

Chapter 11

Building Capability: Flipping the Zone of Proximal Development For Talent Management

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ABSTRACT

Currently, new approaches for training can effectively adopt the “Flipped” model of instruction as an important means of organizing and developing workforce competencies. One of the goals in the university setting at Grand Valley State University is to improve skills and training opportunities which can most efficiently utilize training time. In order to improve cognitive practice and increase skillfulness in a value creation socio-technical system, the Zone of Proximal Development (ZPD) is deployed to progress the talent needed to advance productivity. Seeing much success is noticed in this newest pedagogy “flipped instruction” design, it has changed various disciplines in business education which can best be applied to the training component of the workforce today. The success of this model continues to create higher learner motivation resulting in desired outcomes. The technology of the ZPD juxtaposed with the flipped classroom technique can lead to the improvement of a highly talented workforce.

INTRODUCTION

Many organizations continue to investigate ways in which talent management can be accelerated in their companies. While many approaches are presently applied, one alternative suggested is to implement the flipped classroom instructional strategy to improve a company’s talent pool. While minimal pedagogical approaches are currently used to manage talent, the flipped instructional model provides a satisfactory alternative to training and skills development in the workforce. As we consider the options to increase our choices for talent management, we can apply the flipped classroom strategy and define

DOI: 10.4018/978-1-5225-1961-4.ch011

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the complexity of the “zone of proximal development” (ZPD) and experiential learning theory (Figure 1). To guide the discourse, we must:

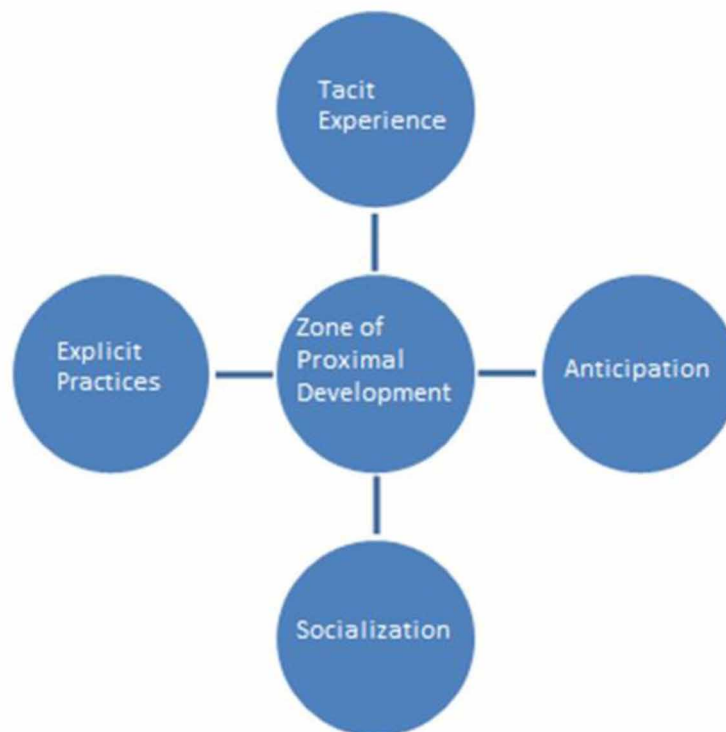
1. Conceptually frame how talent management is presently approached
2. Present the ZPD theoretical approach create value to the learner/talent and the organization
3. The shared experience to enable learning
4. Draw a conclusion, mentioning the limitations of the arguments provided in the debate, and a final suggestion can be supported for future research in “flipped” instructional pedagogy as it relates to talent management

BACKGROUND

Defining Key Dimensions

- **Flipped Instruction:** A model that allows for the traditional format of a classroom to be transformed into more of a hybrid design for learning. The focus of the model is to provide reading and the preview of content which needs to be completed before the class meeting. Individuals are then allowed time in class to work on projects individually and in teams as part of the learning process which promotes more of a problem-solving atmosphere (see Figure 1).

Figure1. The Zone of Proximal Development (Barrons, 2015)



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