Abstracts

Experiential Learning: Theoretical Genealogies and Research Trends

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For quite some time now the technical term "experiential learning" has enjoyed considerable currency as applied to theoretical and practical discourse space for human resources development. However, the present state of that currency resembles an "experiential learning jungle," where a plethora of discourse from different theoretical pedigrees are layered and disseminated under the same phrase, "experiential learning." The goal of this paper is to interpret the discourse space of experiential learning so as to sort out the various theoretical genealogies involved. It will also consider how empirical research and practice related to experiential learning have advanced in recent years. There are a number of different theoretical genealogies for experiential learning, including: 1) theories related to the experiential learning model, 2) theories related to learning from experience, and 3) critical management education which emphasizes experience and reflection. Although these various theories share certain commonalities, such as the belief that the wellsprings of learning are to be found in "practice and experience" and "reflection and introspection," differences also remain in terms of concepts, their lines of development, etc. Empirical research in the area of experiential learning has included, among other things: 1) elucidation of experiential learning in specific occupational categories, 2) elucidation of the experiential learning process for manager's careers, and 3) research which focuses on the social aspects of experiential learning.

Learning and Expertise in Communities of Practice: Their Roles and Functions

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This paper reviews previous research on communities of practice（CoP）and discusses their functions and roles in learning and expertise. The need for CoP studies has increased since individual learning and autonomous career design have become important issues in the workplace, especially for training managers. Furthermore, inconsistencies in existing CoP studies have inhibited the development of further studies, especially in organizational theory. We integrate several CoP concepts by reviewing previous studies, clarifying the functions of CoP as follows: legitimate peripheral participation, separation from the organization, multifaceted learning, and learning based on multimembership. In addition, we explain the required roles of CoP for learning in organizations, which include individual learning and expertise, accelerating organizational learning, personnel development, and knowledge creation. Finally, we establish the perspectives on CoP studies for each level of the organization——that is, the individual, organizational, between-organization and social levels.

Learning from Experience of Engineers: The Analysis of Relevance of Experience and Learning Outcomes

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The purpose of this paper is to examine the learning from experience of engineers through quantitative analysis. The research subjects are the clarification of important experiences and the subsequent learning outcomes for engineers, and the elucidation of these relationships. As the results of a survey of 428 engineers, the following findings became clear. Firstly, the experiences of hard and advanced works are the most effective means for the learning of engineers. Secondly, the experience of working abroad and the launch of new business have the effects of increasing their awareness of customer needs and situational adaptability. On the other hand, those experiences have the potential to reduce their scientific thinking. Therefore it is assumed that those experiences are beneficial to the career development of engineers who aimed to become general managers. Finally,

their experiences of academic activities have the effect of enhancing technological leadership but reducing awareness of customer needs. To this end, it is assumed that experience is beneficial for the career development of engineers who aimed to become advanced researchers or technical specialists.

Problematic Behaviors of Less-Experienced Employees and OJT
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To date no research has investigated how less-experienced employees who are encountering problems in the workplace should be coached. The purpose of this paper is to clarify the type of problematic behaviors exhibited by less-experienced employees and to examine how excellent managers supervise these employees. A quantitative survey and interview research produced the following findings. First, problematic behaviors could be classified into 'lack of autonomy' and 'ego-centrism'. Second, excellent managers supervise less-experienced employees with lack of autonomy by（1）believing in their growth potential,（2）stimulating employees to self-reflect by initiating a dialogue, and（3）focusing on improvement of work methods. Results are discussed from the perspective of OJT and coaching research.

Considerations in the Promoting of the Supporter's Talent for the Employment of Persons with Disabilities
Nobuo Matsui（Bunkyo Gakuin University）

The purpose of this paper is to investigate problems in, and a method, for promoting talented people who support the employment of persons with disabilities. In Japan, those engaged in the support of employment of persons with disabilities can be found in many fields, such as medical treatment, healthcare, welfare, education and labor. Particularly in the labor and welfare fields, these people include Vocational Rehabilitation Counselors stationed at Local Vocational Centers for Persons with Disabilities, Job Coaches（Type 1 and Type 2 job coaches who are dispatched by welfare institutions or by employers that utilize grants for job coaches）, employment support personnel at Employment and Life Support Centers for Persons with Disabilities, staff members of the Public Employment Security Office, and so on. Some research on the promotion of these people revealed that the following two types of knowledge and skills were indispensable for proceeding with work in this field: One is common fundamental knowledge and skills beyond the specialized field, and the other is additional knowledge and skills, which are characterized by the specialized field. In addition it was found that a more systematic method of training was necessary to build a career as a specialist. In conclusion, in terms of nurturing the careers of talented people who support the employment of persons with disabilities, a）the diffusion of fundamental knowledge and skills, b）training based on their career path, c）consideration of the treatment of workers, and d）efforts through the university education were important.