



# **Context assessment as a basis for appropriate support of individual and organizational learning**

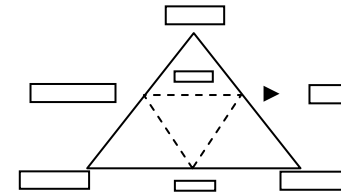
**Authors: Richard Pircher, Lukas Zenk, Hanna Risku (DUK)  
Presenter: Nils Faltin (IMC)**

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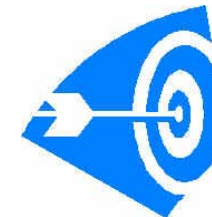
# Overview



2. Organizational characteristics relevant for learning and knowledge transfer



3. Empirical validation



4. Objectives

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# PROLIX Vision

Learning as „key enabler“ for business process management

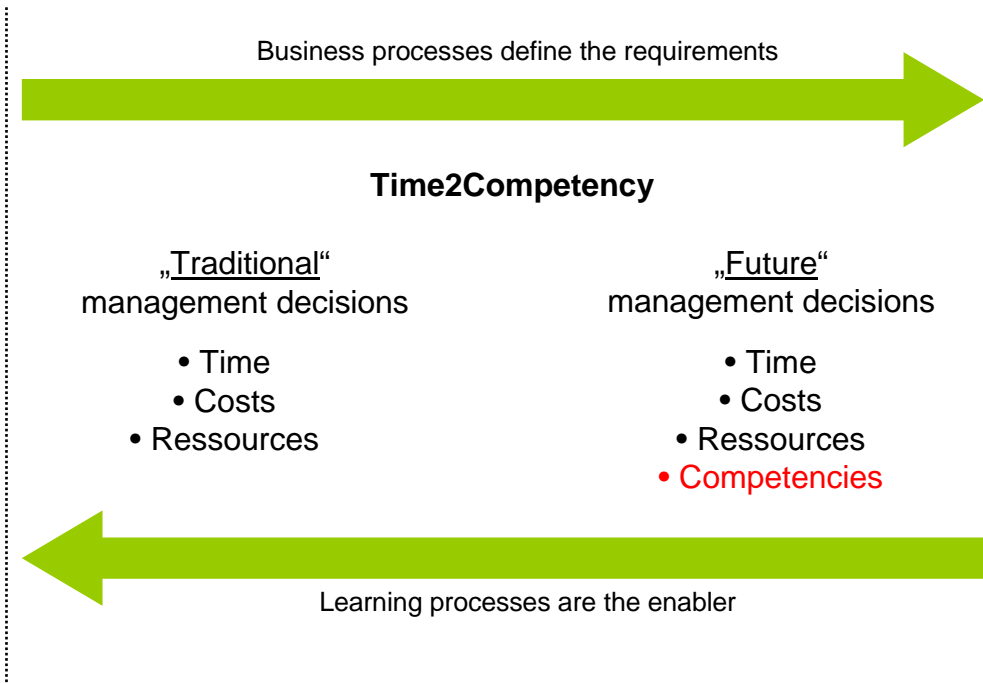
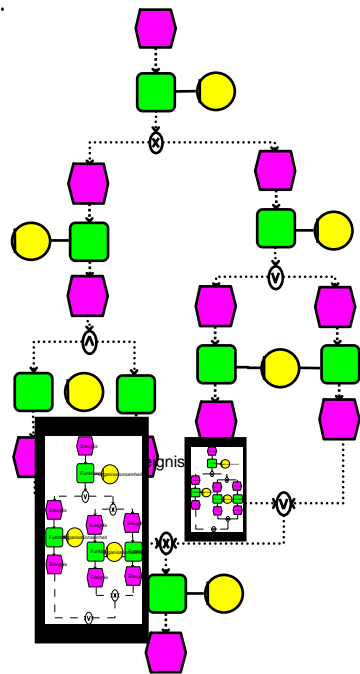
New Business Processes

New Organizational Roles

New Competencies

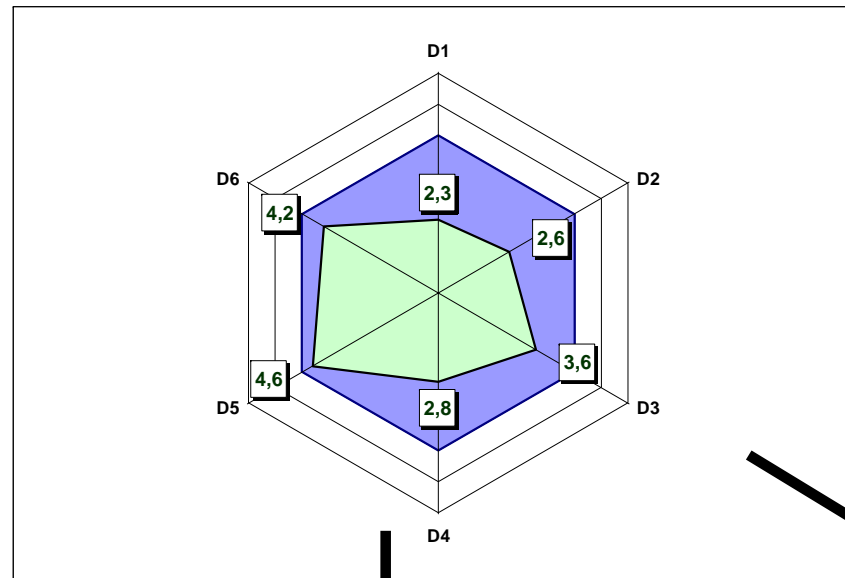
Individual Competencies

New Learning Processes



- |  |                                |
|--|--------------------------------|
| organizational<br>e.g. courses,<br>communities | individual<br>learning<br>path |
|  | Learning Object                |
|  | Learning Object                |
|  | Test                           |
|  | Online-Session                 |
|  | Learning Object                |
|  | Classroom                      |
|  | Community                      |
|  | Readings                       |

# Objectives



Organizational context  
as assessed by the  
Learning Assessment

## Scientific results:

Empirical data on the impact of organizational characteristics on learning and knowledge transfer

## Project output 1:

Decision support for training designers on definition of didactic strategy

## Project output 2:

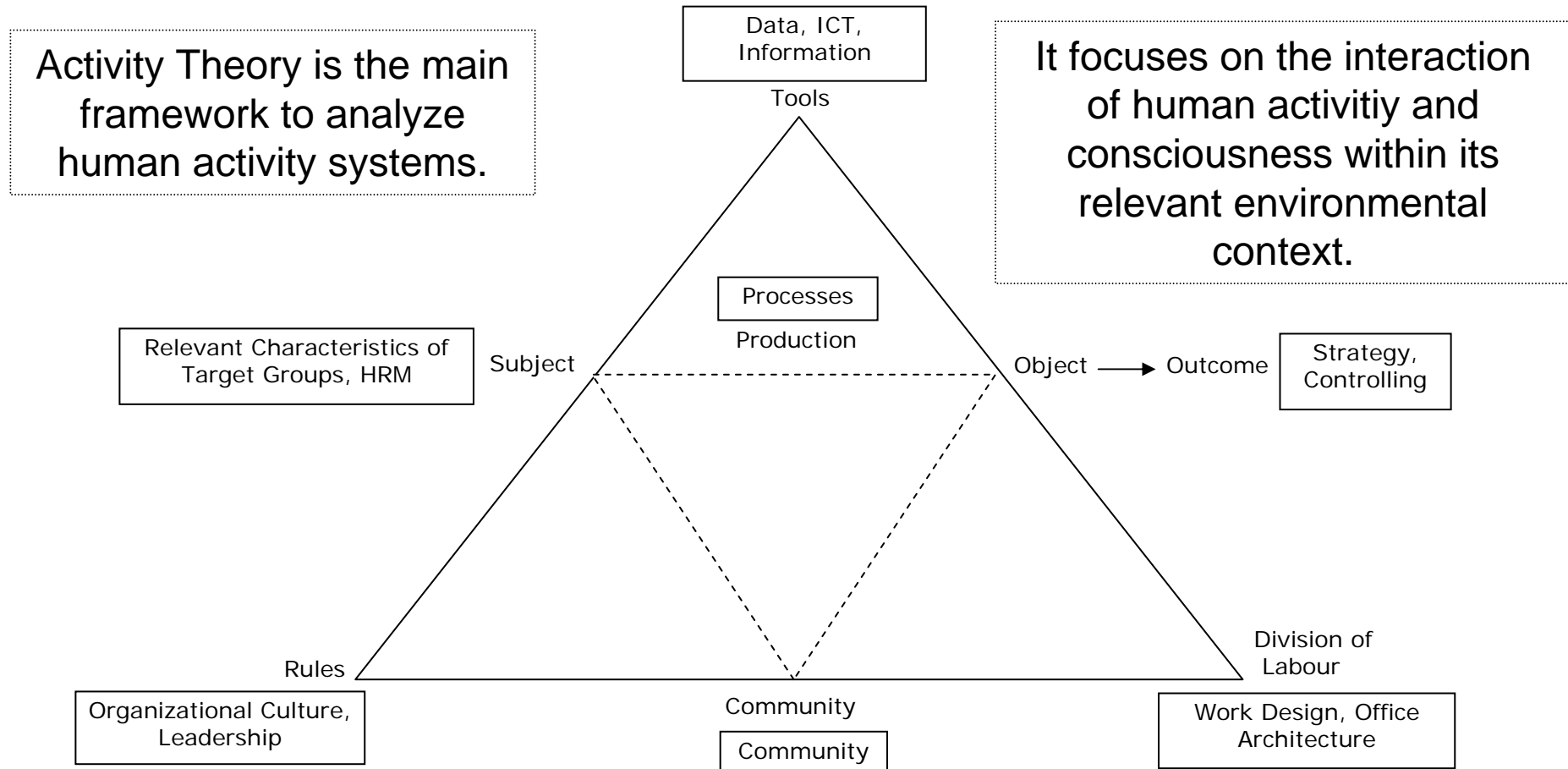
Decision support on suitable management measures (knowledge management)

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# Organizational context for learning and knowledge



(Jonassen/Rohrer-Murphy 1999, Engeström 2001)

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## Empirical phase: Test beds

- UK Government Care Programme (Social Care Institute for Excellence - SCIE)
- British Telecom (BT)
- Publishing houses Klett and EDITIS



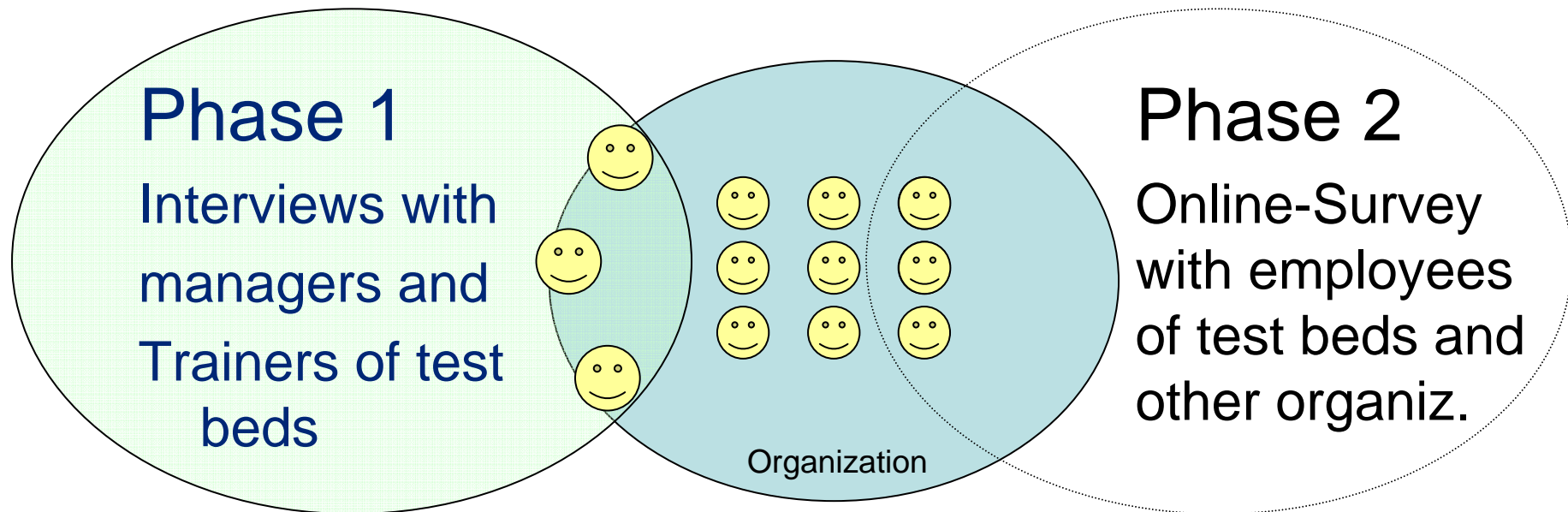
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# Learning Assessment: Phase 1

## Interviews and organizational dimensions



# Project output 1:

## Decision Support for Didactic Strategy

**Based on the following organisational criteria it is expected to be possible to identify the appropriateness of didactic models:**

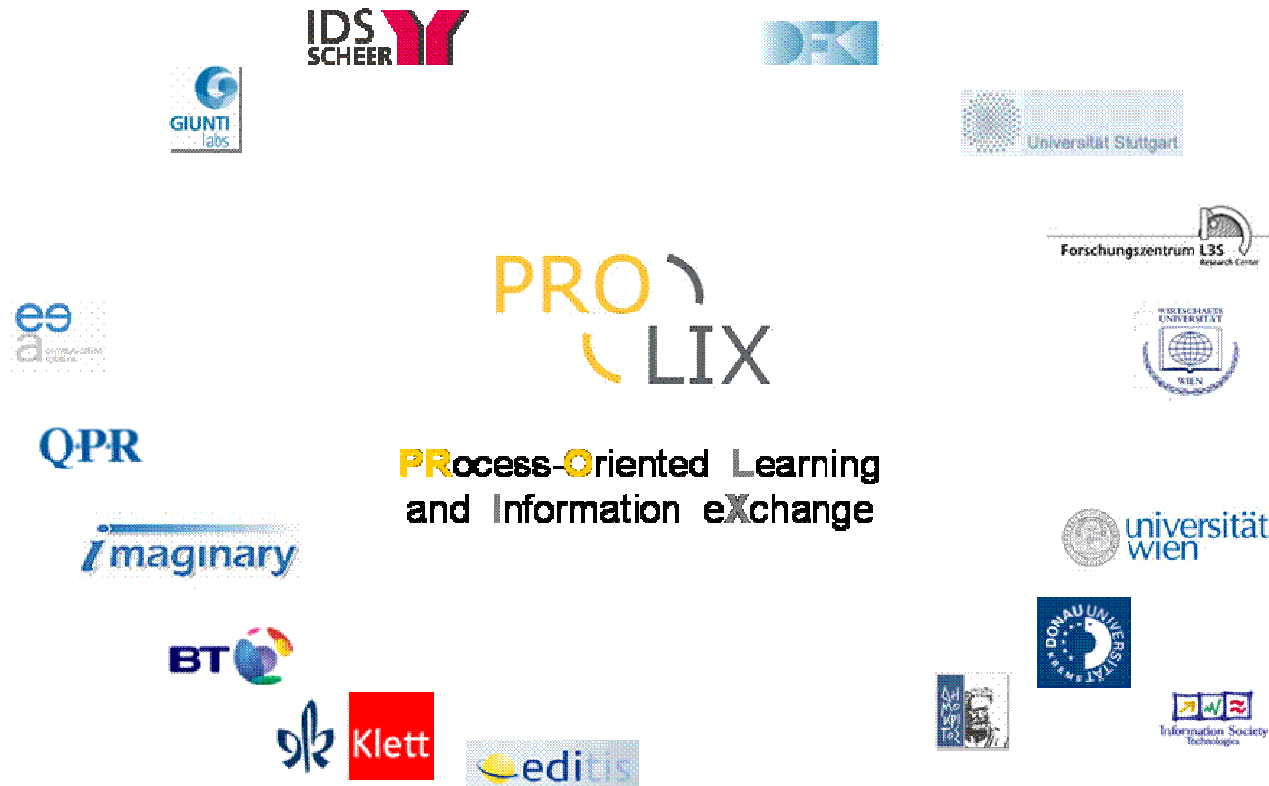
- ICT skills
- peer support
- supervisor support
- workload
- feedback
- goal orientation
- learning culture
- work processes (ability and authorisation to self-organise the work required)

# Project output 2: Decision Support for Management measures

According to the results of the LAG relevant management measures will be identified, e.g.:

Dimension	Deficiency	Possible measures
Org. culture, leadership	Lack of collaboration and relationships	<ul style="list-style-type: none"> <li>Community building, observation and questioning, coaching and mentoring, narrative, conversation and dialogue, technology as an enabler (CEN, 2004, part 2, p. 24-31), open space (Cross et. al., 2001)</li> </ul>
ICT, data	Lack of collaboration	<ul style="list-style-type: none"> <li>Knowledge management systems supporting collaboration (Maier, 2004)</li> <li>Collaborative e-learning / blended learning</li> </ul>
HRM	Weak motivation for learning	<ul style="list-style-type: none"> <li>Strategic learning goals on an individual basis (Confessore/Kops, 1998, p. 371)</li> <li>Defined career paths, individual career plans (Maurer et. al., 2003, Hodkinson/Bloomer, 2002)</li> <li>Internal labour markets (Nisar, 2002)</li> </ul>
Processes, structures	Errors occur repeatedly	<ul style="list-style-type: none"> <li>Lessons learned (CEN, 2004, part 3),</li> <li>Debriefing (CEN, 2004, part 3),</li> <li>Storytelling (CEN, 2004, part 2, Roehl, 2000)</li> </ul>
Work design	Insufficient opportunities for collaboration	<ul style="list-style-type: none"> <li>Elimination of barriers of time and space / space management (CEN, 2004, part 3),</li> <li>Knowledge broker (CEN, 2004, part 3)</li> </ul>

# PROLIX: Partners



PROLIX unites 19 partners from 9 different countries

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**Thank you for your attention!**

**Nils.Faltin@im-c.de**

**Richard.Pircher@donau-uni.ac.at**

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