A QUALITATIVE INQUIRY OF EMPLOYEES' WORKPLACE LEARNING EXPERIENCE: A CASE OF A FINANCIAL ORGANIZATION

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ABSTRACT

A QUALITATIVE INQUIRY OF EMPLOYEES' WORKPLACE LEARNING EXPERIENCE: A CASE OF A FINANCIAL ORGANIZATION

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This study aimed to explore perceptions of the workers regarding formal and informal learning experiences in the branch office of a financial organization and to suggest approaches that can be used for improving workplace learning environments.

Qualitative research design was used in this study. Sample was selected from a financial organization's branch offices in Ankara through convenience sampling. Convenience sampling was also used for the selection of the informants. The participants of the study were 14 branch office workers. The data was collected through the semi-structured interviews. Rosenberg's Learning and Performance Architecture (2005) was used as a descriptive framework for developing the interview questions. The data were analyzed using content analysis technique.

The findings of the study indicated that the current state of workplace learning environment is mainly based on individual learning activities including reading regulation documents or demonstration and social informal learning activities including interaction with the colleagues. Based on the findings, suggestions that could be used for expanding the workplace learning environment for these workers were provided.

The study provided insight into the workplace learning environment of the bank branch office workers regarding the formal learning settings (classroom and online training), and informal workplace learning settings (usage of learning strategies, knowledge management, performance support and informal coaching and mentoring) and contribute to our understanding of workplace as a learning environment based on perceptions of the workers.

Keywords: formal learning, informal learning, workplace learning, perception of employees

ÖZ

ÇALIŞANLARIN İŞ YERİNDE ÖĞRENME DENEYİMİ ÜZERİNE BİR NİTEL ÇALIŞMA: BİR FİNANS KURUMU ÖRNEĞİ

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Bu araştırmada bir finansal kuruluşun şube ofisinde örgün ve kendiliğinden öğrenme deneyimleri ile ilgili çalışanların algılarını keşfetmek ve iş yerinde öğrenme ortamlarının iyileştirilmesi için yaklaşımlar önermek amaçlanmıştır.

Nitel araştırma tasarımı bu çalışmada kullanılmıştır. Örnek olarak uygun örnekleme yoluyla Ankara'da bir finansal kuruluşun şubesi seçilmiştir. Bilgi sağlayıcılar da uygun örnekleme yolu ile belirlenmiştir. Araştırmanın katılımcıları 14 şube çalışanıdır. Veri yarı-yapılandırılmış görüşme yoluyla toplanmıştır. Görüşme soruların geliştirilmesinde Rosenberg'in Öğrenme ve Performans Mimarisi (2005) tanımlayıcı bir çerçeve olarak kullanılmıştır. Veriler içerik analizi tekniği kullanılarak analiz edilmiştir.

Çalışmanın bulguları, işyeri öğrenme ortamının mevcut durumunun, mevzuat belgelerini okuma veya gösterme gibi bireysel öğrenme etkinliklerine ve meslektaşları ile etkileşim gibi sosyal kendiliğinden öğrenme faaliyetlerine dayalı olduğunu belirtmiştir. Ayrıca, bu çalışanlar için işyerinde öğrenme ortamını genişletilmesi için kullanılabilecek öneriler özetlenmiştir.

Bu çalışma, şube çalışanlarının işyeri öğrenme ortamının içyüzünü kurum içi örgün öğrenme ortamları (sınıf ve çevrimiçi eğitim), ve kendiliğinden öğrenme ortamları (öğrenme stratejilerinin kullanımı, bilgi yönetimi, performans destek ve kendiliğinden koçluk ve mentorluk) dikkate alarak anlamamızı sağlamakta ve bir öğrenme ortamı olarak işyerini şube çalışanlarının algılarına dayanarak anlamamızı katkıda bulunmaktadır.

Anahtar Kelimeler: örgün öğrenme, kendiliğinden öğrenme, iş yerinde öğrenme, çalışanların algısı

This dissertation is dedicated to my husband & my son without whose love and support I could not have persevered in my pursuit of this dissertation.

This dissertation is also dedicated to my mother & father and my mother & father-in-law, for their love, encouragement and support through my hard days.

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* En özel teşekkür sevgili ailem için; babam ve annem, Güngör ve Zeynep Oytun, bir çocuğun sahip olabileceği en harika ebeveynler. Bana eğitimli bir birey olmanın önemini öğretiler ve birlikte olabileceğimiz zamanlardan benim eğitimim için feragat ettiler. Ben hayatımın 25 yılını ailemden sizden uzak geçirdim, fakat her zaman sizin karşılıksız sevginizi, ilginizi ve desteğini hep yanımda hissettim. Siz olmadan bugün olduğum kişi olamazdım. Sizleri çok seviyorum. Sevgili kardeşim Fethi Evren sonsuz sevgin ve desteğin için teşekkürler. Aramızdaki kilometrelere rağmen ihtiyacım olduğu her an yanımda olduğunu bilmek beni çok rahatlatıyor. Kayınvalidem ve kayınpederim Nazım ve Algın Ülgen böyle harika bir ailenin parçası olduğum için gurur duyuyorum. Hayatımın tüm alanlarında desteğiniz ve cesaretlendirmeleriniz için teşekkür ederim. Büyükanne ve büyükbabalarım Nezahat, İsmet ve İhsan tüm dualarınız, hoş görünüz ve desteğiniz için sonsuz teşekkürler.

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CHAPTER 1

INTRODUCTION

This introductory chapter provides the background to the problem, statement of the problem, purpose of the study and research questions, significance of the study, assumptions of the researcher, and limitations of the study and definition of key terms.

1.1 Background to the Problem

Globalization changed the economic rules of the world. While corporations were competing with their rival companies in their countries or continents, now they are competing with the companies all over the world. In this competitive world, the business value of the organization has become an important criterion in ranking of companies. The value of the corporations is appraised by considering not only current status of the products and services they provide but also their ability of enriching their potential through their know-how. Corporations realized the potential of the knowledge in the organization and human resources they had and began to give more emphasis on human capital and the knowledge for providing competitive advance in the changing world order (Zula & Chermack, 2007). Also, this is the case for banks that Hubert Saint-Onge, Senior Vice President for Strategic Capabilities with the Canadian insurance firm Clarica wrote in a book's foreword, "the last open

frontier for banks to create competitive advantage may very well reside in their ability to leverage knowledge" (quoted in Lamb, 2001, p. 26)

Also, learning is "a significant source of competitive advantage for organizations and that creating environments conducive for learning and development" (Ellinger, 2004, p. 158) and it has been positively related with competence of the workers and organizational performance (Olsen & Eikebrokk, 2009). Moreover, keeping learning is "the only way to cope with changing world" (Dixon, 2007, p. 31). Thus, workplace learning has become an important phenomenon in recent years not only for the researchers but also enterprises and organizations, human resource development practitioners (Collin, 2006; Ellinger, 2005). Formal and informal learning are the two major learning opportunities in the workplace.

Formal learning, the training programs organized and delivered by the employers, is a fundamental learning opportunity provided to the workers. U.S. organizations invested totally $55.4 billion on learning and development in 2013, while 72 percent of the total budget was spent for training expenditures. Large companies allocated average of $17.6 million, midsize companies dedicated 1.2$ million and small companies invested $301,082 for their training budget in 2013. The employees of these corporations received average 37.5 hours of training ("2013 Training Industry Report," 2013).

However, classroom training opportunities that human resource departments presented to their employees were not sufficient when the rapidly changing circumstances of the job environment in the 21st century for improving knowledge and skills of the employees are considered. Blended learning which enables combining instructor-led training with online training, or social learning methods have become an important part of the learning and development programs of the organizations. In 2013, 44 percent of the trainings hours were delivered in classroom setting, 28.3 percent of training hours were delivered through blended learning, and 25.9 percent of hours were delivered using online training or computer based methods in U.S organizations ("2013 Training Industry Report," 2013).

Moreover, corporations realized that "need for learning does not stop after an employee becomes comfortable in a new position: and rapid advances in technology

and the exponential growth of information require constant and continuous development for employees" (Ochoa-Alcántar, Borders, & Bichelmeyer, 2006, p. 446). Thus, they have been looking for new approaches in order to handle learning needs of the employees in the workplace.

Merriam and others (2007) criticized the dominance of formal training in the corporations' training and development plans in that although billions of dollars are allocated for formal training programs, "the studies of informal learning reveal that upwards of 90 percent of adults are engaged in hundreds of hours of informal learning in the workplace. It has also been estimated that the great majority (upwards of 70 percent) of learning in the workplace is informal" (2007, pp. 35–36). The potential of informal learning is recognized by many of the organizations in U.S (Lykins, 2013).

Informal learning, described as the many forms of learning that occur independently from instructor-led programs such as self-study programs, performance support materials and systems, communities of practice, expert directories, has attracted the attention of not only scholars in several fields but also human resource departments as an enabler of learning and performance in the workplace (Anderson, 2012; Pal, 2011).

1.2 Statement of the Problem

Workplace learning is a complex and challenging research area and research studies still lack systematic approaches and could be considered as inadequate in terms of appropriate conceptual and methodological tools (Collin, 2006). However, "studies conducted in different cultural and organizational contexts, could add valuable dimensions to our understanding of the phenomenon of workplace learning. With globalization which leads to change in the nature of the workplace, there is a need for ongoing research in order to understand the impact of culture on workplace learning" (Cseh & Manikoth, 2011, p. 261).

One typical feature of workplace learning is informality; thus studies on workplace learning have mostly focused on informal learning environments in the workplace (Tynjälä, 2008). The literature review of Thomas Conlon on informal learning

revealed that both qualitative and quantitative research should be conducted to examine the questions that the twenty-first century global workplace faces: “What experiences have workers had with learning how to do their jobs in their organizations?, What are the shared cultures within varying organizations?, What differences have emerged in cross-cultural and global settings? and To whose benefit does informal learning serve, and does it matter?” (Conlon, 2004, p. 231).

For the corporations, enhancing learning environment in the workplace not only providing formal learning but also generating an informal learning environment by the usage of appropriate tools and methods which enable on-demand, just in time learning for the workers, has been a rising trend (Rosenberg, 2005; Welsh et al.,2003). According to the corporate learning factbook® report of the Bersin by Deloitte (O’Leonard, 2013), U.S companies were committing more resources in learning and development. Moreover, expenditures on social learning environments of blogs, wikis, and communities of practice tripled in the last four years from 2007 to 2012.

Before developing strategies for leveraging both formal and informal learning, decisions makers in the organization should better understand the learning environment in the workplace and take into account how their workers learn in the workplace, and in which learning activities they engage with regard to their learning needs. In order to truly describe a workplace learning environment, it is important to include both dimensions, because workplace learning environment is composed of both formal and informal components naturally (Choi & Jacobs, 2011).

One attempt to construct a more integrated approach to workplace learning and performance in organizations has been put forward by Marc Rosenberg (2005). He described formal and informal learning components in the workplace in his Learning and Performance Architecture. This study used his approach which suggests blending learning more than blended training and it includes classroom training, online training, knowledge management which includes communities and networks, experts and expertise and information repositories, performance support and coaching and mentoring. The researcher used this as a starting point in the study because it provided a framework for formal and informal learning settings in the workplace.

Considering the importance of enhancing workplace learning environments of the workers and the organizations by taking into account Rosenberg's learning and performance architecture, the study aims to analyze the formal and informal learning environment in the workplace from the workers' point of view in terms of classroom training and online learning experiences, information resources they used, existing and preferred informal learning activities for improving themselves, communities and networks they engaged in, willingness for sharing knowledge and expertise, coaching and mentoring experiences, by gathering the workers' suggestions about the formal and informal learning settings in the workplace and consequently aiming to suggest guidelines for the human resource practitioners in light of the findings of the study and the suggestions of the workers about the formal and informal learning settings in the workplace.

1.3 Purpose of the Study

The purpose of the study is twofold: First, the study aims to investigate the formal learning experiences both in the form of classroom and online training, and informal workplace learning experiences in terms of information repositories, communities and networks, experts and expertise, performance support and mentoring and coaching of branch office workers of a financial organization. Second, the study aims to suggest approaches for enriching the formal and informal learning environments in the workplace.

1.4 Research Questions

The primary guiding research question in this study is: *How was the workplace learning environment perceived by the workers in terms of Rosenberg's learning and performance framework?*

The primary research question was guided with the following sub-questions:

1. What are the participants' opinions about formal learning settings (the classroom and online training) in the organization?
    1.1. What are the participants' opinions about the contribution of classroom and online training to their job performance?

1.2. What are the participants' opinions about the challenges they encountered in classroom and online training?

1.3. How do the participants access and prefer to access the information they learned in classroom and online trainings when they need to recall their knowledge?

1.4. What are the participants' opinions about classroom and online training needs in the organization?

2. What are the participants' opinions about informal workplace learning settings in the organization?

2.1. Which resources and paths do the participants follow for accomplishing a non-routine task?

2.2. Which learning activities do the participants use and prefer to use to improve themselves?

2.3. What are the participants' opinions and suggestions about communities & network implementations in the organization?

2.4. What are the participants' opinions and suggestions about use of expert and expertise for learning in the organization?

2.5. What are the participants' opinions and suggestions about use of coaching and mentoring for learning in the organization?

1.5 Significance of the Study

This study was conducted in order to explore the workplace learning environment perception of the workers in a financial organization. The study aims to investigate the perceptions of the workers in terms of the dimensions specified in Rosenberg's Learning and Performance Architecture which includes not only formal learning in terms of classroom and online training but also informal learning in terms of information repositories, experts and expertise, communities and network, performance support and mentoring and coaching. Moreover, in the light of the results obtained in this study, suggestions that could be used for enhancing the

workplace learning environment for these workers were presented for each dimension respectively.

The results of literature review of workplace learning showed that although there are several studies investigated the workplace learning of employees in various professions from specific dimensions, the studies that explored workplace learning as a whole by taking into account both formal and informal learning dimensions are very few in Turkey and worldwide specifically in financial organizations. In this context, the study is important for the following reasons.

Firstly, the findings of the study would contribute to workplace learning literature by proposing descriptions of the bank workers' workplace learning environment perceptions which would add underpinning knowledge base of the workplace studies in terms of different professions' perception of workplace environment and their informal workplace learning activities.

Secondly, the study would contribute to the workplace learning literature by enabling the usage of Rosenberg's learning and performance framework in order to present a current situation of a corporation in terms of formal and informal learning activities of the workers in the workplace.

Thirdly, human resource practitioners in similar fields would benefit from the results of the study "to rethink both the design of work environments so that they are more conducive to informal learning and the design of professional development programs so that they further develop the ability of professionals to solve problems and learn independently" (Lohman, 2005, p. 502).

Fourthly, the results of the study would be helpful to the decision makers of training and development in the organization for visualizing the workplace learning environment through the eyes of the workers in a financial organization in terms of formal and informal learning activities they engaged in, the opportunities presented to the workers and their preferences of the additional supportive tools and methods that could be used for enhancing the workplace learning environment.

Lastly, since the workers were unaware of their own learning in the workplace, they generally defined their informal learning experiences as working (Eraut, 2007).

Thus, the study might help creating awareness in terms of the workers' learning experiences while working in the workplace. Also, the study would enhance the learning perceptions of the workers in the organization and become a trigger for these workers in order to look for ways for accomplishing their learning needs by the use of informal learning experiences.

1.6 Definition of Terms

Workplace Learning: "the processes and outcomes of learning that individual employees and groups of employees undertake under the auspices of a particular workplace" (Holliday and Retallick, 1995, as cited in. Matthews, 1999, p. p19)

Formal Learning: "a prescribed learning framework, an organized learning event or package, the presence of a designated teacher or trainer, the award of a qualification or credit and the external specification of outcomes" (M Eraut, 2000, p. 114).

Informal Learning: "learning that is predominantly unstructured, experiential, and non-institutionalized" (Marsick & Volpe, 1999, p. 4)

Classroom Training: face-to-face off-the-job training which is organized by the Human Resource department formally.

Online Training: the delivery of educational content which is enriched by multimedia elements such as interactive content, graphics, audio, and video elements and accessed via a Web browser over the public Internet, a private intranet.

Performance: "valued results produced by people working within a system" (International Society of Performance Improvement, As cited in. Addison & Haig, 2006, p. 40).

Learning: "a persisting change in human performance or performance potential resulting from the learner's experience and interaction with the world" (Driscoll, M. P. & Driscoll, 2005, p. 11).

E-learning: "the use of Internet technologies to create and deliver a rich learning environment that includes a broad array of instruction and information resources and solutions, the goal of which is to enhance individual and organizational performance" (Rosenberg, 2005, p. 72).

Blended Learning: "using the best delivery methodologies available for a specific objective, including online, classroom-based instruction, electronic performance support, paper-based, and formalized or informal on-the-job solutions" (Hofmann & Miner, 2008, p. 28).

Knowledge Management: "the creation, archiving, and sharing of valued information, expertise, and insight within and across communities of people and organizations with similar interests and needs, the goal of which is to build competitive advantage" (Rosenberg, 2005, p. 73),

Information Repository: the collection of information which is embedded in the organization's system.

Communities and Networks: composed of two interrelated concepts as two aspects of social structures in which learning takes place: Communities of practice which is "a learning partnership among people who find it useful to learn from and with each other about a particular domain. They use each other's experience of practice as a learning resource. And they join forces in making sense of and addressing challenges they face individually or collectively" and networks which is "a set of connections among people, whether or not these connections are mediated by technological networks. They use their connections and relationships as a resource in order to quickly solve problems, share knowledge, and make further connections"(Wenger, Trayner, & Laat, 2011, p. 9).

Expert: the worker who has an expertise in a specific job.

Performance Support: "a tool or system, often computer based that provides electronic task guidance and support to the user at the moment of need" (Rosenberg, 2005, p. 76).

Coaching: "a process in which a more experienced person, the coach, provides a worker or workers with constructive advice and feedback with the goal of improving performance mentoring usually focused on long-term advice, counsel, and career support"(ASTD, Glossary) .

Mentoring: "a career development process in which less experienced workers are matched with more experienced colleagues for guidance. Mentoring can occur either

through formal programs or informally as required and may be delivered in-person or by using various media" (ASTD, Glossary).

CHAPTER 2

LITERATURE REVIEW

This section includes theoretical and conceptual perspectives of the study and relevant research studies from the literature. Firstly, since the topic of the dissertation is related with workplace learning, the researcher reviewed the adult learning theories of andragogy, experiential learning and self-directed learning. Then, human performance technology and its relation with blended learning were presented. Following these, Rosenberg's learning and performance architecture which is used as a descriptive framework in the study and its dimensions was presented. Afterwards, in learning in the workplace section, the researcher reviewed the literature in terms of informal learning strategies of the workers and presented the dimensions in Rosenberg's Framework which includes knowledge management, information repositories, communities and networks, expert and expertise, performance support, and mentoring and coaching.

2.1 Adult Learning

Learners' understanding of themselves is important for successful workplace learning (Vaughan, 2008). Thus, reviewing the literature of adults as learners would enhance understanding the learning experiences of the adults in the workplace.

2.1.1 Andragogy

Since the field of adult education was founded in 1920s, researchers in the field have been developing models, sets of principles, and explanation to enrich the

understanding of adults as learners (Merriam et al., 2007; Merriam, 2001). However, there is no unique theory of adult learning, and there are models and frameworks for enhancing understanding adults as learners (Merriam et al., 2007). Andragogy was one of the most known concepts in adult learning. The early definition of andragogy was "art and science of helping adults learn" (Knowles, 1970, p. 37). Knowles constructed andragogy with the belief that adults are self-directed learners (Smith, 2002). According to Pratt (1998, p. 12), andragogy had two main attributes "First, a conception of learners as self-directed and autonomous: second, a conception of the role of the teacher as facilitator of learning rather than presenter of content". Knowles (1970, p. 39) assumed that adult learners have four characteristics as

1. As a person matures his *self-concept*, he moves from one of being a dependent personality toward one of being a self-directed human being
2. As a person matures he accumulates a growing reservoir of *experience* that becomes an increasing resource for learning.
3. As a person matures his *readiness to learn* becomes oriented increasingly to the developmental tasks of his social roles.
4. As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his *orientation toward learning* shifts from one of subject-centeredness to one of problem centeredness.

However, andragogy as a theory of adult learning was criticized about its validity as a not proven theory or not tested and its assumptions were not applicable only to adults but also to child characteristics (Merriam et al., 2007; Merriam, 2001). Knowles's Andragogy was changed and improved through the years, andragogy was defined as "a core set of adult learning principles" in his book, The Adult Learner (2006). Moreover, the assumptions about adult learner were transformed to principles of adult learning and two more characteristics (1 and 6) were added (Knowles et al., 2006). In their recent book, Knowles et al (2006, p. 72) defined the six principles of adult learning as

1. The need to know: Adults needs to know why they need to learn something before undertaking to learn it.

2. The learners' self-concept: Adults maintain the concept of responsibility for their own decisions and own lives.
3. The role of the learners' experiences: Adults enter the educational activity with a greater volume and more varied experience than children.
4. Readiness to learn: Adults have readiness to learn those things they need to know in order to cope effectively with real life situations
5. Orientation to learning: Adults are life-centered in their orientation in learning.
6. Motivation: Adults are more responsive to internal motivators than to external motivators.

In addition to these principles, individual and situational differences and goals and purposes of learning have effect on the adult's learning. The model of Andragogy in Practice by Knowles, Holton & Swanson (2006) included both principles and learner and learning differences (Figure 2-1).

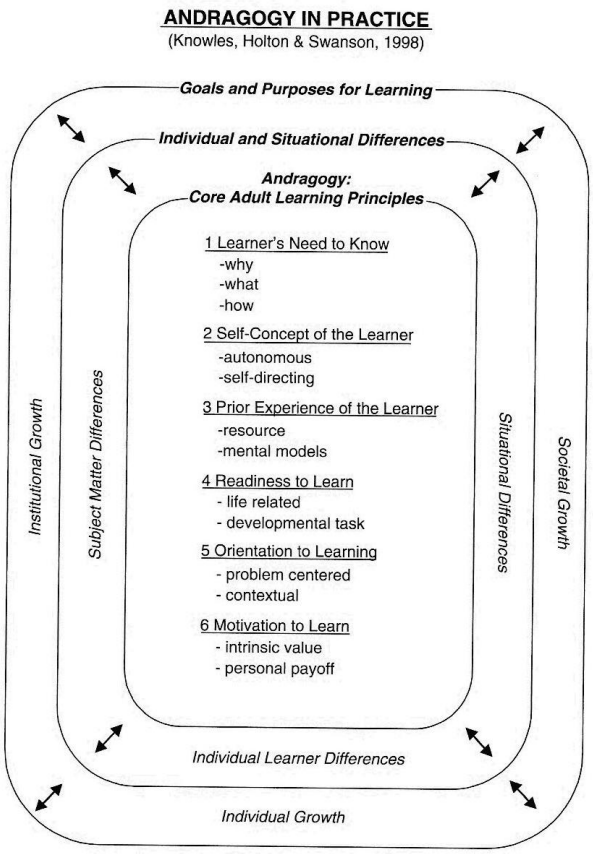

Figure 2-1 Andragogy in Practice (Knowles, Holton & Swanson, 1998, p.4)

Knowles's perception of pedagogical and andragogical model changed over the years. He stated that when he first presented the andragogical model he considered that the andragogical model would replace the pedagogical model in adult learning. However, through the years, he received feedback from teachers of children and adults stating that both models were used in both settings. Thus, he modified his perception as he stated "my stance now is not either-or, but both-as appropriate to the situation" (Knowles, 1996, p. 261).

2.1.2 Self-Directed Learning

Self-directed learning is a fundamental concept which was studied not only by the field of adult education but also by human resource development (Ellinger, 2004; Merriam et al., 2007). Tough (1967) and Knowles (1970) were pioneers of the studies in self-directed learning (Ellinger, 2004; Garrison, 1997; Merriam et al., 2007; Park, 2008).

In his book, Learning Without a Teacher, Tough (1967) presented results of the study about the self-teaching activities of adults in their daily life. He interviewed forty adults about their self-learning activities for longer than eight hours. He found out that adults were using several teaching strategies themselves to accomplish learning activities. Moreover, they were using astonishing amount of assistance from several individuals.

Besides, Tough's later book, The Adult Learning Projects covered findings of series of studies in which he analyzed the self-directed learning projects of adults. He stated that an adult spent average 700 hours for his/her self-directed learning projects in a year. His analysis of self-directed learning activities revealed that there were several steps that learners followed in order to accomplish to gain a knowledge or skill. He expressed thirteen preparatory steps of self-learning activities as (Tough, 1971, pp. 95–96)

1. Deciding what detailed knowledge and skill to learn
2. Deciding the specific activities, methods, resources, or equipment needed for learning
3. Deciding where to learn
4. Setting specific deadlines or intermediate targets
5. Deciding when to begin a learning episode
6. Deciding the place at which to proceed during a learning episode
7. Estimating the current level of one's knowledge and skill or one's progress in gaining the desired knowledge and skill
8. Detecting any factor that has been hindering learning or discovering the efficiency aspect of the current procedures
9. Obtaining the desired resources or equipment or reaching the desired place or resource
10. Preparing or adapting a room for learning or arranging certain other physical conditions in preparation for learning

11. Saving or obtaining the money necessary for the use of certain human or nonhuman resources
12. Finding time for the learning
13. Taking steps to increase the motivation for a certain learning episode

Knowles's self-directed learning perception was based on his thought on andragogy. Therefore, according to Malcolm Knowles, self-directed learning is a process "in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p18., As cited in Smith, 2002).

Another scholar in self-directed learning was Garrison (1997) who defined self-directed learning as an approach "where learners are motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes". He grounded his model of self-directed learning in the social constructivist perspective which asserts that knowledge was constructed individually and in collaboration with other human beings. His model comprised overlapping dimensions of self-management, self-monitoring and motivation. To illustrate, the self-management dimension focused on social aspects such as management of resources and support mostly, whereas self-monitoring and motivation presented the cognitive dimension of the model (Merriam et al., 2007).

Self-directed learning studies were composed of mainly three categories which explore goals of self-directed learning, process of self-directed learning and learners as self-directed (Merriam et al., 2007). The studies of Tough (1967, 1971), Knowles (1970) and Garrison (1997) also dealt with the process of self-directed learning.

Moreover, in terms of recent implications of self-directed learning, Ellinger (2004), in her article, examined the linkage between self-directed learning and the field of human resource development. She introduced self-directed learning studies and presented the approaches that could be used in human resource development practice such as learning contracts as a tool that could be used both in formal and informal

settings and models for instructional usage of self-directed learning in the formal settings.

2.1.3 Experiential Learning

Experiential learning is another essential approach in adult learning (Merriam et al., 2007). It was studied by scholars such as John Dewey, Kurt Lewin, Jean Piaget, and Carl Rogers (Kolb & Kolb, 2009; Merriam et al., 2007).

The most known theory in experiential learning, the Experiential Learning Theory, was formulated by Kolb which is based on the constructivist approach. Kolb defined learning in his experiential learning theory as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41). This theory is a holistic theory which defines learning as "the major process of human adaption involving the whole person" (Kolb & Kolb, 2009, p. 43). It is also applicable to different aspects of life in forms of formal, informal, non-formal and incidental learning.

Kolb's experiential learning theory was grounded on six propositions that were common in the works of foundational scholars of experience and learning (Kolb & Kolb, 2009, pp. 4–5):

- Learning is best conceived as a process, not in terms of outcomes.
- All learning is relearning. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic so that they can be examined, tested, and integrated with new, more refined ideas.
- Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world, i.e. reflection and action - and feeling and thinking.
- Learning is a holistic process of adaptation to the world, not just cognition but also feeling, perceiving, and behaving.
- Learning results from synergetic transactions between the person and the environment.
- Learning is the process of creating knowledge

Moreover, in his Learning cycle, Kolb included four capabilities that are required for learning from experience as“ (1) an openness and willingness to involve oneself in new experiences (concrete experience); (2) observational and reflective skills so these new experiences can be viewed from a variety of perspectives (reflective observation); (3) analytical abilities so integrative ideas and concepts can be created from their observations (abstract conceptualization); and (4) decision-making and problem-solving skills so these new ideas and concepts can be used in actual practice (active experimentation)” (Merriam et al., 2007, p. 164).

2.2 Human Performance Technology

Human performance technology is “a unique blend of systems theory, behaviorism, management theory, and technologies of various kinds” (Sherry & Wilson, 2008, p. 20). The main purpose of the human performance technology (HPT) field is improving the performance of the organization. Actually, the HPT process model is a generic framework for detecting the performance problem, analyzing the gap and selecting incentives and evaluation of the performance of the organization. Indeed, defining the gap and selection of intervention are the heart of the model (Rosenberg, 1996).

In order to detect the performance problem and the interventions that could be used for that specific problem, Wile (1996) generated a diagnostic model and defined the intervention methods as organizational system, incentives, cognitive support, tools/equipment, physical environment, skills/knowledge and inherent ability. He also explained each performance domain by giving examples of intervention tools that can be used in the human performance technology domain (Figure 2-2).

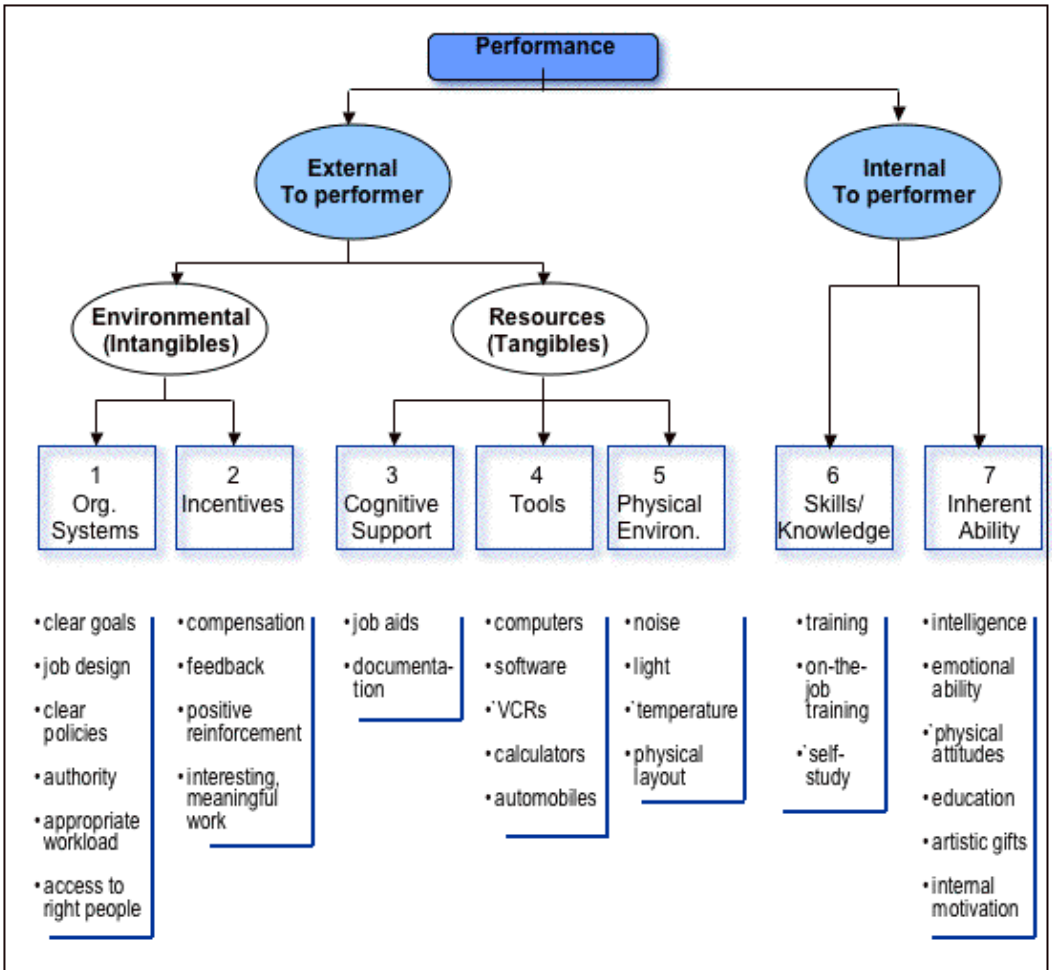

Figure 2-2 Wile's examples of Intervention Tools (Wile, 1996, p. 34)

Besides, in his dissertation, Jang (2008) further extended the examples of the interventions while studying the themes and issues in Human Performance Technology by using the Wile's diagnostic model for analyzing the articles in International Society for Performance Improvement journals (Figure 2-3). He found that in terms of intervention methods, more than %15 of the articles included the skills and knowledge and organizational systems studies, and the less popular topics were physical environment, inherent abilities, incentives, and tools. Although, he also mentioned that cognitive support interventions were well balanced areas, which meant both research and practice issues are included, the studies of cognitive support were not studied widely.

Performance domains	Examples of intervention tools
1. Org systems	• Culture reshaping, Conflict management, Process leadership, Performance appraisals, Staffing, Process redesign, Job interview, Balanced scorecard, Team building, Energy management, Employee assistance program, Win-win negotiating, Meetings and dialogue, Public relations campaigns
2. Incentives	• Rewards and recognition, Compensation systems, Playfulness, Motivation systems, Work-life balance, Work-site health promotion
3. Cognitive support	• Job aids, Electronic performance support system (EPSS), Knowledge management, Networks for information, Newsletters, Debriefing
4. Tools/equipments	• Automation and computerization
5. Physical environment	• Ergonomics and human factors, Physical resource management
6. Skills/Knowledge	• Accelerated learning, Action learning, Coaching, On-the-job training (OJT), Training games, Self-directed learning, Counseling
7. Inherent ability	• Stress management programs, Workplace fitness, Violence prevention

Figure 2-3 Wile's model and examples of intervention tools (Jang, 2008, p. 176)

Furthermore, according to Sherry and Wilson (2008), in the selection and usage of interventions for supporting performance, "several fields and specialties including human performance technology (HPT), electronic performance support systems (EPSS), computer-supported collaborative work (CSCW), technical communications (TC), electronic publishing, instructional design (ID), and workplace training" (2008, p. 19) were providing knowledge base for the practitioners. Moreover, they suggested that "instructional systems, electronic performance support systems, human performance technology, integrated documentation and information systems, and informal user support should be combined into mature support systems for people who are trying to do their jobs" (2008, p. 34). Thus, the holistic approach of integrating learning, knowledge and performance systems in the workplace could be used for supporting learning and performance of the workers in the workplace.

One of the integration approaches was presented in the study of Ma and Harmon (2006). They generated a conceptual model for integration learning, performance and knowledge sharing tools. For instance, their integrated working/learning environment (IWLE) user interface was composed of performance support tools, intelligent learning systems and knowledge building and knowledge sharing tools

(Figure 2-4). Moreover, they described the common aspects of their systemic view as;

- learning, knowledge generation, and performance occur as a part of the same process.
- learning, knowledge, and performance can be facilitated by improving the individual and the community, or the tools or artifacts used by both
- learning and knowledge at the individual, group, and tool levels enhance each other (2006, p. 113).

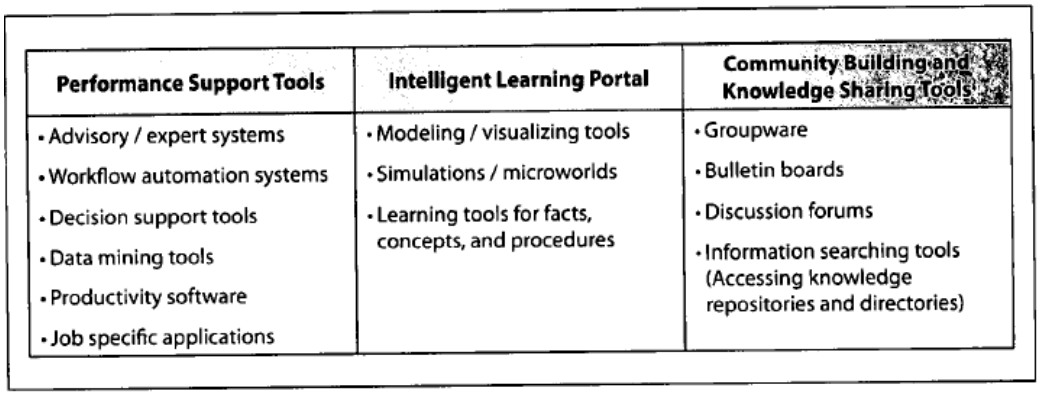

Figure 2-4 Ma and Harmon's Integrated Working/Learning Environment Model (Ma & Harmon, 2006, p.115)

Another approach was introduced in Marc Rosenberg's learning and performance architecture (2005) in which not the interface but the workplace learning settings were connected and linked. His framework was based on the holistic view of integrating learning, performance and knowledge systems in the workplace. In fact, he offered combining both formal and informal learning by using performance support, knowledge management and mentoring and coaching to support the workers of the organizations of tomorrow "the smart enterprise". Detailed explanation of Rosenberg's Learning and Performance architecture is presented in Section 2.3

2.3 Rosenberg's Learning and Performance Architecture

Rosenberg (2005) generated a smart enterprise framework in order to provide comprehensive view for enhancing learning and performance in an organization. Smart enterprise is a corporation where "the principles of organizational learning are supported and enhanced by new approaches and technologies that bridges the gap between formal classroom learning and informal workplace learning and support" (Rosenberg, 2005, p. 42). The framework is composed of four components: learning and performance architecture, change management and communications, learning leadership, and performance environment (Rosenberg, 2005). The main component of the smart enterprise framework is learning and performance architecture that should be used as a model for becoming a smart enterprise which is widely presented in his book, Beyond E-learning. He (2005) defined his model of "learning and performance architecture" as "a systematic integration of approaches (electronic and non-electronic) that facilitates both formal and informal workplace learning and support, and ultimately, improved human performance" (2005, p. 70). All of the components of the learning and performance architecture model were presented in Figure 2-5 .

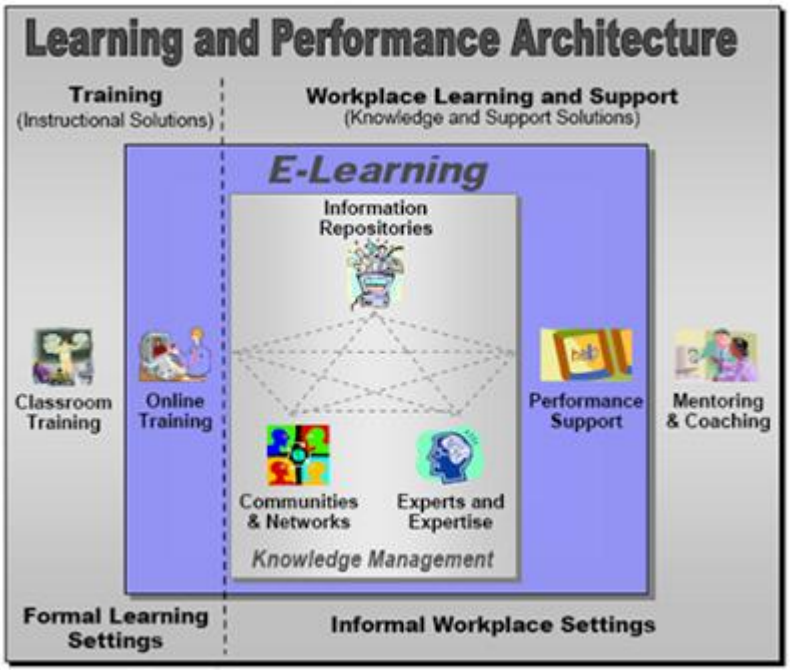

Figure 2-5 Learning and Performance Architecture (Rosenberg, 2005, p.83)

The model is based on the following five crucial truths related with learning and learning technologies and their implications in corporations:

• *Most learning takes place on the job.* Employees learn from the peers, the corporate intranet, trade publications, and trial and error. To assume training is the only place where learning occurs is to so severely limit your options and perspective that you will be hard-pressed to demonstrate any real and lasting value to the organization.

• *Learning is not training*. It transcends the classroom and is critical to the successful accomplishment of work. Think of it this way: training is one of many approaches to facilitate learning, and learning is one of many essential activities that support individual and organizational performance. Learning is a much broader concept than training.

• *Training, even online training, is incapable on its own of supporting all the learning needs of employees, partners, suppliers, or customers*. The need for new skills and knowledge and the need to build sustainable competence require a broader set of solutions than just instructional ones.

> • *Technology has demonstrated a powerful capability to enable workforce productivity, and it can do the same for learning*. From personal computing to global networks and the Web, technology has contributed mightily to a productivity boom. But technology does not drive or create the smart enterprise or learning and performance architecture; it supports them.
>
> • *Learning effectiveness (what people learn) is extremely important in the smart enterprise, but it does not, in and of itself, constitute the ultimate value proposition*. That comes from the improved level of workforce performance (what people actually do), which contributes directly to business success. While determining if the user "liked" or "valued" a particular training program, or if pre- and posttest scores indicate that learning occurred during the training is useful information, such measures do not provide the evidence of business value that is required. What really matters is whether you improved performance and whether that performance benefited the effectiveness and efficiency of the organization (including metrics such as sales, revenue, profit, waste reduction, customer satisfaction, productivity improvements, employee retention, responsiveness and flexibility, and innovation). This is why identifying appropriate performance measures at the start is so important in setting the direction for any learning initiative; the right metrics are the best guideposts to ensure you reach your performance goals. (2005, p. 71).

While developing the learning and performance architecture, Rosenberg started from redefining e-learning and its components. He defined e-learning by taking into account instructional and technological solutions, as "the use of Internet technologies to create and deliver a rich learning environment that includes a broad array of instruction and information resources and solutions, the goal of which is to enhance individual and organizational performance" (Rosenberg, 2005, p. 72). E-learning components of the learning and performance architecture were online training and knowledge management that includes information repositories, communities and networks, experts and expertise, and performance support (Figure 2-5).

More specifically, knowledge management components included three interrelated and interdependent components: information repositories, communities and networks, and expert and expertise. Rosenberg defined knowledge management in the model as "the creation, archiving, and sharing of valued information, expertise, and insight within and across communities" (2005, p. 75). Information repositories are one of the components of knowledge management which include codified knowledge of the organization in the form of documents, websites, user manuals, procedures and processes, business data and employee information (Rosenberg, 2005). By the usage of technology, it is easy to find, create and update and present information in an readable and understandable way in the information repositories (Rosenberg, 2005). The second component of the knowledge management is communities and networks. According to Rosenberg, "the challenge now is to get more value out of collaboration: to preserve, share, and build on the work that people do together" (2005, p. 78). Third component is experts and expertise. The success of collaboration effort is directly related with the existence of expertise and experts (Rosenberg, 2005). Thus, finding the experts and making their support available to the others who need it is essential for supporting learning and performance of the workers. However, they are not only providers of knowledge, but also they are coaches and mentors who provide guidance, give feedback, and assess the performance of the workers (Rosenberg, 2005).

Performance support is another e-learning component of learning and performance architecture. According to Rosenberg, the idea of performance support is that "with the right tools, people can perform at a higher level than they would have been capable of on their own" (2005, p. 79). In addition, "in the performance support world, getting the job done is what matters; internalizing the why's and how's are less important" (2005, p. 196).

Training is the main non- technological component in the learning and performance architecture that is used as one of the tools that facilitate learning. Classroom and online training has similarities and differences in terms of design of the course. One of the similarities is that the workers should disrupt work in order to attend training. Thus, the main focus of this framework is the integration of work and learning in the workplace.

Another non- technological component of Rosenberg's learning and performance architecture model is coaching and mentoring. According to Rosenberg, "most good coaching and mentoring (even emerging online coaching and mentoring) takes place in the workplace (often by a peer or the immediate supervisor) and, as much as possible, within the context of actual job performance. Although mentoring and coaching are often overlooked as a viable learning strategy, organizations with a strong mentoring and coaching culture tend to show more smart enterprise characteristics" (2005, p. 82).

Rosenberg (2008) underlined the importance of learning culture in the organization, by stating, professionals should build a positive learning culture in the organization in order to accomplish their workplace learning strategies. He listed the crucial elements of learning culture in the organization as high quality learning programs, senior management support, investment in measurement and evaluation, informal learning approaches such as communities of practice and performance support and integration of front-line supervisors into the learning strategy of the organization.

2.4 Learning in the Workplace

Workplace learning is a multifaceted phenomenon, it could be analyzed in different levels such as learning of individuals, learning of communities, learning of organizations, learning of inter-organizational networks and could be studied by variety of disciplines, in the fields of pedagogical and psychological research, organizational studies and management research (Tynjälä, 2008). However, there are several common features of the workplace as a learning environment. Collin (2006) summarized the commonly agreed four features as

> "First, workplace learning is described as *informal, incidental and practice-bound*, that is, learning and work practices are difficult to separate from each other in rapidly changing situations of working life. Second, *individual former work experiences seem to have foundational importance for work and learning*. The basis of workplace learning lies primarily in experience, that is, the ways in which people make sense of situations they encounter in their daily lives. Learning is embedded in everyday problem-solving situations,

> in the accumulation of competencies, in learning through mistakes and in interactive negotiations with colleagues… Third, *working tasks and contexts determine what and how it is possible to learn at work*. Competence can be neither separated from the context in which the performance is expected to occur nor transferred from one context to another. It has been widely recognized that the large part of workplace learning is accomplished through participation in workplaces and is best understood by examining the relationship between practical work activities, the cultural and social relations of the workplace and the experience and social world of the participants. Finally, *learning is shared and it usually seems to occur together with colleagues and various networks connected to work practices*. Learning, the technical performance of work tasks, and the social life of the workplace are not separate elements of the work process. They are inherent and intertwined" (2006, p. 404)

In literature, studies on workplace learning were conducted by scholars from several fields. Fenwick & Rubenson (2005) analyzed the studies that addressed learning in work, in six years period, between 1999-2004, in the fields of human resource management, adult education, organization/management science, sociology of work and psychology of learning. They found that scholars from different fields had prevalent attention to two issues in the literature: the relation of individual and collective in work-learning processes; and the nature and role of politics and power relations on work-learning processes.

Although studies in literature focused on different dimensions of workplace learning, the researcher reviewed the literature in terms of individual workplace learning studies in relation to the study and summarized informal workplace learning studies and also formal learning studies in the literature.

2.4.1 Formal Learning

2.4.1.1 Classroom Training

Corporations' formal training activities are mainly based on classroom trainings. Also, human performance technology practitioners utilized mostly classroom

training when there was a performance gap in terms of knowledge and skills of the workers. In American Society of Training and Development (ASTD) glossary, classroom training is also called instructor-led training in which "an instructor teaches a course to a room of learners "(ASTD).

Training magazine's report of training industry ("2013 Training Industry Report," 2013) revealed that although U.S companies used various training delivery methods, small (48.6 percent) and midsize companies (41.8 percent) relied more on classroom and blended training delivery methods than large companies (37.7 %). On the other hand, large companies relied more on the online training (28.1 %), web cast (18.5 %) and social learning only (5.7%) delivery methods than small and midsize companies. Although U.S companies used various training delivery methods, large companies were more focused on usage of informal learning methods. Also, the results indicated that increasing the effectiveness of training programs (32% vs. 26% last year), reducing costs/improving efficiency (20 % vs. 26 % last year), and increasing learner usage of training programs (14 % vs. 15 % last year) were the priority areas that companies made investment in 2013. Moreover, management/supervisory trainings, onboarding and mandatory/compliance trainings will be more funded compared to 2013.

Training activities in the organizations were evaluated "on the basis of the number of programs offered and training activities in the company but on how training addresses the business needs related to learning, behavior change, and performance improvement" (Noe, 2008, p. 4). Salas & Cannon-Bowers (2001) reviewed the training research literature, and they found that recent research has focused on two main areas in terms of training activities after the training: training evaluation in which several methods and procedures were used for evaluating trainings, and training effectiveness which was concerned with ensuring the application of newly acquired knowledge, skill and attitude to the job. Alvarez, Salas, & Garofan (2004) clarified the distinction between the two approaches as follows

> "Training evaluation is a methodological approach for measuring learning outcomes. Training effectiveness is a theoretical approach for understanding those outcomes. Because training evaluation focuses solely on learning outcomes, it provides a micro view of

> training results. Conversely, training effectiveness focuses on the learning system as a whole, thus providing a macro view of training outcomes. Evaluation seeks to find the benefits of training to individuals in the form of learning and enhanced on-the-job performance. Effectiveness seeks to benefit the organization by determining why individuals learned or did not learn. Finally, evaluation results describe what happened as a result of the training intervention. Effectiveness findings tell us why those results happened and so assist experts with developing prescriptions for improving training" (Alvarez et al., 2004, pp. 387–388).
>
> *"Training effectiveness* is concerned with why the training works and it is much more "macro" in nature. That is, training effectiveness research looks at the training intervention from a systems perspective—where the success of training depends not only on the method used but on how training (and learning) is positioned, supported, and reinforced by the organization; the motivation and focus of trainees; and what mechanisms are in place to ensure the transfer of the newly acquired knowledge, skill and attitude (KSA)'s to the job. Training evaluation on the other hand, examines what works and is much more "micro" (i.e. focused on measurement). It looks at what was learned at different levels and is the basis for determining the training effectiveness of a particular intervention." (Salas & Cannon-Bowers, 2001, pp. 490–491)

According to Salas & Cannon-Bowers (2001), this two constructs made a significant contribution to the practice, changing the view of training from just a program to a complex intervention in which interaction of many organizational factors is essential.

2.4.1.2 Online Training

Online training was a term used interchangeably with e-learning or web based training. In this study, online training refers to the delivery of educational content which is enriched by multimedia elements such as interactive content, graphics, audio, and video and accessed via a Web browser over the public Internet, or a private intranet.

Although there are several benefits of online learning, such as cost effectiveness, updating workers knowledge and wide access to online training regardless of time and place, there are also some challenges that individuals face in online trainings. The barriers that employees faced in online trainings in the workplace was investigated in Mungaria's (2003) study, which was funded by the Masie Center. She conducted a survey with 875 employees from eight organizations in the U.S.A and other countries, who had taken online training presented by their employers in order to explore the barriers. The findings of his study revealed that although employees had positive experiences and relatively low barriers in online training, the employees faced seven barriers in their online training experiences: namely: personal or dispositional, learning style, instructional, situational, organizational, content suitability, and technological barriers. Situational barriers-predominantly multiple responsibilities, limited time for study and interruptions during study- were found to be the most prevalent barriers that employees encountered in their online training experiences. The results of the study also showed that organization type, self-efficacy, computer competence, and computer training were key factors which were related with the existance of barriers. However, he found no significant releationship between online training barriers and age, gender, ethnicity, marital status, level of education, prior experiences with computers and e-learning, computer ownership, location of the study, and job position. He concluded that employees should have high self-efficacy and the behavior skill of taking responsibility for their own learning in order to have successful online training experiences. In addition, he emphasized the importance of cognitive skills of computer competency and time management skills. Also, he recommended that there should be an environment in the organization which supports online training by enabling resources. He also developed barrier reduction strategies for each barrier expressed by the employees.

Similarly, lack of time was found as a barrier in Baldwin-Evans' (2004) study. He conducted a study to investigate online training experiences of employees from sixteen organizations in which online training is widely used which are AT&T, Deloitte, FedEx, Hilton Group, Intelligent Finance, Lloyds TSB, Nestle, Norwich Union, PricewaterhouseCoopers, Prudential, Royal Mail, Siemens, SchlumbergerSema, Telewest, Wolters Kluwer and Xerox. He interviewed 204

randomly selected employees in terms of attitudes and views of the users themselves. The results of the study revealed that employees are using online trainings mostly for being more competent and efficient in their day-to-day role, with the need of skills to do their job better, complete certain projects, learn new skills and broaden knowledge for personal development reasons, career development and accreditation. Although the findings of the study revealed that %62 of the online training were used in the workplace, he recommended organizations to set a specific amount of time dedicated to online training in each work. He also investigated the barriers of online learning and similarly found that lack of time is the most prevalent barrier employees faced. The other barriers which emerged in the findings of the study were lack of self- motivation, lack of management support, lack of awareness of e-learning and ignorance of what was actually available.

Similarly, another study found out that lack of time was a barrier. Becker, Newton, and Sawang (2013) studied rail organization workers' perspectives on online learning barriers by using self-administered questionnaires. They found that the nature of e-learning, the use of technology, concerns about lack of time and potential interruptions when trying to complete e-learning were the online learning barriers in the studied organization.

In Turkey, online learning is being used moderately in corporations and there are several firms that develop online trainings for the enterprises of the organizations (Kimiloglu, Ozturan, & Kutlu, 2013). However, the researcher did not encounter any studies that focused on employee's perceptions of online training. But found a new study that investigated e-learning in the Turkey in terms of corporations' usage. For instance, Kimiloglu, Ozturan, & Kutlu (2013) conducted a study in order to explore how much e-learning is used for organizational training programs. 106 company representatives from the top 500 corporations in Turkey were requested to fill in an online questionnaire. The results of the study revealed that the adoption of e-learning in Turkey is at a preliminary level. Moreover, while the subjects of law in a foreign language and advanced information technologies were mostly preferred by the companies in their online training program, the subjects of managerial skills and company or sector-specific programs were rarely used in e-learning. In addition, the study showed that companies were using mainly portals, multimedia or text-based

content rather than learning management system, content management or virtual classrooms.

2.4.2 Blended Learning

The generic definition of blended learning is "using the best delivery methodologies available for a specific objective, including online, classroom-based instruction, electronic performance support, paper-based, and formalized or informal on-the-job solutions" (Hofmann & Miner, 2008, p. 28). The principle of blended learning is integration of multiple methods, not a menu of delivery choices (Regan & Delaney, 2010). According to Hofmann and Miner (2008), blended learning can "enrich the learning process by engaging a variety of learning styles that will appeal to different participants. Some learners like to work on their own without any direction at all" (2008, p. 29). Similarly, Masie (2002) pointed out that blended learning created more opportunities for the learner to accomplish his learning needs, to move towards transfer and to improve his performance. According to Rosenberg (2005), blended learning is comprises much more than blended training. Rosenberg had a generic view of blended learning which includes blending formal learning with informal learning in both training and informal environments.

However, blended learning is perceived as only blended training by some scholars. Josh Bersin defined blended learning as "the combination of different training media (technologies, activities and types of events) to create an optimum training program for a specific audience" (Bersin, 2004, p. xv). He summarized five proven blended learning models that combine different blends of training.

For example, IBM implemented blended learning approach is a proposed model to overcome the challenge of the rapidly changing business environment (IBM Learning Solution 2004). The appropriate methods were selected and combined from IBM blended learning system which includes classroom training, online training which includes interaction, simulation and games, information repositories, performance support, interaction components, in order to fulfill the learning and performance needs of the workers. Their blended learning system was composed of four approaches:

1) Learning from information—Performance support and reference materials are frequently used as a starting point. They tend to be Web-based and take advantage of online information transfer. This allows a person to access only the materials that are relevant to his or her job function or business needs. Allowing the learner to move at his or her own pace maximizes interest and motivation and empowers the user to learn quickly and comprehensively.

2) Learning from interaction, simulation or games - Typically multimedia-driven, this type of learning enables a student to focus on practicing with real-life scenarios, online. Utilizing information learned during the prior approach, it is self-directed and involves specific modules, interactive games, coaching and layered simulations. These practice cases provide a multitude of response choices that help learners master specifically relevant competencies at their own pace.

3) Collaborative learning—This approach allows participants to work with peers in virtual classrooms, e-labs and collaborative sessions to build real-time awareness with live, online conferences and teaming. It is typically threaded - meaning there is an expert who posts the scenarios and continually focuses the discussions.

4) Classroom-based learning - Face-to-face discussions of lessons learned complement and supplement the three earlier approaches. This approach includes learning labs, classroom sessions, mentoring, role-playing, coaching, access to subject matter experts and detailed examination of actual case studies.(IBM Learning Solution 2004, p. 7)

IBM blended learning approach focused on mainly integrating different informal approaches to formal learning settings. In addition to their implementation, blending learning includes presenting learning environment which could be used whenever the workers needed.

2.4.3 Informal Learning

Informal learning is "learning that is predominantly unstructured, experiential, and non-institutionalized" (Marsick & Volpe, 1999, p. 4) and its theoretical roots go back to John Dewey's and Malcolm Knowles's studies (Conlon, 2004).

In the workplace, workers encountered informal learning activities (mostly incidental learning) in which they dealt with problematic situation or did their job; however, they were not defined as learning (Klink, Boon, & Schlusmans, 2012). Moreover, it is difficult to resolve work and learning activities in the workplace (Collin, 2006). However, informal learning in the workplace is one of the ways through which professionals develop their expertise (Cseh, Watkins and Marsick, as cited in. Lohman, 2005).

The characteristics of workplace learning was summarized in Marsick and Volpe's study (1999). They have examined informal workplace learning case studies and summarized the characteristics of informal workplace learning in the light of the findings of these case studies. Moreover, they suggested enhancing informal learning activities as listed in Table 2-1.

Table 2-1 What we have learned about Informal Learning (Marsick & Volpe, 1999, p. 5)

Informal Learning	*What Enhances or Improves Learning*
• Is integrated with work and daily routines	Making time and space for learning
• Is triggered by an internal or external jolt	Scan of external and internal environment
• Is not highly conscious	Heightened consciousness or awareness
• Is haphazard and influenced by chance	Attention to goals and turning points
• Is an inductive process of reflection and action	Inductive mindset and reflective skills
• Is linked to learning of others	Dependent on collaboration and trust

Besides, Schugurensky (2000) suggested using three forms of informal learning while studying the phenomenon: self-directed learning, incidental learning and socialization. According to him, self-directed learning took place in "learning projects undertaken by individuals -alone or as part of a group- without the assistance of an educator -teacher, instructor, facilitator-, but it can include the presence of a 'resource person' who does not regard herself or himself as an educator" (2000, p. 3) and it was the most studied form of informal learning (Merriam et al., 2007). However, the second form of informal learning, incidental learning occurs "when the learner did not have any previous intention of learning something out of that experience, but after the experience he or she becomes aware that some learning has taken place" (2000, p. 4). Moreover, as the third form of informal learning, socialization or tacit learning was "the internalization of values, attitudes, behaviors, skills, etc. that occur during everyday life" (2000, p. 4).

In this section, self-directed learning, social learning dimensions in informal learning components of Rosenberg's model and related studies in literature are presented.

2.4.3.1 Informal Learning Strategies and Preferences

Learning strategies are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (O'Malley & Chamot, 1990, p. 1). Workplace learning strategies have been examined by several researchers in several settings, for example, university, small and large firms, with variety of professional groups such as accountants (Hicks, Bagg, Doyle, & Young, 2007), human resource practitioners (Çimen, 2009; Crouse, Doyle, & Young, 2011), school teachers (Hoekstra et al. 2009), university employees (Klink et al., 2012), managers (Doyle & Young, 2007), information technology professionals (Altay, 2007; Lohman, 2007; Zander et al., 2012), engineers (Collin, 2006) and lawyers (Hara, 2001). Most of these studies investigated not only learning strategies but also factors affecting informal learning (Klink et al., 2012), barriers and facilitator factors of informal learning in the workplace (Crouse et al., 2011; Hicks et al., 2007).

Li (2001) conducted a qualitative study which included interviews and observations with the aim to examine informal learning experiences of eighteen librarians in two Taiwan universities. He found that librarians learned informally through their

everyday working activities by interacting with one another. The study revealed that librarians gained instrumental competencies such as usage of technological tools required by their job, communication/relationship competencies such as improving interpersonal relationship with people, reflective competencies of ability to reflect problematic situations and cultural competencies such as understanding norms and values of the organization. Librarians used several resources and learning strategies among which learning from others was the major route. He found that librarians used activities such as searching on the Internet, asking people, reading literature or materials, referring to files, making observations, learning from mistakes, learning by doing, and by drawing on prior experiences. He also concluded that organizational and individual contextual factors facilitated or constrained learning. At the organizational level, factors like civil service system, leadership style, relationship between management and employees, working/learning climate, the level of position, and the spatial environment were identified. At the individual level, on the other hand, the factors were motivation, personality, and family.

Similarly, Lohman (2005) surveyed 143 information technology professionals about the types of informal learning activities they used, the environment factors influencing their engagement in informal learning activities and personal characteristics that enhanced their usage of informal learning activities. The predominant informal learning activities reported by the information technology professionals who participated in the study were searching the Internet, talking to others and sharing materials and resources. Also, the researchers found that lack of time and lack of proximity to colleagues' work areas were the environment factors that inhibited information technology professionals' informal learning in workplace. In terms of personal characteristics, the result of the study showed that initiative, love of learning and interest in the profession were positively related with the usage of informal learning activities.

In another study by Lohman (2005) who conducted a survey with 318 public school teachers and human resource department professionals for examining informal workplace learning experiences, he found that while teachers relied on interactive learning activities such as talk with others and collaboration with others, the human resource professionals relied on individual learning activities such as screening and

searching documents. Another finding of Lohman's study was the lack of time and the lack of proximity to colleagues' work areas. These two factors were perceived as inhibiting factors of engagement in informal learning activities by both professional groups. Additionally, while human resource professionals mentioned the issues of unsupportive organizational culture, the unwillingness of others, and the inaccessibility of subject matter, teachers reported lack of funds inhibiting their professional engagement in informal learning.

Also, Berg & Chyung (2008) used Lohman's questionnaire for investigating the informal learning activities of 125 workplace learning and performance improvement professionals and the factors that affected their informal learning engagement. The findings revealed that there were a variety of informal learning activities that professionals used, the ones ranked as the most frequent were reflecting on their previous knowledge and actions, and talking with colleagues. However, they did not find any correlation between informal learning engagement and age, gender, level of education. Moreover, there was no linkage between organizational learning culture and informal learning engagement. They concluded that individual learning is only small piece of the organizational learning culture.

Likely, Zander et al. (2012) also investigated information technology professionals' self-directed learning experiences in the workplace. They interviewed seven participants and mentioned that interviews had not reached saturation yet. Thus, they reported current findings of the study in which they found that searching the search engine "google" was the most favored learning strategy used by the participants. Other learning strategies used by the participants were usage of manuals, books, online forums and online sample programs. Also, the results of the study revealed that participants were using their senses for deciding when to search for information themselves and when to ask for help of others.

Similarly, Doyle and Young (2007) conducted a large scale study to investigate workplace learning strategies of managers. The results obtained through semi-structured interviews conducted with 79 managers in 40 knowledge based industry firms revealed that although managers tend to use variety of formal and informal learning strategies, informal learning strategies were more dominant. The most favored learning strategies mentioned by the managers were informal coaching and

mentoring, formal courses and informal networking. Other mentioned learning strategies were online learning, informal reading, informal internet use, formal coaching and mentoring, and informal learning by doing.

Also, Hicks et al. (2007) investigated workplace learning strategies as well as learning facilitators and learning barriers of accountants in Canada. They conducted surveys with 143 participants in order to examine three aspects (learning strategies, learning facilitators and learning barriers) of workplace learning. Although accountants preferred both formal and informal learning strategies, they mentioned informal learning strategies more than formal ones. Learning from completing new tasks, learning by applying past experience and learning from working with others were the most preferred learning strategies by accountants. The study was also compared in terms of novice and expert accountants' usage of learning strategies, and it was found out that junior accountants favored online learning more than senior accountants. Similar with the findings of Lohman (2005), they also found that lack of sufficient time for learning in the workplace was a predominant barrier for learning informally.

In addition, Crouse et al. (2011) made a similar qualitative case study in which the types of learning strategies, learning barriers and facilitators, and individual or organizational learning outcomes of 13 human resource management practitioners were investigated. The researchers stated three themes about the learning strategies preferences of the human resource management practitioners; first, the practitioners used multiple formal and informal learning strategies, second, they preferred to use learning strategies which could be used on the job, third, they dominantly interacted with others. Another important finding of the study was the lack of time found to be the main barrier of workplace learning. Moreover, a significant finding of the study was that learning from and with others was the key workplace learning facilitator, some other factors were organizational and managerial support, increased resources-especially technology- and personal attributes of learners.

Likely, Van der Klink et al. (2012) studied workplace informal learning experiences of university employees both academic and non-academic staff in a Dutch university. Their study focused on kinds of informal learning activities and learning outcomes of the participants, and factors that contribute to their informal learning

experiences. They conducted semi-structured interviews with 24 participants. They found out that participants preferred learning by doing, talking to colleagues and reading literature/web site which were learning strategies with high levels of internal locus of control and hardly expressed collaborative and participative nature learning strategies such as discussion in meetings or participating in projects. When they compared the preferred learning activities with the types of learning outcomes related with the activity, they presented that learning by doing and talking to colleagues were favored for acquisition of skills, and reading literature/website was used for knowledge based learning outcomes. Another finding of the study was that informal learning activities of participants were stimulated by the daily changing demands of the job.

Another researcher, Collin (2006) conducted an ethnographical research with 18 design engineers' in two Finnish high-tech companies in order to examine their perception of learning and learning through work. The results of his study revealed that "workplace learning is at its best if individual worker's previous experience, work aims and need for guidance can be taken situationally into account."(2006, p. 411).

In Turkey, there are very few studies that were conducted investigate informal workplace learning experiences of workers. Altay (2007) made a qualitative case study to investigate informal learning experiences of software engineers in a private bank in Istanbul. She conducted semi-structured interviews with 15 workers. She found that the software engineers were preferred learning their own such as execution of the job, exploration, and trial and error and learning from others such as questioning, mentoring, personal interactions, working in teams, observation, listening, role modeling, and on-the-job training. The findings of her study also revealed that experience of the workers has an effect on selection of the resources. She also found that both job related factors and personal factors were contributing the occurrence of informal learning in the workplace.

Another researcher, Çimen (2009) also conducted a qualitative study to investigate learning experiences of corporate training practitioners in the workplace. She interviewed with 13 employees from three companies. The findings of her study revealed that professional expertise was gathered through informal learning

experiences in the workplace and formal learning was perceived as comlimentary to informal learning activities. She found that while the participants preferred informal learning activities including reading books and articles, searching internet, reviewing documents, execution of the job, presenting and self-reflection for learning their own, they preferred informal learning activities including questioning, consulting and working in projects for learning from others. She also found that contextual factors (attitude of managers and colleagues towards practitioners, structure of work, access to learning resources and management attitude towards training) and individual factors (personality characteristics and educational backgrounds) has an effect on the participants workplace learning experience

Although, workplace learning activities of workers from several professions were studied by scholars as summarized in this section, only one researcher was found to have conducted a study that investigated the learning activities of banking staff. Chivers (2011) conducted a study to investigate informal learning experiences of experienced traders in investment banks in London. He interviewed not only 13 experienced traders but also 3 line managers of traders, and 9 human resource development professionals. The findings of the study revealed that most of the learning in the bank office occurred in informal and on-the-job nature. Moreover, informal learning was poorly recorded, and limited in scope. The support given by the line managers to the experienced traders was found to be "patchy, with little accountability". He also found that human resource development professionals focused on organizing formal training courses, and had limited knowledge or intention for the informal learning experiences of the workers.

Studies of learning strategies in the workplace were summarized by adapting Crouse's et al. (2011) summary of workplace learning strategies studies in which the findings of the studies were grouped according to the learning strategies used by the individuals. The final summary of the workplace learning strategies studies was presented in the Table 2-2.

Table 2-2 Workplace Learning Strategies Studies (Adapted from Crouse et al., 2011)

Strategy	**Source**
Taking courses and programs	Doyle and Young 2007; Hicks et al. 2007; Collin 2006
Doing work/new tasks	Cseh 1999; Fuller and Unwin 2005; Hara 2001; Hicks et al. 2007; Koopmans et al. 2006; Lohman et al. 1996; Li 2001; Collin 2006; Van der Klink et al, 2012; Altay 2007 ; Cimen 2009
Working with others	Cseh 1999; Day 1998; Doyle and Young 2007; Eraut 2004;Fenwick and Hutton 2000; Fuller and Unwin 2005; Hara 2001; Hicks et al. 2007; Koopmans et al. 2006; Lohman 2005; Lohman et al. 1996; Cimen 2009; Altay 2007
Talking with others	Li 2001; Van der Klink et al. 2012; Zander et al. 2012, Berg & Chyung 2008; Collin 2006; Altay 2007; Cimen 2009
E-learning	Doyle and Young 2007; Hicks et al. 2007; Karrer 2007;Lohman 2005
Observing others	Hara 2001; Hicks et al. 2007; Koopmans et al. 2006;Lohman 2005; Lohman et al. 1996; Berg & Chyung 2008
Trial and error	Fenwick and Hutton 2000; Koopmans et al. 2006; Lohman 2005; Berg & Chyung 2008; Altay 2007; Cimen 2009
Reading/researching	Cseh 1999; Fenwick and Hutton 2000; Hicks et al. 2007;Koopmans et al. 2006; Lohman 2005; Li 2001; Berg & Chyung 2008; Zander et al. 2012; Van der Klink 2012; Altay 2007 Cimen 2009
Reflecting on action	Hara 2001; Hicks et al. 2007; Koopmans et al. 2006; Lohman 2005; Berg & Chyung 2008, Altay 2007 Cimen 2009
Feedback/replication/vision	Koopmans et al. 2006; Collin 2006; Chivers 2011

2.4.3.2 Knowledge Management

One of the main activities of the companies is making knowledge available to the others (Nonaka, 1991). The definition of knowledge enables the understanding of the elements of knowledge and the hardness of capturing it. According to Davenport and Prusak (1998), knowledge is defined as

> "a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knower. In organizations, it often becomes

> embedded not only in documents or repositories but also in organizational routines, processes, practices, and norms." (1998, p. 5)

Thus, managing knowledge in the organization is not an easy task, it "includes issues of development, implementation and maintenance of supporting management strategies and technical infrastructures to enable knowledge sharing"(Burstein, Zyngier, & Rateb, 2002). Knowledge management is the general term used for such activities in the organization. According to Rossett and Sheldon (2002), knowledge management is "about delivering the right knowledge to the right people at the right time" (2002, p. 279). However, their perception is only related to receiving and presenting knowledge. A more comprehensive definition is provided by Rosenberg (2005) who defined knowledge management by including the dimension of creating knowledge and the social dimension as

> "the creation, archiving, and sharing of valued information, expertise, and insight within and across communities of people and organizations with similar interests and needs, the goal of which is to build competitive advantage" (2005, p. 73).

Technologies used for managing knowledge deal with textual form of knowledge which is unstructured in the form of sentences, narratives etc. (Davenport & Prusak, 1998). In order to develop strategies for knowledge management, organizations should deal with three types of knowledge, explicit knowledge, implicit knowledge and tacit knowledge.

Technology is commonly used for knowledge distribution, but it rarely enhances the process of knowledge (Davenport & Prusak, 1998). Likely, according to Wang & Noe (2010), one of the important reasons of the failure of knowledge management systems to facilitate knowledge sharing was the lack of consideration of how not only the organizational and interpersonal context but also as the individual characteristics influenced knowledge sharing. Thus, understanding the dynamics in terms of knowledge sharing is an important step for managing knowledge in the organization with the help of technological tools.

2.4.3.2.1 Information Repositories

The main technology used for implementing effective knowledge management programs in organizations is information repositories (Collins, 2003). Information repositories which are also called enterprise information portals (Kim, Chaudhury, & Rao, 2002), are providing a gateway into the organization's knowledge resources by making structured and unstructured explicit knowledge available to the workers (Al-Busaidi, 2010). Information repositories are "created by codifying the collective knowledge of the organization - documents, Web sites, training courses, user manuals, procedures and processes, business data, employee information, and a host of other types of information - and making it readily available through increasingly easy and powerful technologies that are embedded within organizational systems" (Rosenberg, 2005, pp. 76–77).

The benefits of information repositories for the organization include " a consistent view of your organization, information organization & search capabilities, direct access to corporate information & resources, direct link to reports, analysis & queries, direct link to relative data & human expertise, and individual identity & personalized access to content"(Collins, 2003, p. 28).

The main functionalities of information repositories are single web front end to information and key applications, integration with key IT applications, content management, on-line search, finding expert, personalization and role/function based services (Daniel & Ward, 2005).

Ease of use is a vital feature of an effective information repository. While designing or revising the interface of the information repositories, conducting usability tests could be used for enabling ease of use of the interfaces (Collins, 2003). Moreover, when workers find an easy way to locate the information they need with effective interfaces, they would use the information repositories more actively (Benbya, Passiante, & Aissa Belbaly, 2004; Lee & Kim, 2009).

Another crucial feature is the search capabilities of the information repository. Powerful search engine integration and deeply enabling search mechanism would improve the retrieval and accessibility of the information in the organization, and

also by the workers, and shorten the time for finding the needed information (Collins, 2003; Dias, 2001).

Finding expert is another important feature of the information repositories. Expert locator is generic name used for the application used for finding an expert. It is a form of repository used for locating people rather than documents which store data about expert's educational background, current responsibilities in his job, and/or skills (Davenport & Prusak, 1998). Mostly, individual workers were expected to add information about their expertise, thus, there existed challenges of not up to date data or not entering important expertise information (Hansen, Khopkar, & Zhang, 2011)

2.4.3.2.2 Communities and Networks

Communities of practice are one of the tools used for knowledge management in organizations. Scholars defined it as "a flexible group of professionals, informally bound by common interests, who interact through interdependent tasks guided by a common purpose there by embodying a store of common knowledge" (Jubert, 1999, p. 166, as cited in Davenport & Hall, 2002). These groups of professionals might not work together, they were together because the interaction in the group such as sharing information and advice, help each other to solve problems discuss situations, explore ideas was beneficial for them (Wenger, McDermott, & Snyder, 2002).

According to Wenger & Snyder (2000), there were three reasons for the little prevalence of communities and practice in companies. "First is that although communities of practice have been around for a long time — for centuries, in fact — the term has just recently entered the business vernacular. The second is that only several dozen forward-thinking companies have taken the leap of "installing" or nurturing them. The third reason is that it's not particularly easy to build and sustain communities of practice or to integrate them with the rest of an organization. The organic, spontaneous, and informal nature of communities of practice makes them resistant to supervision and interference" (2000, p. 140).

Wenger & Snyder (2000) also compared communities and practice and their differences from other forms of organizations in the workplace in terms of their purpose, who belongs to them, and their existence as shown in Figure 2-6.

A Snapshot Comparison

Communities of Practice, formal Work groups, teams, and informal networks are useful in complementary ways. Below is a summary of their characteristics.

	What's the purpose?	Who belongs?	What holds it together?	How long does it last?
Community of practice	To develop members' capabilities; to build and exchange knowledge	Members who select themselves	Passion, commitment, and identification with the group's expertise	As long as there is an interest in maintaining the group
Formal work group	To deliver a product or service	Everyone who reports to the group's manager	Job requirements and common goals	Until the next reorganization
Project team	To accomplish a task	Employees assigned by senior management	The project's milestones and goals	Until the project has been completed
Informal network	To collect and pass on business information	Friends and business acquaintances	Mutual needs	As long as people have a reason to connect

Figure 2-6 Snapshot Comparison of Communities and Practice (Wenger & Snyder, 2006, p.142)

Communities of practice evolved organically, they could not be created but they could be cultivated (Wenger et al., 2002). According to Hara (2008), studies of communities of practice were insufficient for understanding the factors that took part in the emergence of good examples; thus, there was a need for a detailed understanding of the existing communities of practice and technological environments used for supporting them. Moreover, she recommended that managers should provide essential resources and environment to the communities of practice that emerged in the organization.

In order to nourish communities of practice, managers should " identify potential communities of practice that will enhance company's strategic capabilities, provide the infrastructure that will support communities and enable them to apply their expertise effectively, use non-traditional methods to assess the value of the company's communities of practice" (Wenger & Snyder, 2006, p. 265).

Harvey et al.(2013) conducted a longitudinal study in order to investigate the purposeful design and development of a community of practice within a professional bureaucracy. They found out that the bureaucratic nature of the organization inhibited the creation of communities of practice. Not surprisingly, the project of

designing communities of practice failed and they recommended that when organizations want to support knowledge sharing, they should search for pre-existing social networks in order to nourish them by developing such tools.

Hara (2001) examined pre-existing communities of practice at a public defender's office. She found that public defenders need to update their knowledge continuously because regulations are changing rapidly; thus, they needed to engage in both formal and informal learning activities. She proposed the use communities of practice as a bridge for both types of learning activities and stated that "a community of practice is not just a place for information exchange, but a scaffolding for converting book knowledge gained from formal learning to practical knowledge through informal learning" (2001, p. 10).

2.4.3.2.3 Experts and Expertise

The main aim of knowledge management is making the information in the organization accessible by the workers when needed (Nonaka, 1991). However, when no one knows who are the experts, what are their expertise and how to reach them, expertise is unused ((1986, As cited in. Henry & Malu, 2011) Rosenberg, 2005). Therefore, finding the right expert when needed is crucial for knowledge management.

According to Wikipedia (2013) an expert is "a person with extensive knowledge or ability based on research, experience, or occupation and in a particular area of study". Level of mastery of the skills and knowledge of the person was used for distinguishing novices and masters (Chi, 2006; Clark, 2008; Rosenberg, 1996). Although there is no consensus in term of the number of expertise levels and their names in literature, widely used stages of expertise are composed of five levels. While Dreyfus and Dreyfus (1986, As cited in. Henry & Malu, 2011) named the levels of expertise as novice, advanced beginner, competent, proficient, expert, and master, some of scholars named the levels as novice, apprentice, journeyman, expert and mastery (Hoffman, 1998, As cited in. Chi, 2006; Clark, 2008). Clark (2008) summarized the stages of expertise and their example based on Chi (2006)'s leveling (Table 2-3).

Table 2-3 Level of Expertise (Clark, 2008, p.15)

Level	An individual who
Novice	Has minimal exposure to the field
Apprentice	Has completed a period of study beyond introductory level and is usually working in a domain under supervision
Journeyman	Can perform routine work unsupervised
Expert	Is highly regarded by peers; whose judgments are uncommonly accurate and reliable; whose performance shows both skill and economy of effort; and who can deal with unusual or tough cases
Master	Can teach others; a member of an elite group of experts whose judgments set regulations, standards or ideals

Moreover, the way people learn generally varied according to the level of expertise in the job which could have an effect on the learning approach chosen for specific level of expertise. Consequently, different learning strategies could be used for different performance mastery levels as summarized by Rosenberg (2005) in

Figure 2-7. The level of expertise of the person is domain specific a person could be an expert in his job but could be a novice in another area of the job.

Figure 2-7 Impact of Performance Mastery on Learning Strategies (Rosenberg, 2005, p.94)

2.4.3.2.4 Knowledge Sharing

Knowledge sharing behavior of the workers was studied by scholars widely. Environmental factors, individual characteristics, motivation, perception of willingness to share were the factors which either facilitated or inhibited knowledge sharing behavior of the workers in the organization (Sandhu, Jain, & Ahmad, 2011; Wang & Noe, 2010).

Keyes (2008) conducted a qualitative study to investigate the barriers for effective knowledge sharing in the organizations. He found out that four organizational factors influenced effective knowledge sharing within an organization: management involvement and oversight, information technology departments' support, use of metrics and willingness to share knowledge. Also, willingness to share knowledge was affected by: 1) politics and job security (for example, the desire to control a particular situation or people by sharing or withholding information), 2) workers needed trust, respect from their coworkers and comfort, 3) workers needed available time and 4) available collaborative information technologies.

The organizational climate and IT support and how they affect the knowledge sharing intention of the managers was investigated in Lin and Lee's (Lin & Lee, 2006). They found out that creating an organizational climate which includes top management support, open communication, stimulus to develop new ideas and respond rapidly to new opportunities was a facilitator for willingness to share knowledge. Thus, they suggested that organizations should focus on fostering a positive social interaction culture before they provide new knowledge sharing initiatives.

2.4.3.3 Performance Support

Performance support system or electronic performance support system offers opportunities for improving both individual and organizational performance when the workers lack knowledge and skills necessary for the job (Ruyle, K., 2005; Villachica, Stone, & Endicott, 2006). The founder of the term electronic performance support system, Gloria Gery included the concept of integration in her definition,

> an integrated electronic environment that is available to and easily accessible by each employee and is structured to provide immediate, individualized on-line access to the full range of information, software, guidance, advice and assistance, data, images, tools, and assessment and monitoring systems to permit job performance with minimal support and intervention by others. " (Gery, 1991, As cited in. Reeves & Raven, 2002).

According to Raybould (1995), there was a misconception of EPSS as intelligent job-aids the cue card, coach, or wizard structures, however a broader systems thinking should be applied for EPSS. His definition of EPSS was based on knowledge, development and performance

> …the electronic infrastructure that captures, stores, and distributes individual and corporate knowledge assets throughout an organization, to enable individuals to achieve required levels of performance in the fastest possible time and with a minimum of support from other people.(1995, p. 11)

Electronic performance support system is composed of several components. According to the performance needs in the organization, practitioners could use and develop performance support systems which involve integrated performance interventions (Villachica et al., 2006). According to Gery (2002) , the main attributes of electronic performance support system which affect its powerfulness were; (1) integration of resources in meaningful ways that task structuring support, knowledge, data, tools and communication / collaboration support elements could be combined in order to encounter performance problems, (2) integration of elements for filtering the resources according to the needs of the workers, and (3) representation of the elements in a clear, appropriate and powerful way.

Another scholar, Ruyle (2005) also grouped the components of EPSS as information, tools, advisory and instructional,

- database of job-related information, organized to facilitate rapid access and optimize clarity
- calculators and wizards that simplify and automate procedures

- decision support modules that provide intelligent assistance with problem solving
- embedded tutorials and simulations that provide instruction in work-related concepts and procedures (Ruyle, K., 2005, p. 25)

According to their level of integration to job tasks, electronic performance support systems were grouped into three categories (Gery, 1995, As cited in. Rosenberg, 2005). Rosenberg (2005) explained each of them as follows.

- External support, primarily stand-alone, requiring the user to break from the work in order to learn or access the support. A printed user manual is a good example. It supports job performance but is not actually part of the job routine.
- Extrinsic support, available within the performance system, but still requiring the user to break from the work task in order to obtain it. Most knowledge management and "help" resources fall into this category. This is more efficient than external support and is often more context based. That is, it is more likely to "understand" where you are in a work process and provide help and other resources directly related to what you are currently doing.
- Intrinsic support, completely embedded within the performance system, provides the needed support as part of the work process itself. Software "wizards" are good examples. Here, the support and the work coincide: you are being coached and supported in the accomplishment of your task while you are actually doing it (2005, pp. 195–196).

Electronic performance systems were implemented widely in industry (Nguyen, 2007). Gal & Nachmias (2011) showed and compared intrinsic support system and external support system implementations of service representatives in a telecommunication firm. McManus & Rossett (2006) investigated the performance support system implementations used for performance problems in a financial services firm, an information technology firm, the United States Coast Guard and a restaurant. Brusilovsky and Cooper(2002) applied EPSS to support technicians troubleshooting tasks. Kim (2011) described a case from Korean insurance company

in which integration of EPPS, knowledge management, e-learning, and online community of practice was used for enhancing the workplace environment.

The effect of EPSS on usage, performance and attitudes of the users was one of the issues in various studies. Frank Nguyen and his colleagues conducted several studies in order to investigate EPSS effect on user performance and attitudes. Nguyen, Klein, & Sullivan (2008) conducted a study to examine the effect of different types of EPSS on user performance, attitudes, system use and time on task. They revealed that all types of EPSS usage are better than not using EPSS in terms of supporting task performance. Moreover, they recommended designers to integrate EPSS systems to the primary work interface.

In another study, Nguyen (2009) studied the effect of training and EPSS interventions on completing a performance task. He compared the performance of three groups of participants who received only training, only EPSS and training and EPSS. He found out that performance scores of participants receiving the EPSS-only and those receiving EPSS and training were higher than the scores of participants who received the training only. He suggested combining EPSS and training interventions and recommended limiting the amount of information delivered during training, making training materials available for performance support, providing performers with robust practice during training that incorporates and providing access to a broader range of content for performance support.

Also, Klein & Nguyen (2011) conducted a similar study and compared the effect of web based learning and EPSS interventions on users' performance and attitudes, the use of EPSS, and time on task. Findings revealed similar results to the ones in Nguyen's (Frank Nguyen, 2009) study; that is , the participants who received web based training(WBT) and EPSS and only EPSS performed better than the participants who received only web based training(WBT). Likewise, another finding of the study revealed that WBT-only users spent significantly more time completing the task than the other participants who received EPSS only and WBT and EPSS.

2.4.3.4 Coaching and Mentoring

Coaching and mentoring are two approaches used for supporting the workers to improve their learning and performance with the help of their peer, supervisor or

manager as called coach or mentor. According to Connor & Pokora (2007) "both coaching and mentoring are learning relationships which help people to take charge of their development, to release their potential and to achieve results which they have" (2007, p. 11). However, each of them focuses on different dimensions of the interaction between the learner and the coach or mentor.

Coaching is "a process in which a more experienced person, the coach, provides a worker or workers with constructive advice and feedback with the goal of improving performance, mentoring is usually focused on long-term advice, counsel, and career support" ("Learning Curcuits Glossary," n.d.). The Chartered Institute of Personnel and Development (CIPD) defines coaching as "developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organizational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals"

The Chartered Institute of Personnel and Development (CIPD) also mentioned the common characteristics of coaching as

> • It is essentially a non-directive form of development, though this is not a hard and fast rule.
>
> •It focuses on improving performance and developing individuals' skills.
>
> •Personal issues may be discussed but the emphasis is on performance at work.
>
> •Coaching activities have both organizational and individual goals.
>
> •It provides people with feedback on both their strengths and their weaknesses.
>
> •It is a skilled activity, which should be delivered by people who are trained to do so. However, this can be line managers and others trained in basic coaching skills ("Coaching and mentoring," 2013).

Mentoring in the workplace is "a career development process in which less experienced workers are matched with more experienced colleagues for guidance.

Mentoring can occur either through formal programs or informally as required and may be delivered in-person or by using various media." ("Learning Curcuits Glossary," n.d.). Another definition of mentoring is "mentoring relationships are: dynamic, reciprocal, personal relationships in which a more experienced person acts as a guide, role model, teacher and sponsor of a less experienced person. Mentors provide protégés with knowledge, advice, counsel, support and opportunity in the protégé's pursuit of full membership in a particular profession" (Johnson & Ridley, 2004, p. xv).

Even though several definition of coaching and mentoring exist, there is no common definition because they are perceived differently in different fields and specialties such as sports, psychology, training and management According to Alred et al.(2006), similarities between mentoring and coaching were more apparent than differences. Kilgallon & Thompson (2012) summarized the differences between mentoring and coaching as presented in Table 2-4.

Table 2-4 The Differences between Coaching and Mentoring (Kilgallon & Thompson, 2012, p.16)

Mentoring	**Coaching**
Implications beyond the task	Task oriented
Agenda set with the student	Agenda set by or with coach
Capability and potential	Skill and performance
Reflection by the student	Reflections to the student
Can be longer term	Shorter time
Implicit, intuitive feedback	Explicit feedback
An emotional bond between mentor and student	No emotional bond

According to Misko (2008), coaching and mentoring could be used for supporting the workers on the job, because "there is general agreement that where workplace off-the-job training falls down is the lack of on-the-job support for practice of skills and knowledge learnt in formal or non-formal learning programs. Coaching and

mentoring by supervisors, managers or more experienced work colleagues, are increasingly being adopted in organizations to support the learning acquired in more formal contexts" (Misko, 2008, p. 24).

While coaching and mentoring naturally exist in the workplace, they are also one of the approaches used for facilitating informal learning in the workplace (Rosenberg, 2005). Supervisors and senior workers provide individual feedback and guidance to their subordinates or junior workers in the workplace. Moreover, "mentoring in the workplace has tended to describe a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff" ("Coaching and mentoring," 2013).

Billett (2003) studied the perceptions of the mentors about their guided learning roles in the workplace. He conducted five round incident-interviews with 8 mentors of manufacturing factory throughout one year trial mentoring program. The study revealed that all mentors perceived that "the mentoring approach to assisting learning in the workplace was effective, and for some it also constituted a worthwhile and enriching experience" (2003, p. 111). Another result of the study was the existence of several factors that assisted or inhibited the mentoring process of these mentors. The study indicated that while organizational support, company training programs, manager/co-worker support; team approach to work, mentor empowerment, comfortable work environment, and structured environment were assisting factors of mentoring in the workplace, inhibiting factors were time and work demands, organizational structure, competitive environment, and unclear expectations of the company. Moreover, he stated that mentoring had the capacity to improve learning of the workers, and the most crucial aspect of mentoring was mentors' actions and energies.

Chivers (2011) conducted a study to investigate informal learning experiences of experienced traders in investment banks. The results of his study revealed that the participants mentioned the informal coaching and mentoring experiences positively. Their experiences "based on an informal arrangement, possibly involving their line manager, but more commonly a peer team member in terms of coaching, and a more

senior colleague other than their line manager in terms of mentoring" (Chivers, 2011, p. 166)".

2.5 Summary

The first two sections of the chapter presented essential background issues which enabled the understanding of the learners as workers, and revisited the performance focus of human performance technology. The Holistic view of learning and performance in the workplace is an approach mentioned in literature. One of the models that integrated learning and performance was generated by Rosenberg. Each component in his model, namely formal learning settings (classroom training and online training) and informal workplace settings (knowledge management, information repositories, experts and expertise, communities and networks, performance support, mentoring and coaching) were focused with regard to the specific dimensions of formal and informal learning in workplace in the review of literature.

In summary, learning in the workplace is a multifaceted concept. Individuals use various workplace learning strategies which are mostly informal. In addition, the preference of workplace learning strategies varies in terms of the individuals' professions in the studies. A seen in the literature review, studies that investigated workplace learning from a holistic point of view were limited. Moreover, the researcher did not encounter any study that specially investigated workplace learning experiences of financial organization workers from a holistic viewpoint in literature. Thus, investigating the usage of workplace learning strategies of different professions would contribute to the process of understanding the workplace learning environment in various settings.

CHAPTER 3

METHODOLOGY

The methodology used in the study will be presented in this chapter. Firstly, the purpose of the study will be reminded to the readers. Secondly, the research method chosen to accomplish the goals will be defined. Thirdly, the research questions of the study will be recalled. Later, participants of the study will be described. Then, data collection and analysis procedures used in the study will be mentioned. Lastly, issues related with the quality of the study will be discussed.

3.1 Purpose of the Study

The purpose of the study has twofold: First, to investigate formal learning experiences both in form of classroom and online training and informal workplace learning experiences in terms of information repositories, communities and networks, experts and expertise, performance support and mentoring and coaching of branch office workers of an financial organization. Second, to suggest approaches for enriching the formal and informal learning environments in the workplace

The research questions that guide this research are:

1. What are the participants' opinions about formal learning settings (the classroom and online training) in the organization?

    1.1. What are the participants' opinions about the contribution of classroom and online training to their job performance?

1.2. What are the participants' opinions about the challenges they encountered in classroom and online training?

1.3. How do the participants access and prefer to access the information they learned in classroom and online trainings when they need to recall their knowledge?

1.4. What are the participants' opinions about classroom and online training needs in the organization?

2. What are the participants' opinions about informal workplace learning settings in the organization?

2.1. Which resources and paths do the participants follow for accomplishing a non-routine task?

2.2. Which learning activities do the participants use and prefer to use to improve themselves?

2.3. What are the participants' opinions and suggestions about communities & network implementations in the organization?

2.4. What are the participants' opinions and suggestions about use of expert and expertise for learning in the organization?

2.5. What are the participants' opinions and suggestions about use of coaching and mentoring for learning in the organization?

3.2 Design of the Study

In the study, qualitative research design was used. Qualitative research is "pragmatic, interpretive and grounded in life experiences of people" (Marshall & Rossman, 2010, p. 2). In order to understand the learning experience of the participants in the workplace in detail, the research questions were designed to include *how* and *what* questions. In addition, the researcher wanted to describe the situation in depth by using words rather than numbers. Thus, the nature of the research questions and the descriptive approach of the study directed the researcher to qualitative research.

Qualitative research studies were described by stating their characteristics. Merriam (2009) defined the main characteristics as "the focus is on process, understanding and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive and the product is richly descriptive" (p. 14). Patton (2008, as cited in Fraenkel & Wallen, 2009) made a more comprehensive description of the characteristics of qualitative studies (Table 3-1)

Table 3-1 Major Characteristics of Qualitative Research (Patton, 2008, as cited in Fraenkel & Wallen, 2009, p. 424)

1. Naturalistic inquiry	Studying real-world situations as they unfold naturally; nonmanipulative, unobtrusive,and noncontrolling; openness to whatever emerges—lack of predetermined constraints on outcomes.
2. Inductive analysis	Immersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships; begin by exploring genuinely open questions rather than testing theoretically derived (deductive) hypotheses.
3. Holistic perspective	The whole phenomenon under study is understood as a complex system that is more than the sum of its parts; focus is on complex interdependencies not meaningfully reduced to a few discrete variables and linear, cause-effect relationships
4. Qualitative data	Detailed, thick description; inquiry in depth; direct quotations capturing people's personal perspectives and experiences
5. Personal contact and insight	The researcher has direct contact with and gets close to the people, situation, and phenomenon under study; researcher's personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon
6. Dynamic systems	Attention to process; assumes change is constant and ongoing whether the focus is on an individual or an entire culture.
7. Unique case orientation	Assumes each case is special and unique; the first level of inquiry is being true to, respecting, and capturing the details of the individual cases being studied; cross-case analysis follows from and depends on the quality of individual case studies.
8. Context sensitivity	Places findings in a social, historical, and temporal context; dubious of the possibility or meaningfulness of generalizations across time and space.
9. Empathic neutrality	Complete objectivity is impossible; pure subjectivity undermines credibility; the researcher's passion is understanding the world in all its complexity—not proving something, not advocating, not advancing personal agendas, but understanding; the researcher includes personal experience and empathic insight as part of the relevant data, while taking a neutral nonjudgmental stance toward whatever content may emerge
10. Design flexibility	Open to adapting inquiry as understanding deepens and/or situations change; avoids getting locked into rigid designs that eliminate responsiveness; pursues new paths of discovery as they emerge.

For successful description of the phenomenon, the researcher in this study used Rosenberg's (2005) learning and architecture framework which enabled defining the issues to be included in the study which aims to examine workplace learning experiences of workers. The framework is composed of formal and informal workplace settings in the organization, and a detailed description of the framework is presented in Section 3.6.1.

3.3 Context

In this section, the description of the studied context will be presented. He structure of the branch office, training program of the branch offices in the organization, and tools and resources presented for branch office workers are mentioned.

The studied financial organization is retail and commercial bank whose headquarter is located in Istanbul. It is one of the top-ten largest banks in Turkey. It has nationwide network with more than 800 branches and more than 16000 workers.

The general policy of the bank is to hire new graduates by using examination and interview, and train them according to the policies and needs of the bank. Thus, personnel circulation from other banks is limited.

Also, personnel circulation in branch offices is less. Rotation of the personnel through the branch office is not used in the bank.

The Branch Office

Organizational Structure of the Branch Office

The Branch Office is composed of three main units: management, operation and sales.

Management: Administrative tasks are managed mainly by the branch manager. Additionally, the operation coordinator of the branch coordinates some of the administrative tasks. All the workers in the branch are affiliated to the branch manager.

Operation: Back office operational tasks in the branch are accomplished by the operation personnel and each operation they do is approved by the operation coordinator.

The main duties and responsibilities of an *operation coordinator* are approving financial transactions, dealing with problematic task and demanding customers, ensuring the coordination between operation personnel and the sales personnel, controlling the work of mostly operation personnel and teller.

Operation personnel are mainly doing back office tasks such as EFT (Electronic Fund Transfer) tasks, and operational tasks of sales personnel. Their communication with customers is limited.

Sales: Sales representatives, personal portfolio managers, small and medium size enterprise portfolio managers and commercial portfolio managers are the sales staff in a branch.

Sales Representatives are the main contact point of customers. They are responsible for the promotion and marketing of all kinds of banking products to customers. *Personal Portfolio Managers* serve the high-income and middle-income customers in all matters relating to banking transactions, loan, deposit and investment and they are the main contact point of these customers.

Small and Medium Size Enterprise Portfolio Managers /Commercial Portfolio Managers are the main contact point of Small and Medium size Enterprise customers and commercial portfolio managers are the main contact point of commercial firms or institutions. They serve their customers in all matters related to loan, deposit, investment, foreign trade, and banking transactions and they are the main contact point of these customers. They evaluate the loan demands of the customers in their portfolio, present an offer, and coordinate the loan process.

Tools and Resources used by Branch Office Workers (Informal Learning Setting)

Although several tools and resources are presented to the workers of the organization, the tools and resources widely used by branch office workers are central information repository, communiques and legislation documents.

Central Information Repository

Central Information Repository provides all the workers across the organization with a single point to access information. This is a product of the new restructuring strategy of the bank's information systems. Central Information Repository includes several components such as search engine, document management, collaboration, single sign on, news service, expert search, etc.

Features of the system are:

- *Single sign in*: After the personnel are logged in to the computer, there is no need for additional signing procedure in order to access the central information repository. When the Internet browser is opened, the workers can open the interface by selecting from the bookmark.

- *News*: the main page of the system includes news component that is used for informing the personnel about the organization's new-products, events and projects.

- *Search engine*: The personnel search documents and communiques by using the search engine. In communiques search, the personnel can limit the search according to topic or related roles.

- *Document Management*: legislation documents, communiques.

- *Web portal linkage*: All the web portals either specific to headquarters departments or Branch personnel roles can be accessed from the central information repository.

There are several web portals specific to the headquarters, departments or Branch personnel roles used for specific tasks.

Communiques & Legislation Documents

Communiques are official announcements of regulations, product and service updates, and deadlines of some procedures for informational purposes or drawing attention and noticing. They are the main source of workers for searching formal

information. They are announced through email to the workers. They are documents written in Microsoft Word program by using formal writing style.

Legislation documents are guides for workers and include information about the regulations and procedures of the organization. They are prepared by the head office departments and updated daily, weekly or monthly according to the changes in the regulations and the sector.

Workplace Environment in the Branch Office

Branch offices are busy working environments that workers not only interact with the customers in the branch office, but also should take calls, and answer instant messenger calls. Moreover, to keep themselves up to date, they should check emails mostly for communiques and regulation changes.

The workers in the same role are located side by side in the branch office and they are workfellows. Thus, each role group members are much more interacting with one another through the day than other role groups in the branch office. Although relationship with other roles are limited, when there is need for asking each other, mostly sales personnel are using instant messenger or telephone, because of the fact that they should not live the customers alone.

Because of the lack of formal on-the job training in the branch offices, there is a culture of master-apprentice in the branch offices that shapes the informal workplace learning environment.

Trainings of Branch Office Workers (Formal Learning Settings)

Both classroom trainings and online trainings are widely used in the organization. Formal learning activities in the organization are coordinated by the training department. The main activities of the training department are assessing the training needs, creating training programs, and managing training programs.

All the trainings that the workers participate in (classroom and online) are stored in their training portfolio.

Classroom Training

Branch office personnel training program are mainly based on *Career Improvement Trainings* which are composed of specific technical and interpersonal skill trainings. Training needs assessment results are used for generating the training in the program for each role. These trainings are designed specific to each role in the branch office.

Role based training program for each role are composed of several trainings. Trainings are not given all at once, but they are given one by one because of the workload of the branch offices through the year.

Duration: A single training in this program lasts for minimum one day, and maximum four days.

Location: Training are given generally in training centers located in Ankara, Istanbul and Izmir and also regional directorates and hotels are used when needed. Classrooms trainings are organized with 20-30 branch office workers. Workers in same role are invited to the training with colleagues in same role from different branch offices working in different regional directorates.

Obligation: They are compulsory trainings that workers have to attend. No certificate is given to the workers after the trainings, however all the trainings they have taken are added to their training portfolio.

Trainers: The trainers are the personnel of the headquarters (Inside Trainers) or professional trainers (Outside Trainers) in the banking sector. In the branch office training program, mostly professional trainers are used except for the application trainings and some legislation trainings. There is no electronic communication platform used for interaction between the trainers and trainee before, during and after the trainings. Outside trainers are evaluated by the trainees through a printed evaluation form for each training course. Results of these evaluation forms are assessed by the training department and poor performing trainers are not invited to any other training in the organization. Inside trainers attend the train the trainer program mostly before they start. Inside trainers are not full time trainers, they also actively work in the headquarter departments.

Training Documents: Training documents are printed or electronic form training notes prepared by the trainers. It is not an obligation to give training documents in the trainings and it depends on the training and the trainer.

Other classroom training programs for branch office workers are:

Basic Training Program: designed for orienting new employees which are accepted through an exam to the organization and the Banking sector. A new employee should participate in this program in his/her first year. The program includes *theoretical subjects* such as law, loans, and accounting, *practical subjects* such as information about the applications in the branch and banking products and services, and also *interpersonal skill trainings* such as teamwork and customer relations. The duration of this program changes from year to year according to the bank's changing strategy and objectives. In past years, the duration was 15 to 18 days, the duration of the last program was 23 days in which some new topics were added and presented by the inside trainers and also the duration of some topics was extended.

Voluntary Career Improvement Trainings: This is a new project of the training department. It is composed of several trainings which are mostly designed for the Branch personnel. Topics that emerged in training needs assessment but do not have a priority, or subjects that are specific to some job tasks are collected in this program. Workers could apply to a training that is related to their specific learning needs. When their managers approve their application, they can attend the classroom training.

Online Training

Online trainings are the other formal learning settings in the organization. Although most of the online trainings are accessible by all of the workers, the Branch personnel use online trainings more. Each year, more than thirty online trainings are presented to the branch office workers. Approximately, half of them are compulsory.

Interface: Because of the fact that online trainings are developed by the training department personnel or purchased from several e-learning firms, their interface and their design (interactivity level, page transition type and usage of sound, etc.) are

different from each other. Thus, the usage of the online trainings might differ from person to person. However, a help menu is enabled in all of the online trainings.

Support: The training department personnel are accessible by e-mail, instant messenger and telephone when the personnel face technical problems. Also, workers could make a call by using an interface or telephone the information system department which deals with the technical issues faced.

Duration: The personnel have access to each of the online trainings for at least one month or throughout the year.

Accessibility: They could access the online trainings within and after the working hours from their workplace and out of the workplace 7 days and 24 hours.

Online training topics are composed of four types of trainings including:

Legally Mandatory Trainings: These trainings must be taken by each personnel every year on issues like legal obligation, safety and health.

Mandatory Trainings: They are urgent and important trainings for the organization. Thus, strategically, workers have to complete these trainings, such as the new Turkish Commercial Code.

Career Improvement Trainings: They are attainable by all of the workers but they are not mandatory such as customer relations.

Personal Improvement Trainings: They are also not mandatory. An example topic is leadership.

3.4 Participants

In order to examine the workplace learning experiences of workers, financial sector was selected because of its convenience to the researcher. The sample that is studied in this research was a Branch office of a financial firm in Ankara.

The researcher used four criteria to determine the Branch offices that could be studied. Firstly, the branch should be located in Ankara or one of its districts. Secondly, the branch should have more than ten people in its staff. Thirdly, the branch should have at least one personnel from each role that could work in the

Branch office. Finally, both novice and expert staff should exist in the Branch. In order to identify the branch office to be studied among the branches that meet the criteria, non-randomized convenience sampling was used. As one of the sampling methods used in qualitative research, convenience sampling is selecting the sample who are available and easily accessed by the researcher (Yin, 2011).

After the sample was determined, convenience sampling was also used for the selection of the informants. Participants who volunteered to participate in the study and were available during the data collection were selected. The distribution of participants in terms of the roles in the workplace is summarized in Table 3-2.

Table 3-2 Information about Studied Branch Office Staff

	Role Group	**N**
Sales Staff	Teller	3
	Sales Representative	3
	Personal Portfolio Manager	2
	SME Portfolio Manager	2
Operation Staff	Operation Coordinator	2
	Operation	2
	Total	14

Two-third of the participants were female (N=9). The age distribution of the participants is summarized in Table 3-3.

Table 3-3 Age Distribution of the Participants

Age Group	**N**
25-30	4
31-35	2
36-40	2
41-45	4
45+	2

Thirteen out of fourteen participants were university graduates and only one was high school graduate. Moreover, nine out of fourteen participants had not worked at any other job before they started to work in the organization. Four out of fourteen participants were new staff who had less than three years of experience, and half of the participants in the organization had more than fifteen years of experience. In terms of experience in their current role, three participants are novices who had less

than one year of experience in their current role and three of them are experts who had more than eight year experience (Table 3-4).

Table 3-4 Experience of the Participants

Code	Role Group	Year of Experience in the role	Year of Experience in the organization
W01	Sales	2-7	15+
W02	Sales	0-1	4-7
W03	Operation	2-7	15+
W04	Operation	2-7	15+
W05	Operation	8+	15+
W06	Operation	8+	15+
W07	Sales	2-7	15+
W08	Sales	8+	15+
W09	Sales	1-2	0-3
W10	Sales	1-2	4-7
W11	Sales	2-7	0-3
W12	Sales	0-1	0-3
W13	Sales	1-2	4-7
W14	Sales	0-1	0-3

Descriptive information about classroom trainings the informants have participated and online trainings they benefited from was presented in the Table 3-5. For the confidentiality of the participants, detailed information about their training portfolio of the participants was not presented.

Table 3-5 Information about Participants' Training Portfolio Details

	W01	W02	W03	W04	W05	W06	W07	W08	W09	W10	W11	W12	W13	W14
INFORMATION ABOUT CLASSROOM TRAININGS PARTICIPATED														
Orientation Training	NA	1	NA	NA	NA	NA	NA	NA	1	1	1	1	1	1
Number of Technical Training	29	13	19	3	10	8	10	16	2	15	3	6	7	0
Number of Soft Skill Training	4	1	1	1	4	0	4	2	0	5	0	0	1	0
Number of Application Training	5	0	4	0	3	2	0	2	1	3	0	0	1	0
Number of Legally Compulsory Training	0	0	2	0	2	3	1	1	1	2	0	0	4	0
Total Number of Classroom Training	**38**	**15**	**26**	**4**	**19**	**13**	**15**	**21**	**5**	**26**	**4**	**7**	**14**	**1**
Total Number of Days in Classroom Training *	**6**	**36**	**36**	**6**	**40**	**30**	**27**	**42**	**24**	**59**	**29**	**30**	**31.5**	**22**
INFORMATION ABOUT CLASSROOM TRAININGS PARTICIPATED IN LAST TWO YEARS (2012-2013)														
Orientation Training	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Number of Technical Training	4	6	2	3	-	-	-	-	1	5	2	6	1	0
Number of Soft Skill Training	0	0	0	1	-	-	-	-	0	0	0	0		-
Number of Application Training	2	0	2	0	-	-	-	-	1	0	0	0	1	-
Number of Legally Compulsory Training	0	0	1	0	-	2	-	-	1	0	0	0	1	-
Number of Classroom Training Taken Last Two Years	**6**	**6**	**5**	**4**	**-**	**2**	**-**	**-**	**3**	**5**	**2**	**7**	**3**	**1**
Total Days of Classroom Training Taken Last Two Years *	**12**	**11**	**4.5**	**6**	**-**	**1.5**	**-**	**-**	**3.5**	**8**	**4**	**30**	**3.5**	**22**
Date of Last Classroom Training	**Mar-12**	**Apr-13**	**Dec-12**	**May-13**	**Jul-10**	**Jun-12**	**Feb-11**	**May-11**	**Apr-13**	**May-13**	**May-13**	**Jun-13**	**Mar-13**	**Aug-13**
INFORMATION ABOUT ONLINE TRAININGS BENEFITED FROM														
Number of Technical Training	26	12	41	40	29	43	28	32	14	49	46	3	42	3
Number of Soft Skill Training	7	6	8	13	12	12	9	9	5	8	9	7	14	7
Number of Application Training	7	5	4	4	4	5	0	5	2	5	5	0	13	0
Number of Legally Compulsory Training	8	7	11	9	8	10	8	9	10	9	9	4	7	4
Total Number of Online Training	48	30	64	66	53	70	45	55	31	71	69	14	76	14
INFORMATION ABOUT ONLINE TRAININGS BENEFITED FROM IN LAST TWO YEARS (2012-2013)														
Number of Technical Training	12	6	19	19	9	19	18	19	11	19	18	3	16	3
Number of Soft Skill Training	3	1	7	8	5	4	2	2	0	0	1	7	5	7
Number of Application Training	4	3	4	4	3	4	4	4	1	4	4	0	4	0
Number of Legally Compulsory Training	3	7	6	6	4	6	6	6	6	6	6	4	6	4
Total Number of Online Training	**22**	**17**	**39**	**37**	**21**	**33**	**30**	**31**	**18**	**29**	**29**	14	**31**	14

* Duration of one day classroom training is 7 hours.

3.5 Rosenberg's Learning and Performance Architecture

In this study, Marc Rosenberg's (2005) learning and performance architecture was considered as a framework in data collection for investigating formal and informal learning experiences of the participants in the workplace.

In Rosenberg's *Beyond eLearning* book, learning and performance architecture is defined as "a systematic integration of approaches (electronic and non-electronic) that facilitates both formal and informal workplace learning and support and, ultimately, improved human performance" (2005, p. 70). The framework is mainly a model that describes electronic and non-electronic approaches in relation to the

workplace. Rosenberg defined the main components of the framework as expressed below.

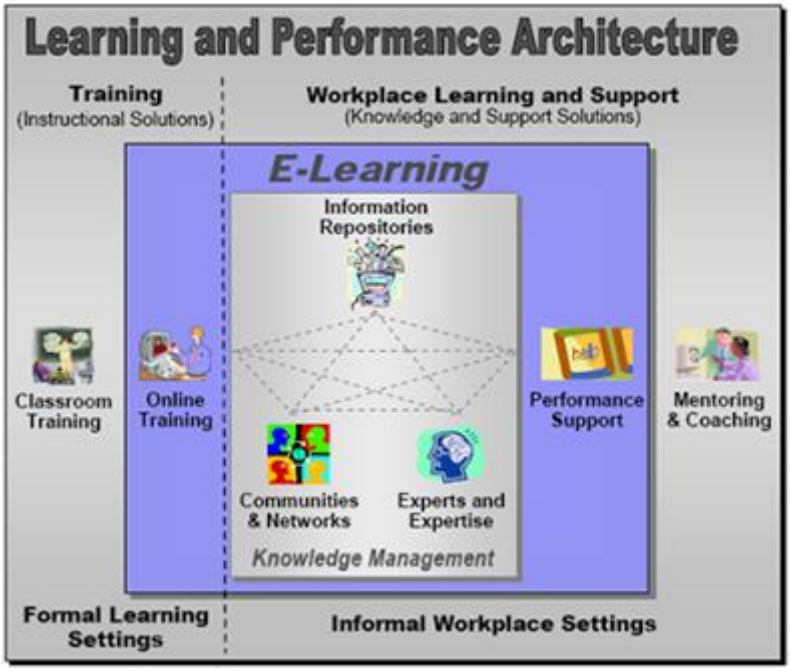

Figure 3-1 Learning and Performance Architecture (Rosenberg, 2005, p.83)

Rosenberg broadens the extent of eLearning, in the model as "the use of Internet technologies to create and deliver a rich learning environment that includes a broad array of instruction and information resources and solutions, the goal of which is to enhance individual and organizational performance"(2005, p. 72). It includes not only the instructional (online training) but also informational solutions (information repositories, communities & networks, experts and expertise and performance support).

Informal Workplace Setting

It includes components that facilitate informal learning in the workplace- knowledge management, performance support and mentoring, and coaching.

Knowledge Management included three interconnected components in the framework.

- *Information Repositories* are collection of codifies knowledge of the organization and contain documents, Web sites, user manuals, procedures and

processes, business data, employee information, etc. According to Rosenberg (2005), making these resources readily available to the workers and providing easy access make more people use them and learn from them.

- *Communities & Networks:* People do not learn only from training and information resources, naturally they learn with and through others-coworker, customers, supervisors etc. Thus, giving more value to collaboration is important.

- *Experts & Expertise*: Availability of experts is critical for success of collaboration activities. They are not only sources of knowledge, but also advisors that guide and give feedback like coaching and mentoring.

Performance Support is another component in the model that is "a tool or system, often computer based that provides electronic task guidance and support to the user at the moment of need" (M. J. Rosenberg, 2005, p. 79) for example, troubleshooting guides, job aids, or electronic performance support system.

Mentoring & Coaching is not a technological approach, but it is used as a learning strategy for improving the performance of the workers. It is composed of two approaches, real time performance support, as in coaching and long-time advice and support and counseling, as in mentoring.

Formal Learning Setting

It was composed of classroom training and online training components.

- *Classroom training* is a default approach of the organization in order to facilitate learning in the workplace.

- *Online Training* is another formal learning approach which enabled reaching geographically dispersed people in a short time.

3.6 Data Collection

The researcher's approach to the situation and her goals affect the selection of avenues of inquiry used in studies (Seidman, 2006). There are several data collection instruments used in qualitative studies such as document analysis, observation, and

interviews. As a single researcher, observation needs huge time dedication. Moreover, investigated issues mostly related with informal learning experiences which could not occur in a routine manner. However, the researcher works in a full-time job in which she could allocate limited time for the study. Thus, keeping the study's purpose in mind, semi-structured interview which was the only data collection method was used in this study.

Interview is "a form of conversation in which the purpose for the researcher is to gather data that address the study's goals and questions. Huge amount of information about the situation could be gathered in a limited time by using interviews. Seidman (2006) claimed that, when researcher's concern is the informants' experiences and "what meaning they make out of that experience"(p.11), interviewing might be the best data collection method.

Kvale (1996, p. 88) stated the seven stages of interview investigation as

- Thematizing: Formulate the purpose of an investigation and describe the concept of the topic to be investigated before the interview starts.
- Designing: Plan the design of the study, taking into consideration all seven stages of investigation, before the interview starts.
- Interviewing: Conduct the interviews based on an interview guide and with reflective approach to the knowledge sought and the interpersonal relation of the interview.
- Transcribing: Prepare the interview material for analysis, which commonly includes a transcription from oral speech to written text.
- Analyzing: Decide, on the basis of the purpose and the topic of the investigation, on the nature of the interview material, and which methods of analysis are appropriate for the interviews.
- Verifying: Ascertain the generalizability, reliability and validity of the interview findings.
- Reporting: Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, take the ethical aspects of investigation into consideration, and that results in a readable product.

How those steps were considered is explained in the related parts of the following section.

According to Yıldırım and Şimşek (2005) interviews have several strengths such as flexibility, the response rate, the opportunity to observe the non-verbal behaviors of the interviewees, control over the setting of the interview, the order of the questions, the opportunity to see the instant reactions. The weaknesses are such as cost, time, potential bias, inability to use written or recorded information, time allocation difficulties, disappearance of privacy, no question standardization and difficulty in reaching individuals.

While designing the study, strengths of interviews were taken into consideration. Flexibility of interviewing methods was important for this study because formal and informal learning was investigated by using a framework. Thus, the researcher could ask additional questions out of the framework during the conversation when needed. In addition, changeability of the order of the questions was crucial in that participants of the study were divergent in terms of their roles and expertise in the organization, thus, their responses could direct the conversation to different parts of the interview guide.

Additionally, weaknesses of the data collection instrument- interview- were also taken into consideration, while designing the study. Since the researcher should allocate more time for data collection and data analysis because the researcher wanted to investigate informal and formal learning experiences of the participants, she took into consideration these weaknesses while planning her research agenda.

3.6.1 Data Collection Instrument

A semi-structured interview protocol was designed for data collection purposes in the study. A semi structured interview enables controlling the topics to be covered by asking predetermined questions and changing the order of the question according to the responses of the participants.

In developing the interview guide and deciding on the issues to be explored, literature review and the descriptive framework of Rosenberg (2005) were used. Conceptual framework "explains either graphically, or in narrative form, the main

things to be studied – the key factors, concepts or variables - and the presumed relationship among them" (Miles & Huberman, 1994, p. 18). It provides the issues that should be investigated in the study. Additionally, in Kvale (1996)'s interviewing investigation stages, the first stage was 'thematizing', that includes formulating the purpose of the study and defining the topics to be explored.

Yıldırım and Şimşek (2005) expressed the principles that should be taken into consideration while preparing the questions. First is the u*sage of clear, distinct and concrete questions* which enables easy understanding by the informants. Moreover, participants' characteristics and experiences should be considered. Secondly, generating *oriented and specific questions* rather than general and abstract questions is vital. Thirdly, creating *open ended questions* which encourage commenting and talking further on the subject is crucial. Fourth, for the *avoidance of directing the informants*, the researcher should notice leading reaction and responses in the informants' responses. Fifth, *avoiding multi-faceted questions* that make it difficult to respond should be achieved by including several questions. Sixth, *usage of alternative and probing questions* which facilitates informants to understand the question needs to be provided by using the alternative form of the question. Seventh, *writing different types of questions* is vital since using the same types of questions would be boring for the informant and prevent responding to the questions in detail and depth. Eighth, *ordering the questions logically* such as beginning with introductory questions, and easy to respond questions, such as asking questions regarding the experience of associating with skill or knowledge is important. Lastly, *improvement of questions* by using pilot interview and expert review is an essential principle.

During the formulation of the interview questions, the researcher took into consideration these principles as much as possible. For example, in order to engage the participants to the conversation, the researcher developed different types of questions such as "what do you do at a moment when you have to do a task/ job you rarely encounter? Please explain with an example?" or "Do you share your knowledge about your expertise with other employees in the organization? If yes, how would you share? " Also, while developing the interview questions, abstract questions or complex sentences were not used. Moreover, the logical order of the

questions was ordered starting with introductory, easily answered questions and progressing with more difficult, suggestion or preference type questions in each section.

In this part, the researcher gives detailed information about the interview question and specifies the interview questions in relation with the components in the framework.

While developing the interview questions, the components in the Rosenberg's Learning and Performance Architecture were considered. Detailed information about the framework is presented in Section 3.5.

Originally, 42 interview questions were developed: four questions focusing on demographic information, seven asking background information about employees' current job tasks, thirty related with the formal learning setting and informal workplace setting components in the framework, and one asking for additional suggestion of the participants about the interview. The number of the questions developed for each component is expressed below.

- Formal learning setting part of the interview was originally composed of fourteen questions- six questions for classroom training and six questions for online training. For classroom and online training, the same questions were asked to the participants in order to gather their perceptions about the current state of formal learning in the workplace and their suggestions Figure 3-1.

- Informal workplace setting part of the questionnaire originally comprised eighteen questions-seven questions related to the usage of information repositories, four questions about communities and networks, four questions for experts & expertise, and three questions for coaching and mentoring components Figure 3-1.

After the questions developed, supervisor of the study checked the interview questions for their clarity and appropriateness in the light of Rosenberg's Learning and Performance Framework. According to the feedback gathered, the researcher revised the questions.

In order to check whether the questions were understandable and the duration of the interview was appropriate, the researcher piloted the developed interview guide by using one informant who is working in a Branch office different than the studied branch office, as Yıldırım and Şimşek (2005) recommended for the improvement of the questions. Main issues encountered in the pilot study were the questions generating similar responses, too long responses, not meaningful responses or intertwined responses. Firstly, one question in the background information about the job tasks produced similar responses with the expert & expertise related question, or it was too long to gather the response such as showing the main job tasks or did not generate meaningful responses. Thus, the researcher removed two questions in the background information part. Secondly, one question related to the preferences of participant about the learning strategies usage in classroom and online training was not comprehended well by the participant and did not gather meaningful response, thus, the question was removed. Thirdly, two questions related to information repository were intertwined in the responses of the first question and they were combined. Fourth, also two questions related to expert & expertise were intertwined in the response of first one, therefore, the researcher combined the two questions. Fifth, duration of the study was 38 minutes which is appropriate.

The developed interview guide was checked by two domain experts who had expertise in the field of instructional technology. Two of them also had an experience in qualitative research studies. They checked the interview questions in terms of their wording and appropriateness for comprehension. They commented on the wording of some questions and the usage of specific terms in the workplace such as the role of the participant. The researcher revised the wording of some of the questions, omitted two questions related to frequency of usage of a resource and reason for participant's preference to use the resource because of the fact that they were too specific pieces of information.

Finally, there were thirty- four questions in the interview protocol. It was composed of four main categories. In the first category there were four questions asking some demographic information about the participants. The second category involved ten questions about the formal learning activities such as classroom training and online training. The third category included three questions related to background

information about their current job tasks, and the fourth category contained sixteen questions about the informal learning setting component - six of them about information repositories, four about communities & networks, three about experts & expertise, three about coaching and one for additional responses of the participants about the interview . The thirty-forth question was asking about the additional comments of the informants. The interview protocol is provided in Appendix A.

3.6.2 Data Collection Procedure

Interviewing is the third stage of interview investigation of Kvale (1996). Interviews were conducted on voluntary basis with 14 staff in the Branch office of the organization. They accepted and signed the voluntary participation form presented in Appendix B. The others in the branch were not convenient due to their job related issues, or the fact that they were on annual leave during the data collection process, or did not volunteer to participate in the study.

Before starting the interview, the researcher briefed the participants on the purpose of the research, the approximate duration of the interview and asked for the participants' consent for audio recording the interview. All of the employees gave their permission to have their interviews audio recorded.

During the interviews, according to the flow of the conversations the order of some of the questions was changed and also in some interviews some of the questions were omitted by taking into account the background of the interviewee.

All interviews were conducted in Turkish. Interview lasted for minimum 18 minutes and maximum 50 minutes. The shortest interview was conducted with a novice worker in which since some of the questions related to sharing expertise and coaching and mentoring were omitted. The duration of first part of the interview which includes demographic information was short. Ten interviews were conducted in the informants' office desk, which are a cubical form, after the work day or at lunch time. Two interviews were made in a separate/ silent room, two of the interviews were made in an outdoor place.

3.7 Data Analysis

Data analysis is the process of systematically searching and arranging the qualitative data in order to come up with findings (Miles & Huberman, 1994). In this long process, researchers follow basic steps provided in qualitative literature. For example, Creswell (2003, pp. 191–194) provided generic processes of data analysis in qualitative inquiry as :

- Organize and prepare the data for analysis.
- Read through all the data
- Begin detailed analysis with a coding process
- Use the coding process to generate a description of the setting or people as well as categories or themes for analysis
- Advance how the description and themes will be represented in the qualitative narrative
- Make the interpretation or meaning of the data

In data analysis, the researcher considered these generic processes as the stages for accomplishing meaning out of the data. Firstly, the researcher transcribed the interviews by using Microsoft Word immediately after the data was collected, as mentioned in Kvale (1996)'s interviewing stages. After the transcription, the researcher re-listened to the recordings and followed the transcriptions to check for any missing words. The final draft transcript of the interviews was sent to the participants by e-mail for content check. Secondly, the researcher read the interviews from beginning to end to get a general sense out of the data and took some notes that would be used in further data analysis. Thirdly, she re-read the transcripts but this time she labeled the words, sentences of paragraphs in the transcript. Fourth, initial codes and related chunks were transferred to the spreadsheet. Deciding on how to analyze the interviews is one of the steps in interview investigation (Kvale, 1996). In order to make data analysis easier, spreadsheets were generated in role ordered display format. This format involves ordering the data according to the role of the informants (Miles & Huberman, 1994). In role ordered matrix, informants were

grouped according to their roles in rows, moreover, responses and related codes were displayed in columns. It enabled the identification of role perception and suggestion differences of the participants. Then, each question and the responses of the participants were examined and similar codes were renamed. Similar themes were grouped into categories and the initial code list was generated. During this process, the advisor of the study consulted the researcher, they crossed over the code list and the categorization of the codes. According to the recommendations of the advisor, the researcher re-read the transcripts and checked labels taking into consideration the code list. Interview coding categories and frequencies are presented in Appendix C.

While writing the findings of the study, the researcher used the role based-matrix excel sheets, the coding categories, the notes taken during the data analysis process and even the interview transcripts in order not to miss any points or revise the ideas that emerged during the process.

Inter-coder reliability formula of Miles & Huberman (1994, p. 64) was used in order to compare the codes generated by the researcher. An academician from the same field who had done qualitative study in his PhD thesis coded one of the longest interviews. Inter-coder reliability of the interview was 0.76.

3.8 Trustworthiness of the Study

Quantitative researchers use parameters of internal validity, reliability, generalizability, and objectivity for describing the quality of the study. On the other hand, qualitative researchers use trustworthiness of the study in order to state the quality issues of their studies. Given & Saumure (2008, p. 895) mentioned about the change of usage of parameters in qualitative research as "moving away from the quantitatively oriented terms allows qualitative researchers the freedom to describe their research in ways that highlight the overall rigor of qualitative research without trying to force it into the quantitative model". Thus, qualitative research uses terms of credibility, transferability and dependability for describing trustworthiness issues of the study. Verifying these issues was the last stage of the interview investigation as mentioned by Kvale (1996).

Credibility of the study depends on how accurately the findings present the participants' realities of the phenomenon (Creswell & Miller, 2000). They suggest using different viewpoints such as the researcher, the participant and the readers for determining the credibility of the findings. Strategies used in the study for ensuring credibility were:

- *Participant review of interview transcripts:* All of the interviews were recorded. In order to check accuracy of the interview transcripts, they were sent to the fourteen participants by e-mail. Six of them replied to the e-mail. Three of them revised the structure of some of their sentences, two of them revised some of the questions by including additional sentences to the transcripts. One of them omitted one of her responses and re-wrote the answer of the question shortly.

- *The reader check*: During the data analysis process, the advisor of the study guided the study. Her recommendations were considered in each stage of the data analysis.

- *The researcher bias*: the researcher's past experiences, relation with the informants and viewpoint was presented in Section 3.9.

- *Not only confirming but also disconfirming presentation:* The researcher of the study took into account the different perspectives of the participants and placed both similar and dissimilar responses through the study.

Transferability is generalizability of the results. In qualitative research, generalizability of the findings to other settings was not the issue, but lessons learned in the study would be useful for the others (Lodico, Spaulding, & Voegtle, 2006). Presentation of rich description of the setting, the participants and the themes would enable readers compare the findings with their experiences and reveal some ideas that could be used in the reader's context while reading the study. The strategy followed for ensuring transferability was *rich descriptions of the setting, the participants.* The setting and participants were described in Section 3.3 and Section 3.4.

Dependability is the term used for defining the reliability of the study in qualitative research. According to Bogdan & Biklen (2007, p. 40) "researchers are concerned with the accuracy and comprehensiveness of their data. Qualitative researchers tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study". Moreover, when a single setting was studied by two researchers, they would encounter different data and come across different findings. According to them, "both studies could be reliable. One would question the reliability of one or both studies if they yielded contradictory or incompatible results" (Bogdan & Biklen, 2007, p. 40). Thus, accuracy to describe what is out there is the role of the researcher in qualitative research. For ensuring dependability the following strategies were followed:

- *Detailed description of data collection and analysis procedures*: Data collection and data analysis procedure was described in detail in Section 3.5.
- *Usage of audiotape*: Data collected by using interviews. Conversation was audio recorded which enabled reliable data.
- *Selection of the participants and detail description about the participants* were mentioned in Section 3.4.

3.9 The Researcher's Role

In qualitative studies, the researcher is the main source for reaching meaning out of data. Thus, presenting researcher's reflective self by providing information about the researcher's perceptions and experiences would enable the readers to assess potential (desirable & undesirable) effect of the researcher's point of view (Yin, 2011).

The researcher was an insider. She is working in the studied organization's human resource management department. When she started her job in the organization, she had to learn the job and the used terminology of the sector from her colleagues and by using the resources of the organization. The starting point of the study is her experiences in the organization as a learner and as a training specialist. As a learner, when she encountered a task (whether it is related with her job or not), she had to search and learn information by using different resources. As a training specialist,

she was in constant communication with the staff related with training activities or other reasons for accomplishing their instantaneous learning needs.

As a researcher she is more curious about informal learning experiences of the workers. Thus, she focused on studying formal and informal learning environment experiences of the workers.

In the study, being an insider enabled reaching the participants in a short time and whenever she needed. Moreover, they are more open to the researcher while responding to the questions. In addition, being an insider enabled better understanding of the technical terminology used by the participant.

In terms of the relationship between the participants and the researcher, the researcher and the participants are working in different departments in the organization, thus the researcher does not have any subordinate relationship with the participants. Moreover, the researcher did not work with or have a friendship with any of the participants before. However, she had talked with some of the participants because of her job as a training specialist through the years.

3.10 Assumptions of the Study

The researcher began this research study with the following assumptions:

- There are both formal and informal learning environments in the organization.
- The workers would respond to the questions honestly.
- The workers would not be distracted by the use of the tape recorder during the interviews.

3.11 Limitations of the Study

Limitations of the study were presented in this section.

- The findings of the study were specific to the studied organization's branch office workers. It could not be generalized to a large population such as other branch offices or the organization. However, the study was designed to understand the issues in its natural setting, so generalizability was not the main concern of the study.

- Human being is the main data collection resource. The ability of participants to remember accurately their learning experiences in the workplace was a limitation of the study. Because the findings of the study were based on their learning experiences in the workplace.
- Some participants did not respond to some of the questions, thus this is also a limitation of the study.

CHAPTER 4

FINDINGS OF THE STUDY

This chapter presents the finding of the study. Before proceeding to the findings of the study, routine tasks of the participants and the tools and resources participants used for accomplishing their routine tasks in the workplace will be presented in order to provide background information about the participants.

The finding of the study will be presented in two subheadings: opinions of the participants about the formal learning setting and opinions of the participants about the informal workplace learning setting in the organization. The findings will be presented in the flow of the interview questions.

Throughout the chapter, findings of the study will be described by using the quotations. The interviews were conducted in Turkish; thus, in order to prevent misinterpretation issues, Turkish and also English transcriptions of the quotations will be presented.

4.1 Background Information about the Participants' Job Routines

4.1.1 Routine Processes

This question was designed to understand the routine processes of the participants. The revealed themes in the responses were summarized in Table 4-1.

Table 4-1 Participants' Daily Routine Processes

Processes	**N**
On screen banking operations	14
Communicating with client	11
Searching information	6
On paper banking operations	3
Client visit*	2

* Specific to a single role

The five themes were: (1) *on screen banking operations* which includes usage of banking applications to accomplish a certain task, (2) *on paper banking operations* which is composed of documenting client filled forms and client's records related with the task, (3) *communicating with client* which includes listening to the client, asking questions to understand their needs, providing information about products and services (4) *searching information* which is looking for a specific information in the resources available, and (5) *client visit* which covers visiting commercial firms or institutions for joining hands with the client.

Although mentioned proportions of processes changed according to roles and participants, *on screen banking operations* were stated by all of the interviewees as their daily routine processes. Eleven participants who are the sales personnel-except one- expressed *communicating with client* in their daily routine processes (W01, W02, W03, W04, W05, W09, W10, W11, W12, W13 and W14).

Only six participants stated *searching information* as a part of their daily routine. (W03, W05, W13, W11, W01 and W02). In addition, they stated they rarely search information. One of the participants (W11) mentioned the issue as

> 70% of the day is meeting the clients, 30% is screen transactions. [I: Searching information?] it does not take that much time. Since the tasks we do daily are routine, we are not in a state of constantly searching information because we do not face very different applications.
>
> *Günün %70 müşteri ile görüşme, %30'u ekran işlemleri.*
>
> *[I: Bilgi aramak?]*

O kadar uzun zaman almıyor. Çünkü zaten günlük yaptığımız işler rutin olduğu için, çok değişik işlemlerle karşılaşmadığımız için sürekli bir bilgi arama durumunda değiliz.

Another sales participant stated that searching information is not a daily routine task,

> 40% of the day we are in face to face communication with the client, 30% we inform on the phone, 30% for Party programs [names of the programs used],
>
> [I: Searching information?]
>
> 2-3% for information system if we come across something extra
>
> *Günün %40lık bölümü müşteri ile yüz yüze iletişim, %30luk kısmı telefon ile bilgilendirme, %30 için 3. Parti programlar, [kullanılan program isimleri],*
>
> *[I: Bilgi aramak?]*
>
> *%2-3 bilgi sistemi evet çok kullandığımız extra bir şey ile karşılaşırsak.*

Three of the participants who are mainly operation personnel expressed *on paper banking operations in their responses (W05, W06 and W09).Client visit* theme was only mentioned by participants in the same role because of job description of the role comprising client visit (W01and W02).

4.1.2 Resources Used by Participants in Routine Processes

Responses revealed two main sub-categories: (1) *general*: general tools and resources used in their job operations and (2) *searching information*, which were summarized in Table 4-2.

Table 4-2 Tools and Resources Used by Participants' in Routine Processes

General	N	Searching Information	N
Enterprise applications	14	Communiques	8
Internet	2	Central information system	1
Learning management system	1		

In *general* sub-category, there were three *themes*: (1) *enterprise applications*: applications used in transactions such as transferring money, searching the financial background of the client, credit application, and accounting, (2) *Internet*, (3) *learning management system*: a portal used for classroom learning announcements and operations and online training.

Searching information sub-category consisted of (1) *communiques*: official announcements of regulations, product and services updates, and deadlines of some procedures for informational purposes or drawing attention and noticing, (2) *central information system*: an information system enabled accessing the several systems used in the organization from a single point which includes search engine, collaboration, and news components.

In *general* sub-category, all participants stated names of the *enterprise applications* in their responses. Moreover, some applications were specific to their roles, such as operation roles mentioned the application used for transferring money or sales roles mentioned the credit related application. *Internet* (W02 and W12) and *learning management portal* (W12) were also expressed by the participants as a resource.

For *searching information*, participants mentioned that they were using mainly *communiques* which includes all the up to date information about products and services presented to clients (W05, W07, W03, W04, W09, W10, W11 and W12) in addition to *central information system* which includes all the documentation in the organization and also the communiques (W08).

The path that participants used for accessing communiques and resources in the central information unit was questioned. Revealed themes were summarized in Table 4-3.

Table 4-3 The Path Used for Assessing Tools and Resources

Tools	**N**
Central information system	6
Personal Libraries	8

Participants expressed that in order to access these resources they used *central information system* (W03, W04, W05, W08, W09, and W11) and their *personal libraries* (W01, W02, W03, W05, W07, W09, W10 and W12).

While participants did not elaborate on their usage of central information system in their responses, they mentioned *personal library* in their responses in detail. They expressed *saved documents* (W01, W02, W09 and W10), *printed documents* (W03, W05 and W07), *saved emails* (W09 and W12) and *bookmarks* (W12) used for accessing communiques and documents. A novice participant (W12) stated several ways he used for accessing the communiques as,

> I have added the most frequently used ones to the favorites. We can reach the communiques through Outlook anyway. Actually, there is almost no need for the information system. I have organized my own file through Outlook for the most frequently needed ones. According to that classification I can store emails I find important accordingly.
>
> *En çok kullanılanları sık kullanılanlara ekledim. Tebliğlere zaten Outlook sisteminden ulaşıyoruz. Bilgi sistemine pek gerek olmuyor açıkçası. Gerekli olanlarını da Outlook üzerinde kendi klasörümü oluşturdum. O sınıflandırmaya göre de önemli gördüğüm mailleri de o klasörlere saklar.*

A competent participant (W03) expressed how she is reaching communiques as

> We file [printed] our communiques. Especially important communiques are filed. We look them up from the communiques in the information system or printed files.
>
> *Biz tebliğlerimizi klase[basılı] ederiz. Özellikle önemli tebliğler klase edilir. Ya Bilgi sisteminden tebliğlerden ya da basılı dosyalardan bakarız.*

Another participant (W09) stated that

> I document for myself, I keep them in my emails too, and I print them if I need. I save, [I: in printed form?] not in printed form, there are some documents necessary for loans, etc, for file preparation, I

document them, they also stay in my emails and I print them if needed.

Kendimde dokümante ediyorum, epostalarımın arasında ayrıca duruyor gerekirse döktürüyorum. Kaydediyorum, [I: basılı olarak mı?] basılı olarak değil de, kredi vs dosya hazırlarken gereken evraklar oluyor. dokümante ediyorum, epostalarımın arasında ayrıca duruyor gerekirse döktürüyorum.

4.2 Opinions of Participants about the Formal Learning Settings in the Organization

The interview questions comprised the opinions of the participants regarding formal learning settings focused on classroom training and online training. The same question was asked for each setting (classroom and online) separately, however they were presented together to refine opinion differences in both contexts.

4.2.1 Participants' Opinions about Contribution of Classroom and Online Training to Their Job Performance (RQ. 1.1)

In order to investigate the participants' opinions about the contribution of classroom and online trainings to their work performance, the interviewer listed the last training activities they had taken in order to remind the activities and to facilitate the recall of their training experiences and asked participants' opinions about them in some of the interviews. The questions revealed two sub-categories– positive and negative opinions. The themes that emerged under the sub-categories were summarized in Table 4-4.

Table 4-4 Participants' Opinions about Contribution of Classroom and Online Trainings to Their Job Performance

	Classroom Training	N	Online Training	N
Positive	Gaining background information	4	Gaining new information	6
	Expanding horizon	4	Development of interpersonal skills	2
	Overall Positive	2	Motivation	1
	Facilitating learning	1	Reinforcement	1
	Help handling problems experienced in practice	1		
Negative	Theoretical content	1	Availability of no-time to study	3
	Content not applicable to practice	1		

Themes under these two settings (classroom and online training) were examined separately. Moreover, the participants who mentioned both positive and negative opinions about the formal trainings in their responses were presented in both sub-categories.

4.2.1.1 Contribution of Classroom Training

Twelve of the participants stated that classroom training contributes to their work performance. The four themes in *positive* sub-category were: (1) *gaining background information*: gaining theoretical information about the tasks they encountered in practice, and enhancing their familiarity with the backstage of the tasks in banking, (2) *expanding horizon*: training and the trainers were enabling visualizing their job and the financial sector from different perspectives, (3) *facilitating learning:* making process of learning easier to learners by using several methods- by asking questions-, and *(4) helping handling problems experienced in practice*: enabling expressing the problems faced in practice and resolving the problems collectively.

Two participants expressed contribution of classroom training overall, also they stated specific trainings they participated in as not having contributed to their performance. Two themes mentioned in *negative* sub-category were: (1) *theoretical*

content: scope of the content was not related with the tasks in practice, and (2) *not applicable to practice*: gained information could not be used in their job.

Two participants (W03 and W14) did not state positive and negative opinion about the classroom trainings, because one of them (W03) did not take classroom trainings in recent years and the other participant (W14) took her first classroom training recently; thus, she could not apply it in the workplace.

Gaining background information

Four participants expressed that they were *gaining background information* about the tasks they encountered in practice; thus, classroom trainings contributed to their performance positively (W01, W11, W07, and W12). These participants were not only novice but also competent and senior participants, thus examples would enable visualizing similarities in their responses. A competent sales participant (W11) indicated that the theoretical information gained in classroom training helped her to do her job with awareness, as stated

> At least, we become aware of the theory of the practical work in here [classroom training]... it does not happen directly by memorization, mot a mot. That's why we received theoretical information, for that reason it [classroom training] is good.
>
> *En azından pratik işin teorisini de öğrenmiş oluyoruz orada[sınıf eğitiminde]… Direkt ezbere moda mod olmuyor. O yüzden teorik bilgide almış oluyoruz, iyi oluyor o yüzden.*

Also a senior participant (W01) mentioned a similar contribution of classroom training as:

> It [Received classroom training] provides the work to be done faster, not by memorization, and consciously. The training we receive has a key role in finalizing the work within communication with the Head Office and the other units of the bank.
>
> *İşlerin daha hızlı bilerek, ezbere değil, bilinçli şekilde yapılmasını sağlıyor. Genel Müdürlükte ve bankanın diğer birimleri ile iletişimde işi sonuçlandırmada bize anahtar rolü oluyor aldığımız eğitimler*

A novice participant (W12) expressed providing familiarity to the subjects as classroom training's contribution to her job performance.

> I have learned a lot about banking that I did not know before since this is the first time I work in a banking-related job. In fact, it is nice to be explained [trained]… so eye familiarity remains, we say 'we have seen this' but it is best learned by doing.
>
> *Bankacılıkla ilgili ilk defa çalıştığım için bankacılıkla ilgili bilmediğim birçok şeyi öğrendim. Aslında anlatılması güzel, yani göz aşinalığı kalıyor, hani biz bunu görmüştük diyoruz ama en iyi yaparak öğrendiğimizde oluyor…*

Expanding horizon

The theme of *expanding horizon* was expressed by participants most of whom were novice and some were competent participants, as contribution of classroom training to their job performance (W09, W10, W06 and W13). One of them (W09) mentioned indirect contribution of classroom training and stated that

> In final analyses, it does not provide a point shot, a direct convenience for my job. However, it broadens my horizon in terms of banking, and I keep in mind how it creates the infrastructure in general.
>
> *…sonuçta direkt birebir nokta atışı yapıp bir şey sağlamıyor hani yaptığım işleme direkt bir kolaylık sağlamıyor. Ama Bankacılık açısından ufkumu genişletiyor, genel olarak nasıl altyapı oluşturuyor, beynimim bir köşesinde.*

Another participant (W06) defined their contribution by exemplifying a classroom training he took;

> The coaching training was a magnificent training. It was great. It inspires you to think about other issues. Inside the bank we came to a point in which we cannot broaden our horizons.
>
> *Koçluk eğitimi nefis bir eğitimdi. Çok iyiydi insanı başka şeyler düşünmeye sevk ediyor. Artık Bankanın içerisinde öyle bir hal almışız ki ufkumuzu genişletemiyoruz.*

Facilitating learning

The theme of *facilitating learning* was expressed only by one of the participants. She (W08) mentioned that classroom training contributes to her performance by facilitating learning, as stated

> One to one classroom trainings help us learn better. Since I get information from the trainer directly when I ask, I can ask everything that I need.
>
> *Birebir sınıf içi eğitimler bizim daha çok öğrenmemizi kolaylaştırıyor. Sıkılmadan öğretmene direkt soru sorarak bilgi aldığım için, aklıma takılan her şeyi sorabiliyorum.*

Handling problems experienced in practice

Lastly, the theme of *handling problems experienced in practice* was mentioned in the response of a participant who was sales personnel. She (W04) explained that how classroom training would enable her to express problems encountered in the workplace and cooperate with the classmates and trainer to resolve the problems, as expressed

> Of course it does. You state the problems that you face during application, you discuss. We try to solve the problems together.
>
> *Tabi ki oluyor. Uygulamada karşılaştığımız sorunları dile getiriyorsunuz, karşılıklı konuşuluyor. Karşılıklı sorunları çözmeye çalışıyoruz.*

In *negative* sub-category, the themes of *theoretical content (W02)* and *content not applicable to practice (W05)* were expressed by the workers as the drawbacks of the classroom training who also had positive perceptions about the contribution of classroom training to their job performance.

Theoretical Content

The theme of *theoretical content* of some of the trainings was mentioned by only one participant. He (W02) stated that the training in which he participated was mostly *theoretical* because of the out-side trainers who did not integrate the instruction with participants' work life, as stated

> But the majority of the information we get there is theoretical. Well, an external fellow trainer comes from outside, someone really well-equipped, and transmits the things he knows. But these are things that have very little adaptability to our bank.
>
> *Ama orada aldığımız bilgilerin çoğu teorik. Ne bileyim dışarıdan bir eğitmen geliyor gerçekten donanımlı bir arkadaş, bildiği şeyleri aktarıyor. Ama bizim bankaya uyarlanabilirliği çok zor alan şeyler…*

Not Applicable to Practice

The theme of *not applicable to practice* was expressed for a specific training by one of the participants. He (W05) stated that one specific classroom training did not contribute to their job performance because of the fact that he did not encounter such a transaction; thus, he could not implement the training content into practice, as expressed

> But apart from that, it could coincide to a different subject, for example, I took [the name of the training] training… [the name of the trainer] is competent in the field…However, after I received training there…in [the name of the branch he worked previously] the branch we did not come across such transaction.
>
> *...Ama onun dışında farklı bir konuya denk geldiği oluyor mesela [eğitimin adı] ilgili eğitim gördüm… [eğitmenin adı] konusuna vakıf Ama orada eğitim gördükten sonra… [Daha önce çalıştığı şubenin adı] şubesinde böyle bir işlemle karşılaşmadık.*

4.2.1.2 Contribution of Online Training

When the same question was asked for online training, similar responses with classroom training were gathered. Although sub-categories were revealed with similar intensity, the themes for online training differed from the ones for classroom training. While classroom training themes were underlining the broader application area of classroom training, online training themes were highlighting restricting application areas of online training.

Eleven of the participants stated that online training contributed to their job performance. The four themes in *positive* sub-category were: (1) *gaining new*

information: presenting information in the emergence of new situations or legislations enabling improving their knowledge, (2) *development of interpersonal skills:* the online interpersonal skills training videos which show the true and false approaches affecting their interpersonal skills positively, (3) *motivation:* motivating by enabling feeling relieved and (4) *reinforcement:* enabling reviewing and strengthening their knowledge about the subject matter.

Three of the participants stated that online training did not contribute to their job performance. The only theme in the *negative* sub-category was *availability of no-time for study:* workload did not provide time for online training.

Gaining new information

Gaining new information in online training was the first theme mentioned by the participants that contributes to participants' work performance (W01, W03, W05, W09, W07 and W08). A competent participant (W08) mentioned quickness of online trainings for presenting new information to contribute to her performance by stating,

> Yes, it does, it makes us learn and apply the new regulations, etc., quickly. I can access online training whenever I want. Whenever I want, when I have time I can get involved. I both, do my job and if time allows I get involved.
>
> *Evet, oluyor, yeni değişmiş kanunları vb. hızlı öğrenip uygulamamızı sağlıyor Online eğitimde de istediğim zaman istediğim zaman ulaşabiliyorum. İstediğim zaman vakit bulduğumda girebiliyorum. Hem işimi yapıyorum hem vakit varsa giriyorum.*

Also a sales representative (W09) expressed the theme in her response as

> It does. False documents, etc., well this is something like this then, I mainly learn things that I do not know and of course it is good.
>
> *Oluyor. Sahte evrak vs. aa bu da böyleymiş hani daha çok bilmediğim şeyleri öğreniyorum tabi güzel oluyor.*

Development of Interpersonal Skills

Another contribution of online training to work performance was stated as *development of interpersonal skills (W10, W14)*. A novice participant mentioned

how an online training improved her interpersonal skills. She (W14) narrated her online learning experience as

> …There was something [training] related to stress. They show it directly as a video, that is they more or less show what we need to do…If you do it like this, you are more correct, if you do it like that you are more incorrect. For instance, if an old man comes, he shouts there, I tell my friend to be silent…I give my response respectfully. When we speak with the same accent with a smiling face, the old man calms down a bit…In that manner it is overcome.
>
> *...Stresle alakalı bir şey[eğitim] vardı. Direkt video şeklinde gösteriyorlar, ne yapmamız gerektiğini az çok gösterebiliyorlar yani... Bu şekilde yaparsan daha doğrusun, böyle şekilde yaparsan daha yanlışsın. Mesela, yaslı bi[R] amca geldi, orada bağırdı çağırdı, ben sus diyorum arkadaşıma... Saygılı bir şekilde cevabımı veriyorum. Güzel yüzle aynı şiveyi konuştuğumuzda o zaman amca biraz daha sakinleşiyor... O şekilde geçiyor yani.*

Motivation

The theme of motivation was expressed by one participant as a factor that affects job performance positively. The participant (W06) mentioned the online personal development training that he participated in, and wished that a similar online training could be presented, as stated

> Online trainings are useful. A new concept has been developed related to photography which I like a lot. These are nice, if only they could be done from time to time.
>
> *Online eğitimlerin faydası oluyor. Mesela çok beğendim fotoğrafçılık ile ilgili son dönemde yeni bir konsept oluşturulmuş. Bunlar hoş şeyler bunlarda dönem dönem yapılsa.*

Reinforcement

The theme of reinforcement was also expressed by a novice participant (W12). In his example of legislation training, he stated that it enabled reviewing and strengthening his knowledge about the subject matter.

> Of course it contributes, the opposite cannot be claimed. Like this for example…I had some knowledge about forgery but we had the chance to consolidate through those trainings. That is, they are useful.
>
> *Şüphesiz katkısı oluyor, aksi iddia edilemez zaten. Şu şekilde, mesela... Sahtecilik eğitimleri de bilgim vardı o eğitimleri alarak pekiştirmiş olduk. Katkısı oluyor yani.*

In the negative sub-category, the only theme expressed by participants was *availability of no-time to study*.

Availability of no-time to study

Three workers expressed the reasons of their responses and complained about the workload which did not enable spare time for online training: *availability of no-time for study* (W02, W11 and W13). One of the examples of their responses is as W11 stated:

> We are busy enough at the workplace. We do only compulsory trainings within the branch. Indeed, those trainings are not useful at all because they are done just for the sake of increasing your points and to be finished as soon as possible.
>
> *Zaten iş yerinde yeterince yoğun oluruz. Şube içinde sadece zorunlu eğitimleri yapıyoruz. Onda da not ilerlesin bir an önce bitsin şeklinde olduğu için hiçbir faydası olmuyor.*

Also, another participant mentioned the same issue, and (W02) expressed:

> *Because the trainings are* drudgery, term trainings. Trainings that we need to complete somehow by stealing from our shift time. We are so busy during the day…

Çünkü eğitimler çok angarya, süreli eğitim. Bizim bir şekilde mesaimizden çalıp yapmamız gereken eğitimler. Gün içerisinde o kadar yoğun oluyoruz ki…

4.2.2 The Challenges that Participants Face in Formal Training Settings (Classroom and Online) (RQ. 1.2)

The organizations focus on formal learning to improve learning and performance. Thus, there are lots of methods used in classroom and online trainings. Participants' opinions about the trainings would help to understand the formal learning practices in the organization. Challenges faced in classroom trainings were related with instructional issues, in online trainings the challenges were technical issues, instructional issues, situational issues and organizational issues (Table 4-5).

Table 4-5 Problems / Challenges that Participants Face in Trainings

Classroom Training	N	Online Training	N
Instructional challenges		Technological challenges	
Broadness of content	1	Connectivity problems	7
		Loss of data and inability to save or transfer data	6
Applicability into practice	1	Instructional challenges	
		Over-length of the training	3
		Content covered is not specific enough	1
		Slow vocalizing speed	1
		Situational challenges	
		Lack of free time to study	3
		Organizational challenges	
		Mandatory course completion policy	1

4.2.2.1 Challenges in Classroom Training

Out of fourteen participants, ten of the them expressed that they did not face any problems in classroom trainings (W04, W05, W06, W07, W08, W09, W10, W11, W12, and W13), two participants stated instructional challenges of *broadness of the content* that the trainings comprised which was not detailed enough to solve specific problems faced on the job (W01) and *applicability into practice* that presented information was done automatically by the system in practice for a specific training (W02).

Broadness of the content was expressed by W01, as stated

> Not all of the trainings concentrate on solving the problems we face. We can meet them [the problems] in the details. The trainings, in general, are at surface level, general and explanatory in general terms. Of course, in the details we face problems.
>
> *Eğitimlerin tamamı karşılaştığımız sorunları çözmeye yönelik olmuyor. Detayda bunlarda [Sorunlarla]karşılaşıyoruz. Eğitimler genel olarak yüzeysel, genel ve ana hatları ile açıklayıcı oluyor. Tabi ki detayda sorunlar yaşanıyor.*

W02 mentioned *applicability into practice* of a training he took, as stated

> As I mentioned, many things stay…lengthen out. Let me give an example [name of training], the man [name of trainer] gives information about the preparation of his table [name of the table]. [But] the system itself forms it [the table].
>
> *Diyorum ya bir çok şey şeyde kalıyor, sürüncemede kalıyor. Mesela bir örnek vereyim, [eğitimin adi], adam[eğitmen]orada [tablonun adı] tablosunun hazırlandığı ile ilgili bilgi veriyor. [Ama]Sistem kendisi oluşturuyor[tabloyu].*

On the contrary, three of the participants expressed their satisfaction with classroom training in their responses (W04, W10 and W14). The reasons why they have positive opinions about the classroom trainings are good quality of both trainings and trainers; and the fact that the trainings are applicable to their job. For example, a senior participant (W04) mentioned a classroom training she took and stated

> [the name of the training] was primarily practice oriented, I liked these trainings very much. The mentioned trainings were given by university instructors and they were very good.
>
> *[eğitimin adı] daha çok uygulamaya yönelikti, bu eğitimler çok hoşuma gitmişti. Söz konusu eğitimler, üniversite hocaları vermişti, çok güzeldi.*

Another example was a novice participant's (W14) response, as expressed

> Out trainers explain very well and fondly, therefore we learn with joy indeed.
>
> *Hocalarımız çok güzel anlatıyorlar hani severek anlatıyorlar, biz de o şekilde eğlene eğlene öğreniyoruz aslında.*

One other example was a competent participant's (W10) response, as mentioned

> The trainings that our bank provides are really of high quality. There were no problems.
>
> *Gerçekten bankamızın getirdiği eğitimler çok kaliteli, hiç sorun olmadı.*

4.2.2.2 Challenges in Online Training

While five of the participants (W01, W03, W02, W11 and W13) stated that they came across challenges, nine of them expressed they did not encountered such challenges, except for a situation. However, whether or not they stated challenges all of the participants mentioned a challenge they encountered rarely, occasionally or generally in their response. Responses revealed that participants encountered mostly *technological challenges*, and other expressed challenges were *instructional challenges, situational challenges* and *organizational challenges*.

Technological Challenges

Technological challenges theme comprised two sub-themes: (1) *connectivity problems* in getting the courses launch in which they have to wait for too long to overcome error messages, and (2) *loss of data and inability to save or transfer data* that they encountered losing a part of or all of their progress in the course in some sessions.

Seven of the participants expressed that they encountered *connectivity problems* when they wanted to launch the courses such as slowness of the system in launching the course, or getting error messages when they wanted to launch the course (W02, W06, W08, W09, W10, W12, and W13). One example mentioned by a participant is (W12), as stated

> We face problems due to the network. I am giving the example of the training I did, I say save, at a point where I continue without a break, and the screen freezes as if there is no network. The training does not save. There are very different versions of this situation. There are problems when I try to enter a given training, at times. I think that it is because of the network, but the network is also a problem that the bank needs to reconsider and solve.
>
> *Ağdan dolayı sorun yaşıyoruz. Yapmış olduğum online eğitim örnek veriyorum, aralıksız devam ettiğim yerde, kaydet diyorum, sanki ağ yokmuş gibi ekran donuyor. Eğitim kaydetmiyor. Bunun türlü türlü halleri oluyor. Bazen bir eğitime girmeye çalıştığımızda sorunlar oluyor. Ağdan dolayı kaynaklandığını düşünüyorum ama ağında bankaca çözümüne bakılması gerektiğini düşünüyorum.*

W02 expressed that he faced a problem in getting the course to launch, as stated

> There is not such a problem, the only thing is that the system opens late, progresses slowly and there are unnecessary lengths or too many slides. I think that trainings could be more summarized
>
> *Öyle bir sıkıntı yok, sadece bizim sistemin getirdiği geç açılma, yavaş ilerleme ve gereksiz uzunluklar var ya çok slaytlı. Daha özetlenebilir gibi düşünüyorum eğitimler*

Also W08 mentioned the connectivity problem, as stated

> There is a system difficulty in online training. I cannot enter at times. The training I did does not appear as completed. I do not see any other problem apart from this.
>
> *Online eğitimde sistem zorluğu var. Bazen giremiyorum bazen. Yaptığım bir eğitim tamamlanmış görünmüyor. Onun dışında bir sorun görmüyorum.*

Six of the participants expressed *loss of data and inability to save or transfer data* which forced workers to re-complete a part of the course or the entire course (W07, W08, W03, W11, W12, and W14). As an example, W14 mentioned the challenges she faced as

> …Sometimes, it could be too long, 100 or something slides. We already work very hard all day and it is busy, sometimes when it is long we cannot catch up…sometimes, a client comes at the finishing point, it sends me to the beginning. We need to follow from the beginning again.
>
> *…Bazen çok uzun oluyor slaytlar 100 küsur oluyor. Zaten bütün gün çalışıyoruz bi de yoğun oluyor, bazen çok uzun olduğu zaman yetişemiyoruz... bazen tam bitireceğimiz noktada bir müşteri geliyor başa atıyor bizi. Tekrardan baştan izlememiz gerekiyor.*

Another participant stated that he (W05) himself might be the cause of the problem while expressing the inability to save data

> I have not come across at all, just sometimes I experience problems related to the computer. And is that something related to my computer skills. I would try to save, it would not save, I would ask and enter again. There were cases when we experienced problems related to the computer, but that was all.
>
> *Karşılaşmadım hiç, sadece bazen bilgisayardan kaynaklı sıkıntı yaşarım. O da artık benim PC becerimle ilgili midir. Kaydederdim, kaydetmezdi sorardım bir daha girerdim. Bilgisayar sıkıntısı yaşadığımız oldu ama o kadar.*

Also, W11 mentioned the challenge he encountered as

> Sometimes, we receive feedback about trainings that we complete at the workplace that they were not completed. Sometimes, I read quickly, but I wait for the voice to finish before I continue.
>
> *Bazen işte yapılan eğitimlerin yapılmadığına yönelik tekrar geri dönüşler oluyor. Bazen ben hızlı okuyorum ama sesin bitmesini bekliyorum ilerleyebilmek için.*

Instructional Challenges

Five of the participants expressed that they encountered *instructional challenges* and the emerged sub-themes are: (1) *over-length of the training* (W01, W02 and W14)

(2) *content covered is not specific enough* (W10) and (3) *the slow-vocalizing speed* in the course (W11).

Over-length of the online training was expressed as one of the *instructional challenges.* That course included too many pages which affected the completion of the course. The example provided by W14 stated that

> …Sometimes, it could be too long, 100 or something slides. We already work very hard all day and it is busy, sometimes when it is long we cannot catch up…sometimes, a client comes at the finishing point it sends me to the beginning. We need to follow from the beginning again.
>
> *…Bazen çok uzun oluyor slaytlar 100 küsur oluyor. Zaten bütün gün çalışıyoruz bi de yoğun oluyor, bazen çok uzun olduğu zaman yetişemiyoruz... bazen tam bitireceğimiz noktada bir müşteri geliyor başa atıyor bizi. Tekrardan baştan izlememiz gerekiyor.*

Also another participant (W02) mentioned same challenge as

> There is not such a problem, the only thing is that the system opens late, progresses slowly and there are unnecessary lengths or too many slides. I think that trainings could be more summarized
>
> Öyle bir sıkıntı yok, sadece bizim sistemin getirdiği geç açılma, yavaş ilerleme ve gereksiz uzunluklar var ya çok slaytlı. Daha özetlenebilir gibi düşünüyorum eğitimler

Only one participant (W10) mentioned the challenge of content covered is not specific enough and that she needed additional information for understanding the subject, as state

> The system opens late, does not load. Actually what happens is that the trainings can pass closed and a person can get stuck there, if this is written what is its essence and content…
>
> *Sistemsel olarak geç açılıyor, yüklenmiyor. Aslında şu oluyor, eğitimler kapalı geçebiliyor insan orada takılabiliyor, bunu yazmışta bunun özü ne içeriği ne…*

Situational Challenges

The only *situational challenge* stated by the participants was *the lack of free-time to study* online training. Workload of the participants and client communication did not enable them to study online training in the workplace. As an example, W04 stated

> … there is no time but we try to get involved. Since we deal directly with clients, we do not have time. We have to do the trainings at home.
>
> *…zaman yok ama yetiştirmeye çalışıyoruz. Direk müşteri ile ilgilendiğimiz için vaktimiz olmuyor. Evden açıp oradan eğitimleri yapmamız gerekiyor.*

Also, W14 stated that

> …Sometimes, it could be too long, 100 or something slides. We already work very hard all day and it is busy, sometimes when it is long we cannot catch up…sometimes, a client comes at the finishing point it sends me to the beginning. We need to follow from the beginning again.
>
> *…Bazen çok uzun oluyor slaytlar 100 küsur oluyor. Zaten bütün gün çalışıyoruz bi de yoğun oluyor, bazen çok uzun olduğu zaman yetişemiyoruz... bazen tam bitireceğimiz noktada bir müşteri geliyor başa atıyor bizi. Tekrardan baştan izlememiz gerekiyor.*

Organizational Challenges

Mandatory course completion policy was the organization's policy that some of the courses have to be completed by all staff. One participant expressed it in his response. W01 mentioned the challenge overall as 'being mandatory' by not giving explanation.

4.2.3 The Resources Participants Used to Access Training Related Information (RQ. 1.3)

This question was asked in order to explore how classroom and online trainings related resources were used as a resource by the participants' to fulfill their information needs. Responses for each setting were summarized in Table 4-6.

Table 4-6 The Resources Participants Used to Access Training Related Information

	Classroom Training	N	Online Training	N
Existing Situation	Training document	6	No Need to Turn Back	7
	Colleague	4	Online Training	5
	Trainer	2	Central information system	2
	Personal note	1	Printed online training	2
	Classmate	1	Colleague	2

Some of the participants were expressed more than one resource in their responses.

4.2.3.1 Resources Used for Accessing Classroom Training Related Information

The five *themes* expressed by the participants were; (1) *training document* which was distributed or emailed before, during or after the training, (2) *colleague* was a staff member who was working in the branch offices and experts in that subject or a staff member who was working in head office departments and was the main contact point in their subject area, (3) *trainer* of the training (4) *personal note which was* taken in the classroom training, and (5) *classmate* was a participant of the training.

Participants mainly expressed that they used training documents (W09, W10, W11, W07, W08, and W14) as a source of information when they need to remember a piece of information from their classroom trainings. Participants did not express detailed information about how they were using these training documents, an example of their responses was (W08)

> I have a file called training documents and I save there. I can find it from the communiqués, I do not have a document problem.
>
> *Eğitim dokümanlarım şeklinde bir klasörüm var oraya kaydediyorum.*
>
> *Tebliğlerden bulurum, doküman sorunum yoktur.*

The theme of *colleagues* was expressed by four participants (W01, W05, W13 and W14). An example of them was answer of W01 as ‘generally, we are communicating with implementers’. Also, W13 expressed as “we are reaching to the department related with that subject”. In addition, a senior participant (W05) explained the easiest way to learn as

> The easiest way to learn is to ask each other. In our bank there is master-apprentice relation. Like, Mr [A] how were we supposed to do

this, Mrs [B] was this like this. Of course, there is no chance to reach the trainers.

Öğrenmenin en kolay yolu birbirine sormak. Bizim bankada da usta çıraklık işi olduğu için. [A] bey bu nasıldı, [B]hanım bu şöyle miydi şeklinde. Tabi eğitmenlere ulaşmak şansı pek olmuyor tabi.

Two participants expressed that they were accessing the *trainers* of that training by using emails or telephones (W02, and W06). A participant (W02) expressed that trainers were mainly sharing their communication information, as stated

Almost all of the trainers who come share their emails and telephones. We can reach them when there is a question mark in our minds in this way.

Hemen Hemen gelen tüm eğitmenler telefon ve mail adresleri paylaşırlar. Kafamıza takılan sorularda o anlamda ulaşabiliyoruz.

Another participant (W06) pointed out the issue of sharing communication information depended on trainers, as stated

Indeed, it also depends on the trainer a bit. It depends on the communication that the trainers establish. There are trainers who still congratulate our holidays. We have trainers who can establish communication with regard to documentation and counseling.

Valla öğretmenlere de bağlı birazcık. Öğretmenlerin sizle kurduğu iletişime de bağlı. Hala bayramınızı kutlayan eğitmenler var. Dokümantasyon ve danışmak için iletişim kurabilecek eğitmenlerimiz var.

Only one participant stated personal notes taken in the classroom as a source of information in her response (W04). She stated that ‘I generally take notes during the trainings. Starting from those notes I have never called back’ ‘ben genelde eğitimde not alıyorum. O notlardan yola çıkarak hiç geri dönüşüm olmamıştır.’

Also, the theme of classmates was expressed by one participant (W09) as expressed ‘I look at the documents given, or ask my class-mates that we took the training together with. Like, how was this in the training?’ ‘verilen dokümanlara bakarım, ya da arkadaşlarıma sorarım birlikte eğitime katıldığım. Şu eğitimdeki şu nasıldı diye?’

4.2.3.2 Resources Used for Accessing Online Training Related Information

The five *themes* expressed by the participants were; (1) *no need to turn back*: there was no need for accessing information about the online trainings they had taken, (2) *online training:* they could access online trainings when they needed an information related with online training subject, (3) *central information system* as a main source of information in the organization and (4) *printed online training* was the print of each page of the online training by print screen and (5) *colleague* in the head office who are the main source of information in their subject matter.

Seven participants mentioned that they did not revisit the online trainings because there was *no need for turn back (*W05, W07, W02, W12, W10, W11, and W13). W05 explained the issue as

> The information I obtain from online training stays there. We have never made any revisiting, or investigation if that page opened or not, or if I can find it again.
>
> *Online eğitimi yaparken aldığım bilgi orada kalıyor. Onun dışında tekrar geri dönüş nerde, o sayfa kapandı mı açıldı mı, tekrar or[a]dan bulabilir miyim diye araştırma yapmamışızdır.*

Five of them stated they turn back to the *online training* itself (W01, W09, W04, W08 and W14). One of the participant explained how she could access the information from online training when they needed as 'I could re-open the training, it is under the topics of trainings; thus, easy to access', 'eğitimi tekrar açabiliyorum, eğitimlerde konu başlıkları altında olduğu için ulaşmak kolay oluyor,'

Two participants expressed that they were using *central information system* as a source (W03, and W05). Examples of their responses, are (W05)

> When I need information related to the trainings I search the communiqués and the legislation. Of course, the knowledge of our chiefs is helpful for us.
>
> *Genellikle eğitimlerle ilgili bilgilere ihtiyaç duyduğumda tebliğ ve mevzuattan ararım. Tabi amirlerimizin bilgileri de bize yardımcı oluyo[r].*

Printed form of the online trainings was expressed by two older participants (W06 and W08). An important point was that they stated they were printing online trainings page by page. For instance, W06 stated

> Generally I print the documents related to the trainings I take page by page. Considering that it might be necessary. Some trainings are removed after the deadline expires. That is why I archive.
>
> *Genelde aldığım eğitimler ile ilgili dokümanları yazdırıyorum sayfa sayfa. Gerekli olabileceğini düşünerek. Bazı eğitimler süresi bittiğinde kaldırılıyor. O nedenle arşivliyorum.*

Another example (W08) was

> I go back and look at the training when I need. If the training is still on, from there, or I can also print sometimes. If I print, I can reach it anyway.
>
> *İhtiyacım olduğunda eğitime dönüp bakıyorum. Eğitim hala ekrandaysa oradan ya da döküm alabiliyorum. Döküm alınca zaten ulaşabiliyorum.*

The last theme was *colleague* stated by two participants (W07 and W09). One of them (W09) stated as 'When we encountered problems we communicate with the relevant head office department' 'Bir sorunla karşılaştığımızda ilgili birimle de irtibata geçiyoruz'. Another participant (W07) stated that

> When I need information related to the trainings I search the communiqués and the legislation. Of course, the knowledge of our chiefs is helpful for us.
>
> *Genellikle eğitimlerle ilgili bilgilere ihtiyaç duyduğumda tebliğ ve mevzuattan ararım. Tabi amirlerimizin bilgileri de bize yardımcı oluyo[r].*

4.2.4 Preferences of Tools and Resources for to Access Training Related Information (RQ. 1.3)

This question was asked in order to understand the preferences of the participants regarding their access to information related to the trainings they took. Responses for each setting were summarized in Table 4-7.

Table 4-7 The Preferences of Participants to Reach Training Related Information

	Classroom Training	N	Online Training	N
Preferences	Colleague	6	Training Document	3
	Question and Answer System	3	Online Training	3
	Training Document	2	Colleague	3
	Website	1		

Themes expressed for classroom and online training were examined separately. Some of the participants expressed more than one resource in their responses.

4.2.4.1 Preferences of Tools and Resources for Accessing Classroom Training Related Information

Twelve participants responded to the question. The mentioned three themes were: (1) reaching *colleague* that could be supervisor, workfellow and head office staff (2) *question and answer system*, asking questions when they needed and getting quick response, (3) accessing a *training document* which was distributed or emailed before, during or after the training, and (4) *web site* for accessing information when they needed.

Colleague theme was a broad theme expressed by six participants. Head office staff (W02, W04, W05, W12, and W14) and supervisor (W11) were mentioned by the participants as a source of accessing information related with trainings when they needed. In addition to their preferences of colleagues as a source, two of the participants (W05 and W02) also suggested usage of a directory, which includes detailed information about colleagues and their expertise, for searching a colleague who has expertise in one particular topic. One of them (W02) stated his preference as

> As I said before, I prefer a trainer within the bank, if we had a system within the bank and we had a guide, it would be more useful in terms of knowing who is in charge of what issue.
>
> *Ben dediğim gibi banka içi eğitmen tercih ettiğim için, Banka içi bir sistemimiz olsa bir rehberimiz olsa, şu konuyla ilgilenen kişi şudur şeklinde daha faydalı olur.*

Similarly, another participant (W05) was imposed to use a telephone book in previous years and demanded similar application on the intranet, expressed

> Our bank used to have a small telephone directory. That telephone directory was such a good thing, I do not know if I could not keep pace with the age or there is some abnormality with the age. We used to take out our small directory and look up the number and name, then, we would ask to speak to the relevant person from the Head Office. But now, unfortunately that directory is out of use, I will look it up in the system on the computer, I will find it, and will reach it, a lot of time consuming procedures. I wish we had such concrete documents [telephone directory].
>
> *Şimdi önceden bizim Bankanın bir küçük telefon rehberi vardı. O telefon rehberi o kadar güzel bir şeymiş ki, bilmiyorum ben çağamı ayak uyduramadım yoksa çağda mı bir anormallik var. Küçük bir not defterimizi hemen alırdık açardık, eğitim müdürlüğünden şu kişiyle görüşece[ği]m, karşısına küçük bir notta alırdık. Ama şimdi maalesef o rehber kaldırıldı, sistemden bilgisayardan arayacağım, bulaca[ğı]m ulaşaca[ğı]m bir sürü zaman alan işlemler, Ben isterdim ki böyle somut dokümanlar[telefon rehberi] olsun.*

Second theme stated was *question and answer system* which includes asking a specific question and getting its answer quickly (W01, W08 and W09).

The theme of *training documents* was expressed by two participants (W09 and W14). However, they did not express any explanation of their choice.

Usage of *web site* for accessing information they needed was expressed by one participant. W10 stated that

> If there were a website, it would be a great advantage for me and form my colleagues, I am sure. If a client asks us a question, at a moment when we are stuck, we can ask permission for a second and visit the web page and get information systematically.
>
> *Bir web sitesi olsun, benim için çok büyük avantaj olur eminim diğer arkadaşlarım içinde. Müşterimiz bir şey sorduğunda en azından sıkıştığımız anda bir saniyenizi rica edip, ben girip sistemsel olarak bilgi alabilirim.*

4.2.4.2 Preferences of Tools and Resources for Accessing Online Training Related Information

For online trainings, nine participants responded the question. The four *themes* expressed by the participants were: (1) accessing *online training*, (2) *online training document in* a short text form of the interactive online training, (3) reaching to *colleague* who has an expertise in that subject matter such as supervisor or head office staff.

Accessing online training was expressed by three participants (W01, W04, and W12). To illustrate, W01 stated that "We can access from our computer at home too, the only thing needed is that the training should be open to access." "Evimizdeki bilgisayarımızdan da ulaşabiliyoruz, eğitimin açık olması yeterli". Another participant (W12) wanted to reach online trainings always and stated that

> I wish the access to online training was always possible. For example, I wish the trainings whose duration expired, were activated again for our access. Actually, I can guess why there is a time restriction. I guess it is because the personnel should complete the training as soon as possible and benefits from it.
>
> *Keşke eğitimlere ulaşabilme imkânı sürekli olabilse, mesela süresi biten eğitimler tekrar atansa. Aslında bu süre kısıtlaması neden yapıldığını tahmin edebiliyorum. Personel bir an önce bitirsin, eğitimden bir an önce istifade etsin diyedir*

Three participants expressed the theme of *online training document* which was a text form of the interactive online training (W02, W03, and W06). One of the participants (W02) mentioned how the text notes should be and stated

> The notes should not be as long as the slides. There should be short, point shot notes
> *Notlar slaytlar kadar uzun olmamalı. Kısa nokta atışı eğitim notları olmalı*

One of the participants (W03) stated her preference as

> I could ask that the outline of the training, the points I can come across everyday in my job at any time could be added to the portal in the form of short notes.
>
> *Bir eğitimin ana hatlarını, günlük iş hayatında her an karşılaşılabilecek noktaları kısa ve öz şekilde portala eklenmesini isteyebilirim.*

Three of the participants expressed that they preferred to reach their *colleague* who had an expertise in her/his subject matter such as supervisor (W10) or head office staff (W08 and W09). An example of the responses was given by W10 who stated that

> I search when there is something that I feel uncertain. Or we consult our experienced chiefs or assistant directors.
>
> *Çok kafama takılan bir şey olduğunda arıyorum. Ya da yılların tecrübesi olan amirlerimiz/müdür yardımcılarımız ile görüşüyoruz.*

Another example was, as W09 stated

> There might be parts that I do not know or could not understand, the training provides examples, but I want to ask an expert person about the aspects I could not understand and get more detailed information.
>
> *Bilmediğim anlamadığım yerler olabilir, eğitimde örnek veriyor ama daha detaylı bilgi alabileceğim, ya da o kısımda anlamadığım şeyleri uzman kişiye sorup öğrenmeyi istiyorum.*

4.2.5 Participants' Opinions about Classroom and Online Training Needs in the Organization (RQ. 1.4)

This question was asked to understand the training needs of the organization from the participants' point of view. Slightly different opinions were expressed for classroom and online training. Themes for each setting were summarized in Table 4-8.

Table 4-8 Participants' Opinions about Classroom and Online Training Needs of the Participants in the Organization Role Based Formal Training Needs

Classroom Training	N	Online Training	N
Legislation	5	Sales	5
Communication	4	Legislation	3
Stress Management	3	Stress Management	1
Psychology	3		
Management	1		

4.2.5.1 Classroom Training Needs in the Organization

The five *themes* expressed for classroom training were: (1) *legislation* training for improving and updating their knowledge about the regulations and procedures of the organization, (2) *communication* training for improving their listening, developing empathy and managing emotion skills; thus, improving communication with the clients, (3) *stress management* for managing their stress in the workplace, (4) *psychology* training for helping participants to understand the client's behavior, (5) and *management skills* for improving themselves in management and supervising.

Five participants expressed *legislation* training in their responses (W02, W05, W08, W03 and W04). It comprised subjects of regulations, technical information about the job, procedures used in the organization and in the sector. One participant (W04) stated that training regarding *legislation,* for instance, should be given to the staff because of the following fact

> …I am always face to face with the client. I have to market all kinds of products related to banking in the best way possible. Since the changes in the applications are reflected immediately, that is a way of

learning during the application. While we are dealing with the client, we also follow the latest changes in the meantime.

…Sürekli müşteri ile karşı karşıyasın. Bankacılığın gerektirdiği her türlü ürünü en iyi şekilde pazarlamak zorundasın. Uygulamadaki değişiklikler anında yansıdığı için, işlem sırasında öğrenme oluyor. Müşteriyle ilgilenirken, aynı zamanda da son değişiklikleri takip ediyorsun.

Another participant (W02) also mentioned the need for legislation trainings

…According to me, it is totally about the legislation, our biggest hardship is that things change constantly. How do we learn about the changes, through communiques. But we are so busy during the day…

…Bence tamamen mevzuata yönelik olması, bizim en büyük sıkıntımız sürekli bir şeylerin değişiyor olması. Bize değişiklikler nasıl geliyor, tebliğ ile oluyor. Ama gün içinde o kadar yoğunuz ki…

Similarly, W08 also stated that legislation trainings should be given and added

Is it enough? When I take it, it is enough, but communiques change, regulations change, there should be some kind of training after every change.

Yeterli oluyor mu? Aldığımda zaman yeterli oluyor ama sürekli tebliğler değişiyor, kanunlar değişiyor, her değişiklikte bir şekilde eğitim olmalı.

An older participant (W03) mentioned that technical information about products should be given to the novice staff, as stated

The promotion and administering of new loans could be. However, I think that it would be better if it is given to novice colleagues who have just started working in the sector. Since we have completed 15 years in the profession, we are competent enough in our profession, but the new comers should be better equipped. For example, when opening a loan the communiqué has to be followed. And the root communiqué of the relevant loan needs to be known, such as who can use the loan, what the limit is and what the procedure to be used

while administering the loan is. In other words, he has to be competent and tell the details to the client immediately

Yeni kredilerin tanıtımı kullandırılması olabilir. Fakat bunu henüz bankacılık sektöründe yeni olanlar için verilmesinin daha doğru olacağını düşünüyorum. Çünkü biz 15 yılımızı doldurduk ve işimize yeteri kadar hakimiz ama yeni girenlerin daha donanımlı gelmeleri gerekir. Örnek vermek gerekirse, bir kredi açılırken tebliğlere göre hareket edilir. Ve ilgili kredinin kök tebliğini bilmek gerekir.

Kimlere kullandırılır limitleri nedir kullandırım aşaması nedir gibi.

Yani uzmanlaşmış olmalı, geldiğinde takır takır söyleyebilmeli karşısındaki müşteriye

On the contrary, one of the participants mentioned no need for legislation related trainings (W06), she added that

> …Trainings regarding overcoming problems related to communication rather than technical information should be given. We can reach technical information anyhow. Our bank has a good system in that respect, they have uploaded everything, we can reach that anyhow.
> *…Teknik bilgilerden ziyade iletişim ile ilgili problemlerin aşılması yönündeki eğitimler verilmesi. Teknik bilgilere her şekilde ulaşıyoruz. Bankamızın o anlamda güzel bir sistemi var, her şeyi yüklemişler bir şekilde ulaşıyoruz.*

Four participants expressed *communication* subject in their responses (W03, W06, W10, and W11). Communication subject was covered in the training under the headings of body language in communication, active listening, questions to ask, the "right" questions to ask, managing emotions and communication, empathy. One of the responses, W10 stated as

> Certainly communication and anger management. Because recently people's [clients'] approach to us is very rude, a serious training should be given related to this.
> *Kesinlikle iletişim ve öfke yönetimi. Çünkü artık son zamanlarda insanların [müşterilerin] bizlere yaklaşımı çok çirkin. Bununla ilgili ciddi bir eğitim verilmesi.*
> [Technical trainings?]

> Instead of technical information, trainings related to overcoming communication problems are needed.
>
> We reach technical information anyhow. Our bank has a very nice system in that respect, they have uploaded everything and we can search anyhow. But I think that such trainings should be provided professionally, especially for the colleagues in the branches.
>
> *[I: Teknik eğitimler?]*
>
> *Teknik bilgilerden ziyade iletişim ile ilgili problemlerin aşılması yönündeki eğitimler verilmesi.*
>
> *Teknik bilgilere her şekilde ulaşıyoruz. Bankamızın o anlamda güzel bir sistemi var, her şeyi yüklemişler bir şekilde ulaşıyoruz. Ama bu tür eğitimlerin profesyonel bir şekilde verilmesi şart diye düşünüyorum, özellikle şubeci arkadaşlara.*

As another example, W11 expressed that they are closely communicating with clients

> Of course most of the time we come face to face with the clients, some of whom sit for hours, trainings about the humanistic side of the issue would be more useful.
> *Daha çok tabi biz müşteri ile yüz yüze geliyoruz, oturan saatlerce oturuyor, konuşuyoruz. İşin insancıl boyutu ile ilgili eğitimler daha faydalı olur.*

Three participants stated *stress management* training in their responses (W03, W10, and W13). Stress management comprised subjects such as stress and time management, positive use of anger and conflict resolution styles. An example response was stated by W13

> First of all, stress management training must be given to us. We really work under a lot of stress. Apart from that, in terms of skills, at the desk there are standard applications, deposit money to an account, etc, regular tasks, very complicated applications do not occur. However, we need to be provided support in terms of stress.
>
> *Bir kere bize stres eğitimi kesinlikle verilmeli. Biz çok stres altında çalışıyoruz hakikaten. Onun dışında bir beceri açısından gişede standart işlemler, para yatırma vs. belli işler, çok karmaşık işler*

gelmiyor. Bildiğin işler geliyor. Ama stres konusunda bize yardımcı olunması lazım.

Also W10 stated as follows

> Certainly communication and anger management. Because recently people's [clients'] approach to us is very rude, a serious training should be given related to this.
> [Technical trainings?]
>
> Instead of technical information, trainings related to overcoming communication problems are needed.
>
> We reach technical information anyhow. Our bank has a very nice system in that respect, they have uploaded everything and we can search anyhow. But I think that such trainings should be provided professionally, especially for the colleagues in the branches.
>
> *Kesinlikle iletişim ve öfke yönetimi. Çünkü artık son zamanlarda insanların [müşterilerin] bizlere yaklaşımı çok çirkin. Bununla ilgili ciddi bir eğitim verilmesi.*
> *[I: Teknik eğitimler?]*
>
> *Teknik bilgilerden ziyade iletişim ile ilgili problemlerin aşılması yönündeki eğitimler verilmesi.*
>
> *Teknik bilgilere her şekilde ulaşıyoruz. Bankamızın o anlamda güzel bir sistemi var, her şeyi yüklemişler bir şekilde ulaşıyoruz. Ama bu tür eğitimlerin profesyonel bir şekilde verilmesi şart diye düşünüyorum, özellikle şubeci arkadaşlara.*

Three participants mentioned *psychology* training (W09, W12, and W14). *Psychology* training would help understand the client's behavior. The content of the training comprised theoretical information and also practical information about human behavior. An example of the response is expressed by W12 as

> The fundamental training is of course theoretical, we did the practice in the branch. Apart from that, psychology courses could be provided, in terms of understanding the client better. Perhaps. It is not a problem in terms of me but in terms of understanding the client.
>
> *Temel eğitim elbette ki teorik, uygulamayı ise şubede yapmış olduk. Onun dışında psikoloji dersleri verilebilir, müşteriyi daha iyi*

anlamak babında Belki. Benim açımdan bir problem değil empati yapma, müşteriyi anlama açısından.

One of the participants (W01) who was an expert in his job and older expressed that *management* trainings which cover the subjects such as coaching, leadership, team building, should be given to the staff similar to his position, as stated

> We are at managerial position. Therefore, there are tasks and responsibilities related to management. When there are 5 assistant directors with similar position, role or title, individual training is not enough. When there are one or two, training regarding higher positions is given more. You are both in application and you are also in a position open to redirect in theoretical sense.
>
> *Biz yönetici pozisyondayız. Dolayısıyla yönetim ile ilgili görev ve sorumluluklar. Bu şubedeki benzer konumdaki rol ya da unvan anlamında sayısal olarak, yani 5 tane müdür yardımcısı olunca Bireysel eğitim az oluyor. Bir ya da 2 tane olunca üst pozisyonlara yönelik eğitim daha çok oluyor. Hem uygulamada oluyorsunuz, hem de teorik anlamda yönlendirmelere açık bir pozisyon sergiliyorsunuz.*

4.2.5.2 Online Training Needs in the Organization

Responses to the same question in terms of online training revealed three *themes*: (1) *sales* which includes subjects of product and services information, sales tactics which helps to improve sales skills of the people, and cross selling which was used to increase sales by selling clients a complementary product in addition to the products they purchased, (2) *legislation* which comprised subjects of regulations, and procedures used in the organization and in the sector and (3) *stress management* which covered the subjects of stress and time management, positive use of anger and conflict resolution styles.

Five of the participants expressed *sales* trainings such as product and services information, sales tactics and cross selling (W01, W02, W03, W10, and W11). All of them were working in sales roles. One of them (W01) mentioned the scope of the training in his response, as stated

> Definitely, information about the products to be sold, comparing the products, the benefits not only for the bank but also for the client. What does it provide for the bank and what does it provide for the client.
>
> *Kesinlikle kullandırılacak ürünler hakkında bilgi, ürünlerin birbirleri ile kıyaslanması, hem bankaya getirisi, müşteri için getirisi anlamında. Müşteriye ne sunuyor bankaya ne sunuyor.*

Another participant (W11) expressed the subjects as

> Well, if there were an online training related to sale, maybe a bit related, that could be more attractive, if trainings related to active sale, cross sale could be provided, it would be more useful.
>
> *Yani satışa yönelik online eğitim olsa belki biraz ilgili daha çekici olabilir, aktif satış, çapraz satış bunlarla ilgili eğitimler yapılsa daha faydalı olur.*

Three of the participants stated *legislation* training which covered the topics of regulations, procedures in the organization and in the sector (W03, W09 and W08). An example of the responses is, as stated by W09

> It could be more related to legislation. Because legislation changes day after day. As I said, I think that, trainings related to the changes in the system could be more useful.
>
> *Daha çok mevzuatla ilgili olabilir. Çünkü mevzuat günden güne değişiyor. Dediğim gibi sistem değişikliği ile ilgili eğitimler daha iyi olur bence.*

One of them (W03) expressed *stress management* which includes subjects of stress and time management, positive use of anger and conflict resolution styles.

While nine participants expressed a subject or subjects in their responses, four participants did not stated any subject and three of them (W07, W04 and W12) expressed *adequacy* of the online trainings in the existing situation. They stated several subjects as stated by W07

> Previously, computer trainings were given (Word, Excel). Then, to the sales personnel. We had trainings related to sales and marketing techniques. We should not forget the trainings related to our new products too…These were trainings suitable to the job description of our personnel.
>
> [I: Should the same trainings be repeated?]
>
> The same trainings and other trainings that would meet the needs are still given online or as classroom training to the whole personnel.
>
> *Daha önce bilgisayar eğitimleri(Word, Excel) verildi. Sonra satış personeline. Satış ve Pazarlama teknikleri ile ilgili eğitimleri aldık. Yeni çıkan ürünlerimizle ilgili eğitimleri de unutmamalı... Personelimizin görev tanımına uyan eğitimlerdi bunlar.*
>
> *[I: Aynı eğitimlere tekrar mı edilmeli?]*
>
> *Aynıları ve ihtiyacı karşılayacak tüm eğitimler halen tüm personelimize online veya sınıf içi olarak verilmekte.*

Another example response is as stated by W04

> According to me the present online trainings are enough. Instead of going back to the communiqués, you go back to the trainings and check. The trainings related to the new products [names of the products] are useful.
>
> *Bence, şu andaki online eğitimler yeterli. Tebliğlere dönmek yerine, eğitimlere dönüyorsun bakıyorsun. Yeni çıkan ürün eğitimleri[ürünlerin isimleri] faydalı oluyor.*

4.3 Opinions about the Informal Workplace Learning Settings in the Organization

Perception of the participants about the informal workplace environment in the organization were examined in terms of *information repositories, communities and networks, experts and expertise,* and *mentoring and coaching*.

4.3.1 Participants' Opinions about Adequacy of the Resources in the System (R.Q 2)

While seven of the participants found the resources in the system enough, six participants found the resources in the system inadequate and one of the participants is a new starter so she did not mention opinion about it.

Participants who mentioned that the resources in the system were enough (W01, W02, W03, W04, W05, W07, and W14) mainly had an experience of more than 7 years in the organization-except for W14. A senior participant (W01) explained that there was a change in the organization; thus, they had enough resources in the system, as described

> Our bank has entered the process of configuration. Based on the change and transformation work related to this, the directorate of education prepared their stock lecture notes, other departments have done it too. Not for all questions, but for general questions. I think that we have an archive from which we can get answers for most of the time.
>
> *Bankamız Yapılandırma sürecine girmiş durumda. Bununla ilgili değişim ve dönüşüm çalışmaları itibariyle, eğitim müdürlüğü kendi stok ders notlarını oluşturabildiği, diğer birimlerinde var. Çok spesifik birimler hariç hepsinin var. Tüm sorulara değil ama genel sorulara yönelik. Bence buna ilişkin çoğunlukla yanıt alabileceğimiz bir arşivimiz var.*

Another expert participant (W04) has mentioned the effect of experience in her response, as expressed

> I think that the resource in the system is enough. It is enough in the respect that when resources overlap with experience, they are effective. I have not experienced any problem about the resource in the system.
>
> *Sistemdeki kaynak bence yeterli. Şöyle yeterli, kaynaklar tecrübeyle örtüşünce, çok verimli oluyor. Sistemde kaynak olarak bir sıkıntı yaşamadım.*

Six participants, who stated there are not enough resources in the system (W06, W09, W10, W11, W12 and W13), had less than seven years of experience in the organization-except for W06. While stating their reasons, they mentioned difficulty in reaching the resources in the central information system mostly. A junior participant (W13) stated that,

> …We need to search in order to do better, while searching there are so many different resources that, for example there is the information system, in order to find what we want to find in the information system we spend a lot of effort. Yet, it is not clear what is where or how.
>
> *… Daha iyi yapabilmemiz için araştırmak lazım, araştırırken de o kadar farklı kaynaklar var ki, bilgi sistemi var mesela, bilgi sisteminden neyi bulacağınızı bulmak için bile baya uğraşıyorsunuz. Açık değil ne nerede nasıl diye.*

Also another junior participant (W12) pointed out

> As far as I am concerned there is not enough. If there is, I could not see and reach it, it is difficult to reach.
>
> *Yeterli yok zannedersem. Varsa da ben göremedim ulaşamadım, ulaşmak zorlu.*

A sales representative (W11) expressed similarly

> We reach the information that is the communique with difficulty. Say we search the information for client update, it does not appear. We have to write the full name of the communique. We need to know the full name and number of the communique, that is why, it is not enough.
>
> *Bilgiye de yani tebliğlere de biz çok zor ulaşıyoruz. Atıyorum, Müşteri güncelleme dediğimizde çıkmıyor. Tebliğin Tam adını yazmamız gerekiyor. Tebliğin adını ve numarasını bilmemiz gerekiyor o yüzden yeterli değil.*

4.3.2 Additional Resources Preferred by Participants (R.Q 2)

This question was asked in order to understand participants' needs in terms of tools and resources based on their preferences. Out of fourteen participants, five suggested additional resources, five of them did not express any suggestions, and four of them stated no need for additional tools and resources. The themes emerged were summarized in Table 4-9.

Table 4-9 Additional Resources Preferred by Participants

Tools and Resources	N
No need for additional tools and resources	4
Role Based Portal	1
Video	2
Reaching to experts	1
Powerful search engine	1

Suggested additional tools and resources were (1) *video* as a tool for presenting information visually, (2) *role based portal* as access point of staff with the same role and all of the information in the central information system would be filtered according to relatedness to that role, (3) reaching *experts* for supporting the staff in their learning journey in new applications and (4) *powerful search engine* which has a quick response ability and is smart enough to enable reaching the needed information quickly.

The seven participants who mentioned there were adequate resources in the system in the previous question, responded to this question in two different ways; *no need for additional resources* (W03, W04, W07 and W14), and suggesting additional resources (W01 and W02).

Four participants stated that there was no need for additional resources similar to their response to the previous question. As an example, a participant (W04) stated that

> We already have such facilities. We can send an email through the system when we are stuck. Technically, [the name of the support line] there is a support line and we can consult.

Zaten öyle imkânlarımız var. Sistem aracılıyla bir yere takıldığımızda mail atabiliyoruz. Teknik olarak [destek hattının adı] destek hattı var orası ile görüşüyoruz.

Two junior participants recommended usage of video as a resource which enables visual instruction (W12 and W13). W12 expressed that it would prevent making mistakes as stated

> Regarding the use of the screens information/training with video would be more effective. We can adapt many things when we watch them on the video. There are many things that prevent us from doing mistakes on the system.
>
> *Ekranları kullanımı açısından videolu bilgi/eğitim daha isabetli olur. Zaten videodan bakınca birçok şeye adapte olabiliyoruz. sistem üzerinde hata yapmamızı engelleyen birçok şey var.*

The other junior participant (W13) preferred videos, as explained

> There might be video based explanations on the screen, there have to be some short videos. What are we supposed to do when we face that problem…There could be some visual information that we can open and watch.
>
> *Videolu anlatım olabilir ekranları, kısa kısa videolar olması lazım. O sorunla karşılaştığımız zaman ne yapacağız... Açıp bakacağımız görsel bir bilgi olabilir.*

W02 preferred *role based web page* as additional resources that would help their job. He also defined how a role based web page would be as

> There should be an operation menu for the operations. The bank should appoint a participant for this job in the operation department, there should be a responsible person for the changes regarding operations and all changes will be on an open screen and they will be constantly updated, for example like the way I store emails, there should be a responsible person for this task and the latest 200 communiques will be always on the screen. When there is a change, it should be made striking with a flashing display system. One's record

should not prevent seeing the information about other roles. If one wants to learn operations, the person should have access to OPR page.

Operasyon için bir operasyon menüsü olmalı. Bu işle ilgili atıyorum operasyon birimi için bir tane eleman tahsis etmeli banka, operasyona yönelik tüm değişiklikler onlara açık olan bir ekranda tüm değişikliklerin güncellendiği, hani mesela ben kendimce bir mail depoluyorum ya, bundan sorumlu bir kişi olacak, en güncel 200 tebliği sürekli ekranda olmalı mesela. Bir değişiklik olduğunda sistemde yanıp sönen bir ekran ile ilgi çekici olmalı. Birinin sicili diğer rollerin bilgilerini görmeye engel olmamalı. Eğer operasyon öğrenmek istiyorsa OPR'nin sayfasına da girebilmeli.

W01 expressed that performance support is utopic, however, *reaching experts* could be added as an additional resource to the system:

[I: For example, on the screen we use a support control list providing immediate solution, etc.]

Since I think that it would be very difficult, that would be utopia, it does not exist almost anywhere. An expert on that, not in the sense of classical applications, but in the sense of introducing the new programs and applications, even if it is short term, such opportunity for communication with the aim of support could be provided.

[I: Mesela kullandığınız ekranda anlık çözüm sunan bir destek, kontrol listesi vs]

Onun çok zor olacağını düşündüğüm için, o bir ütopya olur, hemen hemen hiçbir yerde yok. Onun uzmanı bir kişinin, klasik uygulamalar anlamında değil de, yeni program ve uygulamaların anlatımı anlamında, kısa sürelide olsa destek anlamında öyle bir iletişim olanağı sağlanabilir.

Lastly, W11 requested *powerful search engine* as a tool that would improve accessibility to the resources

…The opportunity to make search with one key word, as I mentioned before, we have difficulty in accessing the communiques.

... Tek kelime ile arama yapabilmek, deminde dediğim gibi tebliğlere ulaşmakta zorluk yaşıyoruz.

4.3.3 Resources Used and Path Followed for Accomplishing Informal Learning Needs (R.Q 2.1)

Two questions were asked for ascertaining how participants use tools or resources in the organization and the path participants followed for fulfilling their informal learning needs. The themes which emerged were summarized in Table 4-10.

Table 4-10 Tools and Resources Used and Path Followed for Informal Learning Needs

Resources	**N**	**Path**	**N**
Colleague		Asking colleague/ colleagues	7
Work fellow	6		
Head office staff	5	Searching communiques-Asking	5
Role-colleague	3	colleague/ colleagues	
Supervisor	1		
Central information system	4	Asking colleague in branch office-	2
Personal library	2	searching communiques- Asking	
Internet	1	colleague/colleagues in head office	

Used Resources

Although infrequent tasks that were mentioned by participants varied in terms of roles, responses revealed that they prefer similar tools and resources to finish the task successfully. Features of the subjects and time affected the selection of the path they followed. The four themes were: (1) *colleague* who had an expertise in the routine tasks, *(2) central information system* comprising search engine, collaboration, news, linkage to other systems and portal features and information resources in the organization, *(3) personal library* was the documents which were saved by the participant to their computers, email archives or flash disk or printed and filed and (4) *internet.*

Colleague theme was a broad theme that comprised four sub-themes: (1) *work fellow* in the office, (2) *head office staff* who was an expert in his/her subject matter, (3)

role-colleague who worked in other offices in the organization in the same role with the participant, and (5) *supervisor* who was an assistant manager and responsible from the participant.

Six of the participants expressed *work fellow* as a resource in their responses (W05, W07, W09, W11, W12, and W14). All the sales representatives stated their work fellow as a source of information in the first place. As an example, W11 stated as

> First I ask my colleague. I converse with someone from the investment banking about bonds.
>
> *Önce çalışma arkadaşıma/mesai arkadaşıma sorarım. Bono ile ilgili yatırım bankacılığından biri ile görüşürüm.*

Also, another participant (W14) mentioned as

> First of all we ask our chiefs. We write on [name of the instant messenger or program] to Ms X…and I ask her could you help me. She comes…looks at the cheque…and says this should be done like this and that should be like that…she stands by my side and I complete the application.
>
> When the application is something our friends know about , they also help.
>
> *Öncelikle şeflerimize soruyoruz. [anında mesajlaşma programının adı] dan yazıyoruz X.. hanıma, yardımcı olabilir misiniz diyorum. Geliyor..çeke bakıyor... şu şöyle olacak böyle olacak diye.. başımda duruyor yapıyorum işlemi tamamlıyorum.*
>
> *Bildikleri işlemler olduklarında arkadaşlarımız da yardımcı oluyor.*

Head office staff whose unit was the main source in a specific subject matter was expressed by five participants as a resource (W05, W09, W10, W11 and W07). As an example, W09 stated as

> I ask my friend when there is a different application. I ask my friend how we do it, who does it. If nobody knows I look for a communique. Or I consult the relevant department about the way the application should be done…

Farklı bir işlem çıktığında arkadaşıma soruyorum. Nasıl yapıyoruz, bunu kim yapıyor, kim yapıyor diye soruyorum. Kimse bilmiyorsa tebliğ arıyorum. Ya da ilgili birime danışıyoruz işlem nasıl yapılıyor diye…

Also, another participant (W10) expressed,

> We get information from one of the branches that do this application all the time. Actually, there is no illustrative information regarding them. When we call the Head Office they tell us that the X branch always does that application. And we contact them.
>
> *bu işlemi sürekli yapan şubelerden bilgi alıyoruz. Bunlarla ilgili sistemimizde aslında aydınlatıcı bilgi yok. Genel Müdürlüğümüzü aradığımız zaman X şubesi zaten bu işlemi her zaman yapıyor. Bizde onlarla irtibata geçiyoruz.*

Role colleague who worked in the same department with the participant; thus, has familiarity with the subject matters specific to the role, was mentioned by three participants (W01, W10, and W13). As an example, W13 stated as

> For example, there is a student card payment for Istanbul and İzmir. Get confused when it comes. I look it up from the screen. When we look at the communique it can be solved sometimes, but despite this if cannot reach a piece of information I ask colleagues who I guess would know by using [name of the instant messenger program] or there were times when I called a branch in Istanbul on the telephone and tried to get into contact.
>
> *Mesela, İstanbul için ve İzmir için bir öğrenci kartı ödemesi var, geldiği zaman şaşırıyorum. Ekrandan bakıyorum. Tebliğe baktığımızda oluyor bazen, buna rağmen bir bilgiye ulaşamıyorsam bileceğini düşündüğümüz kişilere soruyoruz. [anında mesajlaşma programının adı]dan veya telefonla Istanbul'da bir şubeyi arayıp, irtibat kurmaya çalıştığım olmuştu.*

Supervisor who was the assistant manager of the participant and had an expertise in branch office tasks, was expressed by only one novice participant as a resource. She

stated that she was communicating with her *supervisor* to accomplish a task she encountered rarely (W14) as

> First of all we ask our chiefs. We write on [name of the instant messenger program] to Ms X…and I ask her could you help me. She comes…looks at the cheque…and says this should be done like this and that should be like that…she stands by my side and I complete the application.
>
> When the application is something our friends know about , they also help.
>
> *Öncelikle şeflerimize soruyoruz. [anında mesajlaşma programının adı]dan yazıyoruz X.. hanıma, yardımcı olabilir misiniz diyorum. Geliyor..çeke bakıyor... şu şöyle olacak böyle olacak diye.. başımda duruyor yapıyorum işlemi tamamlıyorum.*
>
> *Bildikleri işlemler olduklarında arkadaşlarımız da yardımcı oluyor.*

Central information system theme was expressed by four participants (W07, W03 W08, and W13). They mentioned communiques page in the central information system as a resource mostly.

Personal library theme was expressed by two participants as a resource (W01, and W12). W12 stated as

> First I try to reach the communiques through Outlook. At places when I am stuck, I ask the more experienced colleagues.
>
> *Öncelikle Outlook üzerinden tebliğlere ulaşmaya çalışırım. Takıldığım yerde benden daha deneyimli personele danışırım.*

Also, W01 mentioned the documents in his library as a resource

> We do not use any special resource. We use the documents we used to use by updating them based on our experiences. During the period of apprenticeship relations, trainings are also useful of course.
>
> *Özel bir kaynak kullanmıyoruz. Tecrübelerimiz ışığında daha önce kullandığımız dokümanları güncelleyerek kullanıyoruz. Çıraklık*

ustalık ilişkileri döneminde, eğitimlerin de tabi az da olsa faydası oluyor.

Usage of *Internet* as a resource was expressed by one participant. W02 stated how he was using the Internet in his job as

> I come to the conclusion that the firm could be worked with by looking at its information on the Internet, its financial data with the purpose of prior investigation.
>
> *İnternetten bilgilerine, mali verilerine bakıp, ön istihbarat çalışmasını yapıp, yani bu firma çalışılabilir izlenimi alınıyor.*

The Path Participants Followed

The three main paths participants followed to accomplish an infrequent task were: (1) *asking a colleague/colleagues*, (2) *Searching communiques* from central information system or personal library when they cannot find or do not understand *asking colleagues or several colleagues*, (3) *Asking a colleague/colleagues* in the branch office when they cannot find or do not understand after *searching communiques* and then *asking a colleague/ colleagues* in the Head Office.

Seven participants preferred *asking* a *colleague/ colleagues* when they encounter an infrequent task (W02, W05, W06, W07, W04, W10 and W11). As an example, W07 explained her path for handling the situation she encountered as clarified

> Today, for example, we made overseas transfer. I got help from a colleague in our branch who does this application more frequently. I needed computer information. I reached the information about the communique from our Head Office immediately. I was informed about the things to be done. I learned about the sections to be done in the system from my colleague.
>
> *Bugün mesela yurtdışı transferi yaptık. Şubemizde bu işlemi daha sıklıkla yapan başka bir arkadaştan yardım aldım. Bilgisayar bilgisine ihtiyacım vardı. Mevzuat bilgisi Genel Müdürlüğümüzden anında edindim. Yapılması gerekenler konusunda bilgilendirildim. Sistemden nereler yapılacağı bilgisini arkadaşımdan yardım alarak edindim.*

Five participants followed the path of *searching communiques* from the central information system or personal library when they cannot find or do not understand then prefer *asking a colleague/ colleagues* (W01, W08, W03, W12 and W14). An example of the path she followed to accomplish an infrequent task, was expressed by W08 as

> If there is a communique regarding the issue, I first do communique search [Information repository]. If I cannot understand the information there, I call my friends in the branch and if I cannot get the details from them, I go to the center. If I do not know how to perform the letter of credit, I call the foreign operations and get the necessary information.
>
> *Konu ile ilgili tebliğ varsa ilk önce tebliğ araştırması yapıyorum[Bilgi havuzu]. Ondan anlamadıysam, şubedeki arkadaşları arıyorum, ondan da detay alamıyorsam merkezine gidiyorum. Akreditif işlemi nasıl yapıldığını bilmiyorum, onun için dış operasyonu arayarak bilgi alıyorum.*

In her response, she mentioned not only the resources she was uses but also explained the dynamics of her job, stating that she needs to finalize the task in a short time. Thus, she was dominantly using instant messenger as a collaboration tool.

> [I: How do you reach them, email, telephone, instant messenger?]
>
> I try to reach the departments through [instant messenger program within the organization]. I cannot reach them through phone somehow because I ask instantly through [instant messenger program within the organization].
>
> I: Email?
>
> I do not use email, I do not prefer it because the response comes a bit late.
>
> *[I: Ne şekilde ulaşıyorsunuz, mail, telefon, [kurum içi anlık mesajlaşma programının adı]]*

Yani birimleri [Kurum içi anlık mesajlaşma programı]üzerinden ulaşmaya çalışıyorum. Telefonla bir şekilde ulaşamıyorum çünkü anlık [Kurum içi anında mesajlaşma programının adı]üzerinden soruyorum.

I: Mail?

Mail kullanmıyorum, maile geri dönüş geç olması sebebiyle tercih etmiyorum.

Another participant (W01) underlined the fact that if he has time, he tries to accomplish the task, as expressed

> If time allows, I do it. I try to understand the issue. I search for communiques related to the issue. Then, I solve the issue through questions and answers with the relevant people.
>
> *Vaktim müsaitse ben yaparım. Konuyu anlamaya çalışırım. Onunla ilgili tebliğleri araştırırım. Ondan sonra soru ve cevap şeklinde ilgili kişilere ulaşarak çözümlerim.*

Similarly, same path was used by W03, as stated

> If it is something that I can reach easily, I look at the communique first [Information repository]. If I cannot find it, I get support from my colleague.
>
> *Kolay ulaşabileceğim bir şey ise öncelikle tebliğlere bakarım[Bilgi havuzu]. Eğer bulamıyor isem de iş arkadaşımdan [çalışma arkadaşı] destek alırım.*

Two participants stated the path they followed was *asking a colleague/ colleagues* in the branch office when they cannot find or do not understand, then, *searching communiques* when they do not understand, and also *asking a colleague/colleagues* in the head office (W09 and W13). For instance, W09 stated as

> When a different application comes up, I ask my colleague. How do we do this, who does it. If nobody knows, then I search a communique. Or we advise the relevant department about how this application should be done.

We first call by phone, if we cannot reach them by phone, I write on [instant messenger program within the organization] and ask the relevant department about who to talk to. If I cannot reach anybody, I write an email.

Farklı bir işlem çıktığında arkadaşıma soruyorum. Nasıl yapıyoruz, bunu kim yapıyor, kim yapıyor diye soruyorum. Kimse bilmiyorsa tebliğ arıyorum. Ya da ilgili birime danışıyoruz işlem nasıl yapılıyor diye.

Telefon ile ulaşıyoruz öncelikle, ulaşamıyorsak, [anında mesajlaşma programının adı]kimle görüşebiliriz diye ilgili birime yazıyorum. Kimseye ulaşamazsam mail atıyorum.

4.3.4 Learning Activities Used by Participants for Improving Themselves (R.Q.2.2)

This question was asked to understand participants' current experiences in terms of usage of learning activities for improving themselves. Emerged themes were summarized in Table 4-11.

Table 4-11 Learning Activity Used by Participants for Improving Themselves

Themes	**N**
Reading communiques and documents	6
Talking to colleagues	
Fellow worker	3
Head office staff	2
Supervisor	2
On the job learning by doing	4
Demonstration	1

Colleague

Seven of the participants stated that they were *talking to colleagues* for improving themselves. Emerged sub-themes were: (1) *fellow worker* who worked with the participant in same role (W05, W09 and W11), (2) *head office staff* who was an expert in his/her subject matter (W01, and W08), and (3) *supervisor* who was an assistant manager and responsible from the participant (W12, and W14).

An example of *fellow worker* sub-theme was mentioned in W05's response. He stated as

> I learned about an issue I did not know by recalling what we had learned in the trainings, by obtaining information from a colleague who knows how to do the application or applying the screen.
>
> *Bilmediğimiz bir konuda eğitimden aklımızda kalanlarla, bilen bir arkadaşımızdan bilgi alarak veya ekrandan uygulayarak öğrendim.*

Another example of *fellow worker* sub-theme, was stated by a novice participant (W12) as

> We had an application related to proxy. A client handed in a proxy, and I consulted our authorized person [manager]. I asked him to confirm if the proxy was not false and also what I had to do. Of course before I did the final application…The responsibility is all ours, since we are at the counter, I search and check from the communiques. I ask only about the questions whose answers I am not sure about.
>
> *Vekalet ile ilgili bir işlemimiz oldu. Müşteri bir vekalet getirilir. Önce yetkilimize danışıyorum. Vekaletin sahte olup olmadığını teyit etmesini istiyorum. Sonra ne yapmam gerektiğini öğrendim yetkilimden[yöneticisi]. Tabi sonuçta en son işlemi yapmadan önce... Gişede olduğumuz içinde sorumluluk bizdedir, tebliğlerden bakıp kontrol ederim. Sadece danıştığım kişinin verdiği bilgiler dışında benim aklıma takılan soruları da sorarım.*
>
> *Dediğim gibi şefler bize gösteriyor, biz o şekilde öğreniyoruz Çünkü biz daha yetişiyoruz daha yeniyiz.*

As an example of *head office staff* sub-theme, a senior participant (W01) mentioned as

> We learn by reading, asking and searching. If you are doing business in a specialized area, the masters and experts of this profession should be consulted.

> *Okuyarak, sorarak araştırarak öğreniriz. Bir ihtisas alanı ile ilgili iş yapıyorsanız mesleğin ustaları, üstatları ile görüşülür.*

For novice participants, *supervisors* were the main resource of information in their learning experiences. A novice participant (W14) stated that

> As I said, our chiefs show us and that is how we learn. Since we are still learning, we are new.

Reading communiques and documents

Six participants who have experience expressed that they were *reading communiques and documents* for improving themselves (W01, W02, W04, W07, W08, and W09). As an example, W09 stated her experience as

> When I first started working here, I did not know about the configuration loan. It also appeared very interesting to me. It was also very scary. When a client came, I asked my colleague how we do that and they gave me the number of the communique. It explains how to do the application step by step and I applied it to my client.
>
> *İlk burada işe başladığımda yapılandırma kredisini bilemiyordum. Çok da enteresan gelirdi bana. Çok da korkutucu gelirdi. Müşteri gelince arkadaşıma sordum bunu nasıl yapıyoruz diye, tebliğ numarası verdiler bana. Adım adım anlatıyor, onu da müşterime uyguladım.*

Also, W02 expressed the theme of reading communiques and documents, he also mentioned the effect of motivation on their learning experiences:

> In fact, the best way of learning is to come across an application that we have not met before. Because you get out of the routine when you face the problem, then, you search. You search the communiques a bit, and you say yes, it is in the communique, or oh this is also a nice product and you get more eager to learn. It promotes learning. Yet, in final analyses, there should be something to trigger us.
>
> *Aslında en iyi öğrenme yolu daha önce karşılaşmadığınız bir işlem ile karşılaşmak. Bir sorunla karşılaşmak yani bir sorunla karşılaştığınız zaman rutinden uzaklaşıyorsunuz çünkü. O zaman araştırma*

yapıyorsunuz Biraz tebliğleri araştırıyorsunuz, evet tebliğde varmış ya da aaa güzel bir ürünmüş bu deyip daha çok öğrenmeye hevesleniyorsunuz. Öğrenmeye sevk ediyor. Ama sonuçta bizi tetikleyen bir şey olması gerekiyor.

On the Job Learning by Doing

Four of the participants stated *on the job learning by doing* in which experiencing one task over and over helped them to internalize it (W03, W05, W09 and W13). As an example, W05 stated the theme in his response. Moreover, he explained the influence of classroom trainings and online trainings on his learning experiences in the workplace.

> I learned about an issue I did not know by recalling what we had learned in the trainings, by obtaining information from a colleague who knows how to do the application or applying the screen.
>
> *Bilmediğimiz bir konuda eğitimden aklımızda kalanlarla, bilen bir arkadaşımızdan bilgi alarak veya ekrandan uygulayarak öğrendim.*

Demonstration

The theme of *demonstration* was expressed by W07 and she also explained the influence of online training on her learning experience in her response:

> I did not know the operations department. I was in the sales department. I did not take the operations training. My former colleague who was in charge showed me the screens. After my colleague left [was appointed], I searched for the other parts from the communiques. Soon after, online trainings came. It is also necessary to follow the communiques very well.
>
> *Operasyon birimini bilmiyordum. Satıştaydım. Operasyon eğitimini almamıştım. Benden önceki arkadaş ekranları gösterdi. O gittikten sonra[tayin olmuştur] kalan kısma tebliğlerden baktım. Hemen akabinde zaten online eğitimler geldi. Tebliğleri çok iyi takip etmekte gerekli.*

4.3.5 Learning Preferences of the Participants for Improving Themselves (R.Q.2.2)

This question was asked to understand participants' learning preferences for improving themselves. The question revealed two sub-categories– formal learning and informal learning. The themes under the sub-categories were summarized in Table 4-12.

Table 4-12 Learning Preferences for Improving Themselves

Formal Learning Preferences	N	Informal Learning Preferences	N
Classroom Training	4	Reading Communiques and Documents	5
Online Training	2		
		Learning by Doing	2
		Demonstration	2

Participants who mentioned both formal and informal learning in their responses were presented in both sub-categories.

The responses revealed that participants preferred not only informal learning activities but also formal learning activities for improving themselves.

4.3.5.1 Formal Learning Preferences

In the sub-category of formal learning, there were two themes (1) *classroom training* which was an off-the-job training activity and (2) *online training* which was an on-the-job training activity.

Classroom Training

Four participants preferred *classroom training* for improving their abilities (W03, W05, W02, and W11). As an example, W02 stated

> Actually we have mentioned the trainings at the beginning of our talk. I took an in-service training in Istanbul on Commercial Loans. The trainer was unbelievably well-equipped, very competent. Since he knew the problems we can encounter in the bank, and knew how to explain. I would prefer in house training within the bank.

Aslında konuşmanın başında eğitimlerden bahsettik ya, kurum içi zamanında ben İstanbul'da Ticari Krediler eğitimi aldım, inanılmaz hakim bir adamdı, çünkü çok hakimdi. Çünkü bankada karşılaştığımız sorunları biliyordu, nasıl anlatacağını biliyordur. Bu eğitimlerle banka içi eğitmenlerle olmasını tercih ederim.

In his response, he mentioned the issue of the benefit of in-house trainers in classroom trainings in his response.

W09 also preferred classroom trainings, however he paid attention to instructional methods used in the classroom and complained about uniformity in lecturing:

> The trainings are quite good, but classroom trainings are monotonous. Like in high-school, there are time filling times sometimes. And if it is not related to your work field, it really becomes hard. It would be better if some practice is included in the sessions.
>
> *Eğitimler gayet güzel ama sınıflar monoton geçiyor. Lisedeki gibi tamam tamam zaman doldurucu zamanlar oluşuyor. Hele hele ki çalışma alanınız ile ilgili değilse zor oluyor. Ders sırasında birazda uygulama yapılsa daha iyi olur.*

On the other hand, another participant (W11) stated classroom trainings were good and complained about the difficulty of searching communiques in the information repository:

> Classroom trainings are fine, that is how I prefer. If searching for communiques was easier, it could be from the communique, too.
>
> *Sınıf içi eğitimler güzel oluyor, öyle tercih ederim. Tebliğ arama daha kolay olursa tebliğden de olabilir.*

While expressing preferences W03 also mentioned the motivation effect of classroom training, as stated

> I prefer face to face training. Face to face training, by getting away from the work environment.
>
> *Yüz yüze eğitim tercih ederim. İş ortamında uzaklaşıp yüzyüze eğitimle.*

Online Training

The theme of *online training* was the other formal learning activity preferred by two participants (W04 and W14). A novice participant (W14) explained how online trainings would help her to learn a new topic as

> I would prefer online training. If there were a session on cheque, it would be better. That would be more useful for me compared to a document. Well, I read it of course, but it would be more memorable for me if I can see it visually.
>
> *Online eğitimi tercih ederim. Mesela çek ile alakalı bir ders gelse o daha iyidir, O dokümandan bana daha faydası olur, Çünkü tamam ben onu okuyorum ama görsel gördüğüm zaman daha çok hani göz aşinalığım olur daha iyi anlarım.*

4.3.5.2 Informal Learning Preferences

Three *themes* expressed by the participants were: (1) *reading documents* as a self-learning process *(2) on the job learning by doing* which means experiencing the particular task over and over until it is internalized, and (3) *demonstration* which means explaining and showing how a particular task is performed.

Reading documents

Five participants preferred *reading documents* for improving themselves (W04, W12, W10, W07, and W08). One of the participants (W07) expressed her preference as

> I like reading on my own. So I can always reach documents easily.
>
> *Ben kendi kendime okumayı severim. Buna dokümanlardan kolayca ve her zaman ulaşmak.*

Another –novice-participant who also preferred reading documents for learning a new topic to improve himself (W12), expressed his expectation as

> I wish we had resources in the information system that would be helpful for our personal development.

Bilgi sisteminde kendimizi geliştirebileceğimiz kaynaklar olsun isterdim.

On the Job learning by doing

On the job learning by doing was another theme mentioned by two participants (W01, and W09). One of them (W01) expressed her preference as

> I have problems regarding foreign currency loans and foreign trade transactions. I need practice regarding these. I prefer learning by doing.
>
> *Döviz kredileri ile ilgili dış ticaret işlemleri ile ilgili sıkıntım var. Bununla ilgili pratik çalışma gerekiyor. Yaparak öğrenmeyi tercih ederim.*

W09 mentioned similar activities but she also underlined fellow worker effect, as explained

> I prefer learning from my colleagues more. It is more logical for the person doing the task to teach and to learn while doing the tasks.
>
> *Daha çok arkadaşımdan öğrenmeyi tercih ederim. İşi yapanın öğretmesi, işi yaparken öğrenmek daha mantıklı.*

Demonstration

Two participants preferred *demonstration* process by a colleague or using videos (W09, and W13). As an example, W09 stated

> I prefer learning from my colleague more. It is more logical to learn from the person who does that job and while doing the job.
>
> *Daha çok arkadaşımdan öğrenmeyi tercih ederim. İşi yapanın öğretmesi, işi yaparken öğrenmek daha mantıklı.*

Another example was W13's response, as stated

> In order to learn something new, if I were in the loans department [sales staff] it would be better if there were communiques and explanatory documents. Yet, since I have to reach the information in a

very short time at the counter, if there were a program that I can reach it with video; For example, say that, I search for ESOT card [the name of the transaction], it would be better if it shows me visually the steps I need to follow after it finishes its search.

Yeni bir şeyi öğrenmek için, krediler bölümünde[satış personeli] olsaydım, tebliğler ve açıklayıcı dokümanlar olsaydı iyi olurdu. Ama gişede kısa bir sürede ona ulaşmam gerektiği için ona video ile ulaşılacağım bir program olsa;Mesela atıyorum ESOT kart[işlemin adı] dediğim zaman sorgulamasını bulup, videosunu açıp nereden nasıl yapılıyor gösterse çok daha iyi olur.

Even though there were no similarities among participants' activity preferences, in terms of roles, she explained the effect of her role in her selection of an activity for learning a new topic.

4.3.6 Opinions and Suggestions of the Participants in terms of Communities and Networks Implementations in the Organization (R.Q 2.3)

This part of the interview was organized to understand informal communities and knowledge networks settings in the organization. Not only the environments used, but also the suggestions of the participants regarding the usage of environments were asked. Tools that participants used and suggested systems were summarized in Table 4-13.

Table 4-13 Opinions and Suggestions of the Participants in terms of Communities and Networks Practices in the Organization

Tool Used	N	Suggested Tools	N	Suggested characteristics of the system	N
Instant Messenger	7	Expert line	7	Easiness to access to the information	3
		Discussion forum	3		
		Frequently asked questions	1	Speediness of the system	3
				Credibility of the resources	3
		Role based portal	1	Easiness of finding an expert	2

Tools used for knowledge sharing

Participants stated only *instant messenger* which was a type of chatting program that enables real-time text transmission over the Intranet, as a system to share knowledge

on the Intranet with colleagues. Seven participants (W01, W09, W10, W11, W05, W12, and W14) who are mostly young participants, stated that they are using instant messenger for knowledge sharing. Participants did not explain in detail but only stated its name in their responses.

Seven of the participants which were mostly senior (W13, W07, W08, W06, W02, W03 and W04) stated there is no system on the Intranet to share information with colleagues. One of them (W04) expressed her preferences as

> No. We do not have information sharing with anybody. As my nature, I would prefer something written, rather than what someone says.
>
> *Yok. Hiç kimse ile bilgi paylaşımımız olmuyor. Bir de yapı olarak birinin söylediği değil de yazılı olarak görmek isterim.*

However, one of the them (W10) who wished to have such a system, stated as

> We have correspondence with the sales personnel through [name of the instant messenger program] But we do not have such a system in general, I wish, we had.
>
> *[kurum içi anında mesajlaşma programının adı] ile yazışmalarımız oluyor Satış personeli ile ama hani genel olarak böyle bir sisteminiz yok keşke olsa.*

Suggestions of a system for Knowledge Sharing

In order to understand the participants' preferences about such a system that would be used for knowledge sharing with colleagues in the organization, participants were asked for their suggestions about features of such a system/tool. The interviewer gave examples of collaboration and knowledge network tools used in the creation of communities and knowledge networks, such as forum, role based portal, question and answer system, expert communication line in order to make the question concrete.

Suggestions for knowledge sharing with colleagues were (1) expert line which could be a telephone line, electronic access point or instant messenger that enables reaching an expert about a given subject matter, (2) discussion forum that enables collaborating with the colleagues and the experts in the organization, and (3)

frequently asked questions which is a question and its answer, and (4) role based portal that filtered and highlighted the information in the system according to the role of the staff in their responses.

Expert line that could be a telephone line or electronic access point to experts in subjects specific areas according to roles, and information about their expertise, was stated by five participants as a tool for knowledge sharing (W02, W05, W03, W04 W10, W12, and W13). As an example, W12 suggested not communicating with their role colleagues who were working in same role with them but communicating with the trainers or experts collected in a unit, as stated

> In fact [name of role] rather than among colleagues, if a unit is established by the bank comprising colleagues with the highest knowledge level, directing trainers or responsible let's say, we could contact them, if needed.
>
> *Aslında [rol adı] birbirleri ile değil de [rol adı] bakabilecek bilgi seviyesi konusunda üst düzeyde olan, yönlendirici eğitmenler ya da görevliler diyelim, bunların bankaca bence bir birimin oluşturulması ve gerekli görüldüğü takdirde onlara ulaşıp ulaşabilme şansımız olması iyi olur.*

Another participant (W13) suggested contacting a role-colleague who had an expertise/ knowledge in that subject directly

> It would be better if we directly contact just the [name of role] and ask what is this collection when we are stuck, it is [name of role]. What do we do. We add a branch, we add everyone, we ask who does this application, and then we contact the relevant person.
>
> *Sadece [role adı] ile irtibata geçebileceğimiz, takıldığımız konuda nedir bir tahsilatla ilgili sorabileceğimiz [role adı]dır, direkt onunla irtibata geçmemiz daha iyi olur. Biz nasıl yapıyoruz. Bir şubeyi ekliyoruz, herkesi ekliyoruz, şu işlemi kim yapıyor diye soruyoruz, ondan sonra o kişi ile irtibata geçiyoruz.*

W05 suggested expert line which is an advanced form of instant messenger and includes detailed information about colleagues such as their expertise

> For all of the personnel, who is in charge of what in which department, which section, why cannot I see all the information. I have to know what telephone line he is in and even on which floor he is on. I have to be able to find what job he does and how he can be of any help to me. The communicator program is very good for me, but it needs to be a little bit more detailed in order to increase the communication. Communication is very important. This [instant messenger program] could be improved.
>
> *Bütün personel için hangi birimin hangi bölümünde hangi işle uğraşıyor, bütün bilgileri niye göremiyorum. Hangi telefonda hatta hangi katta olduğunu dair bilmeliyim. Ne iş yapabilir, bana hangi alanda yardımcı olabilir onu bulmam gerekiyor. Benim için [anında mesajlaşma programının adı] işi çok güzel ama bu biraz daha detaylı olmalı, daha iyi iletişim kurulabilmelidir.*

W04 suggested as

> It would be healthier if I enter through the system, and the expert answers me immediately. There could be a line or a site, X branch X person, we face a problem like this, we seek for a proposed solution. There are missing aspects how should it be
>
> *Ben sistem üzerinden gireyim, uzman oradan cevap versin daha sağlıklı bence. Bir hat olacak ya da bir site olacak, işte X şubesi X kişisi, şöyle bir sorunla karşılaşıyoruz, çözüm önerisi istiyoruz. Eksik yanlar var nasıl olacak*

Also, another participant mentioned a past existence of a discussion forum for a specific role; however, it did not exist anymore, and stated her preference for accessing experts (W10) as

> Well actually something came to my mind now… We used to have such a system for [name of role]. Our colleagues wrote their problems and answers were written about those problems. However, it does not continue. Our preference is to ask the expert personnel.
>
> *Aslına şimdi şey geldi aklıma... Böyle bir sistemimiz var [role adı] için. Arkadaşlar sorunlarını yazıyor, onunla ilgili cevaplarda*

> *yazıyordu bir ara. Ama devam etmiyor. Ama tercihimiz uzman personele bilgi sormaktır.*

Discussion forum which was an online site where people could discuss or share information or ideas, or ask questions in posted messages was suggested by two participant (W08, W09 and W11). As an example, W08 expressed as

> There could be a forum, from there our detailed questions, our problems, I do not know who is in the operations department. Or what is the department that is responsible from us, we need to call too many people.
>
> *Forum olabilir, oradan detaylı soruları birbirimizin sıkıntılarını, kimin operasyon bölümünde olduğunu bilmiyorum. Ya da bizimle ilgilenen birim hangisi çok fazla kişiyi aramamız gerekiyor.*

W11 did not stated forum but expressed her response as

> If it is a question and answer form, if we all write the problems encountered, such as this application was done, we did it this way, we gave information in this way, it would be better if there were such a system.
>
> *Soru cevap şeklinde olur ise, karşılaşılan sorunları hepimiz yazarsak, hani şu işlemi yapıldı, şu şekilde yaptık, şu şekilde bilgi verdik şeklinde yazılırsa, öyle bir sistem olursa daha iyi olur.*

Frequently asked questions was expressed by one participant as (W07)

> I think communiques are enough, if there is information or something that cannot be understood, we can get information from the relevant person. We can reach the Head Office through communicator or the telephone…Those departments [Head Office Departments] can maybe collate those questions [questions asked to the Head Office] and present them as frequently asked questions. Then, the frequently asked questions should be examined closely and frequently. The search engine could be more troublesome and time consuming. The system needs to be prepared well.

Bence tebliğler yeterli, tebliğlerde eğer anlaşılamayan bir bilgi vs oluyorsa, o tebliğlerdeki ilgili kişilerden de bilgi alabiliyoruz. Genel Müdürlük birimlerine ulaşılabiliyor, communicator ve telefonla. ...O birimler[Genel Müdürlük birimleri] belki o soruları[kendilerine gelen soruları] derleyerek sıkça sorulan sorular şeklinde belki sunabilir. O zamanda sıkça sorulan soruları iyice araştırıp bakmak gerekir. Arama motoru da belki daha çok uğraştırabilir. Sistemin iyi yapılması lazım.

Role based portal which is a portal filter and presents information in the system by taking into account the role of the staff was expressed by one participant. An older participant (W01) expressed as

> If there were a role based system and all of the personnel could benefit from that system, other roles could reach also. It is very beneficial although it does not increase my performance directly.
>
> *Rol bazlı bir sistem olsa da tüm personelin faydalanabileceği, diğer rollerinde ulaşabileceği bir sistem. Tam olarak performansımı artırmasa da çok faydası oluyor.*

Suggestions of the Participants about Characteristics of a Knowledge Sharing System

While participants were suggesting a system that would be used for knowledge sharing in the organization, they mentioned several points that should be taken into account while designing such environments in the organization.

Firstly, *easiness of access to the information* was remarked by three young participants (W09, W12, and W07) while describing the features of a knowledge sharing system that would be created in the organization, one of them (W09) stated

> It should be a system that either provides an immediate response to the problem or provides directly accessible information without topical classification.
>
> *Ya öncelikle soruna hemen cevap bulabilen bir sistem olmalı ya da hani girdiğimiz zaman konu başlıklarıyla ilgili direkt görebileceğimiz*

direkt arayabileceğimiz, konu başlıkları olmadan da hızlı cevap verebilen bir sistem olmalı.

Another participant (W07) did not recommend and expressed that search engine feature of such a system would provide access to the information easily:

> …Those departments [Head Office Departments] can maybe collate those questions [questions asked to the Head Office] and present them as frequently asked questions. Then, the frequently asked questions should be examined closely and frequently. The search engine could be more troublesome and time consuming. The system needs to be prepared well.
>
> *. …O birimler[Genel Müdürlük birimleri] belki o soruları[kendilerine gelen soruları] derleyerek sıkça sorulan sorular şeklinde belki sunabilir. O zamanda sıkça sorulan soruları iyice araştırıp bakmak gerekir. Arama motoru da belki daha çok uğraştırabilir. Sistemin iyi yapılması lazım.*

A novice participant (W12) mentioned the current situation of information access while explaining features of a system for knowledge sharing in the organization:

> … Be it for communiques, we do not know how to reach the information we search for… Are we supposed to write the search entry word by word or how…
>
> I think there is lack of organization in the information. Since I come across many friends who ask us when they need help…
>
> *...Gerek tebliğler olsun, bilgiye nasıl ulaşacağımız... Arayacağımız bilgiye ne şekilde ulaşacağımızı bilmiyoruz... Ne şekilde yazacağız, kelimesi kelimesine mi yazacağız…*
>
> *...Bilgi organizasyon eksikliği olduğunu düşünüyorum. Çünkü ben karşılaşıyorum birçok arkadaşımız yeri geliyor bize soruyor…*

Secondly, *speed of the system* was mentioned by three participants (W09, W08, W13) while describing the features of a knowledge sharing system that would be created in the organization. A participant stated (W09)

> Well, first of all, there should be a system that finds a solution to a problem immediately, or clearly stated user-friendly subject headings, or a system that provides quick response even without subject headings.
>
> *Ya öncelikle soruna hemen cevap bulabilen bir sistem olmalı ya da hani girdiğimiz zaman konu başlıklarıyla ilgili direkt görebileceğimiz direkt arayabileceğimiz, konu başlıkları olmadan da hızlı cevap verebilen bir sistem olmalı.*

Another participant (W08) expressed the instant messenger experience and underlined the importance of the speediness of the responses in such systems as

> When I enter it [instant messenger application] I do not deal with it, it deals. Then, we are done. The branch applications should be very quick but the departments do not know this and then we have serious difficulty.
>
> *Ben girdiğim zaman [anında mesajlaşma uygulamasına] ben ilgilenmiyorum, o ilgileniyor. O zaman biz bitiyoruz. Şube işlemleri çok hızlı olmalı onu birimler bilmiyorlar o zamanda çok zorlanıyoruz.*

Thirdly, *easiness of finding an expert* on a specific topic (W05, W08, and W13) was another issue expressed by three participants who believed that this should be created in the organization. A senior participant (W05) mentioned that the instant messenger is a good system for communicating; however, it could be improved so that accessing the name of an expert could be easier, as described

> Our [name of instant messenger program] system is very good but we have many other deficiencies. To illustrate, which person in which branch in which field, at the end of which telephone extension is in charge of what…For all of the personnel, who is in charge of what in which department, which section, why cannot I see all the information. I have to know what telephone line he is in and even on which floor he is on. I have to be able to find what job he does and how he can be of any help to me. The [name of the instant messenger program] program is very good for me, but it needs to be a little bit more detailed in order to increase the communication.

> Communication is very important. This [instant messenger program] could be improved. The simplest example, why do we have a central phone over here, I want to see the telephone number of a given person on a desk, which department which service he works in, who is his manager or his sub-officers are. We are confused about who to approach when there is a problem that we cannot solve here or any drawback related to the system.
>
> *Bizim [anında mesajlaşma programının adı] sistemimiz çok güzel ama birçok eksiğimiz var. Şöyle ki hangi şubedeki hangi kişi hangi alanında, hangi telefonun ucunda, hangi işle uğraşıyor. … Bütün personel için hangi birimin hangi bölümünde hangi işle uğraşıyor, bütün bilgileri niye göremiyorum. Hangi telefonda hatta hangi katta olduğunu dair bilmeliyim. Ne iş yapabilir, bana hangi alanda yardımcı olabilir onu bulmam gerekiyor. Benim için [name of the instant messenger program] işi çok güzel ama bu biraz daha detaylı olmalı, daha iyi iletişim kurulabilmelidir. İletişim çok önemlidir. Bunu [anında mesajlaşma programının adı] geliştirilebilir. En basiti şurada neden santral telefonu var, kişinin masasında hangi telefonu var görmek istiyorum, hangi birimde hangi serviste, üstünde hangi amiri var alt hangi memuru var görmeliyim. Burada sıkıntı olduğunda programla ilgili veya çözemediğim bir sıkıntı olduğunda kime gideceğimizi şaşırıyoruz*

Also, another participant (W13) explained how she encountered difficulty in finding and accessing an expert on a specific topic currently:

> …There should be a personnel competent in collections, it would be better if we could get into contact with him immediately. How do we do it. We add a branch, we add everybody, we ask who does this application, then, we get into contact with that person.
>
> *…Bir tahsilatla ilgili sorabileceğimiz gişe personelidir, direkt onunla irtibata geçmemiz daha iyi olur. Biz nasıl yapıyoruz. Bir şubeyi ekliyoruz, herkesi ekliyoruz, şu işlemi kim yapıyor diye soruyoruz, ondan sonra o kişi ile irtibata geçiyoruz.*

Lastly, two of the participants mentioned *credibility of the resource* (W02, W07) while describing the features of a knowledge sharing system that would be created in the organization. Control mechanisms that should be generated in such a knowledge sharing system were stated by W07 as

> We need to have a repository and everyone should pool their ideas there. Well, would the ideas written by everyone be checked? What if it becomes like the blogs on the Internet
>
> It would not be nice to learn a wrong piece of information shared by someone… What could it be?...There could be a common pool where everyone could share their knowledge, but there must be a control mechanism, I think.
>
> *Havuz olsun herkes oraya yazsın. Peki, herkesin yazdığı bilgiler bir kaynak tarafından kontrol edilecek mi? İnternetteki forumlar gibi bir şey olmasın sonra*
>
> *Bir başkasının paylaştığı yanlış bilgiyi öğrenirsek bu güzel olmaz…*
>
> *Ama ne olabilir? … Ortak havuz olur, herkes bilgisini paylaşırsa Bir kontrol mekanizması gerekir bence.*

Another participant (W02) did not directly declared control mechanisms but he described it in his response:

> At times, something like this happens, [names of the roles in the organization] share different information. The most correct knowledge could be given by the person mentioned [expert personnel]. For example, I could ask a [name of a role in the organization] some information, but he also might know it wrong.
>
> *Bazen şöyle bir şey olabiliyor, [organizasyondaki rollerin isimleri] farklı bilgiler paylaşabilir. Asıl doğru bilgiyi o bahsedilen kişi[uzman personel] verebilir. Atıyorum bir [organizasyondaki rollerden birinin adı] bilgi soruyorum ama o da yanlış biliyor olabilir.*

The challenge of timelessness to share information among colleagues was mentioned by one participant in his response. W02 commented on the usage of forum and stated

If there were a forum, could time be allocated to that forum? How many people are there who can answer that question in the entire bank? How many can spare time to answer, that personnel is very limited in number. Then, there is no mass communication.

Forum olsa, insanlar bu foruma vakit ayırabilecek mi? Banka genelinde bu soruya cevap verebilecek kaç kişi vardır? Kaç tanesi vakit ayırabilir o personelin çok az. O zaman toplu iletişim olmuyor.

4.3.7 Opinions and Suggestions of the Participants about Use of Experts and Expertise for Learning in the Organization (R.Q 2.4)

This part of the interview was organized to understand how expertise was shared in the organization and obtain suggestions of the participants for a system used for sharing expertise. Responses of expertise sharing activities of the participants in existing situations, willingness of the participant to share his/her expertise and suggestions of such a system were summarized in Table 4-14.

Table 4-14 Opinions and Suggestions of the Participants about Sharing Expertise in the Organization

Existing Situation Willingness to share	**N**	**Willingness to document their expertise**	**N**	**Suggestions**	**N**
Sharing when asked	9	Positive	5	Question and answer	3
Sharing when new information exists	5	Negative	5	General documentation	1
				Capturing & sharing video	1
				Discussion forum	1

Willingness to Share Expertise

To understand opinions about knowledge sharing, participants- except for novice participants- were asked whether they are sharing their knowledge with other participants. Fourteen participants mentioned that they share their knowledge with colleagues in the organization. Responses revealed that participants mostly *share their knowledge only when colleagues asked* (W01, W03, W04, W05, W07, W08

W09, W10, W11, and W12) and/or also *when new information exist*s (W08, W02, W09, W11 and W13).

Some of the participants expressed their *willingness to share knowledge* by stating 'If I do not share the work will not be going on' (W03) or 'I do share, I share a lot' or 'immediately, always' (W01). Also, a senior participant (W05) expressed his willingness as

> I share. Whoever, no matter how, asks me anything I get great pleasure from telling others about the subject I know. I mean, it is useful for him, form me, for our bank, and this is a subject that relaxes me. Some colleagues answer your question in the afternoon despite the fact that they are not busy, but they do not answer.
>
> *Paylaşırım, Nereden ne şekilde kim ne sorarsa sorsun, bildiğim bir konuyu anlatmaktan çok zevk duyuyorum. Şöyle ki ona da faydalı bana da faydalı bankamıza da faydalı, beni de rahatlatan bir konu. Bazı arkadaşlara yazıyo[r]sun öğleden sonra cevap veriyor, ama yoğunda değildir ama cevap vermiyor.*

Participants who stated that they share knowledge when they learn something new were mainly young participants. An example of a young participant's response was a sales participant's (W09) response. She gave examples about how she shares information with her fellow workers, as expressed

> …I share when asked, when there is something new. Whenever something new comes up, we tell each other, well, do you know that this changed, an email came, look this became like this now, we share. Or we share the details about the way we did a less frequent application among each other.
>
> *…sorulduğunda, yeni bir şey olduğunda paylaşıyorum. Görüyoruz bir şey değiştiğinde, hemen birbirimize bak biliyor musun, bak bu böyle oldu mail geldi diye paylaşıyoruz. Ya da az gelen bir işlem olduğunda bunu böyle yaptım diye paylaşıyoruz.*

Also, another example was stated by a sales participant (W11):

> I share. I immediately share something new that I learn for the first time with my colleagues.
>
> *Paylaşırım. İlk defa öğrendiğim bir şeyi bu da böyle oluyormuş diye mesai arkadaşımla hemen paylaşırım.*

In addition, another examples of the responses was W02's response as

> If there is something new, there is intensive information sharing through com [instant messenger program] or the telephone.
>
> *Yeni bir şey varsa kesinlikle com[anlık mesajlaşma programı]'dan telefonla bilgi paylaşımı çok yoğundur zaten.*

Also, a senior participant (W08) also stated how she shares new information in her response, by stating

> Of course, in all ways. I share whenever I learn something new. I direct my colleagues through printing the screen page. I try to share all the information I know.
>
> *Tabi ki her şekilde. Hepsinde bir şey öğrendiğimde anlatırım. Ekran görüntüsünü döküm olarak arkadaşları da bu şekilde yönlendiririm. Bildiğim tüm bilgiyi aktarmaya çalışıyorum.*

Communication channels used for sharing knowledge

In their responses, participants mentioned which communication channels they were using. Responses revealed that *face to face* (W03, W09, W10, W11, and W13) and *instant messenger* (W02, W04, W09, W10, and W05) were the most preferred communication channel for sharing expertise. The others were telephone (W02, W04, and W05) and emails (W10, W05).

Willingness to Document Their Expertise

In order to understand the competent and expert participants' willingness to document their knowledge with colleagues formally, they were asked whether they would like to share their knowledge brought into a written document to be used as a source, if support and time is given to them to write.

Out of fourteen participants, five of them expressed their *willingness to document their expertise* (W09, W11, W03, W08 and W13), while five of them stated their *un-willingness to share his knowledge*. Out of five, four participants expressed instead of documenting their expertise they preferred doing knowledge sharing face-to-face (W05 and W10), giving communique numbers (W03) and apprenticeship (W02), and three of them did not respond to the question.

One of the senior participants (W03) expressed her willingness about sharing knowledge with colleagues and stated

> It happens of course…I have never wanted to be indispensable personnel. That is why everyone should know everything. Only in the retail section everyone should know how housing loan is given. Nobody in a branch is indispensable and permanent.
>
> *Olur, tabi ki... Ben hiçbir zaman vazgeçilmez bir eleman olmak istemiyorum. Onun içinde herkesin her şeyi bilmesi lazım. Sadece bireysel ayakta, herkes konut kredisi nasıl verilir bilmeli. Hiç kimse bir şubede vazgeçilmez bir eleman değildir, kalıcıda değildir.*

One participant only expressed his preference for *not showing willingness to share knowledge* and mentioned its cause as 'it takes too much time' (W07).

Although the interviewer mentioned that time will be given while asking the question, two participants pointed out *lack of free time* for sharing knowledge in their responses. One of the participants (W05) expressed lack of free-time in the workplace and stated

> I would like to, but there is no time left during the shift…
>
> I: If support is provided in terms of time?
>
> I would like to share, but I would not have time to put into a form of document. If I am asked to do it orally or Show it in application, I would stand up, go and show it.
>
> *İsterim ama ona pek zaman olmuyor ki mesai saati içinde...*
>
> *I: Zaman konusunda destek verilecek olsa?*

Paylaşmayı isterim ama doküman olarak getirecek bir zamanım olmaz. Sözlü istenirse veya uygulama üzerinde gösterilse yerimden kalkıp giderim.

One of them (W02) expressed his workload and no opportunity in the environment for such a thing and said

> Of course, it could be, I have not thought about it. I have been working for 8 years and I work so hard that there hasn't been any opportunity in the environment to think like OK let me do this…
>
> *Tabi ki olabilir, hiç düşünmedim bunu. 8 yıldır çalışıyorum o kadar yoğun çalışıyorum ki, yaa evet şunu da yapayım diyebileceğim bir ortam olmadı…*

A senior participant (W01) expressed that the organization had tools to share knowledge but there is no time to share them:

> Generally we have tools, but there is a problem regarding application. We can send an email to [name of his role] email address. I think everyone has not experienced it, yet. Within the busy schedule of the day there is no time left for such sharing.
>
> *Genel olarak araçlara sahibiz ama uygulamada sıkıntı var. [rolünün adı] mail adresine mail atabiliriz. Bence tadını alamamış herkes. Günün yoğunluğu içinde bu tür paylaşımlara zaman kalmıyor.*

Besides, another senior participant (W03) expressed workload as the reason for sharing knowledge only when she is asked as:

> Only when asked because we are so busy that we cannot ask folks what do you need. Only when someone is stuck or needs help, you go and tell.
>
> *Sorulduğunda, çünkü o kadar yoğunsunuz ki, çocuklar neye ihtiyacınız var diye soramıyorsunuz. Sadece birisi sıkıştığı zaman/ ihtiyaçları olduğunda gidiyorsunuz ve söylüyorsunuz.*

Suggestions of the Participants about the Characteristics of an Expertise Sharing System

In order to understand the participants' preferences about a system that would be used for sharing their expertise with colleagues in the organization, participants were asked to make suggestions for such a system. The interviewer had to give examples of several tools, such as discussion forum, role based website/portal, question and answer system, expert communication line in order to make the question concrete.

Participants suggested *question and answer format* environments in which (W03, W04, W11 and W08), *forum* (W02), *general documentation* (W09) and *sharing videos* (W10) to share their expertise.

One of the examples of suggested *question and answer environments* for sharing expertise was W03's response. He mentioned the reason as

> It should be like question and answer. I am sure there are rarely encountered problems that everybody comes across. Many people can benefit from it.
>
> *Soru cevap gibi olmalı. Eminim herkesin karşılaştığı ender sorunlar olmuştur. Ondan çok insan faydalanabilir.*

Another example as stated by W07 is

> But if there were an easy communication line for people with same roles and doing the same job, people can get informed more. For example, something that I know and somebody else does not know or vice versa…Banking is a broad field, always changing issues…You should get immediate information if spousal consent should be taken or not.
>
> *Ama aynı rol aynı işi yapanlara böyle bir kolay ulaşım ağı olsa belki daha çok bilgilenir insanlar. Mesela benim bilip de başkasının bilmediği ya da tam tersi.. Bankacılık büyük bir derya, devamlı değişen konular... Eş rızası alınıp alınmayacağı konusunda anlık bilgi alabilmelisin.*

General documentation website which included both main and rare tasks and processes related content was expressed by a sales representative (W09), as he explained

> By defining the main applications, it could be defined how they are conducted step by step. There might be some extra applications apart from that. Yet, rare applications should also be included. Other than that, the question could be developed from where it comes.
>
> *Ana işlemler belirlenerek, ana işlemlerin adım adım nasıl ne şekilde yapılıyor belirlenebilir. Onun dışında extra gelen işlemler olabilir. Ama onun dışında nadir gelen işlemler konmalı. Onun dışında soru gelen yerlerden eklenerek geliştirilir.*

A sales representative (W10) expressed *capturing and sharing video* could be used for sharing expertise because she did not have time for answering questions, as stated

> *There is no time for answering questions, but if it was shared by a video or audio recording it would be better and more comprehensive I think.*
>
> *Sorulara cevap vermek şeklinde değil ama zaman olmuyor, videoya çekip paylaşmak, ses kaydını paylaşmak bence daha güzel olurdu ve açıklayıcı olurdu.*

Discussion forum which was an environment for collaboration and enabled sharing knowledge and asking questions was suggested by one participant, as W02 expressed

> I think that the most suitable thing for this could be a forum again. On the forum there could be different topics such as car loans housing loans. People can benefit from the relevant forums related to the topic they need information about
>
> *Bunun için en uygun şey yine forum olabilir diye düşünüyorum. Forumda atıyorum çeşitli konular olabilir, araç kredileri, konut kredileri. Hangi konuda bilgiye ihtiyacı varsa o forumdan faydalanabilir insanlar*

Existence of such systems in the organization was expressed by two senior participants (W01 and W05). They pointed out that the organization has knowledge sharing tools but they were not commonly used by the participants. An operation coordinator (W05) remembered a website for operation coordinators used in the previous years and stated

> Once there was a webpage for [a role in the organization] but it did not work, even I had not visited that page at all. However, if there was a similar easy access communication network for people with the same role and job, people may get informed more. For example, something I know that someone else does not know or vice versa. Banking is a broad field, always changing issues…
>
> *Bir dönem [organizasyonda yer alan bir rol] için bir sayfa açıldı da yürümedi, hatta ben hiç girmedim o sayfaya. Ama aynı rol aynı işi yapanlara böyle bir kolay ulaşım ağı olsa belki daha çok bilgilenir insanlar. Mesela benim bilip de başkasının bilmediği ya da tam tersi. Bankacılık büyük bir derya, devamlı değişen konular...*

Also, a senior portfolio manager (W01) who expressed that the bank has tools for sharing knowledge but *usage is not common* also mentioned the same issue in his answer to this question and pointed out that tacit knowledge sharing is important, as stated

> Generally we have the tools, but there is problem regarding application. We can send an email to TPY email address. I think everyone has not experienced it, yet. Within the busy schedule of the day there is no time left for sharing.
>
> The main issues become permanent, the system is always updated, issues change, therefore issues that were very important once, loose their importance.
>
> Client relations are the abilities to pass, if the client tells a lie or not, what the client's real demand is, and what things the client hides.
>
> *Genel olarak araçlara sahibiz ama uygulamada sıkıntı var. TPY mail adresine mail atabiliriz. Bence tadını alamamış herkes. Günün yoğunluğu içinde bu tür paylaşımlara zaman kalmıyor.*

Ana konular kalıcı oluyor, sistem sürekli yenileniyor, kanunlar değişiyor, dolayısıyla zamanında çok önemli olan bilgiler önemini yitiriyor.

Müşteri ilişkileri, Müşterinin yalan söyleyip söylemediği, gerçek talebinin ne olduğu, gizlediği şeylerin ne olduğunun aktarılabilmesidir.

4.3.8 Opinions and Suggestions of the Participants in terms of Coaching and Mentorıng Implementations for Learning in the Organization (R.Q. 2.5)

This part of the interview was organized to understand coaching practices in the organization. The presence of informal coaching in the organization and participants' suggestions about such a coaching system were asked.

Responses of presence of coaching in the branch office, willingness to coach and suggestions of such a coaching system were summarized in Table 4-15.

Table 4-15 Opinions and Suggestions of the Participants in terms of Informal Coaching Practices in the Organization

Existing Situation	**N**	**Willingness**	**N**	**Suggestions**	**N**
Positive Aspects		Positive	11	Scope of coaching or	2
Overall	7	Negative	1	mentoring	
Scope of the assistance	3			Organizational structure	2
Personal characteristics of the supervisor	3			Existence of informal coaches in the branch offices	2
Negative Aspects					
Workload of supervisors	3			Coaching ability	1
Personal characteristics of the supervisor	1			No availability of time for one-to-one coaching	1

Presence of Informal Coaching in the Organization

Out of fourteen participants, twelve participants expressed that they had been supported by an experienced colleague when they started their job and there had been *positive* aspects of that informal coaching experience (W01, W02, W03, W04, W09, W10, W11, W05, W07, W08, W12, and W13), four participants mentioned *negative* aspects of that assistance experience (W01, W02, W09 and W12), and two

participants did not responded to the question (W06 and W14). Most of the participants talked overall positively about the coaching that they had and mentioned its contribution to learn their job when they were juniors. In addition, four of them mentioned the positive aspects of the assistance they took as, *scope of the assistance* that is content, duration and methods used for assistance and *personal characteristics of the supervisors* as indulgence and tolerance that supported learning.

Positive aspects of assistance

While three participants responding to the question, they mentioned content of the assistance, duration of assistance and coaching style used in assisting which summed as *scope of the assistance* issue.

As an example, W02 expressed the duration of the assistance and on the job learning by doing with assistance as

> Well, I believe that that period is a period that needs to be experienced. [name of role] . The duration of this period is 6 months. A worker cannot do firm visits and prepare files before 6 months. I think that the duration in the branches should be longer, the legislation is wide. But unfortunately there is no such chance in the branches…If there were nor that one month I would be panicked. Most of the time I would sit here, and Ms [A] would explain to me. That is why I think it is something indispensable
>
> *Yani ben o dönemin yaşanması gereken bir dönem olduğuna inanıyorum. [rolün adı] bu süre 6 aydır. 6 ay olmadan çalışan kendi başına firma ziyareti yapmaz dosya hazırlayamaz. Bence şubelerde süre biraz daha uzun olmalı aslında mevzuat daha geniş. Ama maalesef şubelerde öyle bir şans yok… O bir ay olmasıydı ben sudan çıkmış balık gibi olurdum. Çoğunlukla ben buraya oturdum, [A] hanım tarif etti. O yüzden olmazsa olmaz bir şey bence.*

As another example, W08 stated the content of the assistance she took as

> Of course there was. Especially our [supervisors] in our previous term gave us a lot of support. Besides, the colleagues who worked with

> him learned from him, he was very supportive toward us. They told me about many things starting from how to approach the client, up to how to do the banking application.
>
> *Tabi oldu. Özellikle bizim eski dönemdeki [amirler] çok destek verdiler. Artı onların yanında çalışan onlardan öğrenmiş çalışma arkadaşlarımız çok yardımcı oldular. Bankacılık işleminde müşteriye nasıl hitap edeceğimden, işlemi nasıl yapacağıma kadar anlattılar…*

Also, another participant expressed the style used by the supervisor while assisting her, as W07 stated

> They explained the things they knew positively, they explained if we asked several times. Then, they would give us the number of the communique and tell us to read it. That was influential on my learning.
>
> *Olumlu olarak da bildiklerini anlatırlardı birkaç defa sorarsak söylerlerdi. Sonra tebliğ numarası verir onu bir oku derlerdi. Konuyu kısaca özetler tebliğ numarası da söyler. Bu benim öğrenmeme etkili oldu.*

Three of the participants mentioned *personal characteristics of the supervisor* such as indulgence and tolerance to have effect on their learning when they got the assistance they needed (W04, W08, and W12). W12 stated the characteristics of the supervisors that had an effect on her positive experience as

> Of course there was. Especially our [supervisors] in our previous term gave us a lot of support. Besides, the colleagues who worked with him learned from him, he was very supportive toward us. They told me about many things starting from how to approach the client, up to how to do the banking application. …When I started I was very lucky, I learned about the discipline in the bank, how to approach clients, they <u>were really understanding and patient,</u> that is why nothing negative was experienced.
>
> *Tabi oldu. Özellikle bizim eski dönemdeki [amirler] çok destek verdiler. Artı onların yanında çalışan onlardan öğrenmiş çalışma arkadaşlarımız çok yardımcı oldular. Bankacılık işleminde müşteriye*

nasıl hitap edeceğimden, işlemi nasıl yapacağıma kadar anlattılar…. Girdiğimde banka disiplinini müşteriye nasıl davranacağımı, aslında ben çok şanslıydım, çok anlayışlı ve sabırlıydılar o nedenle olumsuz bir şey ile karşılaşmadım.

Also, W04 expressed as

> At the beginning there was. I really had that chance and I worked with very good managers. They would direct me in accord with the communiques about everything I asked. Since I like reading I would open and read.
>
> *Başlangıçta vardı tabi. Benim şöyle bir şansım vardı gerçekten iyi yöneticilerle çalıştım. Ne sorduysam tebliğler doğrultusunda yönlendirirlerdi. Okumayı da sevdiğim için açar okurdum.*

Negative aspects of assistance

Only four of the participants stated negative aspects. Three of them mentioned *workload of the supervisors* as a negative aspects and that they had to accomplish the tasks themselves (W01) and there was too much work and less participants to do the work, thus, participants might not take responses to their questions in their first attempt (W03). A novice participant (W12) explained it as

> The negative aspects are as follows. There are so busy themselves with their work and related clients, on top of that do they have to deal with me too…But they do not avoid giving too. I have experienced this, they are really diligent on this. But there are many issues that they are not diligent, not that they are not, but they cannot be.
>
> *Olumsuz yönleri de şöyle. Kendileri zaten işleri ile yoğunlar bundan kaynaklı müşteri ile mi uğraşsın benimle mi uğraşsın… Ama vermekten de kaçınmıyorlar. Ama ben bunu gördüm gerçekten de gayretliler bu konuda. Ama olamadıkları birçok konu var, olmadıkları değil olamadıkları.*

One of them (W10) stated *personal characteristics of her supervisor* as not being open to innovation and gave an example:

> I think about the negative aspects in the first years we started working, actually, my supervisor was not very open to innovations. While I was writing something on Word, we would contradict in that I was expected to write it on the typewriter, just because it used to be done like that in the previous times.
>
> *Olumsuz yönleri ilk girdiğimiz seneleri düşünüyorum, yeniliğe biraz kapalıydı açıkçası. Ben Word'den bir şey yazarken, hayır bunu yıllarca daktilodan yazdık daktilodan yazmak gerekiyor şeklinde ters düştüğümüz olurdu.*

Willingness to Coach

Out of fourteen participants, eleven participants' responses revealed that whether or not they were informally guiding colleagues currently, participants were willing to guide new participants (W01, W04, W03, W09, W10, W11, W05, W07, W06, W08 and W13) and three of them were newcomers, thus, the researcher ignored the question and did not ask it to them.

Only three participants mentioned that they were guiding newcomers currently (W01, W07, and W13). They expressed the positive aspects of their guidance as it would help newcomers to do their job independently.

In addition, a senior participant (W01) underlined the importance for the newcomers to take support from not a single but as many colleagues as they could.

Another senior participant (W08) gave examples of how they are assisting new participants as

> I try to provide help to my colleagues at the counter regarding issues like how to approach a client, to be patient, how to ask and answer and everything they want to learn.
>
> *Gişedeki arkadaşlarımıza müşteriye nasıl hitap edileceği, konu ile ilgili sabırlı davranacakları konusunda, nasıl sordukları ve öğrenmek istedikleri her şeyde yardımcı olmaya çalışıyorum.*

Also another senior participant (W05) stated that it would be a pleasure to assist new participants, as expressed

> Well, if you were newly recruited to our branch, I would do anything I could to share everything I know as soon as possible and would try all ways to train you.
>
> *Yani şu an siz şubede işe başlamış olsanız, ben en kısa sürede bildiğim bilgiyi aktarmak için her türlü yolu denerim yetiştirmek için*

A senior participant (W04) declared the introductory speech they make when they guide newcomers when they start the job as

> What comes to mind first is, I say you are very lucky, you started working at a very good organization. I tell them to follow the trainings and communiques.
>
> *İlk aklıma gelen, çok şanslısınız, çok iyi bir kurumda başladığınız derim. Eğitim ve tebliğleri takip etmelerini söylerim.*

Suggestions of the Participants about the Characteristics of Coaching System

To understand the participants' preferences about the creation of a coaching system that would be used for assisting the staff, the participants were asked about suggestions on the characteristics of such a coaching system.

Participants mentioned five issues in their responses: *scope of coaching/mentoring, organizational structure, existence of informal coaches in the branch offices, no availability of time for one-to-one coaching and coaching ability*.

The *scope of the coaching/mentoring system* that is the responsibilities and duties of the coaches in the organization were expressed by two participants (W07, and W12). W07 was questioned the issue and emphasized that information coaching and personal coaching (might be thought as mentoring) could be treated differently, by saying

> It depends on what issues they will provide coaching. Would it be personal coaching or information coaching? As I said, information coaching cold be provided through trainings. It is not something very much related to coaching, it could be provided with training. As for issues related to personal things, most probably knowing the psychology of the task is necessary, would that person be directed to

> sales and be motivated there, or directed to operations, or totally on the computer, it would make the participant to work with the feeling of being useful for the organization…
>
> *Hangi konuda koçluk yapacaklarına bağlı? Kişisel koçluk mu yapacak yoksa bilgi koçluğu mu? Bilgi koçluğu dediğim gibi bence eğitimlerle sağlayabilirler. O çok koçluk ile ilgili bir şey değil sonuçta onu eğitim ile sağlayabilirler. Kişisel şeylerle ilgili de işin psikolojisini bilmek lazım herhalde, onu satışa mı yönlendirecek onda mı motive edecek, operasyona mı yönlendirecek, tamamen bilgisayarda kendisini şey hissetmeden kuruma faydalı olmasını hissettirerek çalışmasını sağlayabilecek…*

Also, another participant (W12) mentioned the scope of assistance he needed by expressing mentoring issues as

> Our Branch managers and coaches could guide us differently.
>
> For instance, I am very good at my job, I am enthusiastic about commercial loans, they can orient me and encourage me
>
> *Bizden daha deneyimli müdürlerimizin koçlarımızın bizi daha farklı yönlendirebilir.*
>
> *Mesela ben yaptığım işte çok iyiyimdir, ticari kredilerde hevesliyimdir, benim yönlendirebilir, teşvik edebilir*

Two of the participants mentioned *organizational structure* that is dynamics in the organization in terms of superior-subordinate relationship in the roles as an issue that should be taken into account. W05 explained the issue by stating that changes in the organization affect the superior- subordinate relationship in terms of coaching negatively. As another example, W01 stated

> It would be a total structural change. In fact, the senior personnel would behave with a coach manner. But the roles weaken this ring. A member of the staff with 18 years of experience and a newly recruited member of the staff enter the same pool with the same role. Therefore, the choice of roles and personnel should be made more selectively.

Tamamıyla bir yapı değişikliği olur. Zaten şekil itibariyle kıdemli bir personel koç gibi davranır. Ama roller bu halkayı zayıflatıyor.18 yıllık personel ile yeni personel aynı roldeler aynı havuza giriyorlar. Dolayısıyla rol seçiminde personel seçiminde görevlendirmede daha seçici olmak gerekiyor.

In terms of *existence of informal coaches* in the organization, superior were coaching subordinates informally in the organization (W09 and W06). One of the participants (W09) mentioned that an informal coaching system exists in Branch offices and gave an example of her experience that she learned the job from her fellow worker. Also, an senior participant (W06) stated that such coaches exist informally, as expressed

> This is the system that needs to exist. Actually in every branch and department there are some colleagues that can do it but they are not given the authority. They do not point the address. It is important to nominate them.
>
> *Olması gereken bir sistem bu zaten. Aslında bunları her şubede ya da birimlerde yapacak adam var zaten ama öyle bir yetki yok. Adresi şudur diye göstermiyorlar. Önemli olan onları öne çıkartmak.*

Importance of *coaching ability* that is the personal characteristics of the staff was expressed by participant (W07). He stated the staff who had coaching ability to became a coach, as explained

> Of course, it is something related to personal skills. People who have these skills should be doing coaching. It means that the people who will be coaching also need to get training. Since in our bank-yes it is fine-it is done according to the relationship between superiors and subordinates but managerial or coaching qualification is something different. They need to have taken that training and do coaching accordingly.
>
> *Tabi kişisel becerilerle ilgili bir şey. Onları yapabilecek kişisel koçluk yapsın. Koçluk yapacak olanında demek ki eğitim alması gerekiyor. Çünkü bizim bankamızda -evet güzeldir- ast üst ilişkisine göre yapılır ama yöneticilik vasfı ya da koçluk vasfı farklı bir şeydir. Onunda eğiminin alınması gerekirdi ona göre koçluk yapsınlar*

No availability of time for one-to-one coaching was expressed by a participant and she suggested that training could be given before a staff member started his or her role, as W08 stated

> There is not much time for one to one within the branch…Especially for the counter personnel…However, for them, before they go to the counter in some way a detailed training cold be provided…in terms of, I do not know, issues like the bank is our workplace from which we earn money, how to address the clients, how fast the applications need to be done…I training in a form of coaching could be provided before they are given the responsibility of the counter
>
> *Birebir şube içinde pek zaman olmuyor... Özellikle gişe personeli için... Ama onlara gişeye geçmeden önce belki bu şekilde bir eğitim sağlanabilir... hani, bankanın bizim ekmeğimiz olduğu, müşteriye nasıl hitap edileceği, işlemlerin ne kadar hızlı yapılacağı konusunda ne bileyim detaylı bir şekilde... Başlamadan önce gişeye oturtulmadan önce bir eğitim verilebilir, koçluk anlamında*

.

4.4 Summary of the Perceptions and Opinions of Participants

Perceptions and opinions of the participants about the learning and performance environment in the organization were summarized in Rosenberg's Learning and Performance Architecture (2005).

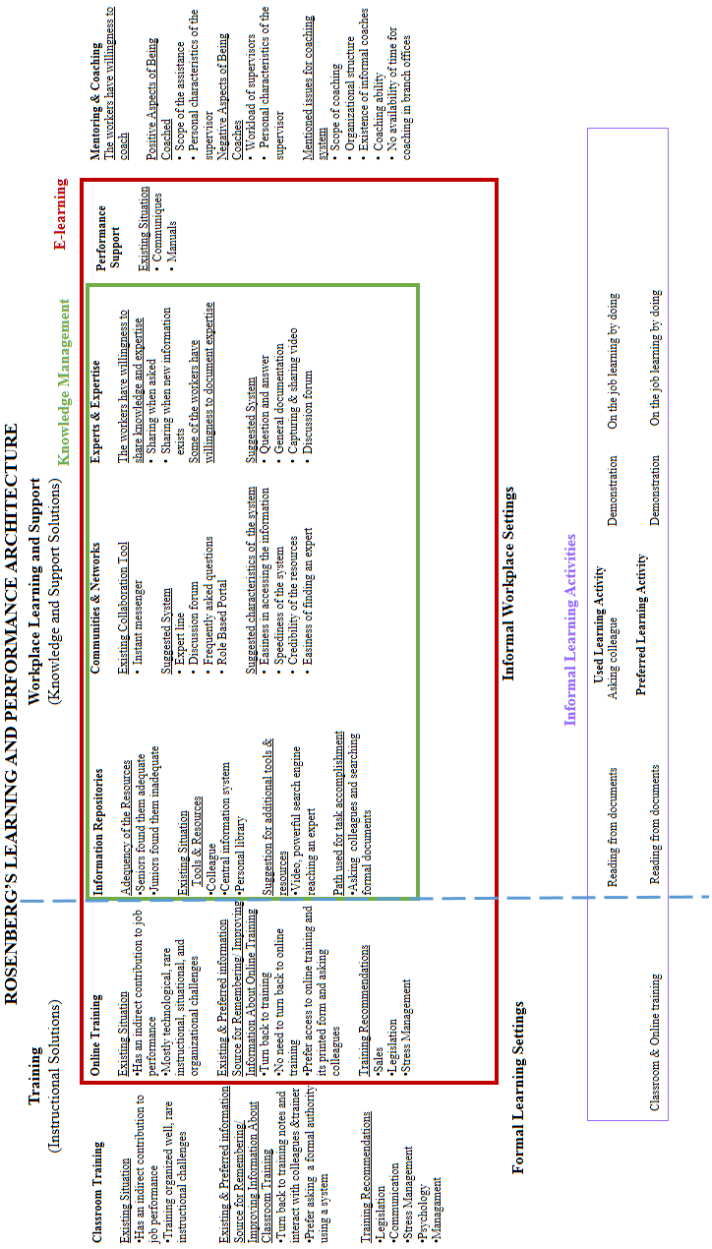

Figure 4-1 Summary of Perceptions and Opinions of the Participants

CHAPTER 5

DISCUSSION AND CONCLUSION

In this chapter, findings of the study will be discussed in detail. Moreover, implications for practice related with the perceptions of formal and informal learning environment in workplace will be utilized. Finally, recommendation for further research will be discussed.

The study was set out to explore workplace learning experiences of workers in a financial organization. The study also sought to know how informal learning environments in the organization were perceived by the workers and which tools and resources were suggested for enhancing informal learning experiences of the participants in the organization. The studies on learning in workplace were generally focus one approach that was used for improving learning in the workplace such as classroom training, online training, learning activities and strategies, communities of practice or knowledge management. In order to examine learning environment in the organization as a whole, Rosenberg' learning and performance architecture framework was used by including the issues mentioned in the framework (Figure 3-1).

The following section was organized in accordance with these two main research questions of the study:

- What are the participants' opinions about formal learning environment (the classroom and online training) in the organization?

- What are the participants' opinions about informal workplace learning environment in the organization?

5.1 Formal Learning Environment in the Workplace

For organizations, training is the predominant approach used for improving knowledge, skills, and performance of the workers through the years. According to the learning needs of the workers, the human resources department generates training programs coherent with the organization's strategy. In order to identify alternative approaches to continuous professional development, it is important to start from understanding what professionals do and the circumstances under which they learn (Boud & Hager, 2012, p. 22).

In this study in order to understand the current situation of the formal learning environment in the organization, self-perception of training effect on job performance, challenges faced in the formal learning environments, training in relation with informal learning, preferences of tools and resources used after the training and suggestions of further training was gathered.

Classroom and online training indirectly contributed to workers job performance

The results of the study revealed that both classroom and online training had contributed to workers job performance in the workplace according to the workers' point of view. Similarly, Li's study (2001) revealed that learning is helpful not only for personal growth and life but also for work performance of librarians' learning experiences in the workplace.

While they were expressing how classroom and online training impacted on their job performance, they mentioned issues that affect their performance indirectly in their responses. Similarly, the findings of Ozen's study (2011), which examined the perception of 391 bank branch office workers on the effect of training to their job performance by using survey method, revealed that training was perceived as a factor that improved the performance of the participants.

In classroom training, gaining background information and expanding horizon were widely expressed by the participant in order to express the indirect effect of training on their job performance. Gaining background information is also one of the main

purposes of training used for knowledge acquisition. Thus, the participants' perception and the usage of classroom training by the training authorities were alike. According to some participants, trainers were expanding their horizon by enabling visualizing their job and the financial sector from different perspectives such as for operation personnel showing the big picture of the operation in the financial system or for presenting new subject related with their job, such as coaching.

For online training, the participants widely mentioned acquisition of new information while they were expressing the effect of online training on their job performance. Using online training for keeping up-to-date the workers according to the changes in work, products and regulations was one of the benefits of online training (Wild, Griggs, & Downing, 2002). Similarly, the findings of Batalla-Busquets & Pacheco-Bernal's (2013) study revealed that bank employees mentioned updated content as one of the prevalent attribute of online training.

Surprisingly, two participants expressed that online trainings were contributing to job performance by improving their interpersonal skills. According to Bailey and Butcher, effective soft skill training should consider perceptual, cognitive and behavioral skills components (Bailey and Butcher as cited in. Doo, 2006). However, because of self-directedness and lack of face to face interaction characteristics of online training, it is hard to develop soft skills in online training (Doo, 2006). One of the reasons for such perception of participants might be motivational effect of online trainings- stress management and anger management trainings- as a young participant expressed that she took into account the demonstrated appropriate and inappropriate behaviors in the online training while she was interacting with an older client. Roberts (2008) underlined the fact that managers were looking for new ways to deliver soft skills including e-learning to attract their younger employees who are addicted to use electronic platforms. Thus, usage of online training for supporting classroom based soft skill trainings could be an alternative platform for young generation workers.

On the other hand, minority of the participants perceived that classroom and online training did not contribute to their job performance. For classroom training, only two participants mentioned that classroom trainings did not have an impact on their job performance. While one of them expressed the reason as content characteristics of

the specific training, such as theoretical, the other one indicated that it was not applicable to practice. However, they were specific to a unique training they participated in and could not be generalized to other trainings. In addition, mentioned reasons were related with both the design of the training and the analysis of the training needs of workers, these unique trainings might be inappropriate for their personal training needs. For online training, three participants expressed why online trainings did not contribute to their job performance as no availability of time to study. Time for study is one of the prevalent barriers of online learning which is defined as situational barrier in literature (Mungania, 2003).

Classroom trainings were organized well, but online trainings had several challenges

The challenges participants encountered in formal training settings would enable understanding the perceptions of the participants about the current approaches in classroom and online trainings. Although the same question was asked for each setting, different challenges were mentioned because of the nature of each setting.

In classroom trainings, workers mostly did not encounter challenges, moreover, they were satisfied with the trainings because of the good quality of the trainer and trainings and applicability to their jobs. The only challenge expressed by two participants was related to instructional issues in specific trainings and the participant who also expressed that classroom training did not contribute to his job performance expressed the lack of applicability of that specific training that he participated into practice. Although, instructional challenge was expressed by a limited number of participants their responses might not relate to the current situation of the formal learning environment in the organization; it is obvious that continuous evaluation of training programs and training effectiveness is important for the organization in order to improve the quality of the trainings and ttherainings' contribution to these workers' job performance (Salas & Cannon-Bowers, 2001).

In online trainings, participants mentioned prevalently technological challenges and also instructional, situational and organizational challenges in their responses. Mungania (2003) in her comprehensive study that investigated seven organizations employees' perceptions about barriers to online training found these four barriers.

Additionally she found three barriers in these seven organizations: personal or dispositional challenges in which, learning style and content suitability challenges.

Technological challenges the workers encountered were connectivity problems and loss of data or inability to save data. In such a geographically dispersed organization, technological challenges might appear, however, the organization should consider alternative methods to handle these challenges. *Instructional challenges* were too long training, slow vocalizing speed and content which is not specific enough. In the processes of designing online training or selecting online training, instructional issues mentioned by the participants should be taken into consideration by the decision makers. The only *situational challenge* was lack of free time to study which was expressed rarely. Unlikely, Mungania's (2003) and Baldwin-Evans's (2004) studies situational challenges were most common challenges. Although flexibility of the features of online training enables people to access online trainings when they need, was mentioned by one participant, workload in the workplace might inhibit contribution of online training to job performance and inhibit workers from benefiting from online trainings. Thus, while presenting online trainings to these workers, time for study in the workplace should be taken into consideration by decision makers. For example, assigning appropriate number of online trainings, deciding on the completion deadline of mandatory training, generating specific time for studying in the workplace (Baldwin-Evans, 2004) were the strategies that could be used by the organization. Similarly, in Becker et al.'s study (2013) on a rail organization's employee's perceptions about online training experiences in the workplace, concerns about lack of time was found as one of the main barriers to online training Lastly, *organizational challenge* of mandatory course completion policy was mentioned by one participant.

Additionally, the study revealed that instructional challenges in specific classroom trainings and situational challenges overall online trainings was affecting the workers perception of contribution of formal learning settings to their job performance. Thus, the corporation should investigate these challenges deeply, generate action plans to handle these challenges in online trainings and also review classroom training program.

Although the workers were using various resources –mostly the training documents and interacting with colleagues and trainers- in prior experiences, they prefer to ask to formal authority using a system to recall and improve their knowledge about the previous classroom trainings.

After the classroom training when participants need to recall information related to previous trainings, not only training documents but also interaction with colleagues or trainer was used as a resource. In addition to existing usage, they preferred to ask colleagues, especially a formal authority from the system (question & answer system) for recalling, improving or updating their knowledge in the training's topic.

The results of the study regarding the existing and preferred ways of reaching any information related to previous training and the current status of trainer-trainee relationship in the organization indicated that, in addition to the current resources, communities and networks might be used for linking the trainings with practice in the workplace for these workers. Such an informal learning environment would have an impact on these workers' learning by enabling the interaction between trainer, trainee and classmates after the trainings.

Worker used or did not need to use online trainings for their information needs related with prior online training activities. However, they preferred accessing online training and printable form of online training and asking their colleagues.

The study indicated that while some of the workers were revisiting the online training, others did not need to go back to online learning as stated in one of the responses "The information I obtain from online training stays there. We have never made any revisiting" for information needs related to prior training topics.

Both training documents for classroom trainings and training itself and printed pages for online trainings were used for information needs related to training they had taken before. However, the workers were hardly used to ask colleagues for their information needs related with prior online trainings.

A possible explanation of why they did not need to go back to online training and why they did not use to ask colleagues might be the usage of online training in the organization for specific purposes. The Human resources department generally uses

online training for presenting new product or new application as parallel to the other sources such as communiques and tutorials, or for presenting theoretical information not related directly to their daily job tasks or personal development trainings such as time-management.

The results of the study revealed that workers' existing and preferred ways of reaching any information related to previous online training was similar. In addition, preferences of workers indicated that duration and accessibility of the online trainings when they needed and printable form of online trainings were the issues that should be taken into consideration in future online trainings for these workers.

Workers needed hard and soft-skills trainings in face-to face and hard-skills training (sales-marketing and legislation) in online settings independent from their roles.

Training needs of the workers and their role colleagues were gathered from the workers' points of view in order to understand the learning needs of these workers. The study revealed that workers recommended mostly soft-skills trainings and rarely hard-skills trainings for classroom setting. This finding supports Sullivan's (2000) idea that "interpersonal relations have generally grown in importance to technical knowledge as we have shifted from manufacturing to service economy" (2000, p. 44). The suggested soft-skills trainings subjects were communication, stress management, psychology and management which include "intra-personal skills such as one's ability to manage oneself as well as interpersonal skills such as how one handles one's interactions with others" (Laker & Powell, 2011, p. 112).

Training program of the organization for branch office workers was also composed of both hard and soft-skills trainings. Soft trainings including stress management and customer relation trainings for sales workers already took place in branch office workers training program of teller and sales representatives. In order to exhibit interpersonal adaptive behavior which is customizing the approach according to each customer encountered, training is crucial for frontline employees who have direct interaction with the customers (Jackson & Sirianni, 2009). The findings of the study are parallel with this approach that the participants requested soft-skills trainings, even though some of them already participated in such trainings. This is consistent with the findings of Chivers (2011) who investigated the informal

learning experiences of investment bankers in London and found out that that even though young traders were resented to the similar soft skill trainings by the human resource development department, still there was a need for soft skills trainings for the investment banking staff. Moreover, observing and measuring soft-skills trainings' results is not an easy tasks, thus the organization should search for approaches for assessing these skills developments.

A possible explanation for the dominance of soft-skills trainings in their recommendations and usage of individual learning activities in the workplace might be perceived as not adequate and appropriate for generating such skills by these workers. For acquisition and application of soft skills, workers should develop cognitive, behavior and perceptual patterns (Doo, 2006; Laker & Powell, 2011); thus, soft-skills trainings should include both off the job and on the job training and practice.

Another possible explanation for the recommendation of interpersonal skills mostly, could be that the branch office workers' job requires interaction with the customers whose requests they need to listen, and also to communicate with them in order to understand their needs and present products and services that are appropriate for them and convince them. Another reason could be the stressful work they are performing. Soft skill trainings might result in understanding self, handling stress for these workers.

In addition to soft-skills trainings, workers also required hard skills trainings that are technical knowledge trainings because of the fact that legislation was changing constantly in banking. As one worker commented "I am always face to face with the client. I have to market all kinds of products related to banking in the best way possible. Since the changes in the applications are reflected immediately, that is a way of learning during the application. While we are dealing with the client, we also follow the latest changes in the meantime". Thus, ever-changing nature of legislation issues in the banking sector reveals the need for updating technical knowledge of the workers. Not only formal training (for big changes in legislation classroom training, for small changes online training) but also informal learning activities (such as weekly branch discussions in updating technical knowledge, wiki-pages) could be used for this challenge in addition to the communiques in the branch office.

The results of the study about online trainings needs of the workers revealed that workers predominantly need hard-skills trainings such as legislation and sales, and hardly soft-skills trainings such as stress management for online setting for themselves and their role colleagues. While the workers suggested legislation trainings for updating their legislation knowledge, they also suggested sales trainings especially for increasing their product knowledge. Because of the dynamics of the ever-changing banking sector, although the organization organized legislation and sales trainings to the workers, they continuously felt the need for such trainings. Thus, human resource department might support online legislation and product information trainings by generating informal learning environments such as wiki pages or task specific information repositories that aim to update and freshen up the technical knowledge of these workers.

Another interesting finding of the study is the recommendation of stress management training for both classroom and online learning. That gave clues about the workplace environment in the branch office as being a stressful work environment for these workers. Similarly, Mitchell (2012, p. 80), in her ethnographic study, described the characteristics of workplace environment in a branch of Canadian Bank as "being busy, noisy, stressful, and full of interruptions by clients and co-workers". Moreover, the suggested stress management trainings might be a supplementary intervention that the human resource department should investigate the sources of and use appropriate interventions in order to minimize the stress in the workplace environment for these workers.

5.2 Informal Learning Environment in the Workplace

Existing informal learning environment in the corporation was investigated in terms of information repositories, communities and networks, expert and expertise, performance support and coaching and mentoring.

Perception of adequacy of the resources differs according to the experience of the workers in the organization

Adequacy of the existing resources in the system was perceived divergently by senior and junior participants in the branch office. Seniors who had worked long

time in their job/company, therefore had internalized the usage of learning strategies to satisfy learning/knowledge needs and generated broad personal knowledge network, claimed that the presented resources were enough to perform better in their job. On the contrary, junior workers claimed that existing resources were not sufficient. Moreover, only some of the participants suggested additional tools and resources, and they were mostly juniors. Suggested tools and resources were mostly appropriate for self-directed learning activities (video, portal specific to the roles, reaching to experts and powerful research engine).

The study revealed that there was a perception difference between senior and junior workers in terms of sufficiency of presented resources in the information system. Several reasons lead to the perception discrepancy. Firstly, senior workers' needs for searching knowledge and learning might be considerable less than juniors. Secondly, the usage of personal knowledge networks might be the most dominant resource of their learning and knowledge needs. Thirdly, seniors rarely need information, thus their experience might be adequate for accomplishing their learning needs, as mentioned by a participant, "when resources overlap with experience, it [resource] is effective".

Moreover, some juniors complained about the difficulty of reaching the resources especially user-friendliness and search abilities of the central management system, and one of them suggested adding a powerful search engine which are two major characteristics of information repositories (Dias, 2001). Therefore, for juniors, the perception of adequacy of resources was affected by the easiness of reaching the existing resources. The findings of the study support Rosenberg (2005)'s idea that providing information rich environment is not adequate, organizations should design such environments in order to be easily accessed by the workers.

Workers were predominantly following same paths for accomplishing a non-routine task: asking to colleagues and reading communiques

Incidental learning as a form of informal learning in the workplace occurs to be the result of activities in the workplace such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning (Marsick & Watkins, 2001). In terms of task accomplishment,

the request of the client is a trigger for defining the task that needs to be finished successfully at that moment. However, the job of workers includes a wide array of tasks. While workers performed some of the tasks as a routine every day, others were non routine tasks which are too specific. Thus, accomplishing these non-routine tasks facilities informal learning of these workers in the workplace.

The results of the study indicated that, although workers were using several resources, they predominantly interacted with their colleagues in order to accomplish a non-routine task in which their task knowledge was inadequate for finishing it successfully. Their primary contact points were work fellows and head office staff. Additionally, supervisors in the branch office and role colleagues that work in the same role with the worker in another branch office- were also preferred. Other resources they reached were communiques and documents in the central information system or in their personal libraries.

Similarly, the path followed to accomplish a non-routine task was composed of activities that were exactly the same as the resources they used. The findings of the study also revealed that workers heavily relied on asking colleagues than searching formal documents or vice versa. Features of the task and availability of time were expressed as determining factors in decision of the path to be followed. This is consistent with the findings of the studies of Zander et al (2012) which reveal that computer professionals engaged in two learning activities of finding and using resources and interacting with people. They conclude that a crucial strategy for self-directed learning at work "involves the balance between searching for information on your own and asking another person" (2012, p. 114).

A possible explanation of why they use the same resources and follow similar paths for task accomplishment might be the nature of the job. The main duty of the workers is accomplishing client's requests and in most of the cases tasks should be done at that moment, thus workers looked for resources they could reach instantly. So, generating environments that enable reaching task specific information in short time such as video capture of the task or electronic performance support tools could be considered for supporting these workers' informal learning experiences for task accomplishment.

Workers were using high level of locus of control learning activities to satisfy their learning or knowledge needs for improving their competencies

The study revealed that participants were engaging in learning activities with high level of locus of control to satisfy their learning or knowledge needs for improving their competencies in the workplace. Though asking a colleague and reading communiques documents were frequently expressed, others were barely expressed at all, like on the job learning by doing and demonstration. The findings presented in this research study related to learning strategies are consistent with the findings of previous studies (Doyle & Young, 2007; M Eraut, 2004; Hicks et al., 2007; Klink et al., 2012; Kwakman, 2003) that pointed out that individuals used informal learning activities more. Klink et al. (2012) studied informal learning activities of Dutch open university employees and similarly, they found that employees engaged in mostly reading literature/websites, individual learning by doing and talking to colleagues. They indicated that individuals are alone with themselves in the learning process, thus they were engaging in high level locus of control activities. Similarly, in Kwakman's study (2003) with 547 teachers, he found that teachers most frequently engaged in individual activities such as reading, experimenting than collaborative and instructional activities in the workplace for their professional development.

The results of the study indicated that the environmental factor of existence and availability of resources and support has an effect on the selection of learning activities by these workers. As a result of comparing the usage of learning activities in prior learning experiences and preferences of usage of learning activities in future, findings revealed that workers preferred to engage in formal learning activities for improving their competences, despite the fact that they did not mention utilization of formal learning activities in their prior learning experience.

This might be viewed as a surprising finding because it is contrary to their prior experiences. Robust reason of this is inaccessibility of classroom and online trainings whenever they needed. Because formal learning activities in the organization were managed by the human resource department, the major strategy was "push learning" in recent past. However, human resource department adopted their formal learning strategy according to the idea of "pull learning" and generated a new training program which enabled workers to attend courses additional to their

formal training program according to their personal learning needs and interests, thus they did not need to wait until their next assigned training. Enhancing the formal learning opportunities for these workers by improving the scope of on-demand training not only in classroom training but also in online training in order to accomplish these workers' individual learning needs formally would promote the learning culture in the branch office.

Workers prefer knowledge networks for knowledge sharing in the workplace.

Communities of practice and knowledge networks are two interrelated approaches to collaboration which enhance knowledge sharing. The presence of collaboration tools in the workplace environment improves knowledge sharing. The results of the study revealed that although the organization has a physically dispersed structure, instant messenger was the only collaboration tool existing in the organization for knowledge sharing in the workplace. Similarly, in the book of Beyond ELearning, Rosenberg (2005, p. 183) presented a case from Accenture company in which instant messenger "has become a dominant, albeit informal, learning strategy". As stated in the book, a worker of the company stated that she is using instant messenger because it is fast and she could get small units of specific information about an issue in real time. Another important feature of instant messenger is "presence awareness" which enables the person to identify who is available at that moment, it "enhances collaboration by facilitating easy connections among community members" (Rosenberg, 2005, p. 334). In the light of these features of instant messenger, enhancing the usage of instant messenger throughout the organization by generating list groups for roles, distinct in the organization, and formal training participants might be used for incrementing collaboration of these workers in the workplace.

Workers suggestions about knowledge sharing tools that could be designed for the organization gave clues about demanded requirements of the workers about communities and networks for knowledge sharing in the workplace. The results of the study indicated that workers suggested mostly expert line and question and answer system and hardly discussion forum and role based portal as an environment for sharing their knowledge in the workplace. Expert line was suggested in two forms: online and telephone line. Online form of expert line is a form of collaboration tool which was called knowledge network building tool, expert or

expert locator in literature (Davenport & Prusak, 1998; Rosenberg, 2005). It exists in the central information system of the organization. However, it is a relatively new application and not discovered by these workers. In order to disseminate the usage of the expert profiling tool by these workers it should be considered as a learning strategy by the decision-makers in the organization. Suggesting interacting with expert by telephone is also consistent with the other finding of the study in which talking to colleagues was expressed as one of the main learning activities of these workers. Although, workers were interacting with their colleagues in current situations by telephone and using instant messenger, they suggested establishing a unit which is composed of experts. A reason of their suggestion might be the difficulty of finding or accessing an expert at the moment they need.

An interesting finding of the study is the little selection of discussion forum as a collaboration tool for knowledge sharing by the workers. One of the reasons might be the usage of instant messenger widely in the organization for accessing needed information from the experts in specific jobs in the organization by using personal networks. Another reason might be importance of receiving absolutely right answer when needed because of the regulations and legislations were restricting the workers while they were doing their jobs.

While workers suggesting a system for knowledge sharing, they pointed out features of the system as easiness to access the information, speediness of the system, credibility of the resources and easiness of finding an expert which are also main functionalities of information repositories as one of the essential tools used for knowledge sharing in organizations (Daniel & Ward, 2005).

They have willingness to share their knowledge and expertise

The success of knowledge management initiatives is primarily based on knowledge sharing in the organization (Wang & Noe, 2010). However, knowledge sharing was a complex and multifaceted behavior that was affected by organizational context, interpersonal and team characteristics, cultural characteristics, individual characteristics, and motivational factors (Wang & Noe, 2010). Willingness to share knowledge was one of the factors that directly influence effective knowledge sharing

in the organization (Keyes, 2008). Thus, examining signs of knowledge sharing intention was a step for understanding the experts' knowledge sharing behavior.

The study indicated that workers were sharing their body of knowledge and expertise with their colleagues in the organization when asked or when new information existed. Intention to share their body of knowledge was one of the factors that affects knowledge sharing behavior (Hooff & Ridder, 2004).

While sharing their knowledge and expertise, participants used several methods. Predominant methods were face-to face and instant messaging, also telephone and e-mail was mentioned in the responses. The findings are consistent with Keyes's study (2008) in that face-to-face was still a predominant method and email was the second preferred method for knowledge sharing in the workplace.

Usage of instant messaging for sharing knowledge in the organization was a remarkable finding of the study. According to the study of Nardi et al. (2000), the central reason of using instant messenger in the workplace was to support quick questions and clarifications about ongoing work task. One reason of the wide usage of instant messaging would be the geographically distributed structure of the organization. Another reason would be that instant messaging enabled multiple tasking (Isaacs et al., 2002) .

Only some of the workers have willingness to document their knowledge and expertise

The findings of the study revealed that only some of the workers were willing to document their knowledge and expertise, whereas some preferred face to face interaction (face-to-face communication and apprenticeship) and referring to the resources (giving communique numbers) for sharing their body of knowledge and expertise. Lack of free time for documenting was mentioned as a reason of their unwillingness to document their expertise by some of the participants. Also, scholars (Crouse et al., 2011; Lohman, 2007) found that lack of time is an inhibiting factor that affects informal workplace learning. This may be because of the fact that "individuals are generally better speakers than they are writers." (Kransdorff, 2000, p. 78, as cited in. E. Davenport & Hall, 2002). Thus, presenting knowledge sharing environments which enable speech rather than approaches requiring composing

abilities or editing in writing would be a facilitator factor for workers to share their knowledge and expertise.

In addition to the used knowledge sharing approaches in the organization, other ways of transferring the expertise from workers who have it to the others who need to know should be investigated by the organizations. (Hinds, Patterson, & Pfeffer, 2001). Although there are several alternative methods and applications that could be used in the organization, organizational culture is important for generating and presenting such environments to the workers. In the study, suggestions of the participants about knowledge sharing system that could be used in the organization were gathered. Participants suggested mostly question and answer system, other responses were general documentation, sharing videos and discussion forum. An interesting finding was the presence of discussion forums in the recent past for specific role groups which was expressed by some of these workers; however, they do not exist in the current situation. Thus, creating collaborative environments in this case discussion forums but maintaining it by using several strategies is crucial for supporting informal learning environment (Wenger & Snyder, 2000).

Suggestions of the participants revealed two points about the participants' knowledge sharing culture. First, workers' behavior of sharing knowledge when asked is parallel to their preference of question and answer system. Second, there is little preference of discussion forum for sharing their expertise.

Informal coaching widely existed in branch offices.

The organization does not use coaching and mentoring approaches as a performance improvement intervention. However, human resource department was organizing introductory coaching trainings for branch managers and supervisors of the branch offices for awareness raising purposes. While coaching and mentoring approach was not used for formal purposes by these managers and supervisors, naturally it existed in workplace.

The results of the study revealed that supervisors and senior workers were assisting their junior colleagues in branch offices for improving knowledge and skills to do their job. The workers talked warmly about informal coaching experiences in workplace when they were juniors. In Chivers's study (2011), he also found that

investment bankers talked warmly about coaching and mentoring they gathered from their experienced co-workers at the early stage of their work life. Moreover, he indicated that "this was based on an informal arrangement, possibly involving their line manager, but more commonly a peer team member in terms of coaching, and a more senior colleague other than their line manager in terms of mentoring" (Chivers, 2011, p. 166).

The findings indicated that while the workers were mentioning positively about their informal coaching experiences, they were expressing mostly the scope of the coaching they gathered. In her study, Ellinger (2005) also indicated that managers serving as coaches or mentors in the workplace have a positive influence on informal learning. Supervisors or seniors served as coaches when the workers needed instant assistance or when had to change their branch in various subjects such as interpersonal relations, application usage or legislation knowledge. Moreover, explaining the main issues of the subject and directing them to the communiques or demonstration of the task and giving confirmative feedback was used by the informal coaches as coaching style.

In addition, while workers expressing positive and negative aspects of their experiences, they mentioned the characteristics of the informal coaches as widely positive and rarely negative impact on their experience. Thus, the results of the study revealed that informal coaching experience of the workers was affected from the characteristics of the coaches.

The study revealed that workers perceived supervisors had an intention to assist their subordinates; however, workload of the supervisors was seen as a factor that inhibits this assistance. Similarly, in Billett's (2003) study revealed that mentors perceived less time for one-to-one interactions and workload of the mentors as inhibiting factors for their guided learning role in the workplace.

The workers needed such assistance when they faced problems most of the time related to the request of the customer. However, supervisors and seniors could only assist juniors when they have free time during the day or in break hour or after the work hours. Thus, organizing the schedules of supervisors who have junior staff so that they could deal with their staff's job performance issues would be a solution.

Another solution would be directing workers to other colleagues for assistance, as recommended by the workers-expert locator.

Another finding of the study is although only small percent of the workers were assisting newcomers currently, both senior and junior workers had willingness to assist the newcomers.

The workers suggestions about a coaching system that would be developed in the organization revealed five issues: Scope of coaching or mentoring, organizational structure, existence of informal coaches in the branch offices, no availability of time for one-to-one coaching and coaching ability. First, the scope of the coaching in which responsibilities and duties of the coaches, whether personal coaching or career coaching, was revealed as an issue in their responses. Second, the organizational structure of the company that is the dynamics in the branch offices in terms of superior-subordinate relationship in the roles appeared as an issue that should be taken into consideration. The third issue was the existence of informal coaches in the branch office, thus they should be put forward by the organization. Forth, the coaching ability of the worker should be taken into account while selecting the coaches. Fifth issue was no availability of time for one-to-one coaching in branch offices.

5.3 Conclusion

The presented study documented the formal and informal learning environment in the workplace from the financial organization branch office workers' points of view. Formal learning activities were recognized positively by the workers, and both classroom and online training were perceived to indirectly contribute to their performance. However, there are challenges-mostly technological, rarely situational, organizational and instructional- in terms of online trainings that inhibit this contribution.

The study highlighted that workers mainly engaged in three informal workplace learning activities with high level of locus of control: talking to colleagues, reading documents and on the job learning by doing.

The range of existing collaboration tools is limited to instant messenger in the organization. Thus, supporting collaboration by enhancing usage of tools for communities and networks is crucial for an organization whose units are physically dispersed all around the country. However, communities and practice applications were rarely preferred by the workers.

Communiques was perceived as a crucial resource by the workers because of its formality. Format of communiques could be enhanced or linkage of communiques to specific tasks so that they could direct workers to accomplish their informal knowledge and learning needs.

There is a culture of information sharing in the branch offices. Personal knowledge networks were dominantly used by the workers for their learning needs. In addition, the workers had willingness to share their knowledge and expertise with their colleagues.

The culture of preferring usage of experts (senior colleagues or head office staff) for informal learning needs by the workers, brought forward the importance of senior workers' as experts in the workplace. They are seen as advising authority for problematic issues. Thus, organizations utilize from senior workers both formal learning settings such as classroom trainings as a trainer and informal learning settings as a coach, expert line staff.

Assisting junior employees or informal coaching is widely used in the branch offices. Moreover, the workers had willingness to coach newcomers. The workers were conscious of importance of coaching and mentoring in their job.

Rosenberg(2005) proposed blending both formal and informal learning approaches for improving learning and performance of the individuals in the organization. In the study the findings revealed that although there was an attempt to provide formal training opportunities in addition to the mandatory training plan of the workers for informal learning needs of the workers, the organization could start a true blended learning approach.

Because of the fact that workplace learning environment is multifaceted concept, using Learning and Performance Framework (Rosenberg, 2005) for investigating the

learning environment in the organization in order to perceive the big picture from the eyes of the workers was useful. However, for fully understanding the workplace learning environment, the researchers need to develop new frameworks that include all the dynamics that take part in workplace learning.

5.4 Implications for Practice

The study was conducted on a small group of people from the financial organization, thus, finding of the study cannot be applicable to the whole organization and the other organizations. Even though the findings of the study cannot be generalized, some implications of this study can be offered for the branch offices which were similar.

Firstly, although the study showed that both formal and informal learning was widely used in the branch office, according to the changes in work dynamics and learning needs, organizations should revise their standpoint in terms of learning in the workplace and generate learning strategies which are coherent with their organizational culture, worker characteristics and job requirements. While developing the learning strategy of the corporation, suggestions could be taken into consideration by decision makers and human resource department staff in order to see what could be done in the workplace.

Secondly, learning in the workplace is comprised of several dimensions that understanding the dynamics in the workplace as a learning environment is not crucial for enhancing the formal and informal learning environments in the workplace. For analyzing the learning environment in the workplace, Rosenberg's Learning and Performance Architecture could be used as a descriptive framework for investigating the learning environment in the workplace.

Thirdly, the findings of the study would enhance human resource department staff's knowledge about the dimensions of informal workplace environment in terms of information repositories, experts, communities and networks, performance support and mentoring and coaching.

Fourth, workplace learning in the branch office could be enhanced by providing formal learning opportunities for these workers' individual learning needs in

addition to the standard learning program, by allocating specific time for online learning activities in the branch office. Moreover, branch office manager could generate a supportive environment in the branch office by conducting meetings for these workers in order to present, share and discuss their expert and expertise with their colleagues.

By taking into account the findings of the study, other specific implications that could be used for enhancing workplace learning environment for these participants were presented. All the suggestions may not be implemented or might be costly to implement for these workers. However, these were provided to see what could be done to develop workplace learning environment in the studied branch office.

Suggestions for Formal Learning Settings

- Benefit from senior experts in classroom trainings as trainers of practical information in the branch office.
- Check the technical challenges these workers encountered in online trainings regularly and handle them.
- Revise mandatory course completion policies and duration of the online trainings by taken into account the workload of these workers.
- Enhance number of voluntary training programs for these workers, including both classroom and online training.
- Use blending formal training with informal learning approach for self-directed learners.
- Integrate off the job trainings with on the job trainings in training programs for these workers.
- Inform newcomers about the learning strategy of the corporation (including usage of communiques, central information system) in orientation.

Suggestions for Informal Learning Settings

- Inform workers by using small tips about the usage of the central information system.

- Develop question and answer type information repository for the tasks in the branch office in coordination with the related departments.

- Develop favorites feature in the central information system which enables workers to link related documents for their job in their personal libraries in the system.

- Enable usage of expert locater actively as a solution for presenting expertise or finding experts in the organization.

- Develop an expert line in instant messenger, and telephone for most requested tasks or services in the branch office.

- Use senior experts who are near to their retirement in expert line service.

- Develop electronic performance support tools primarily for sales personnel.

- Develop formal coaching program in branch office by taking into account the time needed for coaching, selection of appropriate workers, scope of coaching and organizational dynamics in the organization.

- Develop coaching job aids for informal coaches in the branch office in order to formalize the newcomers assisting topics and approaches.

- Encourage senior workers become formal coaches by using rewards etc.

Suggestions for Human Resource Development Department

- Revise learning strategy of the corporation by including enhancing informal learning activities of the workers.

- Provide formal guidance for their informal (incidental) learning activities in the workplace.

- In order to facilitate learning in the workplace, improve the knowledge and skills of department's staff for generating, organizing and evaluating training programs and for understanding on-the-job informal learning activities of workers and supporting workers' informal learning activities in the workplace.

- Linking the desired competencies of the workers in the corporation with learning contacts which are informal learning activities for improving their required competencies formally and enabling mechanisms for assessing their learning gaps individually is essential.

5.5 Recommendations for Further Research

A first important area for future research could be the development of strategies for capturing informal learning repertoire of learners in workplace. Since, recalling their past informal learning experiences is crucial for analyzing the learning environment in the workplace scholars should find ways to capture the informal learning experiences of the workers.

Second, in addition to the description of workplace learning experiences of workers, organizational culture could be considered to understand the workplace as a learning environment deeply. Additionally, including managers of branch office and decision-makers in the organization to the studies could enable gathering fruitful information about the dynamics in the organization.

The third area for future research is considering the usage of longitudinal research approach including other data collection instruments such as field notes and observation to investigate the nature of the learning environment in the workplace in order to discover the issues which might not be gathered through interviews, that is only data collection instruments used in this study, could be beneficial.

Fourth, a survey could be developed for analyzing the workplace learning environment by using Rosenberg's framework and the results of this study in order to collect data about all of the workers in the organization. Human resource department could use the results of that survey as an input for developing or revising the organization's learning strategy.

Fifth area of research is development of workplace environments that blend formal and informal learning in the workplace, and analyzing and assessing the results of blended learning environment which would improve the knowledge base of workplace learning research.

Sixth, this study is conducted in a financial organization. Similar studies could be conducted different settings, so that the results could be compared in terms of implications.

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APPENDIX A

INTERVIEW PROTOCOL

Çalışanların İşyerindeki Örgün ve Kendiliğinden Öğrenme Ortamları Hakkındaki Görüşleri
Görüşme Formu

Merhaba, ben Erden ÜLGEN, Orta Doğu Teknik Üniversitesi Bilgisayar ve Öğretim Teknolojileri bölümünde doktora öğrencisiyim. Aynı zamanda Bankamız Eğitim Müdürlüğü'nde görev yapmaktayım. Kurumsal bilgi, öğrenme ve performansı geliştirecek yaklaşımlar çerçevesinde çalışanların algılarına ve düşüncelerine ilişkin bir araştırma yapıyorum.

Size soracağım sorular sizin bankadaki görevleriniz ile ilgili olup, vereceğiniz cevaplar hiç bir şekilde hiçbir kimse ile paylaşılmayacaktır. Adınız gizli kalacak ve hiçbir dokümanda geçmeyecektir. Görüşmede 35 soru olup, size soracağım bu soruların doğru cevapları yoktur. Bu nedenle, sorularıma içinizden geldiği gibi cevap vermeniz önemli.

Daha önce size bilgi verdiğim şekilde bu görüşme yaklaşık bir yarım saat sürecek. Eğer izin verirseniz görüşmemizi kayıt etmek istiyorum. Görüşmeye başlamadan önce cevaplamamı istediğiniz sorunuz var mı? Başlayabilir miyiz?

Görüşme sırasında ara vermek isterseniz lütfen belirtiniz.Teşekkürler.

Erden ÜLGEN
ODTÜ
Eğitim Fakültesi
Bilgisayar ve Öğretim Teknolojileri Bölümü

KİŞİSEL BİLGİLER

1. Bankada göreve başlama zamanı:
2. İlk işiniz mi? Daha önce hangi sektörde çalışıyordunuz? Ne kadar çalıştınız?
3. Bankamızda daha önce hangi rollerde görev aldınız?
4. Şu anki rolünüzde ne kadar süredir çalışıyorsunuz?

SINIF İÇİ EĞİTİM

5. Aldığınız eğitimlerin iş hayatında performansınıza katkısı oluyor mu?
   a. Evet ise, nasıl oluyor, açıklayabilir misiniz?
   b. Hayır ise neden olmuyor, açıklayabilir misiniz?
6. Aldığınız eğitimlerde herhangi bir sorunla/zorlukla karşılaşıyor musunuz? Cevabınız evet ise karşılaştığınız sorunlar nelerdir? Örnekler vererek açıklayabilir misiniz?
7. Eğitimden sonra eğitimde öğrendikleriniz ile ilgili olarak bir bilgiye ihtiyaç duyduğunuzda, bu bilgiye nasıl ulaşıyorsunuz?
   a. Aldığınız notlar
   b. Verilen eğitim dokümanları
   c. Derste belirtilen bilgi sistemindeki dokümanlar
   d. Eğitmene ulaşarak sorma
   e. İlgili birim ile irtibata geçerek sorma yardımcı oluyor mu? Açıklayabilir misiniz?
8. Söz konusu bilgiye nasıl ulaşmayı tercih edersiniz? Açıklayabilir misiniz?
   a. Aldığınız notlar
   b. Verilen eğitim dokümanları
   c. Derste belirtilen bilgi sistemindeki dokümanlar
   d. Eğitmene ulaşarak sorma
   e. İlgili Birim ile irtibata geçerek sorma
   f. Eğitimler için bir forum olması ve o forumda soruları iletme
   g. Uzman hattı (telefon/eposta/communicator)
9. Sizin rolünüzde ve özelliğinizdeki bir personele ne tür eğitimler verilmeli? Neden? Açıklayabilir misiniz?

ONLINE/ÇEVRİMİÇİ EĞİTİM

10. Aldığınız online/çevrimiçi eğitimlerin iş hayatında performansınıza katkısı oluyor mu?
    a. Evet ise, nasıl oluyor, açıklayabilir misiniz?
    b. Hayır ise, neden katkısı olmuyor, açıklayabilir misiniz?
11. Aldığınız online/çevrimiçi eğitimlerde herhangi bir sorunla/zorlukla karşılaşıyor musunuz? Cevabınız evet ise karşılaştığınız sorunlar nelerdir? Örnek vererek açıklayabilir misiniz?
12. Eğitimden sonra online/çevrimiçi eğitimde öğrendikleriniz ile ilgili olarak bir bilgiye ihtiyaç duyduğunuzda, bu bilgiye nasıl ulaşıyorsunuz?
    a. Aldığınız notlar
    b. Eğitime tekrar ulaşma
    c. İlgili birim ile irtibata geçerek bilgi alma vb. yardımcı oluyor mu? Açıklayabilir misiniz?
13. Söz konusu bilgiye nasıl ulaşmayı tercih edersiniz? Açıklayabilir misiniz?
    a. Aldığınız notlar,
    b. Eğitime tekrar ulaşma
    c. İlgili birim ile irtibata geçerek bilgi alma

d. Eğitimler için bir forum/çevrimiçi tartışma ortamı olması ve o forumda soruları iletmeniz.
e. Uzman hattı

14. Sizin rolünüzde ve özelliğinizdeki personele ne tür online/çevrimiçi eğitimler verilmeli? Neden? Açıklayabilir misiniz?

ISI HAKKINDA BILGI

15. Çalışma hayatınızda günlük rutin olarak yaptığınız işleri belirtir misiniz?
a. Müşteri görüşmesi
b. Bilgi arama
c. Ekran işlemleri
d. Raporlama

16. Bu işi yaparken hangi araçları ve kaynakları kullanıyorsunuz?

17. Bu kaynaklara ne şekilde ulaşıyorsunuz? Örnekle açıklar mısınız?

BİLGİ KAYNAKLARI

18. Sizce yaptığınız işi daha iyi yapabilmeniz için sistemde yeterli kaynak/destek var mı?

19. Yaptığınız işi daha iyi yapabilmeniz için ne tür kaynaklar sunulmasını isterdiniz? Neden?
a. Kullandığınız ekranda anlık çözüm sunan bir sistem
b. Kontrol listesi
c. Diğer....

20. Çalışma hayatınızda çok sık yapmadığınız ancak görev tanımınızda olan işler nelerdir? Bu işi yaparken hangi araçları ve kaynaklardan destek alıyorsunuz?
a. INTRANET
b. Kişisel Bilgi Havuzu
c. Meslektaşlar
i. Konusunda uzman personel
ii. İş arkadaşı
iii. Bağlı bulunduğu amir

21. O an yapmanız gereken ancak ender karşılaştığınız bir iş/işlem olduğunda, gerçekleştirebilmek için ne yaparsınız? Bir örnek ile açıklar mısınız?
a. Bilen bir personele yönlendirme
b. Şubedeki iş arkadaşlarıma telefon/communicator ile sorma
c. Banka içindeki meslektaşlarım ile görüşme
d. Banka dışındaki meslektaşlarım ile görüşme
e. Bilgi Sisteminden ulaşım. Hangi sayfa?

22. Şu ana kadar işiniz ile ilgili kendinizi geliştirmek istediğiniz bir konuyu ne şekilde nasıl neler yaparak öğrenirdiniz? Ya da hangi kaynakları kullanarak öğrendiniz? Açıklar mısınız?

23. Bundan sonra kendinizi geliştirmek istediğiniz bir konuyu neler yaparak ya da hangi kaynakları kullanarak öğrenmeyi tercih edersiniz? Size öğrenme desteği sağlayabilecek yöntem ve kaynaklar ile ilgili önerileriniz nelerdir?
a. Bilgi sistemindeki kaynaklar
b. Şubedeki iş arkadaşlarım
i. Konusunda uzman personel
ii. Deneyimli personel
iii. Bağlı bulunduğu amir/personel
c. Banka içindeki meslektaşlarım
d. Banka dışındaki meslektaşlarım

i. Neden bu kişi? Nasıl iletişim kuruyorsunuz?

e. Bilgi Sistemi.

f. Forum

g. Uzman destek hattı

TOPLULUKLAR VE AĞLAR

24. Banka içinde sizin rolünüzdeki personel ile bilgi paylaşımında bulunduğunuz bir sistem kullanıyor musunuz?

25. Nasıl bir sistem açıklar mısınız?

26. Diyelim ki sizin için böyle bir sistem oluşturmak istesek, sistemin nasıl bir şey olmasını isterdiniz, açıklayabilir misiniz? Forum, iletişim hattı vb..

27. Böyle bir sistem olsaydı, sizin performansınızı arttıracağını düşünüyor musunuz? Neden, açıklar mısınız?

UZMANLAR VE UZMANLIK

28. Uzmanlığınız ile ilgili olarak bilgi birikiminizi kurumdaki diğer çalışanlar ile paylaşır mısınız? Evet ise, nasıl paylaşıyorsunuz? Hayır ise, neden açıklayabilir misiniz? Arkadaşlarınızla ne şekilde bilgi paylaşırsınız, açıklayabilir misiniz? (Hiç paylaşmam, sorarlarsa paylaşırım, telefon/eposta/communicator ile tüm çalışma arkadaşlarıma bilgi veririm)

29. Diyelim ki yazma ve zaman konusunda destek sağlanacak olsa, uzmanlığınız ile ilgili bilgi birikiminizi yazılı doküman haline getirip kaynak olarak kullanılması için paylaşmayı ister misiniz? Neden, açıklayabilir misiniz?

30. Uzmanlığınızı paylaşacağınız bir sistem kurulsa, bu sistemin özellikleri neler olmalı?

MENTORLUK VE KOÇLUK

31. Bu rolde çalışmaya başladığınızda sizi destekleyen, yön gösteren sizden daha deneyimli bir çalışma arkadaşınız var mıydı? Olumlu /olumsuz yönleri

32. Siz yeni göreve başlayan personelinize yol gösterici olarak destek sağlıyor musunuz?

33. Böyle bir koçluk sistemi kurulsa, bu sistemin özellikleri neler olmalı? Neden, açıklayabilir misiniz?

DİĞER

34. Bu görüşmede sormadığım hangi soruyu sormamı isterdiniz? Neden bu soru sizin için önemli? Sorsam cevap verir misiniz?

APPENDIX B

VOLUNTARY PARTICIPATION FORM

Bu çalışma, ODTÜ Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümünde Prof.Dr. Zahide Yıldırım danışmanlığında doktora öğrencisi Erden ÜLGEN tarafından kurumsal bilgi, öğrenme ve performansı geliştirecek yaklaşımlar çerçevesinde Bankamız çalışanlarının algı ve düşüncelerini inceleyerek bir yol haritası önermek amacıyla yürütülmektedir. Bu çalışma 1 saat sürecektir. Sizden toplanan veriler tamamen gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır. Hiçbir şekilde kimliğinizle ilgili bilgi istenmeyecektir.

Eğer görüşme esnasında veya sonrasında sormak istediğiniz veya açıklanmasını istediğiniz kısımlar olursa rahatça sorabilirsiniz. Görüşmede herhangi başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi tamamlamama hakkına sahipsiniz. Araştırmamıza verdiğiniz destekten dolayı teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Ad Soyad:

Tarih:

İmza:

APPENDIX C

INTERVIEW CODE

Table C-1Interview Code Table

Contribution of Formal Learning Settings to the Job Performance	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Classroom Training															
Positive(+)	12	**1**	**1**		**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	
Gaining background information	4	**1**						**1**				**1**	**1**		
Expanding horizon	4						**1**			**1**	**1**			**1**	
Facilitating learning	1								**1**						
Handling problems experienced in practice	1				**1**										
Negative (-)	0														
Instructional issues	2		**1**			**1**									
Online Training															
Positive(+)	11	**1**		**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**		**1**		**1**
Gaining new information	6	**1**		**1**		**1**		**1**	**1**	**1**					
Developing interpersonal skills	2										**1**				**1**
Motivation	1						**1**								
Reinforcement	1												**1**		
Negative (-)	3		**1**									**1**	**1**		
Situational issues (no time to study)	3		**1**									**1**		**1**	

Challenges in Formal Learning Settings	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Classroom Training															
Positive(+)	10				**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	
Instructional issues (trainer quality, training quality)	3				**1**						**1**				**1**
Negative (-)	2	**1**	**1**												
Broadness of training content	1	**1**													
Applicability into practice	1		**1**												
Online Training															
Technological challenges															
Connectivity problems	7		**1**				**1**		**1**	**1**	**1**		**1**	**1**	
Loss of data and inability to save or transfer data	6			**1**				**1**	**1**			**1**	**1**		**1**
Instructional challenges															
Over-length of the training	3	**1**	**1**												**1**
Slow-reading speed of the presenter	1											**1**			
Content covered is not specific enough	1										**1**				
Situational challenges															
Lack of free time to study	3				**1**	**1**									**1**
Organizational challenges															
Mandatory course completion policy	1	**1**													
Information Resources Used When an Information is Needed Learned in Formal Learning Settings	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Classroom Training															
Existing Situation															
Classroom Training															
Training documents	6							**1**	**1**	**1**	**1**	**1**			**1**

Trainer	2		**1**				**1**								
Colleague	4	**1**				**1**								**1**	**1**
Personal notes	1				**1**										
Classmate	1									**1**					
Preferences															
Colleague	6		**1**		**1**	**1**						**1**	**1**		**1**
Question and answer systems	3	**1**							**1**	**1**					
Training Documents	2									**1**					**1**
Web site	1										**1**				
Online Training															
Existing Situation															
No need to turn back	7		**1**			**1**		**1**			**1**	**1**	**1**	**1**	
Online Training	5	**1**			**1**				**1**	**1**					**1**
Central information system	2			**1**			**1**								
Printed form of online training	2						**1**		**1**						
Colleague	2							**1**		**1**					
Preferences															
Training Documents	3		**1**	**1**			**1**								
Online Training	3	**1**			**1**									**1**	
Colleague	3								**1**	**1**	**1**				
Formal Training Needs	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Classroom Training															
Legislation	5		**1**	**1**	**1**	**1**			**1**						
Communication	4			**1**			**1**				**1**	**1**			
Stress Management	3			**1**							**1**			**1**	
Psychology	3									**1**			**1**		**1**
Management	1	**1**													
Online Training															
Sales	5	**1**	**1**	**1**							**1**	**1**			
Legislation	3			**1**					**1**	**1**					
Stress Management	1			**1**											

Informal Learning Experience	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Routine processes of the job															
Communicating with client	11	**1**	**1**	**1**	**1**	**1**				**1**	**1**	**1**	**1**	**1**	**1**
On screen banking operations	14	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**
On paper banking operations	3					**1**	**1**			**1**					
Searching information	6	**1**	**1**	**1**		**1**						**1**		**1**	
Customer visit	2	**1**	**1**												
Tools and resources	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
General															
Banking Applications	14	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**
Internet	2		**1**										**1**		
Learning Management System	1												**1**		
Searching information															
Communiqués	8			**1**	**1**	**1**		**1**		**1**	**1**	**1**	**1**		
Central Information system	1								**1**						
How Employees access to these resources	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Central information system	6			**1**	**1**	**1**			**1**	**1**		**1**			
Personal Libraries	8	**1**	**1**	**1**		**1**		**1**		**1**	**1**		**1**		
Printed documents	3			**1**		**1**		**1**							
Saved documents	4	**1**	**1**							**1**	**1**				
Saved emails	2									**1**		**1**			
Bookmarks	1												**1**		
Adequacy of the Resources on the system	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Adequate	7	**1**	**1**	**1**	**1**	**1**		**1**							**1**
Inadequate	6						**1**			**1**	**1**	**1**	**1**	**1**	
Additional Resources Preferred to be added	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**

No need for additional tools and resources	4			**1**	**1**			**1**							**1**
Role Based Portal	1		**1**												
Video	2												**1**	**1**	
Reaching to experts	1	**1**													
Powerful search engine	1											**1**			
Tools and resources used for fulfill the infrequent operation	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Colleague															
Work Fellow	6					**1**		**1**		**1**		**1**	**1**		**1**
Head Office Staff	5					**1**		**1**		**1**	**1**	**1**			
Role Colleague	3	**1**									**1**			**1**	
Supervisor	1														**1**
Information repositories	4			**1**				**1**	**1**					**1**	
Personal library	2	**1**											**1**		
Internet	1		**1**												
Path Employees Follow to accomplish a task	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Expert	7		**1**		**1**	**1**	**1**	**1**			**1**	**1**			
Searching communiques- Asking colleague/ colleagues	5	**1**		**1**					**1**				**1**		**1**
Asking colleague in branch office-searching communiques- Asking colleague/colleagues in head office	2									**1**				**1**	
Learning Strategy Preferred	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Formal Learning															
Classroom Training	4		**1**	**1**		**1**						**1**			
Online Training	2				**1**										**1**
Informal Learning															
Learning by doing	2	**1**									**1**				
Reading from documents	5				**1**			**1**	**1**		**1**		**1**		
Demonstration	2									**1**				**1**	

Learning Strategy Used	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Reading communiques & documents	6	**1**	**1**		**1**			**1**	**1**	**1**					
Asking an expert															
Fellow worker	3					**1**				**1**		**1**			
Head Office Staff	2	**1**							**1**						
Supervisor	2												**1**		**1**
Learning by doing	4			**1**		**1**				**1**				**1**	
Demonstration	1							**1**							
Communities and Networks	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Expert communication line	7		**1**	**1**	**1**	**1**					**1**		**1**	**1**	
Discussion form	3								**1**	**1**		**1**			
Frequently asked questions	1							**1**							
Role based portal	1	**1**													
Issues	0														
Easiness to access to the information	3							**1**		**1**			**1**		
Speediness of the system	3								**1**	**1**				**1**	
Easiness of finding an expert	3					**1**			**1**					**1**	
Credibility of the resources	2		**1**					**1**							
Sharıng Expertise	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Willingness to Share Expertise	14	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**
Sharing when asked	9	**1**		**1**	**1**	**1**		**1**	**1**	**1**		**1**	**1**		
Sharing when new information exists	5		**1**						**1**	**1**		**1**		**1**	
Channel of communication															
Telephone	3		**1**		**1**	**1**									
email	2					**1**					**1**				
Instant messenger	5		**1**		**1**	**1**				**1**	**1**				
Face-to-face	5			**1**						**1**	**1**	**1**		**1**	

Willingness to document expertise	0														
Positive(+)	5			**1**					**1**	**1**		**1**		**1**	
Negative (-)	5		**1**	**1**		**1**		**1**			**1**				
Suggestions															
Question and answer format environments	4			**1**	**1**				**1**			**1**			
General documentatıon	1									**1**					
Video	1										**1**				
Forum	1		**1**												
Coaching	**TOTAL**	**W01**	**W02**	**W03**	**W04**	**W05**	**W06**	**W07**	**W08**	**W09**	**W10**	**W11**	**W12**	**W13**	**W14**
Experience with informal coaching/Positive	12	**1**	**1**	**1**	**1**	**1**		**1**	**1**	**1**	**1**	**1**	**1**	**1**	
Experience with informal coaching/Negative	4	**1**		**1**							**1**		**1**		
Positive Aspects															
Overall	7	**1**		**1**		**1**				**1**	**1**	**1**		**1**	
Scope of the assistance	3		**1**					**1**	**1**						
Personal characteristics of the supervisor	3				**1**				**1**				**1**		
Negative Aspects															
Workload	3	**1**		**1**									**1**		
Characterıstics of coaches	1										**1**				
Willingness to coach															
Positive	10	**1**		**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**			
Suggestions															
Scope of coaching or mentoring	2							**1**					**1**		
Organizational structure	2	**1**				**1**									
Existence of informal coaches in the branch offices	2						**1**			**1**					
No availability of time for one-to-one coaching	1								**1**						
Coaching ability	1							**1**							

CURRICULUM VITAE

PERSONEL INFORMATION

Nationality	:	Turkish
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EDUCATION

2006 – 2014, Middle East Technical University, Ankara/TURKEY
Graduate School of Natural and Applied Sciences, Department of Computer Education and Instructional Technology,
Philosophy of Doctorate,

2000 – 2003, Middle East Technical University, Ankara/TURKEY
Graduate School of Natural and Applied Sciences, Department of Computer Education and Instructional Technology,
Master of Science

1995 – 2000, Middle East Technical University, Ankara/TURKEY
Education Faculty, Department of Computer Education

Bachelor of Science
1993– 1995, Yuce Science High School, Ankara/TURKEY
High School

WORK EXPERIENCE

2009-present- a financial organization, Ankara/TURKEY
Training Specialist

2005- 2009 Meteksan Sistem A.Ş / Simulation Department, Ankara/TURKEY
Instructional Technologist

2006 TUIK ICT-TA EU Project, Ankara/TURKEY
Training Expert

2004-2005 Ministry of Education, Ankara/TURKEY
Computer Teacher

2000-2004 Mobilsoft A.Ş, Ankara/TURKEY
Instructional Technologist

FOREIGN LANGUAGES

English – Advanced

PUBLICATIONS

Gürel G., Ülgen. E., Çağıltay, K., Yıldırım, S.(2007) Problems and Expectations of Instructors in Terms of Technology Use in Higher Education: A Descriptive Study. IUT 2007, July, 4-7, Spain

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