평생학습 시스템이 세계의 지배적인 조직에 미치는 주요 영향

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Life long learning system crate major impact on dominant organizations in the world

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요 약 현존하는 연구 문헌은 조직이 실제로 평생 학습 관행과 정책을 어떻게 구현하는지 알려주지 않는다. 그러므로, 본 논문의 목적은 평생 학습이 실제로 어떻게 이루어졌는지를 설명하는 데에 있다. 우리는 캐나다, 미국, 인도, 그리고 한국에서 온 많은 일류 기업들과의 인터뷰를 기초로 개발된 새로운 개념적 프레임워크를 소개함으로써 이를 수행한다. 우리의 모형의 핵심과 효과적인 평생학습 시스템은 성과관리 시스템이다. 성과관리 시스템은 도전적인 성과와 학습 목표를 설정함으로써 관리자와 직원 간의 지속적인 상호작용을 가능하게 하며, 이를 달성하기 위한 구체적인 계획을 수립한다. 그 계획들은 세 가지 유형의 학습 활동을 포함한다. 첫째, 직원들은 공식적인 학습에 참여하도록 장려될 수 있다. 이것은 사내에서 제공할 수도 있고, 직원이 휴직을 하고 학교로 돌아갈 수도 있다. 둘째, 관리자는 새로운 업무 기반 학습 기회에 참여할 수 있도록 부하 직원을 다른 부서나 팀에 배치할 수 있다. 마지막으로, 직원들은 스스로 배우도록 권장받을 수 있다. 이는 e-러닝 과정과 같은 다섯가지의 확고한 지원을 받는 프로그램을 통해 조직 시간 후에 학습하는 것을 의미한다. 성과 관리 시스템에 의해, 우리는 이 세가지의 학습 출구가 조직에서 효과적인 평생 학습으로 이어진다고 가정한다.

주제어 : 평생학습, 신흥사회, 평생교육, 평생교육, 조직훈련

Abstract The extant research literature is scant in telling us how organizations actually implement lifelong learning practices and policies. Hence, the purpose of this paper is to describe how lifelong learning is grounded in practice. We do this by introducing a new conceptual framework that was developed on the basis of interviews with a number of leading edge corporations from Canada, the USA, India and Korea. At the heart of our model, and any effective lifelong learning system, is a performance management system. The performance management system allows for an ongoing interaction between managers and employees whereby challenging performance and learning goals are set, and concrete plans are made to achieve them. Those plans involve three types of learning activities. First, employees may be encouraged to engage in formal learning. This could be provided in-house, or the employee may take a leave of absence and return to school. Second, managers may deploy their subordinates to different departments or teams, so that they can take part in new work-based learning opportunities. Finally, employees may be encouraged to learn on their own time. By this we mean learning after organizational hours through firm-sponsored 5 programs, such as e-learning courses. Fueled by the performance management system, we posit that these three learning outlets lead to effective lifelong learning in organizations.

Key Words : Lifelong Learning, Emerging Society, Lifelong Education, Lifelong Training, Organizations Training

1. Introduction

Life-long learning has become a key operative concept in the development of individuals, organizations and economies (Johnson & Sharman, 1998). Human endeavor and ingenuity has brought knowledge to a level where the pace of change is faster than ever before (Smith, 2004). This means that current organizational systems and procedures are forever adapting to a changing marketplace, changing technology and newer products and services. So, learning has become a part of our lives whether at work or at home (Portwood, 1993). It is important, therefore, to understand the dynamics of learning in a post-industrial economy. What motivates people to learn new skills on a continuous basis? How do people find out what is relevant to learn? What role does one's employer or the workplace play in this process? Life-long learning is only a concept. To be practical, it must be operationalized in steps that can be followed. National governments, corporations, community groups and individuals all play a role in implementing the ideas of life-long learning into jobs, careers and personal growth. Arguably, one of the most important domains where lifelong learning is carried out is at the workplace. Indeed, while national public policy frameworks may support and encourage learning, it is in organizations where most of a country's lifelong learning occurs (Smith, 2004). Hence, this article focuses on lifelong learning at work. At work, life-long learning can be conceived of as a partnership between individuals and organizations (Pate, Martin, Beaumont & McGoldrick 2010). Individuals possess specialized knowledge of their aptitudes and learning capacities (Allen & Hart 1998) and have better knowledge of their own motivation (Thite, 2001). Organizations, on the other hand, have better information regarding trends in technology, market shifts and the business opportunities offered by markets. Thus, each party brings something unique to the partnership. Life-long learning can take place when these two parties to the employment relationship join hands in a series of mutually rewarding behaviors (Boeing, 2001; Garavan, Heraty, & Barnicle, 1999; Petridou &Chatzipanagiotou, 2014) This study investigates ways in which lifelong learning as a concept is operationalized in leading corporations. At the level of the firm, effective and continuous learning depends on a set of mutually reinforcing policies and practices. Theoretical and empirical work focusing on the learning organization? (e.g. Argyris & Schon, 1978)

This article has three sections. First, we introduce our model of lifelong learning and its primary concepts. The concepts include employee motivation and goals, the performance management system, and three types of lifelong learning practices: formal training, work assignments, and learning on one's own time. Next, demonstrate with explicit examples how these primary concepts are put into practice in organizations. Finally, we offer a discussion and caveats to our research.

2. Coceptual Framework

Both scholars and industry leaders agree that enhancing the potential of organizational members may be the key to achieving sustainable competitive advantage (Porter, 1990). Argyris and Schon (1978) suggested that to achieve such competitive advantage, organizations must constantly identify learning opportunities for their members and the organization, collectively share the information, and continuously transform the organization. Organizational learning has become a hot topic in recent decades. Senge (1990) popularized the notion of the 'learning organization.' Senge stated that learning would lead to sustainability and superior organizational performance and suggested that the learning organization occurs at two levels: at the individual and organizational level. From this, there have been a number of attempts to conceptualize and

further understand learning in organizations. Pedler, Burgoyne and Boydell (1991) introduced the notion of a learning company and defined it as, one which facilitates the learning of all its members, and which continuously transforms itself. In a learning company, all of the organizational members must learn in order to be successful. Where learning was once seen as the province of professionals and knowledge workers, learning is now conceived as imperative across all jobs. Nonaka and Takeuchi (1998) suggested, everyone has, to some extent, become a knowledge worker. Leys, Wijgaerts and Hancke (1992) introduced the term, learning oriented organization and defined it as organizations with a desire to become a learning organization (Tjepkema & Sheerens, 1998). Learning oriented organizations search for opportunities for informal learning, both on and off the job, and also assist employees in acquiring new skills, such as problem solving or analytical skills, so that they may enhance their capacity to learn (Tjepkema & Scheerens, 1998). Workbased learning refers to the types of learning that are directly related to people's jobs. This can include learning for work related purposes, learning at the workplace, and learning through work processes (Keeling, Jones & Botterill, 1998). Bottom (1993, p.58) defined workbased learning as, on-the-job learning and its application to work-related problems. It might be specific workstation training or general-education curriculum designed to improve knowledge and skills. It encompasses many of today's pop terms such as cross training, retraining, continuous improvement, employee empowerment, and trouble shooting. Workbased learning calls for a perpetual learning process and is seen as the central element to integrated quality systems. Although these definitions vary to some extent, they all focus on encouraging employees to learn to meet organizational objectives. The abovementioned frameworks spotlight the importance of learning; however they fail to demonstrate how this learning is grounded in practice.

Hence, the purpose of this article is to develop a theoretical framework to understand how lifelong learning is realized in firms today This model begins with the performance management system. At the heart of any lifelong learning system is the interaction between the organization and the employee. In addition to providing rewards, the performance management system is used to provide developmental advice to employees. Employees and their managers set personal goals that are aligned with the strategic objectives of the firm. Employees also share their motivations and career aspirations. Next, managers show employees how to improve their performance and develop new skills that will lead them to achieve their goals and career aspirations. To do this, managers may point their employees in three directions. First, managers may suggest that employees upgrade their formal skill set through formal training programs offered in-house, or through an external provider. Second, managers may direct their employees to other departments or teams that can provide them with new learning opportunities in the form of temporary work assignments. Third, employees may be encouraged to learn on their own time. By this we mean learning after organizational hours through firm-sponsored programs, such as elearning courses. Fueled by the performance management system, we posit that these three learning outlets lead to effective lifelong learning in organizations. also demonstrates that the three avenues of learning are mutually reinforcing. For instance, formal training programs may provide an employee with the requisite skills to participate in a work assignment in an alternative department. Similarly, a work assignment may encourage employees to take the opportunity to learn on their own time in order to fulfill their new obligations and feel competent in a different department. Taking courses on one's own time may also highlight the need to take on more formal training. In sum, they are mutually reinforcing and directed by the performance management system to

ensure that learning is focused on organizational objectives. Another view of lifelong learning in organizations is that it is a process. We posit that this process can be conceptualized in a theoretical model whereby the performance management system is the driving agent (see Appendix B). Here, we see that individuals come into the workplace with a variety of motivations, goals, and career aspirations. Individual characteristics may determine how learning and development opportunities are perceived, how much individuals engage in learning and development, and the setting of personal goals, which can facilitate lifelong learning. Noe and Wilk (1993) investigated factors that influence an employee's participation in development activities. They found that the most important factor was individual motivation to learn. Motivation to learn had a consistent, significant, positive influence on different outcomes related to development activity. Hence, firms that are interested in development activities should ensure that employees have high motivation to learn. Hicks and Klimoski (1987) suggested that motivation to learn could be enhanced when employees are provided with realistic information regarding the benefits of development opportunities. Noe and Wilk (2013) also found that employees perception of the work environment influenced development activity. Specifically, they found that social support from managers and peers for development activity and the type of working conditions positively influence development activity. This finding suggests that organizations need to ensure that managers and peers are supportive of development. Another aspect of the work environment that may impact an individual's willingness to engage in learning activities is the availability of resources. Employees with insufficient resources to complete work assignments, such as lack of time or poor equipment, may experience frustration and devote most of their time, attention and energy towards daily work, whilst neglecting development opportunities Individual

characteristics also determine how personal and work-related goals are set, and how they can be achieved. The process of setting goals and making plans to achieve them has been described by Verma and Mann (2005) as a combination of three factors. The first factor is knowledge of learning opportunities that are available. For some people, knowledge of availability can be limited due to low levels of one's social capital. The second factor is selfefficacy, a personal assessment of one's capabilities. The third factor is an expectancy that learning can lead to a better station in life.

3. Methodology

Interviews were conducted with human resource managers from companies in Canada, the USA, Korea and India. Companies operating in Canada include Ford Motor Company, Bombardier, General Electric, Statistics Canada, and Manulife Financial. Companies operating in Korea include M Bank, P&C, YuhanKimberly and POSCO. The company that is based on India is Tata Consulting Services Inc. 3.1 Tata Consulting Services Company Profile Tata Consultancy Services Limited (TCS) is a world-leading information technology consulting, services, and business process outsourcing organization. TCS is a truly global company with offices in 33 countries spanning 5 continents. At any given time, approximately 60 percent of software professionals are working at client locations in different countries. It provides a comprehensive range of services across a number of industries, such as energy, telecommunications, chemicals, engineering, and financial services. The nature of work at TCS is knowledge-intensive. Developing cutting-edge software, updating and maintaining a variety of programs, providing sound business advice for a variety of industries, and interacting with clients and colleagues across the globe are just some of the activities that

employees at TCS encounter on a dayto-day basis. Like many IT professionals, employees at TCS are required to become experts in emerging technologies and software, work in teams effectively, and deliver excellent customer service. To do this, they must engage in continuous learning. TCS provides its employees with a wealth of learning opportunities, ranging from extensive formal training programs, to informal knowledge sharing initiatives. All of this is offered in the context of career enhancement. Employees are encouraged to take advantage of training programs in order to move between businesses and product lines. Project work is central to the workings of the organization. In order to ensure their employability, professionals tacitly learn on projects, while taking part in formal training programs to supplant their learning needs. TCS has created a learning system that emphasizes training and career development. In this way, knowledge is shared and remains inside the organization. This outline begins by explaining how TCS lays down the foundations for a learning environment. Following is a discussion of how, through rotating projects, employees are encouraged to learn by doing.

Next is an articulation of how TCS provides employees with opportunities to learn on their own time. Finally, this outline demonstrates that specific HR policies and practices support a learning environment. Laying the foundations The foundation of a partnership for learning is immediately established for new recruits at TCS. All new recruits are assigned their own's lifeguard. The lifeguard program was designed to link up experienced employees, or lifeguards, with new recruits. The lifeguard encourages, mentors, and guides new recruits through a rigorous and intensive 2-month training program. To ensure that their training is recouped, TCS asks each employee to commit to TCS for at least 2 years. Once this basis is established, employees are required to take two months of intensive training at a training facility in Thiruyananthapuram,

〈Table 1〉 Progress of adult literacy in India organization(15 years and above)

Year	Male %	Female%	Total %	Gender Gap%
Census of India				
1961	41.5	13.2	27.8	28.3
1971	47.7	19.4	34.1	28.3
1981	54.9	25.7	40.8	29.1
1991	61.9	34.1	48.5	27.8
2001	73.3	47.8	61.0	25.5
NSSO				
1996 (52ndRound)	67.3	40.7	54.3	26.6
1998 (54thRound)	70.0	44.0	57.0	26.0
2014-15(61stRound)	77.0	57.0	67.3	20.0

Source: Goi, 2016 and National Sample Survey Organization, 2016a:24, +Excludes Jammu and Kashmir

India. Whether an employee is hired in North America, Europe or Asia, they will be sent to India to take part in this induction. The facility has 18 classrooms, a library, an auditorium, a conference hall and discussion rooms. It also has about 300 personal computers. The program is composed of three modules, namely, foundation, process, and life skills modules. Foundation modules are designed to keep trainees abreast of new, emerging technologies, and to help them refine their computer engineering skills. Tailormade training modules have been designed to serve the unique needs of each type of employee. For instance, the Initial Learning Programme is provided to all recruits from engineering colleges. It is designed to transform engineers from diverse disciplines into software engineers. The process module is complementary to the foundation module; the foundation courses provide students with the what, whereas the process modules provide employees with the how in IT consulting. The field of computer science is a relatively new discipline. There are no universally accepted principles. Thus, different IT consulting companies approach situations in very different ways. Process modules are designed to teach new recruits the philosophy used by TCS to create innovate solutions. TCS champions a systems

approach to IT consulting. A systems approach teaches people to have a holistic view of consulting. Instead of reducing problems to constituent parts, consultants at TCS are encouraged to think of solutions in terms of systems, and to develop holistic approaches to client requests. One way that this is accomplished is by assigning employees dummy projects. By working on dummy projects, employees can make mistakes and learn from them, and experience firsthand the businesses and culture of TSC. The third module teaches new recruits the soft skills necessary for success at TCS. This module includes courses in effective communication, creativity, lateral thinking and self development.

4. Rotating Projects

Employees are continuously engaged in learning though frequent job rotation. Job rotation enables employees to know different parts of the business, to understand how business units connect, to establish a network within the company, and finally, a specific expertise. Project work allows employees the freedom to leave a project if it is not sufficiently challenging, and to seek out new opportunities at TCS offices in different countries around the world. The job rotation system ensures that employees don't get typecast or slotted into any kind of job permanently. There is a systematic practice of job rotation whereby employees are exposed to different industries, service practices and software platforms. During their first three years at TCS, employees are encouraged to change projects every 6 months. This enables new employees to gather information about their likes and dislikes, their strengths and weaknesses, and can offer them a unique opportunity to work with a variety of people on a number of projects. After the first three years, employees are encouraged to specialize in a particular field, service, or firm92 project. Although employees are

encouraged to specialize, they do not remain in the same job. Lateral movements are encouraged approximately once every 3 years for experienced employees. A centralized body called the MATC organizes employee rotation. The MATC records, organizes, and maintains a list of the talents and competencies of each employee. MATC acts as an internal headhunting body, placing employees in projects where they are needed, and taking requests for project moves. If an employee wishes to move to a different project, they may either go to the MATC, or to the leader of the project that they would like to join.
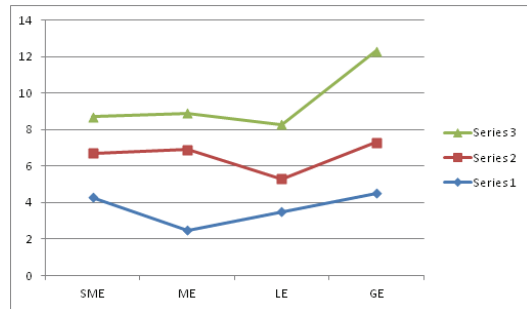
〈Graph 1〉 Opportunities and challenges Different countries in the around the world (TCS offices)
<Sourses: 2010 global TCS offices survey index>

In short, people are encouraged to learn by rotating. A part of job rotation may include relocation. Depending on project requirements, employees typically get a chance to participate in overseas assignments. Anecdotal evidence suggests that most employees go abroad within 36 months of joining the organization. Since TCS has offices around the world, foreign language acquisition and retention are valued skills. The Foreign Language Initiatives Group and the Learning and Development Committee work together to provide employees with the opportunity to learn new languages, such as Japanese and German. Further, TCS organizes special cultural events so that employees can learn about the nuances of different

cultures. For instance, in 2005, TCS organized an event called 'doing things Wafuu' which introduced participants to Japanese culture and 'kafee mit Kuchen' which taught participants German cultural nuances. TCS also supports the wives and families of their relocated families. In 2010, the spouses of employees created 'maitree' to bring together the large and geographically widespread community. Maitree is an organization with a number of purposes. It serves as an information sharing body whereby employees can gather information about living in a foreign country. It is also a forum where a wide range of socially relevant activities are explored, such as environmental and poverty issues. Facilitating Individual Excellence: Self-Initiated learning a component part of lifelong learning is taking ownership of learning by seeking out new learning opportunities. An organization can facilitate this by offering courses and avenues for employees to learn on their own time. At TCS, employees are provided with a range of learning opportunities outside of their formal job requirements. For instance, employees are encouraged to participate in one of hundreds of e-learning courses. TCS encourages employees to take e-learning course on their own time, even if it is not immediately applicable to their current job. Employees can also access thousands of e-books, role-plays and simulations on the intranet. TCS also publishes case studies so that all employees can learn about the various successful projects carried out by colleagues around the world. Furthermore, open-house sessions and engagement programs enable associates at all levels to meet and discuss various work-related issues. Employees are also encouraged to apply for managerial training at the Tata Management Training Centre (TMTC). Managerial training at TCS is highly competitive. Candidates are assessed according to their past performances and future potential. TMTC is located in Pune, India and is designed to develop leadership competencies for executives and high performers. It has

national and international ties with other educational and training institutes. Its objectives include improving organizational performance by disseminating the latest knowledge and skills among managers; facilitating attitudinal and behavioral change; finding solutions for complex organizational problems; and developing a learning culture. Employees are also encouraged, and given opportunities, to share what they learn with their coworkers. Web-casts and on-line chat sessions are one tool used by employees to discuss corporate or technical issues on a real-time basis. Information can be shared across time and space.

5. A Learning System

〈Table 2〉 The following are educational technology gadgets creating the environment for effective Teaching – Learning in the Open and Distance Education

Sl. No	Instruction	Mode
1	Print Media	SLM Booklets, Posters, News Print
2	Audio /Visual Media	Telephone, Cellular phone Fax Radio, Microwave Broadcast Audiocassettes/CD
3	Television	Videocassettes/CD/DVD Tele courses
4	Computer/Internet	E-mail Internet – On line learning World Wide Web access Soft ware Programme/CD-ROM
5	Satellite Delivery Media	Digital Radio/Television Video/Teleconferencing Mobile – learning

Source: Government of India, IGNOU Delhi University, promote and survey for lifelong education and open distance education in India.

In order to support formal, informal and selflearning initiatives, TCS has created a learning system whereby human resource practices facilitate lifelong learning. As noted earlier, learning begins on the first day on the job at TCS. Hence, recruitment is extensive and competitive. It carefully selects its consultants from top

universities and professional backgrounds. Selection is highly competitive and rigorous. On joining, entrants are required to sign service agreements in which they accept to stay with TCS for the two years following their initial training. As noted earlier, all new entrants are sent to a training facility for approximately 2 months. After successfully taking exams to ensure knowledge retention, employees are assigned to a project and given an additional 4 weeks of classroom training that is specific to their projects. Performance appraisals are also linked to learning. They are conducted bi-annually and focus on the training and developmental needs of the employees. Employees are encouraged to search out new learning opportunities, whether it is formal courses, e-learning courses, or informal on-the-job learning, and express those needs to their supervisor. With the guidance of the supervisor, the employee devises a plan to reach learning and development goals. Employees are appraised on whether they met those goals. Because the employees at TCS are highly skilled, they have considerable leverage in the employment relationship. In order to ensure that their employees are being heard, TCS has an extensive and formalized grievance procedure. Should there be any friction between an employee and his or her manager over training assignments, the employee has the option of speaking directly with HR to rectify problems. In order to meet the demands of the business, the structure of TSC optimises skills across the enterprise. Senior managers are encouraged to collaborate on a project, rather than merely form specific project teams. The organizational hierarchy is modelled along the lines of a fishnet, rather than a classical pyramid structure. A fishnet structure provides the opportunity to intermesh diverse skills and people in a meaningful grid. As noted earlier, employees engage in extensive formal training programs. Over 4 percent of total revenue is dedicated to training each year. Training modules have been developed to service the specific needs of individual

employees based on their stage of development within the organization. Employees take part in Continuing Education Programs that cover over 300 topics and can be delivered over a variety of channels, such as classrooms, computers, audio-video, contact sessions, seminars, conferences and workshops. Employees can initiate training by asking their line manager for permission to enter a program. Alternatively, line mangers oftentimes require an employee to participate in a training program to meet the needs of the team. TCS takes time to evaluate its training programs from a number of perspectives. First, employees rate both the course content and faculty teaching on a scale from 1 to 4. If the average scores for either the course or faculty rating fall below 3.2 for any class, it is re-evaluated by the Learning and Development Committee. If the score reaches above 3.8, the course may be provided to additional employees. Second, supervisors are asked to report on the progress of their employees six months after the training program. A Learning and Development Committee is charged with overseeing the learning at TCS. It tracks the external environment, discovers the learning needs within the company, and ensures the curriculum that is taught matches what is required for success.

6. Conclusions

To summarize, we suggest that lifelong learning can be conceptualized as a system with a number of integrating parts. It begins with a performance management system whereby employees and their supervisor jointly determine career goals and aspirations. This involves a lengthy discussion that is oftentimes framed and guided by the Human Resources department. Once goals have been determined, the supervisor and employee design plans to reach the goals. One way to reach the goals is through learning. Learning can take three forms: formal training, work

assignments, and learning on one's own time. We suggest that it requires a combination of the three types of learning to maintain an integrated learning system. There are two clear implications for management. First, managers in learning-oriented organizations view their performance appraisal process as a performance management system. There is sufficient support provided to both employees and their supervisors in this process. The Human Resources department plays an integral role in this process, as seen in the GE case study. Here, the Human Resources function provides the supervisor with training on mentoring and career guidance. The Human Resources function also provides information for the employee to prepare him or herself for the performance management meeting. Second, managers in such organizations understand the value of formal training, encouraging employees to take on work assignments, and to engage in learning on their own time. Recent research suggests that formal learning is only 10 to 20 percent of what employees learn at work, although a majority of the training budget is allocated to formal training programs. Although formal training is important, and oftentimes mandatory, it is not a panacea (Skule, 2004). Other forms of learning opportunities must also be made available in order to maintain a fully integrated learning system. These case studies show us that effective life-long learning is a multidimensional process. It builds on the traditional forms of employer-paid, employer-sponsored training for job skills. From this core it builds out in two directions. First, it engages individuals in selfinitiated and self-motivated learning activities. The employer can abet this process but it is the individual who is in-charge of their own personal and career development through learning. Second, lifelong learning happens when the learning processes are closely integrated with work itself. It is the work assignments, stints on taskforces and time spent on projects that makes life-long learning both possible and effective by creating a synergy between work and learning. Looking to the future, the principal policy issue for organizations is not whether life-long learning is necessary for creativity, innovation and competitive advantage but rather how best to operationalize it. Our study suggests that effective life-long learning is a partnership between employers and employees that utilizes the synergy among opportunity, work and learning. Employees can participate in this partnership only if they understand and commit to the strategy of competing through learning, a process that will be incomplete without the proactive and interactive engagement of managers. The good news is that many leading-edge organizations have shown the way to creating effective life-long learning. The challenge ahead is to implement what we know and to tackle the barriers that keep us from taking advantage of lifelong learning in organizational and personal life.

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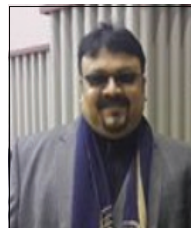
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