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)
Overview

1. PROLIX

2. Organizational characteristics relevant for learning and knowledge transfer

3. Empirical validation

4. Objectives
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
Test
Online-Sessions
Learning Object
Classroom
Community
Readings

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Objectives

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)

Organizational context as assessed by the Learning Assessment
Organizational context for learning and knowledge

Activity Theory is the main framework to analyze human activity systems. It focuses on the interaction of human activity and consciousness within its relevant environmental context.

Relevant Characteristics of Target Groups, HRM

Organizational Culture, Leadership

Processes

Data, ICT, Information

Tools

Subject

Processes

Production

Community

Community

Division of Labour

Strategy, Controlling

Work Design, Office Architecture

Object → Outcome

Rules

(Oppenheim/Rohrer-Murphy 1999, Engeström 2001)
Empirical phase: Test beds

- UK Government Care Programme (Social Care Institute for Excellence - SCIE)
- British Telecom (BT)
- Publishing houses Klett and EDITIS
Learning Assessment: Phase 1
Interviews and organizational dimensions

Phase 1
Interviews with managers and Trainers of test beds

Phase 2
Online-Survey with employees of test beds and other organiz.
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.:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Deficiency</th>
<th>Possible measures</th>
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<tbody>
<tr>
<td>Org. culture, leadership</td>
<td>Lack of collaboration and relationships</td>
<td>- Community building, observation and questioning, coaching and mentoring, narrative, conversation and dialogue, technology as an enabler (CEN, 2004, part 3), open space (Cross et. al., 2001)</td>
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<tr>
<td>ICT, data</td>
<td>Lack of collaboration</td>
<td>- Knowledge management systems supporting collaboration (Maier, 2004)</td>
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<td>- Collaborative e-learning / blended learning</td>
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<td>HRM</td>
<td>Weak motivation for learning</td>
<td>- Strategic learning goals on an individual basis (Confessore/Kops, 1998, p. 371)</td>
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<td>- Defined career paths, individual career plans (Maurer et. al., 2003, Hodkinson/Bloomer, 2002)</td>
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<td>- Internal labour markets (Nisar, 2002)</td>
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<td>Work design</td>
<td>Insufficient opportunities for collaboration</td>
<td>- Elimination of barriers of time and space / space management (CEN, 2004, part 3), Knowledge broker (CEN, 2004, part 3)</td>
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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