discussions

Social-pedagogical functions of management, guiding informal education

Experts in the field of control in management and management psychology have long noted that the organization of the structure, culture and objectives of the system have an impact on employees. This makes it possible to search for an organizational culture in which every person can use his work for self-improvement his strengths.

Effective personnel policy, according to organizational psychologists, includes not only the selection of personnel and their safety, but also the promotion of social competence of specialists: openness to new, ingenuity, endurance - a stable background of professional success. Therefore, the organization can provide employees with the opportunity to play sports, to establish a balance between work and free time, offer employees assistance in times of crisis and to support them in their quest to make a harmonious personality (Kirchler, 1995).

This idea is consonant with the idea of supporting the individual in the organization. The term "educational support" has become widely used in Russia, thanks to the work O.S. Gazman (1995), indicating a joint process with the young individual to determine his own interests, goals, possibilities and ways of overcoming obstacles ; to keep his dignity and self achieve the desired results in education, self-education, communication, lifestyle. In general, a support of a person may be defined as assistance to a person in the implementation of his current (for this age and in this situation) development needs. Adults tend to self-realization and self-efficacy. For the "mature" person, according to psychology, characteristic of activity, independence, faith in their abilities, the presence of permanent objectives, a high level of subjective control over their behavior are characteristic features. To support an employee means to relate his

personal needs with organizational goals and allow him to choose the means of achieving these goals.

The objectives and in accordance with them the support of a person are different at different stages of human involvement in the activities of the company. M. Hilb (2005) describes four phases of workers progress. The introductory phase consists of hiring workers with potential for development, and the rapid familiarization with their new tasks and working conditions. This phase should take as little time as possible. In the growth phase, on the contrary, the workers must be as long as possible. This can be done by offering them the task to ensure the purpose and interest and provide free activity. Maturity phase includes employees who demonstrate high performance but low growth potential; finally, these workers can move in the saturation phase when performance begins to decrease also. To avoid this, employees can be offered two options: take a new position in which they will be able to reconsider its position and thus return to the introductory phase, or to help a person find a suitable job outside the organization.

Developing the idea of support, we believe that the manager can assist employees in their relationships - to the world, to people, to themselves, to the profession, with the help of the following methods:

- The participation of the head in the professional fate of the employee (definition of super personal purposes - work not only on income, help in choosing which position gives greater opportunity to realize themselves in the profession);

- Attracting experienced staff to mentoring;

- If not encourage, show the loyalty to the interests of employees;

- Activation of the adaptive functions of the labor community (development of people interaction skills, abilities make emotional overload, social creativity), etc.

This type of influence on the person compensates for the lack of traditions in modern society, where everyone is forced to turn to their own resources to build his own biography. This support facilitates the selection, enables the person to cope with his difficulties. Support can be real (friendly participation, transfer to another position, help with the work), communication and indirect (through the activities of specially-organized training group or through the influence of a real team, if the working group is due to the degree of development).

Support can be considered as a special psychotechnical method, which is the basis of constructive interaction with people. Support in this case is to promote a person in a situation where he feels challenged in the action, made in the form of direct speech utterance (Krivtsova & Muhamatulina, 1997). To provide communication support manager must see that an employee has a problem, find a comfortable situation, and join in the conversation. It is important to not only express their opinions, but also to show the man, he is listened closely, the manager understands his problem, and he is recognized as a person.

In support logic manifests itself the management of "coaching" style. It is characterized by vision in employees people with their values, aspirations, personal goals; and, as noted by one of the founders of this model J. Whitmore (1992), understanding that people are "more like an acorn, which contains all

the potential to become a mighty oak. Man needs nourishment, encouragement and light, but the ability to grow into a powerful establishment is already incorporated in him." Head-coach is trying to develop a deep self-confidence in every employee by helping him to clarify his goals and stick to them; inspires for independent and responsible openings. With this approach, the manager is thinking about the people in terms of their potential rather than their current performance.

Support and coaching can be seen as a social-pedagogical activity of leaders, leading to the guide informal education.

Social-pedagogical management, projecting informal education

In addition to the approach «from problems" and "the problems of search" there is a possible way to stimulate and reinforce the spiritual well-being of the individual - to develop specific organization of life of people in the real world. Back in the 1970's American-made human resource management programs to improve the quality of working life, which J.R. Hackman & J.L. Suttl (1977) defined as the degree to which members of the production organization can meet their important personal needs through their work in the organization.

The real breakthrough in the creation of a developing working environment was the theory of learning organization. The student can be considered as an organization which is able to create, acquire and disseminate knowledge and change their behavior as the result of new information, in accordance with the original ideas and modern models of thinking. C. Argyris (2004) first noted that it is possible not only to react to external changes, but to anticipate them and manage them in advance, if we consider the training of individual employees as an organizational learning, consolidating individual research results and in the minds of staff and in terms of organization. One of the followers of the concept - P. Senge (1990) - focuses on the five skills of the organization:

1. To refine and deepen the personal and professional potential of each employee.

2. To relate management ideas with stereotypes regarding various industrial and domestic situations.

3. To build a common vision for the future of the organization.

4. To educate the team: it's not just about training courses or seminars, but also on the free exchange of ideas in groups.

5. To develop systems thinking, that allows you to see not individual events, but deep relationship.

In a learning organization the manager is responsible for the creation of structures, where employees are constantly expanding opportunities to influence their future. He is at the same time a designer, a teacher and manager who creates the conditions for developing a common vision and casts doubts on the accepted modes of thinking. Learning organization suggests that education - not just the accumulation of knowledge and the development of meaningful use of their skills. Technology learning organization as much as possible contributes to informal education.

Conclusion

Informal education can be characterized not only by independent, non-programmed human progress in cultural development, but also directed and projected improvement of professional and personal skills of employees of organizations. According to this logic we proposed to design educational flows, based on the requests of profession, features of the time and place of action, that is what is needed for the normal working life of people, and what are the real conditions. However, the main focus in the development of informal education leaders must do its spontaneity, providing more opportunities for developing independence and initiative of each employee.

To activate informal education systematically, leaders of organizations need to prepare for this type of management. Our study shows that managers training is in the sphere of personal responsibility and it helps professional education, one of the elements of which are existential and communication technologies. These technologies catalyze the informal education directly to the company, firm or in manufacturing.

Disclosure statement

No potential conflict of interest was reported by the authors.

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