# How to motivate participation in informal workplace learning:
## participatory methods and their implications

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# What is your motivation for learning?

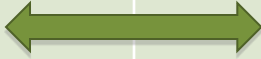# Motivational factors – Achievment goal theory

| Learning goal orientation | Performance goal orientation |
|---|---|
| Objective: Increase competences | Objective: Favourable judgements of competence |
| Challenges: Seen as opportunity to learn | Challenges: Seen as test to measure competence |
| „What is the best way to increase my ability or achieve mastery?" | „Is my ability adequat or not?" |

| Social goals |
|---|
| Objective: Behave in socially responsible ways, achieve a sense of belonging, integrity, and respect of others (Wentzel1998) |

# Motivational factors
# Self-determination theory

| Intrinsic | Extrinsic |
|---|---|
| Direct | Indirect |
| Self-determined, self-sustained | Based on separable outcome, e.g. monetary compensation, award, job opportunity, etc. |
| | |

Relatedness (Social and organisational context)
Perceived competence (self-efficacy)
Perceived autonomy  (Ryan, Deci 2000)

# Motivation, ownership, self-management

## Hypothesis: Motivation increases with...

- Perception of autonomy

- Responsibility for the outcome/ownership

- Possibility to monitor & self-regulate activities

- Personal contacts, learning in social networks

- Positive feedback, avoidance falling behind

# Participatory Design Approach

- Integration of end-users of an information system into the process by which that system is designed

- Iterative process of contextual investigation, idea generation, prototyping and evaluation that involves end-users, designers and system developers

- Focus on the tacit knowledge of end-users about business processes

**Evaluation**

**Requirement Analysis**

**Prototyping**

**Idea Generation**
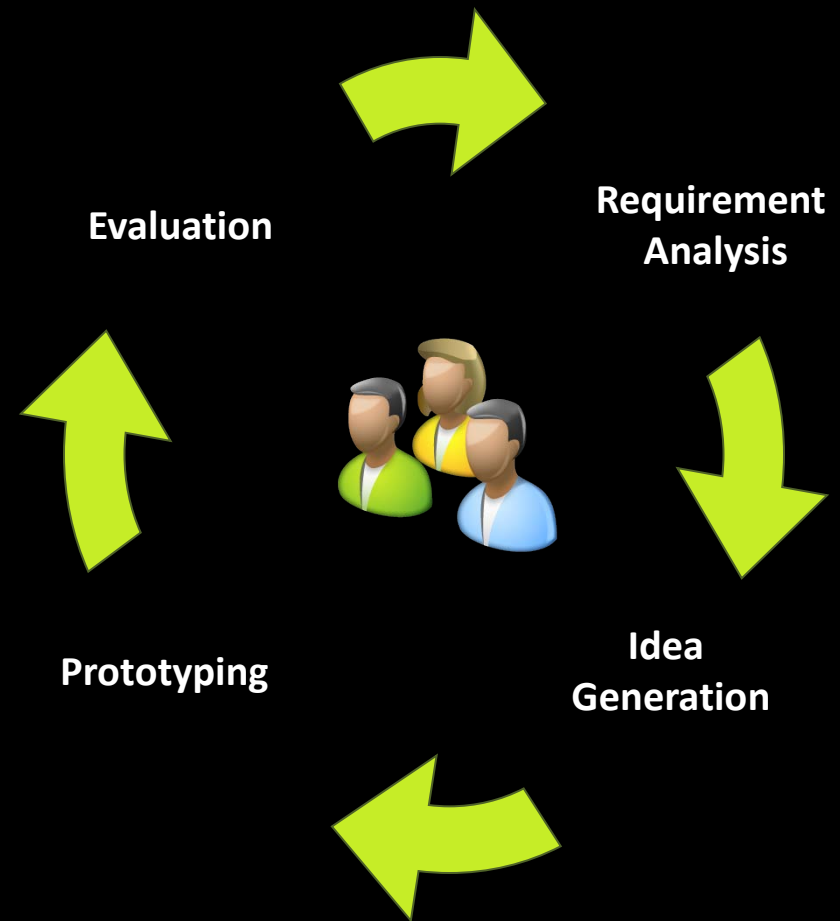
# SECI model (Nonaka, Takeuchi)

## 1. Socialization

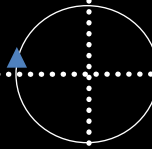from implicit to
implicit knowledge

## 2. Externalization

from implicit to
explicit knowledge

from explicit to
implicit knowledge

from explicit to
explicit knowledge

## 4. Internalization

## 3. Combination

# IntelLEO Design Conversion

1. **Socialisation** of individual experiences

- Informal information exchange
- Supported by face-to-face meetings

2. **Externalisation** of processes & experiences

- Explorative Interviews
- Focus Group Interviews
- Walkthrough & Think Aloud
- Learning diaries
- Questionnaires
- Monitoring/Logging

4. **Internalisation** of processes & experiences

- Reflection about results from phase 2 and 3 with the help of IntelLEO Blog, summaries, presentations, storyboards, deliverables etc.
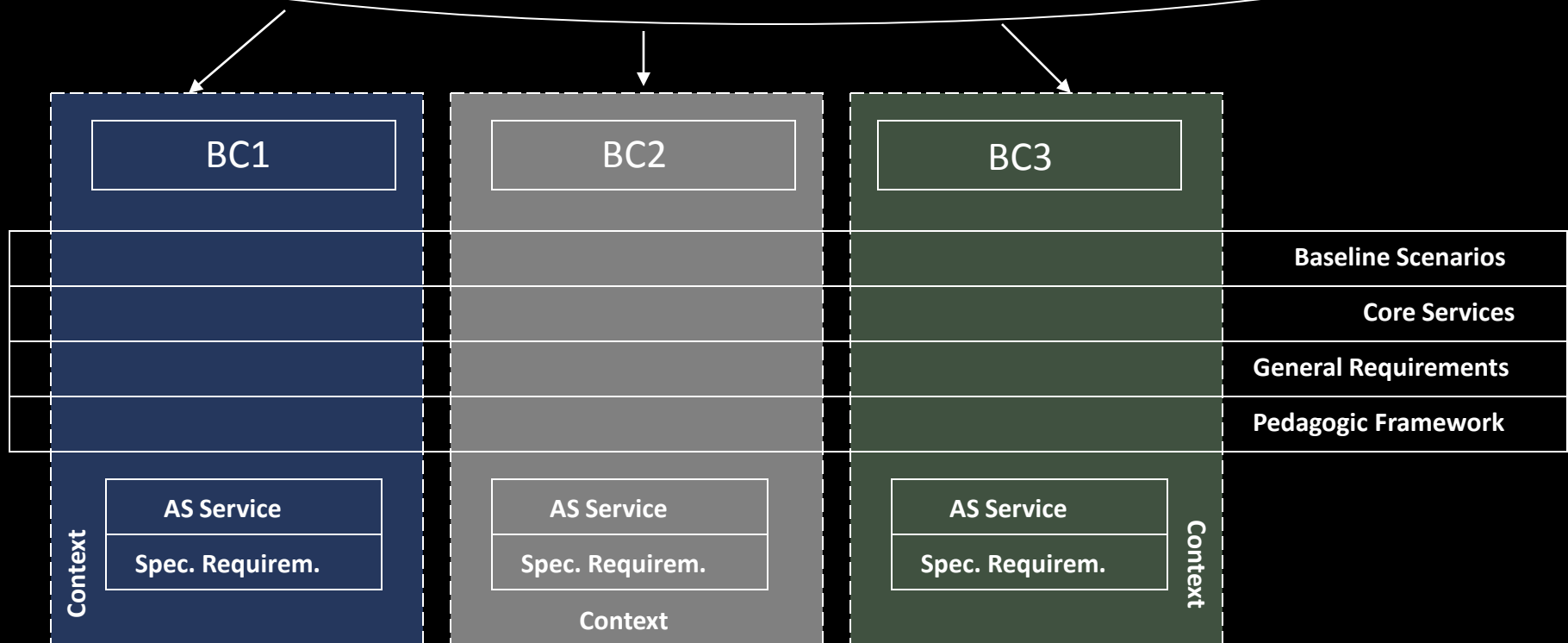
3. **Combination, Interaction, Generalisation**

- Debriefing sessions after interventions
- Discussion Groups
- Collaborative elaboration of UML Models, Business Cases, Scenarios, Implementation Framework, Storyboards
- Project meetings

# Assessment & Evaluation

**Standardized Method-Mix:**
Can a synergy of collaborative LKB and harmonization services considerably enhance the motivation of learners and the responsiveness of the IntelLEO?

| | | | |
|---|---|---|---|
| BC1 | BC2 | BC3 | |
| | | | Baseline Scenarios |
| | | | Core Services |
| | | | General Requirements |
| | | | Pedagogic Framework |

**BC1**

Context

AS Service

Spec. Requirem.

**BC2**

AS Service

Spec. Requirem.

Context

**BC3**

AS Service

Spec. Requirem.

Context

# The Business Case: Volkswagen

370.000 employees worldwide

Volkswagen AG

198 successful models

9 brands

# Introducing and supporting newcomers in the department



Identification card?

Workplace?

Tasks?

## Intel LEO

| | Identification card | Workplace | Tasks |
|---|---|---|---|
| Company | providing process | Guidelines | order |
| Department | order | providing | detailed definition |
| Individual | receive | use | doing |

Department 1

Learning PKE
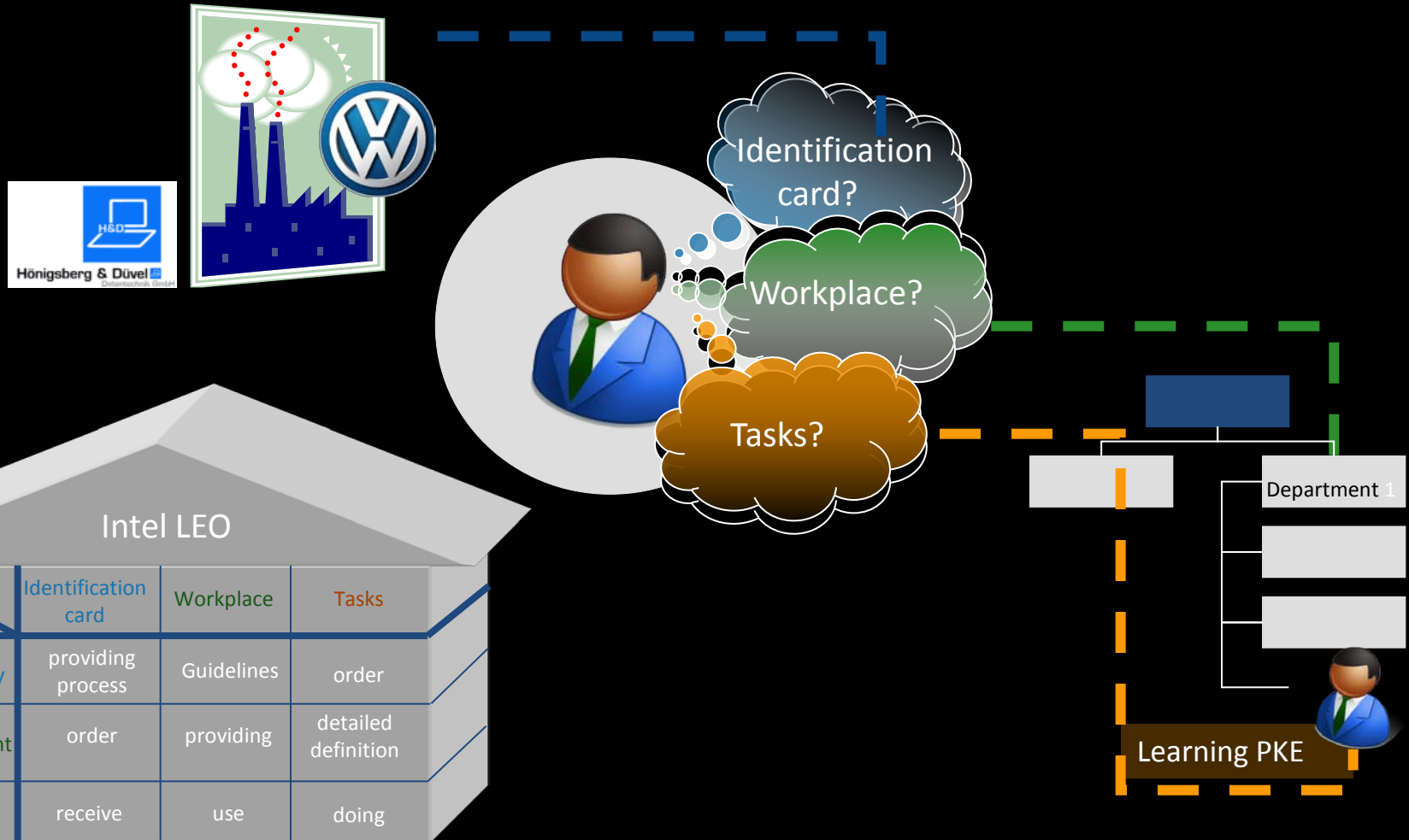
# Supporting employees in their
# working process to develop new competences



**Develop new Competences**

IntelLEO

| | |
|---|---|
| Company | Potentiality, Movement of Competences |
| Organisation | Career Advancement of Employees |
| Individuals | Professional Advancement |

# Challenges

- Weak knowledge sharing culture
- High security regulations
- Training on the job & via experience
  - no educational program
- Continuous time pressure
- Many systems in place already
- Barrier of reading and writing
- Weak acceptance of wiki

# Motivational aspects

- Learning and performance goals:
  - Proud of being "fire fighters", high autonomy, high self-esteem, inherent need to learn is motivating
  - Being better than others and demonstrating achievement especially to Management

# Motivational aspects

- Collaboration/Social embeddedness/social goals:
  - High dependence on knowledge from colleagues
  - High willingness to share knowledge
  - Importance of face-to-face meetings

# Issues raised by employees

- Commitment of management (visibility of expertise)

- Learning becomes part of the organisational culture and values

- Need for facilitation, guidelines, best-practice

- Seamless integration with other systems

- Supporting social relations (trust!)

- Initial content pool (video)

- Playful approach

# Thank you!

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# Lessons learned from participatory design

**Participatory design NEEDS:**

- Flexibility to cope with limitations:
  Concerning the timing of interventions, the involvement of target groups and the applied research techniques

- Motivation concept:
  Consider Motivational issues for end-users to participate in the design process

- Managerial support:
  Provide access to employees, grant time for participation, take results seriously, follow with actions

# Lessons learned from participatory design

**Participatory design CREATES:**

- Valuable insights:
  Into work- and information processes, needs and barriers, motivational aspects

- Awareness and interest:

  Among participants, colleagues and management

- Expectations:

  To follow requirements and pursue ideas

- Interest within research community:
  hot topic in many conferences

# Barriers/drivers (intrinsic)

# Barriers/drivers (extrinsic)

- Reputation
- Reciprocity
- Organizational reward

# Motivation to learn

- Learning goal orientation
  - Objective: Increase competences
  - Challenges: Seen as opportunity to learn
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- Performance goal orientation
  - Objective: Favourable judgements of competence
  - Challenges: Seen as test to measure competence.
  - „Is my ability adequat or not?"

# Barriers/drivers (extrinsic)

- Organizational context/culture

Capability (Heutagogy, Hase & Kenyon, 2000)

## Capable people

- Self-determined learning
- Flexible, double loop learning
- Capacity for questioning ones values and assumptions
- Value of everyday, unorganized experiences and the process of reflection

## Capable organisations

- Capacity for managers to empower others, to share information and to develop capacity
- Develop capability not just competency of managers

# Influence on goal-orientation
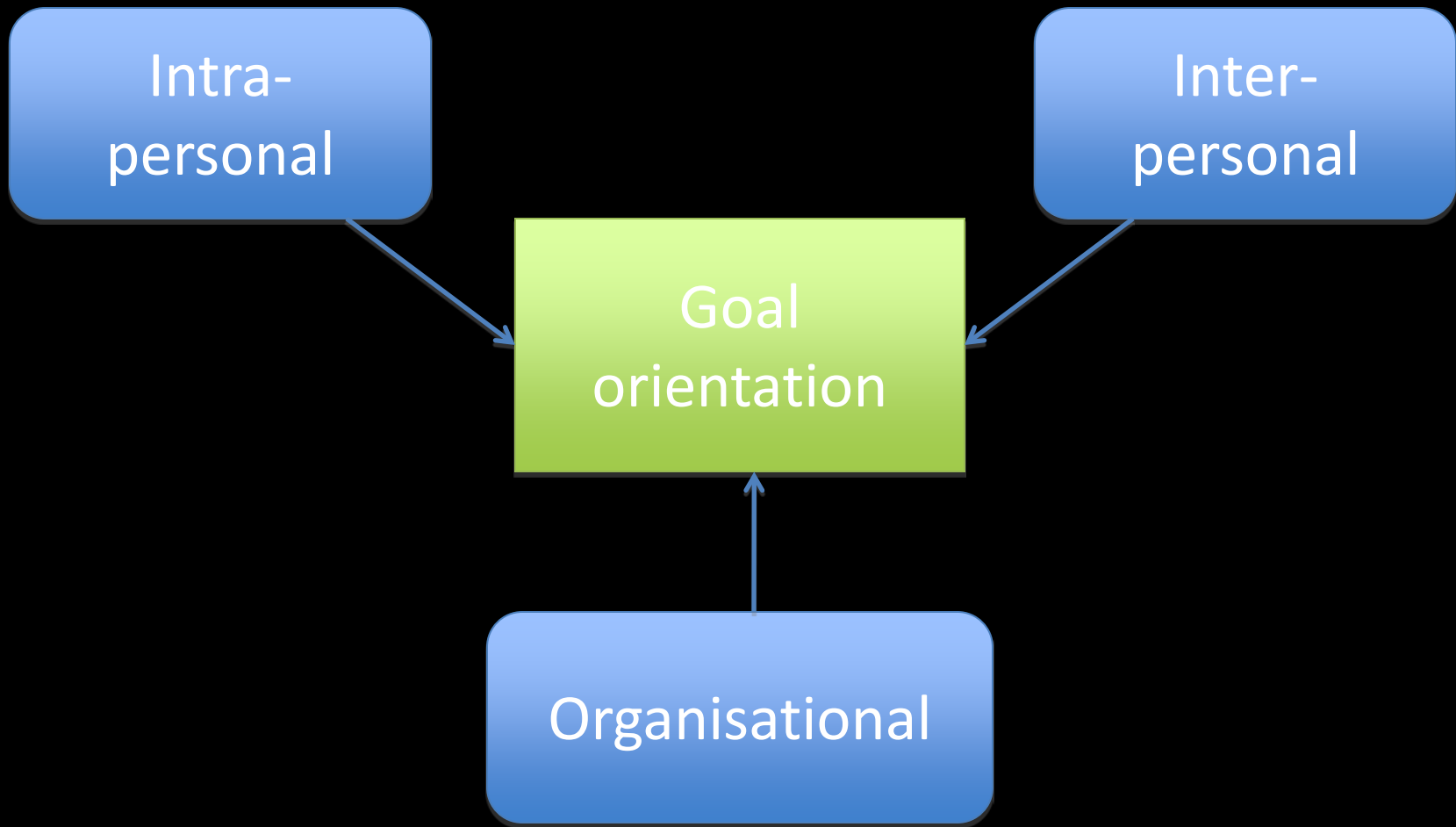
# Barriers/drivers (extrinsic)

- Social relationships

- Trust

- Facilitating conditions

- Effort