

The Role of Learning Orientation in the Context of Sustainable Human Resources Development

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Abstract

The belief that learning and innovation are important to flourish in competitive and dynamic situations has sparked an increase in interest in the learning process within the organization during the past two decades. The actions that the entire company engages in to generate and apply knowledge to gain a competitive advantage are included in a firm's learning orientation.

Keywords: *learning orientation, human resource, sustainable human resource development,*

1. Introduction

The firm's learning orientation affects the sort of information gathered as well as how it is assessed, understood, and disseminated (Stelmaszczyk, 2020). The company's orientation towards learning is closely related to the sustainable development of human resources, respectively to the permanent education of adults. Adult education is, in its content, development through activity, through action, through experimentation, where exercise occupies a prominent place. Hence the idea - to learn by doing - present in modern works on the sustainable development of human resources. In this context, knowledge, skills, and new skills are, to a large extent, the result of the production of the subject of education (the adult) and not simple records of external events.

Here the very important substitution operation is present in relation to the expository method, for example. Thus, expression is substituted for impression, the production of reception, the externalization of ideation and the invention of understanding. Impression, reception, ideation and understanding are also present, but they are surpassed and therefore assimilated to production and innovation, expression and externalization.

2. The role of learning orientation

According to Argyris and Schon (1996), Fiol and Lyles (1985), Nonaka and Takeuchi (1995), organizational learning is the process through which additional information and knowledge are received by comprehending some approaches and practices for enhancing performance. The development of managerial skills and technological expertise required to compete in a global market is thus made possible by organizational learning.

As a result, managers can update their knowledge base faster than their rivals, maintaining a long-term competitive advantage while responding to uncertainties and external developments (Harrison and Leitch 2005, Santos-Vijande et al. 2012). Learning orientation has an important role in the field of human resources because it facilitates the acquisition and use of knowledge (Bature et al. 2018).

Motivation is considered one of the most important factors that underlie the achievement of a goal, and learning orientation, as an impetus and sustained involvement in the accomplishment

of tasks, is the result of a complex of factors, including social and cultural factors, beliefs and personal values and contextual factors, specific to a learning situation (Liao et al. 2017). Social and cultural factors exist at the level of norms, values and learning styles that exist in the cultural endowment of a company. The differences between cultures are found at the level of: the types of interaction they encourage in the learning activity (cooperation and competition), the partnerships for survival (in some, survival refers to the acquisition of well-founded knowledge, in others to the development of knowledge) and the learning resources are ensured through use of organizational tools in these companies (Baker et al. 2022). Intellectual factors influence the learning orientation, whether it is the acquisition of competence in the field, or just the achievement of a specific performances.

According to Vega Martinez et al. (2020) among these factors are: the type of learning tasks (applicative tasks and those related to current activities are more attractive than decontextualized ones and facilitate the orientation towards the acquisition of skills and not only towards obtaining a particular performance), the authority relationship in the company (autonomy in learning determines an intrinsic motivation and a positive perception of one's own learning skills), the formal and informal use of rewards (rewarding competence has a strong motivational role in the long term), the evaluation modality (the competence orientation within formative assessments determines an orientation of superior learning versus performance orientation), the time allocated to a learning period (too short a period of time tends to demotivate employees), the way of grouping employees (a rigid grouping of skills can have serious consequences in terms of performance and learning orientation it has).

It is important for organizations and especially the HR department to understand the different types of learning orientations in order to create effective training strategies that take into account the individual needs of employees. By understanding the different types of learning orientations, organizations can create individualized training programs that will help employees learn more active and effectively, leading to improved organizational performance.

Work used to be the most obvious and important place where learning occurred. But, technical-scientific and technological development has made education through professional experience ineffective. Nowadays, a long period of formal training is required to be able to practice a job at a high level, while the job opportunities for the unskilled are fewer and fewer. Proponents of the sustainable development of human resources affirm the need to develop a program that cultivates personal initiative in view of permanent development and self-improvement.

There are a number of very important additional factors, among which we mention: the provision of self-assessment tools; self-assessment possibilities; establishing an organizational climate favorable to creativity; knowledge of work incentive projects that promote solutions applicable directly in production to certain problems; interaction in the peer group, in order to promote the exchange of ideas and information.

3. Conclusions and proposals

In conclusion, learning orientation, lifelong education or sustainable human resource development should create the framework to provide the necessary inspiration, stimulate creativity, guide people to critical thinking, to cooperation, in order to solve complex problems, real. Therefore, for a sustainable development we need education, first of all to educate ourselves and then those around us, there are always new things that deserve to be explored and, why not, efficiently exploited.

Also, for sustainable human resource development, organizations should become more adept at generative learning, be able to predict environmental and market changes, and respond appropriately when necessary. Innovation and performance within a company largely depends on its orientation to learning. To understand and interpret new market information and technical advances from the external environment, organizations need competent people. Employees of an organization must be able to process information quickly as well as learn new things faster than their competitors.

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