Corporate Learning Strategies: Politics, the new order and teachers work.

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Abstract

The 'automation' of teaching and learning as I describe, is not simply a collection of technology driven tools for pedagogical change at work. I do not limit the term to such areas as the virtual classroom, e-learning or the role of the personal computer as a replacement for human intervention in learning. It is not simply changes in technology that is at the core of what I chose to call 'automated' learning. It is rather, as though thinking itself has become an obstacle to 'throughput' in automated knowledge flow programs. Thinking 'wastes time' and there is probably someone else out there who already knows what you don't! Whole areas of thinking at work that requires skilful development within appropriate teaching and learning reference frames for success, are being devolved to the workers to articulate or are abandoned, neglected or eliminated altogether in implementation design programs that follow an automaton-diffusion paradigm to cope with 'continual' work place change i.e., towards an absence of pedagogy at work. This strategy assumes that individuals and groups will 'pick up the slack' outlined in the 'why' and 'what' in changing workplace circumstances and teach themselves the 'how'. Within such strategies however, there can be subtle coercion. The threat is that someone else, or at some place else, the information we seek is already known and can be got - without a need for a learning program.

While there are clearly issues that go to workplace change (and these can be articulated), it is more than an issue about change necessities and subsequent implications for people at work. Strategic change merely reflects strategic choice that is in turn, founded on changing power struggles taking place between stake-holding groups in political 'time' e.g., to the seat and imbalances of power, to job distributions or expectations and to the politics inherent to decision-making for this. Thus, the analysis also considers the evidence in the data about expectations, realities and uses of political power and the power relations that underpin evolving new job roles and changing learning strategies within corporations". Castells (1996) suggests that the economy of today is founded much more on information that converts to innovation rather than production as such. Sophistication in computers and communications rewards ongoing 'artistry' and innovation over learned, fixed skill sets. The human innovator and its product, knowledge growth are the 'new' and valuable dynamics for our civilization. The paper is part of a work-in-progress thesis that examines teaching and learning within innovation-intensive corporations. The focus of the broader thesis is the power and politics that influences teachers work within transforming corporate environments.

Introduction.

Features for the new work order (Gee, Hull et al. 1996), new interest in innovative-intensive corporations (Toner, Marceau et al. 2004), and the analytical methods for meta-change strategies (Chin and Kenneth 1969) all drive a focus for the broader thesis that links corporate outcomes, organisational politics, organisational learning strategies with compressed time-space (Giddens 1984). Strategic change reflects *strategic choice* that is in turn, founded on changing *power struggles* taking place between stake-holding groups in *political* 'time' e.g., to the seats of power, to imbalances of power, to job distributions or expectations and to the politics inherent to decision-making time.

Innovative-intensiveness is thus not simply about management increasingly using technology to automate process and production, but more about implementing a *range of changes* for work that can better accommodate the *post-industrial condition* for accessing *information* timely. Sadly however, it is usually not about strategic planing in new pedagogies to take advantage of compressions in time and space. *Organisational politics* intervenes and the fog that is generated resembles the absence of any learning strategy at all – *the absent learning strategy*. Ideas shaping the study are (i) transformations in forms of labour, as these are influenced by the new work order and compressed time-space, (ii) new kinds of corporations and business such as the development of innovation-intensive industries and (iii) the intrusions that organisational politics bring to corporate planning and leaning strategy rationale.

Time and Space: The changing landscape.

The competitive edge for business is no longer speed to market, but speed to market promise. Rather than simply a place to buy and sell in commodity, the marketplace has become an avenue to purchase goods and services *still under development*. In this context, speed means constantly 'inventing' new products and services, so that *speed to market* also means employees must be innovative – user and doers in the same moment (Castells 1996). Gee et el (1996) argues that the new work order means *new 'kinds' of people* as knowledge workers must constantly 're-invent' a self-identity in order to become the innovative resource for the firm and to secure ongoing tenure. It is argued in this paper that there is at play a new 'industrial time' (Thompson 1967; Giddens 1981; Adam 1990) I choose to call *information time*.

For the post-industrial period, the demand for new levels in knowledge acquisition introduces new legitimacies within organisations for 'taking time' to transfer information to usable knowledge. If time is money, and knowledge is money then *time is knowledge is money* for a new capitalism. Information time brings new awareness about 'time to learn' that organisations such as innovation intensive corporations are only recently coming to recognise – the link between knowledge work and *information time* and the importance of questions in pedagogical design.

The challenge for the study takes root in some theoretical vocabulary for a new compression of time and space (Harvey 1989; 2004) that influences how people structure their world. The theoretical perspective for the study follows a 'duality' model in structure and action that is located in compressed time and space acknowledge within the Giddens Structuration theory (1984) and for the information age within the Castells 'Informationalism' (1996). The study acknowledges Adam's critique of this and other theoretical perspective in social science regarding the role of time and space on social change (Adam 1990p15). Time as 'contextualised space' she argues, impacts structure and action and choices people make. Urry argues that time can be used within social argument either as a resource, or to constrain (Urry 1996pp104). Particular attribute for time as clock time, historical time, social time, temporal time or experiential time colours social theory for how institutions are formed and change happens.

Social time describes generally ways in which human attempt to apportion or mould time as man-made, while 'natural' time reflects ways in which man takes 'a place' within the known cycles of nature. Influenced by the capitalism of the industrial era, many at work, managers and workers alike consider 'social' time in its Newtonian or clock time context the dominating constraint for workplaces. Time becomes the currency of conflict for work pay and conditions and time itself context dependent. Social times for work come variously as 'project' time, 'conference' time, 'smoko' time, 'meeting' time, 'training' time, 'briefing' time, 'over time', and can include financially oriented times as quarterly (Q) time and annual time as 'financial year time – even 'work futures' time such as forecasting, pipelines or '5 year' plans. In this sense, a new contextual time as 'informational' time has emerged for industry. This is the time to access information, recognise relevance and pass on as new knowledge to be used innovatively and then become part of a new innovation cycle. This new form of 'industrial' time has shrunk time for people at work, contributing to contemporary impressions of compressed time for global enterprises.

And what of space? There is 'social' space, 'objective' and 'subjective' space, 'absolute 'space, 'body' space, space relevance or 'mind' space -'space as place' in self-identity. Living space, action space and 'compressed' space, however have new influences within a networked societies in which distance is less 'binding' and social action can stretch across time and distance – the Giddens concept of time-space distancation (Giddens 1984). For distancation to be effective for organisations, there needs to be a common agreement within and between them if 'collective or collaborative goals are to be met. If travelling through product environments *is* about change in time *and* in space, then which 'kind' of time do we seek to 'bind' with space for a new capitalism; from chronological time, social time, clock time, temporality, body time, time as change, time consciousness or ordered time? Increasingly there

are calls for agreed *information time*, that time that is closely associated with innovation cycles, is becoming the collaborative watchdog within and between firms.

The new work order and pace.

New 'kinds' of people and new industries bring with them new kinds of social interactions and new structures for work. Rapid changes to what people know and do at work also lead to knowledge and informational 'gaps' within the organisation –the *pace* of knowing for work has changed significantly. It is not simply an increased accessibility to new technologies, or the availability of information in abundance that has influenced speed and new individualist approaches to workplace learning strategies (Johnston and Chappell 2000), (Schofield, Walsh et al. 2000), (Johnston 2000) (Malloch, Cairns et al. 1998) and (Chappell 1999). It is more than simply the influence of technology on the processes of labour (Child 1988). It has become almost cliché to suggest that the combined effects of globalization, marketisation, informationalism and adherence to a neo-liberal economic rationalism model has impacted and transformed areas of workplace life that were once well established, stable and understood by working people.

> *In our view, the new work order is largely about trying to create new social identities or new kinds of people: new leaders, new workers, new students, new teachers, new citizens, new communities, even new 'private' people who are supposed to dissolve the separation between their lives outside work and their lives inside it.(Gee, Hull et al. 1996ppxiii)*

Micro-economic reform has altered the range of possible 'kinds' of workers and workplace environments. This reform influences workplace learning strategies and planning policy, as new goals change, or new ideas in survival take hold – guiding, defining and punctuating 'relevant' knowledge. Kinds of *identity constructs* and *new power positioning* in employee survival are coloured by the pace for what must be known. What must be known may not always be sourced at the business imperative. The resulting transformed workplace, encouraged by new corporate 'styles', waves of 'systems thinking' and 'managerial' strategies that try to accommodate new *compressed time-space* frames for work that are politically based, causes confusion and alarm for working people across industries and industrial sectors. This has encouraged broad based sociological comment (Castells 1996pp201-326) and (Casey 1995; Gee, Hull et al. 1996; Gorz 1999; Waterhouse, Wilson et al. 1999).

Changes in the hierarchy of work have meant that middle and upper management has been marginalized or eliminated in favour of flat levels for control. These are further sub-divided to the extent that corporations can be considered as digitised units, groups, cells or individuals given increased 'powers' to manage themselves. 'Virtual' workplaces with 'virtual' managers in fact become new protective mechanisms for management maintaining control. This is the *stuff of transition* as

corporations attempting to accommodate a post-industrial model using entrenched industrialisation structures. Despite a clear need to change to post-industrial designs that better accommodate new informationalism and innovation, organisations seem to be simply squeezing, pushing around, structures that are essentially part of earlier industrial models. Gee et el., suggests this new order for work means units requires us all to be increasingly autonomous and replicable, encouraged to merge home and work in ways that can make identity in either environment increasingly indistinguishable (Gee, Hull et al. 1996ppxiii). Despite a new circumstance for capitalism that is more 'informational' than 'product' based, these new structures are really only modified extensions of the industrial condition that was flexible, digitised and replicable work units. The new power struggle is for control of the *timing of information* that can bring new knowledge through partnering, collaboration, alliances and relationships that are founded on trust.

There is thus, new interest in the possibility that post-industrialisation brings to workplace a recognition that there are outcomes that can be positive for working people. That information and knowledge imperatives triggers a range of collaborative rather than competitive interactions for work. Workplaces can operate within increasingly 'natural' rather than only industrial time frames, so that working from home, working 'virtually' in pods and under 'flexi-time', the recognition of *information time* etc., can return 'work time' closer to normal living environments rejected by the industrial revolution ((Adam 1990). The new order is more than new 'kinds' of people – informationalism demands a transformation in *how* people access new knowledge as transformational pedagogies for post-industrial workplaces (Chappell 2003).

The Study

Influencing the study focus and gaining 'traction' as a significant new area transforming workplaces are aspects of firm's innovation capacities. Since the late 90's, new 'kinds' of firms using new technologies *in product and in process* are demanding VET attention. In a study examining larger organisations or corporations that drive technology for market leverage was the NCVER study "Innovative Agents" (Toner, Marceau et al. 2004). Defining "innovation-intensive" industrial sectors as mining, manufacturing, property and business services and communication services, eight firms as 'cases' were studies. A key role for VET was found to be knowledge transfer that could take account of increased employee diversity for *new process and product* and *economically useful* knowledge – that the how, who, why and where in training should aligned with corporate culture as far as possible and be *up-to-date* in terms of pedagogy.

There is a new focus for Australian VET research to be 'lining up' with a global trend in OECD countries in North America and Europe in adapting models to cope with the knowledge economy,

'innovation-intensity' and future training skill requirements (Kearns 2004). This high-level view is supported by another global perspective for VET reform in a report by the World Bank agency (Bank 2002). This perception and local contributions on the topic of VET and innovation generally describes a shift in focus for research from lifelong learning in employees specifically, towards examining 'individuals as learners' as a new *centrality*. The context of adaptation to change and innovation at work, the need to keep on learning at work, is further compounded by uncertainties about what is to be learned and the time taken to learn. Kearns outlines several core themes and policies for this global issue that include cultivating creativity and innovation, developing the key roles in technology, implementing localised (or customised) strategies and strengthening 'intermediate' skills.

Study Rationale

Links between applied change and new knowledge transfers are acknowledged by Chin and Benne (Bennis, Benne et al. 1969pp33) - "one element in all approaches to planned change is the conscious utilization and application of knowledge as an instrument or tool for modifying patterns and institutions of practice". There is increasing micro-level recognition of individual 'expertise' as an new innovation 'source' in new knowledge in trends for targeting intellectual capital (Stewart 1998). Indeed, a host of workplace transformations signal a demand within corporations towards a rethink about people, change and teaching and learning strategies for work.

The result has been organisational 'second thoughts' across many levels and disciplines including teaching and learning in managing agendas to plan, control and direct *what people must know* and *how they must think* while at work (Allee 1997; Davenport and Prusak 1998; Huseman and Goodman 1999). Predicting or making assumptions about *what* individual employees consider is important to learn and *how* they choose to learn what must be known, is much less formulaic than in the Fordist era. In the context of a post-industrial environment, new forms of control have emerged that include transformations for work and compressions in time and space, so that planned change must factor in expanded diversity of choice (Child 1972). Archer (1995) argues that in corporations, change strategies comes down to relative power positioning as the key to understanding change and shaping structures.

All of this presents new and challenging options for studying management and employees in a tussle for power and influence, when the transformation rates for work seems to outstrip controlling mechanisms. For example, *time to learn* becomes a new commodity to be negotiated between employee and employer in a post-industrial platform as much as *time to work* was the instrument of dialogue during the industrial era – ongoing learning is intrinsic to work for innovative environments. At the

managerial level attempts to maintain control through a succession of *business strategies* continue to evolve then fade, unable to accommodate the range of changes presented by post-industrial workplaces. Such strategies are often short cut attempts to attempt to accommodate increasingly *progressive* worldviews for work while furnishing the bottom line for corporations as yield. There is a growing realisation that contemporary business strategies must 'factor in' *teaching and learning planning* for employees that reflect a new informationalism for work (Castells 1996).

Study Methodology

Five Australian corporations as "innovation-intensive" firms (Toner, Marceau et al. 2004), contribute to the inquiry that is multi-site case study. Managers, HR staff and learning practitioners (and external consultants) become interview respondent in an interpretive qualitative analysis. It is a multi-site analysis that is a scientific search for patterns in co-operation, challenges or tensions between these stakeholders around corporate policy change for learning at their firm (see Fig 1.0).

The purpose of the investigation then, is to try to unpack evidence for tensions among Executive Managers, HRD staff, Learning Practitioner staff and External 'Knowledge' Consultants. Within current education *policy directions* what are some key influences on contemporary *teaching and learning environments* within corporations. A transcript of respondent experiential perspectives is developed from semi-structured conversation. Broadly, the first four questions in the interview relate to the changing structures for education and training within the corporation. The next five questions refer to impacts for teaching and learning programs resulting from these new structures. The final question seeks insights into future trends and new responsibilities for educational directions within firms. Each transcript then becomes a 'Project Document' within the qualitative analysis software tool, QSR Nvivo Version 2.0.

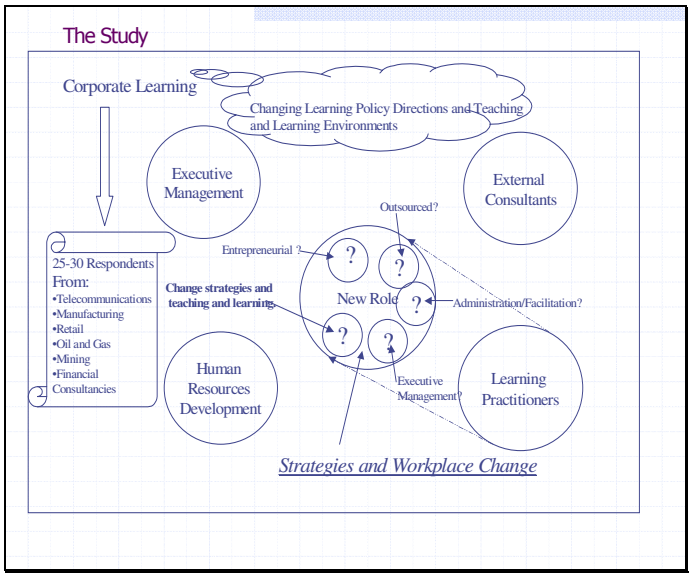

Fig 1.0 The Study

Analysis Design.

Key issues take their origin either from the literature in the field or by what respondents say. Other nodes come literally through the process of coding the transcripts (See Fig 1.1). Coding can come as a singular issue or idea or as ideas grouped around a particular conceptual frame. Together, these two types form the qualitative analysis style for the inquiry. The analysis classifies concerns within corporate within three key areas as corporate *training policy*, *training strategies* that are identified and the *learning environments* that present. 'Free nodes' are the areas in which key stakeholders conflict seems to be more acute, easy to identify and can often surface during the data gathering and early data analysis processes, inviting questions about their presence and the reasons they stand out? Within the free node 'Stakeholder conflict', for example the search was for evidence from conversations with all respondents of *clear differences in opinion about training policy direction or standards.*

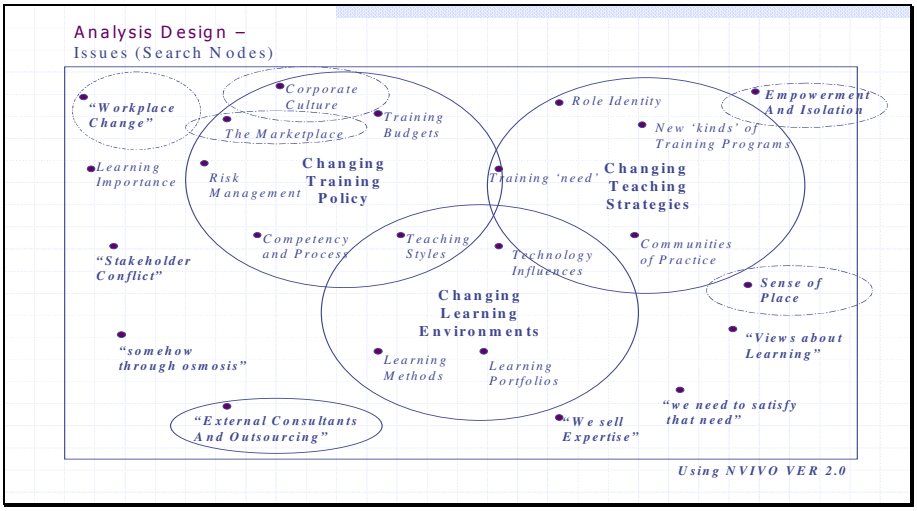

Fig 1.1 – Analysis Design

Early results

The inquiry narrative thus far identifies learning agendas variously as; the *automaton learning strategy* (self-managing learning on your own), the *multiplicity learning strategy* (simultaneous rather than sequential learning agendas for change), the *role-adaptive learning strategy* (learning is for the 'next job'), the *incongruity learning strategy* (divergent, 'left and right hand' strategies for control), the *enterprise learning strategy* (learning is all about markets and business imperatives), the *cognitive-systemic learning strategy* (about controlling employees thinking - about process, role), the *competency-coercive learning strategy* (satisfy the need, function –about fear, anxiety, doubt and threat), the *technology-leading learning strategy* (short half-life knowledge - new technology determinist), the *pragmatic learning strategy* (learning is whatever works – tick the box), the *knowledge expert learning strategy* (find/share knowledge with those who know- key staff strategies), the *devolution-responsive learning strategy* (learning policy devolved to the unit, the cell, the individual), the *outsourced learning strategy* (learning needs outsiders - experts came come from outside), the *managerial learning strategy* (learning is only about the project, the contract, the deal, outcomes

oriented), the *communal learning strategy* (learning about relationships and groups coming together), the *social networks learning strategy* (learning is about seeking internal knowledge, shared knowledge) etc. These agendas for corporate learning described as learning strategies are provisional labels only. Their legitimacy will be further assessed in the analyses to follow within the broader thesis. Each plan merely reflects different political tools for achieving self-interested outcomes, whether these are sanctioned by the organisation or not. They are then legitimised through a workplace politic that is not necessarily directed at organisational efficiency nor profit.

'Settling on' Learning Strategies

Continuous and rapid changes to what people will do and know at work leads to informational 'gaps' for the company. New technologies, innovations and implementations, or altered processes or procedures are seldom coordinated either sequentially or simultaneously, so that the *knowledge networks* between working groups are fragmented. This creates tensions between power-holders so that political positioning is even more important for getting things done. Driving a new work order can be 'risk aversion' oriented management or it can be inspired or targeted by political manoeuvring for a *just-in-time-job* syndrome as innovation-intensive organisations seek to close knowledge gaps (Toner, Marceau et al. 2004). There is managerial and ethical overlap however and to argue that people need to prepare themselves for 'the next job' may be a sanctioned outcome for the organisation to survival in the market, while simultaneously presenting an ethical dilemma for the conditions of labour (Zahra 1987). Zahra describes the 'two-edged sword' in positive and negative effects of organisational politics holds for political actors and for the firm.

Fig 1.2 below illustrates the principle that organisational goals are a function of 'organisational politics' (OP) that can culminate in a mechanism change through selecting a particular learning strategy 'tool'. It is simplified example only of a rather complex notion. It attempts to express a view that learning strategies, as they are 'settled on' in practice at workplaces, can have a rationale that is more to do with the processes of 'kinds' of political persuasions in targeting specific outcomes (e.g. the new work order can be an ideological 'outcome'). Influencing workplace policy or 'shifts' in people thinking is not usually about process innovation or educational inspiration or even best practice pedagogy. It is argued that each identified learning strategy is founded on a rationale that uses a particular 'kind' of political orientation in order to achieve the 'outcomes' that is actually ideological or self-interest or both.

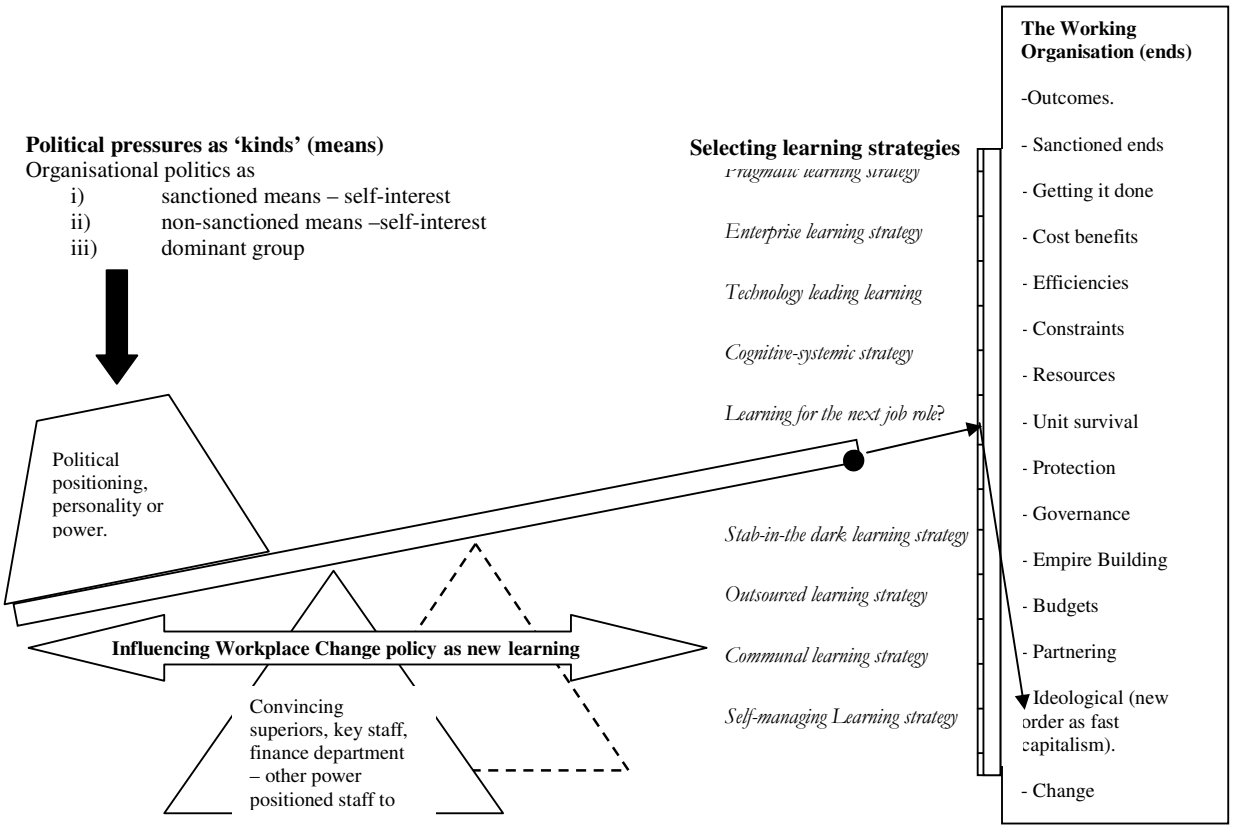

Fig. 1.2 Political mechanisms for learning strategy selections (example –new work order and a learning strategy for it)

Organisational policy change *consensus* comes about as power brokers within organisations, in different spaces and different contexts, gain political advantage as *acceptance by others* of 'agreed change mechanisms'. They do this by offering particular strategies or tactics in order to fulfil desired outcomes (Child 1972; Ackroyd and Muzio 2004; Wood 2004). Sometimes these tactics involve promoting learning strategies as a training program, yet a capable workforce, trained to capacity may not be the goal. Education policy for work can in fact becomes a 'power 'tool' in the hands of dominant work groups or individuals. Knowledge flow, knowledge growth, knowledge management, or knowledge transfer strategies are generally presented as structurally, technologically or economically 'beneficial' for achieving efficient outcomes. Despite the rhetoric however, the main *reason for being* with each strategy is generally not 'market leverage' or even yield.

Learning strategy and learning importance

Despite speaking to a range of corporations across different industrial sectors, one has the feeling that issues are similar. It was as though I was performing a singular case study on issues for learning instead of 5 quite separate firms. I conclude with these comments from respondents who also spoke of *magical* or *osmosis* models for learning. I believe these comments (next page) illustrate the nebulous sense for some current corporate learning strategies, opening the way for the autodidactic employee.

Peter is an executive manager of long standing working for a UK organisation manufacturing in Australia, and Nick is a learning practitioner also of long standing working within an Australian National Communications Organisation. See their unsolicited remarks below;

> *I don't think that the senior management mentor enough to develop these types of systems. I think that if you run the courses, people get shown technical skills and somehow, it's all magic from there. For instance, we took middle management away and we did three day courses over three months so that each person went away three times for three days and went through extensive training in change management. No follow-up to what they are doing? That model is classic process redesign, if you pick up a book in process re-design that is what you get. We trained them all in fine detail. We even structured it so that they even had all the forms to fill in. So it was quite formalised, and yet, when they came back to the factory, they walked away from it. Now, our group tried to mentor it, we tried to use those (theoretical) models as a kick-start to get other work done and the management did not support it. They spent a fortune, I don't know how much it cost?…. Peter*

> *Well a lot of it's really…you need a strong personality to drive it ..I think this is always the case. Quite often, well the people come to learning only when they have a real problem, and they just look at it in terms of whether it's a major change project, or new systems implementation etc., quite often the learning aspect is neglected (laughs), its not even budgeted for and there is an expectation that somehow rather than running the alignment with the development (the training people), it seems to be an 'afterthough' …we've got these systems administrators, we've got one week to do it. So you are saying it's contractual but the delivery is up to you? No, it's not even that…its the almost a neglect of everything …it's just assumed that you put a new system in and somehow through osmosis people just know it…so that the actual fact that people need to be trained up on it?…it's an after thought…Nick*

A key commodity for corporate business leverage with the information age is to be the thinking employee - a perception that life 'as we know it' would not be possible - things simply 'will not get done' - without a need for us all to submit to a new immediacy in ongoing knowledge acquisition as part of the capitalist new order. Currently, new notions for how time is divvied up to accommodate innovation enterprises as work intervals and cycles, time management and the phases and tempo of workplaces, are challenging these earlier forms of industrial time. A common theme when discussion new teaching and learning with corporations is the approach "we don't know what we don't know". New learning strategies must target new skills in asking questions that can be more open-ended in pedagogical design and not simply about more information.

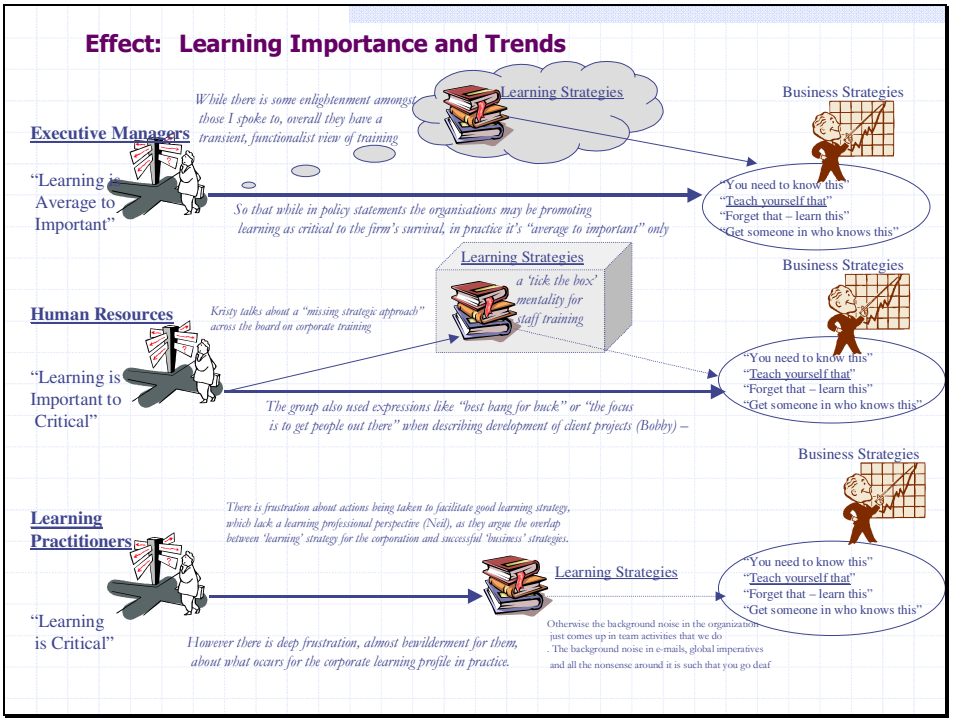

Fig 1.3 – Results - learning importance and trends.

White (1999) is correct in suggesting that the classroom alternative will not be able to solve the conditions corporations face for learning today. Executive managers have a sense of this, so that it is not that they are abandoning the search for strategies to cope. Past failings are well known and accepted by the managers I spoke to. Education strategies seemed to be 'free-wheeling', a sense of searching for better ways. The 'do it yourself' corporate learner may thus be a growth industry as changing workplaces deny the possibility that there can be a singular corporate learning strategy. In fact, the evidence supports a range of corporate strategies into the future. There are fewer and fewer 'constraints', a kind of deregulation on how people may go about transferring knowledge or learning at work. One outcome can be that working people, *learning in isolation*, will take a legitimate and growing place in the learning agenda. The conditions under which this can happen are being put into place as part of some new corporate learning strategies are still be being worked out. Not the least of those will be the need for a move away from managerial dominance of the individual training directions. New bottom-up strategies such as communities of practice and learning forums may also play a part however, since these particular strategies tackle the real and paradoxical notion for self-direction and interaction in learning.

Remarks: Industrial time and politics.

A function of the industrial age, *industrial time* (Thompson 1967; Giddens 1981; Adam 1990) was a feature of the industrial period. Management and worker use it to control and regulate work durations,

job sequence and synchronisations while recognised a periodicity and pace for industrial production. Dominated by clock time however, industrial time also became a key bargaining commodity and a focus for industrial disputation and settlement – the currency of conflict. Industrial clock time both identifies and defines the industrial age. Such domination meant, for example, that 'lunch' times or 'holiday' times became periods of significance, regular, almost ritualised and obligatory on many sites - a time seen by management and employees alike as beyond the control of the firm. Non-work time is still very strictly protected within some industrial sectors – freed from interruption or intrusion - beyond statutory rule where employees retaining some control over 'own time' intervals.

It is argued here that some traditional 'industrial' time notions are being replaced in western cultures by a new 'natural' *information* time to become an important new 'commodity' for work. Information time offers a new power *source and resource* that is changing the face for *who* and *what* influences and control work processes – the new political time. This new social time 'product' has a monetary value for business that is closely aligned to innovation. Work *duration* today is much more defined by ideas informing the project end-to-end, rather than day-to-day. Information time seeks *time to question* that might inform decision-making rather than *time to answer* in the traditional training time sense - the answer becomes secondary - a move away from the 'rush hour' feel that an industrial time view of the world tends to generate. There is still clock regulation in all of this, but *information time* is also much less aligned with alienation and conflict characteristic of earlier forms of industrial time in political struggle. The distinction for information time comes as *investment* – for 'innovative-intensive' corporations information time is about an investment in time to question rather than answer - a shift from the importance of knowing to the importance of time to become informed – a preparedness for innovation. Information time thus becomes the new currency for innovation both within and without the firm.

Timing of information time is also important i.e., the need to inquire about new information is more episodic or event driven that simply training people in old knowledge. Pedagogy can be about realisations in rapid directional change or turnaround for the firm, for example. Teaching and learning for work is no longer about linear or temporal changes as information flows. There is a 'dexterity' edge to new learning strategies that operate in information time fundamental to evolving pedagogies. Information time as I describe thus aligns more with a return to 'natural time' notions for working people, where people work to completion outside recognised 'work hours' - a return to 'agricultural' time durations, so that 'man hours' become an increasingly vague notion with increased variability as 'virtual' work locations. Projects, whole work processes have a natural cycle that means workers have a new sense for *duration* that is less segmented or apportioned and also less alienating. There can be participation, real time correspondence and ideas sharing throughout the project and across project

members. What people do, *in the act of doing* and accessing information at pace drives context. This has the effect of optimising inquiry, reduces diversions and repetition in time wasting programs in old knowledge.

The contextual foundations for new knowledge are further enhanced as employees increasingly schedule their own training and learning time within new levels of inquiry that *intersects* other workplace requirements and environments - *interacting* with a range of co-workers previously beyond normal levels of operation and increasing a sense of place for people at work. Information time is essentially interactive – about 'time to learn'.

At power-holder levels, management has difficulty 'apportioning' information time specifics within increasingly networked organisations. Retaining power in the old sense now demands a greater reliance on individual contracts or using overt or unreasonable requests in a more blatant grapple for power over what people do – but *time* as information time is much less the bargaining currency in industrial relations. Compared with an earlier industrial era in which employees played fragmented or bit parts in production and productivity, information time is increasingly contextual and social, people required to play a greater part *in the learning whole*. Information time is thus much less an instrument of conflict and increasingly part of new 'trust' wave sweeping corporations as alliances, collaborations, syndicates and partnerships that drive 'the relationship' model in shared learning that is becoming the a new look in industrial and managerial politics for work.

Summary

So, 'innovative-intensiveness' is not simply about management using technology for automating production. Sadly however, nor is it usually about strategic planing in sound teaching and learning programs for innovative staff. Organisational politics intervenes and the fog that is generated resembles the absence of any learning strategy at all –the *absent learning strategy* that's about hiring people for positions and responsibilities not yet defined and with the inbuilt assumption that roles and responsibilities will 'become clear'. Learning strategies come down to political persuasion to hire individuals who already know things or have an aptitude for thinking and learning quickly.

It is as though thinking itself has become an obstacle to throughput in automated knowledge flow programs – to know is important, but to think is time consuming and in the new work order, time is money. There is evidence that in practice, the development of thinking employees is not the aim. In fact, employees are expected to 'know' -automatically, almost by diffusion or as a 'flow-on', rather than through building knowledge meaningfully (White 1999). Implementation designs follow a *diffusion learning strategy* to cope with continual workplace change i.e., towards an absence of pedagogy at work.

This learning strategy assumes that individuals operating as automatons or in small 'automaton' groups operating in isolation, will 'pick up the slack' outlined in the 'why' and 'what' in changing workplace circumstances and teach themselves the 'how'. The strategy earlier described as *diffusion learning strategy* becomes, in the context or the new work order that champions individual reflexivity – *the automaton-diffusion learning strategy* as organizations opt out*,* struggling to secure a new deal in information time. Forms of individual 'empowerment' such as managing your own training are stepping stones towards a new *kind* of employee (Gee, Hull et al. 1996) - a new requirement for individual employees to become sophisticated about assessing the learning need and cut the cost of information time. Because these decisions directly affect individual competencies and influence performance measurement they have the potential to impacts workplace social cohesion, separations, anxiety and isolation at work.

It is anticipated that profiling in-depth some new learning strategy 'kinds' against 'forms' of organisational politics, will cast some light on learning practitioner's work within innovation-intensive corporations. Certainly, more work is need on other forms of organisational politics and their contextual origins as these can be linked to learning strategy effectiveness. Also the learning strategies as defined thus far, are accorded extended characteristics in follow-up work within the study. Additionally learning strategy 'qualities' are to be linked to new self-identity constructs, new technologies, resistance, individual status and 'sense of place', corporate culture, new 'kinds' of learning for work as transformational pedagogies and the advance of the 'self-managing' employees within compressed time-space.

In speaking to stakeholders, my experience thus far is that they very much (a) want to offer *time* to ask questions, find things out as research and (b) they want to know what the findings (as solutions) are, or can be. For them, the research work is very important as signposting trending and forecasting outcomes – there is genuine interest. People at work want time to talk about these things at all levels, and their own narratives as 'facts' (see some example in the appendix) bare witness to anxious times – they seek out *information time* - there is genuine frustration and anxiety about a way forward and a lack any clear format to question.

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