META-COGNITIVE EXPERIENTIAL LEARNING AS AN EFFECTIVE IMPLEMENTATION OF CULTURE MANAGEMENT STRATEGY FOR ENHANCEMENT OF EMPLOYEES’ PERFORMANCE

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Abstract

This conceptual review evaluates the design of a case study which might apply in exploring major effects of “meta-cognitive experiential learning strategy” on enhancement of employees' performance (MCEL-SI, Strategic Implementation). This review recognize that the exploration will be effective when the study uses participative methods of action research in a Comprehensive-Integrated Case Study (CICS) as meta-cognitive experiential learning strategy. Therefore, it is reasonable that the study involves participants in CICS’ projects in the context of organizational learning that support implementation of culture management strategy for betterment of Strategic Human Resource Management. The CICS may apply triangulation method to collect and analyze data-findings, and examine best solutions, using the conceptual framework of Flavell to answer research problems as follow:

1. What kind of learning self-identify as person variables in the practices of MCEL-SI which may give positive effects on employees’ performance enhancements?
2. What are improvements of abilities/competences and soft-skills necessary to renew job design/placement in supporting the employees' performance enhancements through MCEL-SI practices, as tasks variables,
3. What kind of work-based models being originated from MCEL-SI as strategy variables which are feasible to use in the validation of achievement standards on employees' performance enhancements.

This review presumes those findings, as resulted from the exploration of CICS, can be used as start-up foundation for multiyear’s agenda of longitudinal research after considering its significance for implementation of culture management strategy within the framework of Strategic Human Resource Management.

Keywords: Metacognitive experiential learning, Culture Management Strategy, Life Style Inventory, Employees’ performance enhancement
INTRODUCTION:

Research Description

The purpose of the proposed study under this conceptual review is to explore major effects of meta-cognitive experiential learning strategy (MCEL-SI, Strategic-Implementation) on employees’ performance enhancement. The study will examine whether those effects support implementation of culture management strategy (ICMS) for betterment of Strategic Human Resource Management (SHRM) within multiyear agenda of longitudinal research. The study presumes that the focus of MCEL-SI on monitoring and control of learning can identify those effects and reveal new quality of knowledge about: person variables, task variables and strategy variables. Considering the purpose and coverage of the proposed study, this conceptual review suggests the use of a Comprehensive-Integrated Case Study (CICS) to implement the MCEL-SI through projects of participatory action research.

Therefore, it is recommended that the proposed study will involve employees, with dual roles as co-participant researchers and research population/targets, and encourage them to join the CICS projects since the first year of research agenda. This review assumes that the study will also verify the findings of employees’ productivities resulted from MCEL-SI, justifiable by four level measures on the characteristic of contributions relative to company standard (cf. Appendix). Finally, this review expects that the study will ensure: a) the work-based models of MCEL-SI being applicable for organizational learning, b) the models of MCEL-SI that reveal significance/benefits for university students learning in internship programs and employees in early career, and c) major findings of MCEL-SI which are ready for use as “learning models in business discretion and professional work” in general.

Considering all those agenda, this review imply that the proposed study as implemented in CICS projects will be workable and applicable, when supported by:


2. Facilitation through CICS projects which ensure the increases of employees’ abilities/competences and soft-skills within the context of new job design/placement or other development programs for better SHRM through MCEL-SI that helps the enhancement of employees’ performance,

3. The CICS projects that provide employees with monitoring/control of their organizational learning (Nelson, T. O., and Narens, L. 1990), using balanced approaches on “Vertical and Horizontal Fit of Organization Culture” (Armstrong, 2000).

Groups of variables represent central research questions in the proposed study as follow:

1. How to provide MCEL-SI with independent variables that include knowledge about: a) self-identification of employees’ given-profiles as learning self-identity (person variables) using LSI Assessment, b) modeling the handlings of LSI Profiles, as new learning-spiral (task variables) using Metacognitive Awareness Inventory (MAI), and c) thinking of broader coverage on learning styles and space (strategy variables).

2. What kind of new abilities/competences and new soft-skills are necessary for renewal of employees’ job-redesign/placement, and can give significant effects on works-performance enhancement, as mediating variables?

3. How can the results of MCEL-SI on employees’ performance enhancement be validated as best practices of outstanding contributors, which satisfy four levels measures of contribution relative to company standards using assessment instrument of four stages contribution (Appendix), as dependent variables?

The proposed study is expected to produce results/benefits and significance as follow:

1) The strategic implementation of MCEL through metacognitive monitoring and control of learning (Alice Y. & David A. Kolb, 2008; Flavell, John H, 1979; Nelson, T. O., and Narens, L, 1990), as independent variables, can explain: a) the figures of learning self-identity in percentages of given-LSI-profiles, b) the data analysis of LSI
modeling as learning spiral on ICMS, and c) the satisfaction scores of learning strategy resulted form new job design/placament as styles and learning spaces;

2) The improvement of employees’ abilities/competences and new soft-skills, as mediating variables, can ensure the effects of MCEL-SI strongly on enhancements of employees’ achievement whose results are matching with new job-redesign/placement and will satisfy the requirements standards of future employment contracts or tenures;

3) Those two results/benefits above imply that the works-based models of MCEL-SI can be effective ways to increase employees’ work-performance and improve the quality of employees’ individual action-planning for future tenures/contracts, as dependent variables.

LITERATURE REVIEW

Since the purpose of CICS is to explore major effects of MCEL-SI on employees’ performance, then its projects should be able to guide the effective exploration and transform MCEL-SI as implementation of culture management strategy for the betterment of SHRM (Armstrong 2000: p 40-57; and, David, Fred R. 2009). That kind of purpose in the proposed study is similar with the one applied in our previous study (Soemarman and Eko Nugroho, 2015), but there are big differences in which the previous study did not use MCEL-SI and less concerns with metacognitive monitoring and control of learning. After evaluating that those findings of previous study simply produced partial results and less benefits/significances, further this review suggests another case study for more comprehensive-integrated exploration as follow up study. The proposed study should give assurances on the use of instruments “Life Style Inventory (LSI) originated from Lafferty’s instruments (Lafferty, 1973; cf Cooke, Robert A. and Lafferty, J. Clayton. 1981)” focusing more concerns on employees’ profiles as learning self-identity (person variables). The study must also consider that the conclusion of previous study supposed to complete the measures of employees productivities that reflect their work-performance enhancement. Therefore, The proposed study should improve those partialities and help employees appraising themselves as most productive contributors relative to company standards, using the MCEL-SI in CICS projects. Such appraisal can be supported by assessment instrument of four stages of Career Contributor Model (Appendix).

Those follow-up notes above will maximize the use of MCEL-SI as implementation of a cultural integration model for the betterment of SHRM (Arsmtrong, 2000, pp 83-86). Once that kind of SHRM established then the Company will have best opportunities to ensure the better SHRM with the following factors:

1. The increases of employees’ capacity in long term quality, with most effective and efficient ways (Armstrong,2000: p 40);
2. Stronger focus and flexibility of Company in realizing the business – oriented models and integrated models of strategic fit models (Armstrong, 2000: p 44, 58-70);

Using the experiential learning theory (ELT) that focuses on metacognitive monitoring and control of learning (Eickmann, P. et al., 2004; Alice Y. & David A. Kolb, 2008; Armstrong, 2000: pp 40-57), the projects of CICS will realize those betterment factors of SHRM. It is expected that the proposed study will enrich metacognition research beyond the context of learning and education, further the study will ensure MCEL-SI for implementation of culture management strategy for better SHRM.

CONCLUSION

The proposed study recommends CICS projects applying triangulation approach in accordance with the types and sources of data. Considering the limits of triangulation in its methodological approach (Cohen D, Crabtree B. 2006), the proposed study shall combine various approaches/techniques consisting of: interviews, exploratory surveys, participatory study of documents, self-assessment, focus group discussions, and field observations (Martyn Shuttleworth, April 1st, 2008). The proposed study should encourage participants with dual roles (Bergold, Jarg & Thomas, Stefan, 2012) to learn problem solving in participative action research and develop abilities/competences and soft-skills in policy discretion with best practices of discernment (O’Brien, R., 2001; Eickmann, P. et al., 2004) through the phases of CICS projects.
Application of Techniques and Methods for Data Gatherings and Analysis

Tools of research in CICS include:

1) Exploratory Survey with Specific Respondents in CICS projects rely on quantitative data collection and its factor analysis. The validation procedures upon the data will use Structured Interviews to understand qualitative meaning of collected data. The validation will also justify the construct validity and the reliability of findings.

The survey will cover population targets from Indonesia, consisting of 75 employees from three different companies with certified quality management of ISO-9000 and 25 students from internship program from several universities. The proposed study will administer 25 persons out of 75 employees to join in a control group as specific respondents together with 25 students from the internship program.

2) Structured Interview will use: a) verification procedures of Likert scales on affective behavior of employees, b) Verification of most appropriate practices in implementation of abilities/competences and soft-skills relative to company standards, and c) Focus Group Discussions to measure the suitability of verification results by which the quality management system applied.

3) Data Collection and Analysis will explain qualitative meaning of data types as follow: a) result-scores of LSI assessment, b) achievement-scores on competence/soft-skills test, c) scores on test of affective responses according to the results of structured interview, and d) percentages of employees’s satisfactions on the quality improvement of their redesigned job as revealed by their individual action planning that satisfy the requirements of employees’ contract/tenures.

RECOMMENDATION:

Executive Reports will explain the findings for the Sponsor of research grants, Directors of three Companies where chosen employees involved as participants, and Vice Presidents of Academic Affairs where students of internship program involved. The reports also describe agenda for further improvements of SHRM, using the MCEL-SI in future projects of CICS (longitudinal based research).
**Academic Report** will explain:

a) The reliability and validity of research findings in MCEL-SI,

b) Recommendations for further development in the uses of LSI Instrument and its necessary modifications for MCEL-SI in CICS future projects, and the use of MAI (Schraw 1994).

c) Recommendations for the next second year of CICS projects to apply the findings of current study for: improvements of student learnings in universities’ internship program and development of MCEL-SI practices for fresh graduate careers in apprenticeship years. This kind of CICS projects can be supported by training programs on **conflict management** as metacognitive knowledge and experiences of **learning self-identity**, focusing on “capacity building that transforms works-conflicts into peace making and professional development.”

d) Recommendation for third year of research agenda using the CICS projects to discover the relationship between those findings of two previous researchs and the research agenda of CICS projects in the third year study. The focus of third year study will explore the effects of MCEL-SI from the two previous studies upon the development of citizenship behavior characteristics for any company or community.

**References**

Alice Y. & David A. Kolb (2008). *The Learning Way: Meta-cognitive Aspects of Experiential Learning*. Weatherhead School of Management Case, Western-Reserve University, Cleveland, USA


Four Stages of Employees’ Contribution

Stage 1
- Willingly accepts supervision
- Demonstrates success on a portion of a larger project or task
- Masters basic and routine tasks
- Shows “directed” creativity and initiative
- Performs well under time and budget pressure
- Learns how “we” do things

Stage 2
- Assumes responsibility for definable projects
- Relies less on supervision; works independently and produces significant results
- Increases in technical expertise and ability
- Develops credibility and a reputation
- Builds a strong internal network of relationships

Stage 3
- Increases in technical breadth
- Develops broad business perspective
- Stimulates others through ideas and knowledge
- Involved as a manager, mentor, or idea leader in developing others
- Represents the organization effectively to clients and external groups
- Builds a strong internal and external network

Stage 4
- Provides direction to the organization
- Defines/drives critical business opportunities and needs
- Exercises power responsibly
- Obtains essential resources
- Sponsors promising individuals to prepare them for leadership roles
- Represents the organization on critical strategic issues