

Implementation Model for Developing Training Measures to Foster Values in an Organization

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Abstract: This paper presents an implementation model for developing training measures to foster values in cooperative banks. In this context the present work shows the requirements analysis, conception and realization. The empirical part of this project demonstrates that values have to be concrete and related to practical work-oriented situations to support specific training needs. The developmental part demonstrates how work-oriented training measures on values can be tailored to training needs by drawing on authentic cases.

Objective and Purpose

Values are a major component of an organization's culture (Schein, 2010) and have increasingly gained recognition as important factors for organizational success in recent years. However, there are deficits in the value orientation of managers and employees. Therefore the goal of the present study is to implement work-oriented training measures to foster values in organizations in the financial sector.

Theoretical framework

Approaches to foster values can be traced back as early as Kohlberg's theory of moral development (Kohlberg & Turiel 1971). As cases, enriched with dilemma situations, represent an authentic part of reality, they allow training participants to reflect upon possible solutions in ethical dilemmas (Zumbach & Mandl, 2008). From an educational point of view, we suggest that working with authentic cases including dilemma situations from everyday business are particularly potent for fostering values. To bring value-related training needs into the further education of managers and employees of an organization, an implementation process model based on Winkler & Mandl (2004) is developed. It is depending on the specific requirements of the organization.

Modes of Inquiry. The goal of the present study is to implement work-oriented training measures to foster values in organizations in the financial sector: How can a work-oriented training on values in cooperative banks be implemented?

Research Design

This paper presents an implementation model for developing training measures to foster values in cooperative banks. In this context the present work shows the requirements analysis, the conception and the realization. Figure 1 provides an overview of the implementation process.

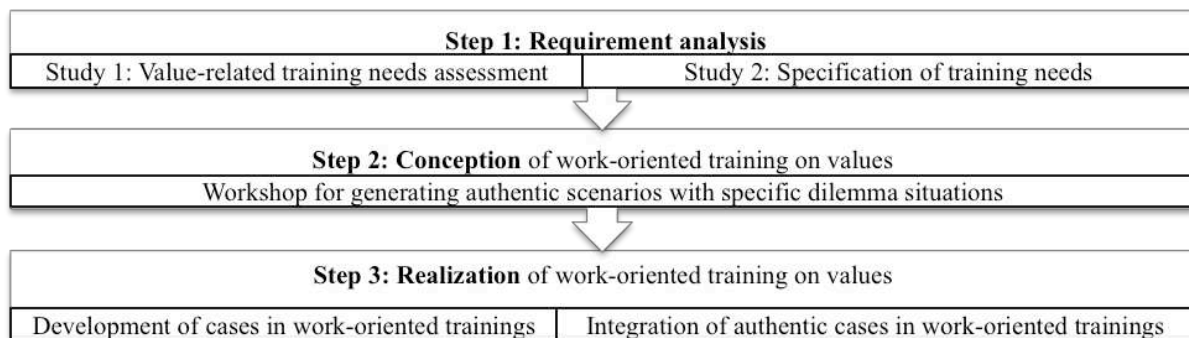


Figure 1. Implementation process

Step 1: The requirements analysis

The requirements analysis includes two empirical studies which aimed at value-related training needs assessment and the further specification of training needs. The two studies are now presented in this sequence.

(1) Study 1: Value-related training needs assessment

Questions:

R1a: How important are the cooperative values for managers and employees from a practical perspective?

R1b: What is the current contribution of existing training measures for promoting managers' and employees' value orientation in regard to these cooperative value

Method: An online survey of a representative sample of 506 employees and 186 managers in 16 cooperative banks was conducted. The questionnaire used a 5-point Likert-scales to measure respondents' agreement with value-related statements.

Results:

R1a: Concerning the importance of values managers and employees rate all of the values.

R1b: More than 20 % of the managers and more than 40 % of the employees could not or would not answer how current training contributes to value-orientation. Interpretation: This indicated that while respondents were quick in agreeing with the relevance of values, it was difficult for them to relate them to training and practice.

(2) *Study 2 Specification of training needs:* To further specify training needs in regard to values, an interview study was conducted to gain more in-depth insight into the actual role of values for practice.

Questions:

R2a: Are managers and employees able to specify values in practical terms?

R2b: Are managers and employees able to illustrate the values' practical relevance by specifying work-oriented examples from their own work experience?

Method: Qualitative interviews with 7 employees and 9 managers from 16 cooperative banks were conducted and analyzed by qualitative content analysis.

Results:

R2a: Most managers and employees could hardly recall specific values in and specify in concrete terms how the values relate to their own work.

R2b: Managers and employees were hardly able to give specific examples or cases of actual work situations.

Step 2: The conception

The conception of work-oriented training on values includes a stakeholder workshop with executives from 4 banks and 7 experts of the banks further education institute. The workshop was conducted to identify values particularly relevant for training. Six values were selected that seemed particularly important for training. For each value, two authentic scenarios including dilemma situation were generated. Each scenario included three elements: Scenarios, relating the value to a situation involving managers and/or employees and/or customers or other external stakeholder; the value-related behaviour in that situation and ways of supporting this behaviour in practice.

Step 3: The realization

The realization of work-oriented training on values focusses on the development of these scenarios into cases with trainers from the banks further education institute suited for training. Drawing on the scenarios authentic cases for work-oriented trainings are developed. To realize the cases a first case as example has been developed, representing the basic structure for the other cases. These cases each describe a dilemma situation from the daily workplace operations of managers and employees. Additionally, each case is enriched with tasks for reflection and discussion. The cases are integrated by trainers from the cooperative further education institute into seminars concerning the 4 areas Retail bank, Corporate bank, Operating range and middle management. 6 cases were integrated in specific seminars, ideally matching the content of the respective seminar area. Finally, an online survey is conducted to find out how the trainers from the cooperative further education institute realize the cases after half a year in realization. The evaluation of the realization shows that the realization is successful.

Research/Practical Implications

The implementation model presented here can serve as an example for a comprehensive procedure to foster values. The empirical part of this project demonstrates that values have to be concrete and related to practical work-oriented situations to support specific training needs. The developmental part demonstrates how work-oriented training measures on values can be tailored to training needs by drawing on authentic cases.

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