

Life-long Learning: From Concept to Policy and Practice

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

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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 Genesis of Life-long Learning

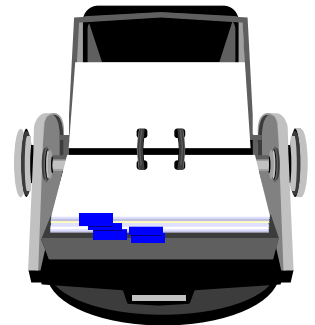
Shift can be traced to:

- 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



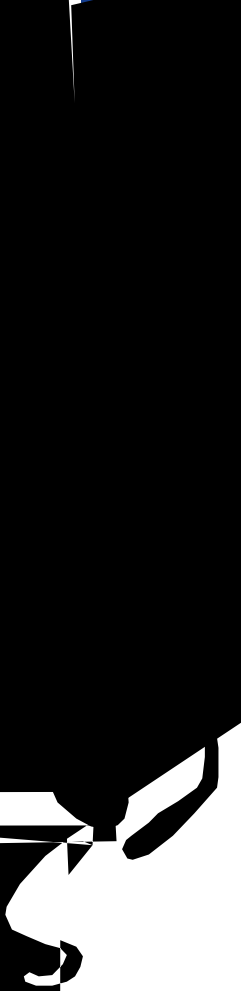
Knowledge Work

Knowledge work inherently different from routine work

Greater variety, autonomy

Exercising judgement

Developing and drawing on a knowledge base



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

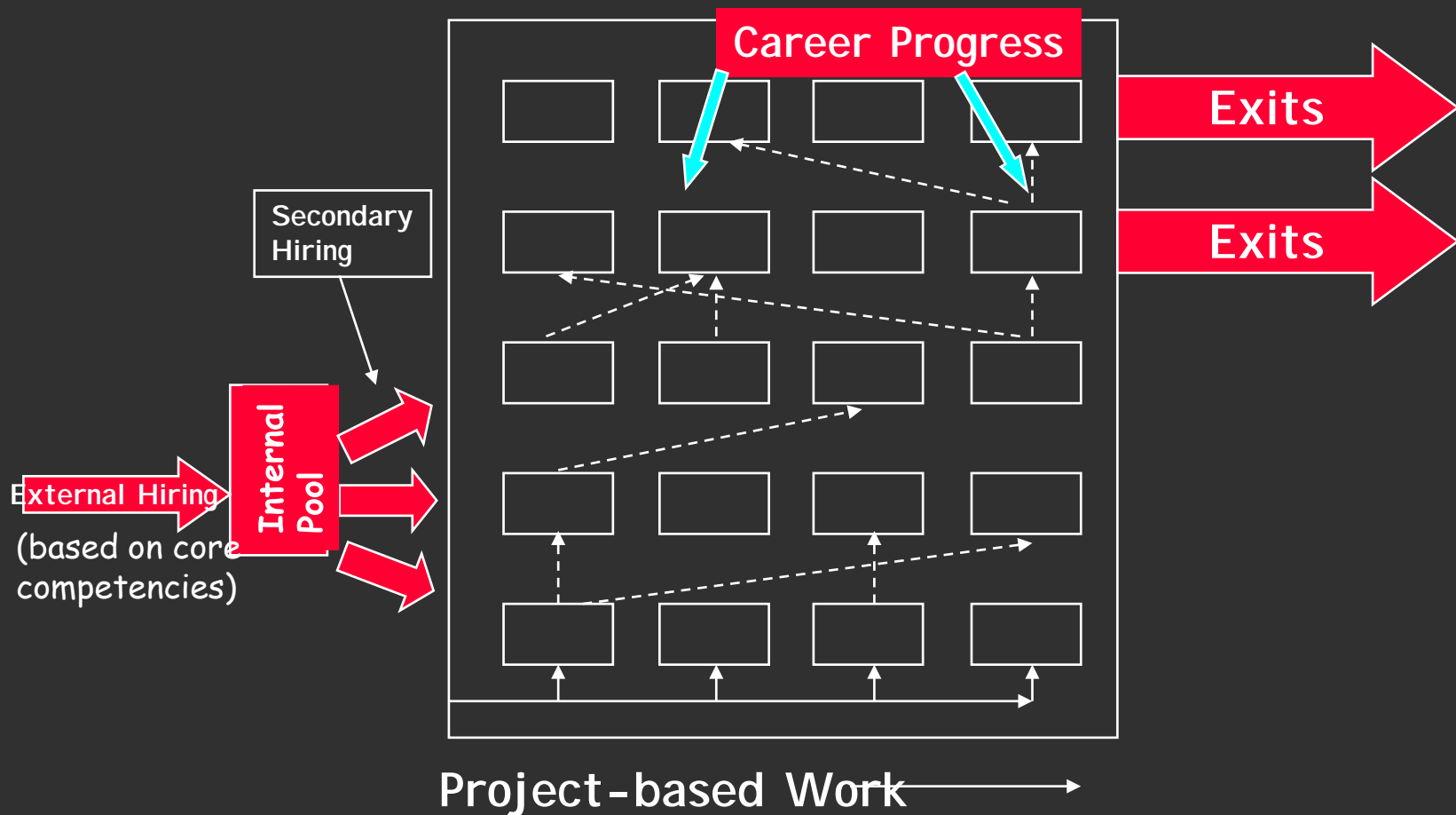
Learning

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

Creativity

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

Hiring in Some Knowledge-intensive Organizations



Response at the Firm-level: The HR System



Create a
Vision

•Efficiency

•

•

Knowledge-centred HRM? • 1 Emp



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



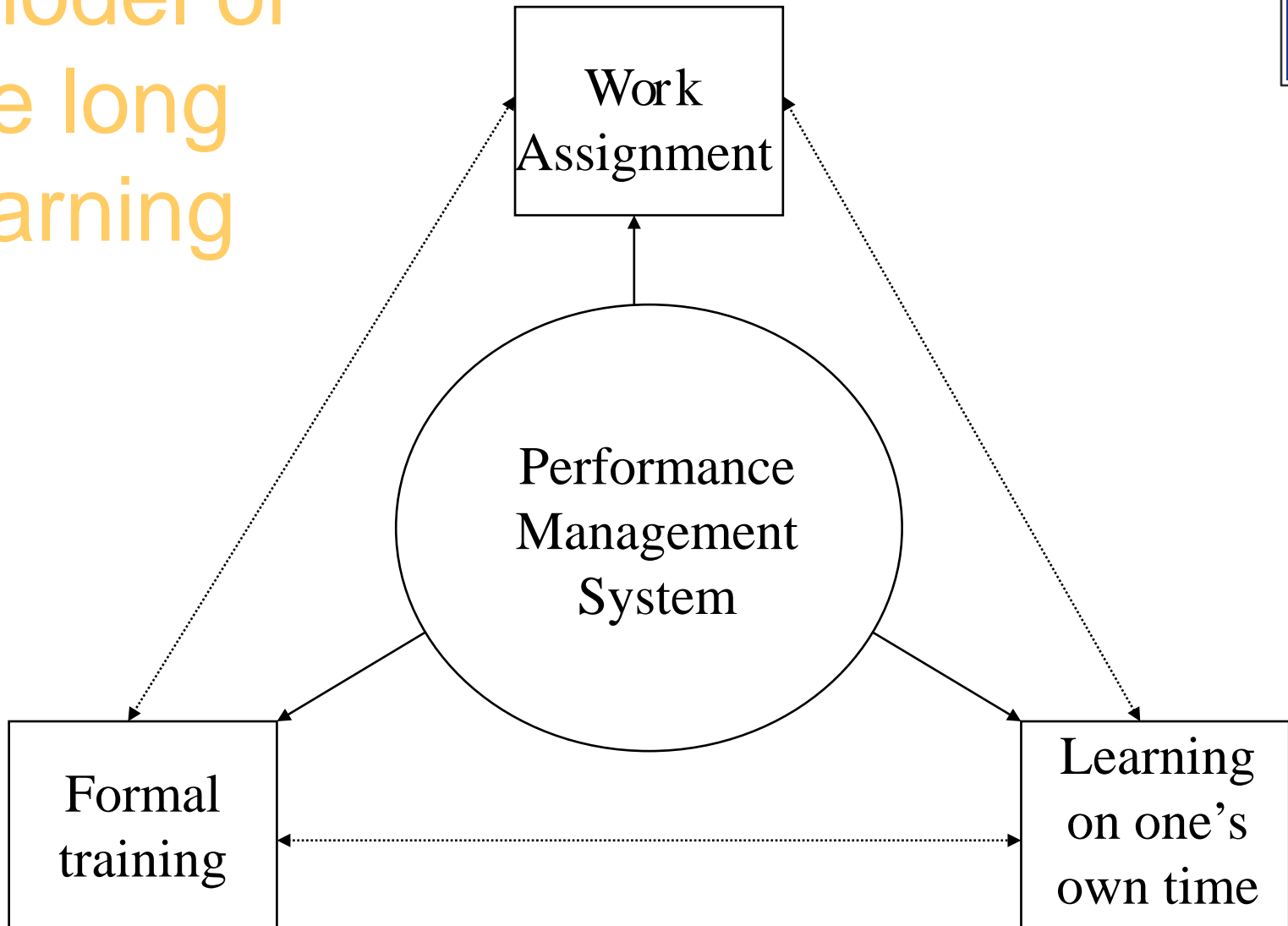
LLL Challenges

How to operationalize it?

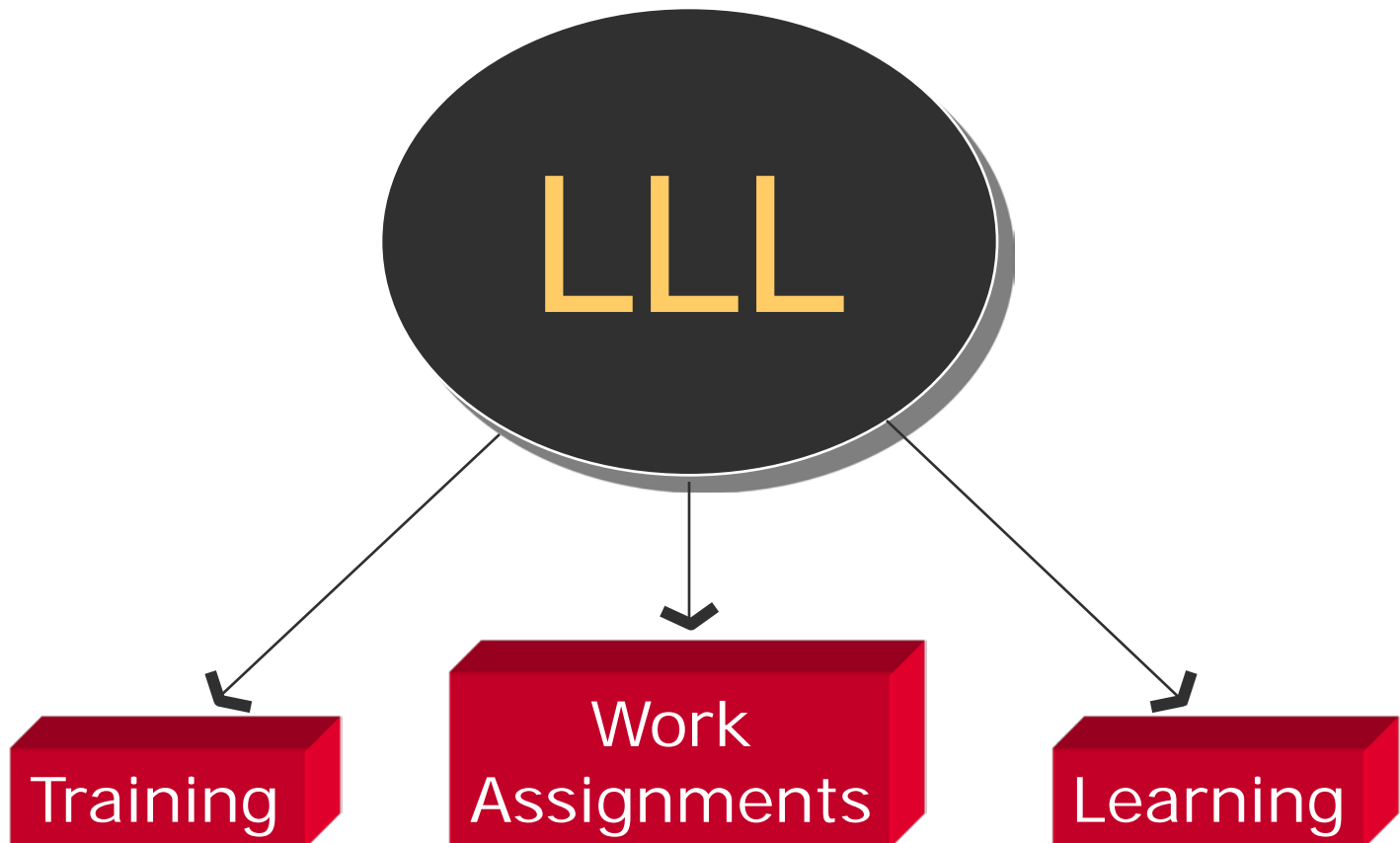
Barriers

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

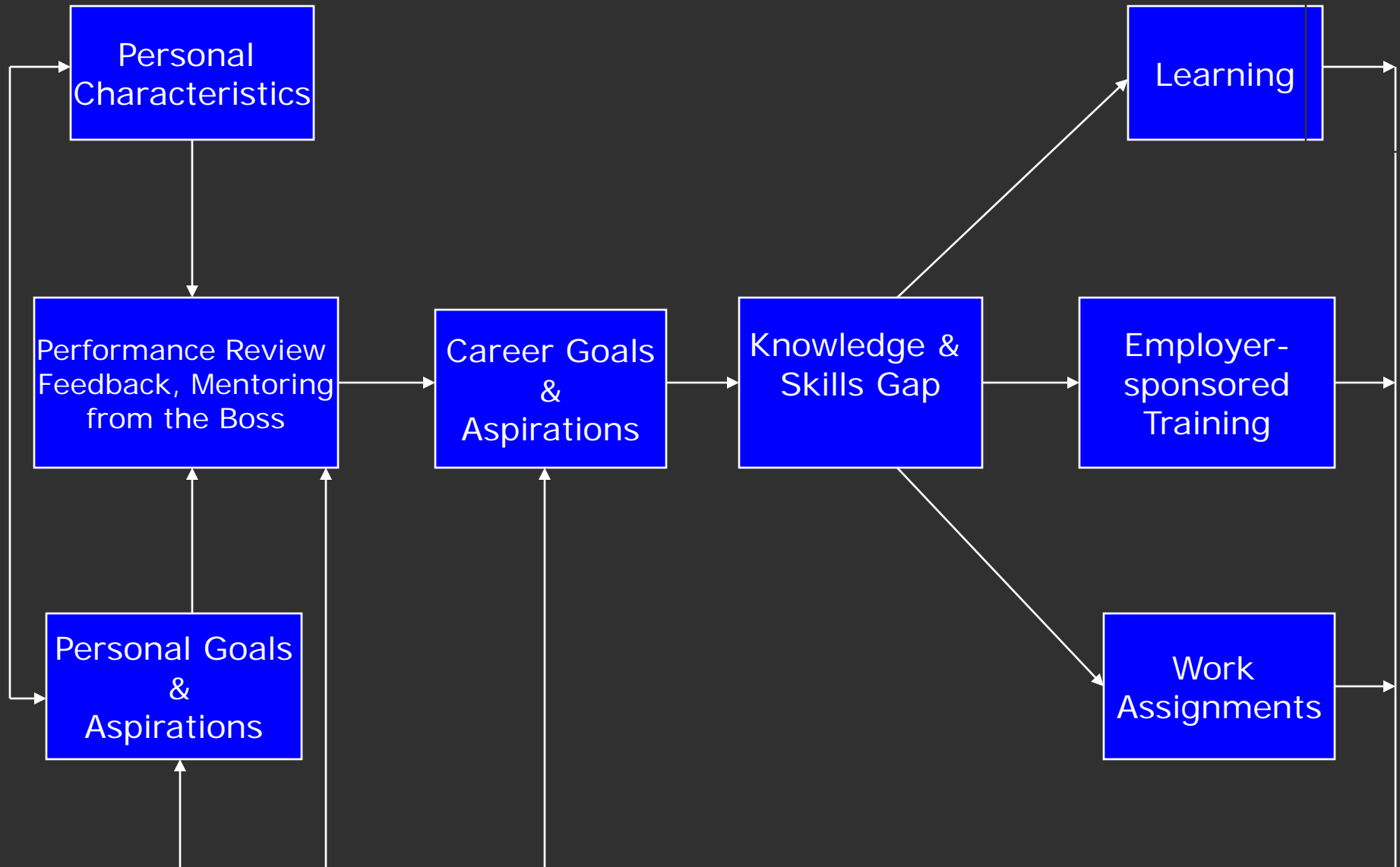
A model of life long learning



Three legs of the LLL stool



A Model of Life-long Learning in Organizations





Leg 1: Training

Employer-sponsored

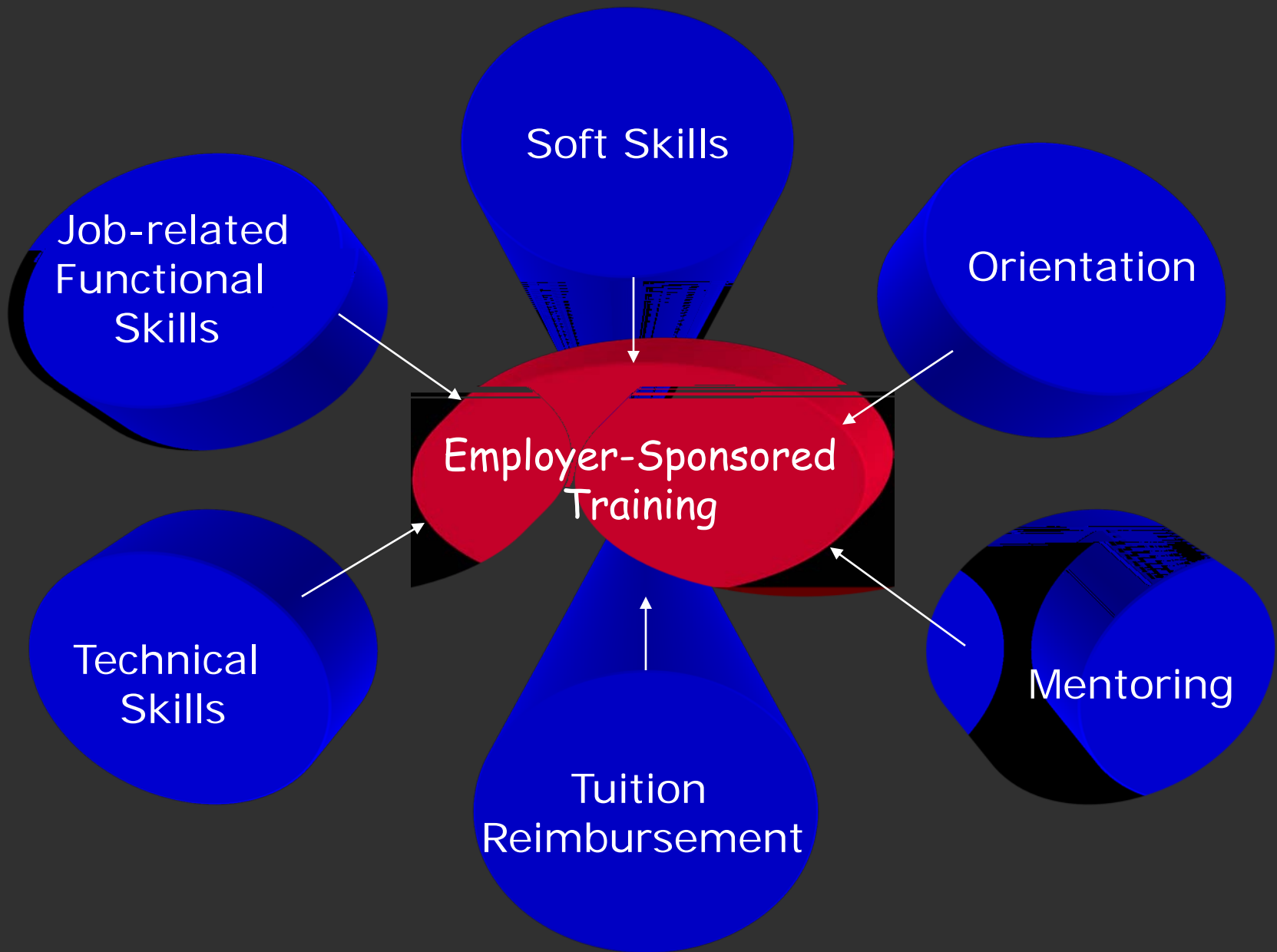
Employer-paid

Expensive

Job-related

Low-to-medium participant commitment

Low emphasis on general skills



Components of Employer-sponsored Training



Leg 2: Learning

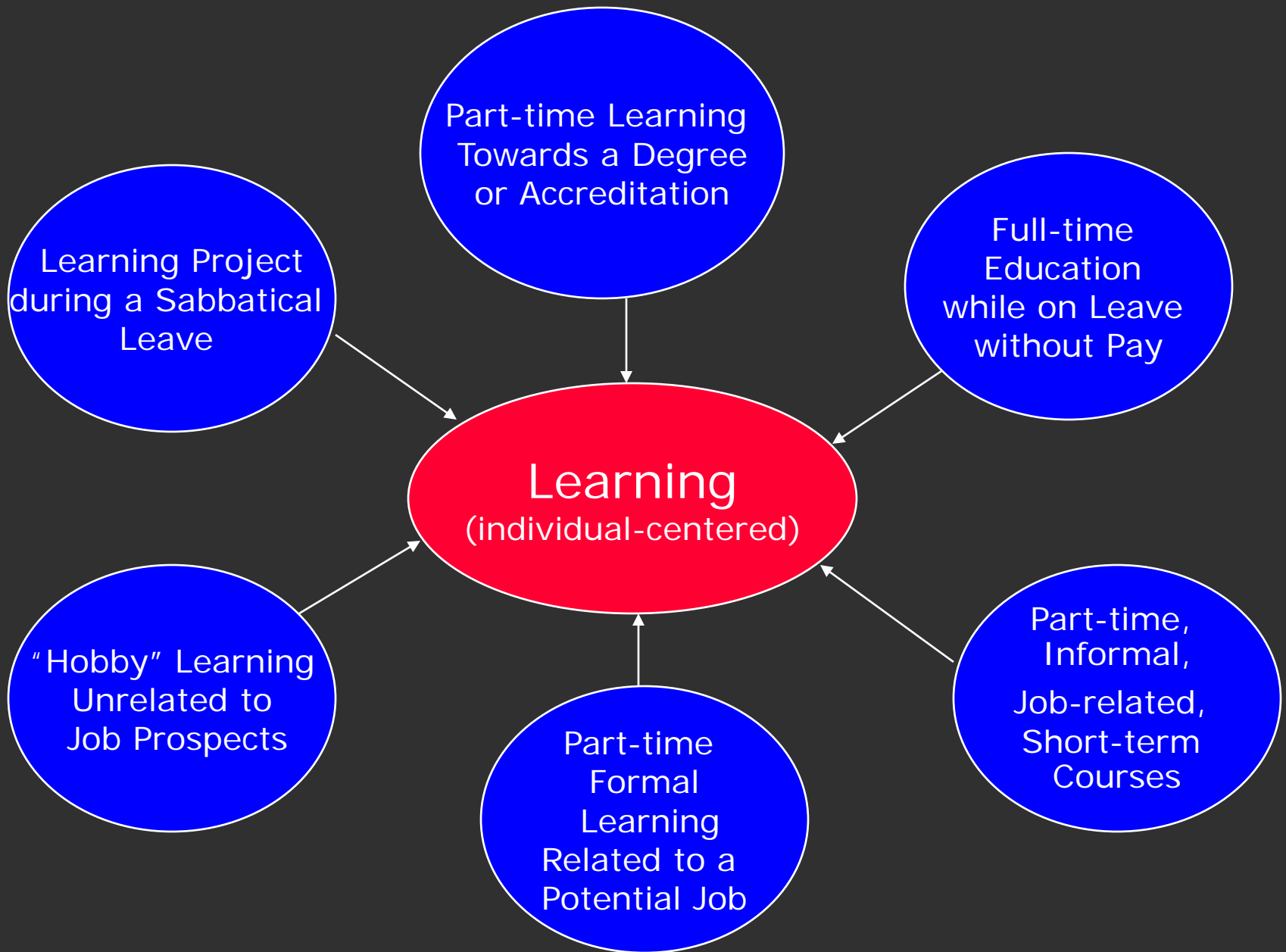
Individual-centered

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

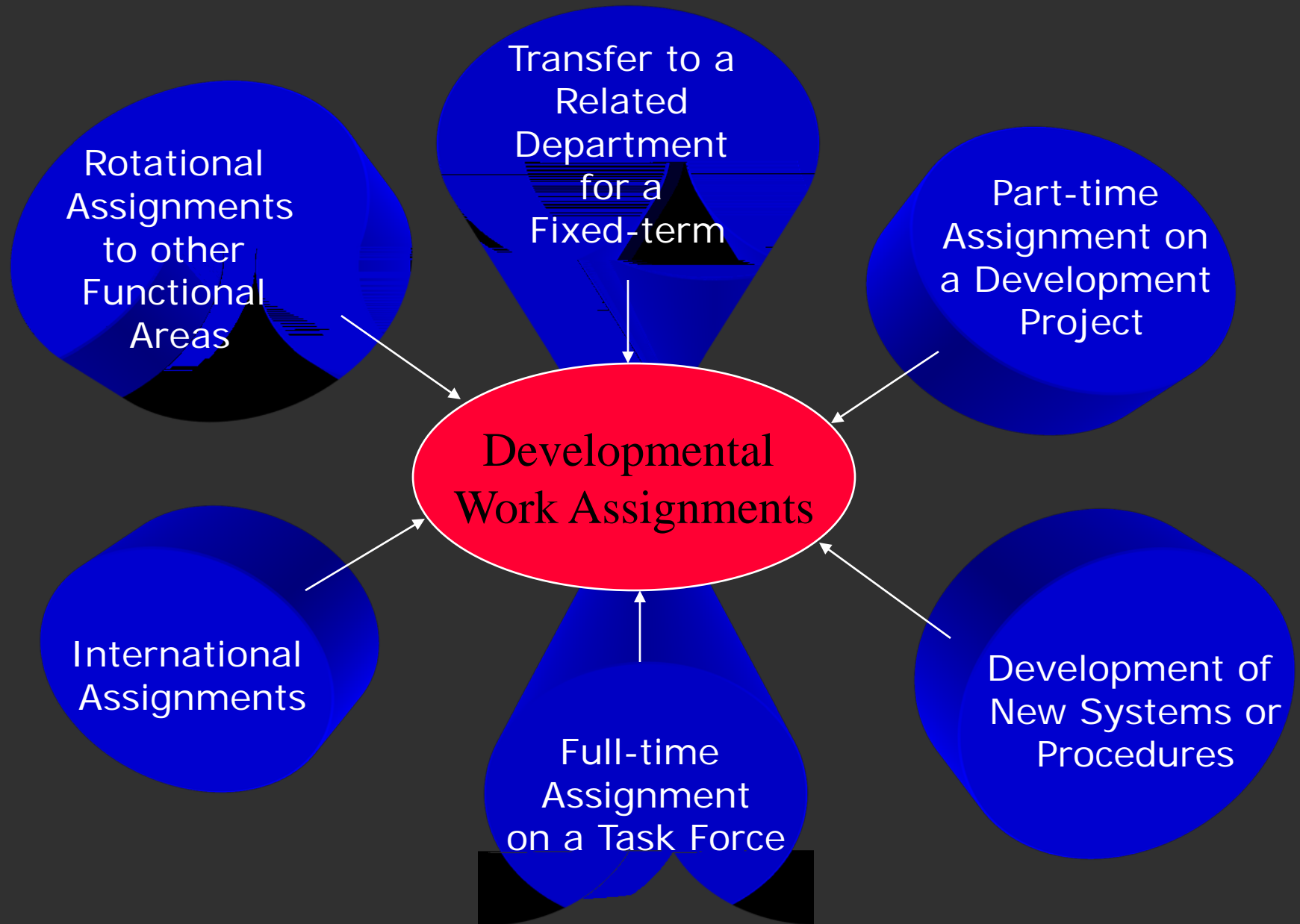
Provides variety in tasks

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**

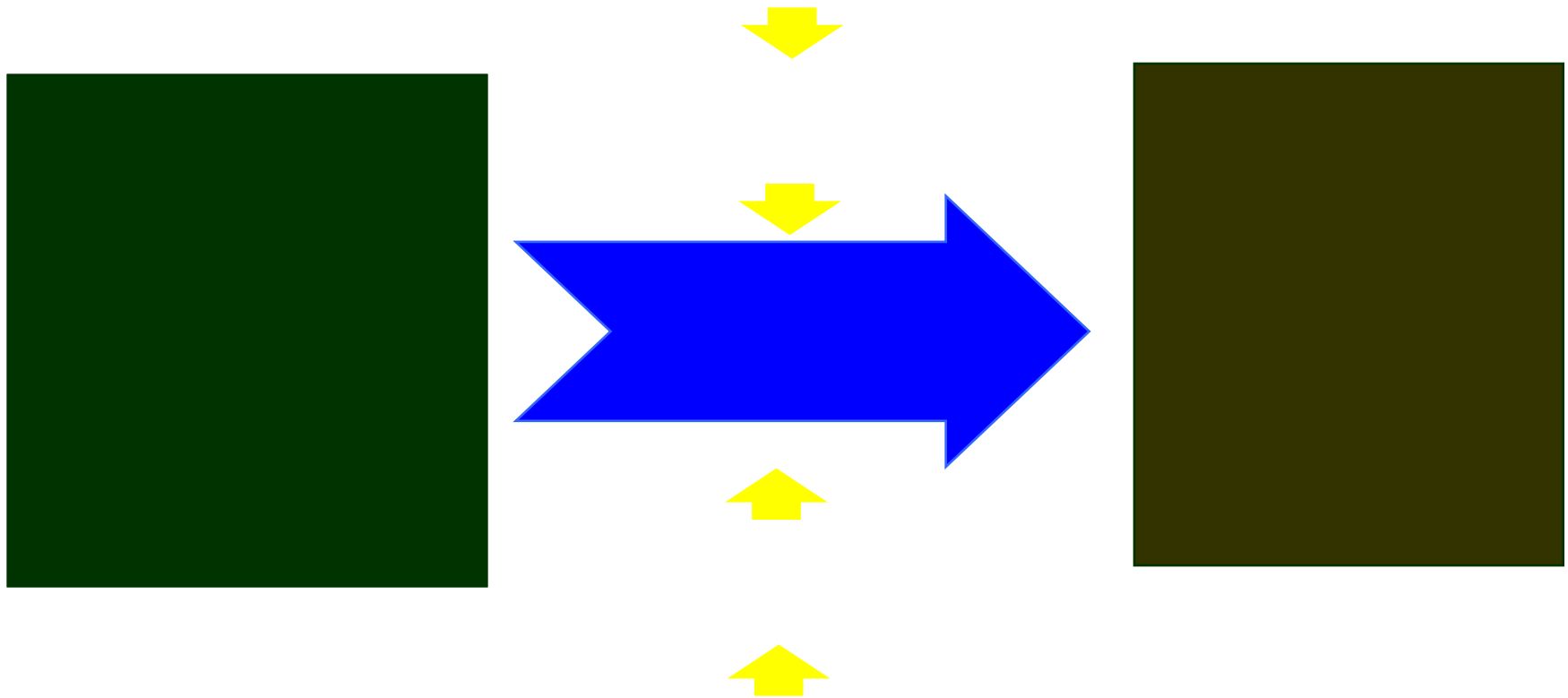
Home department must keep job open for return

Boss may not refuse

After the stint one can return or move on

Knowledge organization within a bureaucracy

Yuhan-Kimberly Success Mechanism



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

- ❑ **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**

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

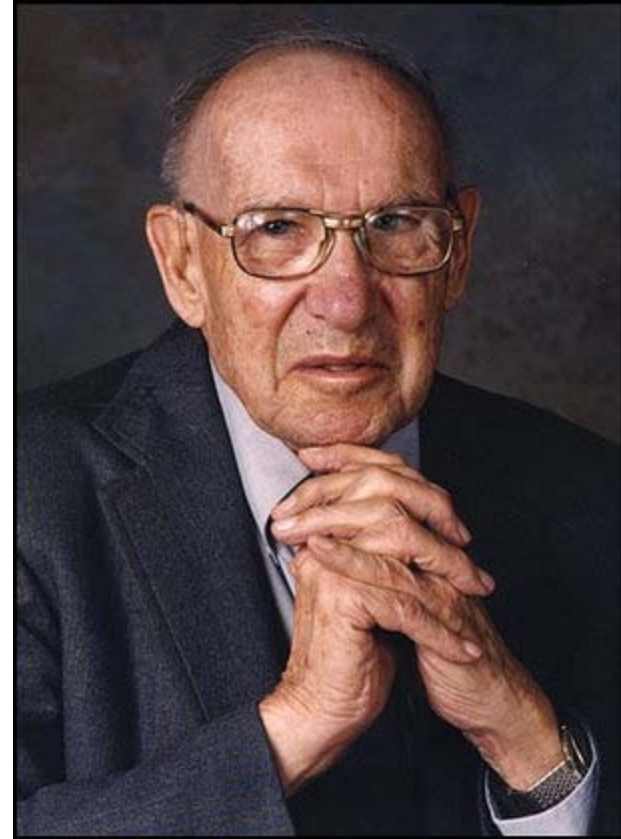
Encourage all employers to commit a basic minimum (1%) to reduce risk of poaching

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