

Chapter 2

Learning in Organizations: Pedagogy, Andragogy, and Technology

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ABSTRACT

Against the backdrop of emerging technologies, organizations are, now more than ever before, needing to develop agile and innovative mindsets within organizations. To achieve agility and innovation, the humans in the organizations—employees and leaders—must have the capabilities to be self-directed, and they must be driven to identify meaningful problems in the organization and engage in collaborative problem-solving to address the problems. Developing these capabilities rests mostly on the organizational environment as created by the leadership and with the opportunities presented through human resource development. The authors maintain it is useful to anchor in andragogy leadership approaches alongside opportunities for organizational learning but to not discount the value of pedagogy when used appropriately.

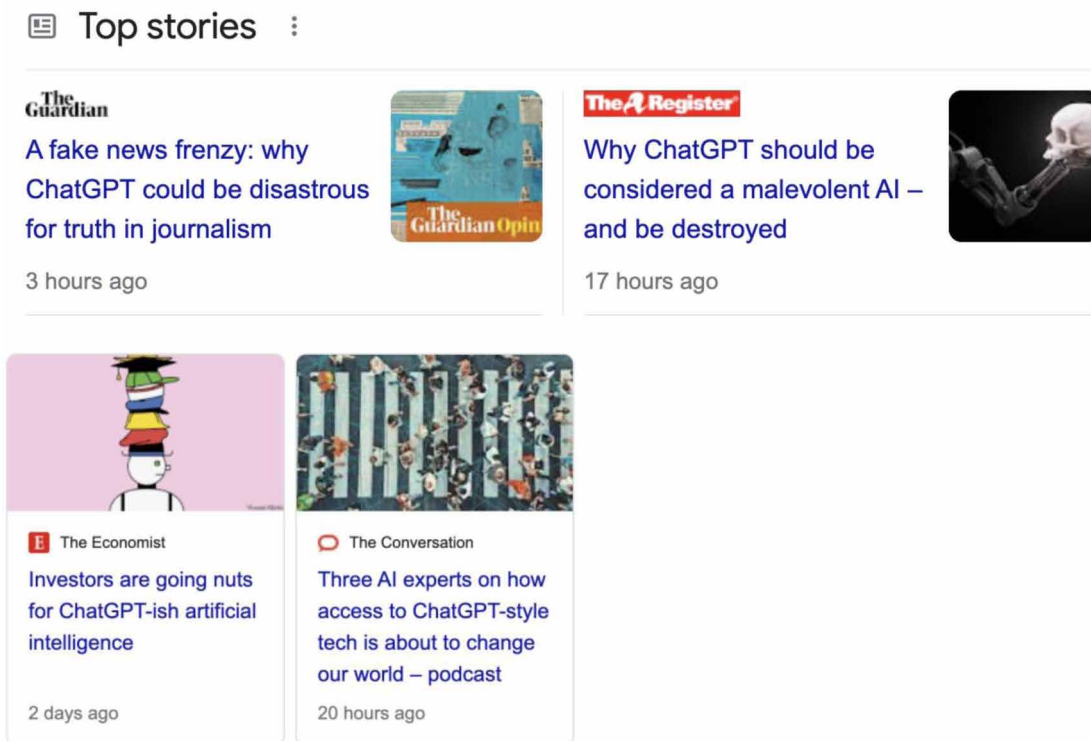
INTRODUCTION

A few months before the writing of the present chapter, in November 2022, OpenAI, a research and deployment company focusing on artificial intelligence, launched ChatGPT. ChatGPT is a conversational AI based chatbot that can answer questions, as well as “answer follow-up questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests” (OpenAI, 2023).

At the time of writing, typing “ChatGPT” as a google search brings up top news stories that very clearly reveal the depth, and nature, of reaction to the technology (Figure 1).

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Figure 1. Top stories on March 3, 2022, when “ChatGPT” is Google searched



In education, there are obvious implications of technologies like ChatGPT for academic integrity in student work. The author, working in an educational institution finds herself amid the frenzy of concern sweeping all levels of education: Should ChatGPT be banned? Should it be used? If so, how? How should we design assessments to reduce the risk of using ChatGPT to teach? And so on...

The release of ChatGPT has triggered an avalanche of discussion and concern, amid the uncertainty of what this 'new technology' really means for business, industry, education, and human society. Leaders are, without doubt, grappling with what directions their respective organizations should be taking with ChatGPT.

While ChatGPT is 'hot off the press' as a newer and unfamiliar technology, the reactions surrounding its launch are not unfamiliar to the 21st Century. Rapid change, often triggered by new technologies, is characteristic of our times, and without a doubt, leaders are being constantly challenged. What happens with ChatGPT and what its impact on society, industry, and education will be mostly rest in the hands of our leaders and the human capabilities of the organizations they lead. These leaders will need to develop a vision, and influence decision-making and policy related to how ChatGPT can be embraced and used, what the parameters of use are, and/or when and why it should be rejected. Realizing the vision and moving forward to the benefit of humankind with emerging, and established, technologies is dependent on the human capabilities that make up the organization. Against the background of the present discussion, it's easy to see why quality organizational learning is of consequence.

Quality organizational learning extends well beyond the traditional notion of job training to learn the skills to do a particular job. The traditional idea of training surfaced during the industrial revolution

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