

Module 3. Environment, Processes and Leadership That Support Learning



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Themes of This Lecture

- Supportive learning environment
- Leadership that enhances learning
- Concrete learning processes and practices

Framework for Organizational learning



A Supportive Learning Environment



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Learning Environment

- Place or community where people have access to various resources they can use to be able to understand different things and develop meaningful solutions to different problems (Wilson 1996).
- Physical environment
 - Buildings and offices, rooms
 - Office design, furniture (e.g. open office?)
 - Materials and systems that support learning
- Social and psychological factors
 - Social group in which learning takes place
 - Culture and climate: group processes, leadership, communication, values and norms, collaboration, respect and appreciation, trust, security

Supportive Learning Environment

- Psychological safety
 - The belief that you won't be punished when you make a mistake.
- Appreciation of differences
 - Learning occurs when people become aware of opposing ideas.
- Openness to new ideas
 - Employees should be encouraged to take risks and explore the untested and unknown.
- Time for reflection
 - Time for a pause in the action and encourage thoughtful review of the organization's processes.

Need for Reflection in an Organization

- Reflection is essential for all learning:
 - Deeper and more critical than every day thinking.
 - Often result of a dialogue (internal or with someone, e.g. coach).
 - Searching for general principles or rules based on evidence gathered by experience.
 - Searching for possible answers, new questions or evidence that supports a possible answer (Glatthorn & Baron, 1991).
 - Becoming aware of a specific perception, meaning or behavior of our own or of habits we have of seeing, thinking or acting (Mezirow, 1981) - but also changing those sometimes?
- Critical reflection refers to identifying and questioning taken-for-granted beliefs and values.
- In organizational context: process that involves spending critical time away from the normal work routine in which individuals or groups think and interpret both personal or organization issues with the aim of getting previous experiences and lessons that may benefit a present situation (Boud, Cressey and Docherty 2006).
- Organizations need practices and arenas for reflection: workshops, reflection and dialogue meetings etc.

Situational Characteristics of Workplace Learning

- Learning is affected by the environment in which it takes place.
- Organizational arrangements
 - Strategy and formal structure
 - Reward system
- Social factors
 - Supervisor's and team members' support and positive climate enhances learning and motivation to learn.
- Technology
 - Devices, tools, systems (it is easier to learn a new system than changes in an old system)
 - Job planning and design
 - New emerging technologies offer new opportunities for learning (e.g. AR, machine learning).

Concrete Learning Processes And Practices

Competence management
Knowledge management



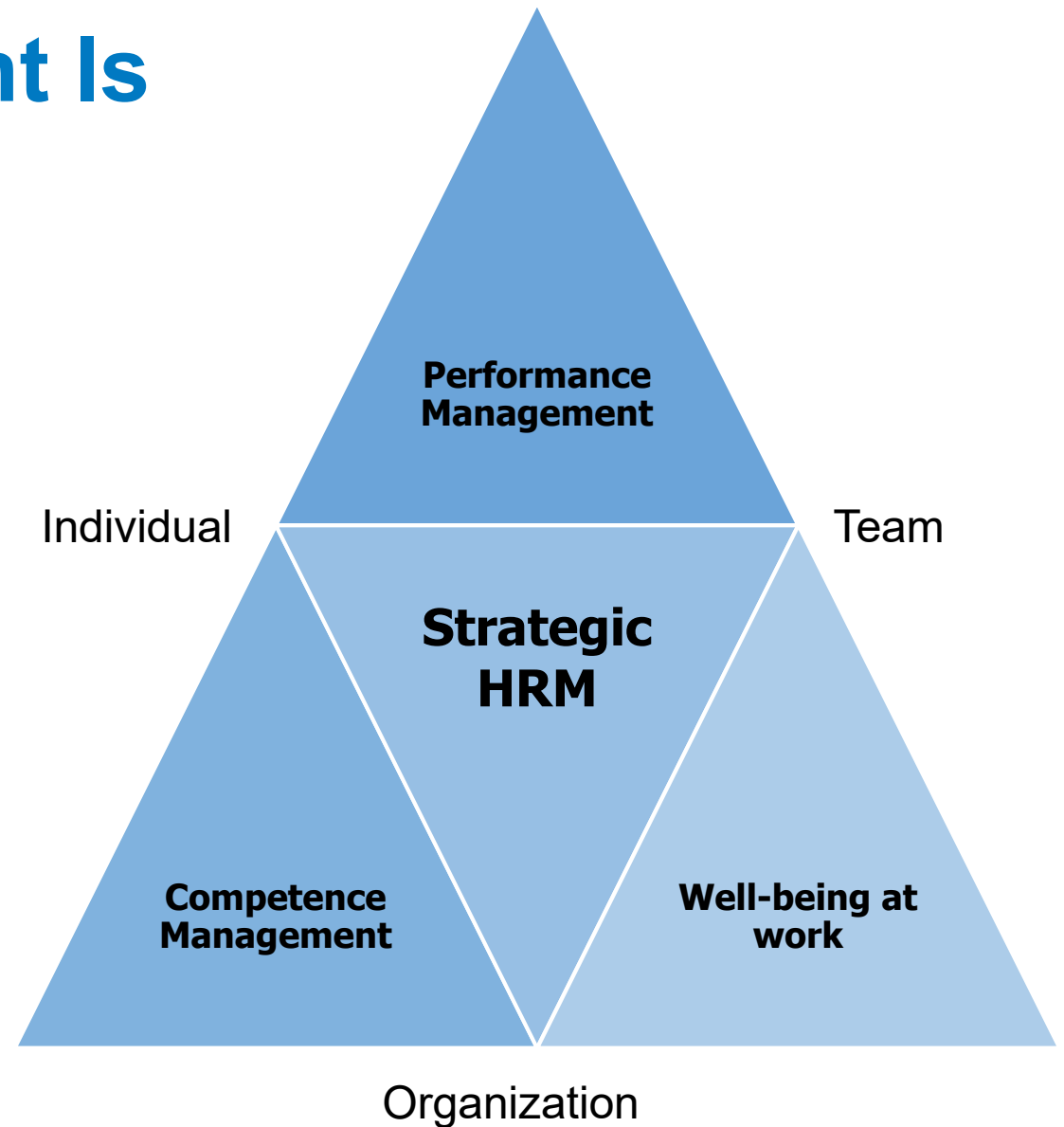
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Concrete Learning Processes and Practices

- Learning processes and practices need to be developed intentionally and systematically.
- Knowledge management: generation, collection, interpretation, and dissemination of information and knowledge.
- Experimentation
- Competence management
- Human resources development: formal and informal learning
- Reflection process

Competence Management Is Part of HRM

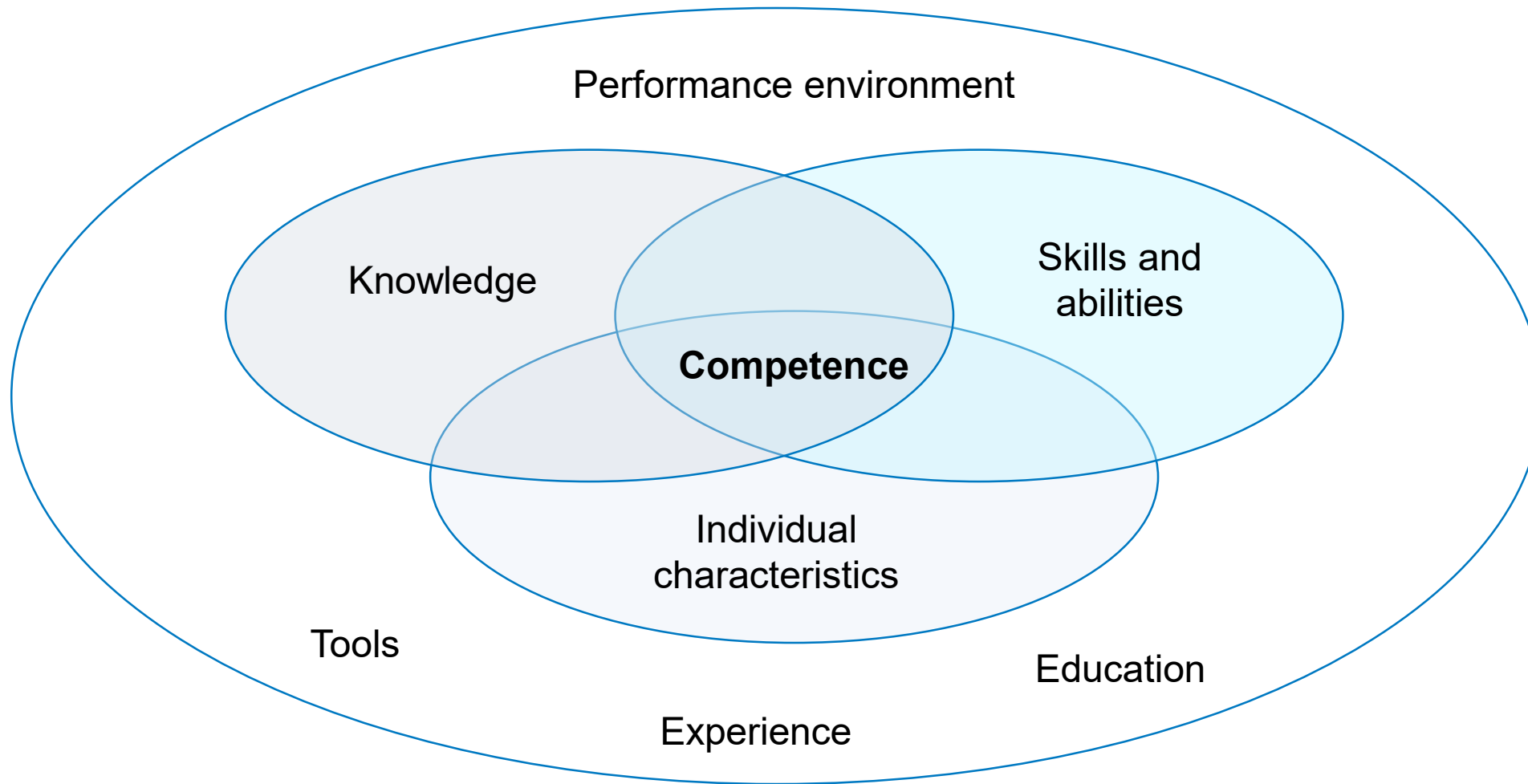
- Performance management, competence management and well-being at work are interrelated and interdependent and correlate with company's performance.



Concepts of Competence Management

- **Competence management** is the way in which organizations manage the competencies of the corporation, the groups and the individuals (Berio & Harzallah 2005).
- **Competency** can be defined as the behaviors or characteristics that an individual must have, or must acquire, to perform effectively at specific job or work.
- **Competence** is a broader concept that encompass demonstrable performance outputs as well as behavior inputs, and may relate to a system or set of minimum standards required for effective performance at work.
- **Capability** refers to an integrated set of resources designed to work together to achieve a particular result (Hadaya & Gagnon).
- **Core competence** – the collective learning in the organization, especially how to co-ordinate diverse production skills and integrate multiple streams of technologies (Hamel & Prahalad 1997).

Framework for Individual Competence



Approaches to Competence Management

PRESENT SITUATION:

- Job descriptions
 - > competency requirements
 - > competency mapping
 - > find gaps
 - > HRD plan
- Customer feedback
- Problems with quality, processes, results, efficiency, time management etc.

FUTURE

- Changes in organization's strategic environment
 - > PESTLE
 - > changes in customer behavior or segments, trends
 - > competitors' actions
 - > stakeholders' interest and demands
 - > employees' ideas of future competence development

Traditional Competence Management

- **Competence identification**, i.e. when and how to identify and to define competencies required(in the present or in the future) to carry out tasks, missions, and implementing strategies.
- **Competence assessment**, i.e. (i) when and how to identify and to define competence acquired by individuals and/or (ii)when and how a company can decide that an employee (or an individual) has acquired specific competencies.
- **Competence acquisition**, i.e. how a company plans and decides about how and when to acquire some competencies in a planned way.
- **Competence knowledge usage**, i.e. how to use the knowledge about the competencies produced and transformed by identification, assessment and acquisition processes.
 - >how to identify gaps between required and acquired competencies, who should attend required training, how finding key employees with key competencies.

Methods for Human Resources Development

- Formal learning: training and development methods
 - Traditional in-house trainings, lectures, formal education, seminars and conferences, demonstrations, reading materials etc.
 - Emerging technologies: learning content management systems, social media and social interaction, mobile learning facilities, computer simulations, extended reality (AR, VR)
- Informal learning: learning by working
- Coaching and Mentoring Programmes
- Group discussions and Workshops

Knowledge Management

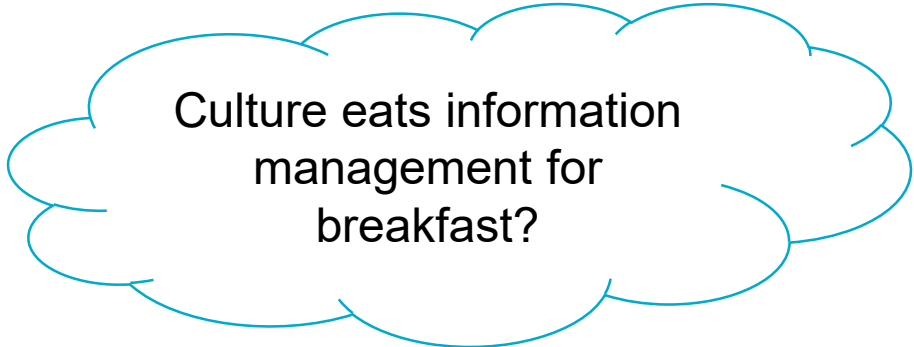
- Knowledge is information with meaning.
- Knowledge management is integrated systematic approach to identifying, managing and sharing all of an company's information assets, including databases, documents, policies, and procedures, as well as previously unarticulated expertise and experience held by individual workers.
- **Fundamentally, it is about making the collective information and experience of a company available to individual worker.**



Organization's Knowledge

- Total sum of organization's knowledge consists of
 1. What its employees know
 2. What is stored in the different repositories of knowledge

- Why organizations are often much less than sum of its parts in terms of knowledge?
 - People don't know where knowledge is
 - People don't have access to the knowledge they need
 - People don't know that knowledge exists
 - Person holding the knowledge is unwilling to share it



Culture eats information
management for
breakfast?

Main Challenges and Perspectives of Knowledge Management

Two main challenges

Overload of information

- The incapability to obtain a form of knowledge from a massive amount of information for one reason or another

Knowledge sharing

- How to share individual employee's (tacit) knowledge and transfer it to company's knowledge

Three main perspectives

- People and culture
- Processes
- Technology

Leadership That Reinforces And Enhances Learning



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About Leadership

- Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl 2006).
- Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse 2010).
- Generally, there are some features related to leadership:
 - Leadership is a process
 - Leadership involves influencing others
 - Leadership happens within the group context
 - Leadership involves goal attainment
 - Leaders and follower share these goals.

Transformational Leadership

- Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. They help help followers grow and develop into leaders by responding to individuals followers' needs by empowering them and by aligning the objectives and goals of individual followers, the leader, the group and the whole organization (Bass & Riggio 2006).
- Components of transformational leadership:
 - Intellectual Stimulation
 - Individualized Consideration
 - Inspirational Motivation
 - Idealized Influence

Coaching-Based Leadership

- Coaching can be understood as a collaborative relationship between coach and coachee, oriented toward facilitating goal attainment and individual change (Spence & Grant 2007).
- According to Goleman et al. (2012) coaching is one of the leadership styles that achieves the best results, and that its main purpose is to develop employees' personal resources by:
 - Helping employees to identify their strengths and weaknesses (asking questions and giving feedback).
 - Encouraging employees to set long-term development goals and planning how to reach them.
 - Focusing primarily on personal development, not on immediate work-related tasks.
 - Enhancing dialogue and builds trust.
- Ellinger et al. (2003) have found a correlation between managers' coaching behaviors and job satisfaction and job performance and discovered improved knowledge sharing among employees when managers make use of coaching.
- From feedback to *feedforward*: focus on development in the *future* not past.

Leadership That Enhances Learning (Yukl 2009)

- Encourage people to question traditional methods and look for innovative new approaches.
- Articulate an inspiring vision.
- Encourage and facilitate the acquisition of skills needed for collective learning by individuals and teams.
- Strengthen values consistent with learning from experience and openness to new knowledge.
- Encourage social networks that will facilitate knowledge sharing, collaborative development of creative ideas.
- Help people recognize when important learning has occurred and to understand the implications for the team or organization.
- Gain external support and financing for major initiatives involving the acquisition or application of new knowledge.
- Encourage teams to conduct after-activity reviews to identify effective and ineffective processes.
- Develop measures of collective learning and knowledge diffusion to assess how well it is accomplished and identify ways to improve it (learning how to learn).
- Encourage people to acknowledge when a new initiative is failing and should be aborted rather than continuing to waste resources on it.
- Create decentralized subunits with considerable authority to pursue learning and entrepreneurial activities in a responsible way.
- Develop, implement, and support programs and systems that will encourage and reward the discovery of new knowledge and its diffusion and application in the organization.



Thank you!