



# **Japan National Report of Workplace Learning in Organization**

**Ver.01**

**21. Sep. 2010**

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## 1. Personal and Organizational Information (Q1, Q2, Q3, Q5, Q25, Q26, Q27, Q28)

### 1.1. Q1 The place I work at is,,

86.8% of participants belong to private sectors. 6.6% of participants belong to public sectors.(Table 1-1)

Table 1-1 Q1 The place I work at is..

	N	%
Private	79	86.8%
JVE	0	0.0%
Public	6	6.6%
NPO	3	3.3%
other	3	3.3%
	91	

### 1.2. Q2 Length of Working for Current Employer

Average working length for the current employer month is 97.8 months ( $n=91$ ), which means about for 8 years and 2 months.

### 1.3. Q3 Employment pattern

Participants of 95.6% are full time workers.

### 1.4. Q5 Length of Working Exact Job

Average working length for exact job is 84.4 months ( $n=90$ ), which means about for 7 years.

### 1.5. Q25 Completion of Formal Education

Japanese education system operates different formal education system comparing European countries, especially statue and order of technical school and vocational school. We needed to amend and modified items.

Most participants are graduated university level ( $n=49$ , 53.3%). The result of the percentage almost reflected to general social research (Table 1-2). Participants who completed graduate schools, including both Master and Ph.D., are 20.7% ( $n=19$ ) as the second majority. Participants who graduated at upper vocational school including junior college are 18.5% ( $n=17$ ) as the third majority.

Table 1-2 Q25 Completion of Formal Education

	N	%
LowerSecondary	1	1.1%
UpperSecondary	6	6.5%
UpperVocational	17	18.5%
University	49	53.3%
MA & Ph.D.	19	20.7%
	92	

### 1.6. Q27 Foster Place

In our participants, foster place such as hometown were divided almost 3 places (Table 1-3), village ( $n=27$ , 29.3%), town ( $n=28$ , 30.4%) and big city ( $n=35$ , 38.0%).

Table 1-3 Q27 Foster Place (Hometown)

	N	%
Isolated	2	2.2%
Village	27	29.3%
Town	28	30.4%
Big City	35	38.0%
	92	

### 1.7. Q28 Income

In Japan, normally amount of income is recognized and counted as monthly income and /or annual salary. We don't have custom such as income per week. So we modified amount of numbers of items as annual salary corresponding to week income, of course we changed currency unit, from £ to Yen (currency rate; 1 £:160Yen).

Less than 480 £ is 22.8% ( $n=21$ ), 480-600 £ is 23.9% ( $n=22$ ), and over 600 £ is 53.3% ( $n=49$ ).

Table 1-4 Q28 Income (income per a week)

	N	%
-£480	21	22.8%
£480-600	22	23.9%
£600-	49	53.3%

92

### 1.8. Q9 Work Situation

Respondents were asked as the question-9 “How would you judge your current situation at work?” and responded by likert scale [1:strongly agree, 2:agree, 3: Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 1-5).

These two items, “I work only for the reason that my work provides the means to survive (*ave.=3.80*)” and “I have more financial satisfaction than personal satisfaction from my work (*ave.=3.74*)” showed disagree. In other words, these items related to the tendency of continuance commitment. The other two items, “The work I'm doing makes me feel good (*ave.=3.16*)” and “I have more personal satisfaction than financial satisfaction from my work (*ave.=3.33*)” showed slightly disagree. In other words, these items related to the tendency of affective commitment. While the item, “I feel appreciation for the work I'm doing (*ave.=2.30*)” showed high degree of agree.

Table 1-5 Q9 How would you judge your current situation at work?

	n	Ave	sd	min	max	var
I work only for the reason that my work provides the means to survive	92	3.80	1.22	1	5	1.48
The work I'm doing makes me feel good	92	3.16	1.29	1	5	1.65
I have more financial satisfaction than personal satisfaction from my work	92	3.74	1.18	1	5	1.38
I have more personal satisfaction than financial satisfaction from my work	92	3.33	1.16	1	5	1.34
I feel appreciation for the work I'm doing	92	2.30	1.19	1	5	1.42

### 1.9. Q26 Parents' Education Completion

Respondents were asked as the question 26 “My mother and father completed ...” and choose one item from 4 items. (Table1-6a,6b)

The largest items of my mother was “less education and training than I have” (*n=59, 60.2%*), and second largest one is “the same level of education and training as me” (*n=16, 16.3%*). The other items were responded very small as follows, “more education and training than I have (*n=6, 6.1%*), and “I do not know what education s/he completed” (*n=3, 3.1%*).

The largest items of my father was “less education and training than I have” (*n=46, 46.9%*), and second largest one is “more education and training than I have”(n=21, 21.4%). The other items were responded very small as follows, “the same level of education and training as me (*n=16, 16.3%*), and “I do not know what education s/he completed” (*n=5, 5.1%*).

This result showed that there were few gaps of academic background between mother and father in Japan.

Table 1-6a Q26 My mother and father completed ...[Mother]

		n	%	validity%	invalidity%
Validity	more education and training than I have	6	6.1	7.1	7.1
	less education and training than I have	59	60.2	70.2	77.4
	the same level of education and training as me	16	16.3	19.0	96.4
	I do not know what education s/he completed	3	3.1	3.6	100.0
	total	84	85.7	100.0	
Error	system error	14	14.3		
Total		98	100.0		

Table1-6b Q26 My mother and father completed ...[Father]

		n	%	validity%	invalidity%
validity	more education and training than I have	21	21.4	23.9	23.9
	less education and training than I have	46	46.9	52.3	76.1
	the same level of education and training as me	16	16.3	18.2	94.3
	I do not know what education s/he completed	5	5.1	5.7	100.0
	Total	88	89.8	100.0	
Error	system error	10	10.2		
Total		98	100.0		

## 2. Individual Views for Workplace Learning

### 2.1. Q10 Belief Statement of Learning

Respondents were asked the question-10 about learning condition; “Please tell us if you agree or disagree with the following statements.” and responded by likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 2-1).

Except the item, “People learn best whilst they are just doing their jobs (*ave.=4.04*)”, almost items showed positive. Two items, “When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job (*ave.=1.95*)” and “The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do (*ave.=2.16*)” were indicated high degree of positive.

“Employers have the right to insist that employees follow certain courses and obtain certain qualifications”, “If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills”, “Learning is always necessary, but it might not always be what you might choose to do yourself”, “People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training”, and “People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training” showed slightly positive.

This result indicated employee in Japan recognized the importance of intended learning and training rather than learning by doing. They would learn more if they met situation or were given good conditions.

Table 2-1 Q10 Please tell us if you agree or disagree with the following statements.

	n	Ave	Sd	min	max	var
Learning is always necessary, but it might not always be what you might choose to do yourself.	92	2.76	1.00	1	5	1.00
When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.	92	1.95	0.72	1	5	0.51
Employers have the right to insist that employees follow certain courses and obtain certain qualifications.	92	2.46	0.88	1	5	0.78
People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.	92	2.83	1.03	1	5	1.07
It's no good waiting for people to decide for themselves - you have to make people learn, whether they want to or not.	92	2.88	0.97	1	5	0.94
If employers would support more general education (and not just for their jobs) for their employees, more people would	92	2.54	0.99	1	5	0.98

want to improve their knowledge and skills.

The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do.	92	2.16	0.76	1	5	0.58
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People learn best whilst they are just doing their jobs - they don't have to take courses to learn more and do their jobs well.	92	4.04	0.85	1	5	0.72
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## 2.2. Q11 Learning Opportunities to Learn New Thing

Respondents were asked as the question-11 “People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work?” and choose 3 items from 12 items as multiple answer (Table 2-2).

The largest items was “When something unexpected is happening and you try to manage by trying things out”(n=47, 51.1%), and second largest one is “When doing things you are not familiar with (e.g. using new machines or equipment)”(n=37, 40.2%). The items of “When leading other people and telling/teaching them what to do”(n=36, 39.1%) , “When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)”(n=35,38.0%)and,” When you hear something that draws your interest and you start looking for more information about it”(n=35,38.0%) also got large number of responses. The other items were responded small as follows, “When you remember mistakes you have made in the past and you try not to repeat them (n=23, 25.0%), “Just by looking at how people do things and imitating them” (n=19, 20.7%), “When you are given a goal to achieve at work” (n=17, 18.5%) ,“When observing and analyzing situations (e.g. in meetings at work)” (n=10, 10.9%) ,“When doing things together with colleagues (e.g. organising a celebration)” (n=4, 4.3%) and “I don’t really know how I learn at work” (n=3, 3.3%).



Table 2-2 Q11 People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work?

	N	pct of responses	pct of cases
When something unexpected is happening and you try to manage by trying things out	47	17.70%	51.10%
When observing and analysing situations (e.g. in meetings at work)	10	3.80%	10.90%
When doing things you are not familiar with (e.g. using new machines or equipment)	37	13.90%	40.20%
Just by looking at how people do things and imitating them	19	7.10%	20.70%
When you hear something that draws your interest and you start looking for more information about it	35	13.20%	38.00%
When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)	35	13.20%	38.00%
When doing things together with colleagues (e.g. organising a celebration)	4	1.50%	4.30%
When leading other people and telling/teaching them what to do	36	13.50%	39.10%
When you are given a goal to achieve at work	17	6.40%	18.50%
When you remember mistakes you have made in the past and you try not to repeat them	23	8.60%	25.00%
I don't really know how I learn at work	3	1.10%	3.30%
total	266	100.00%	289.10%

### 2.3. Q12 Encouragement for Workplace Learning

Respondents were asked as the question-11 “I feel encouraged to learn at work ...” and choose 3 items which were statements regarding situation or reason of learning from 10 items as multiple answer (Table 2-3).

The largest items was “because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)” ( $n=68$ ,  $case\%=73.9\%$ ), the second largest one is “because this is the best place to improve job-related knowledge & skills” ( $n=55$ ,  $case\%=59.8\%$ ), and the third largest one is “when the courses my employer provides are really useful for my work” ( $n=28$ ,  $case\%=30.4\%$ ),

Both of two items, “when the teachers/trainers on the courses are good” ( $n=6$ ,  $case\%=6.5\%$ ) and “to be honest, I don't feel encouraged to learn at work” ( $n=1$ ,  $case\%=1.18\%$ ) were get very few responses.

Japanese employees recognized importance of learning at work from the view point of both promotion and actual effectiveness of skill development, while influence of instructors was few. They were promoted to

learn from generally accepted notion and social requirement, rather than individual decisions.

Table 2-3 Q12 I feel encouraged to learn at work ...

	N	pct of responses	pct of cases
because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	68	30.0%	73.9%
when my colleagues give me ideas and advice	13	5.7%	14.1%
simply because I enjoy learning	19	8.4%	20.7%
when my boss gives me ideas and advice	14	6.2%	15.2%
because this is the best place to improve job-related knowledge & skills	55	24.2%	59.8%
because it is easy to learn at the same time as working	23	10.1%	25.0%
when the teachers/trainers on the courses are good	6	2.6%	6.5%
when the courses my employer provides are really useful for my work	28	12.3%	30.4%
to be honest, I don't feel encouraged to learn at work	1	0.4%	1.1%
Others	0	-	-
Total	227	100.0%	246.7%

#### 2.4. Q13 Belief statement for Effect of Workplace Learning

Respondents were asked the question-13 about learning climate; “Please tell us if you agree or disagree with the following statements.” and responded by likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 2-4).

High degree positive items were as follows, “When people can decide for themselves about learning, they learn more and get better results (*ave.=1.97*)”, “Everyone has to keep on learning because society expects it (*ave.=2.16*)”, and “Learning inevitably contributes to the productivity and output of employees (*ave.=2.22*)”. Slightly Positive items were “In my organisation, everyone expects you to take courses sometimes (*ave.=2.43*)” and “Most employers insist that their employees follow training courses at regular intervals(*ave.=2.49*)”.

High degree negative items were “There is no need to carry on learning once you have finished your initial education and training (*ave.=4.63*)”, and slightly negative items were “There is no need to carry on learning once you have finished your initial education and training (*ave.=3.77*)” and “Everyone has to keep on learning because otherwise they risk becoming unemployed (*ave.=3.42*)”.

This result indicated employees in Japan recognized the importance of intended learning and training not only learning by doing. They would learn more if they met situation or were given good conditions.er they would not much learn related personal issue or capacity.

These results indicated that employee in Japan felt learning climate positive in their organization and social,

and they did not feel urgency of learning.

Table 2-4 Q13 Please tell us if you agree or disagree with the following statements.

	N	ave	sd	min	Max	var
Learning inevitably contributes to the productivity and output of employees.	92	2.22	1.01	1	5	1.03
Everyone has to keep on learning because otherwise they risk becoming unemployed.	92	3.42	1.16	1	5	1.35
My employer offers such attractive learning opportunities that most of us do really want to take them up.	91	3.01	1.09	1	5	1.19
People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).	92	3.77	1.05	1	5	1.10
The more you force people to learn, the less they will want to learn and the worse the results will be.	92	2.96	1.05	1	5	1.10
In my organisation, everyone expects you to take courses sometimes.	92	2.43	1.11	1	5	1.24
When people can decide for themselves about learning, they learn more and get better results.	92	1.97	0.86	1	5	0.74
Most employers insist that their employees follow training courses at regular intervals.	91	2.49	1.14	1	5	1.30
Everyone has to keep on learning because society expects it.	91	2.15	0.94	1	5	0.89
There is no need to carry on learning once you have finished your initial education and training.	91	4.63	0.74	1	5	0.55

### 3. Workplace Learning in Organization

#### 3.1. Q14 Opportunities of Workplace Learning in Your Organization

Respondents were asked as the question-14 “Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you?” and choose 3 items which were providing types of education and learning from 9 items as multiple answer (Table 3-1).

The largest items was “Courses that are held in special places on the company premises to improve job-related knowledge and skills”(n=62, case%=70.5%), the second largest one is “E-Learning courses that employees can follow at their desk” (n=38, case%=43.2%), and the third largest one is “Manuals and materials that you can use to learn about new equipment, software and procedures” (n=27, case% =30.7%) , Both “on opportunities” and “others” items were no responses.

Japanese employees have learned through the ways of “courses” and “e-Learning”, but focusing on job related one. And they unanticipatedly have not many opportunities through meeting of workshops.

Table 3-1 Q14 Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you?

	N	pct of resp.	pct of cases
My employer offers no opportunities at all for learning at the workplace	0	0.0%	0.0%
Courses that are held in special places on the company premises to improve job-related knowledge and skills	62	33.3%	70.5%
Courses offered by trade unions or staff associations to improve knowledge about employees' rights (e.g. wage bargaining, health and safety, employee participation)	10	5.4%	11.4%
Courses to make sure that all employees have basic skills (literacy and numeracy)	7	3.8%	8.0%
E-Learning courses that employees can follow at their desk	38	20.4%	43.2%
Short workshops/seminars now and again that last for one day or less	25	13.4%	28.4%
Spontaneous meetings with your colleagues to resolve new and special issues and problems	17	9.1%	19.3%
Manuals and materials that you can use to learn about new equipment, software and procedures	27	14.5%	30.7%
Others	0	-	-

Total	186	100.0%	211.4%
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3.2. Q15 Learning Time on or off Business

Respondents were asked as the question-15 “When you take part in work-related courses, do they take place in working time?” and choose one item regarding learning times from 5 items (Table 3-2).

The largest items was “More often than not in working time” ( $n=47, response%=51.1%$ ). Subsequently, in order of the large responses, “Yes, always in working time” ( $n=20, response%=21.7%$ ), “Always outside working time” ( $n=13, response%=14.1%$ ), “Usually outside working time” ( $n=10, response%=10.9%$ ), and “I have not taken part in any work-related courses” ( $n=2, response%=2.2%$ )

Table 3-2 Q15 When you take part in work-related courses, do they take place in working time?

	N	pct of responses
Yes, always in working time	20	21.7%
More often than not in working time	47	51.1%
Usually outside working time	10	10.9%
Always outside working time	13	14.1%
I have not taken part in any work-related courses	2	2.2%
Total	92	100.0%

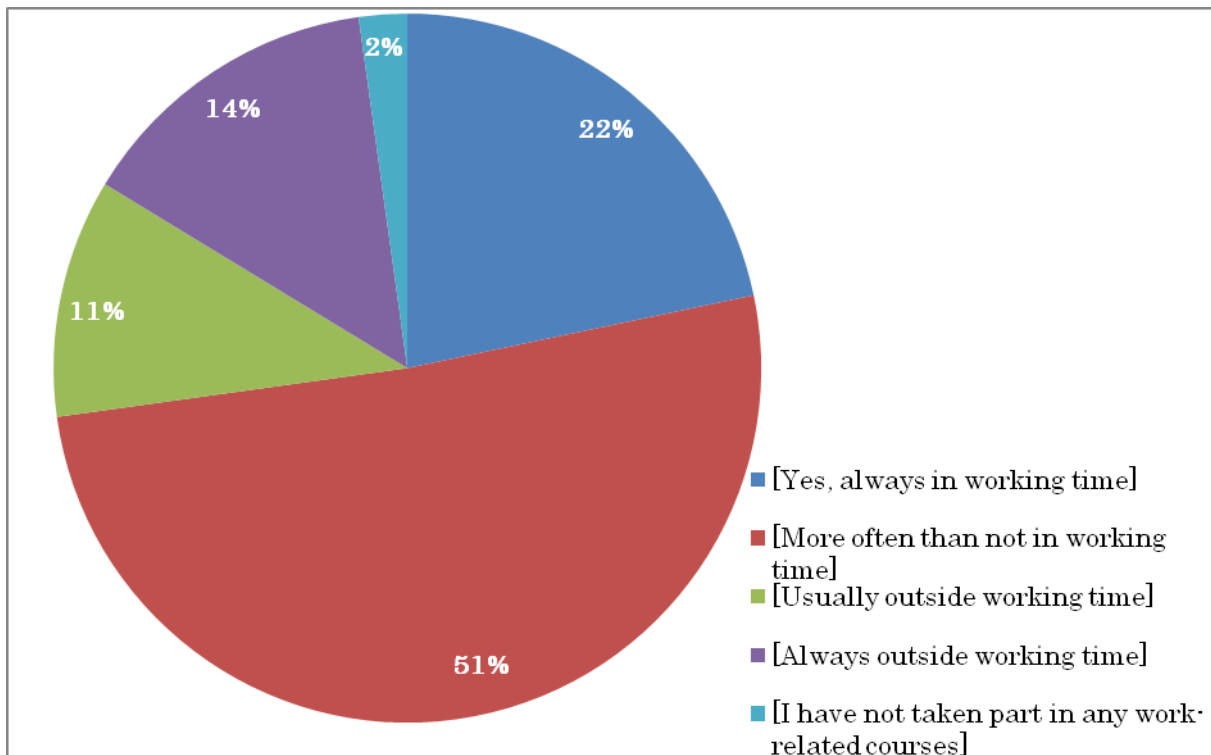


Figure 1 Q15

### 3.3. Q16 Employer's Commitment for Workplace Learning

Respondents were asked the question-16 with 6 items about learning opportunities from their employer<sup>i</sup> and responded by likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 3-3).

Positive item is only one, “tries to make sure that there's enough time and space for employees to learn in working time (*ave.*=2.82)”. Negative items were “offers a lot of learning opportunities compared with other similar employers in my kind of work (*ave.*=3.43)”, “gives recognition to employees who improve their knowledge and skills (*ave.*=3.36)”, and “offers me more learning opportunities compared with employees at lower levels of the organisation/company (*ave.*=3.29)”.

These results indicated that employer and organization in Japan did not provide leaning opportunities actively.

Table 3-3 Q16 My employer ..

	N	ave	sd	min	Max	var
offers a lot of learning opportunities compared with other similar employers in my kind of work	91	3.43	0.99	1	5	0.98
offers me more learning opportunities compared with employees at lower levels of the organisation/company	91	3.29	1.17	1	5	1.36
makes it clear to me that I should follow certain courses	92	3.04	1.21	1	5	1.47
leaves it up to me to decide what courses I will follow	92	3.13	1.29	1	5	1.68
tries to make sure that there's enough time and space for employees to learn in working time	91	2.82	1.17	1	5	1.37
gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation)	92	3.36	1.24	1	5	1.53

### 3.4. Q17 Employer Reaction for Spontaneous Learning Proposal

Respondents were asked the question-17 about employer response for learning proposal, “If you decide yourself to pursue work-related learning, how does your employer usually respond?” and responded by likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 3-4).

All of items were negative. Especially, these two items were very high degree of negative, “My employer never agrees to my participation in work-related courses (*ave.*=4.70)”, and “My employer only lets me participate when the course is required by the organization (*ave.*=4.38)”, and high degree one was “My employer is willing to support work-related learning, but only when it leads to a recognized qualification (*ave.*=3.89)”.

These results indicated that employee in Japan rarely responded negatively for learning proposal from their employees.

Table 3-4 Q17 If you decide yourself to pursue work-related learning, how does your employer usually respond?

	n	ave	sd	min	max	Var
If it takes place in working hours, my employer wants to see its relevance for my job	92	3.25	1.32	1	5	1.75
If it costs a lot, my employer expects me to show why it is important for my job	92	3.27	1.34	1	5	1.78
My employer never agrees to my participation in work-related courses	92	4.70	0.79	1	5	0.63
My employer only lets me participate when the course is required by the organization	92	4.38	1.01	1	5	1.03
My employer is open to all sorts of proposals for work-related learning	92	3.85	1.17	1	5	1.36
My employer is willing to support work-related learning, but only when it leads to a recognised qualification	91	3.89	1.08	1	5	1.17

### 3.5. Q18 Actual Offers of Education and Training by Employer/Organization

Respondents were asked as the question 18 “In the past twelve months, I have taken part in education and training courses that ...” and choose 3 items from 6 items as multiple answer (Table 3-5).

The largest items was “I chose and my employer supported in some way”(n=39, 42.4%), and second largest one is “my employer advised to me”(n=34, 37.0%). The item of “my employer required of me”(n=33, 35.9%) also got large number of responses. The other items were responded very small as follows, “I chose to follow in my own time and which were not supported by my employer (n=13, 14.1%), “No, I have not followed any education and training courses of any kind” (n=9, 9.8%), and “I chose to follow for purely personal reasons” (n=7, 7.6%). This result showed that employer positive supported any education and training courses which employees take part in.

Table 3-5 Q18 In the past twelve months, I have taken part in education and training courses that

	N	pct of resp.	pct of cases
No, I have not followed any education and training courses of any kind	9	6.7%	9.8%
my employer required of me	33	24.4%	35.9%
my employer advised to me	34	25.2%	37.0%
I chose and my employer supported in some way	39	28.9%	42.4%
I chose to follow in my own time and which were not supported by my employer	13	9.6%	14.1%
I chose to follow for purely personal reasons	7	5.2%	7.6%
Total	135	100%	146.7%

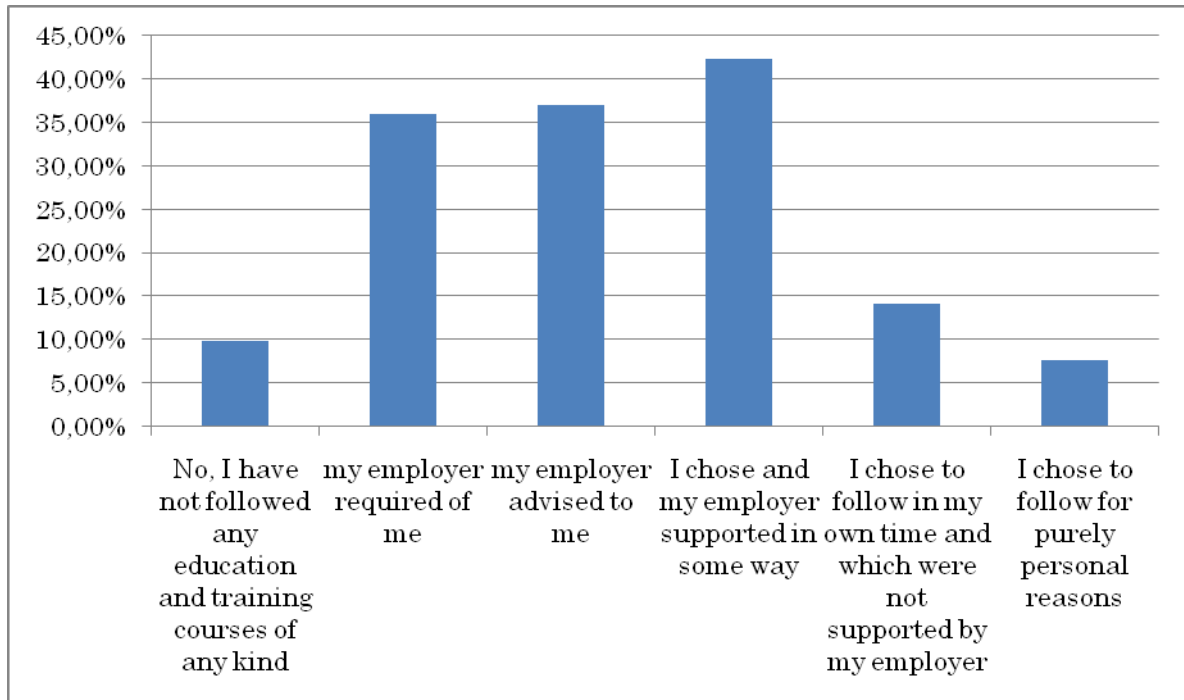


Figure 2 Q18



### 3.6. Q19 Learning Content Types Provided by Employer/Organization

Respondents were asked as the question 19 “The courses I have taken in the past twelve month are ...” and choose 3 items from 7 items as multiple answer (Table 3-6).

The largest items was “directly or closely related to my current job”(n=61, 74.4%), and second largest one is “related to my job as well as to my personal development”(n=25, 30.5%). The item of “useful for my work, but not really essential”(n=22, 26.8%) also got large number of responses. The other items were responded very small as follows, “related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)” (n=16, 19.5%), “related to a job I would like to have in the future (e.g. a promotion or a different kind of work)” (n=13, 15.9%), “not really work-related, more for my general education” (n=6, 7.3%)and, “just for personal pleasure (e.g. related to leisure, hobbies and travel)” (n=2, 2.4%).

This result showed that the courses employees have taken in the past twelve month are mostly related to my current job and usual work.

Table 3-6 Q19 The courses I have taken in the past twelve month are ...

	N	pct of resp.	pct of cases
directly or closely related to my current job	61	42.1%	74.4%
related to a job I would like to have in the future (e.g. a promotion or a different kind of work)	13	9.0%	15.9%
related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)	16	11.0%	19.5%
useful for my work, but not really essential	22	15.2%	26.8%
not really work-related, more for my general education	6	4.1%	7.3%
just for personal pleasure (e.g. related to leisure, hobbies and travel)	2	1.4%	2.4%
related to my job as well as to my personal development	25	17.2%	30.5%
Total	145	100%	176.8%

### 3.7. Q20 Workplace Learning Requirement by Employer

Respondents were asked as the question 20 “Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer?” and choose 3 items from 10 items as multiple answer (Table 3-7).

The largest items was “Induction course for new employees”(n=63, 70.0%), and second largest one is “Preparation course for a promotion or a new post in the organisation”(n=43, 47.8%). The item of “Training related to technological or organisational change (e.g. new equipment, new procedures, structuring of departments)”(n=39, 43.3%), “Regular training courses provided by my employer at the workplace”(n=37,

41.4%), “General courses to improve my basic skills”(n=35, 38.9%), “E-learning modules that employees can follow at their desk or at home”(n=33, 36.7%)and, “Short workshops/seminars lasting one day or less in my department/section”(n=28, 31.1%) also got large number of responses. The other items were responded very small as follows, “Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics, universities or private training companies” (n=6, 6.7%), “I have never taken part in any work-related courses since I have been working here” (n=3, 3.3%), and “I have not been required to take any work-related courses” (n=2, 2.2%).

This result showed that employers require to take work-related courses mostly preparation for current job and work.

Table3-7 Q20 Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer?

	N	pct of responses	pct of cases
I have never taken part in any work-related courses since I have been working here	3	1.00%	3.30%
I have not been required to take any work-related courses	2	0.70%	2.20%
Induction course for new employees	63	21.80%	70.00%
Preparation course for a promotion or a new post in the organization	43	14.90%	47.80%
Training related to technological or organisational change (e.g. new equipment, new procedures, structuring of departments)	39	13.50%	43.30%
Regular training courses provided by my employer at the workplace	37	12.80%	41.10%
E-learning modules that employees can follow at their desk or at home	33	11.40%	36.70%
Short workshops/seminars lasting one day or less in my department/section	28	9.70%	31.10%
General courses to improve my basic skills	35	12.10%	38.90%
Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics, universities or private training companies	6	2.10%	6.70%
Total	289	100.00%	321.10%

### 3.8. Q21 Reasons of Workplace Learning Requirements

Respondents were asked as the question 21 “Why did your employer require you this work-related learning?” and number each box in order of preference from 1 to 8.

Table 3-8 showed the result of question 21. The highest priority item is “It wasn’t my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself do it”(n=28, 33.3%), and ” It is a formal requirement – if I do not do so, I will lose my job” (n=28, 33.3%). The second priority one is “If I do not do so, I cannot expect to get promotion”(n=17, 22.0%). The item of “There’s a lot of pressure on employees to take part, although it’s not really compulsory” (n=17, 22.0%) also make high priority responses.

The lowest priority item is, “I don’t know why it is required; I just did what I was told to do” (n=27, 31.0%), and second priority one is “It isn’t really compulsory, but I know that I need to keep my knowledge and skills up” (n=15, 21.1%), and “If I do not do so, I cannot expect to get promotion” (n=13, 18.5%) also make low priority responses.

The highest item is “It wasn’t my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself do it” and the lowest item is “I don’t know why it is required; I just did what I was told to do”. This result showed that they attend work-related learning positively. However, it is a formal requirement. They feel if they do not do so, they will lose their job. I cannot help saying that there is pressure on employees to take part.

Table 3-8 Q21 Why did your employer require you this work-related learning?

Rank	p14-1	p14-2	p14-3	p14-4	p14-5	p14-6	p14-7	p14-8
1	28	2	6	4	3	6	28	7
2	5	17	12	5	12	12	12	2
3	7	7	16	17	13	3	10	6
4	4	8	14	8	17	7	8	5
5	5	7	10	14	11	7	11	5
6	4	13	8	9	11	9	5	11
7	12	10	6	8	5	15	4	11
8	12	11	4	9	7	15	2	27

### 3.9. Q22 Types of Learning and Training

Respondents were asked as the question 22 “Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer?” and choose 3 items from 8 items as multiple answer (Table 3-9).

The largest items was “General education courses to improve my basic skills”(n=38, 43.7%), and second largest one is “Short workshops/seminars lasting one day or less in my department/section”(n=30,34.5%). The item of “Regular training courses provided by my employer at the workplace”(n=24, 27.6%)and,

“Induction course for new employees”(n=20, 23.0%) also got large number of responses. The other items were responded very small as follows, “Preparation course for a promotion or a new post in the organisation” (n=14, 16.1%), “E-learning modules that employees can follow at their desk or at home” (n=12, 13.8%), “Courses leading to a formal qualification (e.g. apprenticeship, master craftsman, higher education degree) provided by colleges, poiltchnics or universities” (n=9, 10.3%)and, “I have not chosen to pursue any work-related courses” (n=7, 8.0%).

Table3-9 Q22 Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer?

	N	pct of resp.	pct of cases
I have not chosen to pursue any work-related courses	7	4.5%	8.0%
Induction course for new employees	20	13.0%	23.0%
Preparation course for a promotion or a new post in the organization	14	9.1%	16.1%
Regular training courses provided by my employer at the workplace	24	15.6%	27.6%
E-learning modules that employees can follow at their desk or at home	12	7.8%	13.8%
Short workshops/seminars lasting one day or less in my department/section	30	19.5%	34.5%
General education courses to improve my basic skills	38	24.7%	43.7%
Courses leading to a formal qualification (e.g. apprenticeship, master craftsman, higher education degree) provided by colleges, poiltchnics or universities	9	5.8%	10.3%
Total	154	100%	177.0%

### 3.10. Q23 Reasons of Workplace Learning Decision by Yourself

Respondents were asked as the question 23 “Why did you decide yourself to pursue this work-related learning?” and number each box in order of preference from 1 to 8.

Table 3-10 showed the result of question 23. The highest priority item is “I just really wanted to learn” (n=34, 40.4%), and second priority one is “It is my responsibility to make sure I can do my job well” (n=28, 38.3%). The item of “Most of my colleagues take part, so I think I ought to as well” (n=17, 25.0%) also make high priority responses.

The lowest priority item is, “I don’t know why, I just decided to do it” (n=32, 39.0%), and second priority one is “If I do not do so, I cannot expect to get promotion”(n=17, 23.2%), and “I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer” (n=13, 20.0%) also make low priority responses.

This result showed that they decided for themselves to take part in work-related course because they just wanted to learn and they wanted do their job well. This result shows they have high learning motivation and sense of responsibility to their work. They don't decide to take work-related courses for their promotion and looking for job. They want to improve their skill and ability for themselves.

Table 3-10 Q23 Why did you decide yourself to pursue this work-related learning?

rank	p16-1	p16-2	p16-3	p16-4	p16-5	p16-6	p16-7	p16-8	p16-9	p16-10
1	5	1	9	1	4	2	0	27	34	1
2	2	4	3	5	6	0	5	28	20	0
3	1	5	8	4	17	6	10	7	7	3
4	2	3	11	12	10	11	3	4	5	4
5	2	6	9	13	7	11	8	1	2	6
6	4	9	9	11	9	6	9	1	2	3
7	14	9	6	9	6	4	5	5	0	4
8	6	7	8	5	5	13	9	1	1	10
9	13	17	4	4	4	7	16	2	2	4
10	19	6	3	5	3	9	4	0	1	32

### 3.11. Q24 Learning Climate in Your Organization

Respondents were asked the question-24 about workplace activities, “In my organisation, workplace learning activities ..” with 12 items and responded by likert scale [1:strongly agree, 2:agree, 3:Neither agree nor disagree, 4:disagree, 5:strongly disagree] (Table 3-11).

Except two items, almost items were negative. High degree negative items were “are mostly strategic in nature (*ave.*=4.04)”, and “focus on the qualities of individual participants (*ave.*=4.03)”. The slightly negative items were “are something emotionally important for the participants (*ave.*=3.65)”, “receive strong support and engagement from employees (*ave.*=3.63)” and “are set up in a top-down way (*ave.*=3.53)”.

These results indicated that employee in Japan could not get the chance to learn strategy and their competencies, which focused on wide range views and needed long term to learn. They mostly could get opportunities to learn knowledge and skills, which focused on immediacy not long term.

Table 3-11 Q24 In my organisation, workplace learning activities ..

	N	ave	sd	min	max	var
are mostly enjoyed by participants	92	3.38	1.03	1	5	1.05
are mostly strategic in nature	92	4.04	1.04	2	5	1.08
are mainly set up by the employees themselves	92	3.40	1.13	1	5	1.28
are imposed on everyone by the management	91	3.48	1.15	1	5	1.32
focus on knowledge and skills, not on how employees behave	92	2.85	1.11	1	5	1.23
focus on the qualities of individual participants	92	4.03	0.97	1	5	0.93
enable employees to come up with good ideas to improve their work	92	3.10	1.13	1	5	1.28
are set up in a top-down way	92	3.53	1.14	1	5	1.31
receive strong support and engagement from employees	90	3.63	1.09	1	5	1.18
help employees to do their jobs better	91	2.68	1.09	1	5	1.20
reflect the fact that individual exchange of knowledge and experience is important	91	3.14	1.14	1	5	1.30
are something emotionally important for the participants	91	3.65	1.15	1	5	1.32

## 4. Effects of Workplace Learning

### 4.1. Q29 Benefits of Workplace Learning

Respondents were asked as the question 29 “I have benefited from learning at work in the following ways” and choose 3 items from 12 items as multiple answer (Table 4-1).

The largest items was “Doing my job better”(n=63, 69.2%), and second largest one is “Personal growth and self-identity”(n=38,41.8%). The item of “Confidence and self-respect”(n=32, 35.2%)and, “Sense of autonomy and judgement”(n=28, 30.8%) also got large number of responses. The other items were responded very small as follows, “Work and career motivation” (n=18, 19.8%), “Salary rise” (n=16, 17.6%), “Appreciation and recognition from colleagues” (n=11, 12.1%), “Sense of belonging to the organisation” (n=11, 12.1%), “Promotion” (n=11, 12.1%), “Job security” (n=4, 4.4%), “This question is not relevant for me, because I have not learned at work” (n=1, 1.1%) and, “I do not think I have benefited at all” (n=1, 1.1%).

This result showed that few benefit from learning at work were things of employer gave.

Table4-1 Q29 I have benefited from learning at work in the following ways

	N	pct of responses	pct of cases
This question is not relevant for me, because I have not learned at work	1	0.40%	1.10%
I do not think I have benefited at all	1	0.40%	1.10%
Salary rise	16	6.80%	17.60%
Sense of autonomy and judgement	28	12.00%	30.80%
Doing my job better	63	26.90%	69.20%
Work and career motivation	18	7.70%	19.80%
Job security	4	1.70%	4.40%
Confidence and self-respect	32	13.70%	35.20%
Appreciation and recognition from colleagues	11	4.70%	12.10%
Sense of belonging to the organization	11	4.70%	12.10%
Personal growth and self-identity	38	16.20%	41.80%
Promotion	11	4.70%	12.10%
total	234	100.00%	257.10%

## 4.2. Q30.31 Effective Content Area of Workplace Learning

Table 4-2a Q30 Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?

	1 Through organised courses(%)			2 In everyday work(%)		
	yes	no	not applicable	yes	no	not applicable
(1)Getting on well with colleagues	58.2	9.2	25.5	57.1	14.3	20.4
(2)Using foreign languages	23.5	36.7	32.7	19.4	40.8	29.6
(3)Health and safety issues at work	31.6	32.7	28.6	36.7	29.6	25.5
(4)Making decisions	55.1	14.3	23.5	64.3	11.2	16.3
(5)Appreciating other cultures and value	59.2	17.3	16.3	60.2	16.3	14.3
(6)Doing calculations, including budgets	39.8	24.5	27.6	42.9	22.4	25.5
(7)Communication skills	69.4	11.2	11.2	76.5	5.1	9.2
(8)Preparing reports, documents etc.	50.0	21.4	21.4	58.2	15.3	18.4
(9)Confidence in public situations	58.2	15.3	19.4	65.3	11.2	15.3
(10)Using IT (software, computers, WWW)	60.2	15.3	17.3	62.2	13.3	14.3
(11)Solving problems	59.2	18.4	15.3	67.3	11.2	12.2
(12)Working in a team	61.2	13.3	18.4	62.2	12.2	16.3
(13)Using machines and technology	54.1	22.4	16.3	55.1	18.4	18.4
(14)Expressing myself well	63.3	12.2	17.3	63.3	12.2	16.3



Table 4-2b Q31 Has learning in the workplace had a positive effect on your quality of life in the following areas?

	1 Through organised courses(%)			2 In everyday work(%)		
	yes	no	not applicable	yes	no	not applicable
(1) Connection with the natural environment	21.4	37.8	32.7	17.3	41.8	32.7
(2) Health and lifestyle (e. g. diet, sports)	21.4	37.8	33.7	20.4	35.7	35.7
(3) Living in a multicultural society	26.5	34.7	30.6	22.4	34.7	33.7
(4) Work-life balance	40.8	22.4	29.6	44.9	20.4	26.5
(5) Leisure and recreation	18.4	42.9	31.6	21.4	40.8	29.6
(6) Community life and voluntary activities	19.4	40.8	32.7	18.4	41.8	31.6
(7) Family and personal life	28.6	36.7	27.6	30.6	31.6	29.6
(8) Positive working environment	55.1	17.3	20.4	60.2	13.3	18.4

<sup>i</sup> The way of the instruction of question-16 was no fit to Japanese situation, and also its contents of the instruction led misunderstandings. So we changed as a complete sentence and its subject.