

INNOVATIVE MODEL OF A SELF-LEARNING ORGANIZATION: CONCEPT AND METHODOLOGY

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Abstract: The article deals with the current problems of transformation of modern models of additional professional education and advanced training in the paradigm of digitalization and digital transformation processes. The features of new educational models of mastering innovative knowledge, skills, abilities and competences by the personnel of self-learning organizations are revealed.

Keywords: self-learning organization, professional development, organizational staff, competencies, organizational learning, creative energy environment, competency development

Introduction

The problem of formation and improvement of organizational learning as a tool for managing the development of human resources of an organization is a complex systemic problem. The fact is that the modern model of staff development in the vast majority of cases is a conservative-inert system, which is no longer able to synchronize in real time with the constantly changing parameters of the external and internal environment of the dynamically developing socio-economic system of society. The existing system of staff development, in

fact, is unable to adequately reflect the ongoing processes of digital transformation, taking into account the qualitative changes in the characteristics of human resources.

The methodological basis for the preparation of this publication was the scientific works of domestic and foreign authors, as well as the results of scientific research of academic and university scientists on the problem of organization and management of additional professional education and advanced training programs. Various methods of socio-economic research, including abstract-logical, monographic, systemic and creative analysis, etc., were used in writing the article.

Main content

Nowadays, the practice of additional professional education and advanced training is mainly dominated by the model of reproductive learning, i.e. constant reproduction by students of knowledge, skills and abilities transmitted by tutors, teachers, professors. This approach for effective training of a particular individual in modern conditions no longer makes any practice-oriented sense.

The modern model of additional education is a model of organizational learning, when the process of continuous transfer of the latest knowledge, skills, abilities and competencies in a particular professional activity to the personnel of the organization is carried out both at individual and group, and organizational and inter-organizational levels.

A learning organization should be defined as an organization that continuously develops its ability to shape its own future. It is a collective of professionals from companies, enterprises, institutions, who constantly develop their professional capabilities in order to achieve better results.

The peculiarity of a self-learning organization is that the main postulate of its development is that its future depends on each of its employees, who are provided with conditions for their personal continuous effective self-development, as well as motivation to master and implement innovative knowledge, skills and abilities in their professional activities.

In recent times, active and individual-centered professional learning has become increasingly important. There is a shift away from the mere transmission of information to specific and undefined audiences towards personalized learning based on creative and authorized learning methods.

A number of specific processes develop in a learning organization on which the organization's leadership and management focus their particular attention.

Managing organizational learning is a complex task where the three components of organizational learning are simultaneously and continuously implemented at three different organizational levels: the individual worker, the intra-organizational team and the organization as a whole.

Organisational learning is a key element of the concept of self-learning organisation, an innovative model and a tool for human resource development in the modern theory of educational process management. Today the progressive model of organisational learning is the self-learning organisation.

The concept of improving organisational learning in a self-learning organisation implies the need to address a number of fundamental issues.

The first issue is the transformation of the reproductive model of organisational learning into a creative-authoritative one. The solution of this task is conditioned by the fact that nowadays the educational process is characterised by noticeable transformational changes and, first of all, accelerated transition to information and digital educational technologies. Such qualitative transitions significantly affect the concepts, strategies, corporate culture, structure and other elements of the organisation. And these transformational changes necessitate changes in the methods, tools and models of the organisational learning process, including the educational process. Without such changes, organisational learning of self-learning organisations is unable to ensure high quality of their digital transformation. As a result, organisations that fail to digitally transform their organisational learning model will be doomed to fall behind in innovation and social progress.

The processes of digital transformation of an organisation's activity significantly determine fundamental changes both in the philosophical paradigm itself (transformation of the model of reproductive organisational learning into creative and authorised learning) and in its models, strategies, concepts, forms, programmes and methods. [8]

The fact is that the transition from the industrial technological mode of production to the digital one has led to a sharp decline in the effectiveness and loss of relevance of the reproductive model of training, including organisational training. Being an archaic model today, reproductive learning has become a noticeable brake on the improvement of professional qualification of personnel.

The essential advantage of the model of creative-authorised learning of self-learning organisations is a departure from reproductive models based on algorithms of knowledge and

skills reproduction, which basically do not allow deviations from the generally accepted dogmatic content of transferred knowledge and skills. It is the creative-authorized technology of organisational learning, which is based "on giving students autonomy and unlimited opportunity to mobilise (activate) their subjective cognitive-creative potential.... is able to provide "the creation of an environment of creative energy that engages learners in the process of self-learning." [9]

Application of creative-authorized learning technologies in self-learning organisations, as their approbation shows, allows to provide solution of the key task of organisational learning of self-learning organisations - transition from the dogmatic model of knowledge and skills content transfer to the creative-authorized model, providing to a large extent wide opportunities for independent acquisition of innovative knowledge and competences, their adaptation and adjustment in the process of professional activity. [1]

The second issue that needs to be addressed in the process of reforming the organisational learning system is the transformation of the forms of organisation and content of training and methodological programmes and learning tools. This is due to the fact that the training algorithms applied today in the vast majority of cases, based on reproductive technologies, significantly reduce the quality of results and the effectiveness of the process of professional development of personnel.

The third issue is the improvement of management organisation and mechanisms of motivation and stimulation of organisational learning in self-learning organisations. Today the organisational and economic mechanism of professional retraining and advanced training are based on such criteria of their effectiveness as profitability and marginal income of programmes.

This approach has a negative impact not only on the reduction of qualitative indicators of the results of the organisational learning process, but also on the possibilities of implementing strategic prospects of sustainable and advanced innovative development of organisations. This, in turn, is an anti-motivating factor that reduces the moral, moral and psychological motivation of the organisation's personnel.

It is obvious that the task of improving the mechanism of motivation and stimulation of organisational learning in self-learning organisations requires a significant change in the evaluation criteria from the priority of commercial-economic approach to complex-hybrid criteria of professional and moral socio-economic criteria.

The fourth issue is the issue of resolving socio-economic contradictions over the content, methods and algorithms of implementation of organisational learning programmes

arising between the main subjects of organisational learning in self-learning organisations (administration; managers of innovative development programmes; instructor-teachers; trainees of advanced training and professional retraining programmes). [4]

The fifth issue is motivation of trainees of organisational learning programmes of self-learning organisations to acquire high-quality professional knowledge and skills. It is about the formation of the system of the main motivator of organisational learning in a self-learning organisation - healthy professional curiosity. For this purpose it is necessary to adjust the vector of consciousness and motivation of employees from orientation on criteria of visible belonging to a revered community, formal recognition, approval, visibility of success and protection from failures (what will I have from this?) to criteria of real socially oriented cognitive interests, actualisation and realisation of their abilities and personal development (what knowledge, skills and abilities will I acquire in solving professional problems?). And this is largely determined not only by the purely professional content of training programmes, but also by their linkage with the educational process on the basis of humanistic moral guidelines. [2]

The sixth issue is related to the search and use of new non-traditional forms and methods of organising the learning process, such as interdisciplinary interactive problem-based lectures and discussions; interactive master classes; creative workshops; innovatively motivated teams; training-consulting, coaching and others. The application of new effective forms and methods of organisational learning should be based on inspiring ideas, awareness and understanding of goals, effective models of communication and interaction.

At the same time, an effective process of organisational learning should be based on the basis of specially developed teaching and learning materials that ensure the implementation of educational creative-authoring principles and technologies.

Such innovative forms and methods of organisational learning in self-learning organisations should include, first of all, specially developed teaching and learning materials that ensure the implementation of educational creative-authorisation principles. Such manuals should be developed for interdisciplinary blocks of the courses studied and include: curricula and basic provisions of theoretical courses; illustrative and stimulating materials motivating the process of creative authorisation of generating one's own ideas, views, knowledge and formation of the required professional skills; an approximate list of recommended literature, as well as a file of the results of the independent work of programme participants. [7]

The transition to the information and digital society has predetermined the need for noticeable qualitative changes in various spheres of professional activity, including the work of project team members. Today it is not about the usual professional adaptation of project team

members to the ever more complex project activities, but about the transprofessionalisation of their knowledge, skills and abilities.

The seventh issue is the need for continuous professional adaptation of the organisation's staff to the ever more complex and transforming conditions of their activities. This requires mastering the skills of transprofessionalisation in the staff of learning organisations as a consequence of increasingly complex systemic organisation, manifested in the ever-increasing multidimensionality, multidimensionality, and interdisciplinarity of activities. Today, the effectiveness and success of an organisation's work is increasingly determined by the interdisciplinary potential of competences in convergent technologies of various professional spheres. In this regard, it is obvious that mastering transprofessional competences is an important and urgent task.

The eighth issue is the selection of highly qualified faculty and trainers for organisational learning in self-learning organisations. A major role in the organisation of the learning process belongs to leading professors and instructors, who are called upon to be creative triggers and generators of the learning process.

The ninth question is the issue of control over the level of knowledge, skills and competences mastered by the trainees and the mastering of new competences. In order to increase the efficiency of such control functions, such innovative interactive control methods as demonstration and qualification examinations, demonstration and competence-based credits, creative-expert teams of mutual control, etc. should be widely used along with traditional ones.

Conclusion

Further increase in the effectiveness of the system of additional professional education is inextricably linked with its transition to a fundamentally new model of acquiring new knowledge, skills and abilities by the personnel of the organisation - the model of self-learning organisation. It is the model of self-learning organisation that provides the solution to many overdue problems of additional education: the problem of creating an environment of creative energy, involving students in the process of self-learning; the problem of moving away from the reproductive-dogmatic process to the model of creative-authorized learning; the problem of transition to the independent generation of new knowledge and mastering competencies:

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