

Life-long Learning: From Concept to Policy and Practice

with case studies from Canada, U.S., India and Korea

Young-Chul Chang, Kyung-Hee University

Anil Verma & Amanda Shantz

University of Toronto

Hyung Jeong Kim, Inha University



Drucker has foreseen
at an early date all of
the important developments
of the last decades: privatisation
and decentralization, the triumph
of retirement funds, the rise of
Japan to economic world power,
the decisive importance of marketing,
time management, and

**the emergence
of the information
society with its necessity
of lifelong learning.**



Drucker's last book Management Challenges for the 21st Century(1999)

It deals especially with the effects of the new information technologies and the art of self-management. Drucker finds the latter to be necessary, as in the future employees will survive their companies or organizations, and for most people,

the life-long learning of new skills and occupations will become the rule

"Managing Oneself is a REVOLUTION in human affairs. It requires new and unprecedented things from the individual, and especially from the knowledge worker. For in effect it demands that each knowledge worker think and behave as a Chief Executive Officer."



The Genesis of Life-long Learning

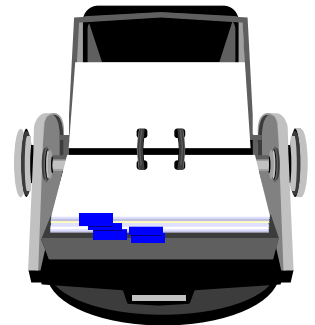
Shift can be traced to:

- Growth of the information economy
- Development of flexible technologies
- Globalization
- Change in customer preferences

Market Forces

More consumer choice leading to.....

- Higher quality
- Lower cost
- Higher service standards
 - Zero-defect
 - Zero-time
 - Zero-distance
- Product Innovation



Knowledge Work

- ☐ **Knowledge work inherently different from routine work**
- ☐ **Greater variety, autonomy**
- ☐ **Exercising judgement**
- ☐ **Developing and drawing on a knowledge-base rather than specific skills**
- ☐ **Problem-solving**
- ☐ **Stronger attachment to knowledge-base than to employer**



Knowledge Work vs. Routine Work

	Knowledge Work		Routine Work	
<i>From the perspective of:-></i>	<i>Employees</i>	<i>Employer</i>	<i>Employees</i>	<i>Employer</i>
Close Supervision	Disliked	Not needed; low supervision saves money	Expected	Needed
Individual input such as judgement, creativity	Demanded as part of the job	Needed and encouraged for competitive advantage	Not expected; not prepared	Not wanted; can create problems in highly standardized production processes
Developing the Scope and Process of the Job	Want to be involved	Required to participate	Not expected	No involvement wanted or desirable
Autonomy	Expected and demanded	Granted with focus on output rather than input	Desired but not expected	Controlled and limited
Flexibility	Expected and demanded	Granted	Desired but not expected	Controlled and limited
Networking for learning	Integrated into the job	Encouraged & expected	None	Not needed
Core Processes of the job	Experimentation; thinking	Learning, creativity	Physical	Physical or routine procedures
Career Identity	Individual and knowledge-based	Knowledge-based	Employer-based	Employer-based



Key Dimensions of Knowledge Work

Learning

- Continuous learning
- Changing knowledge in the field
- Personal responsibility for learning

Creativity

- Learning to deal with unexpected
- challenges/problems
- Responsibility for own quality, quantity

Drucker said;

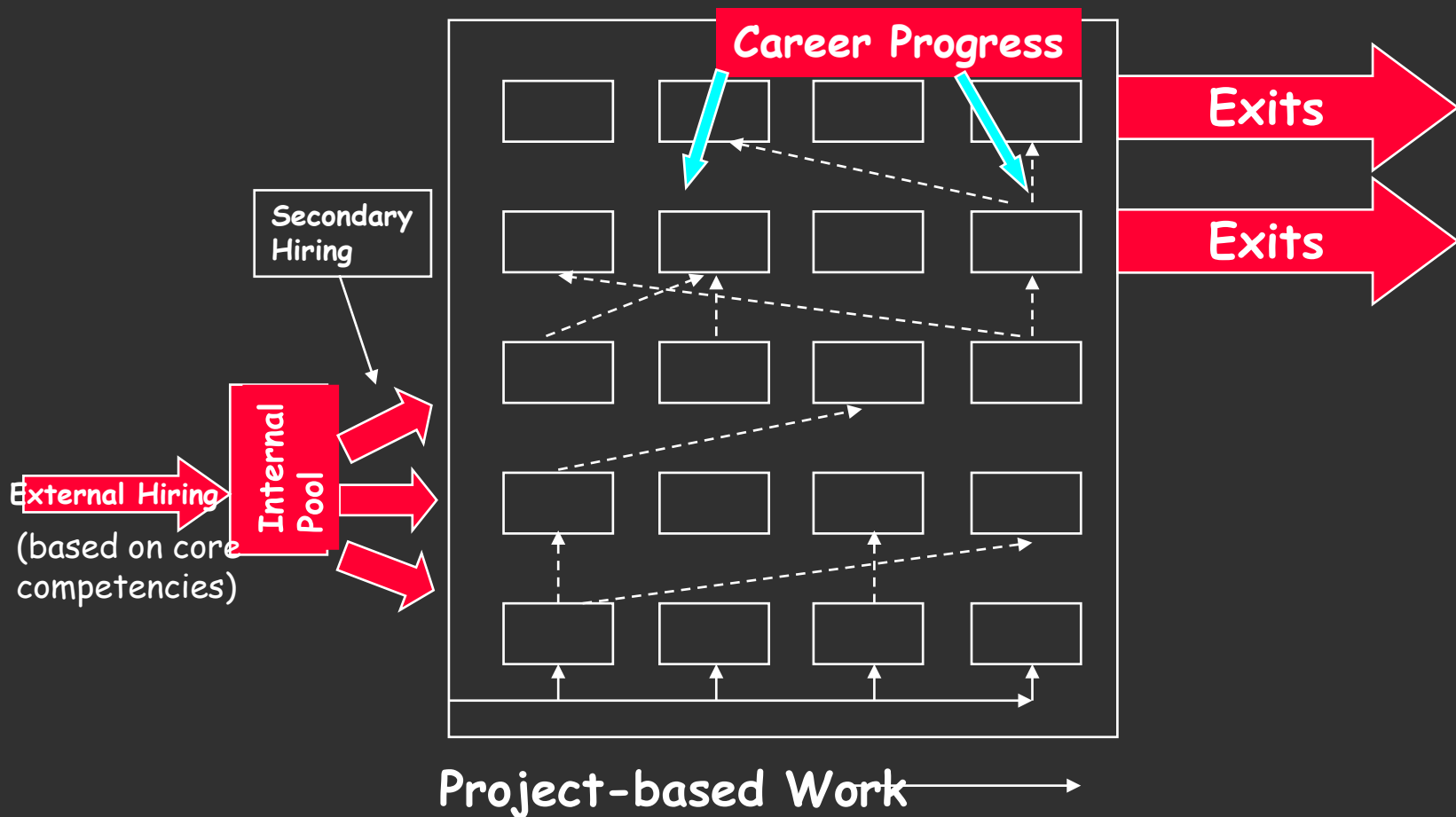
“Knowledge has to be improved, challenged, and increased constantly, or it vanishes.”

Today knowledge has power. It controls access to opportunity and advancement.

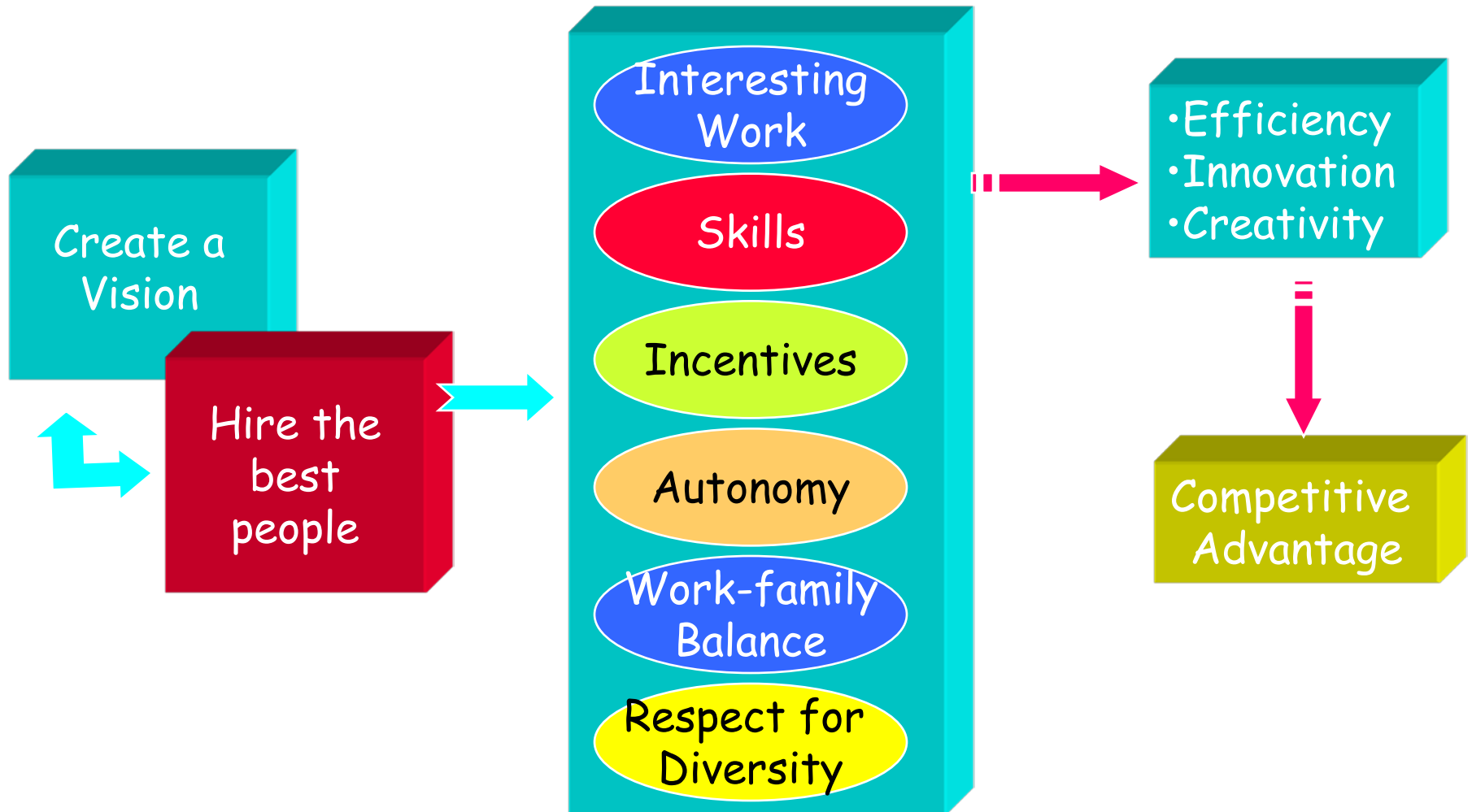
“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”

Trying to predict the future is like trying to drive down a country road at night with no lights while looking out the back window.

Hiring in Some Knowledge-intensive Organizations



Response at the Firm-level: The HR System



Knowledge-centred HRM ?

- ☐ Hire employees by competence, not by job
- ☐ Unit of work is not job but project
- ☐ Post all projects (not jobs) and have employees bid
(employee participation in work allocation)
- ☐ Selection based on skills & experience
- ☐ Employees taking charge of their own
development - skills and careers



Facilitating Learning & Creativity

- ❑ Create variety in work
 - Project work
 - Multiple assignments
 - Taskforces
- ❑ Extend employee involvement to work assignment and career choices
 - Allow enhanced internal bidding
 - Create a flexible internal labour market



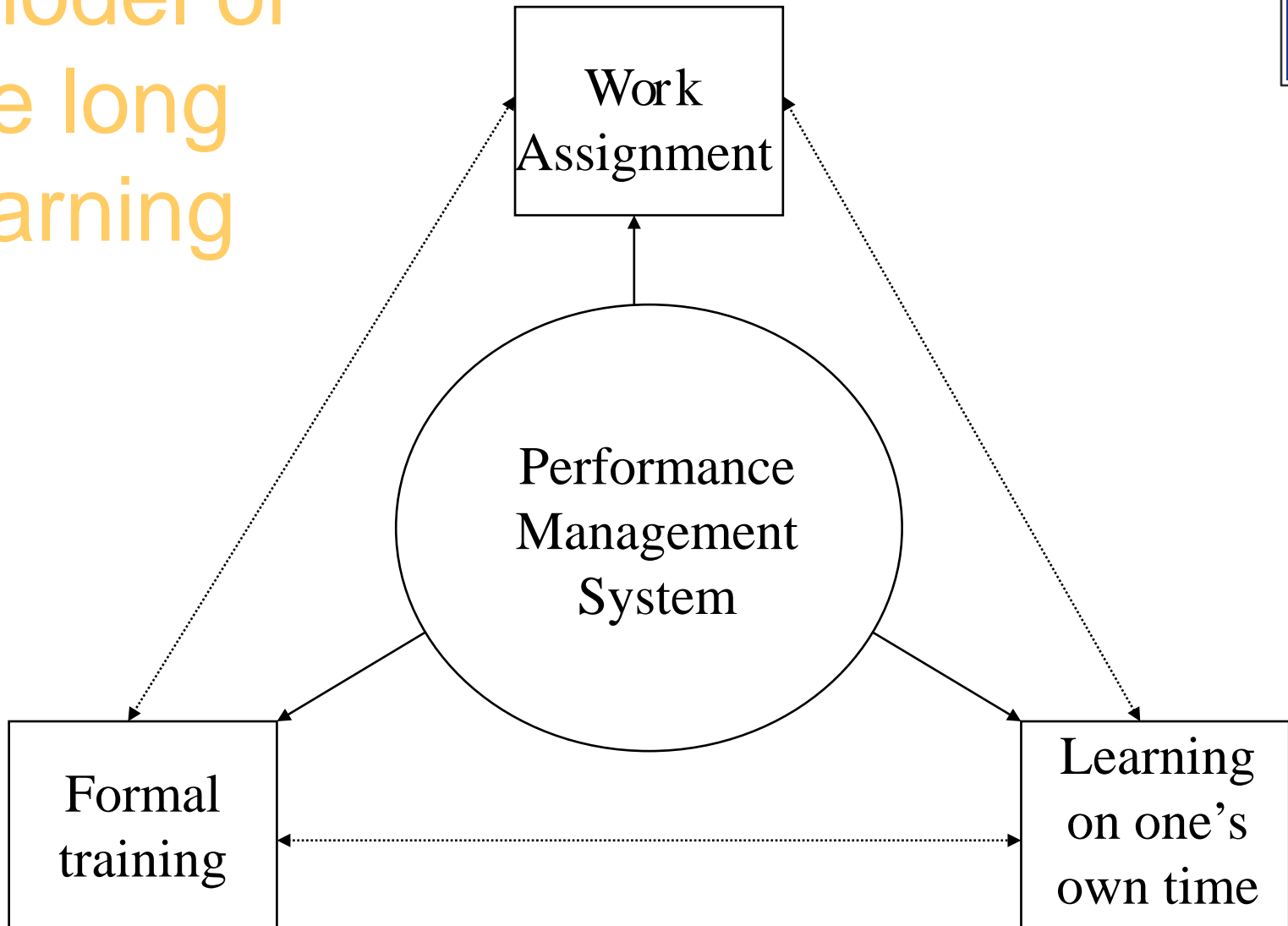
LLL Challenges

How to operationalize it?

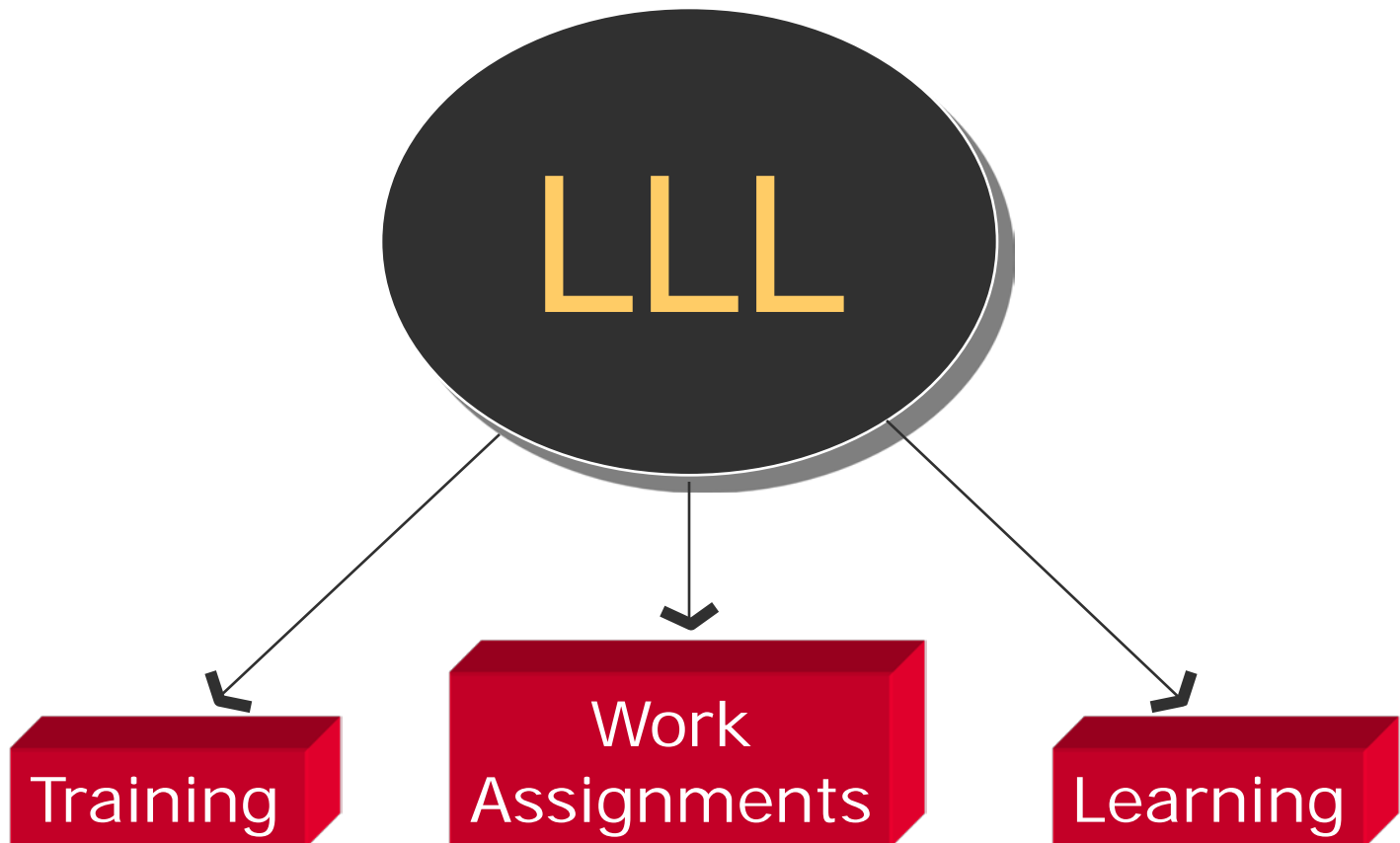
Barriers

- Who bears the cost?
- Who bears the risk?
- Job vs. career

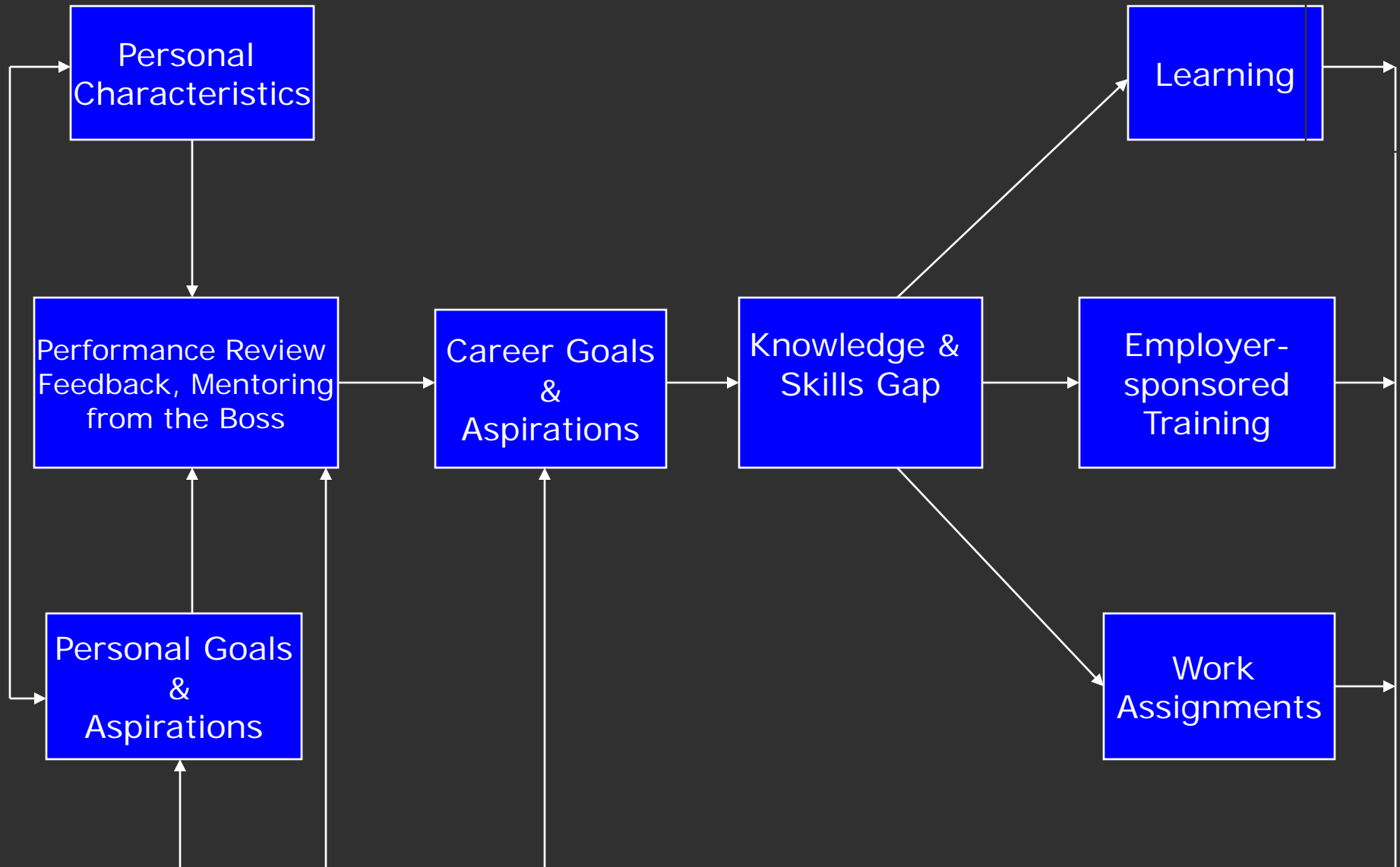
A model of life long learning



Three legs of the LLL stool

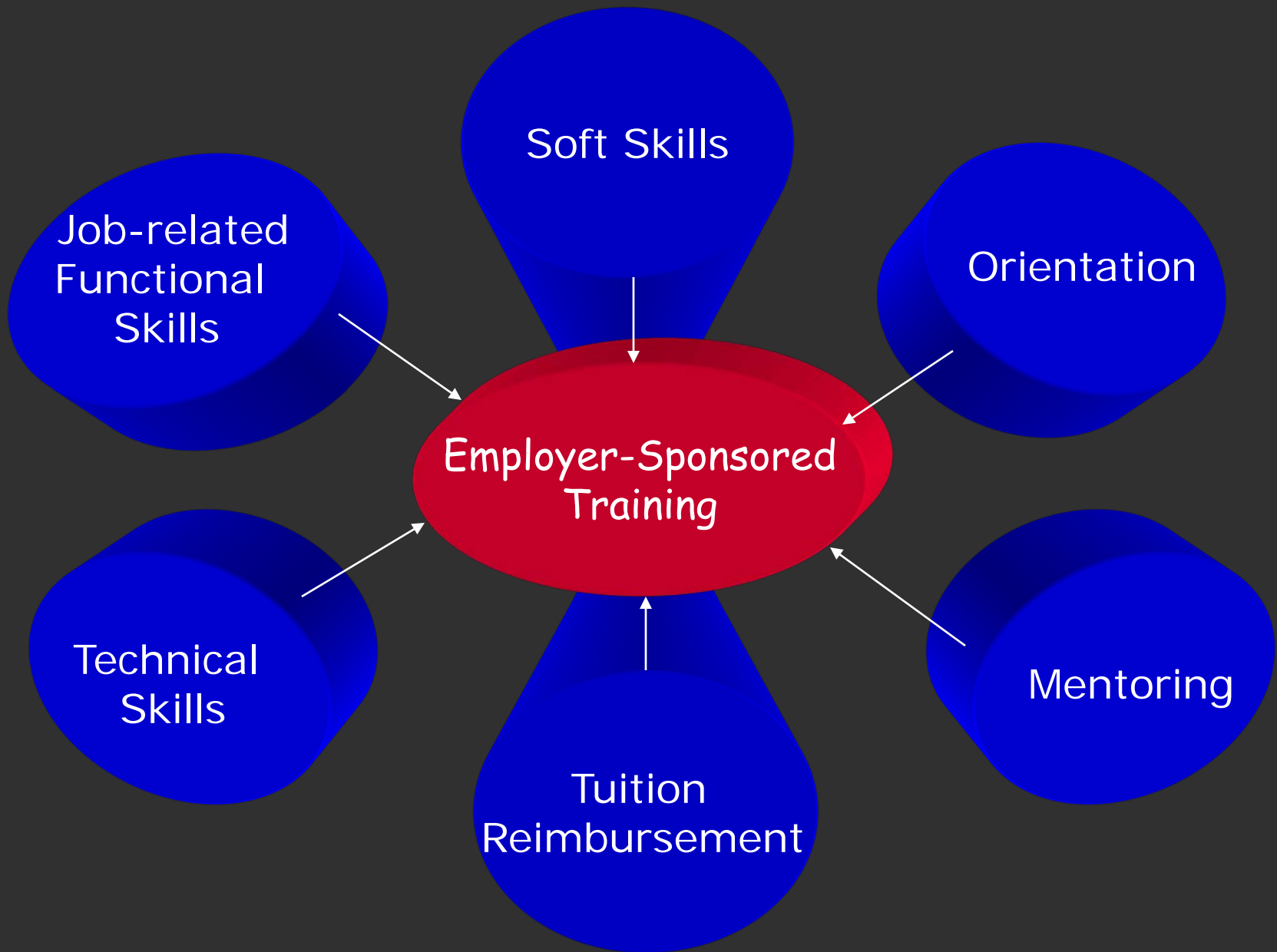


A Model of Life-long Learning in Organizations



Leg 1: Training

- ☐ **Employer-sponsored**
- ☐ **Employer-paid**
- ☐ **Expensive**
- ☐ **Job-related**
- ☐ **Low-to-medium participant commitment**
- ☐ **Low emphasis on general skills**

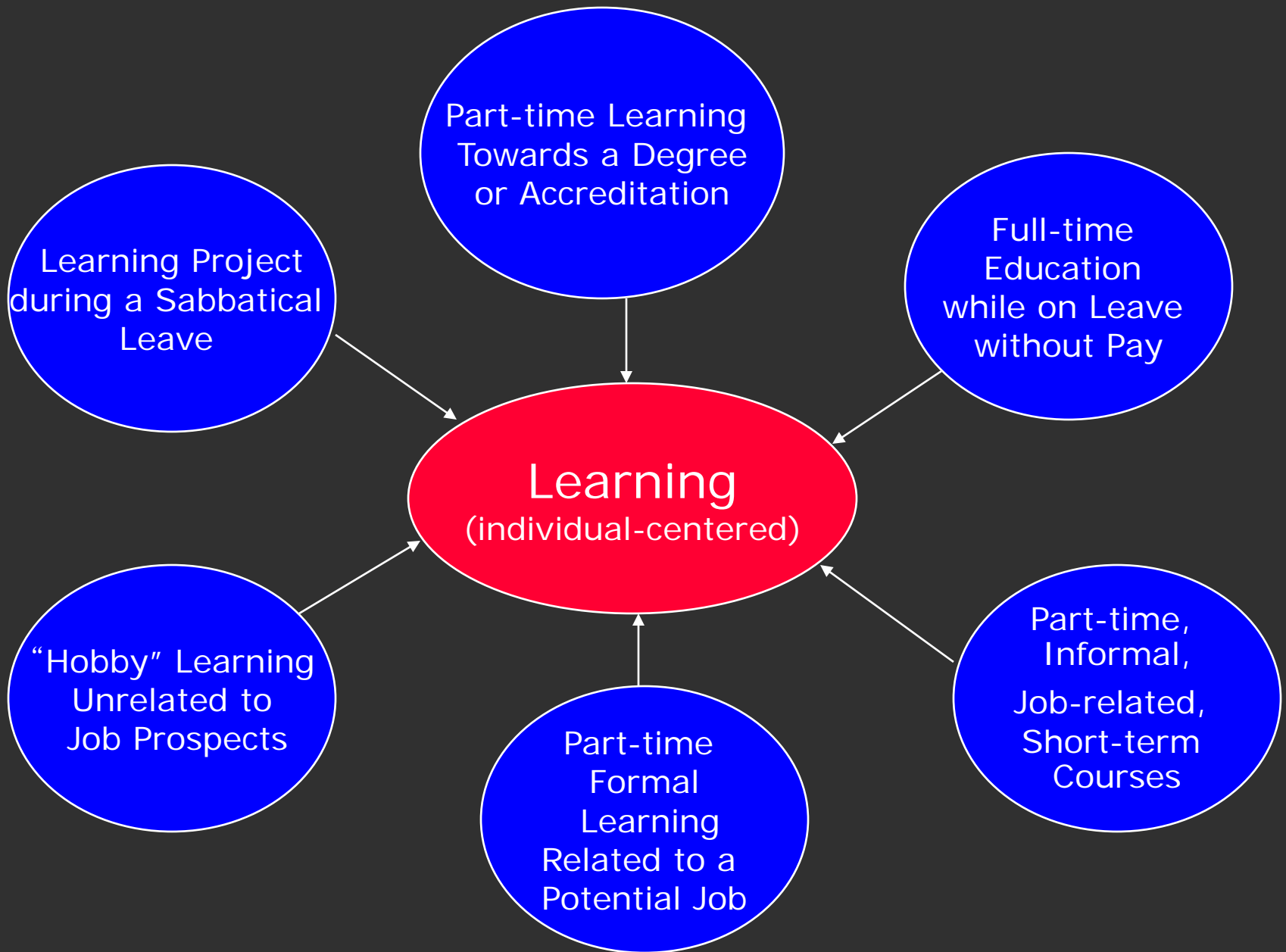


Components of Employer-sponsored Training



Leg 2: Learning

- ☐ **Individual-centered**
- ☐ **Employer can be a partner**
- ☐ **High commitment**
- ☐ **Can be job-related but generally not**
- ☐ **Shared costs and risks**



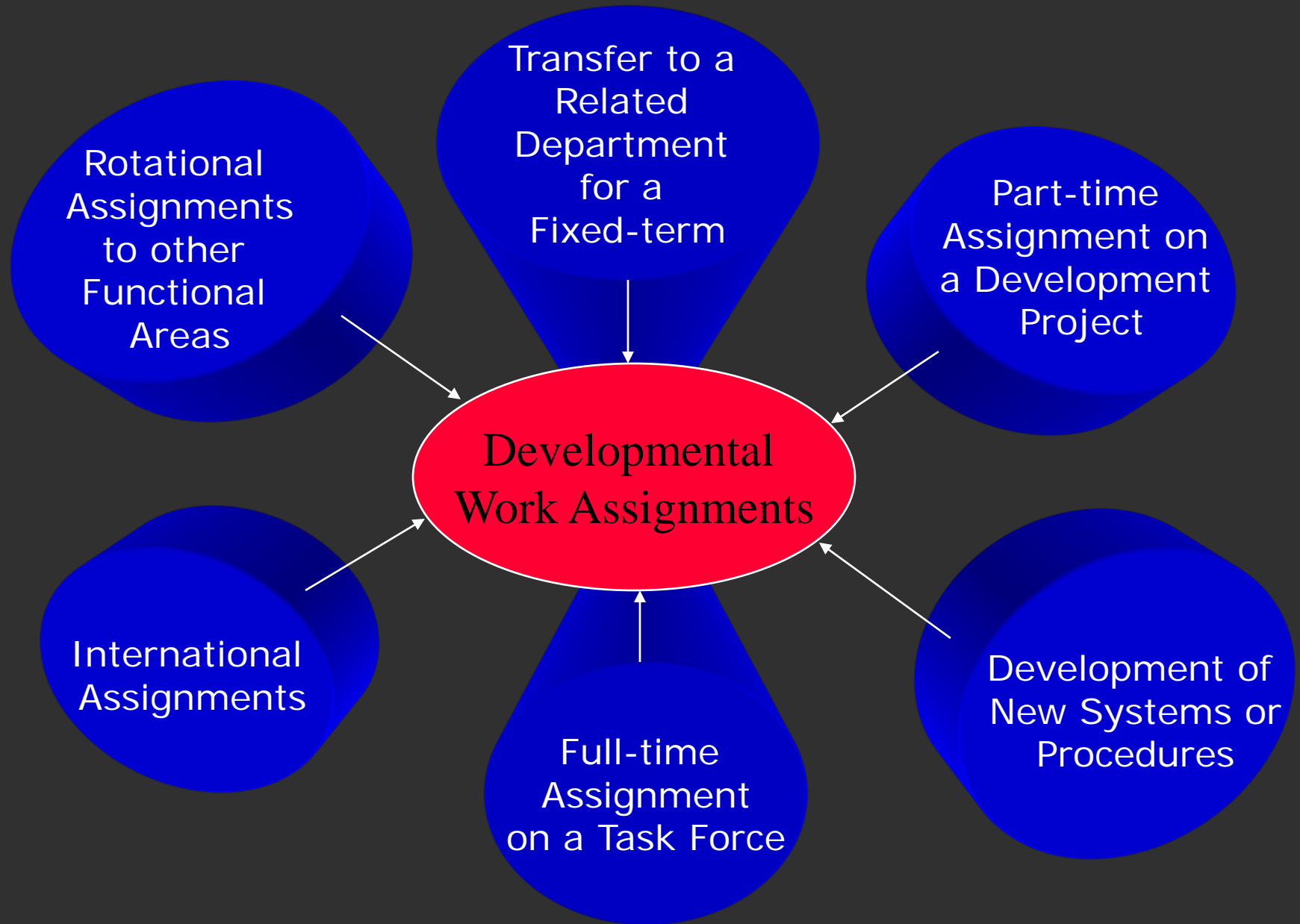
Individual-centered Learning



Third Leg: Work-based Learning

- ☐ **Theory: work-based learning is highly effective**
- ☐ **Can be informal**
- ☐ **Can be formal/intentional**
- ☐ **Provides variety in tasks**
- ☐ **Peer learning environment**
- ☐ **Direct relationship to creativity**
- ☐ **Supports career goals**

Learning through Developmental Work Assignments





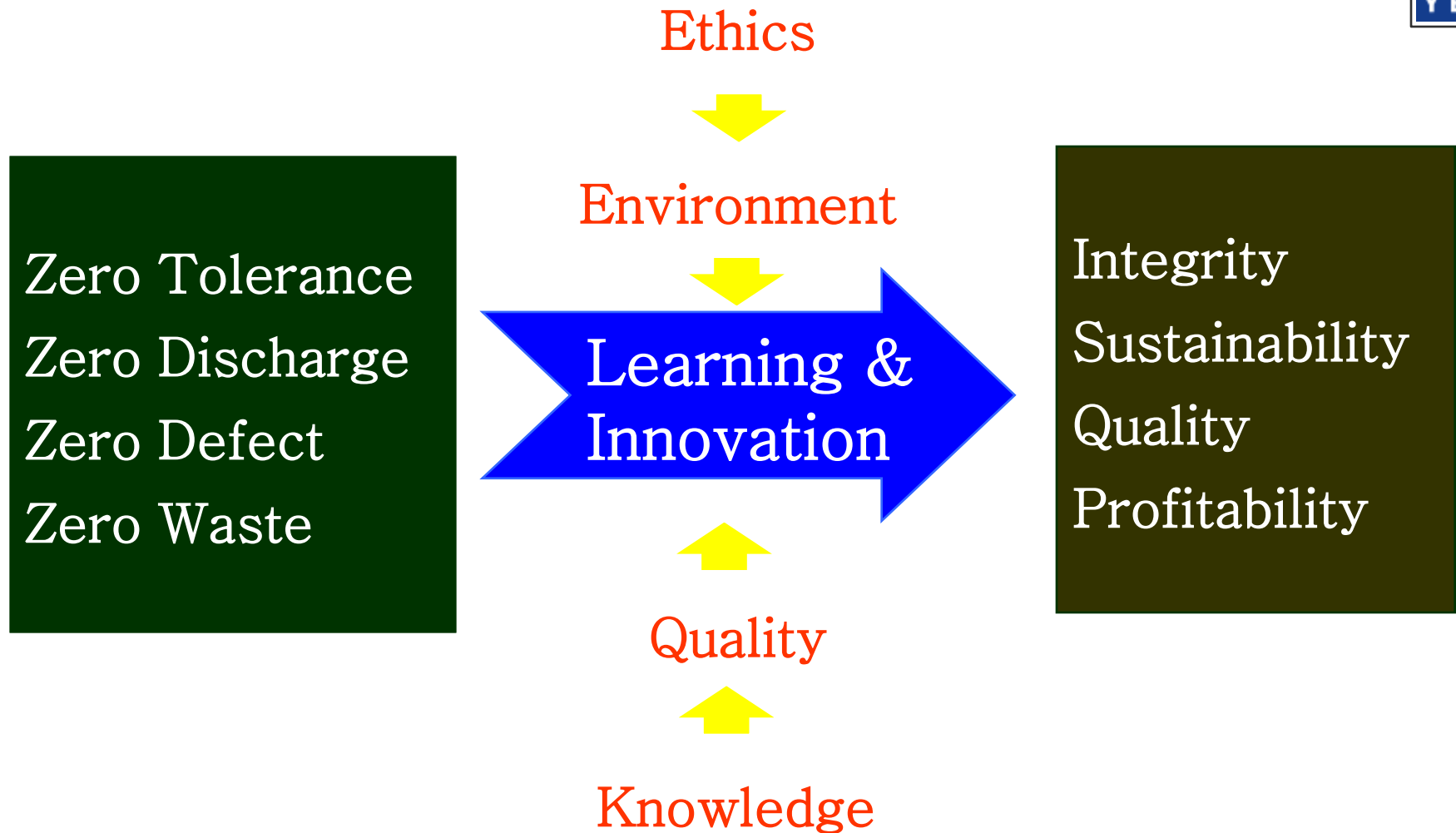
Selected Features from Cases



Corporate Assignments Program (CAP) at Statistics Canada

- ☐ Any employee (managerial, professional, clerical) can bid to take another job for 6-24 months
- ☐ Home department must keep job open for return
- ☐ Boss may not refuse
- ☐ After the stint one can return or move on
- ☐ Knowledge organization within a bureaucracy

Yuhan-Kimberly Success Mechanism



Yuhan-Kimberly Learnings

Small Differences
in Principle, People, Practices, and Processes
Lead to
Enormous Differences
in Performance and Rewards”

Policy Implications: Firms

- ☐ **The basic infrastructure for LLL consists of a formal performance management system**
- ☐ **Integration of work and learning through work assignments that facilitate learning**
- ☐ **Encouragement and incentives for self-paced, self-directed learning**
- ☐ **Formal commitment to on-going, not episodic, training**



Facilitating Learning & Creativity

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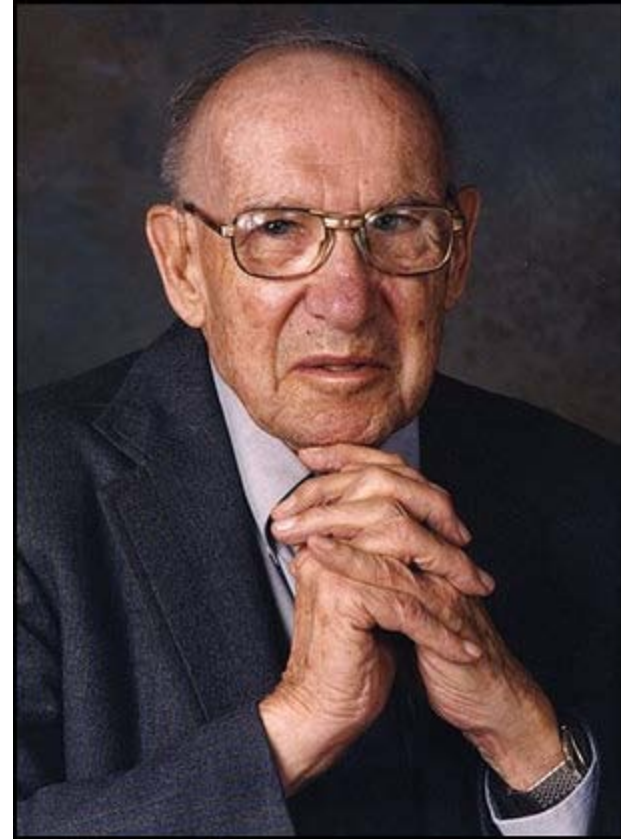
Policy Implications: Employees

- ☐ **Take charge – recognition that employer can not do it all**
- ☐ **Develop social networks of family and friends from whom one can learn of learning opportunities & possibilities**
- ☐ **Ask the employer**
- ☐ **Invest your own time and resources**
- ☐ **“If I do not, someone else will”**



Policy Implications: Government

- ☐ **Encourage all employers to commit a basic minimum (1%) to reduce risk of poaching**
- ☐ **Invest public funds**
- ☐ **Create more apprenticeships**
- ☐ **Encourage labour-management partnerships to “manage” publicly-funded training programs**
- ☐ **Fund professional bodies to create more “accreditations” in emerging occupations**



❑ **I'm not suggesting, of course, that Peter Drucker replace Saint Peter, Saint Paul or Jesus. But I am suggesting that great managers are disciplined, lifelong learners. You probably agree, but unless you build the core value of lifelong learning into your calendar, you're a phony.**

❑ **Source: Mastering the Management Buckets: 20 Critical Competencies for Leading Your Business or Nonprofit, © 2008 by John Pearson, pp. 67-75.**

Lifelong learning keeps people young!

Peter F Drucker(2004)

Thank you