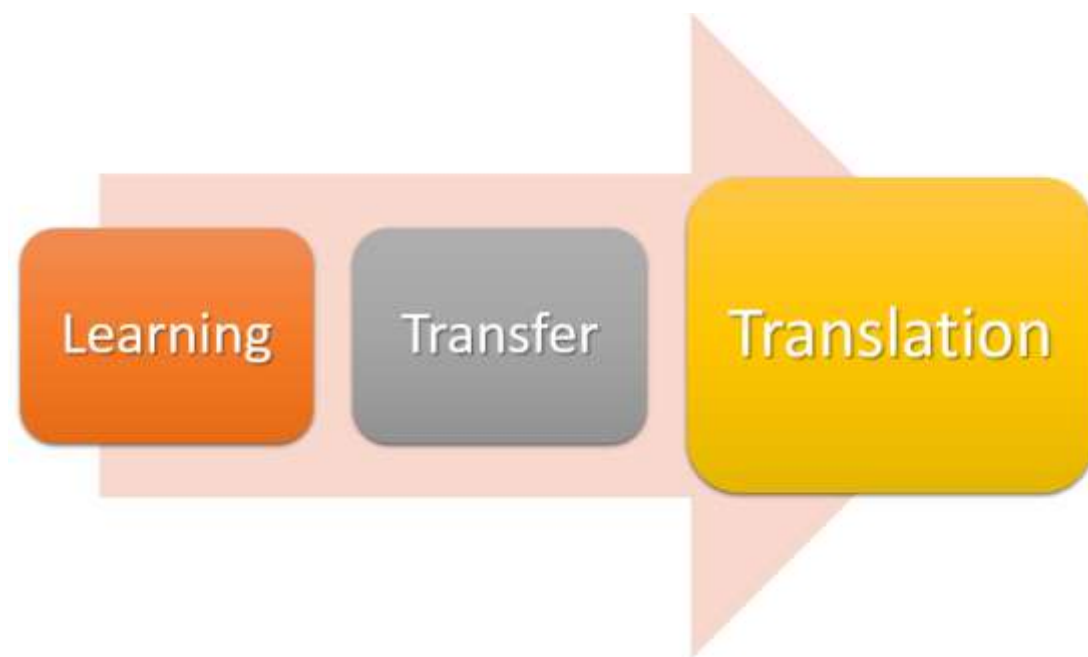


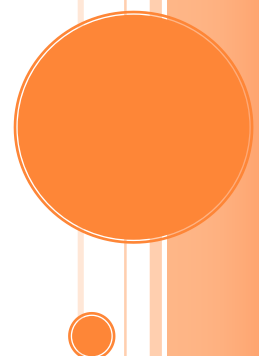
LEARNING TRANSFER

The Transfer of Danish Didactics into a Danish
Company in Vietnam



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1 ABSTRACT

Dette speciale omhandler transfer af læring fra Danmark til Vietnam. En del danske virksomheder outsourcer til Vietnam, men ikke uden problemer. Vietnamesernes mangel af kompetencer inden for de bløde værdier, så som videndeling, arbejde reflektivt, konfliktløsning, kommunikation, m.m. kan være en udfordring for danske virksomheder når de skal møde de servicering- og handlekrav som globalisering kræver. University College Lillebælt (UCL) fra Danmark eksporterer den danske didaktisk lærings tradition til Dansk virksomheder i Vietnam for at hjælpe med at kompetenceudvikle de lokale Vietnamesiske medarbejdere i virksomhederne. Formålet med UCL er at uddanne mellemledere på virksomhederne i de bløde værdier og tekniske færdigheder, samt den didaktiske lærings tradition, for at mellemlederne kan videre undervise disse færdigheder, igennem den lærte didaktisk lærings tradition, til deres hold på virksomhederne.

Min undersøgelse går ud på at undersøge de Vietnamesiske medarbejdernes oplevelse af den læring de er blevet undervist af UCL og hvorvidt og hvordan de anvender den læring i organisationen. Hvordan er den danske didaktisk læring opfattet af Vietnameser?

Min undersøgelse går også ud på at undersøge hvilke lærings traditioner der er tilstede i de danske virksomheder i Vietnam, forstået på den måde, at mennesker tænker og lærer på baggrund af den uddannelses tradition de er vokset op med, som er med til at forme en person. I Danmark er en danskers måde at lære og tænke baseret på den didaktiske lærings tradition. Hvad for en uddannelsestradition er en vietnamesiske måde at lære og tænke baseret på? Kan den vietnamesiske og danske lærings tilgang komme i konflikt på et arbejdsplads? Dette er for mig især interessant at vide i og med en dansk virksomhed transporterer en dansk organisationsstruktur og kultur til Vietnam og hvordan er den opfattet af vietnameser, og kommer det i klem med den måde vietnameser er vant til at arbejde på?

Ydermere, vil jeg gerne undersøge hvorvidt der er sket en adfærdsændring hos de vietnameser efter deltagelse på UCLs kurser, forstået på den måde, om medarbejderne gør ting anderledes nu end de gjorde før de deltog i kurserne. Med andre ord, om der er sket en lærings transfer, men ikke kun er læringstransfer men en oversættelse af læringstransfer, forstået på den måde en bearbejdning af den læring vietnameser har fået hos UCL.

CONTENTS

1	Abstract	1
	Contents.....	2
3	Introduction	6
4	Problem area.....	6
4.1	The Danish government's international strategy	6
4.2	Vietnam	6
4.3	Education in Vietnam.....	7
4.4	Denmark is missing out on billions on export of education.....	8
4.5	Danish Vocational Pilot Project (DVVP).....	9
4.5.1	Our DVVP investigation in 8 th semester	10
4.6	Finding my research area	12
5	Problem formulation	14
5.1	Delimitations	14
6	Clarification of underlying concept.....	14
6.1	Training:	15
6.2	Definition of Learning transfer	15
6.2.1	Learning	15
6.2.2	Transfer	15
6.2.3	Learning transfer	15
7	The structure and approach of my thesis.....	16
8	Philosophy of Science	16
9	Theory	18
9.1	History of transfer theory	18
9.2	Transfer of Learning – Stegeager & Laursen and Wahlgren	22
9.2.1	Critique of Transfer	23

9.2.2	Translation of learning and transformative learning	24
9.2.3	Concept of Transfer as I interpret it	25
9.3	Evidence-based recommendations for promoting learning transfer	26
10	Introduction to method	28
10.1	Company description.....	28
10.2	Area of interest	29
10.3	Presentation of empirical material.....	30
11	Method	31
11.1	The interview method.....	31
11.2	Strategy of transcription	33
11.3	Ethical guidelines regarding the interviews	33
11.4	Method of analysis	33
11.5	Hermeneutics in relation to the empirical data.....	33
11.6	Summary: Reasons for choice of method	34
11.7	My own position within the hermeneutics	35
11.8	Critique of the hermeneutic method.....	35
11.9	Methodological sequence of analysis.....	35
11.9.1	The intensions of my method of analysis.....	36
12	Analysis	37
12.1	Pre-Analysis: The Educational Traditions	37
12.2	The Danish Bildung-centered didactic tradition	37
12.2.1	The essence of “Bildung”.....	37
12.2.2	The structure and implication of the Danish didactic tradition	38
12.3	A research into the Vietnamese educational system	39
12.3.1	Feudal and Colonial thinking	39
12.3.2	The socialist thinking	40
12.3.3	The second educational reform	41

12.3.4	The Complex system	41
12.3.5	Vietnam today	43
12.4	Analysis 1	44
12.4.1	The role of educational Traditions in Esoftflow	44
12.5	Analysis 2	49
12.5.1	Intervention before training.....	50
12.5.2	Individual characteristics.....	51
12.5.2.1	Intention creating dialogue	51
12.5.2.2	Goal-orientation	52
12.5.2.3	Motivation to learn.....	53
12.5.2.4	What lies behind the importance of these Individual factors?	56
12.5.3	Training needs analysis (TNA)	58
12.6	During Training.....	60
12.6.1	Transfer appropriate processing	60
12.6.1.1	Difficulties	61
12.6.1.2	Bengtsen and Qvortrup's didactic intentions	61
12.6.1.3	Schnack's didactics social element	62
12.6.1.4	The didactic tensions.....	63
12.6.1.5	Dewey's experiential and reflective thinking	63
12.6.1.6	Suggestive reasons for lack of effectiveness	65
12.6.1.7	The didactics not part of their upbringing.....	66
12.6.1.8	Employee's difficulty with the didactics	67
12.6.2	The translation of learning in Esoftflow	69
12.7	After Training.....	70
12.7.1	Opportunity to perform	70
12.7.2	Follow-up of the learning process	71
12.8	Analysis 3	71

12.8.1	Has there been a behavioral change?	71
13	Discussion	74
13.1	Analysis 1	74
13.2	Analysis 2	75
13.3	Analysis 3	77
13.4	Semi-conclusion	78
14	Learning design	78
15	Conclusion.....	79
16	Further perspectives	82
17	List of Literature.....	83
18	Appendix (On separate USB).....	86

3 INTRODUCTION

My research is a continuation of interest in a pilot project I worked with in the 8th semester with another student. The pilot project, Danish Vocational Pilot Project (DVVP), took place in Vietnam in 2015 and had the aim of exploring the prospect of Denmark exporting education to Vietnam in order to up-qualify the competences of local Vietnamese employees working for Danish companies who have outsourced to Vietnam. As the specialization of my Master studies in Learning and Innovative change is “Education and competence development in international institutions and organizations”, working further with learning in a foreign country as Vietnam, appears to be an ideal research area for me. The prospect of exporting education to Vietnam is relatively new, and the diplomatic relations between Denmark and Vietnam continue to strengthen. As will be described in my problem area, there is much that yet needs to be researched and worked with in this particular field in Vietnam. Thus, I have decided to investigate how learning is experienced in Vietnam.

4 PROBLEM AREA

4.1 THE DANISH GOVERNMENT’S INTERNATIONAL STRATEGY

Globalization has brought new challenges and new opportunities for Denmark's foreign economic conditions. Denmark’s foreign economic environment has been changed by the shifting of the world’s economic gravity towards Asia (Regeringen 2014:6). The Danish government has attributed through great efforts to promote exports and economic diplomacy for international trading companies, being aware that companies may face a number of challenges when they enter into a new foreign market (ibid: 7).

4.2 VIETNAM

One of the countries where Danish companies and Danish diplomacy has moved to in Asia is Vietnam (Regeringen 2012:3).

With a population base of nearly 90 million inhabitants, being thus the world's 13th largest country in terms of population size, Vietnam has in the past decade evolved as being amongst one of the world’s fastest growing economies, playing a more active foreign policy role in Asia (ibid: 3). During the past two decades, Vietnam’s growth rate has raised to 7 percent positioning itself in the group of countries known as the “Next Eleven” - the world's emerging economies

(Indonesia, Mexico, South Africa, South Korea, Turkey and Vietnam) next after the BRIC countries (Brasilia, Russia, India and China) (ibid:3).

Vietnam's high economic growth is primarily attributed to the fact that Vietnam, with its relatively low wages has been an attractive country of production resulting in many foreign companies choosing Vietnam as an outsourcing country (ibid:3).

The Danish government has set a five-year period goal from 2011-2016 to double the Danish basic goods exports to Vietnam (ibid:3). As a consequence of the negotiations Vietnam is thus after Singapore and Malaysia the third growth country in ASEAN (Association of Southeast Asian Nations), that the EU has initiated free trade negotiations with (ibid.:3).

The Danish government's goals have brought about many Danish companies outsourcing to Vietnam. Around 135 Danish companies, entities and representative offices are currently present in Vietnam. With the outsourcing of Danish companies arises certain challenges such as qualified education that can competence develop Vietnamese workforce in supporting investments provided by Danish companies (ibid.:4).

According to *Vækstmarkedsstrategi Vietnam* the education system in Vietnam consists mostly of a state-controlled network of schools, universities and colleges, and that the Vietnamese education system generally calls for fundamental reforms at all levels (ibid.:13). The lack of education in Vietnam means that a number of sectors has a lack of qualified employees. Inadequate vocational education for skilled workers, and qualified middle management/leadership positions are among the challenges that face Vietnam's workforce both in the local and international work market (ibid:13).

Vækstmarkedsstrategi Vietnam states that there lies herein an opportunity to establish partnerships between the companies experiencing skills mismatch, Vietnamese business schools and Danish technical schools in order to establish capacity building in the Vietnamese vocational school system (ibid: 13).

4.3 EDUCATION IN VIETNAM

In December 2010, a Memorandum of Understanding was signed to strengthen cooperation in education between Vietnam and Denmark in particular VET (Vocational education and training), higher education and training in areas such as sustainability, education, engineering and care sector (ibid: 13).

Denmark also assists Vietnam with a curriculum reform in basic school. University colleges have in recent years been professionally active in Vietnam and works include to further develop curriculum and teaching methods and retrain teachers in the country. Danish education expertise are considered to have excellent opportunities within the technical vocational, professional higher education, professional education programs and adult education in general (ibid: 13).

Among other things, the Danish government has set the goal to promote the export of Danish education and training expertise to Vietnam through close cooperation with Danish and Vietnamese educational institutions and relevant Danish and Vietnamese authorities (ibid: 13).

Christina Antorini as Minister of Education visited Vietnam in 2015 in order to promote the above mentioned goals¹.

4.4 DENMARK IS MISSING OUT ON BILLIONS ON EXPORT OF EDUCATION

An article published by the Danish weekly magazine “Mandag Morgen” (Monday Morning, 2013), under the headline: “Denmark is missing out on billions on export of education” reveals international surveys show that Danish has not made much of an effort in commercializing and exporting education. Former ambassador and permanent secretary to The Ministry of Foreign Affairs of Denmark, Jørgen Ørstrøm Møller, who was currently doing research at the Institute of Southeast Asian Studies, reveals that education is a remarkable Danish product.

Our perhaps strongest competition factors on the international education market are the concept of lifelong learning and our special pedagogical traditions. We have something that practically no other country has and it is in demand from the global market. So financially there is a lot of potential in this market.

According to Jørgen Ørstrøm Møller there is an existing potential, yet the Danish educational institutions have had difficulty in turning a growing industry into profit.

¹ <http://international.ucl.dk/ucl-is-creating-interest-abroad-for-the-danish-vocational-programmes/>

4.5 DANISH VOCATIONAL PILOT PROJECT (DVVP)

In 2015, a Danish Vocational Pilot Project (DVVP) engaged by University College Lillebælt (UCL) was launched. The project's objectives were to create a generic model based on selling education to third world countries starting with Vietnam. The Danish companies who were outsourced in Vietnam were experiencing difficulties with the lack of competencies with their workforce and had thus called on the Danish Ambassador in Vietnam for support. The latter had in turn sought the Danish Educational ministry for assistance, thus resulting in UCL taking on the challenge in investigating the educational investment potentials in Vietnam with the economic support of Danish Industrial Fund. Their aim was to create a generic model of exporting education not only to Vietnam but eventually to other third world countries.

The following are some of the elements that describes the DVVP pilot projects aims as created by one of the leader of the project Lars Olesen²:

4. Aim and objectives of the Pilot

The overall aim of the DVVP is to create an effective vocational training and education model, which is embedded in the needs and expectations of the participating companies, and thereby can improve and handle the lack of competences and the skills gap as it occur within fast staff-growing companies on Emerging markets. The pilot shall outline how the Danish VET dual track system (embedded and blended learning) can be used to improve educational capacity within Danish offshore companies. The overall aim is to build a generic model which by know how transfer can be used in other industrial sectors and other emerging markets.

The objectives of the pilot:

- To develop and try out a vocational training/education system which can improve the effectiveness and competitiveness of the participating companies
- To support the participating companies in building a better capacity building for training managers and in-service trainers/instructors.
- To support the participating companies in building their organisational measures and to optimise company learning within media-graphic skills and competences.
- To create a sustainable business case to continue the training and education offer to the involved companies / extended group of companies in Vietnam
- To provide a genuine knowhow transfer model to be able to set up similar programs (generic principle) in other industrial sectors.

Fig. 1 Aim and objectives of the Pilot

Initially UCL was under the impression that the Danish companies needed competence boost in the vocational skills but upon the UCL Danish professors' arrival, they discovered that the Vietnamese were quite apt in the vocational skills but were rather lacking in the soft value skills, such as team work, working reflexively, knowledge sharing, communication, etc. As one of the professors explained to us in the 8th semester:

² Proposed activity plan by Lars Olesen

Dem der har planlagt det her kursus fra starten troede at det handlede om at få noget teknik og kunne lære dem noget om hvordan man kan arbejde med de her tekniske dele af deres arbejde, men det viste sig, at det havde de slet ikke brug for at vi involvere os i. Det kunne de godt klare selv. Det de havde brug for, det var de her mere bløde områder. Hvordan kan man tilrettelægge trainings og hvordan kan man gennemføre trainings og hvordan man kan have fokus på refleksion og forståelse af udvikling.

...Vi underviser så i læring, didaktik, teamledelse, konflikthåndtering alle de der bløde områder.³

The rest of the modules in the pilot project was hence concentrated in teaching these soft skills.

4.5.1 Our DVVP investigation in 8th semester

In the 8th semester, two of us students investigated the challenges that arises in relation to the implementation of this international competence development process which aimed at creating a more effective workforce for international companies, and how these challenges were overcome. We thus made a research as to whether the generic model lived up to the preliminary objectives and description of the project, exploring transfer theory with relation to learning as well as looking at what role cultural diversity played in the change that is required for creating an effective workforce.

Our investigation was based on the three learning levels as follows:

³ Interview with Professor P April 2015

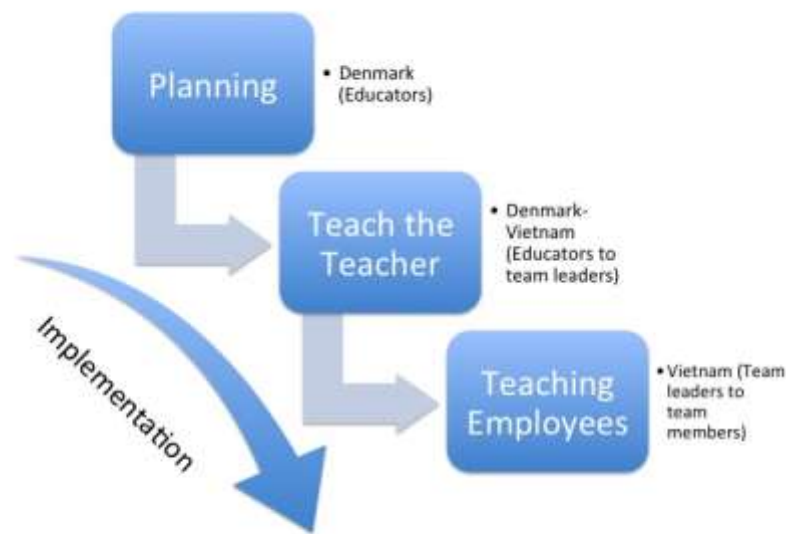


Fig. 2 *The three learning levels*

Level 1	Had reference to the planning level where Denmark as educators had to learn how they are able to understand the Vietnamese's needs and thereby fulfill them, as well as being able to create a generic model as desired
Level 2	Referred to the Danish educators task of educating the team leaders (or middle managers) to be able to teach their team members on how to function effectively as a team.
Level 3	Referred to the Vietnamese team leaders in turn train their team in the skills learned and required to meet the demands of company and clients. Each member of the team had to learn, understand and apply the group mechanisms required to be as effective part of their team.

Fig. 2 *Description of the three learning levels*

As a result of the analysis done in the research, it was concluded that the pilot project struggled with specific elements such as: lack of feedback, evaluation and the use of portfolio as a tool to create and develop important reflection processes for the participating individuals. We touched on a few of the cultural diversities pertaining to the particular Danish company in Vietnam we were investigating at that time.

UCL's DVVP pilot project lasted a year presenting five modules, whilst working with improving its deliverance of education to the Danish companies in Vietnam. The pilot project was described by the leader to be of success leading to UCL now officially exporting competence development courses (training) to Danish companies in Vietnam.

4.6 FINDING MY RESEARCH AREA

In November 2015, I had a follow-up interview with one of the three professors who travelled back and forth to Vietnam to teach in the DVVP project, after the completion of the pilot project period. I was curious as to the outcome of the DVVP project, searching for inspiration as to what interesting area I could research on for my Master thesis. Professor P⁴ expressed her concern and interest as to how the teachings which the Vietnamese employees had received, was actually transformed into the Danish companies in Vietnam and what role culture played in the transformation of learning. That awakened my curiosity and gave me the incentive to research further with the Danish companies in Vietnam, as it has large relevance to my international specialization. What are the elements that contribute to the promotion of the movement and translation of knowledge from a course or training to the workplace?

I am very curious to know, how the teachings that was given by UCL is experienced by the employees of Vietnam. How they are using this learning in the company, as the whole purpose of the training was to “improve and handle the lack of competences and the skills gap (and) improve educational capacity” (extract from DVVP plan description in Fig. 1). Consequently, my interest lays in the 3rd learning level, which is “Vietnam: Team leaders to team members” (see fig. 2 above).

There are many discussions about the subject of transfer and about the fact that learning cannot be moved from one place to another. Some see learning as transforming from the knowledge one has had before and slowly changing as new knowledge is acquired.

I do not know whether transfer has taken place in Esoftflow or whether there has been a transformation of knowledge, that is why I would like to investigate, through the employees' narratives, their experiences as to whether they feel that there has been a change in their behavior and their way of thinking in relation to their job tasks. Has there been a change in their

⁴ Interview with Professor P in November 2015

knowledge, after the course, in comparison to before they participated in the course, and if so, in what areas have they experienced a change?

At the same time, I cannot help wondering, whether there is a learning clash when two different cultures meet, and two very different cultures meeting – a Scandinavian culture meeting an Asian culture. The Danish use the didactical learning approach, yet what educational learning approach do the Vietnamese use? I know of present that the Danish want to export the didactical learning approach, implying that Vietnam does not have it.

UCL intends to transfer the Danish didactics teaching to Vietnamese for the purpose of teaching the team leaders to teach with a didactical approach. How do the Vietnamese team leaders experience the didactic teaching and how are they using it in their further teaching to their own team members? What learning approach are they coming with, and how do these two different learning approaches meet? Do they use the didactic methods, or do they use their own traditional learning approach? Or perhaps a combination of both?

Thus, I would like to investigate what role does educational traditions has in the learning transfer process and behavioral change of the Vietnamese employees, when transferring Danish didactics into Danish companies in Vietnam. In order to do that, I would like to look at the learning traditions at stake in the organization, as well as what role do they play in the company and in the learning experience of soft skills. When working with different traditions meeting, culture is an important part of that meeting, and there are different ways of analyzing culture, such as Hofstede's dimensions, Iben Jensen's descriptive/complex concepts, Schein's organizational culture, Hasse's markers and Hastrup's dimensions, etc. But in this thesis I have chosen to look at culture from the angle of educational traditions, as educational traditions have the cultural implication in them. In other words, how do the educational traditions (with its cultural implications) reflect and form base for the individual's way of thinking, learning and behavior in the workplace. Thus I will in my thesis be focusing on educational traditions instead of culture.

Furthermore, I would like to look at the scientific-based suggestions of what promotes learning transfer process, giving me an understanding of how and what individuals and organizations should work with in order to promote learning transfer. How do learning traditions and the process of learning transfer cohere with the Vietnamese employees' experience of learning?

Based on the above-mentioned interests, my problem formulation is thus as follows:

5 PROBLEM FORMULATION

What role does educational traditions have in learning transfer processes and behavioral change of the Vietnamese employees, when transferring Danish didactics into a Danish company in Vietnam?

To answer my problem formulation, I will investigate:

- What are the learning traditions at stake in the organization and what role does the Danish didactics have in a Danish company in Vietnam?
- How is the process of learning transfer promoted and what are the employees' experiences of learning transfer with relation to the didactical traditions?
- Has there been a behavioral change with relation to UCL's didactical training?

In order to be able to investigate the above mentioned, I would like to lean on Stegeager and Laursen's transfer process model. The transfer process model gives me a base in knowing what areas the individual and organization should be aware of in order for learning transfer to be promoted.

My thesis will be based on a case-study where I will investigate a Danish company in Vietnam.

5.1 DELIMITATIONS

I will not be investigating the actual training courses of UCL and how they have designed the courses and used them. My concentration will be on educational learning differences, the scientific-based suggestion on what promotes learning in the learning transfer process and how learning is experienced by the employees. Although the subject of my investigation also broaches on the context of life-long learning and organizational learning, I will not include these contexts in my thesis as I chose to delimit myself to transfer of learning and the educational traditions.

6 CLARIFICATION OF UNDERLYING CONCEPT

I will below present the key concepts which will be unfolded in my thesis:

6.1 TRAINING:

“Training can be thought of as the planned and systematic activities designed to promote the acquisition of knowledge (i.e. need to know), skills (i.e. need to do), and attitudes (i.e. need to feel)” (Salas et al., 2012:77). Effective training takes place when trainees are intentionally provided with pedagogically sound opportunities to learn targeted knowledge, skills, and attitudes (KSAs) through instruction, demonstration, practices, and timely diagnostic feedback about their performance (Salas & Cannon-Bowers, 2001; in Salas et al., 2012:77)

The goal of training is to create sustainable changes in behavior and cognition so that individuals possess the competencies they need to perform a job (Salas et al., 2012:77).

6.2 DEFINITION OF LEARNING TRANSFER

6.2.1 Learning

Learning is an adaptive, maintained behavior change, with reference to the learner's interaction with the surrounding world, which is based on processing and application of experience and knowledge (Stegeager & Laursen, 2013: 50). Learning is a change in behavior, the learner sustains and reiterates in the same or identical context (ibid.:66).

I understand this learning concept as change processes involving certain characteristics that transforms the learner, as they *change* the learner's potential to act. The basis of this change process is the *knowledge* and *abilities* as they occur in the interaction between the learner and the world. Their evidence is sustained behavior change, what I would interpret as “improvement”.

6.2.2 Transfer

The word transfer derives from the Latin word *transfere* (carry over) describing the activity to transport or carry something from one place to another (ibid.:62).

6.2.3 Learning transfer

Learning transfer is seen as the process whereby what has been learned is carried from one context known as *learning context*, to another context known as *application context* (Stegeager & Laursen, 2013:62). The outcome is a behavioral change, which the learner sustains and reiterates over time and across space or context (ibid.:66).

7 THE STRUCTURE AND APPROACH OF MY THESIS

The structure and approach of my thesis is visualized as follows:

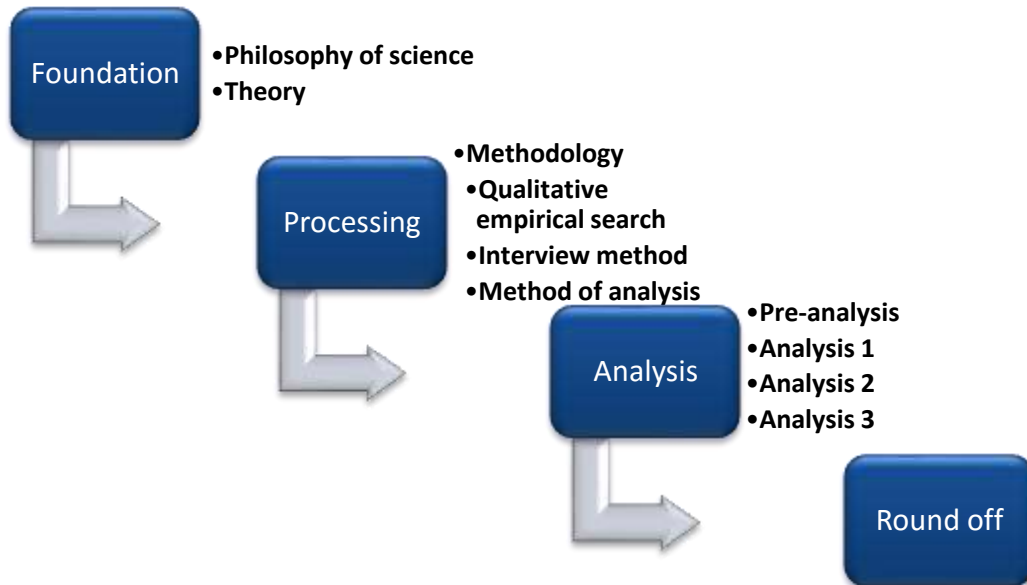


Fig 4 *Structure and approach of my thesis*

8 PHILOSOPHY OF SCIENCE

My scientific approach will be the hermeneutical epistemological approach. In the hermeneutical epistemological tradition there exist three types of hermeneutics: the traditional, the methodical and the philosophical traditions.

The traditional hermeneutics is characterized by the desire to find the true meaning of a text by reading the text, which implies that the text itself is a carrier of truth.

The methodical hermeneutics is a systematized version that aims at formulating rules for interpretation based on the assumption that misunderstandings are rooted in failed communication between people. Therefore, it becomes necessary to draw up rules for the interpretation to minimize the errors. The better the rules, the better interpretation.

The philosophical hermeneutics is also referred to as the existential hermeneutics by Mogens Pahuus (Pahuus in Collin & K ppe: 2015: 236). It is developed by the German philosophers Martin Heidegger (1889-1976), Hans Lipps (1889-1941) and Hans-Georg Gadamer (1900-

2002) and deals with the terms of possibility for interpretation and understanding of the world and what understanding means in terms of our actions and knowledge about the world.

Like the traditional approach, the philosophical hermeneutics sees hermeneutics as understanding, interpretation (which can be deciphered) and application (as applicable in practice). These are all part of the whole in the understanding of what it means to understand something *as* something (Fuglsang & Bitsch: 2004: 311-312), and the three directions within hermeneutics share the load-bearing basic principle of the hermeneutic circle.

The circle represents the interaction between part and a whole, where the parts can only be understood by virtue of the whole and vice versa. The relation and correlation between part and the whole is what creates meaning, since it is in the relation between those, it becomes possible to understand and interpret. The interpretation is repeated until an adequate and non-contradictory interpretation of the text arises (Fuglsang & Bitch Olsen 2005:312). The three hermeneutical directions differ from each other in terms of what and who is covered by the hermeneutical circle. The traditional direction limits the part-whole relation to the text, i.e. phrases and words are the parts and the entire text is the whole. The methodical direction deals with the connection between text and author or context.

The philosophical hermeneutics, on the other hand, deals with the circular movement between interpreter and text. This implies that it is not possible to comprehend the meaning of the text independently of the understanding, which the text's interpretation is based on. The understanding creates a deliberate *or* unconscious basis for interpretation of the text, which means that the interpreter plays an active and influencing role in the process (Pahuus in Collin & Koppe 2015:242-243). What matters is that the methodological and philosophical hermeneutics differ in the understanding of the hermeneutical circle. The methodological direction understands the circle as an epistemological principle in which the circle acts as a means of obtaining true knowledge; the philosophical on the other hand considers the hermeneutic circle rather as an ontological principle, wherein the interpretation shall be seen as a way of being (Fuglsang & Bitsch Olsen: 2005: 314). "I Gadamer's (2004) tradition afvises det således udtrykkeligt, at hermeneutik er en metode, og forståelsen sættes i stedet som menneskers fundamentale værensform" (Kvale 2009:234).

I find the philosophical or existential hermeneutics adequate for my epistemological approach. This is primarily because I, through partially structured interviews, interpret my

informants' experiences and experiences of learning and more specifically learning transfer in relation to the different educational traditions in the company.

As I interpret other people's reality (life world) it is impossible to ignore my own role as interpreters in this context. My preconception determines the questions I ask my interviewees and the way I understand their descriptions.

9 THEORY

9.1 HISTORY OF TRANSFER THEORY

This history of transfer is extracted from Stegeager & Laursen's *Organisationer i bevægelse. Læring-udvikling-intervention*. Stegeager and Laursen are both professors from Aalborg University, Denmark and researchers in organizational learning.

The theory of transfer had its origins in the first half of the 20th century with Edward L. Thorndike, Charles H. Judd and John Dewey (Stegeager & Laursen 2013:62). Thorndike, in 1901, (basing his theory on behaviorism) worked together with his colleague Robert Woodworth (working with the concept *identical elements*). They had the concept that where there is a convergence between the learning context and application context then transfer will easily be present. What had been learned, as a consequence of stimuli, could easily be applied as two identical elements in these two contexts (Thorndike & Woodworth 1901; Stegeager & Laursen 2013:62).

Charles Judd on the other hand, being cognitive constructivist, opposed Thorndike's instrumental learning theory, concentrating more on the learner's cognitive transfer of knowledge, placing emphasis on learning as general abstract acquisition as in Piaget's mental schemes (ibid.:62-63). Transfer for him was about the new knowledge used generally as new challenges, understood as new reflections, as the material consisted of abstract knowledge, which in any new problem situation could be used and reinterpreted (ibid:62-63).

Then came Dewey who criticized both Judd and Thorndike, simplifying the connection between education and praxis. Having a pragmatic experimental approach, he promoted the concept that interplay between formal teaching and the student's active experimental participation in praxis was essential, in order to increase learning and transfer (ibid:63).

Later came Frederick Taylor with his scientific management concentrating though mainly on leadership strategy thus not concentrating much on transfer of learning (ibid:63-64).

It wasn't until the 1980's before the debate on transfer began to be pronounced with debates as to why it was difficult to cobble competences from education with that of the workplace (Leifer & Newstrom 1980, Noe 1986, Baldwin & Ford 1988, Broad & Newstrom 1992; in Stegeager & Laursen 2013:64).

Baldwin and Ford (Personnel psychology) define in their review *Transfer of Training: A Review and Directions for Future Research* the definition of transfer as follows:

Positive transfer of training is defined as the degree to which trainees effectively apply the knowledge, skills, and attitudes gained in a training context to the job. Transfer of training, therefore, is more than a function of original learning in a training program. For transfer to have occurred, learned behavior must be generalized to the job context and maintained over a period of time on the jobs (Baldwin & Ford, 1988: 63).

Stegeager and Laursen (2013) see the perception of transfer from the above point of view as “retention of individual learning within a new, different organizational context”. Recent empirical researches have since moved towards changes which focus on consciously initiated change processes (Burke and Hutchins 2007 and Cheng and Hampson 2008; in Stegeager & Laursen 2013: 64), due to the fact that these recent change processes are easy to research, facilitating easy adjustment or change for organizations (Stegeager & Laursen 2013: 64). This reasoning about change processes that are easily facilitated by organizations interests me as my understanding is that organizations have difficulties in implementing transfer.

Consequently, Stegeager & Laursen, see the transfer literature divided into two categories:

- The consultant based approach, which focuses on process-oriented intervention with phases *before, under, and after*.
- The researched based approach, focusing to a greater extent on the causes and factors that promote or hinder transfer pertaining to the learner, educational intervention and the organizational environment.

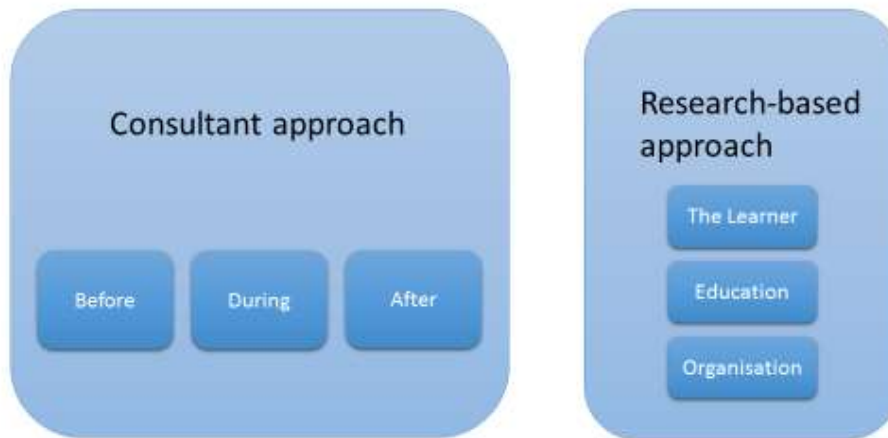


Fig. 5 Consultant and Research-based approaches

As a result, Stegeager and Laursen have developed a model called the Transfer process showing the process of transfer. The model depicts the individual as he goes through the processes of training before, during and after, taking into account the individual himself, the organization the individual works in and the training provider from the training institution. The model has six dimensions and seven focal points. Stegeager and Laursen explain that these six dimensions can be juxtaposed in the effort to show that learning transfer can be understood in a number of different ways and that educators, consultants and managers can be put in at several different levels to “promote the movement of learning” (Stegeager & Laursen 2013: 65). The seven focal points have been the subject of research emphasizing their importance in the different areas of problems relating to transfer. They mean that, in order for learning to move in and around in the organization, cooperation is required between all the stakeholders who are part of the learning courses through a longer period of time (Keller, Willert & Stegeager 201; Stegeager & Laursen 2013: 65).

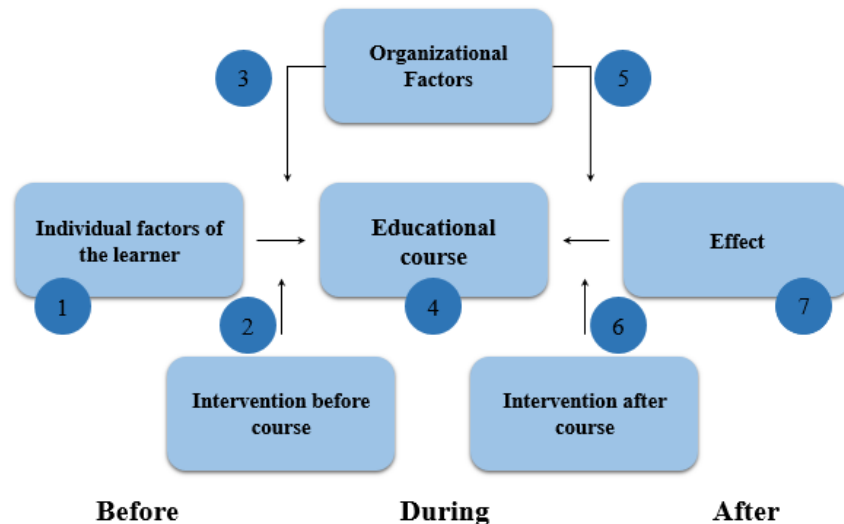


Fig. 6 *The Transfer Process*

My purpose of using this model is to give me a base in knowing what areas the individual, the organization and the training provider should be aware of in order for learning transfer to be promoted. I have added “Before, During and After” to the model as it gives me a better picture of the phases with which the individual works with and which I will use during my analysis. (I will explain more in the method section). As mentioned with reference to fig. 5, the research based approach focuses to a great extent on the causes and factors that promote and hinder transfer, which is why I am interested in looking at those when dealing with learning transfer in the organization. I have chosen thus to look at the suggestions and factors that are recommended from scientific researches on the subject of promoting learning transfer.

Stegeager & Laursen’s transfer process model could be seen as leaning towards some regularities within the fields of natural sciences, seeing that Baldwin & Ford work within the fields of psychological measurements “degree”.

If the transfer process model could be seen as regularities which natural sciences uncover, and thus colliding with the thinking of hermeneutics, I would like to clarify that my objectives in accordance to the thinking of hermeneutics covers three areas: meaningfulness, intentionality, as well as interpretation which is what I desire to extract from the model in the different focal points and dimensions.

“The hermeneutics does not reject the broad ideals of the natural sciences in as long as it applies to objectivity and (inasmuch as the human sciences seek the general) the uncovering of more general and profound elements in the subject field” (Collin & K ppe 2014:254).

Firstly, I would like to look at the elements of meaningfulness and intentionality presented by the different perceptions and recommendations of scientific researches (I will explain more in the next section) given on the subject of learning transfer promotion within these three phases with reference to my empiricism. Then secondly look at the interpretation, understood as implications, of these meaningfulness and intentionality of the perceptions and recommendations extracted from scientific researches for Esoftflow's team leaders, managers and organization also with reference to my empiricism. I will not only look at the scientific-based recommendations but will use other theoreticians thinking such as Dewey and Illeris with relation to these recommendations.

It is through the hermeneutical understanding of meaning, intentionality and interpretation of the scientific recommendations, other theoreticians understanding of these recommendations and of the phenomena present from my empiricism that I expect the fusion of horizons will be achieved. The transfer process model will serve as a base, giving me a picture as to where in the individual's and organization's phases, I am moving in with reference to the phenomena existing in my empiricism.

9.2 TRANSFER OF LEARNING – STEGEAGER & LAURSEN AND WAHLGREN

There has been a lot of discussion about transfer and whether learning is transferable. According to Bjarne Wahlgren⁵ (2013:145) and Stegeager & Laursen⁶ (2013:66), when learning is tied to one context, in which it is appropriated, it can only be held and repeated in the same context. Wahlgren sees knowledge and skills not to be something one *has* and can be used whenever the situation appears. Learning is always seen as a transmission requiring adaptation. Thus transfer is a process for Wahlgren (Wahlgren 2013:145). Stegeager & Laursen appear to have the same connotation as they see transfer as behavioral change, repeated over time and across room and context. Thus I deduct from the above that learning transfer has the aspect of time. That is, retaining learning over time in a process and in another context. Transfer thus has to do with a movement of knowledge in and out of the organization. What they call from-knowledge-to-

⁵ Bjarne Wahlgren is the Head of the Institute for Didactic at Danish Pedagogic University/Aarhus University, and has over a number of years researched in the importance of transfer in relation to qualification and competence development.

⁶ Nikolaj Stegeager & Erik Laursen are both Professors in Organizational learning and Transfer, Aalborg University.

action-processes, often associated with different concepts such as transfer, transformation, implementation, knowledge sharing, etc. (Stegeager & Laursen 2013:67). Both Wahlgren and Stegeager & Laursen go further by using the expression *translation processes* when referring to the movement of knowledge in and out of the organization (Wahlgren 2013:145; Stegeager & Laursen 2013:67).

9.2.1 Critique of Transfer

There has been critique on the subject of transfer as to how the concept is used as does Poula Helth (Helth 2015:2). She has critiqued, for example Wahlgren's view on how theoretical knowledge can be translated to relevant skills in an organizational practice. She means that in order for competence development to happen in practice, it is important to create the best learning environment possible on the job. She means that competence development is not something one can plan and happens as a result of conveying or transporting knowledge from one context to another. Her opinion is that, that kind of thinking is too narrow minded. For her, learning in the workplace is usually linked to specific actions in the workplace, and to the contexts, in which the action is taken place (Clematide 2013; in Helth 2015:2). It is for example not certain that it is relevant to transfer and translate skills from an educational context to work, because learning is already happening in connection with the daily work processes. She feels that it is not a wonder that the many public leadership educations given, have not actually materialized into learning being used at the workplace (Helth 2015:2).

According to Anja Thomassen⁷, the word transfer should not be perceived as knowledge taken from one place and moved to another, as the complexity and content of the concept could be lost (Interview Thomassen:2). Transfer for her is the transformation process of knowledge into something else and is expressed in another way when it moves. The translation of learning has to solely do with the individual, as the individual is the only one who can convert or transform concept and theory presented into application into praxis. The way one reflects and works with one's problems, determines the translation process. It is through building up analytical and reflexive competences that the foundation for creating transfer is set. It is through the way that the learner reflects, the way the learner works with his problems that is decisive for the translation process. The difficult part is creating the connection between the understanding of

⁷ Anja Thomassen is a professor at Aalborg University and has works with transfer in organizations as a researcher

concept and theory, and the application into praxis. She leans on Dewey's theory of experimental learning (ibid.: ff).

Other discussions are often about whether transfer is a phenomenon that should be considered from the individual position (as does Thomassen), or is it a phenomenon that is rooted in the social context (as does Helth) and therefore should be seen from that position⁸.

9.2.2 Translation of learning and transformative learning

After much studying, I have come to the understanding and interpretation of the differences between these two terminologies.

The translation of learning occurs when learning is transferred from one context to the other over space. This is understood as learning that goes through a translation process of knowledge brought to action – knowledge to application, where knowledge through the process has to be interpreted and adapted in order to become meaningful for the individual (Stegeager & Laursen 2013:74-75). This happens when what has been learned in training goes through a translation process, based on the experiences one carried beforehand through earlier experiences, into a job context (as in accordance to Anja Thomassen's understanding). Wahlgren refers to mental processes when referring to the translation of learning (Wahlgren 2013:145). The difference, from my understanding, are the different ways one works with that process. Different theoreticians with each their different learning approaches would explain how this translation occurs. Different scholars choose their preferences as they see best. Poula Helth, for example, like Wahlgren, uses Piaget's accommodation theory to explain this translation, whereas Anja Thomassen uses Dewey's reflective experimental approach.

Transformative learning, on the other hand, has to do with behavioral change appropriated by the individual and the fact that, as the individual receives learning, the new knowledge changes the individual, making him change his way of thinking and behavior to the extent that it changes his identity (Illeris 2013:57-65ff). Illeris' defines transformative learning as "all learning, that involves changes in the identity of the learner" (ibid.:67). I will not be dealing with identity change as my concentration will be on the educational traditions, but will merely be looking at

⁸ http://projekter.aau.dk/projekter/files/6146680/masterspeciale_mlp_final.pdf

certain aspects with relation to intentions and meanings associated with transformative learning with reference to my empiricism.

From these studies, my interpretation is that both these processes require that learning is not just momentarily or quickly forgotten, but requires sustainability over longer period of time, allowing the learning to be upheld in changed habits – a sustainable change.

9.2.3 Concept of Transfer as I interpret it

My understanding and interpretation from my studies made on the subject and through the hermeneutical circle, is that transfer is the terminology used for the movement of knowledge from one context to another over space and time. Within that movement a translation of the knowledge can occur, depending on how the learner works with it both individually and in the social context that it is in. This learning which is translated undergoes an internalizing process within the individual as he works with it to the extent that the learning undergoes an internalizing process becoming transformative learning – a process from translation to transformation. Thus I will refer throughout my thesis to the whole concept as *transfer*, understood as both the movement, the translation and transformation, and in my analysis I will expound on the mechanisms of translation that occur in the different phenomena that my empiricism reveals. As that movement, translation and transformation has to do with learning processes, I will thus in my thesis refer to the whole concept as *learning transfer*. I chose to do so as the concept of transfer is most commonly known and referred to by both scholars and non-scholars internationally.

Despite the differences in opinion on learning transfer, I am under the alignment with the perception of both Stegeager & Laursen and Wahlgren, as the concept of behavioral change brought about by the movement of knowledge from one context to another, seems rational and in alignment to my own perspective of hermeneutics, understanding the world, from my own life world (Pahuus 2015:237). As I have experienced both myself as a student and my work colleagues having the difficulty in translating what was learned out in the practical world in the transfer process, I relate to the thinking of both Stegeager & Laursen and thus find their learning transfer thinking appropriate in answering my problem formulation. The concept “sustain” and “reiterate” are the two interesting concepts that catch my interest with Stegeager and Laursen’s definition of learning transfer as the Danish courses are very short and therefore it is imperative that the teaching is of such that the Vietnamese can retain and apply when the Danish have left Vietnam.

Due to the critique on transfer it seems rational for me, to examine both the transfer processes (before, during and after) and at the same time, the transformative learning processes (the researched based approach), in relation to my informants' experiences. My reason for wanting to look at both, lies in the fact that I do not know beforehand what their experiences will bring in the different dimensions and focal points. The model gives me a base to lean on, in working to understand how the individual in interaction with their team and management, experience learning transfer. Furthermore, it gives me a base for identifying the areas that may need strengthening in order to promote learning transfer.

I am interested to see whether there is a behavioral change. What are the elements that scientific researches have expanded on will contribute to the promotion of learning transfer, which will in turn contribute to the change in behavior in the workplace?

My case is one of Danish companies which desired to competence develop its team leaders in the soft skills, so that they, in turn, could teach their new learned knowledge further to their teams. I would like to use this model as a background tool to refer to, when looking at the different aspects, both with educational traditions and learning transfer, that the narratives that my informants may reveal.

Dewey and Illeris' theory

As I work with the understanding of the different educational traditions in Esoftflow, I will avail myself of both Dewey and Illeris. When working with the translation of learning in my assignment I will refer to the intensions and meanings of Dewey's experimental and reflective learning in the translation of learning.

When referring to behavioral change, I will refer to Illeris' transformative learning looking at the intentions and meaning associated with the elements involved in the behavioral change of the individual.

9.3 EVIDENCE-BASED RECOMMENDATIONS FOR PROMOTING LEARNING TRANSFER

I have chosen to use a review of a collection of scientific research on conceptual and research-based recommendations focusing on how the gap between learning and sustained workplace performance can be lessened. There are many reviews made since Baldwin & Ford in 1988 wrote their review with critique over the lack of sufficient scientific research made within

different areas in the field of learning transfer. I have chosen Salas, et al.'s (2012) review where they have made a collection of all the latest scientific research that has taken place since 1988. The results of Salas, et al.'s research have been compiled into a collection of what, according to their research, are the factors (recommendations) necessary for promoting learning transfer. They too refer to, and have categorized these factors into the before, during and after phases. As Stegeager & Laursen have mentioned in connection with their transfer process model, there are different focal points where organizations can concentrate on, according to what the companies' needs are. I would like to look at the promotional factors in the three phases that will contribute to behavioral change.

I will not only look at Salas, et al.'s compilation, but I will also refer to other views, such as those referred by Wahlgren and Stegeager. I have categorized their answers in the before, under and after phases, and will use Stegeager & Laursen's model to lean up against.

My interest with working with the factors is based on my interpretation that employees would more likely relate to phases and factors in the workplace, whereby a framework is given, and employees thus relating easier to the frame works. Transfer of learning could have a more abstract implication for employees, thus resulting in difficulties in experiencing learning transfer. From a hermeneutical viewpoint I interpret Poula Helth implications earlier about learning not materializing in the workplace, as leadership in the public sector (as well as ordinary employees) have difficulties in relating to how learning transfer can occur.

Salas et.al too express that successful training is an iterative process that takes consideration of the elements leading up to training including important factors during and after training (Salas et.al. 2012:78).

I will only outline the conceptualized and research-based suggestions which lessen the gap between learning and sustained workplace performance and will expand on them more in my analysis:

Before	During	After
<ul style="list-style-type: none"> • Training needs Analysis (TNA) which includes: Job-task analysis, organizational analysis and personal analysis • The learning climate • Individual characteristics which includes: self-efficacy, goal orientation, motivation to learn 	<ul style="list-style-type: none"> • Instructional strategies and principles with include: Transfer appropriate processing, error training, behavioral role modelling, self-regulation, simulation 	<ul style="list-style-type: none"> • Transfer of training which includes: Team leaders and supervisors and debriefing and supporting mechanisms • Training evaluation

Fig. 7 Promotional researched based suggestions for learning transfer

In my analysis, I will only be using the above suggestions that have relevance to my empiricism.

10 INTRODUCTION TO METHOD

To approach our description of method in detail, I must first know about the context. Therefore, I consider it necessary with a description of the company, where my empirical material emanates from and in extension of this, a description of the empirical material.

10.1 COMPANY DESCRIPTION

The company I obtained my empirical data from is a Danish graphic company called Esoftflow. Esoftflow specializes in working with professional visualizations for mainly the real estate sector deliver innovative marketing solutions for real estate all over the world such as providing photo editing, retouching, videos and slideshows. They help photographers from around the globe in real estate chains to process and retouch at fast speed their pictures, thus optimizing the workflow, thus the name “Esoftflow”.

Esoftflow is a fast growing company since its establishment in 2010 with a workforce of 10 people expanding to a workforce of almost 500 employees in 2016. The choice of placing Esoftflow in Vietnam meant not only cheap labour but also using the time difference between USA and Europe to shorten the delivery time significantly, working with three work shifts 24 hours a day.

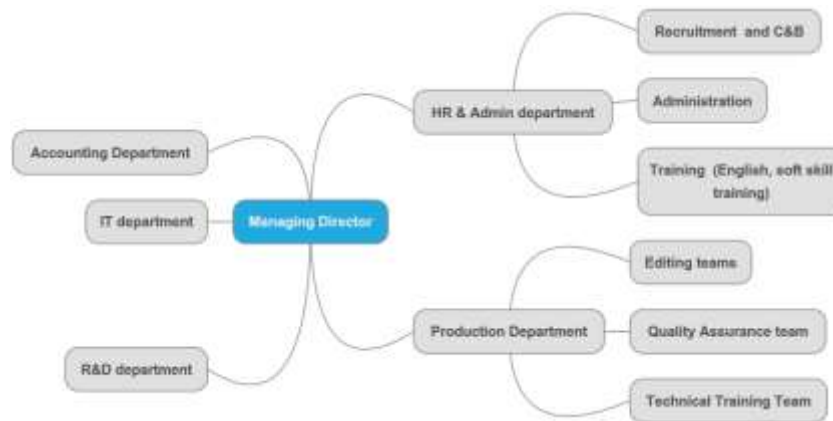


Fig 8. Organizational Chart Esoflow

10.2 AREA OF INTEREST

My interest with Esoflow lies in the fact that it was one of the five Danish companies in Vietnam, which participated in UCL's pilot project courses in 2015.

Five individuals from Esoflow attended UCL's 5 courses. The HR manager, the training coordinator, one trainer and two team leaders. The training coordinator was the only one who attended all five courses, the HR manager attended three courses, and the rest attended one or two courses.

The company has a number of managers who also serve as trainers for the different technical divisions in the company. Each division has team leaders who are responsible for about 50-80 employees. The trainers have the responsibility of training the employees in the company. The Training coordinator together with the team leaders assist the trainer in figuring out what the employees need to be trained in. The training coordinator has the responsibility in assessing who participates in courses together with the HR manager and in coordinating all courses. Esoflow sends its' employees, to a lot of courses given by different Vietnamese course providers from Vietnamese universities, colleges, etc. as well as the Danish UCL course. The local courses are many within the graphic and technical fields. Initially Esoflow sent their employees to local courses in soft skills, but experienced low output in these courses, which lead to UCL stepping in.

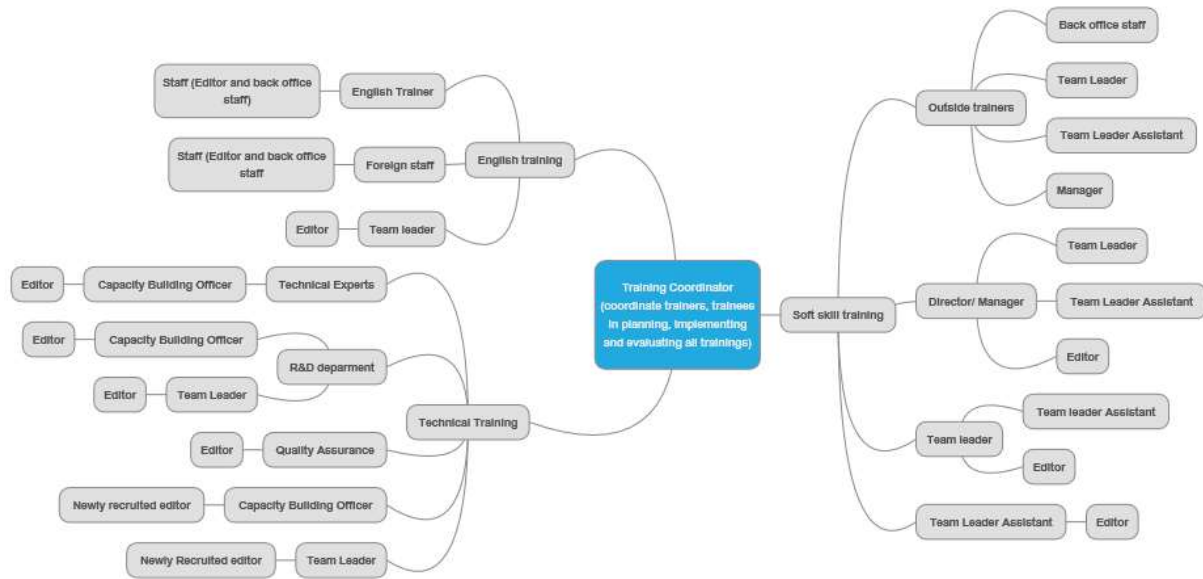


Fig. 9 Training Chart of Esoftflow

10.3 PRESENTATION OF EMPIRICAL MATERIAL

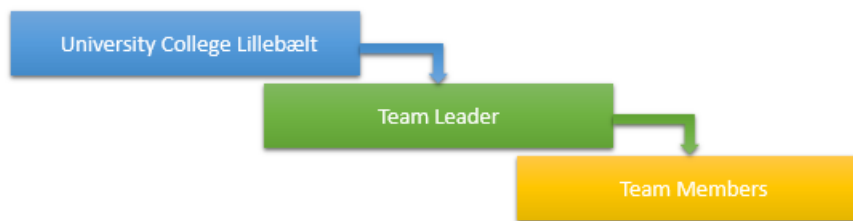
I gathered my first empiricism together with another student as we started our project together but brunched off later. Hence, my referring to “we” when addressing our qualitative interviews. In my analysis though, I will be referring to “I” with reference to the interviews, as I will be hermeneutically taking the outset from my own understanding and interpretations of my informants’ narratives.

We chose to make a series of qualitative interviews to produce empirical material for our research. These interviews are with the five individuals from Esoftflow who have attended UCL’s 5 courses and took place on Skype in three laps.

Interviews		
Monday	Tuesday	Thursday
<ul style="list-style-type: none"> The managing director of the company 	<ul style="list-style-type: none"> Team leader, referred to as “TL1” 	<ul style="list-style-type: none"> Team leader assistant, referred to as “TLA4”
<ul style="list-style-type: none"> The HR manager of the company, referred to as “Ms HR” 	<ul style="list-style-type: none"> Team leader, referred to as “TL2” 	
<ul style="list-style-type: none"> The company’s training coordinator, referred to as “TC” 	<ul style="list-style-type: none"> Team leader assistant, referred to as “TLA3” 	

Fig. 10 Interview overview

TLA4 did not attend UCL training. She receives her training from one of the team leaders (who is a trainer) from UCL's trainings. She is interesting as she is the third link from UCL's teaching, and I am interested to experience how learning moves through the Esoftflow's organization.

**Fig. 11 The 3 links**

Due to technical problems only two out of seven of our Skype interviews were fully recorded. The two interviews which were successfully recorded were the interviews with HR manager, Ms HR and the Training Coordinator, TC. Our interview with the managing director was not recorded at all. Only nine minutes of the remaining interviewees (Team leaders and Team leader assistance) were recorded. The software programs installed for recording failed to record the interviews as expected.

As a result, I will use as first empirical material, the two fully recorded interviews – with Ms HR and TC, the 9 minutes recordings of the four Team leaders/Team leader assistants, as well as our notes taken during and after the interviews.

11 METHOD

11.1 THE INTERVIEW METHOD

Qualitative research interviews - as the one devised for this project's empirical research – should not be strictly structured, according to Kvale and Brinkmann⁹. If our focus during the

⁹ Steinar Kvale (1938-2008), Danish/ Norwegian professor of Educational Psychology at the Institute for Psychology, Århus University, Denmark, and Svend Brinkmann, professor in psychology at the Institute for Communication, Aalborg University

interview process exclusively had been on the questions we had prepared, we might not have discovered the doors, which the informants would open up in their answers. The interview must, according to Kvale and Brinkmann, try to maintain openness to new and unexpected phenomena, instead of working with pre-formulated questions and finished categories of analysis (Kvale & Brinkmann: 2009: 144).

With this in mind we produced four different interview guides with clearly formulated questions. Firstly, because it raised awareness about the importance of the specific wording of the questions, and secondly, it also opened up for the discussion about which areas we wanted covered in the interviews.

The questions in the interview guide were drawn up on the basis of our own preunderstanding about Esoftflow and the employees working there and the training we know they have received from UCL. Our interest with the interview was to create a dialogue with the interviewees, so that they would get the opportunity to tell us their stories (narratives) and to tell us about their personal experiences, thus giving us the opportunity to ask questions inspired by these statements.

In the beginning of the projects our plans were to travel to Vietnam to visit Esoftflow and meet people face to face and from there select our interviewees and in addition observe practice and in particular the existing culture - both national and organizational. Due to lack of time and economical funds we decided we would manage our time more wisely if we did not travel all the way to Vietnam. Interviewing people on Skype implies certain challenges and limitations, especially when, apart from one, both parties have to communicate in a foreign language, i.e. not one's mother tongue, in this case the English language.

Since our interviews were partly-structured, the specific questions from the interview guides have not necessarily been asked during the different interviews, which imply that, the order of the informants' responses have not had great importance. First of all, we have had an interest in creating a smooth dialogue, where each individual had the possibility to tell us about his or her personal experiences.

11.2 STRATEGY OF TRANSCRIPTION

After transcribing and summing up my notes, I color them in themes as I categorize the different phenomena which have relevance to my thesis which I interpret from the narratives of my informants, writing notes that come to my mind in red color type as I work with my empiricism. E.g. culture and educational traditions are marked in yellow. Thereafter I go back and chose the phenomena I see are interesting, important and relevant to work with (see transcriptions).

11.3 ETHICAL GUIDELINES REGARDING THE INTERVIEWS

All informants have been informed about the background of this project and of the anonymity of their names, thus all the names have been changed as seen in fig. 9, as my actions intervened in their world, thus requiring that I contemplate on the consequences.

11.4 METHOD OF ANALYSIS

11.5 HERMENEUTICS IN RELATION TO THE EMPIRICAL DATA

As implicitly described, hermeneutics is in fact an interpretation of completed texts (Kvale: 2009: 233 & Pahuus in Collin & Koppe: 2014: 227), but when it comes to the interview, hermeneutics play a role on two different levels. First, the hermeneutic thinking influences the interview itself, namely in terms of the dialog that produces the text. Second, it has an influence on the interpretation of the written interview, which can be seen as a dialogue with the text (Pahuus in Collin & Koppe: 2014: 242). This implies that one does not use hermeneutics decidedly as interpretation of texts, but as a form of dialogue between the interviewer, text and the interviewee. I will before, during and after the interview keep in mind that I possess a preunderstanding, but at the same time be aware that my *horizon of understanding* will change along the way since I constantly acquire new knowledge. I will use this knowledge further on in the project and it will lead me in my attempt to answer the problem formulation and obtain new knowledge and understanding. In other words, I will possess my own original understanding and simultaneously gain new insights.

When I interpret on the foundation of my perception and horizon of understanding and face other horizons of understanding, a *fusion of horizons* will occur (ibid: 241). In this fusion of horizons my aim is to gain insight into the informant's life world, in order to learn about the

individual's perception of learning and more specifically learning transfer and how educational traditions influences these two.

11.6 SUMMARY: REASONS FOR CHOICE OF METHOD

I find the philosophical (or existential) hermeneutics adequate for my epistemological approach, primarily because I, through partially structured interviews, interpret my informants' experiences with relation their experiences of learning and more specifically learning transfer in the respective company as well as educational traditions' influence on these two subjects.

As I interpret other people's reality (life world) it is impossible to ignore my own role as interpreter in this context. My preconception determines the questions I ask my interviewees and the way I understand their descriptions.

The hermeneutic circle shows a circularity between preconception and understanding. Through my chosen theory, I will achieve a certain preconception of the concepts of educational traditions and learning transfer. There will be an interaction between my preconceptions and future understanding, as the project progresses and the interviews will be interpreted from my situation and context, a horizon of fusion with the interviewees will occur and I will rethink my interpretation.

In the hermeneutics, the truth will be created in the process, in the fusion of horizons, and in the opinion-forming process. The truth about how learning transfer occurs in Esoftflow in Vietnam is thereby not reachable. Our empirical material is only valid in the matter of a sense-making perspective. Gadamer refers to this as "historically-effected consciousness".

Using the hermeneutic approach implies that I do not know how my project will take shape. I am aware that my project can shape differently throughout the working process, and that I am continually at risk in reaching a different result than what was intended. When selecting hermeneutics as a method of philosophy of science, it is not possible to arrive at an unambiguous and final conclusion, since one can continue to analyze and interpret (Pahuus in Collin & Koppe: 2015: 247). My aim is to reach a satisfactory answer to my problem formulation.

11.7 MY OWN POSITION WITHIN THE HERMENEUTICS

As I will be working with culture in the form of the Danish and Vietnam educational traditions I am aware of my position as a researcher in the juxtaposition of being both a foreigner (as I come from the Seychelles Islands) yet a Dane, having lived in Denmark for 27 years. My preunderstanding thus lies in the cross section of feeling both Danish but at the same time being able to identify with different situations in the “foreigner” context. According to Gadamer in the hermeneutic thinking, “In order to understand the other, his activities or the product of his activity, one must understand the other's action, which is an expression of how he understands himself about himself, his life and his world, from the ways in which one understands himself, his life and his world” (Pahuus; in Collin & K ppe 2014:237). Thus my pre-understanding will be affected by both the didactic and the curriculum tradition as I grew up with the curriculum tradition and have had didactical teachings in my studies in Denmark.

11.8 CRITIQUE OF THE HERMENEUTIC METHOD

In contrast to e.g. the natural science disciplines, which are based on measurements etc., the interpretation of a text or an interview in my case etc. is always based on the understanding (and the preunderstanding) the interpreter has of the text – or the person, one talks to. This understanding belongs to the interpretive. The interpreter cannot get around it nor get rid of it; but must be responsible for just that interpretation. From a philosophical or philosophy of science view, this fact is inevitable.

11.9 METHODOLOGICAL SEQUENCE OF ANALYSIS

As depicted in fig. 4, my analysis will consist of a pre-analysis where I will, through a historical study, expand on the two different educational traditions which will give me the base for my analysis.

The three different analysis (analysis 1, 2 and 3) will each treat the three sub-questions respectively. By analyzing them I hope to come to answer my problem formulation.

Analysis 1: I will, through the narratives of my informants, investigate the role that the Danish didactics have in the Danish company Esoftflow.

Analysis 2: Will be divided in three sections: Before, During and After. This is because I will be looking at the factors and suggestion pertaining to the promotion of learning transfer in the different dimensions, focal points and phases as seen in Stegeager and Laursen’s transfer

process model. Thus I will be doing two things: One, with reference to my empiricism and what is relevant, I will find out what are the scientific-based recommendations from researchers for learning transfer to be promoted in a company. Two, I will, with reference to my informants' narratives, investigate the employees' experiences of learning transfer with relation to the didactical traditions in Esoftflow and how do they relate to the recommendations for the promotion of transfer in Esoftflow. The sequence of investigating steps 'one' and 'two' are of no importance in my analysis 2.

Analysis 3: I will be investigating, through informant's narratives, whether there has been a behavioral change with relation to UCL's didactical training.

As I will not be able to treat all the suggestions (from Salas et. al, etc.) I will mention the different conceptual and research-based suggestions I see relevant from my empiricism, and I will place them in the different phases and the seven focal points, not necessarily systematically, but according to the relevancy of the phenomena present from my informants' narratives. I will likewise only be referring to focal points 1-6 in my thesis and not on focal points 7, as I will delimit myself by not looking at "effect".

11.9.1 The intensions of my method of analysis

My method of working with my empiricism in this section is by processing each phase, before, under and after. Firstly, I will look at the elements of meaningfulness and intentionality presented by the different perceptions and recommendations of scientific researches given on the subject of learning transfer promotion within these three phases, its connections and implications with regards to the educational traditions, as well as what relevant theories have to say on the different phenomena at hand. These will all be done from the outset of my informant's narratives and my interpretation of the phenomena as revealed. My interest in looking at the promotion of learning transfer lies in my hermeneutic approach in understanding the meanings and intentions connected with learning and its use in the workplace.

To answer my problem formulation on *what role does educational traditions have in learning transfer processes and behavioral change of the Vietnamese employees, when transferring Danish didactics into a Danish company in Vietnam*, I will start by conducting a study pertaining to my first sub-question: ***What are the learning traditions at stake in the organization.*** To do so I will look at the respective educational traditions.

12 ANALYSIS

12.1 PRE-ANALYSIS: THE EDUCATIONAL TRADITIONS

I will undertake a historical study in accordance to my hermeneutical approach.

Looking into the Danish educational tradition has rapport to two instances: first, the Danish UCL teaching the Vietnamese and thus bringing their learning approach, and second, Esoftflow being a Danish company, coming with a Danish organizational structure, culture and process. Likewise, I will look into the Vietnamese educational tradition, in the attempt to have an understanding as their learning approach. The knowledge of the two learning approaches will help me shed light on the role they play in the Vietnamese's learning experiences of soft skills.

I will start with the Danish educational tradition, comparing it shortly with the Anglo-Saxon tradition, in order to enable me to understand what are the elements that bring stark contrast between the two. I will then like to make a research into the Vietnamese tradition, as it is a totally new and foreign knowledge to me.

12.2 THE DANISH BILDUNG-CENTERED DIDACTIC TRADITION

12.2.1 The essence of “Bildung”

From the extracts of the German professor, Jürgen Oelkers, in one of his lectures at the European College of Liberal Arts, Berlin on 9 December 2011, *The German Concept of “Bildung” then and now*, bildung is expressed as “the cultivation of a profound intellectual culture” which is often referred in English as “self-cultivation” (Oelkers 2011: 1). Originating from the European philosophy of Neo-Platonism of the 17th century, the concept referred to “inward form of the soul” (ibid: 1). That became the “key concept” for many of the German philosophers such as Herder, Hegel Humboldt, as well as classical writers such as Goethe and Schiller. Oelkers' cites Humboldt's understanding of bildung in the formation of an individual: “For only scholarship, which originates from within, and can be inculcated into the inner man, transforms the character” (Humboldt works Vol. IV/p. 258; Oelkers 2011: 5). I would like to bring to awareness that this understanding of bildung I have extracted are based on the German version of bildung and that there might be slight variation to the Danish interpretation of bildung. The notion of “bildung”, for the Danish interpretation is “formation” of the individual (Westbury 2000: 24).

12.2.2 The structure and implication of the Danish didactic tradition

What is interesting for me is the nature and structure of this tradition and its implications as will be described. In the Danish didactic tradition, the State creates an educational framework - *læreplan* – (Buchardt & Fabrin 2014: 36-37) or guidelines (Hopmann & Riquarts 2000: 9) for objectives and contents of teaching. Out of the framework, the teacher, as the professional foundation, works with the interpretation of the world and of her students (Buchardt & Fabrin 2014: 37). The teacher, with relative autonomy, is a goal-setter and planner of the curriculum (*læreplan*) (ibid: 36) and has the “freedom to teach” as she professionally sees correct in her professional state and autonomy (Westbury 2000: 17, in Westbury et. al. 2000). She is the architect as well as artisan of the teaching, and the *educational setting* or *classroom action* is at the center in the relation between the teacher, the student and content (ibid: 36, ff). The teaching is based on “*dannelse*” (formation - *bildung*) and the teacher designs the content for formation. The theoretical discipline or educational content is based on the *teaching situation*: the relationship between the teacher, the student and what needs to be learned. The “*dannelsesideal*” (Buchardt and Fabrin 2014: 41) is to form the individuals to be able to shape their own opinion and through their own decisions take part in the society and the community. Thus, the critical dimension has a vital role in the formation of the individual. This is where Wolfgang Klafki’s critical-constructive didactic plays a role and is used as one of the didactic tools by the teacher (ibid. 41). Consequently, the teaching is based on reflection as Popkewitz (2007: 123-126, ff) delineates in *Cosmopolitanism and the Age of School Reform*, both from the teachers and the students side. Through critical reflection, the teacher “guides and coaches” the student in “meaning making” (ibid.: 123). The teacher as with the student learn through reflection by “thinking and getting in touch with inner self as a form of self-analysis”. Hence, the teacher and student work, through reflection, in forming the student to face life in the world (ibid.: 123). *Bildung*-didactics searches for the rational understanding of the natural world, incorporating the sciences of rationalism as well as humanist moralism and thereby fostering both academic knowledge and moral education (Pepin 1998: 1). The *bildung*-didactics entails the ‘wholeness’ of education, placing emphasis, that the experiences of education are not necessarily only intellectual, but also have a naturalistic view, by combining the student-centered approaches with the work-oriented (ibid: 1). As Westbury states, the *bildung*-didactics provides the rationales which the “professional” teacher can reason about, defending their interpretation of the ‘*læreplan*’ within the authoritative administrative framework as exhibited

in their professional work. In the same way as the lawyer works in his profession with “the law” as his rational and framework (Westbury 2000: 23).

In comparison to other educational structures, I see the Danish didactic tradition as a flat system, with students’ informal relation to their teachers. This is in strong contrast to, for example, the Anglo-Saxon curriculum tradition, where the educational planning is developed on state, municipal and local levels (local school boards), where they decide what has to be learned, how and in what sequence it should be taught. The teacher, on the other hand, is the conductor or the facilitator of a highly detailed, preplanned curriculum produced by the State and has less leeway for the teaching in the classroom (Buchardt & Fabrin 2014: 36). Thus the *composition* of the curriculum is its center. The following illustrations, fig. 12 and fig. 13 depicts the traditions as I interpret it.

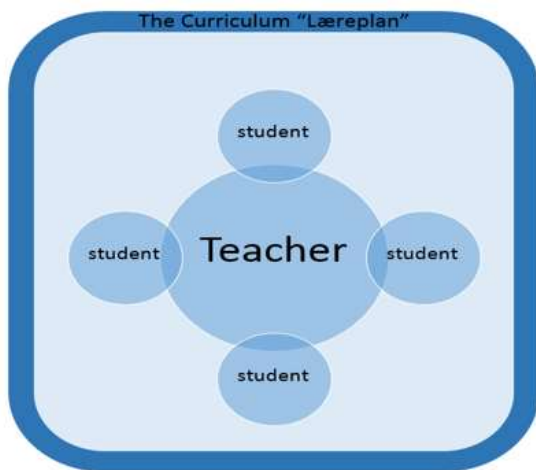


Fig. 12 *Bildung Didactics – The Danish Educational Tradition*

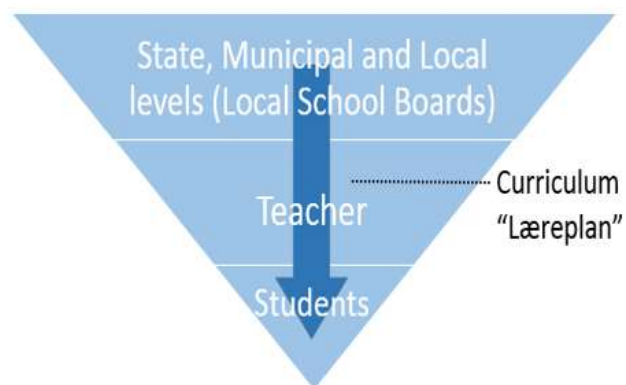


Fig. 13 *Curriculum – The Anglo-Saxon Educational Traditions*

12.3 A RESEARCH INTO THE VIETNAMESE EDUCATIONAL SYSTEM

12.3.1 Feudal and Colonial thinking

Vietnam’s educational history originates from the Chinese Confucianism, which puts emphasis that man cannot be alone, but it is through community with others that he finds happiness (World Bank 2010: part 1, paragraph 1). Confucianism has the belief that education should be available to everyone, as everyone has the potential to be educated (Bush and Haiyan 2000:60). Consequently, Vietnam was build up as a collectivist country, where individuals are less important than the whole (Yee: 2002). *Education in Vietnam* by World Bank 2010 (part 1,

paragraph 1) relates, “education is seen as a way to create a community of good citizens instead of a way for one to advance personally”.

With the establishment of the French colony in the late 19th century came the French-Vietnamese education, which goal was to train the locals to serve the French colony (World Bank 2010), but as very few schools were built, the result was 95% of the Vietnamese people being illiterate during the French colonial times (World Bank 2010: part 1, paragraph 6). It is interesting for me to look at the history of the Vietnamese people as it gives me an insight into the hierarchical system from both the Chinese and French colonies where respect and authority were and possibly still are the very core of their tradition in comparison to the Danish culture of “flat” structure.

12.3.2 The socialist thinking

With Vietnam’s independence in 1945, President Ho Chi Minh made a massive reform in bringing literacy back to his people by employing 96 thousand teachers to teach 2.5 million Vietnamese to read and write in 75 thousand literacy classes (World Bank 2010: part 1, paragraph 8:3). His aim was to fight poverty, illiteracy and invaders, having a philosophy that “an illiterate nation is a powerless one” (ibid: part 1, paragraph 8:3). Ho Chi Min build the new education system on three fundamental principles: National, scientific, and popular, with the goal to serve national ideals and democracy (ibid. 3).

The World Bank 2010 report stated that:

The training objective for schools was defined as educating and fostering the younger generation to become future citizens, loyal to people’s democracy regime, and competent to serve people and the resistance war. In accordance with the war context, the main contents of the reform were to transform the structure of general education ... and to adjust the relationship between various components of the education system in order to make it consistent with such a transformation (ibid: paragraph 10,:4).

This is in stark contrast with the Danish “bildung” objectives of education to “self-cultivate” in comparison to the Vietnamese educational objectives, which were characterized and influenced by *the war context* and loyalty to the cause/State.

12.3.3 The second educational reform

In 1955, a second educational reform was made based on USSR's educational system. (ibid: paragraph 12:5). The purpose was to foster young people to become "people who had all-round development in all aspects, and were good citizens and officials" making the educational content more comprehensive by emphasizing on "moral, intellectual, physical and aesthetic aspects" (ibid: paragraph 12:5). Their motto was to have a linkage between "theory and practice, and school and social life" (ibid: paragraph 12:5). World Bank 2010's report describes attempts to abolish the "command education system", in order to bring a more equitable rapport between the teacher and the students, by introducing extra-curricular and production activities to shape personalities (ibid: paragraph 12:5). When faced with war, as with the American war (1965-1972), the socialistic thinking was strongly emphasized, where the preservation of "the establishment of a value system that emphasized patriotism, national pride and confidence in the national independence, and socialism" was of utmost importance (ibid: paragraph 15:6).

What is interesting from the above-mentioned description is that initially, the educational intentionality was to erase illiteracy and to build an "all-round development in all aspects" (a humanistic view) in order to create "good citizens and officials" where the strong hierarchical presence was less marked, wanting to abolish the "command education system". Yet we can see that when confronted with war, the "command education system" is ironically re-implemented by Vietnam's own regime, where the Vietnamese are required to engage in the war context, being educated in the war context, which from my perspective has implications of a hierarchical system.

Why was the Soviet educational tradition inspiring to the Vietnamese that they decided to adopt it into their own tradition? I begin to see that the Vietnamese educational system is not as straight forward as the Danish didactics. In order to have a more thorough background in the understanding of what the Vietnam's educational ideology was based on, I would like to expand shortly on the complex system of the Soviet. The following is an extract from the article of John T. Zepper (a researcher in Soviet Education), *N. K. Krupskaya on –Complex Themes in Soviet Education*, giving an explanation of what the Soviet educational system was based on.

12.3.4 The Complex system

The Soviet educational system, the "complex" system, was prominent during the "Progressive Period" (1920-1931) of Soviet education where Nadezhda Krupskaya was the leading advocate of the system of instruction called The Complex (Zepper 1965:33; Zepper 1960). Zepper,

through his studies of Krupskaya, cites the latter: “All material was organized around one definite core” which core is “the labour activities of man” (Zepper 1965:33). Based on the historical materialisms thinking, the labour activities of man, as the core, determines the structure of the society, its politics and culture (ibid:33). The selection of this core is not done by random, but it is through natural phenomena approach that one gets to know and modify the laws of nature in the labour process (ibid:33). Complexes consisted of the organization of subject matter and the approach to organized subject matter. As the Soviet’s aim was to create a proletarian republic, the only unifying complex was the labor activities of man. That meant that the labor school was built as the center of a worker’s republic. The study of life meant the study of the communist state in work activity. Thus, studying the labour activity meant 1) studying the object of this activity, its nature and its power 2) man’s ability to influence nature (technology) 3) the subject of this activity which is, man. In order to study man, one has to study him as a member of both the animal kingdom and as a member of the human society through his physical and social needs. Thus, one has to study the anatomy and physiology of modern society to perceive how it appeared, how it developed and its future development (Krupskaya 1959:85; Zepper 1956:33).

Examining the ideals of the complex system, I get the impression of a stark contrast between complex ideologies and the ideologies of Stalin which was characterized by war context. The question is whether Ho Chi Minh followed into the footsteps of Soviet, where the original ideologies for his people were based on the complex system but changed when faced with war and the need for the people to be in allegiance to the war context. Ho Chi Minh’s motives were perhaps not the same as Stalin. I see the hierarchical tradition more predominant in the Soviet system which Vietnam adopted, in comparison to the “self-cultivation” Danish didactic tradition.

A sequence of several reforms from 1981-2010 was made. The Vietnamese educational system experimentally tried educational patterns which have proved to be unwise (World Bank 2005: part 1, paragraph 17:7-8). The economic crisis plunged the educational system to a low level with many schools closing. After many years Vietnam opened up to international exchanges with most children back to school and adult education included anti-illiteracy classes (ibid: paragraph 28:11).

12.3.5 Vietnam today

Despite the many reforms, the Vietnamese education system still faces a number of weakness and mismatches resulting in low educational quality and efficiency, namely in vocational and higher education. Education is highly debated in the media, conferences, workshops, seminars and the National Assembly's Congresses in Vietnam today. The Vietnamese leaders and people increasingly request stronger reforms in the education sector in order to accommodate the requirements of globalization and the development of a knowledge-based economy (ibid: paragraph 30:31).

Thus, in the Vietnamese system, the State decides how the students and consequently the citizen's life world should be determined, governing how the education of the citizens should be tailored. Whereas the Danish didactic system is based on advancing the students personal "self", wherefore, the State exists for the citizens, the Vietnamese system requires that the society is larger than "self", thus the citizen exists for the state.

As a consequence of my studies I interpret that national cultural traditions have a strong determinant influence on education systems on the whole. Thus looking at the literature I have investigated, I have can deduct that educational systems are one of the main determinants when looking at differences between countries.

My research reveals likewise that Vietnam's educational tradition is not easy to define as there have been numerous reforms since the Confucian regime. The country has tried to adopt different educational traditions in order to surpass their current needs throughout different crisis over the years. The country is still struggling. The question is where has that left its people in the way they think, feel and react in their daily lives?

My research has given me a significant background knowledge and a tool in being able to analyze the dialogues from the interviews of the Vietnamese employees from Esoftflow; a background knowledge of their culture as well as their educational overall background. A knowledge, which I had no cognition of before now.

I am now in the position to commence analyzing the dialogues of my seven informants: the managing director; the HR manager, Ms HR; the Training Coordinator, TC; the two Team Leaders TL1 and TL2; and the two Team Leader Assistants TLA3 and TLA4 in order to answer my problem formulation.

12.4 ANALYSIS 1

Now that I know what learning traditions are at stake, I will look at *what role they play in the company*.

12.4.1 The role of educational Traditions in Esoftflow

One of the first experiences brought up in my interview with the HR-manager, Ms HR, was her recount of her preference to work with a Danish company in comparison to the previous companies she had worked for:

In the past I used to work for other foreign companies. I used to work for a Japanese company, that is Toyota Vietnam, the car maker, and then I worked for a US company, that is a consultancy firm, on media relations, public relations, and yeah, they have part of law consultancies too. And then I worked for a French company that provide catering and cleaning service, but when I come and work for Esoftflow I can see a totally difference (Transcribe Ms HR:1).

As the hermeneutics works with the understanding of the phenomena (Holm 2012:84), my interest was thus kindled as to what was the difference mentioned by Ms HR. It is interesting for me to note that the hierarchical system was her immediate interpretation when approached on the subject of cultural differences in the workplace.

It's not like in a Japanese company where everything is planned and you have to follow exactly the plan and the hierarchy so you have to follow the level before you come into a higher level. You cannot just jump from the bottom to the top. It's not allowed. And in French companies it's somehow the same that they have all the precision you have to follow and things are quite easy, you cannot come up with new ideas and do things...but just follow what is planned...and in the US company it's totally different. They just care about the result and do not care about how you work with that.

One can deduct from her above narrative that her understanding of the hierarchical system with regards to working with both the Japanese and the French, is described with the word "plan", explained in different phrases such as "everything is planned" and "you have to follow the plan". This gives us the connotation that someone else is doing the planning and not herself and having to abide to someone else's conditions. The phrases "you have to follow" and "but just follow" implies that one's freedom of choice is limited, in the sense that as an employee one has to do as told.

The next interesting connotation is the essence of “cannot come up with new ideas and do things”. Likewise, the expression “you cannot just jump from the bottom to the top” are all Ms HR’s description of what the hierarchical system implies. In comparison, Ms HR expresses Esoftflow as the following:

But when I work with Esoftflow, I can see that...yeah...it’s quite a professional. Here people use a lot of...like modern equipment...and people work quite professional on time and other things...but somehow it’s quite flexible and it quite open up organization, so we do not have a real structured hierarchy but we work like a team and try to like reach the common goal and all the idea are welcome. So to me...it seems to be a really fantastic and protective work environment.

What is interesting in her description of the Danish company with words such as “it’s quite professional”, described in terms of “modern equipment” gives the impression that the other companies used old equipment and are not professional. The question is, what does Ms HR understand by the word “professional?” She continues in her next sentence by expanding on the word professional with expressions such as “on time”, “flexible” and “quite open up” in explaining Esoftflow’s organizational system. She further uses phrases such as “we work like a team”, “try to reach the common goal” and “all the idea are welcome”. These expressions depict, in contrast to a hierarchical system, a flat organizational system, where team work, common goals and the encouragement of coming with one’s own ideas are welcomed.

Furthermore, one detects that her feelings are positive towards Esoftflow’s by her use of “fantastic” og “protective work environment”, coupled with the following sentence “I am happy that I’m working here”.

My interviews with the six employees (exclusive Esoftflow’s Managing Director) all showed the same enthusiasm and great appreciation to be working for Esoftflow due to the ““flat structure” - and “not high hierarchy like in Vietnamese companies” (Notes on TL1).

In part of our dialog, TL1 answered the following to my question:

MH: How is it working with at Danish company?

T: That’s great because I like very happy to work with Danish company. Her we always think like, it is a good environment for us to develop our carrier, and basic things and future, carrier future. Yes, for me. Very satisfy and right.

In addition to Ms HR's opinion, TL1 adds the aspect of "good environment", "develop our carrier", "future carrier", and feelings of "satisfaction" and "right".

My interest rose as to why was the flat system is esteemed so well by the employees I interviewed. Standing from a hermeneutic position I would like to understand what are the meanings and intentions of the Danish company functioning as a flat system? Where does that thinking historically originate from and what are the purposes of having a flat system in comparison to the Vietnamese hierarchical thinking? Where do the Vietnamese hierarchical thinking originate from and why is it so permeant in Vietnam?

To reach an understanding of the above questions, I would like to refer to my research of the different educational traditions.

The understanding that education forms the base for the way man think, has been expressed through times and as explained with relation to the emerging of the didactic thinking. What we learn at school contributes to our formation. The Danish educational system states that education is a vital preparation to participate as a critical and active citizen in a vibrant democracy in a globalized world. Education strengthens the individual's possibility of forming his own opinion, and making his own decisions and taking part in decisions affecting the community. Students should feel that they have influence and that it is of use to be engaged in the society (Regeringen 2012: 16). Thus educational system which educates the Danish citizens, form the base for the way the Danes think in different aspects of life as well as when they establish their professions and businesses, building their companies on the precepts and values they have acquired from the Danish schools. As we have seen, in my description of the Danish educational system, the Danish "bildung" didactical system is based on the formation of man, and even more precisely the expression of "self-cultivation" emphasizes one's own participation in the cultivation of one-self.

The relationship between the way the company's structure is built and the educational traditions that the owners of the company have, seem to be closely linked. TC narrates that "the Vietnam education is conduct in the traditional way. Most university in the college, the trainer will be speaker and student will be the listener" (Interview TC:1).

Dewey is in strong opposition to what he calls the "traditional view of education", where he sees that the purpose of education has to do with students absorbing and reproducing information in accurate manner at the request. He expresses that such knowledge impedes the

student's ability to solve problems. His viewpoint is based on his criticism of the dualistic perspective on experience (Dewey 1916/2005:174).

Students who have filled their 'minds' with all sorts of substance which they have never tried to make intellectual use, of sure can be inhibited when trying to think. They have no experience in selecting what suits the particular case and no criterion to go forward – everything stays on the same static level " (Dewey 1916/2005:174).

I get the impression from TC's following statement that her opinion is in line with Dewey's thinking as she compares how UCL's teaching, which they apply in Esoftflow, with the Vietnamese educational tradition: "In Esoftflow we train, most of the training, we have a lot of activity and we have a lot of possible. We can do the flip room class, or something like that" (Interview TC:1).

From my interpretive perspective I would like to use a metaphor by seeing Esoftflow as a Danish "dannelses" didactic classroom and Esoftflow's Danish directing manager, as the teacher and the employees are the students. The directing manager acts as the "teacher" together with his "students". He "guides and coaches" the employees in meaning making, learning through reflection by "thinking and getting in touch with the inner self" and thinking creatively. With the "self-analysis" comes the learning to think critically, exploiting the opportunities that lie both within one self and in the outer world. I can say that the training in the didactical thinking is well in progress by joining a Danish company in Vietnam and being part of a Danish structure. His approach is very much in line with the Danish didactical approach, which is of great success amongst the employees. The ability to be independent, creative, take responsibilities, take interest in the individual, etc. are of great value to the Vietnamese. The following figure is how I visualize the Danish company as a didactical classroom teaching the team leaders, who further teach their teams in their "classrooms".



Fig. 14 Esoftflow as a didactical learning structure

If we look at the expression “take care” (TC and Ma HR), it corresponds with the bildung thinking, where the individual matters. Educating the individual for the individual’s sake. Educating the individual, so that the individual has his own freedom of choice (within of course a certain boundary within the company), cultivating his ability of critical reflection, self-efficacy, and more, in line with Klafki and Dewey’s didactical thinking. These elements encourage and promote motivation, creativity, thinking innovatively and from a problem based angle. The element of working problem based, which the managing director also tries to incorporate in the company, is also a didactical approach characteristic. Looking back at the history of Vietnam, the statement of Ms HR that “I think the Danish people like the Vietnamese that we care a lot about people and about the relationships among people” (Interview Ms HR:1) makes me reflect as to why the Vietnamese feel that way. Going back to Ho Chi Minh’s fight for independence back in 1945, one of his ambitions was to give his people a good life based on principles of “moral, intellectual, physical and aesthetic aspect” and “the establishment of a value system that emphasized patriotism, national pride and confidence in the national independence, and socialism” (see p. 37-38 of thesis) The ideals were the well-being of the people, void of war, suppression or exploitation for the cause of someone else’s power. Ho Chi Minh’s ideals, in its origins, were based on the well-being of his people, where the individual existed and formed himself for the cause of the society. So that they all could grow together for the good of the Vietnamese society. That war stepped in, in between the implementation of these ideals, and thus the individual existing to fight for the war in the cause of and fight for freedom, was a hindrance to Ho Chi Minh’s ideology on behalf of his people. The following figure is how I visualize Ho Chi Minh’s ideals for his people, having a somewhat flat-structure

too as the interest was for the wellbeing of the individual, collectively, hence Ms HR's reference to "care" and "relationship among people".



Fig. 15 *The structure of Ho Chi Minh's ideology for his people*

There may be the difference between the didactical and the Ho Chi Minh (or Russian complex system) that the didactical tradition is based on the self-cultivation where the individual independently is dressed to critically participate in the society. Hence the essence of existing for one self for the good of others. Whereas the Russian Complex system had the individual existing for the society and was consecrated for the good and cause of the people (thus the individual, who is part of the people) and the country. Perhaps I could go as far as saying, cultivating "self" for the good and cause of the society or state.

Despite these differences, I extract from these two systems the sincere ideals of the social sharing essence which, when the two above mentioned traditions meet, encounter this "caring" value of the individual and the people (employees at Esoftflow). The managing director as the teacher takes consideration of each of his employees, giving them the opportunity to bloom and cultivate themselves through their work, has an approach that is totally different from what they experienced in the Vietnamese, Japanese, French and American hierarchical companies. That is the reason for electing Danish companies as the best companies to work for in Vietnam.

12.5 ANALYSIS 2

How is the process of learning transfer promoted and what are the employees' experiences of learning transfer with relation to the didactical traditions?

12.5.1 Intervention before training

This section has reference to focal points 1, 2 and 3 in the Transfer process model.

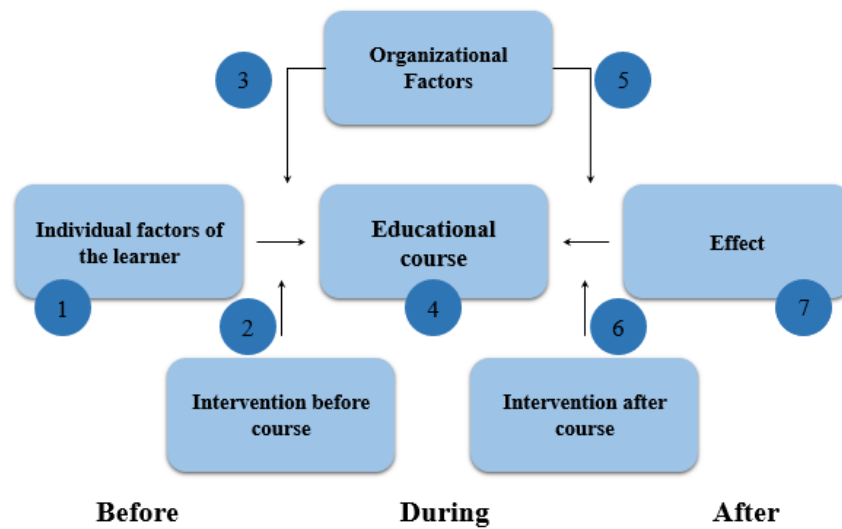


Fig. 16 *The Transfer Process*

The HR-manager of Esoftflow explained that one of the difficulties with learning the soft skills from UCL is the lack of behavioral change of the employees with regards to training as depicted in the following narrative:

When they try the soft skill training they can easily get the content of the training, but when they try to implement especially after some time that is really hard. They forget. Because of the habit they have built before that... We hardly see them change... only when the habit is change, then the soft skill training is effective... To change people's habit is really hard... they need to change and have the motivation to change (transcribes Ms HR: 9).

What I can detect from the above narrative is the essence of sustained behavioral change: "after some time that is really hard. They forget". The employees learn, but after a while they forget. The question is what are the elements that can contribute to behavioral change? To have an insight on the matter, I have chosen to first look at the promotional learning transfer suggestions and then look (as we are looking at behavioral change) at the elements that influence transformative learning.

Seen from a hermeneutic point of view, Illeris', basing his understanding on Taylor's theory, emphasizes on meaningfulness and heuristic (discovering) as one of the key elements in developing change in the learner's understanding and behavioral change, by having interest in

both content and whole training process, (Illeris 2013: 26) which I will interpret as the before, during and after phases for *transformative learning*.

As I will not be able to treat all the suggestions (from Salas et. al, Stegeager (2014), etc.) I will mention the different conceptual and research-based suggestions I see relevant from my empiricism, and I will place them in the different phases and the seven focal points, not necessarily systematically, but according to the relevancy of the phenomena present from my informants' narratives.

12.5.2 Individual characteristics

Wahlgren and Aarkrog exerts that the prerequisites for learning transfer is that the learner is motivated, not because the student should be motivated to learn, but rather motivated to apply what is learned (Wahlgren & Aarkrog 2013:117). It is important that the learner can see why she needs to learn, and the more she sees the need the more dedicated she will be (ibid.). Self-efficacy is also one of the major factors in the promotion of learning transfer. Looking at Stegeager & Laursen's transfer process model, the individual, as being central in the learning process, could look at the different elements which could contribute to the translation of the learning received. I would like to look at the different suggestions that Salas, et. al's research have presented and then look at Illeris' thinking with reference to his understanding of the individual and why these factors are of significance.

12.5.2.1 Intention creating dialogue

Stegeager (2014) refers to Brinkerhoff & Apking (2001) in their concept "learning intentionality", meaning the learners focus on the relationship between training and the desired learning result, expresses that learning intentionality is promoted through what they call an "intentionality creating dialog". This takes place before the beginning of the training between the manager and the employee. Before the dialog, the learner should reflect over issues which she can later discuss with her manager, such as what are her principal development needs, how will they benefit the workplace as well as how her goals are linked to organizational objectives (Brinkerhoff & Apking 2001). Stegeager refers to Van Houen og Denager (2006) suggestions of using impact learning schemes which include subjects such as knowledge: what am I supposed to know; Skill: what should I train?; Individual result: what will I achieve? and Organizational impact: what can I contribute with after training? (Van Houen & Denager 2006; in Stegeager 2014:69). An intentionality creating dialog has the impact of both bringing learning direction for the learner as well as create motivation (Taylor 1997; in Stegeager 2014:

69-70). During the dialog the manager should expand as to reasons and considerations made for sending the learner on training, as that will promote learning when the learner can see the connection between the on-coming training and the needs of the organization, as well as acknowledgement of her performance (ibid.). Salas et al. advice that the organizations supervisors and team leaders have effective conversations with their trainees prior to training as well as involving them in the needs-assessment.

According to the narratives of the team leaders, team leader assistants and Ms HR these intentionality dialogues are not present in Esoftflow.

No. they are just informed about what we will taught and what will be trained, but there is the coordinator and the trainer and the team leader and normally we sit together and we discuss whether what should be included in the training material... The trainees do not play any role in preparing the training material, but we have the surveys they need to fill out before the training, so it can be taken into consideration when the trainees prepare the training material. But that's it. We do not come back to them and say "hey... is this relevant or not?" (Interview Ms HR:8)

In my interview with Ms HR I could clearly feel her feelings of irrelevance in the involvement of the individual in the decision making, as this was a company decision. Looking at the didactical perspective, individual personal involvement is the core element in the process of learning. I will later in my thesis, under "during" will approach this issue more in depth. I will expand on the importance of dialogues when referring to Illeris' thinking on the individual.

In a learning transfer project, I worked with in an organization, one of the major problems was conflicting interests between the manager and the employee due to lack of intentionality agreement before training participation. This resulted in the employee apprehending the knowledge as a tacit subjective possession which the organization would benefit from through her daily work, whereas the manager saw that the knowledge the employee had received belonged to the organization and should be explicit and shared to the team. Had the intentionality creating dialog taken place then the expectations and intentions from both side would have been discussed, with the likelihood of avoiding conflict.

12.5.2.2 Goal-orientation

It is important that the learner asks important questions to herself and to the adequacy of the training in relation to herself and the company referred to by Salas et al. as "goal orientation".

One of the major factors that hinder transfer lies in the fact that learners rarely structure themselves before the training by defining their expectations. In the case that they do, the goals are far too broad and in general terms resulting even at times as being a hindrance. By setting short and concrete goals, the learner will promote her learning (Kemerer 1991; in Stegeager 2014:68). If the learner has had an input in the design of the training as well as being allowed to choose what training to attend, then learners have a more positive attitude towards attending training (Baldwin, Mjuka, & Loher, 1991; Hicks & Klimoski, 1987; in Salas, et. al. 2012: 78).

According to Dewey, in order for the learner to desire to establish a goal, he must perceive that a situation is problematic. A goal here is understood as a goal-in-sight, which comes about by the learner trying to predict a given action. This happens through thinking reflectively as is seen from Dewey's quote as follows:

I do not think there is anything in the progressive upbringing philosophy that is more true than the fact that it emphasizes the importance of the learner who participates in defining the objectives that govern his activities during the learning process course, just as there is no error in the traditional teaching that is greater than the fact that it does not ensure the student's active participation in the construction of the objectives that determine his school work. (Dewey 1936/1974:74)

For Dewey, it is imperative that the learner is involved, as for Dewey, experience is internal, arising from a wonder as a problematic situation arises, which can only be seen from the learner himself as problematic. A situation presented to the learner as problematic, is not necessarily seen as a problem for the learner. Thus, supporting the fact, that the starting point originates from the actor. Thus, for Dewey, experience-forming is the base, where the learner is the crucial instrument in defining the goals for his own training (Dewey 1936/1974:74).

Dewey's thinking implies thus that the goal-setting, in accordance to Salas et. al's research, has implications in the learner's learning outcome – "predicts the consequences of a given action", and Dewey especially emphasizes that goal-setting is what sets the reflexive thinking in action.

12.5.2.3 Motivation to learn

The individual's motivation to learn should be promoted throughout the learning process as it has an impact on how the learner interacts in the learning process (Salas et.al 2012:84-85). Motivation to learn influences the decision of an individual to attend training, how they are engaged in the during training their continuation and perseverance in practicing what has been

learned in the after phase. Salas et.al research showed that motivation to learn is influenced not only by individual characteristics such as self-efficacy, mastery orientation, but also by organizational-level influences in the form of training support, as well as successes achieved through prior experiences of similar training programs (Noe & Colquitt 2002: in Salas et.al 2012:79). Furthermore, there research found that motivation to learn can be complex. For example, certain studies by Sitzmann et. al (2009) that certain learners, despite their willingness to engage in a new program, lost their motivation over time during the training because their perception of the lack of usefulness of earlier training prevailed.

Wahlgren & Aarkrog expresses that if the student can see, why something has to be learned, then the learner will be motivated, thus promoting learning transfer. The learner should be able to see the connection between the training and the usability of what has to be learned. The learner should have a clear notion that the learning will have a positive influence on the tasks that will be performed in his profession. If the learner has been part of the planning of the teaching, then the transfer of learning will be promoted. Involvement of the individual ensures a better adaption between, on the one hand, the need for knowledge and skills and on the other hand the content of the teaching. Wahlgren & Aarkrog express that the learner should not see the learning process as the means to be cleverer or til get an exam, but as a means of being able to act competently in their profession (Wahlgren & Aarkrog 2013:117-118). This thinking goes in line with the didactic thinking where the aim of learning is self-cultivation in order to competently perform one's work task.

One of Esoftflow main way for motivating its employees for education is a bonus system. The bonus system played a salient part in encouraging employees to participated in training. What was interesting with the bonus system was the employees' incentives behind desiring to participate in training. Ms HR explained that the bonus had relation to the promotion.

The promotion means a higher salary, a higher bonus and the respect of the people. In Vietnam (she chuckles) I think that is also one culture differences. In the western society, the development means you get more knowledge, more skills, some kind of development. But in Vietnam, it should be money or the title that is the clear criteria to measure the development of one person. So sometime we try to provide with more knowledge, more skill, but it should link to the bonus. It should link to the title, to have the motivation for the training. If not it is just like you get more knowledge so that you have better skills – it is not a really good motivation for them (Interview Ms HR:13).

One could ask why is the title and money so important?

Literacy was an important part of Ho Chi Minh's thinking. "an illiterate nation is a powerless one" (see p. 52 of thesis). Culture is always complex as Iben Jensen says, and the reason for the importance of the education, the title and the money may have to do with several reasons. One of them could lie in the fact that the Vietnamese people still have the drive of Ho Chi Minh's ideologies of freeing oneself from dependency, not from colonies in today's world, but from international, global economic support. Education means freedom for the individual and state. The education, title and money becomes the symbol of this freedom. The other reason could be the aftermath of post-colonialism. Where the goods of the rich world are dangled in front of the Vietnamese face in contrast to their poverty "the staff in our company they come from the country side and I think it has an effect" (Interview TC:8), and there lies a fight to achieve the material goods as the western world has. Raimondo Panikkar touches the subject of the western world integrating into the developing countries, not seeing the consequences of our wealth and discourses in our attitudes, goals and implications.

We stand in a superior and a dialectical position applying our categories and interpretations to other cultures without really being in a mutual interaction of dialogue, analogous to how we relate to nature (Albertsen 2011:125).

Our categories, interpretations and "superior perspectives" can have the effect and symbol of "the other" being inferior in comparison to the western world. This can provoke and bring upon the need for Vietnamese raising themselves to the level of the western world both in knowledge, wealth and title. Most of the Europeans or "westerners" are not the poor in Vietnam but represent the leaders and the knowledgeable in Vietnam (somehow still a continuation of the colonialist behavior), thus the importance of the title. The bonus system does not just mean getting better education, but the bonus system means primarily, the money, the title and the education is the means to it. Thus education has the symbolism of wealth, which has a different intentionality to the Danish "self-cultivation" symbolism. I cannot help thinking that the title, money and education, lies way back from the Confucian system and throughout all generations of time with the Vietnamese, through the hierarchical system. This system that not all are equal, as is represented with the didactical tradition, but rather the system where others are better – those on the higher level of the hierarchical system. Thus comes the need of self-actualization,

as Maslow's needs theory implies, which in a hierarchical system only can be achieved through education, money and title.

What is interesting is that my informants have a hard time being able to describe what the meanings and intentions lying behind "why" education, money and title are so important to them. They just know that are. I cannot help thinking of the lack of thinking *reflexively* as to the "why", mirroring on the lack of reflection from their educational tradition in comparison to the didactical reflective educational tradition. Reflecting as to the incentives and meanings lying behind actions.

In relation to Esoftflow's bonus system, the incentives for taking education for the money and title, could affect the transfer of learning understood as sustainable change and behavioral change, as the interest could mainly lie in the material outcome rather than optimizing one's personal skills. What is evident though, is that Ms HR has caught on to the fact that Esoftflow's employees' incentives should be for the skills rather than for the material goods.

From a hermeneutical perspective, I would interpret the bonus system as that belonging to a behavioristic approach, in other words classic conditional or associative conditional, in the form of a stimulus/response behavior. When something occurs (stimulus) one associates the action or the phenomena with something else specific, causing one to react (response) in a specific way, commonly referring that the bonus system acts as a carrot.

12.5.2.4 What lies behind the importance of these Individual factors?

What does Illeris mean about the above mentioned individual factors, their meanings and intentionality taking into consideration the learning transformation of the learner as he moves through the different learning phases as the transfer process model indicates. My interest with Illeris lies in his views about the transformative learning – as I am looking at the behavioral change and what elements are required for bringing about this behavioral change.

Illeris who leans on Taylor & Mezirow (2009) expands on the subject of these individual factors. He cites John Taylor (who has studied extensively both Mezirow's and other theoreticians on the subject of transformative learning) (Illeris 2013: 23), about the fundamental importance of the connection between the "core elements" and the "theoretical orientation" in relation to transformative learning. It is that connection that provides the meaning, guidance and understanding towards practical transformation.

Det er den gensidige forbindelse mellem kerneelementerne og den teoretiske orientering mod transformativ læring, der udgør en linse, som kan give mening og vejledning i forhold til transformativ praksis (Taylor 2009: 5; in Illeris 2013: 23)

The “core elements” are seen as “the fundamental components, that frame a transformative approach to teaching” (Taylor 2009: 4; in Illeris 2013: 23).

Illeris sees these core elements as three different elements, which I feel are significant when considering the importance of goal setting in the before phase as requested by the different researchers on learning transfer as explained by Salas, et. al.

The first element is *individual experience*, and has to do with what the learner takes with her from the start in the form of values and expectations, forming the basis for the experiences she has during training as well as the discourses and discussions, which will lead to critical investigation of normative assumptions (Illeris 2013: 23). This is important as these are reasons as to why the preparation is important. Illeris’ thinking which is based on Taylor’s correspond with the research that Salas et.al have revealed on individual factors such as self-efficacy and earlier experiences being core elements for promoting the transformation of learning and learning retention.

The second is critical reflection. Promoting critical reflection is a core element, according to Illeris, with regards to transformative learning, both in the content reflection (meaning perspectives), in the process (how the content is received and worked with) and the foundation (referring to the underlying factors that control the content and the way it is treated) (ibid.:23-24).

The third is dialog, both with one self and with others. Even if the transformation happens individually, it is through the social relationships and working together that transformation occurs. Dialogues must stretch a lot further than analytical conversations, but has to include the learner’s attitudes, feelings, personality and values (ibid.:24). Thus I perceive that the individual factors are crucial to the promotion and process of the translation of learning and the transformative change. Meaning the sustainable behavioral change.

Illeris says further that learning can be at different levels. If we are talking about a learning that only has to do with adding a learning precept on top of another precept, that we already have in his rucksack, so that things maybe just look a little different than before, acting a little different without really changing our self-perception, then that is not a transformative learning.

Transformative learning requires a significant change in our self-perception and our perception of others, thus causing us to act differently (ibid:114-115). When we look at Stegeager & Laursen's definition of learning and learning transfer this is important.

12.5.3 Training needs analysis (TNA)

According to Salas et al., organizations need to make a proper diagnosis of their needs with a clear awareness of what the outcome of these needs analysis should imply: "a) expected learning outcomes, b) guidance for training design and delivery c) information about the organizational factors that will likely facilitate or hinder training effectiveness" (reference). They divide the TNA into three areas: job-task analysis, organizational analysis and person analysis, giving a detailed explanation on the implications of these analyses as research has revealed. In Esoftflow, the Training Coordinator in coordination with team leaders, managers and capacity building officers (CBO) analyses who participates in training:

Normally, before people join the training, they will ask the team leader to give their comment and evaluation about the participant, which skill is needed to be improved, and then after one month of training, we go back to the team leader and ask them if we see a change of those people, and whether or not we need to send them to more soft skill training (Interview TC: 4).

With relation to all three analyses, Ms HR and TC refer to the use of a Key Performance Indicator (KPI) measuring system, an indicator to measure the performance of people and is part of their evaluation as to whether employees should participate in training. From reading about the KPI on the internet I have come across critique about the KPI concerning the emotions of expectations. People can feel threatened by performance measurements¹⁰. Ms HR questions the value of the KPI as "it is really hard somehow to say they have the great valuable use and people sometimes confuse with one another about that" (Interview Ms HR:9). Ms HR continues in her narrative about the ability of self-evaluation required by the KPI as managers can have different opinions as to the credibility of the self-evaluation:

The manager may say: "You just had some good attitude for example, but it is not like really outstanding." But the staff they say: "I think my attitude was really good". Or the team leader says "Your communication skills should be improved" and the staff

¹⁰ <http://staceybarr.com/measure-up/category/kpis-for-individuals-measuring-people/>

say, “But I think my communication skills is good. I can talk to everyone. How do you think it should be improved? Which point?” (Interview Ms HR: 9)

Thus the manager has one understanding of what is “good attitude” and “communication skills” in comparison to the staff. The question is what are the purposes lying behind crediting oneself? Is it for learning about oneself in order to better oneself or there an ulterior motive? In line with the hermeneutical thinking I will with my “background understanding” (Pahuus 2014:238) try to put further light on Esoftflow’s staffs’ reaction. Working hermeneutically with my “background understanding” an earlier example with somehow the same issues of self-evaluation was presented in my research work in the 9th semester with a Danish international company. I culture analyzed this company, in order to help employees and managers to better understand each other across their global offices, such as Dubai, Singapore, Australia, etc. One of the managers in Singapore explained:

And out here if you need to tell them that you should rate yourself from 1 to 5 and 5 being the best and 1 is the lowest but then you may well be sure that there is someone who will come with a 5 where you might say, you are probably on the basic, or in the middle. But there they are quite differently screwed together because it could all just as well be in the same category. “If you ask me, I’m the best, but if I made a mistake, then do not say that it is I who has made the mistake” ... I think that is one of the biggest differences between Europeans and those I sit and work with, out here (Interview Arvid:6).

From a hermeneutical point of view, I would interpret Arvid’s narratives as the ethnocentric understanding of “us” and “them” as the difference between a Danish didactical understanding and an Asiatic educational understanding. The common point between the two examples is the lack of being able to self-evaluate realistically, which I would interpret as having its background in their educational traditions, in comparison to the Danish didactics self-critique, self-evaluation tradition and the Vietnamese educational tradition, not having the self-critique tradition. Hence, resulting in the staff saying that “I feel my communication skills is good”, when the manager does not feel it is. This conflict of interest as to what the manager feels and what the team members themselves feel, can lead to incentive differentiation when sending an employer on training. The team member feels that he doesn’t need the training, but the manager does. Thus, differences in intentions and motives.

From the above analysis, I can say that the person analysis shows differences in the intentions of managers and team members when sent on training. I would now like to look at the individual characteristics which both Salas, et. al and Wahlgren suggest as important in the transfer of learning.

From the above analysis of the before phase I can see that attention has be paid to the individual with relation to intentionality creating dialogues, goal-setting and motivation incentives as it has great relevance to the translation of learning of Esoftflow team members, as will be seen in the following section of “during training”. On the level of the organization, attention has to be paid to the incentives of TNA and the effectiveness of KPI.

12.6 DURING TRAINING

This section has reference to focal point 4 in the Transfer process model.

This section has to do with the translation part of the process, where the employees of Esoftflow who have participated in UCL’s courses have to translate and apply what they have learned into their daily work tasks and activities. To do so I will take a couple of Salas et. al’s promoting learning suggestions and the exfoliate some of the experiences and struggles the training group and employees have with the translation of UCL’s didactical teachings.

Among one of the learning transfer promoting factors that Salas et. al. research has revealed is the instructional strategies and principles which proves to be of significance for Esoftflow. I will first describe their findings and then explicit the experiences of the Esoftflow.

12.6.1 Transfer appropriate processing

On the subject of how to work with what is learned in the workplace Salas et. al expound that experiences have shown, that certain companies cut back on workbooks, lectures and videos. This is problematic, as learning occurs through the practice and feedback components, where assertive communication in the form of role-play exercises, receiving feedback on their skills, viewing a lecture and behavioral models all contribute to building greater team performance, as practice presents opportunities to learn. Practices that are unstructured without objectives, appropriate stimulation, and useful feedback teach wrong precepts. Likewise, it is observed that not all feedbacks are effective. Thus the recommendation is the designing of appropriate practice strategies which are timely, constructive and where feedback is actionable and task

focused in order to promote learning transfer (Salas et. al 2012:85-86). The training in group in Esoftflow try through activities to implement the didactical teachings given by UCL.

12.6.1.1 Difficulties

When asked, both TC and Ms HR explained that some of the great difficulties they were experiencing lies in being able to train in the company as there are still a number of challenges in transferring the learning skills to the trainers who have to train the team members. A lot of effort is placed into training the team members as training has a central part in the company.

One of the difficulties, as mentioned earlier in the thesis, is Ms HR not seeing the change in the behavior of the staff with relation to the soft skills teaching (communication skills and team work skills) what TC calls “the relation process” as evaluating soft skills is very difficult and they do not have criteria to evaluate soft skills:

I think that the most difficulty is the relation process. Because the soft skills evaluation is not clear. We don't have any part we create on the relation. Even we build some activity some training activity, e.g. we give to them an assignment and some document, some kind of criteria to measure. It is very difficult and sometime we focus on the technical so the relation of the soft skills is not have first priority. So if some people do not improve after the soft skill training but we still keep them and cannot have any action to...ya. The best way that we train them, but I think it is not effective enough (Interview TC:4).

TC explains that the soft skill training is important and that “everybody have to learn this”, but there are several dilemmas involved. One of the difficulties, despite the many activities they have, is the lack of effectiveness with finding and performing experimental examples when the company trains in the didactical approach – examples which are suitable and which they feel could help their team members to have a behavioral change.

12.6.1.2 Bengtsen and Qvortrup's didactic intentions

Looking at the way they are working one could perhaps see their effort to follow the didactical prerequisites in teaching and working experimentally as follows:

“Before the training we always have a survey to ask them that, what they expect and also we have a meeting to share with them what company expect them and we set a goal, what they have to achieve after the training. Hence the training we will have a lot of activity, a lot of case studies. We do not focus on the training because we in our

company they work together and we have a lot of situation. We take from the list of situation and give them to discuss and they have to write beside it and based on that we learn the lesson and learn the experience. After the training we have the assignment I already mentioned. And we discuss something...but as I mentioned that is not effective (Interview TC: 5).

My impression is they are trying to find a way to work experimentally, but they don't seem be satisfied with their efforts.

When looking at the intentions of the didactical approach, it's purpose and aim, with relation to what could be amiss in acquiring "effectivity", I would like to look at Søren Bengtsen & Ane Qvortrup's (B&Q) (two researchers within the field of educational science) explanation of the core of the didactics' intentions.

They expand that the didactics has to do with the individual and the formation of the individual. This implies having an intention with someone, wanting something with someone, some kind of vision, mission, ambition, goal or purpose. B&Q cite Nielsen who denotes that one of the important criteria for the didactics "intention" contains the semantic context of the didactics, whereby the semantic is understood as "meaning, that over time has condensed itself to a specific form, which is reproduced in other contexts" (B&Q 2013:293). (This understanding goes in alignment with the learning transfer concept where what is learned, the understanding which includes meaning, is applied in another context). There is a challenge with this intention, as one "intends something which guides, but not deciding or determining the choice, the action or the actual goal" (B&Q 2013:297). This is important in relation to Esoftflow as an organization (management with employees in a didactic system) but also with relation to the trainers when training their teams as they consider the essence of the didactical approach with the individual in the company.

12.6.1.3 Schnack's didactics social element

Karsten Schnack's (also an educational science researcher in Denmark) following quote adds another interesting element which is the social aspect to Dewey's statement:

Although formation is always personal, in that sense individual, the formation process is though collective and a social matter - there is a question of the new generation's inclusion into a society and a culture. The formation process is thus a socialization process, but a special type of socialization process, where the involved parties must

constantly review the conditions for and the meaning of the said inclusion in the society and the culture. In this sense, the formation becomes self-education, and ethical aspects are automatically included (Schnack 2001:37).

Looking from TC's narratives, the training group are trying to include both the individual and the social in their activities in order to bring about the self-education mentioned, yet they still have difficulties, as they are not effective.

12.6.1.4 The didactic tensions

B&Q expand that the whole fundamental plan with the didactic is not just the intention but also the reflection over the intention. Thus in the formation or up-bringing lies the constant assessment and evaluation of the individual's formation process. Thus in the core of the semantic lies the will to influence, affect, form, up-bring and guide someone in relation to a certain content. That is why the ethical responsibility requires reflection over the control of the intention. For example, "Who does this project serve? Is it in accordance to the student's own interest? Is the student working with the material in the way I had intended? And if not, why?" (ibid.:297-298). There is always a double side with intention: "the will to influence and the will to take responsibility for own influence" (ibid.:303). B&Q expand that fundamental importance of the didactics can be understood as the tension between the will to influence and that will to limit its influence so that it creates space for development and learning in the individual being taught. The above explanation gives us an indication that the training group may, amongst other reasons, have to look at the influence tension for creating more effective activities.

12.6.1.5 Dewey's experiential and reflective thinking

Looking from the didactics of John Dewey in relation to his experiential and reflective thinking, in order to have success with one's teaching, one has to take the content of the teaching from the individual (team member's) needs specified by himself. The training group need to perhaps revise what in their practices are not working. Dewey refers to several things that are necessary in the didactical thinking. He expands on three important things, experience, transaction and reflexive thinking. Experience is seen as creating a connection between the actions we have and their consequences, whilst transaction is understood as the link between them. As for the reflexive thinking he considers it as the content in the link, contributing to the achievement of insight between the cause and consequence. Dewey strongly emphasizes that the learner should be the starting point in the planning and implementation of education, so the learner must be

involved in defining the goals that the learner's actions must be rooted in, during training. This relates to the “before” phase with relation to goal-orientation. The training group seem to try to involve the team members, but perhaps it is in a more overall level, rather than individually as suggested by Dewey. The training group seem to try to involve the team members, but perhaps it is in a more overall level, rather than individually as suggested by Dewey. Other steps could be the way the team is looking at the problem. The following is one of the ways Dewey looks at the problem in relation to the personal experience.

(A) Is the problem expressing anything else *than* a problem? Is the question attached to a personal experience? Or is it a distant subject, a construed problem that only serves the purpose of being used in the teaching of some kind of school subject? Is it the kind of experiments that can arouse observation ability and does it involve experimenting out of school? (B) Is the student's own issue, or is it the teacher or the textbook problem that becomes a problem for the student simply because he cannot get the required score or uprooted or winning teacher applause unless he tries to solve it? It is clear that the questions a) and b) overlap each other

(Dewey (916/2005:171)).

Dewey's reflexive thinking model could also be a tool which the training group could revise the way they are working reflectively. This model which Kolb based his learning circle on.

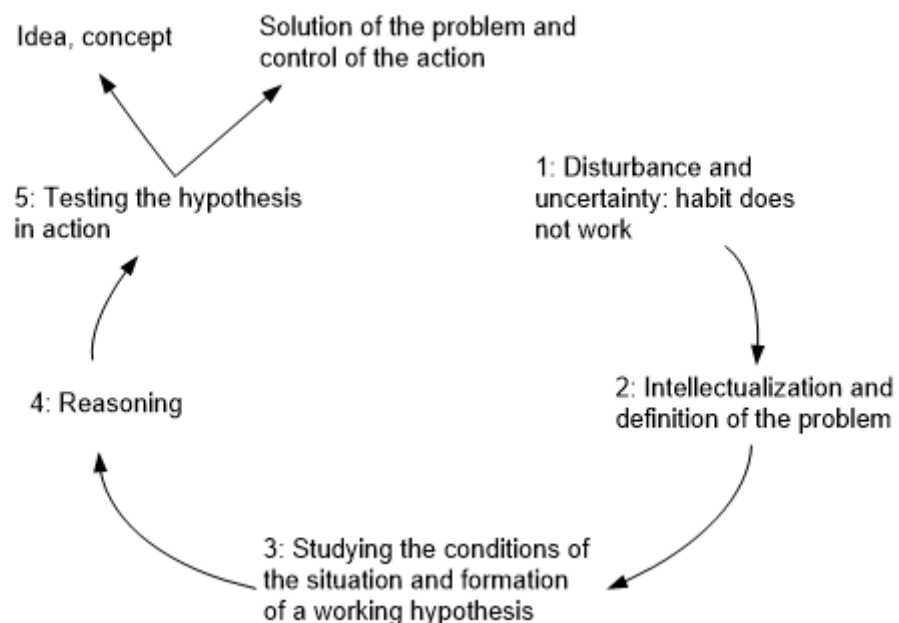


Fig. 17 Dewey's model of reflective thought and action (Miettinen 2000:65)

12.6.1.6 Suggestive reasons for lack of effectiveness

Another reason they are not satisfied with the training could have relation to what TC feels, that UCL teaching should be devoted to their company, observing and taking more examples from their work situation to help them solve their problems. There are two aspects in this: One that they do not have enough examples or know-how as to how to make their training effective by using the examples from their work situation, even if they are trying. They are not satisfied with it. This could have relation to what TC feels that UCL teaching should be devoted to their company, using longer periods to observe and take more examples from their work situation to help them solve their problems.

I think it very difficult, the trainer come from Denmark and do not have time to work with us, to understand us. But if possible, they can spend more time to work and discuss and to understand more about the real situation, and thus we can have more close content with each company (Interview TC:6).

Second point is that the teachings of UCL concerns the soft skills, but soft skills are mounted towards only part 30 % of the workforce (Interview TC:4). Much of the Esoftflow training is directed towards the technical teams, and there seems to be a lack of knowing how, through practical examples, to be able to have success in the teaching. The training forces lack of being “effective” in using the practical examples could lie in different areas. Establishing one’s own training department to train the employees in the company in different courses requires qualified educators. Firstly, Esoftflow, as I understand, are not educated educators and have the full know-how of the different elements in teaching and in teaching effectively, apart from the English teacher. Most of them are employees who through their education or professions have worked themselves up to a managing position and thus given the responsibility to be trainers. These managers undergo of course training in different skills in order to be managers. Yet, despite their managerial skills, they are not effective in producing practical teaching examples, that are successful and instructive enough for their teams. Secondly, UCL still has a bit of a way to go in achieving the training level for the trainers and team-leaders to be qualified teachers, as providing qualified education to the trainers/team leaders were one of the goals of UCL. Thirdly, only a few of the trainers have attended UCL’s courses. Fourthly, UCL courses have very short duration at a time, and the question is whether that is sufficient to equip the trainers enough so that they can build a qualified enough training department to support and train their team members.

12.6.1.7 The didactics not part of their upbringing

Furthermore, the Vietnamese learning traditions may have an influence, as the Danish didactic approach is not an integrated part of their upbringing, whereby through their own historical experience of learning through their traditional school education, they are most likely to have a difficult time in fetching examples from their own experiences of how a certain problem can be tackled in a didactical practical way¹¹. Working in teams and groups, using each other in the work process, and more, are the elements that UCL are trying to teach them in the UCL courses. But as both Ms HR and TC repeatedly mentioned, there are not enough feedback between the UCL training courses and the courses have very short duration.

I think it very difficult, the trainer come from Denmark and do not have time to work with us, to understand us. But if possible, they can spend more time to work and discuss and to understand more about the real situation, and thus we can have more close content with each company (Interview TC:6).

TC and the other team leaders mentioned that the way they were educated in the traditional way was the teacher teaching and the students listening and learning the theoretical content. TL2 mentioned several times how ineffective and boring the many training courses he and his team members were sent to (Notes on TL2). This is exactly what the Ms HR and TC are trying to achieve – training that is interesting and not boring, not just sitting and listening. Therefore, they are trying to implement the Danish didactic way of teaching which is more interactive. The problem for them is how do they achieve that, with the few examples that they have received from UCL's few teachings. A Danish employee would most likely catch on easier to working didactically as they have a history of working in that way through their school, society and whole upbringing. The Vietnamese are used to working in a hierarchical system with less interaction – where the teacher teaches and the students listen. There is also the fact that in trying to teach the team, there is a whole task in educating the entire Esoftflow to think didactically. How do you do that? Can the TC and team leaders be in the position to undertake this task based on a few courses from UCL?

¹¹ What Anja Thomassen calls a “toolbox” – meaning the experiences and know-how one carries based on all the past experiences received and on which one bases the future leaning and experiences on (Interview Thomassen:1)

12.6.1.8 Employee's difficulty with the didactics

My intention was to investigate how is the didactic taken in by the Vietnamese in Esoftflow, in relation to the educational tradition they were brought up and what are their experiences with didactical training.

TL2, in his narrative of his experience with Danish training, explained extensively how the Danish training repeated again, and again in different ways how one was supposed to understand and teach a particular graphic concept. He was bored, because he felt that he had grasped the message within 5 minutes. "Instead of spending a whole day there, it could have taken 5 min. – or they could have read something in a book instead". He continued, "Vietnamese people are different... more direct... they learn from books/reading, are fast learners" (Notes TL2:1). One gets the strong ethnocentric impression of "us" and "them" from the Vietnamese perception her. He wanted a more theoretical approach that would challenge him cognitively, rather than the repetitious practical exercises that was given. The question is thus whether the practical approach suggested by Dewey, applies to all types of students. Certain students perhaps understand a concept better cognitively rather than learning it through practice. Some perhaps learn better through theories, "sitting and listening" and capturing, reflecting sufficiently cognitively, whilst others need to experience it practically. Then the question is whether that has to do with "Danish" and "Vietnamese" way of thinking as TL2 mentioned, or does it have to do with the different individual ways of learning. Where training has to consider both elements in the classroom – those who are cognitively inclined and those who are practically inclined, in their learning abilities. These are perhaps some of the elements that Esoftflow's trainers have to consider when trying to figure out how they are going to best competence develop their teams through their local company training and what are the balances in ensuring that their students are not bored, as there is the clash between the way some like to learn.

According to Gadamer in the hermeneutic thinking, "In order to understand the other, his activities or the product of his activity, one must understand the other's action, which is an expression of how he understands himself about himself, his life and his world, from the ways even understand himself, his life and his world" (Translated) (Pahuus; in Collin & Køppe 2014:237). Likewise, I can relate to TL2 as I personally was raised in a curriculum system and when I took my Public Administration Bachelor as supplementary studies in Denmark, I had a very difficult time in understanding and adapting to the Danish didactic teaching. One of the

first exams I had, we were given one word, “tender” and that was it. I was puzzled. What was I to do with one word as an exams problem formulation. It took me a while to realize that I had to figure out for myself what the word and concept meant, where did it happen, who was involved, it’s effects, where the problem was found, and not to mention, find my own problem formulation. Then, use all that I had learned in the didactic curriculum of the Administration Bachelor to figure out how to solve the problem. We had never been taught about tender and the subject was never mentioned at any time in our studies. What we had to do was apply everything else that we had learned with relation to organization, economy, communication, law and sociology to solve the problem of tender in our exams. In comparison to the curriculum tradition, the conditions would have been quite the opposite. We would have been thought, had read and learned everything about tender in the public sector and when exams came, would know how to solve the *given* problem formulation as we had been taught by the pensum. It can seem very ridiculous having to adapt to a different way of thinking initially, which is why “by having something common” with TL2’s horizon of understanding, thus creating this fusion of horizons (ibid.:238), I can understand TL2’s frustration with the Danish didactic approach.

Therefore, in addition to the previous suppositions and explanations to the different aspects of how individuals can learn, is this understanding that these two learning traditions can clash, which could result in a mistrust to the abilities of the Danish didactical learning tradition. A further reason could, of course, simply lie in the fact that the academic level of the Danish technical teachings were too low, for as Professor P had mentioned “de er sandsynlig dygtige inden for det tekniske” in Vietnam (Interview Professor P:5).

Nevertheless, TL2 understood the following:

I think the point is also that the Danish trainer just want to *transfer the method* of training, just not the graphic training, but the transfer of the method (Interview TL2:2).

Meaning that UCL was teaching them the Danish didactical method of training, to Vietnamese in the technical branch. Even though TL2 understood the intention, he still meant the teaching was too slow. I need to mention that this part of teaching was actually not performed by UCL themselves but by Syddansk Erhvervsskole, whom UCL had collaborated to help train in the technical skills. The experiences of the Esoftflow attending UCL’s teaching within the soft skills were quite the opposite.

12.6.2 The translation of learning in Esoftflow

My intention was to investigate what role does educational traditions have in the translation processes and behavioral change of the Vietnamese employees, when transferring Danish didactics into a Danish company in Vietnam. The following experience gives an example in the process of simulation of one of UCL's teachings – problem solving.

When it comes to simulation, Stegeager refers to Thorndike's theory of identical element which benefit the process of transfer. Training should occur preferably at the work place taking the off-set in the actual work tasks (Stegeager 2014:76). TL1 recounts that he simulates the training received from UCL "in his own way" (Notes on TL1), thus I was interested to hear from one of his team members (TLA2) who had attended his classes about her experiences. Before I explain her experiences, I would like to expand a little on Dewey's thinking about simulation from work situations.

Dewey explains that in order for the learner to gain experience during training, the thinking has to be awaked, when faced with a new situation that is problematic, thus challenging one's thinking. He expands that it is important that, if the problem experienced is too far from the learner's experience, then he will not be adept in providing suggestions as to how the problem could be solved. He emphasizes that what kind of issues that has to be worked with during training, is crucial (Dewey 1916/2005:171, 173).

One of the narratives that caught my attention was the narrative of TLA2, giving me an idea as to how knowledge was translated from the Danish UCL teaching to the team members. TL1 had the task to train his team in communication and conflict solving and used what he had learned from UCL in his training. TLA2 who belongs to TL1's team attended the training and explained how the training had been "very useful" in solving a conflict in the work place. I was curious, "please give me an example", I asked. She explained that one of her workers, a woman older than her, repeatedly did not do her tasks properly, and she did not know how to tackle the problem because the woman was older than her and she could not go directly to the woman and reprimand her, as it would be improper in their culture. The learning she received in the conflict solving class of TL1 was that she should speak loudly, whilst all the other employees were listening, and inform the manager (TL1) in front of everyone when he was present, that that woman kept repeatedly doing the mistakes in her tasks. The purpose was to publicly teach the woman a lesson, and all the other employees present received collectively the same message and lesson, so that they would collectively know about the woman's mistakes and learn the

lesson that that mistake is not tolerated in the company. Later, the manager (TL1) could privately talk to the woman as he was older than the woman. But not TLA2, who was younger. Again hermeneutically, from my own knowledge, the same culture is likewise experienced among Greenlanders.

As this attitude and understanding of solving conflicts is quite the opposite of a Dane, it was very interesting to hear how a Danish way of solving conflict was translated into the cultural context and came out on the other end in a totally different context. The conflict solving approach in Denmark would have taken its origin in the didactical individual based thinking, where it would only have been proper to reprimand the individual in private, out of the ear-reach of the collective. The conflict solving approach in Vietnam was taken from the Vietnamese collective based thinking. The learner interpreted his learning through his culture. Dewey's understanding of the problem not being too far from the learner's experience, would in my interpretation definitely include the cultural aspect of the learners understanding.

What I can interpret from this recount, is that the Vietnamese use the teachings from the Danish didactic traditions pragmatically where necessary. What works is what is applied, as the cultural traditions of the country cannot be wiped out by another. There are other considerations of behavior that need to be taken into account and which are deeply internalized in the individual as Geert Hofstede's¹² thinking implies.

12.7 AFTER TRAINING

This section has reference to focal points 5 and 6 in the Transfer process model.

12.7.1 Opportunity to perform

Baldwin and Ford (1988) have researched that one of the greatest lack of transfer lies in the opportunity to use what has been learned in the work place after the conclusion of training (Stegeager 2014:84). Clarke (2002) has found that one of the greatest transfer barriers is great time pressure and large work load, causing employees to do "the same as they have always done" (ibid.). Thus the work conditions and time to reflect as is recommended by the didactical approach, both with Dewey, Illeris and other didactical theoreticians, becomes difficult and as Clarke (2002) research reveals, the learner "over time loses the newly acquired skills, which he never gets the opportunity to practice". Wahlgren (2009) expands that one of the prerequisites

¹² Geert Hostede (1980), *Culture's Consequences: International Differences in Work-Related Values*

for transfer of learning has to do with the work being organized in such a way that it enables transfer. The social relations at the work place play also a role as well as support from colleagues especially colleagues in similar educational situation all contribute to the enhancement of learning transfer (Wahlgren 2009:4).

Looking at the employees who participated in the UCL courses, apart from one, all expressed how they try to work and implement what they have used in their daily work, but as one expressed that time was an issue, as the work pressure was great (TL1:1).

12.7.2 Follow-up of the learning process

Wahlgren (2013) expands, according to the pedagogic approach, that the following-up of the learning process after training has proven to be effective in creating transfer. This has relevance as the learning attain is not complete but is a continuation as learning is applied in the work tasks. He suggests that systematic follow-up of learning could be done through personal journals, logbooks and other forms of systematic and written reflections of what and how what is learned is used, working reflectively and gathering experience. His thoughts are in accordance with Dewey's thinking of working reflexively and experimentally. Wahlgren explains that evaluation has to include what one is doing differently, that is what one is really using out of what one has learned, rather than just evaluating what one has learned.

Esoftflow's training group work hard with ensuring evaluation which has to do with evaluation of what has been learned, but does not work with the written reflections as Wahlgren suggests. My interpretation is that the goals set in the "before phase" and the ones resulting from the intentionality creating dialogues, would be the natural outset for evaluation of intended goals and the continued reflection and further goal-setting.

12.8 ANALYSIS 3

12.8.1 Has there been a behavioral change?

I wanted to investigate whether there has been a behavioral change of the Vietnamese employees, when transferring Danish didactics into a Danish company in Vietnam. My understanding of behavioral change had to do with whether they had a different understanding and were conducting practices differently after participating in UCL's training in comparison to before participation.

I will take the example of TLA3. TLA3 has motivation. He has in the drawer of his desk the different material concerning the culture, communication, conflict solving and team work teaching he has received and he takes them out often to revise and learn what was taught, so that he can remember what he should do in the different situations and work on his soft skills. I could really feel his sincerity and enthusiasm, “awesome”, to learn because he explained that it works. What was interesting right from the beginning of my interview with him was his awareness of the correlation between “school theory and life work” and his enthusiasm to learn more, as can be seen from his narrative below:

Because you know in this area, it is a large place to learn and you have to work in practical life. Like what you can gain the experience from this, is not from the paper and theory from school. This is very, very different from school theory to life work. So I would like to in the future. But I would like still to study myself (Interview TLA3:1)

To my question as to what he was doing differently and whether he could feel a change from before he went on the course and after, he answered enthusiastically “yes” and continued in explaining what he was doing differently (Notes TLA3:2). In a very strong Vietnamese accent, which was difficult for me to grasp all that he said, he went to lengths trying to explain how he has received a better understanding of how to communicate in a different way with clients abroad, and that had given positive results. He could clearly see that the way he works in his team is much improved as well as solving conflicts. It was interesting to hear him trying to recite to me the conflict solving steps, which he had learned with UCL. He could clearly see the change from before he took on the course and his work practice six months later. He explained that he goes through what he has learned often to learn and remember and practice. He tries to reflect, he said (Notes TLA3:2). The very fact that he was trying to memorize the steps as well as having his material on his desk enthusiastically trying to go over the material, gave me the clear impression of the ‘traditional’ way of learning in comparison to the didactic. Yet I felt that he was trying to implement both – learning by heart as well as trying what he has learned practically. In my hermeneutical view and in accordance to coherence theory, I felt genuinely that he was trying to work with his reflection, as he was working practically. That was why he was going through his notes again six months later.

His narratives clearly give me the impression of a movement of behavioral change to the better. A change from before he participated in UCL’s training, through a process of translating what

he had learned, through reflection, into practice with the result of acting differently in different situations in the different work tasks he has. As Stegeager and Laursen define learning transfer, there is the connotation of the desire for and experience of a behavioral change the “learner sustains and reiterates over time and across space or context”, where his sustaining and reiterating over a period of six months with his intention of continuing reiteration and sustainment. What was interesting with TLA3 was his enthusiasm, which considering his age of 21, he had received a good promotion as Team leader assistant, seeing he did not have much of an education, but had worked for Esoftflow for 4 years. There are only four team leader assistants out of nearly 500 employees. His enthusiasm and his eagerness to learn was his driving force. He explained that he wanted to learn more and go to university, but needed the practical experience first as it would be an advantage to him in studying further. TLA3 is an example, as I mentioned earlier, of younger managers in decentralized organizational structures through empowerment having the ability of receiving more responsibilities and developing tasks, stimulating them to higher positions.

Likewise, all my informants narrated apart from one, that they had learned a lot from the UCL courses.

For example, in the past we do not use the flip class, we just focus on the training process, but for now we a lot of thing in relation to preparation and evaluation. And I think, it be more effective (Interview TC:6).

It has to be mentioned that the only informant who didn't feel he gained much, participated in the technical training from Denmark and not the soft skills training. All those who participated in the soft skills were very positive and felt that they had learned a lot and were enthusiastic about what they had learned, explaining how their understanding of the different phenomena and issues that were at hand in their work task was better and how they were practically working with what had been taught. Words such as “new”, “really useful”, “awesome”

Furthermore, Ms HR relates about the implementation of what is learned:

I think the funny thing is that the people who participate in this training are the ones where training is one of their main tasks so they have to think a lot about that and they have the motivation to implement what they have learned from the training into their jobs...so when they learn a new things and look back at their daily job, and see if

this...we can use this to improve the quality of the training job in a company, so we have some tools to work with (Interview Ms HR).

From the above quote, I can deduct that when motivation is present, then the translation of learning is also present. Together with TLA3 and my other informants' expression of how they work differently at the courses, tells of a change of behavior.

13 DISCUSSION

I must admit that I was expecting, based on my preunderstanding and anticipation derived from my work with the DVVP in the 8th semester, that the level of learning and working with learning in Esoftflow would not have been that high. I was therefore rather surprised to experience in my interviews how well organized Esoftflow and the training group were, and how they were working with the different transfer process phases. I was surprised of the extent to which they had organized themselves organizationally and that they had recruited a Training coordinator for the sole purpose of working with the many training initiatives, offers and activities. My interviews revealed that much is being done on all phases. In the beginning I had the impression that my thesis would end up showing how well UCL's didactical teaching had succeeded as the employees explained that working with the different phrases on the level that they did, was initiated *after* the UCL trainings. But on closer analysis I have gained insight on my informants' life world, causing my horizon of understanding to change.

13.1 ANALYSIS 1

In trying to understand what role the Danish didactics have in a Danish company in Vietnam, I have discovered that the Vietnamese like the Danish company. Had the situation been that they did not like the didactical approach in the company, then that would have been a case of imposition. But the Vietnamese's feelings are positive towards the didactical tradition. I have come to the understanding that the Vietnamese like the Danish organizational structure because of its didactical tradition. The fact that they just not like but think that the Danish companies are the best due to the flat-system, the openness with no titles, opportunity to be creative, and the feeling of "care" as well as autonomy, has resulted in my interpretation and conclusion that the didactical thinking could continue to be processed and applied, helping the Vietnamese to better understand how it functions for the good of each individual and the company. There lies, on the other hand, the fact that the motives for liking the Danish company are not only based

on the above-mentioned explanations as described, but there lies also the economical motive as the Danish company gives a higher salary. The high salaries and bonuses, give better education which brings in the esteem of their social network through prestigious titles and material goods.

My analysis thus shows two sides in this matter. A mixture of the Vietnamese wanting both sides of the coin: the didactical goods from the Danish, and clinging on to the influence of the hierarchical national traditions which are a result of a history of struggles and poverty. What is lacking in this perspective is the inner, individual incentives of the didactics, that is, when working to competence develop himself, the greater incentive should rather come from the desire to better his competences rather than the incentive being for another purpose, in this case the material goods. The difference between the Vietnamese and the Danish lies in the intentions. The fact that the Danish's wealth has been achieved through their didactical thinking – a “self-cultivation” for everyone, resulting in the welfare system that the Danish have. The Vietnamese's traditions lie in the hierarchical system which promotes some over others. This is a paradox in itself, as the Vietnamese prefer the flat didactical system of the Danish companies in comparison to the hierarchical Vietnamese companies, yet they cultivate the hierarchical system through their own intentions and behavior.

Yet, in light of the hermeneutical circle, part in whole, the very fact that the Vietnamese like the didactical tradition suggests that deep inside, as with Ho Chi Minh's ideologies, lies a desire for “self-cultivation”, self-formation, the *bildung* for all, but circumstances of war and outer dominance, seem to have sent the ideologies in a different direction, resulting in the accentuation of the hierarchical system. The question is though, would the hierarchical tradition still not have prevailed even if it had not had wars, when it has roots come way back from the Confucian tradition? And could they have been able to totally let go of the colonialist hierarchical thinking?

Having looked at the two educational traditions and two cultures meeting through my hermeneutical glasses I am aware that many other nuances between man and nature do exist, due to the complexities that are present in the meeting between man and nature. **There**

13.2 ANALYSIS 2

The work environment in Esoftflow depicts a learning environment with attitudes, values and intentions for learning, but the question is what are the underlying intentions behind these attitudes, values and intentions.

Take for example, the fact that they feel that their employees as part of the decision making for training, but at closer look, my analysis reveals that the decision is in the form of a survey sent around where one can chip in one's training wishes, but the individual is not personally sat with where, intentional creating dialogues are taken place. The managing director mentioned that he did and still does have personal dialogues with his many managers, but as the company grows and his many travels augments, it becomes increasingly difficult for him to have the personal time with his employees, thus leaving the training decision to HR. As my analysis has progressed I have had the growing impression that much more focus on the individual level is necessary.

As a consequence of the Vietnamese employee's preference for the didactical tradition, comes the learning of how the didactical tradition functions, as it is an art in itself. Transferring Danish didactics into a Danish company in Vietnam, would thus entail a translation, as my analysis reveals, of the way the didactical thinking places focus on the individual in the company. Esoftflow as an organization when dealing with its employees as well as the training group have to consider the core elements and processes necessary for the enabling of the didactical learning to materialize (Illeris). Fundamental elements and processes such as guiding and "not deciding or determining the choice, the action or the actual goal" (B&Q), but "establishing a goal that arises from a situation that the actor perceives as problematic" (Dewey). Not just working with "intentions but reflection over the intention" (B&Q) as well as understanding the double side of intention, that in the formation of the individual "lies the constant assessment and evaluation of the individual's formation process...the will to influence and the will to take responsibility for own influence" (B&Q), are all important elements in the didactic application. Likewise, the awareness of the different tensions of the will: "tension between the will to influence and that will to limit its influence so that it creates space for development and learning in the individual being taught" as well as understanding (B&Q) the fact that the formation process is a socialization process. Meaning that "the involved parties must constantly review the conditions for and the meaning of inclusion in the society and the culture" (Schnack) of the organization. The above-mentioned elements of the didactics impose ethical responsibility, requiring "reflection over the control of the intention". Seen from a hermeneutical viewpoint these didactical elements and processes, may have its challenges as Ms HR mentioned the difficulties of changing habits that is why focus has to be placed by the individual himself. As Illeris attests, focus on the core elements are essential for achieving transformative learning which promotes behavioral change. The individual's "values and expectations" of himself, his "self-perception"

and willingness to “critical investigation of normative assumption” and develop “critical reflections”, are all elements that foster behavioral change. As Illeris also places importance on dialogues and goal-setting as core elements for transformative learning, my understanding is that the intentionality creating dialogues, seem to be important incentives and requirements for achieving the behavioral change required for learning to transfer, translate and transform. By focusing on the individual and the different elements as requested above, a process of translation of learning occurs as the individual reflects and experimentally works with learning. If the learning is based on the core elements which Illeris describes, and which Salas et. al, etc. recommend, a process of transformative learning will take place, promoting behavioral change in the individual.

13.3 ANALYSIS 3

My analysis reveals that four out of five who participated in UCL’s courses feel that they do things differently and Ms HR narrates that they are motivated and work towards changing their habits. They have an enthusiasm to learn, transfer and translate what they have learned. Some try to follow what is learned literally by revising and practicing what is learned, working experimentally and reflectively, others take what they think is relevant and uses it as they understand and in the context (work and cultural) that they see fitting. The intention of UCL’s training was to train the team leaders so they could train the almost 500 team members. As there are seven team leaders, the task is demanding, and with only af couple of days or weeks of courses from UCL, I can deduct that much needs to be done to be able to establish a didactical workforce on the level of a Danish workforce. Furthermore, there lies the English language problem. UCL’s intention was to use the dual-track system as a didactical approach in helping the team leaders to train their teams. Through my research certain reflections and questions has been brought to my mind. How will UCL be able to advice, coach and come with practical examples, when the Vietnamese’s teachings are performed in the Vietnamese language and the Danish professor’s do not speak Vietnamese? The fact that English which is the lingua franca (a common language used to communicate), yet a second language for both the Danish professors and the Vietnamese employees, must result in a lost of the didactical learning between teaching and interpreting. Much of the learning may be lost in the translation (both literally and figuratively) process. The translation lies also in the conveying of the understanding of the didactical method for the one Vietnamese who felt that the teaching method is “childish” (my interpretation) and slow, and not cognitive challenging enough as

with TL2. Professor P (UCL) recounted in my interview with her of the fantastic enthusiasm that the employees from all the Danish companies in Vietnam exhibited, including Esoftflow, and that same enthusiasm was what I felt when I interviewed them.

13.4 SEMI-CONCLUSION

The potential for transferring Danish didactics is present and much can be done in assisting Danish companies in Vietnam.

14 LEARNING DESIGN

Based on the different suggestions for promoting learning transfer from Salas et. al, Wahlgren and Stegeager and my analysis, Esoftflow should place emphasis on focal points 1 to 6, as much needs to be done yet. This includes working with the individual, the training institutions (both UCL and intern in Esoftflow) and the organization, including managers, in making the space necessary for a didactical learning culture. The following learning design is suggested for a didactical learning culture that will benefit Esoftflow as an expanding global organization with employees who prefer the Danish didactic tradition. With regards to the didactical learning, only few in Esoftflow have received teachings in the didactical tradition from UCL, and who are thus teaching it further to team members in their team mixed with their own Vietnamese understanding of teaching and learning. Thus there are only fractional groups who are receiving didactical teachings in the Esoftflow's own training department. In order for Esoftflow to adopt a didactical learning behavior, a suggested learning plan would be to teach all managers about the didactical tradition concept both in principles and practice, and then all employees, experimentally reflecting and practicing it in they work task. This would serve to creating a didactical learning culture for the whole company.



Fig. 11 Learning design for future Esoftflow

15 CONCLUSION

My research was to investigate what role educational traditions have in the learning transfer processes and behavioral change of the Vietnamese employees, when transferring Danish didactics into a Danish company in Vietnam. To do so, I investigated what are the learning traditions that are at stake in the organization and what role the Danish didactics have in a Danish company in Vietnam. I investigate likewise how is the process of learning transfer promoted and what are the employees' experiences of learning transfer with relation to the didactical traditions. Finally, I wanted to see whether there has been a behavioral change with relation to UCL's didactical training.

I based my research on a Danish company in Vietnam, Esoftflow, who has received teachings in soft skills and to some extent technical skills from University College Lillebælt (UCL). I investigated how the learning that is transferred from Denmark to Vietnam is translated, through the narratives and experiences of the employees who have attended UCL's training. I want to find out whether the training has brought about a behavioral change with the employees who have attended the training. I was interested in learning what happens when the Danish tradition meets the Vietnamese, not only in the form of UCL teaching Danish didactics to the employees in Vietnam, but also when a Danish company with a Danish organizational structure meets local Vietnamese employees. To do so I investigated what were the two educational traditions implicit, and which create the base for the way an individual and a company thinks and learns. My philosophy of science was the hermeneutical approach, working with the historical context, as historicism from a philosophical hermeneutical approach, claims "that every human and cultural phenomenon is determined by its historical context, and that context is constantly new and different from previous historical units" (Pahuus 2014:234). I hermeneutically likewise worked with the hermeneutical circle (Gadamer) with the parts in the whole, interpreting the meanings and intentions of the phenomena at hand from the experiences of my informants, and working towards a fusion of horizons.

My understanding of the concept of learning transfer, through the hermeneutical circle, has expanded through my studies, where learning transfer I see as the movement of learning from a learning context over time and space to an application context, and in that movement a translation of the learning occurs, to the extent that the learning undergoes an internalizing process which becomes transformative learning. The outcome of learning is a behavioral

change, which the learner sustains and reiterates over time and across space or context (Illeris, Wahlgren and Stegeager & Laursen).

My research has shown that there are two educational traditions present in the Danish company in Vietnam: The Danish didactical tradition, seen as a flat system, and the Vietnamese tradition, which is a hard to define tradition as it has undergone different difficult reforms and systems. The Vietnamese educational tradition has its origins from Ho Chi Minh's ideologies, which were based on the Russian complex system. But according to the narratives of my informants, the educational system has a strong hierarchical system, which several reforms are trying to change. My investigation has shown that the Vietnamese employees are very enthused about working for a Danish company Esoftflow because of its flat structure on which the managing director has built the company. My investigations show that the Esoftflow concept is based on the Danish didactical principles, giving the individual autonomy to be creative, participate in the decisions, setting the individual as center in what the Vietnamese call "care" as well as treating all equal without titles. They go to the extent of coring Danish companies as the best companies to work for in Vietnam. The aspect of the good salary and the opportunity to participate plays also a big part as education, money and titles have great importance to the Vietnamese's hierarchical traditional system. This is a paradox in itself, as the Vietnamese prefer the flat didactical system of the Danish companies in comparison to the hierarchical Vietnamese companies, yet they cultivate the hierarchical system through their own intentions and behavior.

On the didactical level with regards to UCL's transferring the didactic teachings to the employees in Esoftflow, an enthusiasm from the Vietnamese employees is evident. Their narratives recount the clear and more "effective" teaching methods of the Danish didactical tradition in comparison to the Vietnamese educational system which involves "the teacher teaching and the students listening". They like the Danish interactive learning, working with reflection, and work hard on trying to replace the Vietnamese traditional teaching with the didactical teaching. The challenge, my research has revealed, is in being able to have a full understanding of how the didactical thinking works. The understanding such as, there are core elements with regard to the individual that are necessary for the didactic learning to materialize (Illeris 2013). Fundamental elements and processes such as guiding and "not deciding or determining the choice, the action or the actual goal" (Bengtsen & Qvortrup 2013), but "establishing a goal that arises from a situation that the actor perceives as problematic"

(Dewey). Not just working with “intentions but reflection over the intention” (Bengtson & Qvortrup 2013) as well as understanding the double side of intention, that in the formation of the individual “lies the constant assessment and evaluation of the individual’s formation process...the will to influence and the will to take responsibility for own influence” (Bengtson & Qvortrup 2013), are all important elements in the didactic application. Likewise, the awareness of the different tensions of the will: “tension between the will to influence and that will to limit its influence so that it creates space for development and learning in the individual being taught” as well as understanding (Bengtson & Qvortrup 2013) the fact that the formation process is a socialization process. Meaning that “the involved parties must constantly review the conditions for and the meaning of inclusion in the society and the culture” (Schnack in Bengtson & Qvortrup 2013) of the organization. The above-mentioned elements of the didactics impose ethical responsibility, requiring “reflection over the control of the intention”. The challenge for the Vietnamese employees lies in the fact that the didactical concept is foreign to them in comparison to the Danish who has the didactical principles embodied through his upbringing both in school and in the society. My research has shown that there are difficulties for the Vietnamese with regards to the translation of the learning into the company.

When looking at how learning transfer can be promoted, I have, through the scientific-based researches made by researchers and scholars such as Salas. et. al, Stegeager and Wahlgren on the subject, I looked at suggestions and factors recommended, seeing how they applied to Esoftflow in the contexts of my empiricism. I have at the same time availed myself of Stegeager and Laursen’s (2013) transfer process model which depicts the processes and phases an individual goes through during the course of training, taking into consideration the individual, the organization and the training provider. The transfer process model has the purpose of showing the different focal points one could be aware of, enabling the individual, organization and trainer to be aware of focal areas that may need focusing on. My research shows that all areas need to be focused on at this stage of the Esoftflow’s learning process with working with the didactical thinking, both on the individual, organizational and trainer levels.

My conclusion is thus that Educational traditions play a big role in the learning transfer processes and behavioral change of the Vietnamese employees, when transferring Danish didactics into a Danish company in Vietnam. The teachings of UCL produced a behavioral change if on yet a small level, but the will and desire to learn the didactical tradition is strongly present. As the Vietnamese prefer the Danish didactic tradition, both in the structure and

processes of the company and the interactive, reflexive and experimental way of learning to the traditional Vietnamese way of learning, there lies a task ahead of helping them understand the didactic tradition's fundamental essence and practice for the future competence development of Esoftflow's employees. This research gives an insight for future Danish companies wanting to outsource to Vietnam, on the fact that Denmark does have a high competent and qualitative tool in the Danish didactics traditions which could be transferred together with the companies when they outsource to other third world or emerging countries.

16 FURTHER PERSPECTIVES

My understanding of the learning transfer concept, through the hermeneutical circle, has to do with the movement of knowledge from one context to the other over time and space with the purpose of learning resulting in sustainable behavioral change for the learner. This learning in its application in the work context goes through a translation process which over time is processed as Mezirow says (Illeris 2013:29), and internalized within the individual as transformative learning. The result of this transformative learning, Illeris explains, is an internalization which changes the individual's identity:

The concept of transformative learning encompasses all learning that involves changes in the identity of the learner (Illeris 2013:67).

Hanging on that thought of transformative identity I cannot help thinking that this thought could be interpreted in an intercultural context, where the Vietnamese employees of Esoftflow with time could work with this translation of learning, to transformative learning and further to integrated form in their identity - a transformative intercultural identity. When I refer to intercultural, I interpret it in the context of the Danish didactic cultural tradition internalized and mixed with their own cultural understanding forming a different thinking than what they have presently. In line with the thought of transferring one concept to another, one could transfer the concept of Adrian Holliday, whereby with time, the employees of Esoftflow could learn to negotiate a grammar of didactic and Vietnamese culture in the quest of an intercultural understanding (Holliday, Adrian (2013): Understanding intercultural communication. Negotiating a grammar of culture. Routledge), learning, adaptation and identity change. This could happen to the point that the whole company culture undergoes a change albeit on the condition that that is what the Vietnamese employees would like to do.

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18 APPENDIX (ON SEPARATE USB)

Appendix 1: Interview with Ms Ha

Appendix 2: Interview with TC

Appendix 3: Interview with TL1

Appendix 4: Interview with TL2

Appendix 5: Interview with TLA3

Appendix 6: Notes on TL1

Appendix 7: Notes on TL2

Appendix 8: Notes on TLA1

Appendix 9: Notes on TLA2

Appendix 10: After reflections after our first interview day.

Appendix 11: After reflections after the 2. day of interviews

Appendix 12: Interview med Anja Thomassen

Appendix 13: Transcribes of Interview with Professor P – November 2015

Appendix 14: Transcribes of Interview with Professor P – April 2015

The Transfer of Danish Didactics into a Danish Company in Vietnam

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Abstract

Danish companies in Vietnam have received Danish didactical teachings in soft skills by University College Lillebælt. My research investigated this transfer of learning, how do the Vietnamese experience the didactical teachings and whether they experience a behavioral change after participation in Danish training. Vietnamese employees cores Danish companies as being the best. My research reveals that the Vietnamese are enthused about the teaching and are experiencing positive behavioral change after the teachings, despite certain challenges for middle managers to transfer the didactics to their teams.

Transfer of Danish didactics to Vietnam

Globalization has brought new challenges and new opportunities for Denmark's foreign economic conditions. Many Danish companies are outsourcing to Asia and one of the countries is Vietnam.

Danish companies outsourcing to Vietnam

What are the challenges that arises when a Danish company outsources to Vietnam? Building a more capable and better trained workforce that matches that of a Danish workforce can be of a challenge not to mention the cross-cultural differences. Some of the struggles for Danish companies in Vietnam lies in the lack of soft skills such as working reflectively, team work, conflict solving, knowledge sharing, and communication skills, coupled with the lack of English skills. One of the important factors, which not normally talked about, is the lack of the Vietnamese's understanding of the didactical learning tradition which the

Danish thinking is built on - the lack of understanding of the "bildung" concept, which is what I want to expand on. The word "bildung" (German) means the formation, meaning the formation of the individual, which some refer to as "self-cultivation", which I will come back to latter in the article.

Denmark is losing on millions

Denmark is losing millions in not exporting the didactical pedagogical tradition, expresses Jørgen Ørstrøm Møller who has done research at the Institute of Southeast Asian Studies (Monday Morning, 2013). University College Lillebælt (UCL) has taken the challenge and is now exporting soft skills and technical skills to Vietnam to support Danish companies in Vietnam. My Master Thesis research was based on investigating how this teaching is experienced by the Vietnamese employees in a Danish company in Vietnam, Esoftflow.

Danish companies are cored "the best"

According to the narratives of the Vietnamese employees I have interviewed,

Danish companies are cored as the best companies to work for, with German companies being the second best. This is very interesting, for what is it about the Danish companies that wins the favors of the Vietnamese people?

Two Danish elements are expressed which boil down to the Danish didactic tradition: the first is the organizational, flat structure where they are allowed to be creative, they are given autonomy, no titles, everyone is allowed to come with their ideas, coupled with good salary, in comparison to Vietnamese hierarchical companies where they are not allowed to decide and everything goes through high company authorities, etc. The second is the didactical learning tools being taught by University College Lillebælt (UCL) as they like the interactive teaching, learning how to work reflectively and experimentally. The Vietnamese are eager to learn, fast and dedicated, reported one of the UCL professors, Marianne Tolstrup. Despite their enthusiasm and are quick to learn, they struggle though with certain elements of the Danish didactical tradition concept being transferred to them and the core elements necessary to implement the concept in the company.

Learning transfer, translation of learning and transformative learning

There are a lot of discussion about the concept of transfer of learning, translation of learning and transformative learning. My studies have brought me to the understanding that transfer of learning is:

the process whereby what has been learned is carried from one context known as *learning context*, to another context known as *application context* (Stegeager & Laursen, 2013: 62). The outcome is a behavioral change, which the learner sustains and reiterates over time and across space or context (ibid.: 66).

Thus the learning of transfer has to do with the movement of knowledge from one context to another resulting in a change in behavior, not just a temporary change, but a change that is sustained and repeated over a longer period of time, in other words resulting in a change of habit (Stegeager & Laursen 2013). As learning is moved from the learning context to the application context a process of translation of the learning occurs (Wahlgren 2013) as the learner works experimentally, reflectively, adaptively (depending on which learning approach one uses Dewey, Piaget, etc.). This translation, as one works with, becomes internalized in the way one thinks, the practices and habits one adapts, into a process where the learning, undergoing an internalizing process, becomes transformative learning. Illeris works further with the concept of transformative learning expressing that in its internalization, it becomes part of one's identity. Hence a transformative identity (Illeris 2013).

Are Danish companies aware they carry the didactical learning structure?

When it comes to the employees in Vietnam, there is a translation work that needs to be done in the understanding of the didactical tradition. Most Danish are perhaps not aware that they live and follow the didactical thinking in their everyday lives. Thus educational system which educates the Danish citizens, form the base for the way the Danes think in different aspects of life as well as when they establish their professions and businesses, building their companies on the precepts and values they have acquired from the Danish schools. They are perhaps not aware of how their company structures are built, how they work together in teams, reflectively, experimentally giving room for all without the hierarchical title. This is what fascinates the Vietnamese employees

of Esoftflow is that the feeling of “care” which lies in the bildung concept of the individual being the center. The Danish didactics is based on the self-cultivation thinking. Consequently, the teaching is based on reflection as Popkewitz describes (2007) both from the teachers and the students side. Through critical reflection, the teacher “guides and coaches” the student in “meaning making” (ibid.: 123).

One can metaphorically compare the Danish company to a didactic class room, where the Danish managing director is the classroom teacher and the Vietnamese employees the students, where the teacher serves as He “guides and coaches” the employees in meaning making, learning through reflection by “thinking and getting in touch with the inner self” and thinking creatively. With the “self-analysis” comes

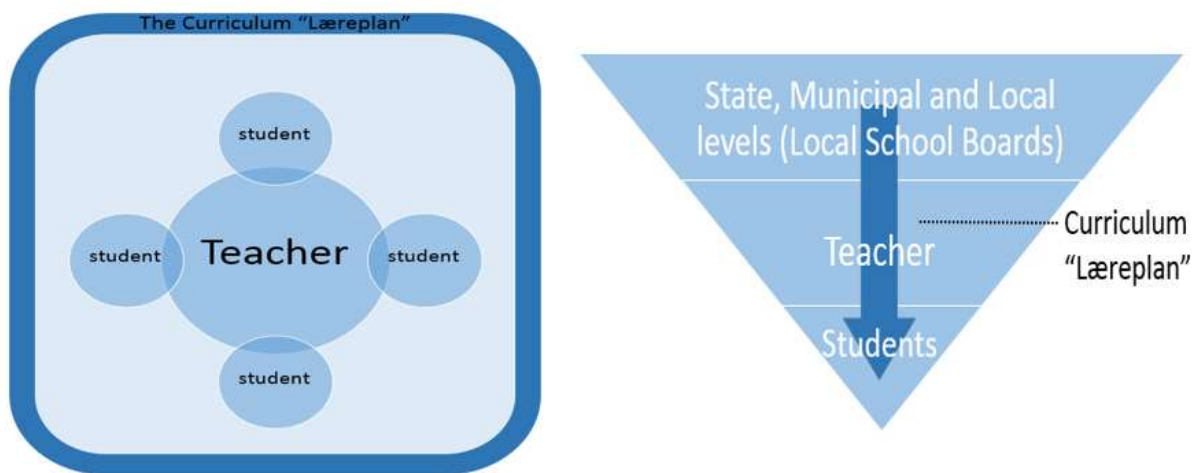


Fig. 1. The Danish didactical and Anglo-Saxon educational traditions

The teacher as with the student learn through reflection by “thinking and getting in touch with inner self as a form of self-analysis”. Hence, the teacher and student work, through reflection, in forming the student to face life in the world (ibid.: 123). This is a stark contrast with the Anglo-Saxon curriculum where the educational planning is developed on state, municipal and local levels (local school boards), where they decide what has to be learned, how and in what sequence it should be taught. The teacher, on the other hand, is the conductor or the facilitator of a highly detailed, preplanned curriculum produced by the State and has less leeway for the teaching in the classroom (Buchardt & Fabrin 2014: 36). Through my studies I visualize the Vietnamese educational system having a structure similar to the curriculum. The following figures depicts how I visualize the two traditions:

the learning to think critically, exploiting the opportunities that lie both within one self and in the outer world. The figure below depicts how I visualize the Danish company in Vietnam as a didactical “dannelses” class room.



Fig. 2 The Danish company as a didactical learning structure

What the challenge is for the Vietnamese is that the didactic learning is not a bodily integrated learning tradition for them. They are used to the hierarchical Vietnamese tradition where they have to sit and listen (there is a move towards a different way of teaching in Vietnam in the recent years).

Do didactic teachings change the Vietnamese's behavior?

The purpose of UCL's teaching is to transfer the teaching of soft skills to the team leaders of Esoftflow, who then have the task to teach these soft skills further to their team members. My research has shown that there is a behavioral change after the teachings of UCL and that the Vietnamese employees are to an extent translating what has been taught in their daily work task, trying to work reflectively and experimentally. My research has shown that they have great enthusiasm to work didactically but the training group struggle in performing with the didactical teaching in finding "effective" examples to work with. The difference probably lies in the fact that they Danes would be able to fetch didactical examples and tools easier from their life experiences as they have ample of examples to choose from. The didactical way of thinking is a lifestyle – the Danes have practiced with it worked with it, lived with it and socialized with. As for the Vietnamese, they have to learn how to visualize working didactically. They lack examples in their work context as to how to work didactically in order to transfer and translate what they have learned. That is why they call for the UCL to prolong their training with training taking place in their workplace, helping them translate the learning better in the practical context. Furthermore, my research shows that their understanding of the core elements of the didactical tradition has to be learned in order for the company training group to be able to both teach their teams and for the concept to infiltrate the

company. Fundamental elements and processes such as guiding and "not deciding or determining the choice, the action or the actual goal" (Bengtson & Qvortrup 2013), but "establishing a goal that arises from a situation that the actor perceives as problematic" Fundamental elements such as understanding and working with the "intentions" and the "will" of the didactics. Likewise, the awareness of the different tensions of the will: "tension between the will to influence and that will to limit its influence so that it creates space for development and learning in the individual being taught" (Bengtson & Qvortrup 2013) as well as understanding the fact that the formation process is a socialization process. Meaning that "the involved parties must constantly review the conditions for and the meaning of inclusion in the society and the culture" (Schnack 2001, I: Bengtson & Qvortrup 2013) of the organization. My research has shown that although they are working with the didactics, there are certain elements of the Vietnamese educational thinking that still penetrate their thinking and behavior, thus the need for a more thorough understanding of the didactical implications.

The good news for Danish companies wanting to outsource to Vietnam is that the Danish companies are viewed as "the best" because of their didactical organizational structures. The Vietnamese are eager, competent and fast learners. Danish companies need to think of two things: One that they have to be aware of their own role as a didactical teaching arena, and two the importance of the Danish didactical teachings for their employees as it will strengthen their company for the better. We have to be aware of strengths that we have in the didactical tradition and that there are good opportunities for the Danish didactical tradition to be transferred out to the world.

A learning design for Danish companies

In order for companies who either are already established or are considering outsourcing to Vietnam The following learning design is suggested for a didactical learning culture that will benefit Esoftflow as an expanding global organization with employees who prefer the Danish didactic tradition. With regards to the didactical learning, only few in a

Danish company would have received teachings in the didactical tradition - thus only fractional groups. A suggested learning plan would be to teach all managers about the didactical tradition concept both in principles and practice, and then all employees, experimentally reflecting and practicing it in they work task. This would serve to creating a didactical learning culture for the whole company.



Fig. 3 Didactical learning design for future Danish companies in Vietnam

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