1. Introduction – Focus of Literature Review
   a. Situation: As manager of a small group of analysts, it is my job to assure that employees have the tools and knowledge to do their job. This means there needs to be proper training, good knowledge transfer, good teamwork, and a motivating environment.
   b. Problem: The biggest indicator that a problem exists is that there are inconsistencies in our output across the site. Although the desired products are standardized, the work practices are not. This may be due to a lack of knowledge transfer and collaboration.
   c. Target: The target or goal is to create an environment of cohesion and knowledge transfer. The question is how I will change my practice to encourage this.

2. Questions
   a. What motivates employees to learn and share their experience?
   b. How do managers promote a culture of knowledge sharing?
   c. How is knowledge transferred?
   d. What have others done to encourage collaboration?
   e. What is informal learning and how does it occur?

3. Research areas relating to questions and related resources
   a. Mentoring
      i. Collis and Winnips (2002) discuss increasing the productivity of mentoring and the concept of scaffolding
         1. Task support – direct support
         2. Regulation – relates to who takes the initiative in providing support
         3. Granularity – size and scope of support offered and decisions as to division of task and support materials
         4. Management – monitoring and ongoing support plus enablement of above three factors
      ii. Bryant (1995) explores the empowerment of mentees through team mentoring
         1. Expansionist mentoring
            a. Individual to team
            b. Team to team
         2. Matching game – creating diversity in mentoring
         3. Group action – emphasis on shared responsibility and group dialogue
         4. Required commitment and vision
   b. Knowledge Transfer
      i. Bransford, Brown, and Cocking (1999) on learning and knowledge transfer
         1. First requirement is initial learning
a. Understanding versus memorizing
b. Time to learn (wish I had more time!)
c. Beyond time on task – “deliberate practice”
d. Motivation to learn

2. Other factors affecting transfer
   a. Context
   b. Problem representations
   c. Relationships between learning and transfer conditions
   d. Active versus passive approaches
   e. Metacognitive approaches

3. Learning as transfer from previous experiences
   a. Building on existing knowledge
   b. Effect of conceptual change
   c. Cultural practices

   ii. Yang (2004) writes about knowledge sharing and what promotes it
       1. A sharing climate
       2. Motivation programs
       3. Feedback from training sessions
       4. Effective communication
       5. Social interactions

   iii. Knowledge management strategies through communities of practice. – Wenger, McDermott, and Snyder (2002) write about the donut model of knowledge management
       1. Elements
          a. Domain
          b. Community
          c. Practice
       2. Performance
          a. Learning
          b. Sharing
          c. Stewarding

   c. Collaboration/Teaming
      i. Learning in teams - Payne-Anderson (1998) writes about learning strategies for teams
         1. Ways adults learn
         2. Learning strategies teams use
            a. Cross-functional teams
            b. Job rotation
            c. Workouts
            d. Action Learning
            e. Succession planning
            f. Career pathing
            g. Mentoring programs
            h. Employee exchange programs
            i. Distributive learning
j. Formal training  
k. Town meetings  
l. Celebrations of success  
m. Self-directed teams  
n. E-mail interconnections  
o. Cross-peer tutoring  

3. Traditional training versus the learning organization  
ii. Teamwork - Goldsmith and Morgan (2006) writes about team building without wasting time  
   1. Team survey on effectiveness  
   2. Results reviews  
   3. One on one dialogue  
   4. Team discussions  
   5. Team self reevaluations at intervals  

iii. Communities of Practice - Wenger (2004) writes about how to cultivate them  
   1. Design for evolution  
   2. Open a dialogue between inside and outside perspectives  
   3. Invite different levels of participation  
   4. Develop both public and private community spaces  
   5. Focus on value  
   6. Combine familiarity and excitement  
   7. Create a rhythm for the community  
   8.  

iv. Organizational learning and communities of practice – Brown and Duguid (1991) write about the contrast between  
   1. Working  
   2. Learning  
   3. Innovating  

d. Informal Learning  
i. Learning in the workplace - Lee, Fuller, Ashton, Butler, Felstead, Unwin, and Walters (2004) write about the four organizing principles of informal learning  
   1. Context  
   2. Cognizance  
   3. Experiential  
   4. Relationship  

ii. Research findings on informal learning – Cross (2005)  
   1. What informal learning is  
   2. Evolution of learning  
   3. Concept of free-range learning  
   4. Tools  
      a. Visualization  
      b. Conversation  
      c. Connections  
      d. Free-range
e. Motivation
      1. Motivation theories
         a. Maslow
         b. Vroom
         c. Adams
         d. Skinner
      2. Role of motivation
      3. Motivating factors by ranking
         a. Interesting work
         b. Good wages
         c. Full appreciation of work done
         d. Job security
         e. Good working conditions
         f. Promotions
         g. Growth in the organization
         h. Feeling of being in on things
         i. Personal loyalty to employees
         j. Tactful discipline
         k. Sympathetic help with personal problems
   ii. Group motivation - Garza (1998) writes about individual and group motivation in the workplace
      1. Types of motivation
      2. Individual versus group rewards
      3. Types of reward

4. Conclusion
   a. Practices to consider for ARP
   b. Next steps

References


Bryant, K., (1995). Empowerment of Mentees through Team Mentoring, Center for Collaborative Organizations, University of North Texas, Online: http://www.workteams.unt.edu/literature/paper-kbryant.html


