KODE®

New competences and learning formats in the digital age

Agile value and competence development in the net

BLENDED**SOLUTIONS**

Prof. Dr. Werner Sauter
Blended Solutions GmbH - KODE GmbH

Werner Sauter

BLENDED SOLUTIONS

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Handbuch Kompetenzmessung
Erkennen, verstehen und bewerten von Kompetenzen in der betrieblichen, pädagogischen und psychologischen Praxis
3. Auflage
John Erpenbeck | Lutz von Rosenstiel | Sven Grote | Werner Sauter (Hrsg.)

John Erpenbeck
Wertungen, Werte Das Buch der Grundlagen für Bildung und Organisationsentwicklung

John Erpenbeck
Werner Sauter
Wertungen, Werte Das Fieldbook für ein erfolgreiches Wertemanagement

Roman Sauter
Werner Sauter
Roland Wolfig
Agile Werte- und Kompetenzentwicklung
Wege in eine neue Arbeitswelt
EBOOK INSIDE
Springer Gabler

Werner Sauter
Simon Sauter
Workplace Learning
Integrierte Kompetenzentwicklung mit kooperativen und kollaborativen Lernsystemen
Springer Gabler

John Erpenbeck
Werner Sauter
Stoppt die Kompetenzkatastrophe!
Wege in eine neue Bildungswelt
Springer

Social Workplace Learning

John Erpenbeck | Werner Sauter
Handbuch Kompetenzentwicklung im Netz
Bausteine einer neuen Lernwelt

BLENDED LEARNING
EFFIZIENTE INTEGRATION VON E-LEARNING UND PRÄSENZTRAINING
ANNETTE M. SAUTER | WERNER SAUTER | HARALD BENDER
ZWEITE, ERWEITERTE UND ÜBERARBEITETE AUFLAGE

Innovative Lernsysteme

Kompetenzentwicklung im Netz
New Blended Learning mit Web 2.0
Personalwirtschaft Buch

John Erpenbeck
Werner Sauter
So werden wir lernen!
Kompetenzentwicklung in einer Welt fühlender Computer, kluger Wolken und sinnsuchender Netze
Springer Gabler

Agenda

Understanding Digital Transformation

From learning on stock to value and competence development

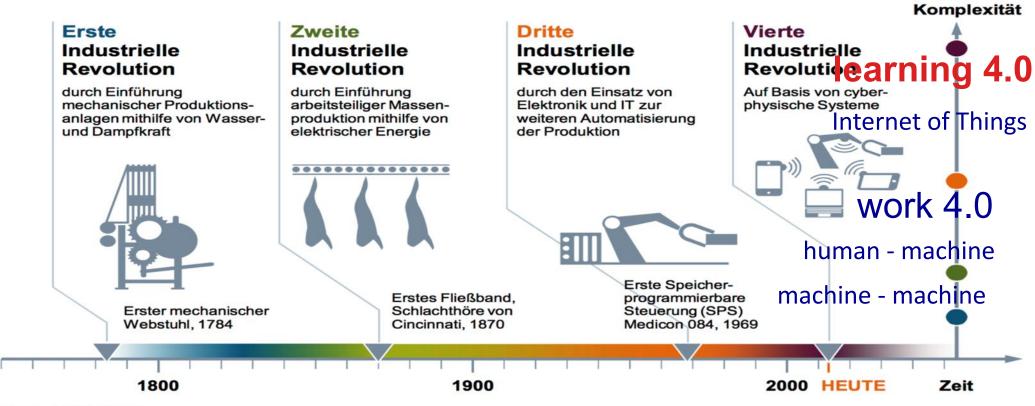**Enabling Digital Transformation**

How can values and competencies be built up in a self-organized way?

Saving Digital Transformations

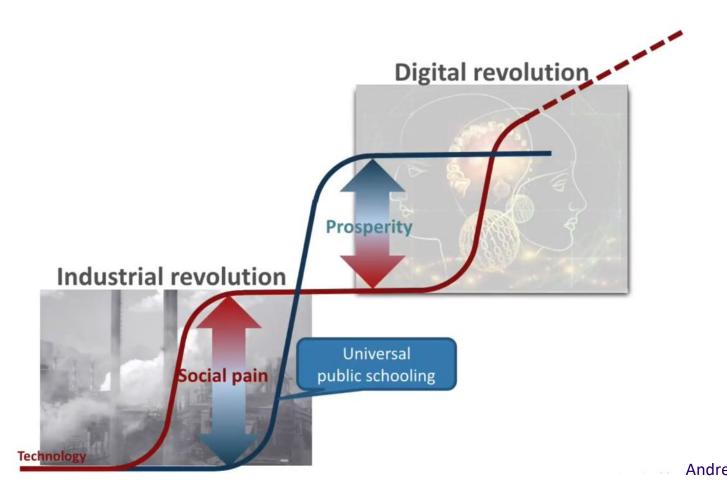*How can value and competence development be implemented for digital transformation?*

competence 4.0

learning 4.0

Internet of Things

work 4.0

human - machine

machine - machine

Grad der Komplexität

Erste
Industrielle
Revolution

durch Einführung
mechanischer Produktions-
anlagen mithilfe von Wasser-
und Dampfkraft

Erster mechanischer
Webstuhl, 1784

Zweite
Industrielle
Revolution

durch Einführung
arbeitsteiliger Massen-
produktion mithilfe von
elektrischer Energie

Erstes Fließband,
Schlachthöre von
Cincinnati, 1870

Dritte
Industrielle
Revolution

durch den Einsatz von
Elektronik und IT zur
weiteren Automatisierung
der Produktion

Erste Speicher-
programmierbare
Steuerung (SPS)
Medicon 084, 1969

Vierte
Industrielle
Revolution

Auf Basis von cyber-
physische Systeme

1800   1900   2000   HEUTE   Zeit

Quelle: DFKI (2011)

The Race between Technology and Education

Industrial revolution · Digital revolution · Social pain · Prosperity · Universal public schooling · Technology

Andreas Schleicher OECD

Core issue of employee development

"How do our employees develop folders and competencies for coping with today's tasks in line with corporate strategy,

but also for challenges that do not yet exist,

for the use of technologies that have not yet been developed,

to solve problems that we don't know will arise today?"

Nach Youtube (2018) Shift happens

Human Computers & Corporate Learning
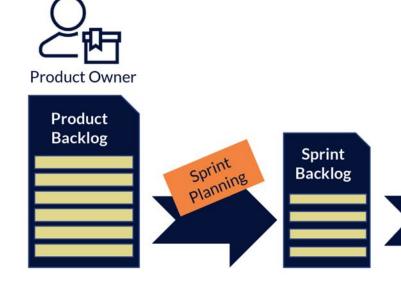
In the future we will see computers that operate independently like humans. They will pose hypothesis, analyse, evaluate and solve problems using the capabilities of the network.
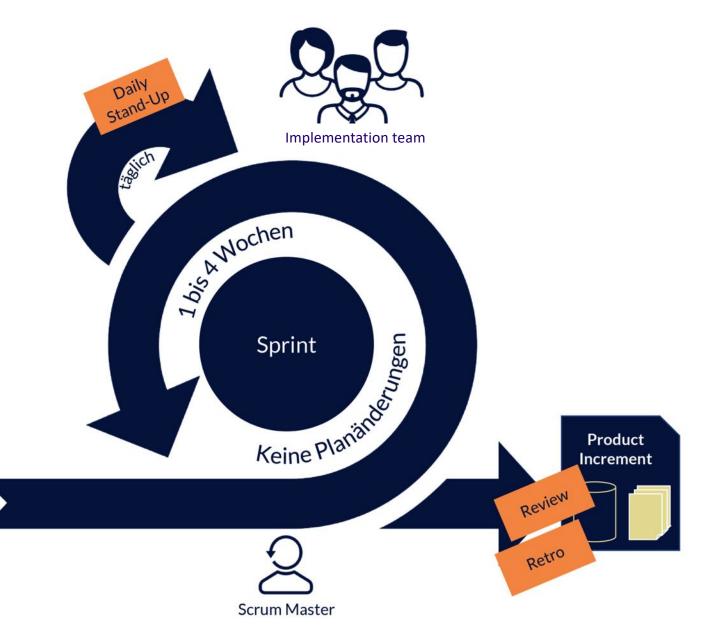
They have their own opinions, express themselves critically and develop their own solutions. Utilising the learnings from previous decisions the learner has made, so that they internalize their value system over time and include this in their proposed solutions.

John Erpenbeck
Werner Sauter

So werden wir lernen!

Kompetenzentwicklung in einer Welt fühlender Computer, kluger Wolken und sinnsuchender Netze

Springer Gabler

Watson - The IBM Super-Computer

... Watson's first public test posed the question whether or not the sale of video games should be banned to minors. Before he gave an answer, he announced within seconds:

... scanned approximately four million Wikipedia articles, identified the ten most relevant. Scanned all 3,000 phrases in the top ten items. Collected the sentences containing arguments of the critics. Identified outlines of these arguments. Weighed the the pros and cons of the of the allegations. Drafted a speech with the top arguments. Ready for delivery"

FAZ 25. June 2014, page 11

Humans are unteachable - capable of learning!

Horst Siebert

but

Agile work like Scrum

Agile working and learning
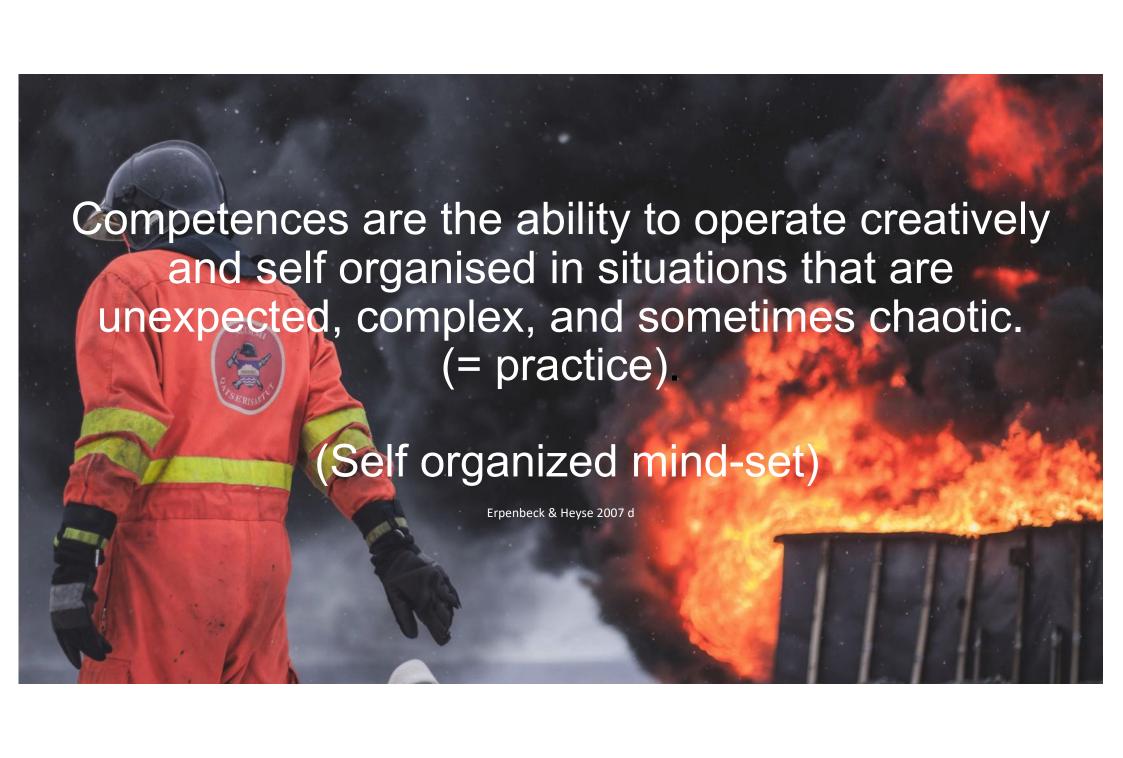
A lternating phases of learning, applying and customizing

G Common values and competence goals and self-organized collaboration in a team

I terative sprints with reflection and adjustment of the values and competence goals

L earning projects from real work processes with direct application orientation

Only 7 - 8% of content presented at seminars seminars is utilised later at work.

Kirkpatrick / Kirkpatrick 2012
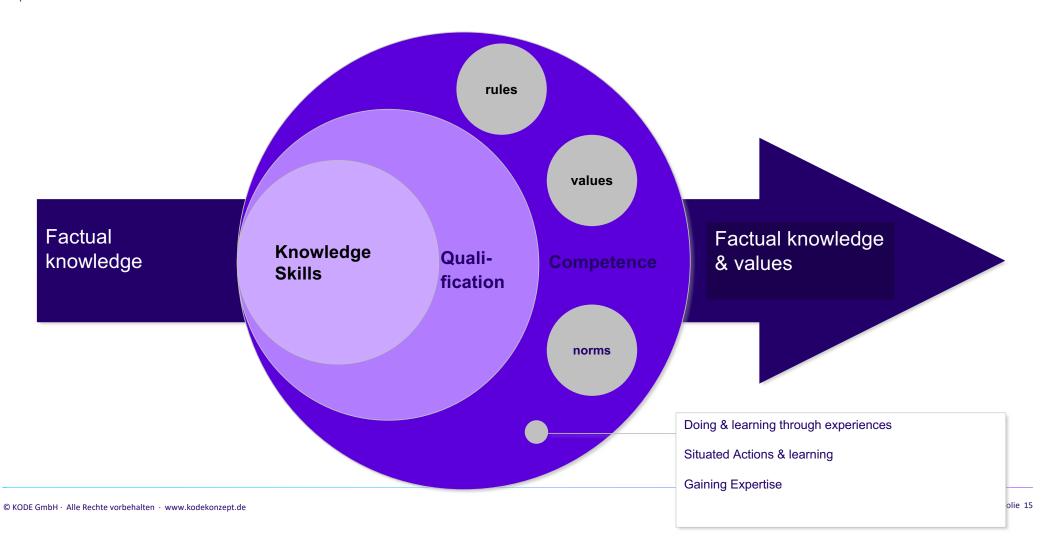
Evaluating practical learning needs:
From track workers to management

- The workplace is the most important learning place.
- Working and learning should be combined with the aim of competence development.
- Learning from and with colleagues is becoming more and more important.
- Online learning will be increasingly collaborative.
- Self-organized knowledge and competence building is necessary to solve current challenges.

Competences are the ability to operate creatively and self organised in situations that are unexpected, complex, and sometimes chaotic. (= practice).

(Self organized mind-set)

Erpenbeck & Heyse 2007 d

COMPETENCIES - MORE THAN JUST TRANSFER OF KNOWLEDGE

rules

values

norms

Factual knowledge

Knowledge Skills

Quali-fication

Competence

Factual knowledge & values

Doing & learning through experiences

Situated Actions & learning

Gaining Expertise

FROM QUALIFICATION TO COMPETENCE

Qualification	Competences
Is always directed towards the fulfilment of specified purposes, and thus externally organized.	Includes self-organizing capacity.
Limited to the fulfilment of specific requests or requirements, so it is object-related.	Is related to the subject.
Is narrowed down to immediate job-related knowledge, skills and abilities.	Refers to the whole person, thus pursuing a holistic approach.
Is based on the elements of individual skills that can be certified in legal form.	Learning objectives to the variety of in principle unlimited individual behavioural dispositions.
Moves with its focus on actionable knowledge and skills from the classical ideal of education (Humboldt's "proportioned development of all forces").	Provides a new, contemporary way to the classical ideal of education.

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Enabling Digital Transformation

How can values and competencies be built up in a self-organized way?

Saving Digital Transformations

How can value and competence development be implemented for digital transformation?
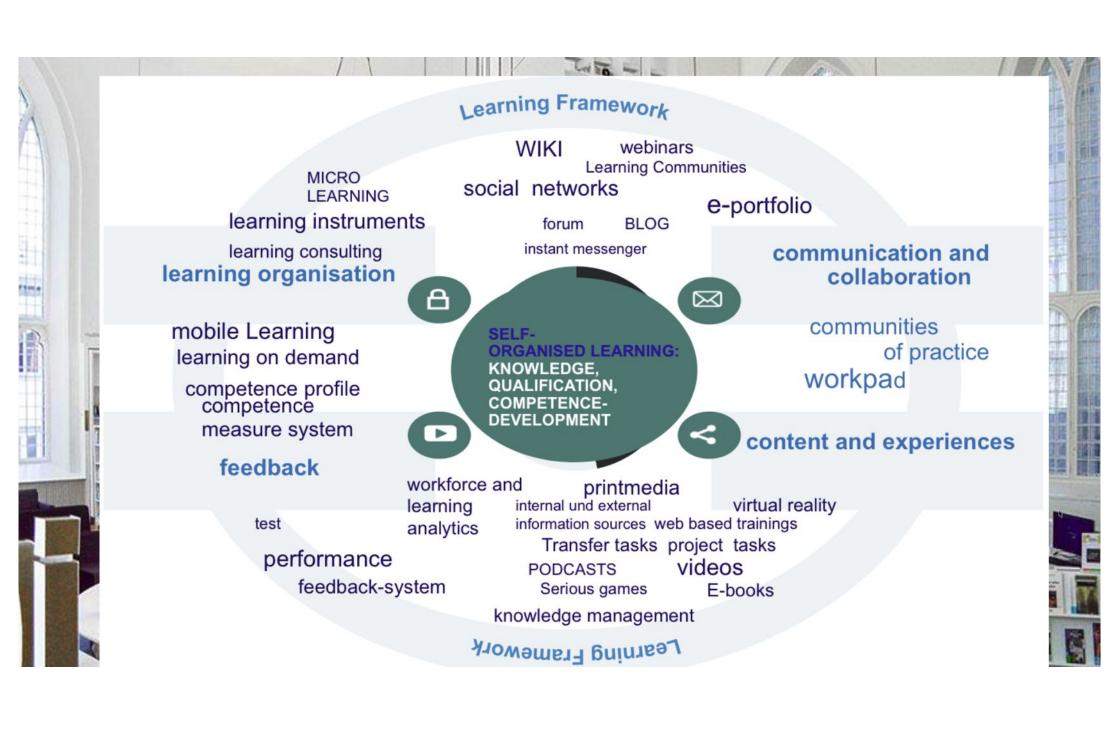
ENABLING DIDACTICS

Rolf
Arnold

Entlehrt
Euch!

Ausbruch
aus dem
Vollständig-
keitswahn

hep

Enabling didactics aims to give learners everything they need to make their learning processes problem-oriented and self-organised.

The learning arrangements are adapted to the learners (singularity didactics).
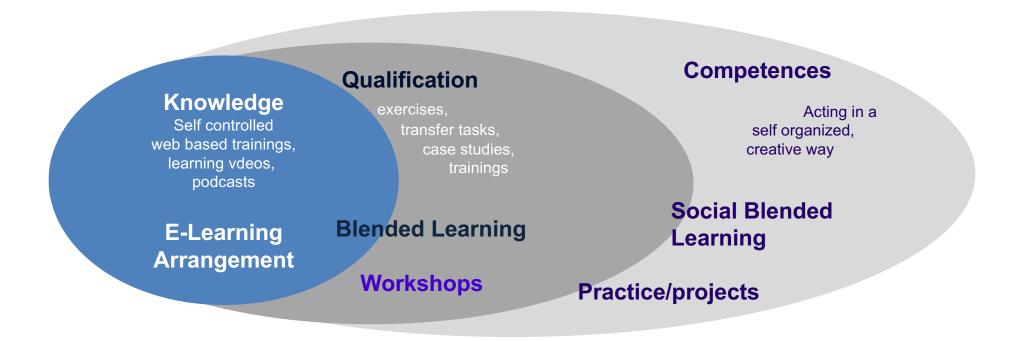
The role of teachers, lecturers or trainers is changing into a learning guide.
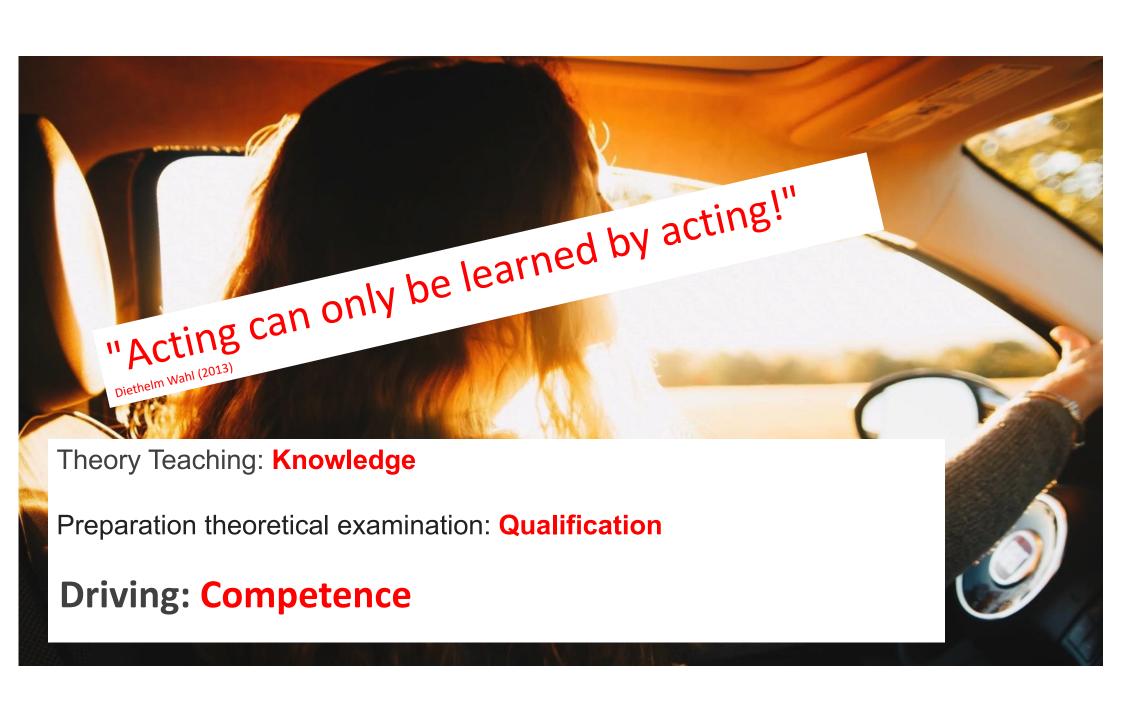
Enabling framework

Planning tools

Communikation und collaboration tools

Self-organized competence and value development

Feedback tools

Formal Knowledge

Experience knowledge of all employees Wissen

SECTORS OF LEARNING

Knowledge
Self controlled
web based trainings,
learning vdeos,
podcasts

**E-Learning
Arrangement**

Qualification
exercises,
transfer tasks,
case studies,
trainings

Blended Learning

Workshops

Competences
Acting in a
self organized,
creative way

**Social Blended
Learning**

Practice/projects

"Acting can only be learned by acting!"

Diethelm Wahl (2013)

Theory Teaching: **Knowledge**

Preparation theoretical examination: **Qualification**

Driving: Competence

Competencies cannot be teached!

Self-organized competence development is possible on three levels

- **Practical level:** Experiential learning in the process of work or in challenging practical projects

- **Coaching level:** Process-oriented support of problem-solving processes

- **Training level:** Planned competence development in real challenges

VALUE AND COMPETENCE DEVELOPMENT IN THE NET: SOCIAL BLENDED LEARNING ARRANGEMENT

Development consultations

- KODE measurement of prior competencies
- Guidance consulting wirh coach
- Definition of personal competencies targets by the learner
- Development interview with manager
- Agreement on challenging, practical project

Kickoff

- Personal presentation
- presentation of the projects
- reflections
- objectives and content
- Learning concept
- Formation of learning tandem and group
- agreement on learning diary
- binding agreements for the self-learning phase

Self-organised, collaborative processing of the agreed practical project/task at the workplace

Development of competencies at the **workplace and in the net :**

- **blended learning:** self-organised acquisitions of knowledge and qualification as needed by web based trainings, video, podcast, print media....
- **social learning:** co-coaching, learning communities, communities of practice, colleague counselling...
- **micro- and mobile learning**
- **professional learning accompaniment:** learning counselling, feedback, e-coaching, webinars, competencies measurements....
- **Managers as development partners:** mentoring

workshops

- Reflections on the self-learning phases
- clarification of questions
- Presentation/ discussion of the practical/project results
- Trainings as needed
- discussions with experts/executives
- binding agreements for the self-learning phase/practice

Practice: Imple-mentation in practice with Co-Coaching an E-Coaching

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Value management levels

Value network

Organisational level

Top management: initiator and companion of organisational value creation; symbolic management, personal values blog

Value management team: value management strategy, company-wide process for defining organizational values, building a company-wide value network and defining corridor issues

Team level

Every manager is the value manager of his or her team

Team/Department: Development of a teamwork mission, definition of the process and tools for building team values; development of a team-related values network, targeted development of team values within the framework of the corridor topics
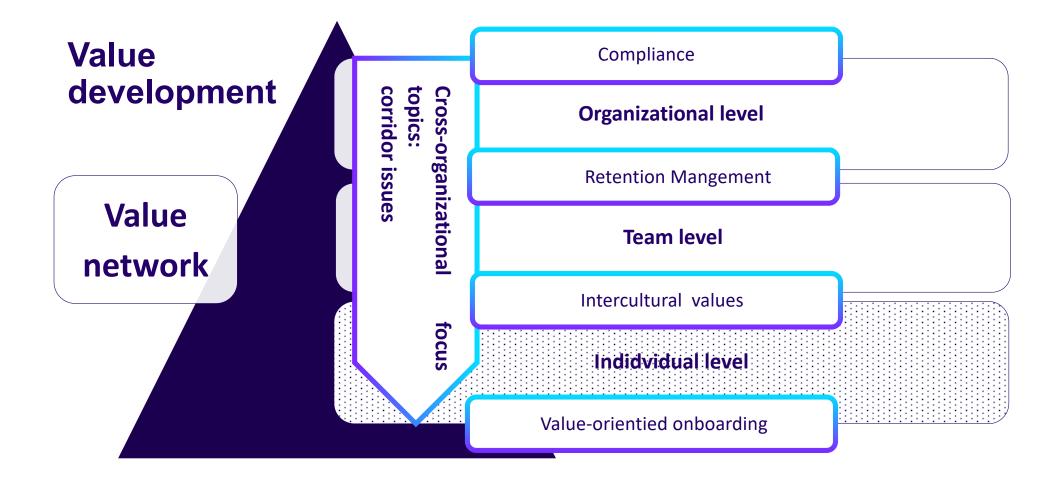
Individual level

Every employee is his or her own value manager:

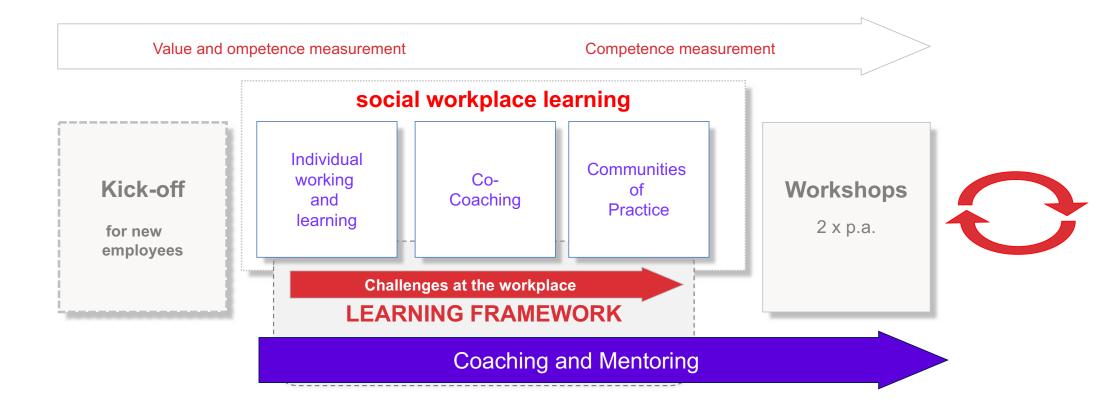Definition of individual value targets based on value measurement

Experiential and experiential learning: Targeted interiorisation of individual values as an anchor for action within the framework of personalised competence development in the handling of authentic practical tasks (situational learning)

Cultural management
is value management.

On the individual level, value
management is always also
competence management.

Value development

Value network

Cross-organizational topics: corridor issues

Cross-organizational focus

Compliance

Organizational level

Retention Mangement

Team level

Intercultural values

Indidvidual level

Value-orientied onboarding

WORKING = LEARNING
COMPETENCE DEVELOPMENT AT THE WORKPLACE

Value and ompetence measurement   Competence measurement

social workplace learning

Kick-off

for new employees

Individual working and learning

Co-Coaching

Communities of Practice

Workshops

2 x p.a.

Challenges at the workplace

LEARNING FRAMEWORK

Coaching and Mentoring

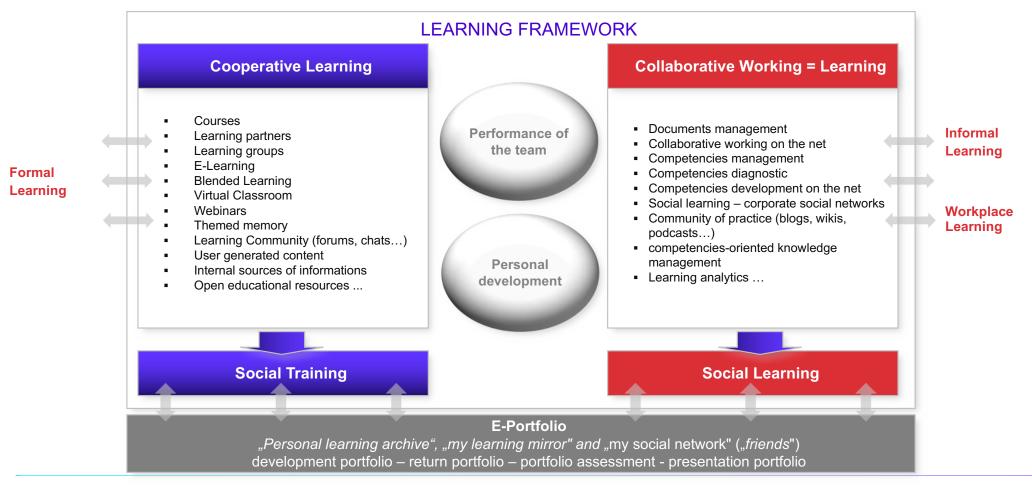# Requirements of a learning infrastructure

Making

- communication by social media
- collaborative work in the web = competence development in the web,
- formal <u>and</u> informal learning „on demand",
- knowledge management,
- self organized competence development,
- exchange of experiental knowledge in communities of practice,
- personalised learning environment ...

possible.

LEARNING INFRASTRUCTURE

LEARNING FRAMEWORK

Cooperative Learning

- Courses
- Learning partners
- Learning groups
- E-Learning
- Blended Learning
- Virtual Classroom
- Webinars
- Themed memory
- Learning Community (forums, chats…)
- User generated content
- Internal sources of informations
- Open educational resources ...

Collaborative Working = Learning

- Documents management
- Collaborative working on the net
- Competencies management
- Competencies diagnostic
- Competencies development on the net
- Social learning – corporate social networks
- Community of practice (blogs, wikis, podcasts…)
- competencies-oriented knowledge management
- Learning analytics …

Performance of the team

Personal development

Formal Learning

Informal Learning

Workplace Learning

Social Training

Social Learning

E-Portfolio

„Personal learning archive", „my learning mirror" and „my social network" („friends")
development portfolio – return portfolio – portfolio assessment - presentation portfolio

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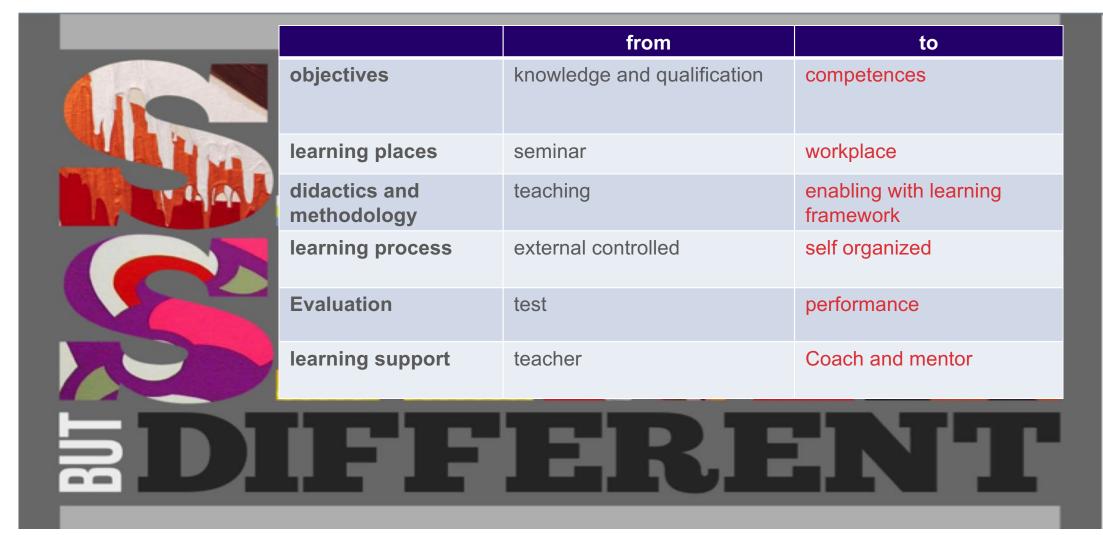
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How can value and competence development be implemented for digital transformation?

EVERTHING CHANGES

	from	to
objectives	knowledge and qualification	competences
learning places	seminar	workplace
didactics and methodology	teaching	enabling with learning framework
learning process	external controlled	self organized
Evaluation	test	performance
learning support	teacher	Coach and mentor

Support the
of change processes

Designer of the
enabling framework

From human resource
development to value
and compentence
management

Coaching self-organized value and
competence development

Strategic partner of the
management

Value and competence management: Controlling the
personalized value and competence development

Enabling on-going competence development
of the learning professionals and the executives

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Competence Development of Learning Professionals in Double Decker

Perspective of the learner:
Experience as a learner with blended learning / social blended learning

Social Blended Learning

Perspective of a learning professional
Development of an individual, innovative learning concept

COMPETENCE DEVELOPMENT OF LEARNING PROFESSIONALS: DOUBLE-DECKER CONCEPT

KODE®

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- Reflections on the self-learning phases
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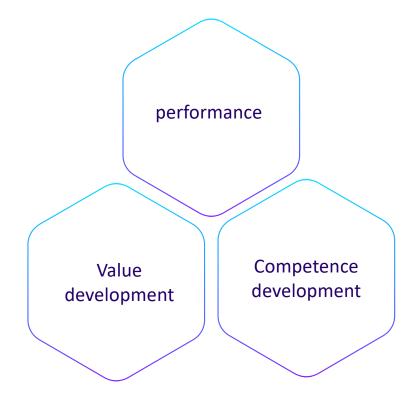**Practice:** Imple-mentation in practice with Co-Coaching an E-Coaching

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Agile value and competence development

Enabling managers to develop their own values and competencies in real challenges is a prerequisite for future performance.

Value and competence development are inseparably linked in a common process.

Knowledge development and qualification are the necessary prerequisites for this, but no longer the goal.

performance

Value development

Competence development

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Werner Sauter
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EBOOK INSIDE

Springer Gabler