



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

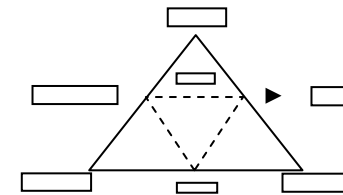
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Overview



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

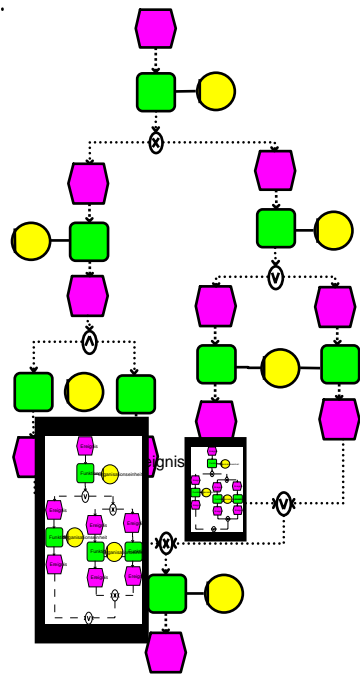
New Business Processes

New Organizational Roles

New Competencies

Individual Competencies

New Learning Processes



Business processes define the requirements



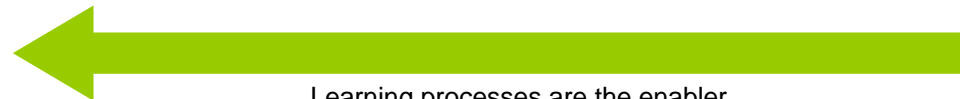
Time2Competency

„Traditional“
management decisions

- Time
- Costs
- Ressources

„Future“
management decisions

- Time
- Costs
- Ressources
- **Competencies**



Learning processes are the enabler

organizational
e.g. courses,
communities

individual
learning
path

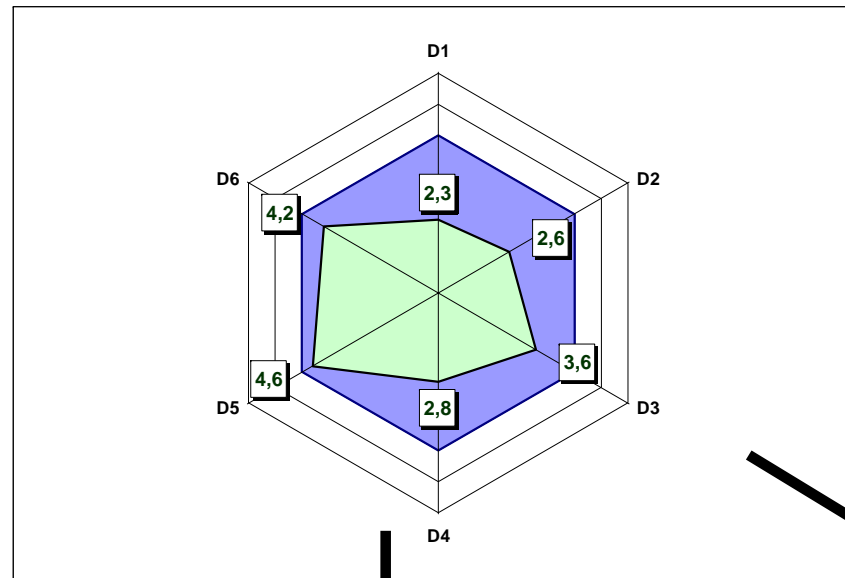
- Learning Object
- Learning Object
- Test
- Online-Session
- Learning Object
- Classroom
- Community
- Readings

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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:

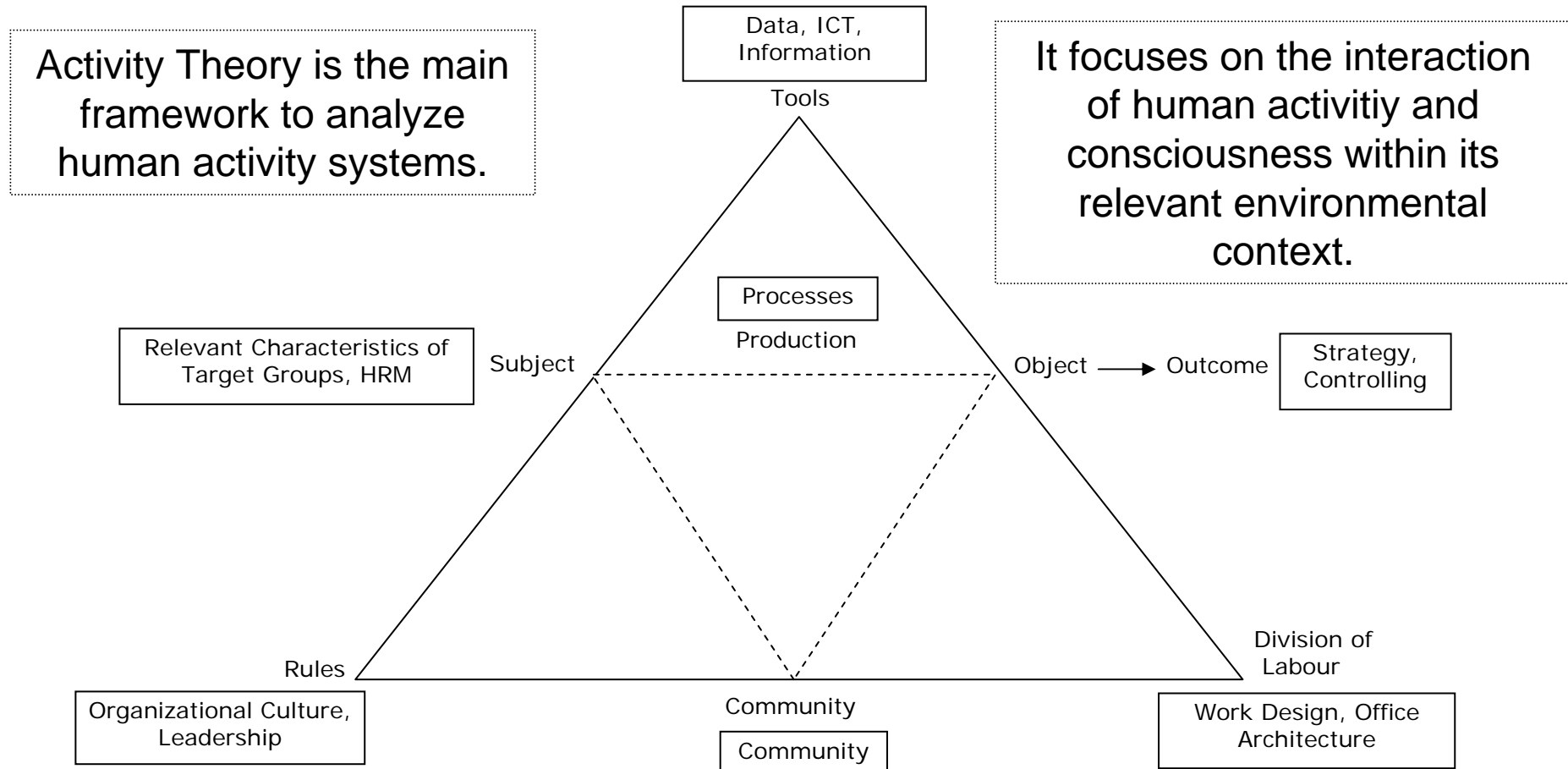
Decision support on suitable management measures (knowledge management)

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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



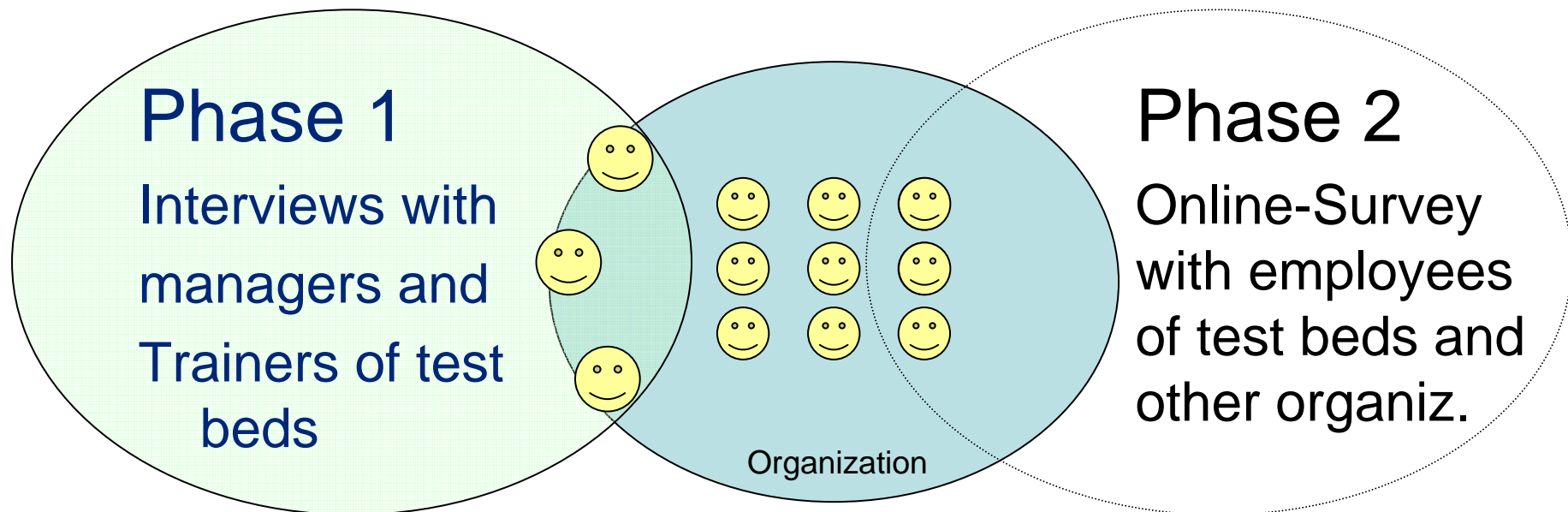
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Learning Assessment: Phase 1

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:

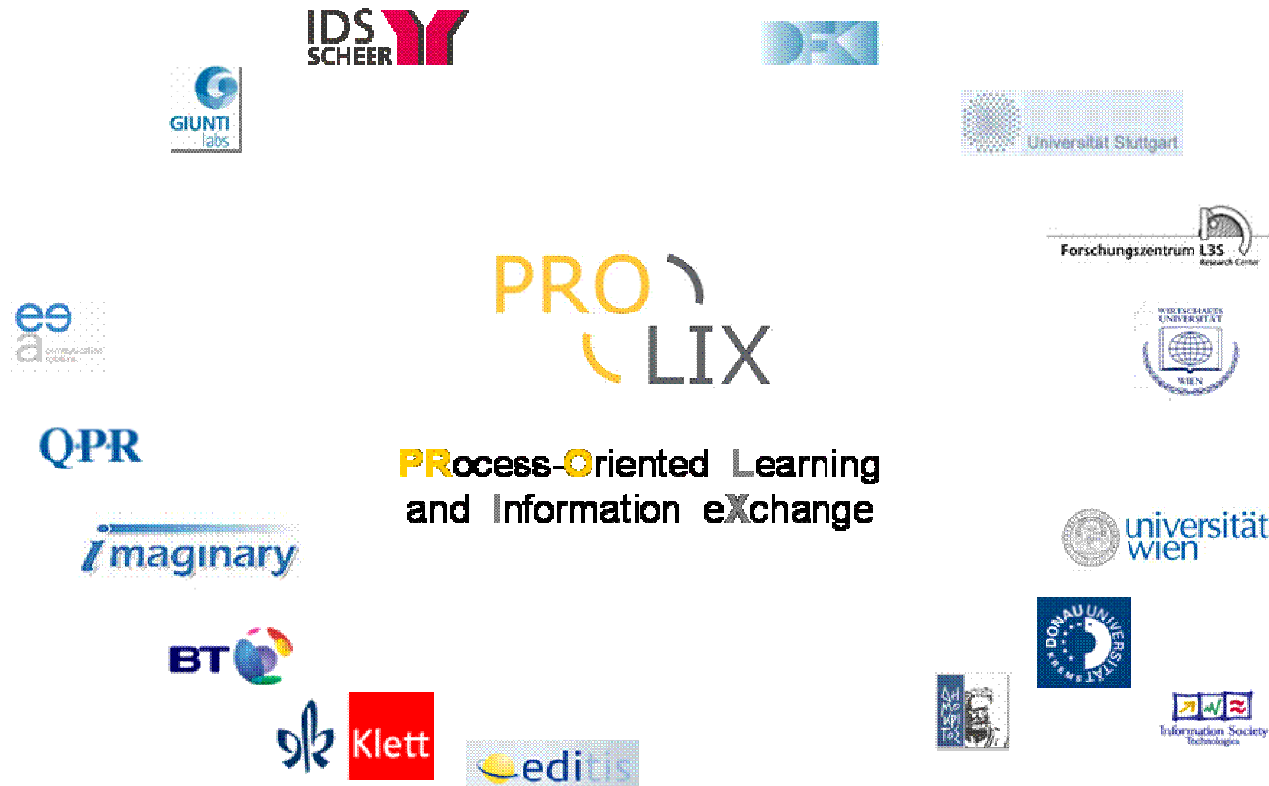
- ICT skills
- peer support
- supervisor support
- workload
- feedback
- goal orientation
- learning culture
- work processes (ability and authorisation to self-organise the work required)

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"> 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) |
| ICT, data | Lack of collaboration | <ul style="list-style-type: none"> Knowledge management systems supporting collaboration (Maier, 2004) Collaborative e-learning / blended learning |
| HRM | Weak motivation for learning | <ul style="list-style-type: none"> Strategic learning goals on an individual basis (Confessore/Kops, 1998, p. 371) Defined career paths, individual career plans (Maurer et. al., 2003, Hodkinson/Bloomer, 2002) Internal labour markets (Nisar, 2002) |
| Processes, structures | Errors occur repeatedly | <ul style="list-style-type: none"> Lessons learned (CEN, 2004, part 3), Debriefing (CEN, 2004, part 3), Storytelling (CEN, 2004, part 2, Roehl, 2000) |
| Work design | Insufficient opportunities for collaboration | <ul style="list-style-type: none"> Elimination of barriers of time and space / space management (CEN, 2004, part 3), Knowledge broker (CEN, 2004, part 3) |

PROLIX: Partners



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Thank you for your attention!

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