

Lifelong Learning and Corporate Social Responsibility (CSR):

Yuhan-Kimberly Story

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Introduction

Currently, worker's learning is very critical component of corporate management, for instance, OJT(on-the-job training), skill training, leadership training, etc. But it is not easy to be continuously supported learning of worker from the corporation because the efficiency of learning cannot be measured in the short time period. Most of corporations do not wait the ongoing process of development of workers because business has to create profit as much as investment within a period of time, thereby workplace learning is seen as perfunctory event. However management should not look over that workers' learning at home and at workplace is ongoing. That is, workers are constantly learning something in the workplace through observing, communicating, thinking by themselves, and so on, thereby their personal thoughts and actions influence on their working life. Therefore management needs to consider that workers' learning contributes to not just their personal life but also working life, and moreover to regard their learning not as training(acquiring skills) but as lifelong learning(continuous learning). That is, worker should be a learner who constantly learn something in anywhere at any time

Peter Drucker(1991) described that "the most valuable assets of a 20st century company was its production equipment" and "the most valuable asset of a 21st century institution (whether business or nonbusiness) will be its knowledge workers and their productivity" (p.79). That is, in 20st century the most important element for business was hardware for manufacturing products, on the contrary, in the 21st century business needs to focus on 'person' who can utilize intelligently the hardware with knowledge. Although he wrote this article on the eve of the 21st century, currently his idea has hit the mark. Indeed contemporary business focus is moving from hardware to software, and therefore the workforce who provides only physical labor is gradually shifting to the worker who provides intellectual labor with the best choice at every moment.

According to Drucker(2001), knowledge workers who are continuously accumulating knowledge and working with it will lead this society through replacing the social structure of older communities. That is, in this knowledge society they can find out the way of

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contributing their ability based on knowledge rather than they are just living as a member of community, i.e. knowledge workers can solve the social problem using their knowledge. And the role of organization (corporation) is to employ the knowledge worker and to encourage them to display their ability based on knowledge. In short, knowledge workers have to challenge and solve problem for this society based on their knowledge, and management has to manage the organization where discovers and cultivates the knowledge worker for performing corporate social responsibility.

This study was to analyze the relationship between knowledge worker and corporate social responsibility through understanding workers' lifelong learning in the workplace. The aim of this study was to shed light on the relationship between these three steps; workers constantly learn something and accumulate knowledge in the workplace through training program, communication with colleagues, or experiencing themselves; this continuous learning plays role to make knowledge workers; and then, cultivating knowledge workers is to perform corporate social responsibility.

Literature Review

In this study, the key theories were 'Lifelong Learning' of workers, 'Knowledge Workers', and 'Corporate Social Responsibility'. Each of them has been studied actively in the field of adult education and business but in this chapter researcher reviewed how the theories can be applied for analyzing collected data.

Lifelong Learning

Mezirow is representative scholar who explained the concept of adult education (lifelong learning) based on critical theory of Habermas. Habermas is a critical rationalist who explained 'Reason' based on cultural diversity and individual subjectivity besides objective norm through criticizing the existing rationality which was regarded as a scientific and mechanical tool. He analyzed human social action focused on emancipation which brings about human autonomous change from objective norms, and then "the emancipatory action comes through being aware of potential coercion from the system and then taking free action"(Ewert, 1991 cited in Lee, 2011, p.18).

Mezirow(1990) explained 'ideology critique' as ultimate goal of lifelong learning in terms of relationship between human and society based on emancipatory view of Habermas. According to Mezirow(1990), "ideology is a form of prereflective consciousness, which does not question the validity of existing social norms and resists critique of presuppositions"(p.16), i.e. "ideology critique is equivalent to probe sociocultural distortions and that stands against external ideologies such as communism, capitalism, or fascism or political, economic, social, or cultural systems" (Brookfield, 2005 cited in Lee, 2011, p.19).

That is, human has to critically accept the social systems which is formed by particular power rather than embraces them without doubt. Mezirow interpreted performing with critical perspective as lifelong learning(1990).

According to Marsick et al(2006), “lifelong learning has increasingly been recognized as essential to meet demands for new knowledge, skills, or credentials at work and in families and communities”. That is, human has to accept rapid change with critical perspective through lifelong learning in order to respond and apply to it in the workplace as well as in the relationship with family or friends. In this study, workers’ lifelong learning includes all social actions in the relations between family and friends as well as learning activities in the workplace. In addition, their lifelong learning has potential to be able to lead not only change of personal life and working life, but also corporate and social change.

Knowledge Worker

Peter Drucker emphasized workers’ knowledge as the investment that is hard to measure in the profits (Lee, 2011, p.6), rather than as the calculating market performance or economic benefit that should manufacture products. Peter Drucker(1991) described the relationship between knowledge, workers, and productivity; knowledgeable worker can lead to increase productivity. He identified the six factors of knowledge worker for productivity;

1. They know what their ‘task’ is,
2. they manage themselves with autonomy,
3. they try to achieve continuing innovation,
4. they require continuing learning,
5. they realize the importance of product quality, and
6. they are recognized as asset rather than as cost (p.142).

His six factors of knowledge worker for productivity have been highly recognized because it focused on ‘knowledge’ of workers at the same time on the ‘accomplishment’(Key, Thompson, & McCann, 2009) even though it’s not easy to consider simultaneously both of them (knowledge and accomplishment) under competitive business environment. In the study of Key et al(2009), researchers described that it needs to promote a learning culture for cultivating knowledge workers through continuing effort among organization and individual, and they referred ‘knowledge management’ which is fostering knowledge workers through encouraging continuous learning.

However most of managers would not look over the result of workers’ learning in terms of the corporate profits for achieving to the financial goal because their job is to increase a company’s revenue. Key investigated the participants who consist of a variety of

managements to shed light on the relationship between efforts for knowledge management and business performance. As a result, although there was the limitation of increasing profits, the result of effort for knowledge management has shown that workers acquire rapidly skill and information of new technology, improve the relationship between them and client or customer, and moreover the market performance is improved and the productivity and the efficiency of work are increased through sharing and creating knowledge between workers (Ibid). Nevertheless, most of companies have not seized the long-term benefits of knowledge management because they've focused on the short-term profitability. In this point, knowledge management based on knowledge worker of Peter Drucker would be valuable to regard as a new type of management for creating corporate profits.

However still there are many companies that doubt about knowledge management through cultivating knowledge workers or that are frustrated even though they try it. In this regard, Laycock(2005) indicated that many organizations did not concentrate on preparation for structural and cultural changes of organization. That is, to regard that the fundamental corporate culture can be changed based on knowledge is to underestimate the culture because the 'change' which is referred by Drucker cannot be managed by us, but it is the goal that we continuously try to achieve(Ibid). Therefore to operate company based on knowledge and knowledge workers, it needs to create learning culture through knowledge-sharing and cooperation between workers in their culture rather than breaking the current culture

Corporate Social Responsibility

According to Drucker(1974), company has to discharge social responsibilities because business exists in society, "at least to the point where it takes responsibility for its impact upon the environment"(p.73), and thus, society needs company executives who wish to act responsibly as good citizens and leaders of society(Drucker, 1984). Therefore company executives have to solve social problems, lead responsibly social development, and try to perform the responsibilities for society.

Drucker emphasized that business managers as a social leader have to accomplish faithfully and ethically their responsibility for corporate management. That is, company as a social institution has to lead social development and at the same time to create corporate profitability. It is not straightforward responsibility to management under the social environment which is emphasized simultaneously social ethics and profit-making. Drucker (1974) argued that in modern society, the educated young people show little sign of diminished demand for the traditional economic goods and services (based on Engel's Law), on the contrary they show "an insatiable appetite for new services and new satisfactions—for education, for health care, for housing, or for leisure"(p.26). That is, the educated young people would try to show their abilities for developing this society rather than work as an economic activity for a means of living.

Drucker predicted that the generation of manual workers finished, and then “knowledge workers who puts to work what he has learned in systematic education, that is, concepts, ideas, and theories, rather than the man who puts to work manual skill or muscle”(p.28). According to him(2002), although the traditional workforce productive depended on the system such as Ford’s assembly line and total quality management, knowledge-based organization depends on the knowledge workers’ individual productivity. The reason is that the knowledge-based institution is the symphony orchestra, “in which some 30 different instrumentalists play the same score together as a team”(p.76). That is, players carry out their responsibility to the fullest following the conductor rather than play only their part regardless of flow of music, i.e. “a great orchestra is not composed of great musicians but of adequate ones who produce at their peak”(p.76). Therefore business management needs to cultivate knowledge workers who cope adequately with tasks based on their knowledge rather than manual workers who are working without understanding situation. What company cultivates knowledge workers plays important role to increase productivity, and then corporate development would be connected to social impact.

In this study, researchers illuminated that performing workers’ lifelong learning brings out personal development and performing corporate social responsibility brings out organization’s development, and moreover both of them can be connected to social development. This study analyzed the relationship between workers’ lifelong learning and corporate social responsibility based on the theoretical review.

Research method

Research design

This study is a qualitative research to analyze workers’ lifelong learning in the workplace through understanding their culture. Lifelong learning cannot be measured by standardized criteria unlike other kinds of learning because it can be bound to vary depending on the situation. That is, lifelong learning can take place in everywhere and any time unintentionally as well as in intentional learning space under aimed goal. Thus this study tried to analyze workers’ lifelong learning using ethnography approach that participate in their culture directly and understand it

The ethnography approach is “a qualitative design in which the researcher describes and interprets the shared and learned patterns of cultures, behaviors, beliefs, and language of a culture-sharing group” (Harris, 1968 cited in Creswell 2007, p. 68). According to Wolcott (1999), culture is “the various ways different groups go about their lives and to the belief systems associated with that behavior” (p. 25). Therefore to understand particular culture is to expose their normalness without reducing their particularity (Geertz, 2000), and to analyze the culture is to be “not an experimental science in search of law but an interpretive one in

search of meaning” (p. 5). According to Wolcott(1999), it needs to have the specific “eye” of seeing the culture in order to show a particular culture without misrepresentation of readers, in this regard, “ethnography accounts arise through ruminating about the meanings derived from experience, not from the facts accumulated during fieldwork”(cited in Lee, 2011, p.60). Thus in this study, researchers used ethnography as the best method for probing the culture.

Research site and Participants

The site of this study was Daejeon factory of Yuhan-Kimberly Corporation in South Korea. Yuhan-Kimberly Corporation (hereafter YK) is a joint venture company between Yuhan Corporation in South Korea and Kimberly Clark in the U.S. established in 1970. The Products of this company are toilet paper, diapers, sanitary pads, including such brand names as Kleenex, Poppe, Kotex, Huggies. In particular, the Daejeon³ factory produces diapers and sanitary pads (such as Magic panty and White). YK is famous in Korea for supporting the employees’ lifelong learning as well as emphasizing the social responsibility under the company goal referred to as ethical management and environment management (Choi & Lee, 2004). In this regard, Yuhan-Kimberly is the best site for this study.

The participants were factory workers who are all males, over 18 years old, and have worked more than three years in Daejeon factory of YK. Researchers asked recruiting participants and doing interview, and then they allowed it and helped to collect potential participants. Researchers could meet factory workers at the break time in the lecture room and staff lounge, and ask them to participate in my research. We explained the purpose and method of this study, and then a few factory workers agreed to participate in this study. Likewise the personnel department recommended other potential participants.

In this study, the reason why we chose the factory workers as participants is that factory workers’ job has been relatively regarded as simple tasks in this society, and thereby we wondered whether and how they perform lifelong learning on the shop floor. Furthermore we attempted to shed light on how their lifelong learning is related to local development nearby Daejeon and to YK corporate social responsibility.

Data Collection

Researchers recorded the interviews using voice recorder with participants’ permission. The interview performed one or two times depending on participants during 1-2 hours an interview. The interview place was empty lecture room, library, or lounge.

³ Daejeon is one of seven metropolitan cities in Korea. In Daejeon, there are many factories for manufacturing because of access to transport, and YK is located in the place where plants are concentrated.

In participant observation, researchers couldn't record the announcement in terms of current YK's working situation because the officials didn't want to expose the working process and environment. Thus we wrote all things that I saw, heard, and thought on my field note.

Data Analysis

For analyzing data, researchers read repeatedly the interview transcripts, field notes of participatns observation, and other materials about YK. When we analyzed the data, we chose 'thematic analysis' approach because it is flexible to analyze the qualitative research data (Youn, 2007). Thematic analysis is "a process of encoding qualitative information"(Boyatzis, 1998, p.vi). Researchers analyzed the collected data through three steps: "(1) becoming familiar with data, (2) generating initial codes, and (3) making relations and searching themes" (Youn, 2007, p.77).

First, we started to review the interview transcripts, field notes, and various materials about YK, and then collected a diversity of terms and existing situations related to lifelong learning system of YK. In this process, it is necessary to collect and recognize various terms and contexts among the interviews and participant observation because researchers have to understand participants' culture itself in their context. That is, researchers have to be used to their terms, particular behaviors, gestures, i.e. culture in order to understand them in their situation.

Second, we generated initial codes. According to Boyatzis(1998), codes are "the most basic segment or element of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (p. 63). That is, initial coding plays role to give meaning to collected data and to provide direction for analyzing data. In this step, researchers made terms based on interview transcripts, field notes, and materials of YK, and then categorized the data depending on the contexts (See Table 1).

Table 1. initial coding

Category	Codes	Notes (omitted)
Working Life	<ul style="list-style-type: none"> • Task • Working identity • Social prestige of YK • Corporate philosophy 	
Personal Life	<ul style="list-style-type: none"> • Family issue • Friendship • Activity 	
Balance of working life and personal life	<ul style="list-style-type: none"> • Volunteer • Educational activity • Active participation • Social participation 	

	<ul style="list-style-type: none"> • Horizontal relationships • Future planning 	
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Third, researchers generated themes from initial coding data through understanding the relationship between codes. In this step, we searched relationships among various codes and then thematized codes of previous step. This step is really difficult to researcher because it needs to require sophistication. It is not easy to find out relationship between participants' various words and behaviors and to search meaningful context from the data because it might be influenced by researcher's personal perspective and research's particular purpose. Therefore in this step, it is necessary to try to find out repeatedly various relationships between the collected data and to understand participants' context. We analyzed various relationships between participants' words and behaviors in terms of their 'working and life', and then created two themes, 'lifelong learning' and 'corporate social responsibility'. (See Table 2)

Table 2. creating themes

Main theme	Sub-theme
Lifelong learning	<ul style="list-style-type: none"> • Educational changes <ul style="list-style-type: none"> - Job training - Learning Program - Positivity - Activity • Ability to do the job <ul style="list-style-type: none"> - Obligation by functional system - Obligation as factory worker • Performing horizontal relationship <ul style="list-style-type: none"> - Relationship between colleagues - Relationship between office worker and factory worker - Social identity - Responsibility as a social member - Contribution for developing local society
Corporate Social Responsibility	<ul style="list-style-type: none"> • Knowledge worker <ul style="list-style-type: none"> - Six factors of knowledge worker for productivity • Social contribution <ul style="list-style-type: none"> - Responsibility as leader for developing knowledge society • Performing respect for human dignity <ul style="list-style-type: none"> - Themselves as human, colleagues, customers

Results and Findings

Lifelong learning

Using interviews and participant observations, researchers could find out that most of participants are living with learning whether they want it or not. Their learning activity is performing not just in training program which is provided by company, but also in working life with colleagues, in personal life, or in family life. Furthermore, the contents of learning are related to not only job ability, but also politic, society, culture, etc. This might be performing lifelong learning based on lifelong education theory previously stated.

(1) Continuous learning activity

In product line of Daejeon factory, one working team which consists of 3 to 10 workers is operating on the shop floor. The team members have rotated several tasks on the shop floor within a certain period of time, and finally they can experience and learn almost skills and techniques for driving machines and doing maintenance through changing the role. In this regard, they can “prevent low morale that can occur by performing just one job”(Song, 2004 cited by Lee, 2011, p. 87). Thus factory workers can continuously learn something and improve their skills, and thereby they can be a high performer who is able to multi-task.

Participants have attempted to troubleshoot every moment under the fundamental goal – increasing productivity and improving quality. They have been used to find out improvements and problems related to their tasks in order to devise the way to make a good product and simultaneously to lower cost. Especially, ‘idea suggestion system’ which is to make recommendation related to anything to work has played role to be enable factory workers to reflect continuously to their working and to perform what they thought.

What they are put in the new machine within a certain period of time on the shop floor brings out simultaneously the desire and the pressure for learning. Although participants have pressure considerably in the process of acquiring new skills in order to be put into new job because of burden as “should do well”, finally they have shown the passion for learning with curiosity about new tasks through getting achievement as “well done”. In the process of acquiring the new tasks, although there are incentives such as promoting or study abroad, most of them are interested in their self-accomplishment that they can experience themselves rather than in physical compensation. As Su-ho Choi said:

Basically, I don’t know about other company, perhaps when other company is working something, for example when it makes cars, if someone is assembling then there are many of the cases that he continues to do the same job until retirement. But in the case of our company, if there are seven people in a team, their roles are different each other dividing seven parts. Seven people’s working is different, but this person is not doing the job only but rotating it continuously. This working and that working. After about 10 years they can rotate the overall process. In a way, multi-skills. (Su-ho Choi, 3SH-1, L6)

On Ki-hyun Kim described:

Now, I experienced many educational programs that were recommended by company such as the Six Sigma or LEAN something like that. Although we have had almost all programs that have been provided from the other advanced leading companies, there might not be much help for us. In the position of an operator, it's different from office workers in the tasks, so it's different understanding it. So at the first time, we were so hard, it's so hard to fully understand. However, now I understand the overall issues. So we know the concept of Six Sigma, how should we do, what is the direction something like that. So when working on the shop floor, it (concept of Six Sigma) could be helpful for me. (Ki-hyun Kim, 1BH-1, L12)

Daejeon factory in YK has applied to 4-team 2-shift system that is to promote to improve productivity based on workers' lifelong learning. 4-team 2-shift system is "an adapted 16-day cycle where factory workers are working for 12 hours for four consecutive days, and then taking the next four consecutive days off. The first four days the team workers in the daytime and the second four days the team works in the night time. Among the four days off, one day is for training, and therefore factory workers are provided 200-350 educational hours yearly"(Lee, 2011, p. 86).

The contents of educational program are dealing with various fields such as economy, culture, current affairs, English conversation as well as job training. They have shown passion for learning about family life such as financial matters, parenting, conjugal relations, and so on. Some participants said that they tried to exercise English conversation with their children at home using contents they learned, and others explained about the exhibit with knowledge acquired while visiting museum to their family at home. They referred commonly that they can have interest in living with family because of several days off.

Furthermore, participants have a very positive attitude while learning in class, communicating with colleagues, and interviewing with researchers. Although it has been improved by educational program for speech, idea suggestion system, or horizontal circumstance, etc., they have recognized themselves that the positive attitude is important to increase the efficiency of organization and the ability of individual on the shop floor. Their positivity has been connected to self-esteem and professionalism, and finally they have considered positively about their works and social position and recognized deeply that they need continuous learning for development in future.

(2) Life as social being

Participants have understood how their job is contributed to this company, this society, and this country. They have thought their job plays an important role in this society rather than they have compared with other job with dissatisfaction. If their job regards as a means of living, they would not get the responsibility for society as a social member. They have recognized various social values of their works on the shop floor in Daejeon factory of YK

rather than put meaning as a means of subsistence into their job. Dae-jin Park said:

Diapers are needed because there are babies. Although in the past people used the cloth diaper, in recent years they have used disposal diaper more. So someone has to make it. I have been in charge of it. Honestly, how to say, I have been contributing a lot to take care of babies. I am an indispensable man [in this society]. (Dae-jin Park, 3JM-1, L33)

As Ki-hyun Kim said:

If the purpose is just money, honestly it's so hard to work day and night shift. If I considered just [money], I couldn't work here so longtime. Maybe almost workers quit this job. But first of all, I like people, company, and management philosophy, not money. ... They regard me as not a machine which makes money through manufacturing products, but a human. ... Some other company does not pay the salary because of exploitation. But this company makes the atmosphere that we can work because we like here. Above all, when interesting it we can continue to work. (Ki-hyun Kim, 1BH-1, L23)

They described commonly that they can get satisfaction and social responsibility through company's circumstance that is enable them to realize themselves their social role as well as sufficient wages and tenure. YK has been popular with positive image because of the ethical and environmental management in Korea. Participants have thought that they can keep the positive image through driving down the defective on the shop floor. Such a positive image has been enable them to realize their social contribution.

Likewise, participants remembered especially 'human respect' among five corporate philosophies (human respect, customer satisfaction, social contribution, value creation, innovation driven). Participants regarded 'human' of 'human respect' as themselves, colleagues, and customer. That is, they thought that first of all, they should be respectful, and then they have to respect to colleagues in the workplace, finally they can make a good product for customer. Researchers could see continuously the atmosphere of respect while interviewing and observing them; they have tried to overcome generation gap between team members; they have kept the good relationship with official workers. They have satisfied with the atmosphere of respect. This satisfaction has been connected to customer respect; they have thought that manufacturing good products is to respect customer. As Jin-ho Song said:

This company has shown externally many things. ... But if there are internally problems [for example] they don't invest us, provably other company might do it. But do you know employee turnover rate of this company? It's almost 0%, pretty low. The reason is that our opinions get respect much in the workplace. The section chief, deputy head of department, and head of department try to listen to other's opinions.

... Because the external contents are the same to internal things, employees recognize this company and want to work continuously in this company. Because that person tries to give respect me. (Jin-ho Song, 1YM-1, L20-21)

Corporate social responsibility

Researchers could see and listen the process that their learning life is transformed to the life attitudes that attempt to develop and show their ability. We interpret their learning life as the social impact that brings out not only individual change but also social change. Based on the perspective of Peter Drucker, it can be understood that company can perform responsibility related to social impact through cultivating knowledge workers.

(1) Cultivating knowledge workers

Drucker's six factors for productivity of knowledge workers are useful to depict the ideal knowledge worker; (1) They know what their 'task' is; (2) they manage themselves with autonomy; (3) they try to achieve continuing innovation; (4) they require continuing learning; (5) they realize the importance of product quality; and (6) they are recognized as asset rather than as cost (Drucker, 1999, p.142).

As our research analysis, participants are on the way to achieve to the ideal knowledge worker. First, they have recognized their tasks and dealt with contextual changes on the shop floor. They are aware of overall working process through seamless communication with previous team, and they try to solve the problem with sufficient understanding of the situation. Second, they try constantly to reduce waste and cost for increasing productivity on the shop floor, and to suggest good ideas. Third, they have culture that they create and provide a new idea even though irrelevant works – e.g. design diaper or engineering. Fourth, they participate positively in learning activity. They are interested in economy, current affairs, culture, etc. as well as job training. Fifth, they emphasize the quality of product as an operator who produces finished products. When customer complains the quality of product, they try to improve the problem. Finally, although we didn't directly question that business managers regard them as an 'asset', we can experience the culture that make constantly atmosphere for workers' learning and human respect. It can be understood as corporate efforts for developing knowledge worker.

(2) Social participation

The echo-friendly management makes changes of workers' working and individual life. Participants have a kind of obligation that they have to live suitable for the corporate slogan – "making our land green and green". They have tried to perform small things for reducing environmental pollution – e.g. reducing disposal products. Their thinking and behavior changes are generated by their realization that corporate social purpose is connected directly

to their life, rather than by coercion of company.

Likewise, they have interest in social issues, especially related to manufacturing production. For instance, it seems that the Toyota crisis becomes an important opportunity to reflect their working life. It seems that they couldn't understand why Toyota observes the fundamental rules and why it conceal the problem rather than solve it. Participants have responsibility in terms of social situation that they can generate big social problem by their small mistakes. As Su-ho Choi said:

In the shop floor, it seems that the best thing is to make a good product. When we manufacture products, actually even if we release bad product, there are many cases that customers don't know about it. All products are same. For example, the bottle water has to be exactly 500 liter, but even if (operator) put 490 liter in the bottle, customers don't know because they don't measure it. However (we need to) make a good product. ... because I can buy it or my neighbor can buy it. Sometimes, when I don't take care of, because of tired, it generates the defective products. (Su-ho Choi, 3SH-1, L13)

Conclusion

This study analyzed the relationship between 'lifelong learning' based on qualitative analysis approach through understanding culture of factory workers, and 'corporate social responsibility' based on perspective of Peter Drucker. Participants' lifelong learning consists of personal life such as economy, current affairs, culture as well as working life such as job training, and the learning activities are enough to be factors for developing as a knowledge worker of Peter Drucker.

However, currently there are not many companies to invest to cultivate knowledge workers unless have interest in knowledge management because it is impossible to make knowledge workers in short time. In the position of business manager, it is not easy to invest physical assets. However, what is connecting cultivating knowledge worker to creating profits is misunderstanding Drucker's perspective about corporate social responsibility by developing knowledge society.

Drucker explained knowledge workers as people who consider the way to be able to contribute in this society based on their knowledge rather than as people who are working for only their workplace. Therefore management has to regard workers as social members who lead this society, not as employees who create profit of company. That is, workers play role to perform both as a corporate member and as a social member.

Nevertheless, in the position of management, it is not easy to recognize that workers lead social development, even if accept it, it's hard to invest various things for developing as a social member. However, the goal of business is not to make profit anymore. What workers

as a corporate member develop to a knowledge worker is equal to give a birth a social member who leads social change. In other words, what company cultivates knowledge worker is an important role for making social members. Therefore cultivating knowledge workers who can contribute to various social aspects is a social responsibility that company has to perform.

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Appendix: An example of the first interview guide

1. Background (focused on history)

- 1) Workers' profile and history
- 2) Workers' tasks on the shop floor

2. Working life

- 1) Workflow on the shop floor
- 2) Relationship between personal working and corporate philosophies
- 3) 4-team 2-shift system
- 4) Educational programs in class
- 5) Job description
- 6) Goal for working

3. Personal life

- 1) Relationship between family life and three days off
- 2) Personal life with family or friends
- 3) Enhanced personal ability besides job skills

4. Critical reflection on working

<Existential>

- 1) The reason why you are working in this society

<Relational>

- 1) Relationship between other people in this society
- 2) Thoughts of relationship between factory workers and political or social climate

<Praxis>

- 1) Critically reflecting on working
- 2) Relationship between other position's people
- 3) Role of critique for changing