

Workplace Learning in Thailand: Motivation and Benefits In Automotive Parts and Hotel Industries

Patcharawalai WONGBOONSIN, Ph.D.
Human Development and Migration Studies Center
College of Population Studies
Chulalongkorn University

Introduction

Located in the heart of Southeast Asia, Thailand is a middle-income economy in the process of repositioning itself towards a higher level of the playing field to secure their competitive edge in the world arena. During the past three decades, Thailand has turned to be one of the most dynamic and diversified economies in ASEAN.

In first quarter of 2010, the Thai economy recorded a growth of 12.0 percent from 5.9 percent in the previous quarter. One may expect a high annual growth rate with a widespread expansion in its key drivers, particularly exports and tourism. Yet, economic forecast for 2010 limits itself to a range of 3.5-4.5 percent. Besides high uncertainties in domestic political situation, the global economic recovery is also uncertain. The latter may cause the Thai economy, which is dependent on foreign investment and trade, to grow at a lower-than-expected rate (NESDB 2010).

The current National Economic and Social Development Plan has emphasized that Thailand's path is to move toward a more competitive, productive, and open economy. In the manufacturing sector, the economy has aimed at the promotion of knowledge and innovation based industries to become one of the region's, and possibly even one of the world's production bases for high-end products, while strengthening its economic restructuring process. In the services industry, tourism is planned to be further developed as a destination of environmentally friendly and culture-focused hospitality. This is in response to the plan for the service sector to be expanded in both regional and global arena to strengthen the country's competitiveness.

As part of the efforts, Thailand has been trying to move away from low skilled labor-intensive to a value-added and competitive industry based on identity, managerial expertise and higher technical skills of the workforce.

The Skill Development Promotion Act B.E. 2545 (A.D. 2002) and a Skill Development Fund have been launched under the purview of the Department of Skills Development, Ministry of Labor, to encourage the private sector to play a vital role in upgrading skills and knowledge of the workforce and to set up their own training centers for workplace learning. A tax deduction up to 200 percent of the cost of training is provided. The government has also incorporated the promotion of decent work, a peer-learning process, and provisions of standardization of qualifications in the private sector. This is in response to the global and national recognition of the role of skill development.

Based on the findings of a previous study (Wongboonsin, 2006), workplace learning has accordingly recently turned into a growing trend in Thailand. Six factors, shown

in Table II are found to have affected the drive for training and enhanced learning within firms.

Table II
Factors Affecting Workplace Learning in Thailand

	Factors
Entrepreneurial provision of WPL	Governmental policy initiatives and supporting mechanisms
	The challenge of globalization, regionalization, and the knowledge economy
	Market Pressure affecting prospects for profit making and/or business survival, leading to redefinition of firm performance
	International trend and growing use of international standards as well as quality accreditation systems
	Technological, product, and organizational change within firm
	Vision, leadership and commitment at the top-management level within firm
Employees participation in WPL	Data not available

Source: Wongboonsin (2006).

Despite the notion that research in the area of workplace learning is still at an early stage in Thailand, the following briefs what one may learn from previous studies (Puapongsakorn et al. 1992; Lawler et al. 1997; Jongpid, 2000; Kongsanchai, 2001; Phuteska, 2001; Siengthai and Bechter, 2005; Wongboonsin, 2006; Wongboonsin et al. 2006; Wongboonsin and Rojvithee, 2007):

- 1) WPL is an emerging, but not yet pervasive, trend.
- 2) Among those businesses with WPL programs, WPL is considered part of business strategies to meet the challenges of globalization, and its recognition of the rise in knowledge-based economy as well as the growing trend of dependence on international standards, either in manufacturing or services industries. Accordingly, requirement of professionalism of the workforce is the trend in businesses.
- 3) WPL is expected to increase competency of the workers on working, and to result in an increase in productivity, a reduction of the operation cost, profit maximization gained by the company, and a higher level of company's competitiveness.
- 4) The vision, leadership and commitment at the top-management level within firm have played an important role in workplace learning in Thailand. Effective learning cultures that sustains through time are more driven by business needs and leadership commitment than by policy initiatives.
- 5) WPL in Thailand tends to follow two approaches: formal training courses; on-the-job mentoring activities.

- 6) Training is mostly divided into two types of skills: basic and specific skills. Incidence of training arrangement was higher in large than in small plants.
- 7) Emotional quotient development for happiness and success in work is a new trend of training in business organization.
- 8) In manufacturing sector, these types of workforce are more of opportunities for training than others: well-educated employees with a relative long period of employment; and those at the position of the chief of staff; those working in a big company with a good HRD system.
- 9) A training program can be considered beneficial to both employees and the business in terms of the quality of work life and work performance.
- 10) The recognition of the benefit of WPL depends on the acceptance of the top management, the administrative level or the role of the Human Resource Manager of each establishment to manage the workplace to be the learning centre for the workers in that establishment.

Further investigation of the current situation of workplace learning in Thailand and benefits perceived by the individual workforce remains needed, in both manufacturing and services sectors. This is particularly the case for these two niches industries, in which workplace learning is still an issue of marginal research: automotive parts industry in the manufacturing sector and hotel industry in the services sector.

Automotive Parts Industry

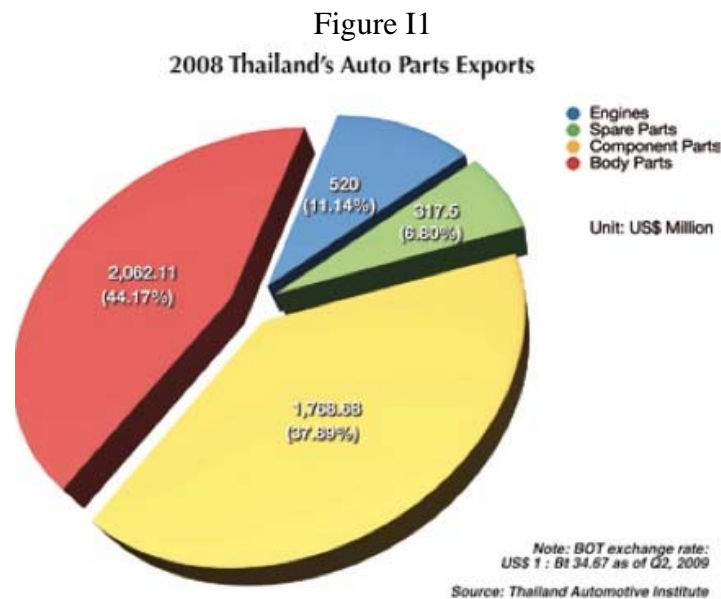
As part of manufacturing production, which expanded by 22.8 percent in the 1st quarter of 2010, the automobile industry, which is employing more than 300,000 people, recorded a growth rate of 86.6 percent (NESDB, 2010). Given such a notion, Thailand is considered well on the way to solidifying its status as the 'Detroit of the Asia,' according to Board of Investment (2005; 2010). From the start of one automotive assembly plant in 1961, the automotive industry has turned to be one of the biggest manufacturing sectors in the kingdom, with a steady growth in terms of sales of automobiles and motorcycles in response to the demand in the domestic market (Bangkok Post, 2008). It has attracted virtually all of the world's major automakers, assemblers, and parts and component manufacturers. They are, for example, Ford, General Motors, BMW, DaimlerChrysler, Mitsubishi, Mazda, Toyota, Isuzu, Honda and Nissan, which altogether produced nearly 1.4 million vehicles in 2008 (Board of Investment, 2010). According to Thai Automotive Institute, by 2012, vehicles production is expected for a double increase from 1.0 million units in 2005, and a further increase to reach 2.5 million vehicles by 2016 (Bangkok Post, 2008).

Besides a production base for manufacturers of vehicles, Thailand has also turned itself into a production hub, with approximately 1,800 suppliers, for both local consumption and overseas of automotive parts and components. They include fuel

injection pumps, transmissions, injection nozzles, anti-lock braking systems, and central locking systems, and many other products (Board of Investment, 2010).

With the largest vehicle assembling capacity and the highest quality parts manufacturing capability in the ASEAN region, demand for Thailand-made automotive parts is growing. Over the past five years, exports of auto parts have grown 386 percent, largely following the overall growth of automotive sector in Thailand. The value of auto parts exported from Thailand exceeded US\$4.6 billion in 2008, the fifth consecutive year of double-digit growth (Board of Investment, 2010).

Figure I1 shows the volume of Thailand's auto part exports in 2008. According to the Board of Investment (2010), the revenue for the automotive parts and products, automotive accessories, and automotive equipment and machinery industries in 2010 is expected to increase 12 percent year-on-year to an estimated value of US\$ 16.8 billion or 560 billion baht. This is largely contributed by three factors. Firstly, the government is pushing Thailand into the top ten automotive producers worldwide by 2010. Secondly, a rise in demand is expected for vehicles and auto parts in ASEAN. This is attributable to the elimination of import duties on automobiles and parts under the ASEAN Free Trade Area (AFTA) scheme, with removal on January 1, 2010, of a 5 per cent tax on CKDs and parts traded among six ASEAN member countries -- Thailand, Malaysia, Indonesia, Brunei, Singapore and Philippines. Thirdly, Thailand's free trade agreements with China, Japan and India are expanding in scope.



Source: Thailand Automotive Institute, cited in BOI Investment Review, November 2009.

By 2016, a demand for 200,000 more workers is expected in automotive parts industry, according to the director-general of the Industrial Economics Office, as cited in Bangkok Post (29 June 2008). This is particularly the case for higher-skilled workers so as to help support the industry to make quality products and increase productivity, while being better able to absorb new manufacturing engineering and technology.

Hotel Industry

Hotel industry is part of the tourism industry in the trade in services sector. Thailand has become a major player in the worldwide tourism industry, in which the hotel business has played a very important role. Since 2000, Thailand has targeted tourism as a growth industry. According to a previous study, international tourist arrivals exceeded 10 million persons for the first time during 2001 (Ratanavirakul, 2008).

According to Thailand Trade Policy Review (WT/TPR/S/191, 2007, P. 132-133), several factors could have contributed to the slowdown of tourism growth in Thailand, including the Severe Acute Respiratory Syndrome threat in 2003, ongoing unrest in three southernmost provinces, the impact of the tsunami in 2004, and the Thai Government developments in 2006 (Bangkok Post, 2006; Bank of Thailand and World Bank, 2007). The share of tourism to GDP registered a slight drop in 2005, before returning to its 5 percentage level in 2006. The number of tourist arrivals at the end of 2006 was estimated at 13.82 million (10 million in 2003), generating B 481 billion (B 309 billion in 2003); most tourists were from East Asia (Tourism Authority of Thailand, 2006). The Committee for National Tourism Policies (Committee for National Tourism Development until 2005), chaired by the Prime Minister, a Tourism Master Plan aims to promote foreign tourists arrivals targeting an increase of not less than 6 percent per year and revenue growth of not less than 10 percent per year; the annual targets for Thai tourists travelling within the country, are 3 percent and 7 percent, respectively. The Board of Investment has offered tax and other investment incentives to both domestic and foreign investors in certain types of accommodation, such as retirement homes.

Based on data from the Office of SME Promotion, there were a total number of 4,637 hotels in Thailand during the year 2004. After the Tsunami, which destroyed several small hotels and resorts along Andaman coastline, several resorts were rebuilt and reopened while new hotels were launched, it was estimated that in 2006, there were approximately 4,800 hotels located all over Thailand with approximately 285,000 guest rooms (Ratanavirakul, 2008).

In the first quarter of 2010, the total number of foreign tourists recorded a historical high of 4.7 million persons, or expanded by 28.4 percent compared to the same period of last year. Most of the tourists came from China, Taiwan, South Korea and Japan. The occupancy rate also improved from 53.4 percent in the first quarter of last year to 60.7 percent in this quarter. This compares to the average hotel room occupancy rate of 53.78 percent in 2006 (Thailand Trade Policy Review, WT/TPR/S/191, 2007, P. 132-133). Hotels and restaurants, as a result, experienced an expansion of 15.5 percent in the first quarter of 2010 (NESDB, 2010).

Hotels in Thailand expanded 15.5 percent in the first quarter of 2010 compared to the same period of the previous year following the economic recovery of major counterparts such as China, Taiwan, and Japan. Average occupancy rate was 60.7 percent, up from 54.1 percent in the previous quarter. In addition, average room rate also rose by 37.1 percent; the increasing rates were revealed in all area but the central region. Nevertheless, number of tourists in March started to slow down, decreasing from 41.9 percent in February to only 18.0 percent. Such decline was mainly due to

the political protest within the metropolitan area which commenced since the 12th of March. In addition, several countries have already issued a warning, suggesting their citizens to avoid travelling to Thailand (NESDB, 2010, p. 10).

Meanwhile, the Hotel Act B.E. 2547 (2004) introduces a hotel grading system in order to establish a consistent standard for hotels and resorts in Thailand. To increase Thailand's competitive potential on the international stage, the Thai hotel industry considers it important to raise overall standards by adopting internationally recognized practices, such as the introduction of a 'precise, accurate and reliable' hotel standard and certification process that would enable Thai hotels to compete with world-class hotel properties on an equal footing.

Objectives of the Study

The study on “Workplace Learning in Thailand: Motivation and Benefits” is a 1-year research project starting in October 2009. It is part of a collaborative effort among scholars of leading institutions of higher learning in Asia and Europe who have joined the so-called Research Network II “Competence Development as Workplace Learning” of the ASEM Lifelong Learning Hub.

The study is based on the notion that everywhere in the world today, people are realizing that learning throughout life is important for personal, social and economic well-being. The design of this study was to provide empirical evidence about how people learn at work and how this affects their working and personal lives.

Given the above notion and the recognition of the critical role of human resources development on a continuous basis, workplace learning is considered a strategic role in learning process which will lead to efficiency and competency at work, this study aims at a field survey, data processing, and analysis of the research findings in such a way comparable to those carried out by other ASEM member countries.

The study is of an expectation that, based on an empirical study of an international standard, it may lead to confidence at the policy making level as to encourage workplace learning on a lifelong learning basis at both the national and multilateral levels.

Methodology

The research paradigm selected for use in this study was a survey research. A structured questionnaire appropriate for a comparative study among ASEM member countries serves as the research tool. The questionnaire was translated into Thai and pretested for validity and reliability in the Thai context during September-November 2009. After appropriate revision, the questionnaire was sent out to respondents in establishments of two niche industries in Thailand:

- Automotive parts industry in the manufacturing sector; and
- Hotel industry in the services sector.

While aiming at an approximate of 300 employees in both sectors, almost 1,000 establishments were listed according to a multi-stage random approach and were

provided with the standard, pre-tested, structured questionnaire between March to April 2010. The distribution was carried out along three approaches: on-line through the LimeSurvey system, via postal mail, and at the 2010 General Assembly of the Thai Auto-Parts Manufacturers Association (TAPMA) on March 17, 2010 between 12:00hrs and 17:00 hrs, in Bangna, Bangkok.

Respondents were given assurance of confidentiality through a covering letter with the questionnaire. A reminder was sent at an appropriate time to those who didn't respond. The surveys were collected and stored anonymously while being handled also confidentially.

A total of 144 responses were received, comprising a response rate of 48 percent of the target population. Percentages and mean scores of each response to the inquiries were calculated.

Findings

Automotive Parts Industry

The workplaces participating in this survey are of different types. Among them, those in a private sector company are the majority (85%), (Figure A1). The organization itself is of a varied size, ranging from big to small size, with the former as the majority (51%), followed by those at the medium (32%) and small size (17%), as shown in Figure A2.

Figure A1
Respondents' Type of Workplace

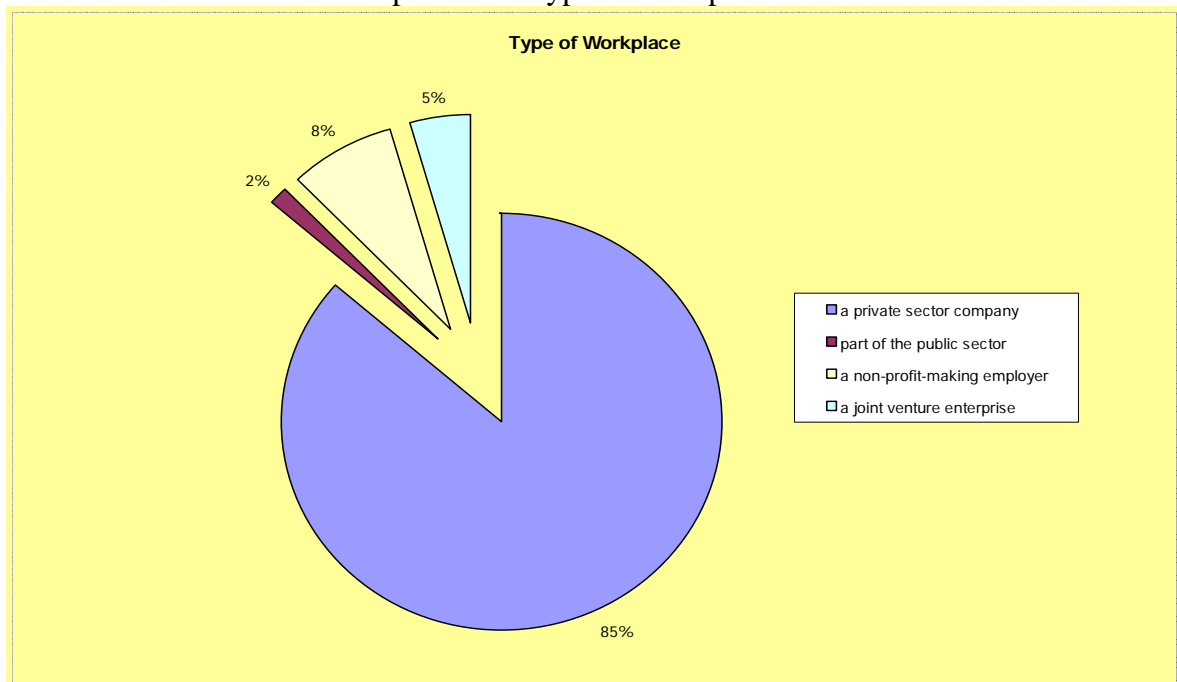


Figure A2
Number of Employees of the Respondents' Whole Organization

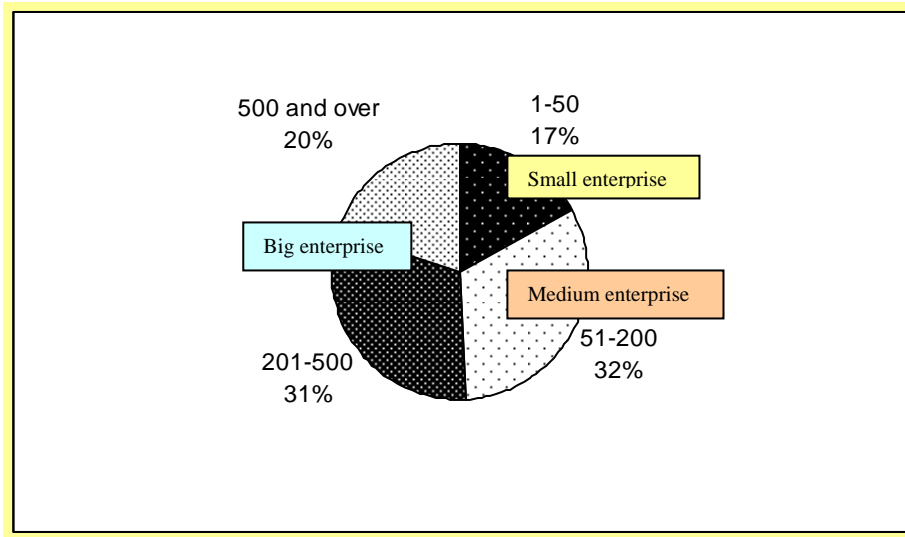


Figure A3 shows that the particular workplace of the respondents is of a varied size, ranging from 1-5 employees to 21 and over. The sample of employees in this automotive parts industry for this study was comprised of 66 persons. According to Figure A4, the majority of the respondents are holding a non-administrative/ technical job, while those carrying out an administrative job account for 22.7% of all respondents in this automotive parts industry. The latter are more at a workplace of 21 and over employees (66.7%), while the non-administrative/ technical respondents are mostly working in a workplace of a smaller size, particularly those in the category of 6-10 employees (35.3%), as shown in Figure A5.

Figure A3
Number of Employees at the Particular Workplace of the Respondents

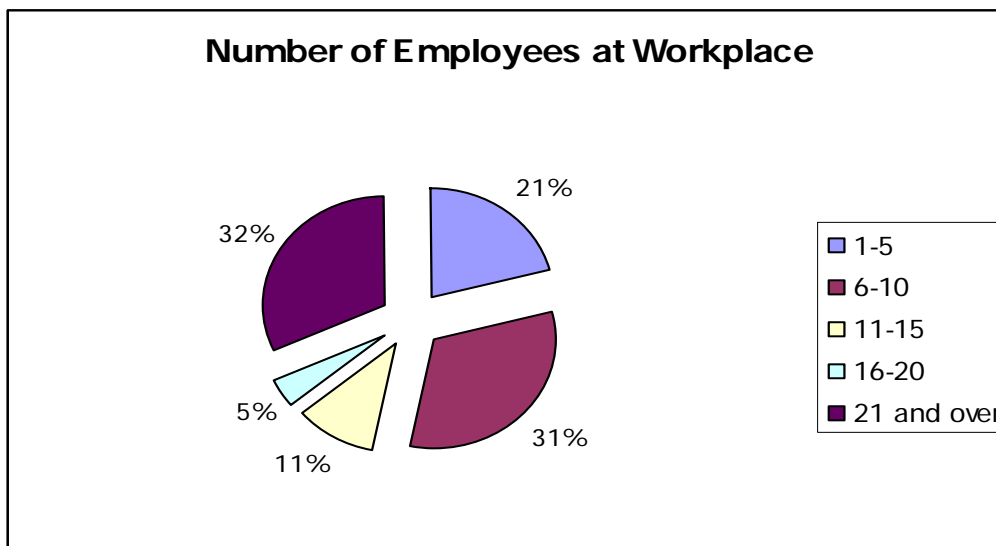


Figure A4

Job Category of Respondents

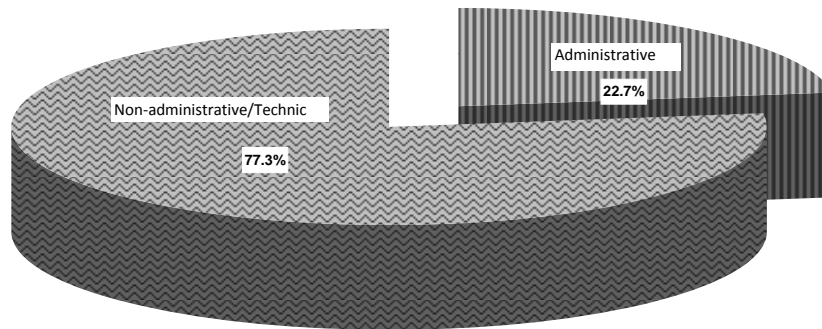
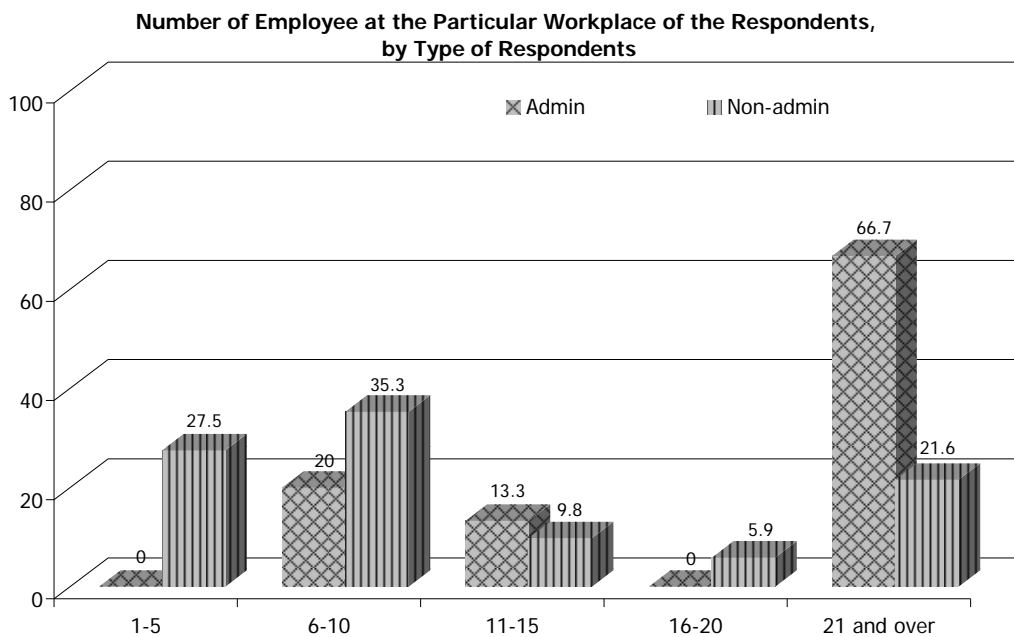
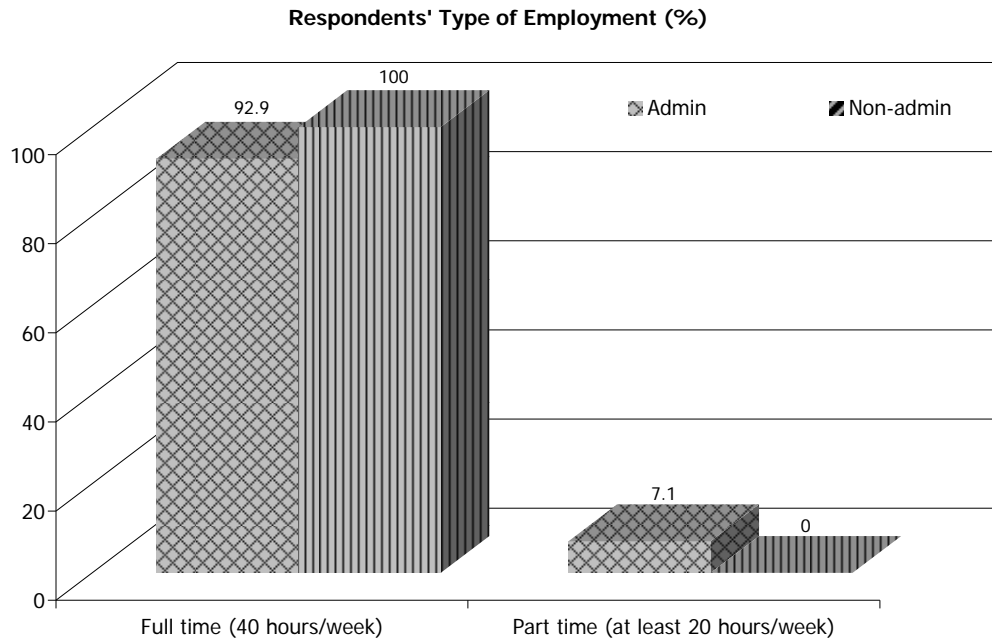


Figure A5



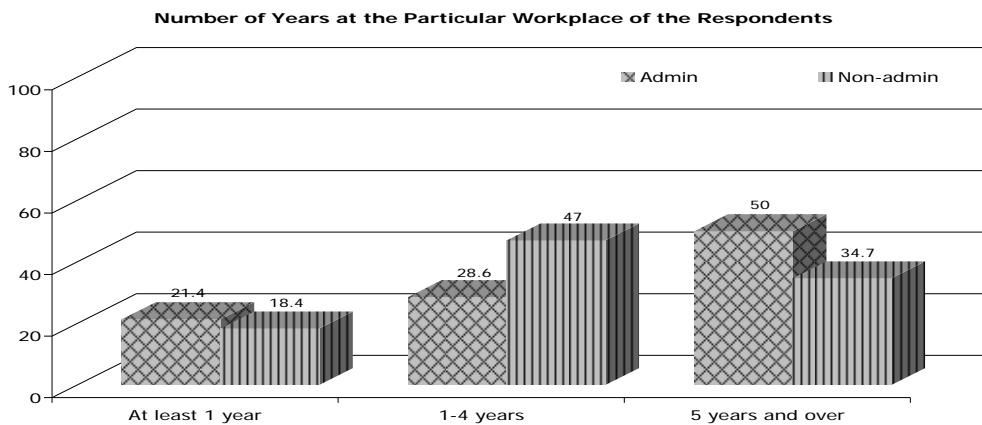
The majority of the respondents are full-time workers, 92.9% for administrative and 100% for non-administrative/ technical respondents (Figure A6). The majority of the former have mainly earned above £600 per week (73.3%), while 47.1% of those in the non-administrative/ technical job have mainly earned £480 - 600 per week full time. This compares to 21.6% of those in the non-administrative/ technical job having earned above £600 per week and 23.5% £480 per week full time.

Figure A6



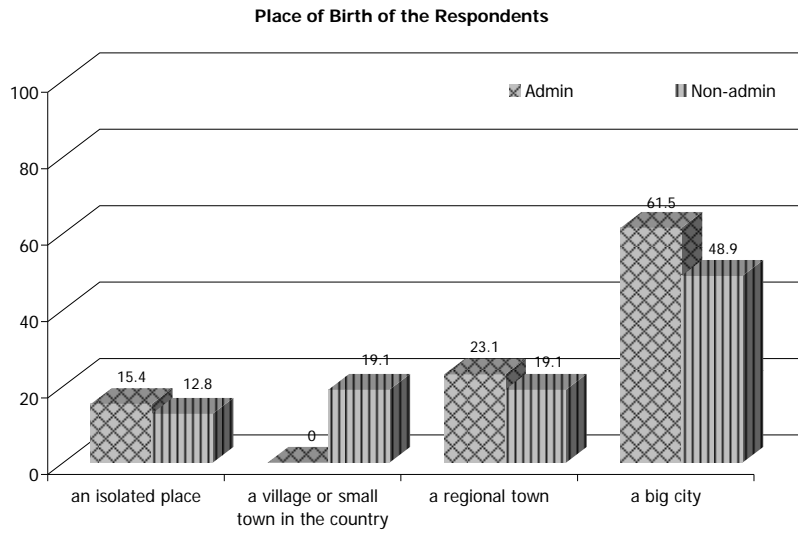
Most of the respondents have been in the particular workplace for more than one year. This is particularly the case for those up to four years, followed by five years and over. Figure A7 shows 47% of the administrative respondents working at the particular workplace between one to four years, comparing to 50% of the non-administrative/ technical respondents working at the particular workplace for five years and over.

Figure A7



The majority of the respondents in the administrative job grew up in a big city (61.5%), followed by a regional town (23.1%). Only 15.4% of them are from an isolated place; and none of them are from a village or small town in the country. Those taking part in non-administrative/ technical jobs are also more of a big-city background (48.9%). This is followed by those from a regional town, a village or small town in the country at an equal share (19.1%), and lastly from an isolated place (12.8%), (see Figure A8).

Figure A8



Most of the respondents have completed a bachelor degree and above. All respondents in the administrative position and most of the non-administrative/technical respondents maintain that their parents are of less education and training (Figure A9 and Table A1, respectively).

Figure 9

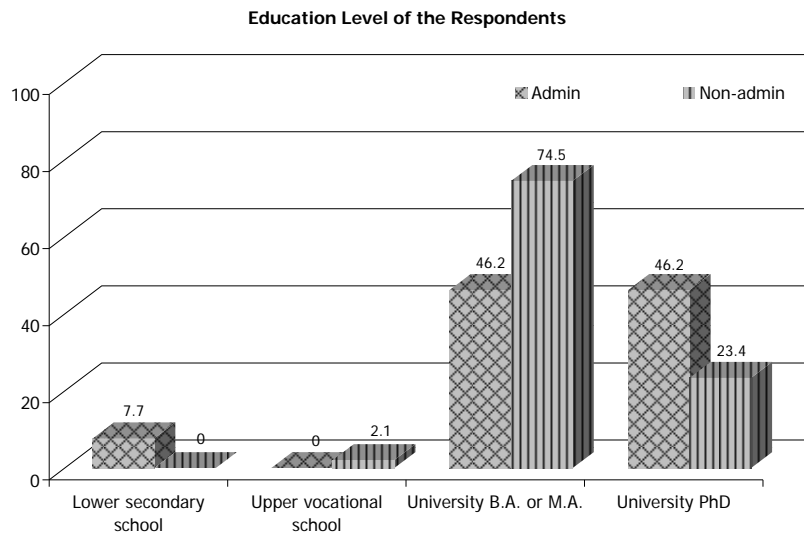


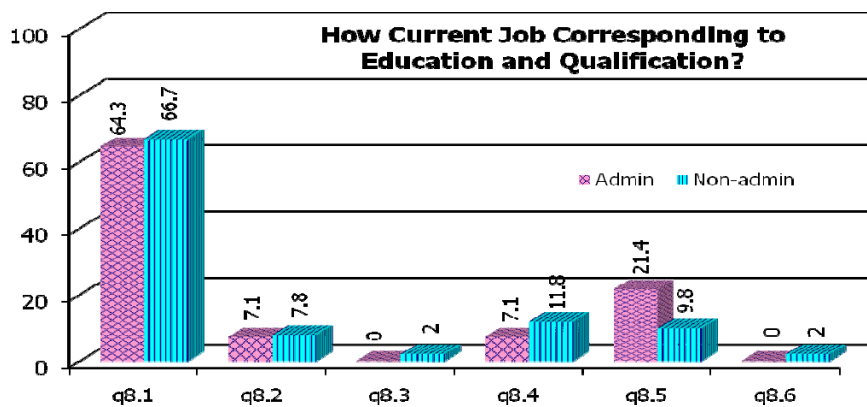
Table A1
Education Level of the Respondents' Parents

	Admin % (N)	Non-admin/ Technical %(N)
<i>My mother completed ...</i>		
more education and training than I have	-	6.4
less education and training than I have	100.0	80.9
the same level of education and training as me	-	10.6
I do not know what education s/he completed	-	2.1
Total	100.0 (13)	100.0 (47)
<i>My father completed ...</i>		

	Admin % (N)	Non-admin/ Technical %(N)
more education and training than I have	-	-
less education and training than I have	100.0	91.5
the same level of education and training as me	-	6.4
I do not know what education he completed	-	2.1
Total	100.0 (13)	100.0 (47)

The majority of them consider their education and qualification match well with their current job, 64.3% for those in the administrative and 66.7% in the non-administrative/ technical positions, respectively. This compares to 21.4% in the administrative and 9.8% in the non-administrative/technical positions maintaining that it doesn't matter what education and qualification one may have in their job, (see Figure A10).

Figure A10



Note: q8.1 = Yes, they match well
q8.2 = Not really – I am educated and qualified for a different occupation
q8.3 = I have a job that usually demands better education and qualification than I have
q8.4 = I am better educated and qualified than most people in the kind of job than I have
q8.5 = In my job, it doesn't matter what education and qualification you have
q8.6 = I don't know

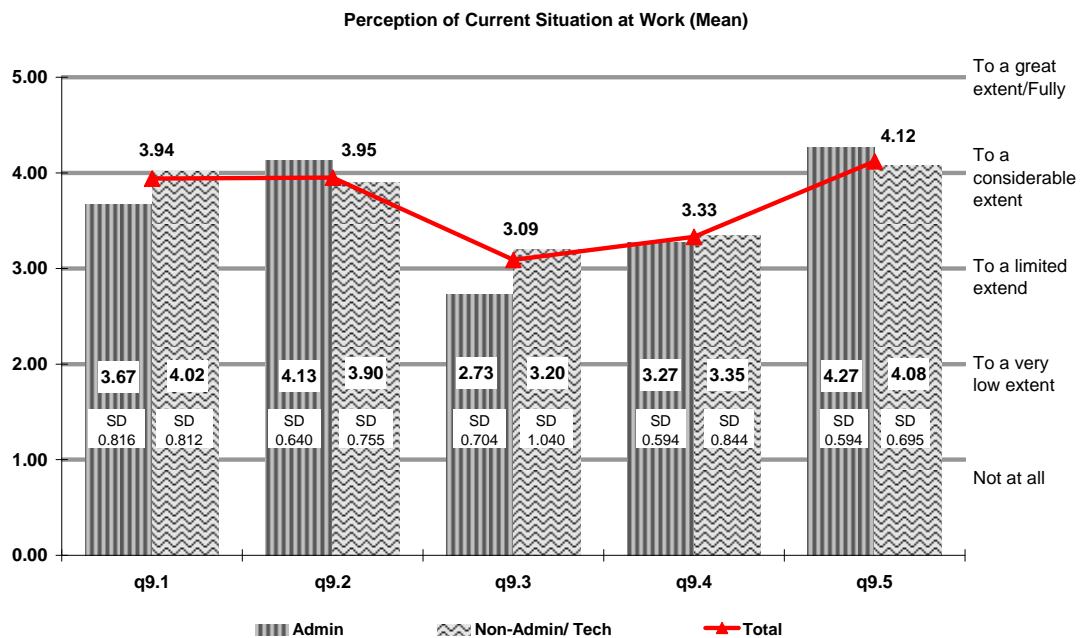
The respondents are mainly positive to their current situation at work. The statements with which the respondents most frequently agree is: “I feel appreciation for the work I'm doing” (Mean 4.12 for total respondents, 4.27 for administrative and 4.08 for non-administrative/ technical respondents, Standard Deviation 0.6 for administrative and 0.7 for non-administrative/ technical respondents). This is closely followed by: “The work I'm doing makes me feel good” (Mean 3.95 for total respondents, 4.13 for administrative and 3.90 for non-administrative/ technical respondents, Standard Deviation 0.64 for administrative and 0.75 for non-administrative/ technical respondents).

However, the notion that “I work only for the reason that my work provides the means to survive” is also found frequently agreed (Mean 3.94 for total respondents, 3.67 for administrative and 4.02 for non-administrative/ technical respondents, Standard

Deviation 0.82 for administrative and 0.81 for non-administrative/ technical respondents).

Figure A11 also shows that more frequency of the respondents agreeing with the notion of personal satisfaction (Variable q9.4) than financial satisfaction (Variable q9.3) from their work. The personal satisfaction is found with Mean 3.33 for total respondents, 3.27 for administrative and 3.35 for non-administrative/ technical respondents, Standard Deviation 0.59 for administrative and 0.84 for non-administrative/ technical respondents. Meanwhile, mean score for the financial satisfaction is 3.09 for total respondents, explainable by the mean score at 2.73 for administrative and 3.20 for non-administrative/ technical respondents, Standard Deviation 0.7 for administrative and 1.04 for non-administrative/ technical respondents.

Figure A11



Note: q9.1 = I work only for the reason that my work provides the means to survive
q9.2 = The work I'm doing makes me feel good
q9.3 = I have more financial satisfaction than personal satisfaction from my work
q9.4 = I have more personal satisfaction than financial satisfaction from my work
q9.5 = I feel appreciation for the work I'm doing
SD = Standard Deviation

With regards to the perception of the respondents concerning learning at work, there are up to 65 respondents expressing their opinion if they agree or disagree with the following notions: Learning is always necessary, but it might not always be what you might choose to do yourself; When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job; Employers have the right to insist that employees follow certain courses and obtain certain qualifications; 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

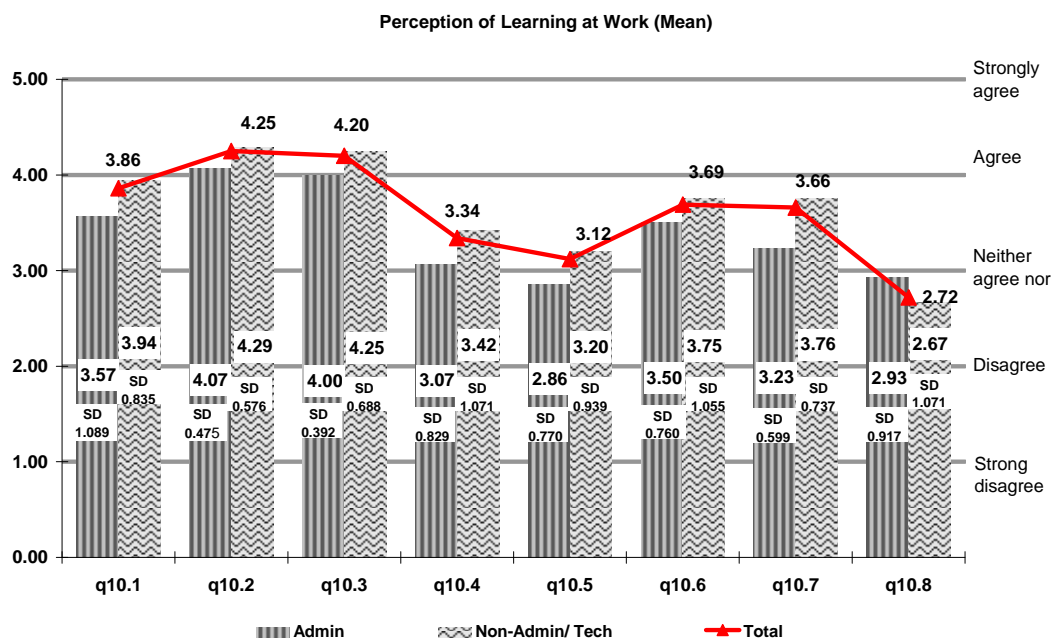
education and training; It's no good waiting for people to decide for themselves – you have to make people learn, whether they want to or not; If employers would support more general education (and not just for their jobs) for their employees, more people

would want to improve their knowledge and skills; 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; 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.

Considering from their level of agreement to the above-mentioned statements, the study finds that the followings are more of the case in the automotive parts industry: When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job; and employers have the right to insist that employees follow certain courses and obtain certain qualifications. This is followed by the notion that learning is always necessary, but it might not always be what you might choose to do yourself. However, this is a little more of the case among the non-administrative/ respondents than those in the administrative positions. The respondents neither agree nor disagree that it's no good waiting for people to decide for themselves – you have to make people learn, whether they want to or not, and that 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, as shown in Figure A12,.

Figure A12

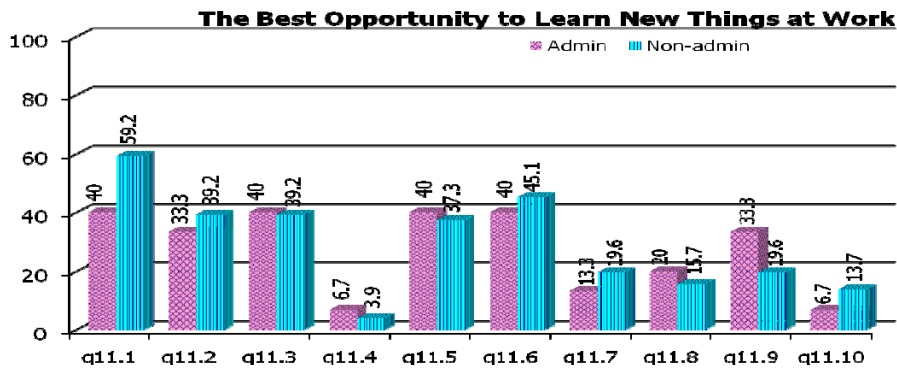


- Note:
- q10.1 = Learning is always necessary, but it might not always be what you might choose to do yourself;
 - q10.2 = When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job;
 - q10.3 = Employers have the right to insist that employees follow certain courses and obtain certain qualifications;
 - q10.4 = 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;
 - q10.5 = It's no good waiting for people to decide for themselves – you have to make people learn, whether they want to or not;
 - q10.6 = 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;
 - q10.7 = 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;
 - q10.8 = 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.

The study is of the notion that people can learn new things in different situations. Accordingly, the survey is seeking to learn of their perception in terms of approaches that offer the best opportunity to learn new things at work. Twelve choices of answers are provided in the questionnaires. They are: When something unexpected is happening and you try to manage by trying things out; When observing and analysing situations (e.g. in meetings at work); When doing things you are not familiar with (e.g. using new machines or equipment); Just by looking at how people do things and imitating them; When you hear something that draws your interest and you start looking for more information about it; When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries); When doing things together with colleagues (e.g. organising a celebration); When leading other people and telling/teaching them what to do; When you are given a goal to achieve at work; When you remember mistakes you have made in the past and you try not to repeat them; Other; and I don't really know how I learn at work.

Ten out of twelve choices are chosen by the respondents, albeit at a different level of agreement, as shown in Figure A13. The study find one half of the respondents consider the following approach to offer the best opportunity to learn new things at work: “When something unexpected is happening and you try to manage by trying things out.” This is followed by the notion of “When coming in contact with people who have different skills or backgrounds or experiences,” which accounts for 43.9% of the respondents. This is particularly the case among those in the non-administrative /technical position, 59.2% and 45.1%, respectively.

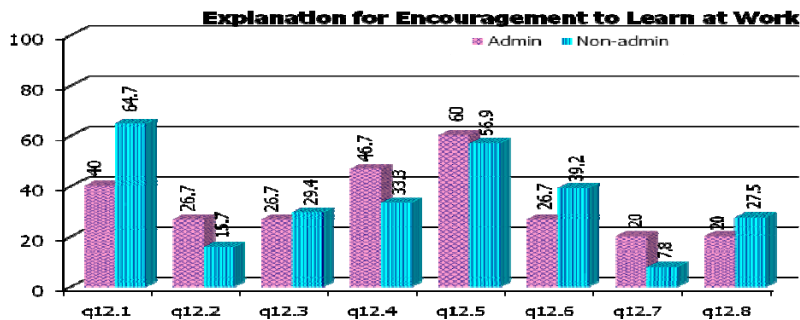
Figure A13



- Note:
- q11.1 = When something unexpected is happening and you try to manage by trying things out
 - q11.2 = When observing and analyzing situations
 - q11.3 = When doing things you are not familiar with
 - q11.4 = Just by looking at how people do things and imitating them
 - q11.5 = When you hear something that draws your interest and you start looking for more information about it
 - q11.6 = When coming in contact with people who have different skills or backgrounds or experiences
 - q11.7 = When doing things together with colleagues
 - q11.8 = When leading other people and telling/teaching them what to do
 - q11.9 = When you are given a goal to achieve at work
 - q11.10 = I don't really know how I learn at work

The study finds more than half of the respondents feel encouraged to learn at work because they know it will bring them concrete benefits, and because they consider that their workplace is the best place to improve job-related knowledge and skills (59.1% and 57.6%, respectively). The former notion is particularly revealing among the non-administrative/ technical respondents, comparing with the administrative respondents who are more positive to latter notion. 46.7% of the administrative respondents also feel encouraged to learn at work when their boss gives them ideas and advice, (see Figure A14).

Figure A14



- Note:
- q12.1 = Because I know it will bring me concrete benefits
 - q12.2 = When my colleagues give me ideas and advice
 - q12.3 = Simply because I enjoy learning
 - q12.4 = When my boss gives me ideas and advice
 - q12.5 = Because this is the best place to improve job-related knowledge and skills
 - q12.6 = Because it is easy to learn at the same time as working
 - q12.7 = When the teachers/trainers on the courses are good

q12.8 = When the courses my employer provides are really useful for my work
q12.9 = To be honest, I don't feel encouraged to learn at work

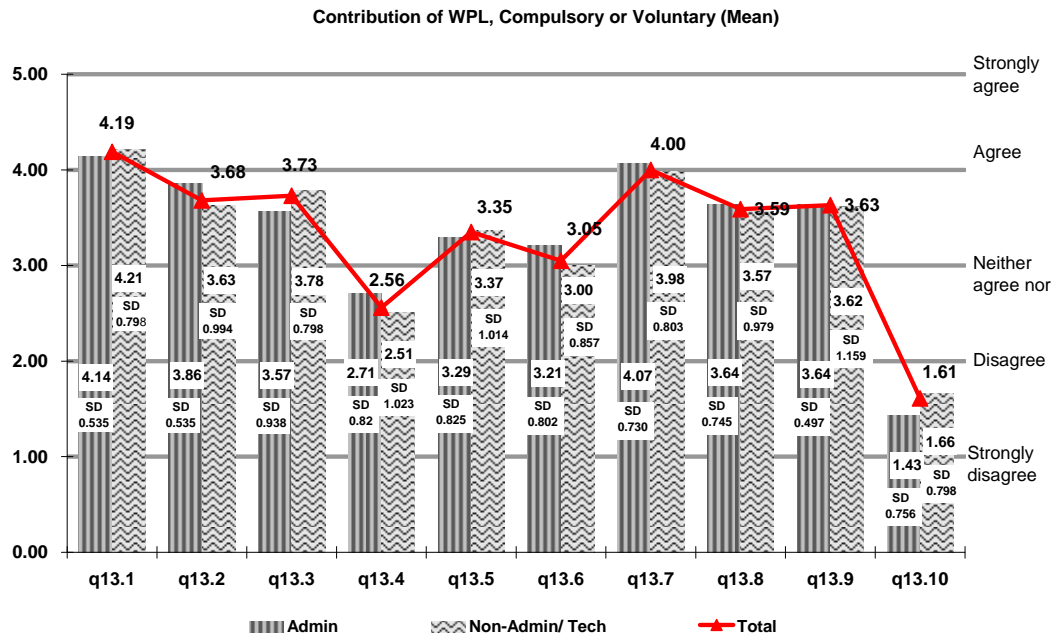
To investigate the perception of the respondents in terms of the contribution of learning at work, ten choices of the contribution of learning at work are provided to the respondents. They are: Learning inevitably contributes to the productivity and output of employees; Everyone has to keep on learning because otherwise they risk becoming unemployed; My employer offers such attractive learning opportunities that most of us do really want to take them up; 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); The more you force people to learn, the less they will want to learn and the worse the results will be; In my organisation, everyone expects you to take courses sometimes; When people can decide for themselves about learning, they learn more and get better results; Most employers insist that their employees follow training courses at regular intervals; Everyone has to keep on learning because society expects it; There is no need to carry on learning once you have finished your initial education and training.

The most agreeable notions are that learning inevitably contributes to the productivity and output of employees, Mean 4.9 for total respondents, 4.14 for administrative respondents and 4.2 for non-administrative/ technical respondents, Standard Deviation 0.53 each).

They also agree that when people can decide for themselves about learning, they learn more and get better results, Mean 4.0 for total respondents, 4.07 for administrative respondents and 3.98 for non-administrative/ technical respondents, Standard Deviation 0.73 for administrative respondents and 0.74 for non-administrative/ technical respondents).

At a little lower extent, the respondents agree that their employer offers such attractive learning opportunities that most of us do really want to take them up (Mean 3.73 for total respondents). This is particularly the case among the non-administrative/ technical respondents (Mean 3.78, Standard Deviation 0.79). This is followed by the notion that everyone has to keep on learning because otherwise they risk becoming unemployed. This is particularly the case among the administrative respondents. Meanwhile, the respondents strongly disagree that there is no need to carry on learning once you have finished your initial education and training. This is particularly the case among those in the administrative position, as shown in Figure A15.

Figure A15



- Note:
- q13.1 = Learning inevitably contributes to the productivity and output of employees
 - q13.2 = Everyone has to keep on learning because otherwise they risk becoming unemployed
 - q13.3 = My employer offers such attractive learning opportunities that most of us do really want to take them up
 - q13.4 = People who do not keep up their learning should be punished by their employer
 - q13.5 = The more you force people to learn, the less they will want to learn and the worse the results will be
 - q13.6 = In my organisation, everyone expects you to take courses sometimes
 - q13.7 = When people can decide for themselves about learning, they learn more and get better results
 - q13.8 = Most employers insist that their employees follow training courses at regular intervals
 - q13.9 = Everyone has to keep on learning because society expects it
 - q13.10 = There is no need to carry on learning once you have finished your initial education and training

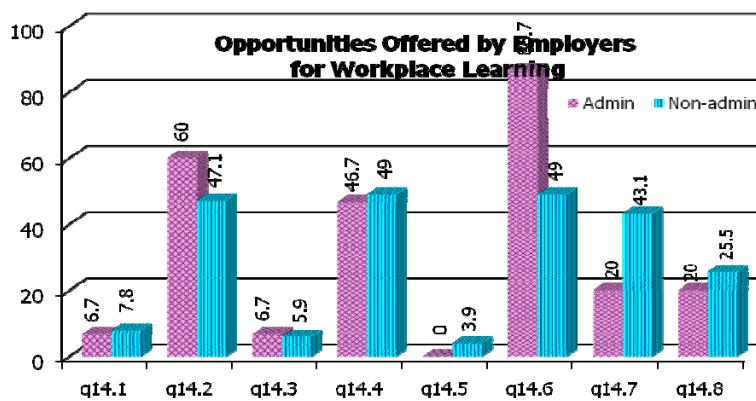
The study is of the notion that employers may offer their employees opportunities for work-related education and training that takes place at the workplace. Accordingly, it seeks to investigate what kinds of opportunities the employer offers to the respondents. Eight choices of answers are provided to the respondents. They are: My employer offers no opportunities at all for learning at the workplace; Courses that are held in special places on the company premises to improve job related knowledge and skills; Courses offered by trade unions or staff associations to improve knowledge about employees' rights; Courses to make sure that all employees have basic skills

(literacy and numeracy); E-Learning courses that employees can follow at their desk;

Short workshops/seminars now and again that last for one day or less; Spontaneous meetings with your colleagues to resolve new and special issues and problems; and Manuals and materials that you can use to learn about new equipment, software and procedures.

As shown in Figure A16, the employers in the automotive parts industry are offers different courses to the employees. The most popular approach is the short workshops/seminars now and again that last for one day or less, followed by courses that are held in special places on the company premises to improve job related knowledge and skills, courses to make sure that all employees have basic skills, spontaneous meetings with your colleagues to resolve new and special issues and problems, respectively. The short workshops/seminars now and again that last for one day or less, and the courses that are held in special places on the company premises to improve job related knowledge and skills are particularly of a higher proportion for the administrative than the non-administrative/ technical respondents. It is the other way around for the courses to make sure that all employees have basic skills, and the spontaneous meetings with your colleagues to resolve new and special issues and problems.

Figure A16

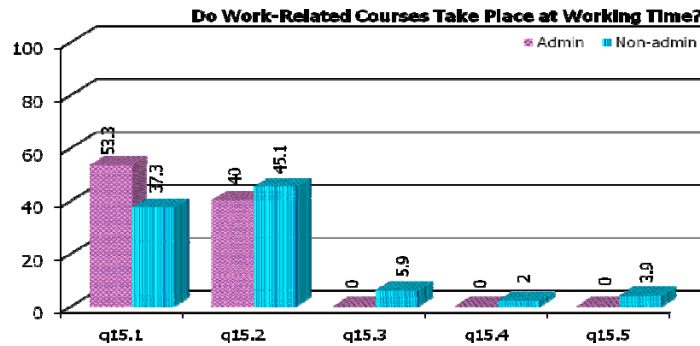


- Note:
- q14.1 = My employer offers no opportunities at all for learning at the workplace
 - q14.2 = Courses that are held in special places on the company premises to improve job related knowledge and skills
 - q14.3 = Courses offered by trade unions or staff associations to improve knowledge about employees' rights
 - q14.4 = Courses to make sure that all employees have basic skills (literacy and numeracy)
 - q14.5 = E-Learning courses that employees can follow at their desk
 - q14.6 = Short workshops/seminars now and again that last for one day or less
 - q14.7 = Spontaneous meetings with your colleagues to resolve new and special issues and problems
 - q14.8 = Manuals and materials that you can use to learn about new equipment, software and procedures

The study is keen to learn if work-related courses in the automotive parts industry take place in working time. It finds that the respondents in the administrative position mainly take part in work-related courses in working time (53.3%). The study also finds a higher proportion of the respondents in the non-administrative/ technical position reporting “More often than not in working time” (45.1%) than the

administrative one (40%). Yet, there is some non-administrative/ technical reporting that they have not taken part in any work-related courses, as shown in Figure A17.

Figure A17



Note: q15.1 = Yes, always in working time
 q15.2 = More often than not in working time
 q15.3 = Usually outside working time
 q15.4 = Always outside working time
 q15.5 = I have not taken part in any work-related courses

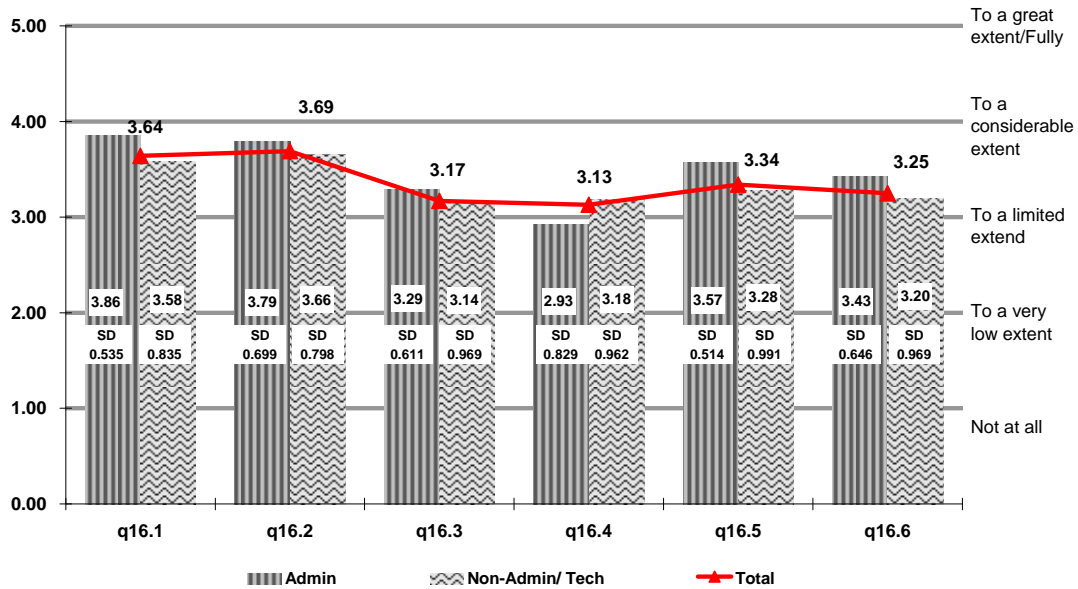
The role of employers in the provision of learning opportunities is also investigated, from the employees' perception. Accordingly, these choices of answer are put in the questionnaire: offers a lot of learning opportunities compared with other similar employers in my kind of work; offers me more learning opportunities compared with employees at lower levels of the organisation/company; makes it clear to me that I should follow certain courses; leaves it up to me to decide what courses I will follow; tries to make sure that there's enough time and space for employees to learn in working time; and gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation).

As shown in Figure A18, the statements with which the respondents most frequently agree is that the employer offers them more learning opportunities compared with employees at lower levels of the organisation/company, Mean 3.69 for total respondents, 3.79 for administrative respondents, and 3.66 for non-administrative/ technical respondents, Standard Deviation 0.7 for administrative respondents, and 0.78 for non-administrative/ technical respondents. This is closely followed by the notion that the employer offers a lot of learning opportunities compared with other similar employers in their kind of work, Mean 3.64 for total respondents, 3.86 for administrative respondents, and 3.58 for non-administrative/ technical respondents, Standard Deviation 0.64 for administrative respondents, and 3.84 for non-administrative/ technical respondents.

The next frequently agreed statement is that the employer tries to make sure that there's enough time and space for employees to learn in working time. The statement is found with a 3.34 mean score for total respondents, 3.57 for administrative respondents, and 3.28 for non-administrative/ technical respondents, Standard Deviation 0.6 for administrative respondents, and 0.9 for non-administrative/ technical respondents.

Figure A18

Role of Employers (Mean)



- Note:
- q16.1 = offers a lot of learning opportunities compared with other similar employers in my kind of work
 - q16.2 = offers me more learning opportunities compared with employees at lower levels of the organisation/company
 - q16.3 = makes it clear to me that I should follow certain courses
 - q16.4 = leaves it up to me to decide what courses I will follow
 - q16.5 = tries to make sure that there's enough time and space for employees to learn in working time
 - q16.6 = gives recognition to employees who improve their knowledge and skills

In recognition that employers may respond differently if the employees decide themselves to pursue work-related learning. The following six choices of answer are provided for the respondents to reflect their own experience: If it takes place in working hours, my employer wants to see its relevance for my job; If it costs a lot, my employer expects me to show why it is important for my job; My employer never

agrees to my participation in work-related courses; My employer only lets me

participate when the course is required by the organization; My employer is open to

all sorts of proposals for work-related learning; and My employer is willing to support

work-related learning, but only when it leads to a recognised qualification.

Figure A19 suggests that the most popular choice of answer is that if it takes place in working hours, their employer would want to see its relevance for their job. Such a statement is found with a 3.83 mean score for total respondents, 3.92 for administrative respondents, and 3.81 for non-administrative/ technical respondents, Standard Deviation 0.5 for administrative respondents, and 0.8 for non-administrative/ technical respondents.

This is closely followed by the notion that if it costs a lot, their employer expects them to show why it is important for their job, that that employer is open to all sorts

of proposals for work-related learning; and that their employer is willing to support

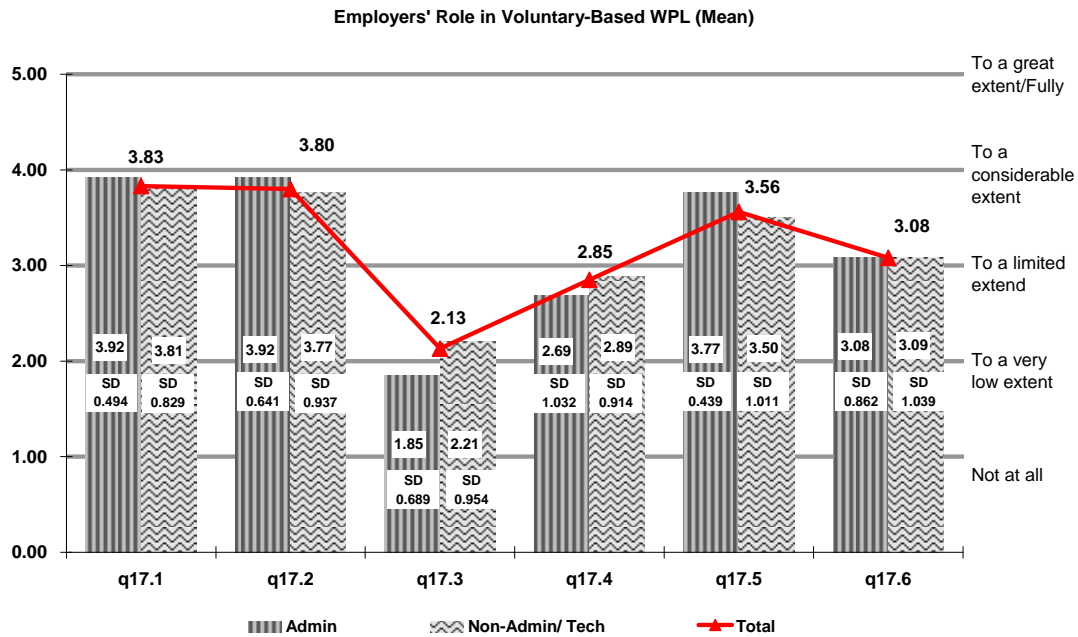
work-related learning, but only when it leads to a recognised qualification,

respectively. One may note that it is not quite the case in the automotive parts

industry that their employer never agrees to their participation in work-related

courses. Such a statement is found with a mean score of 2.13 for total respondents, 1.85 for administrative, and 2.21 for non-administrative/ technical respondents, Standard Deviation 0.7 for administrative respondents, and 0.9 for non-administrative/ technical respondents.

Figure A19



Note: q17.1 = If it takes place in working hours, my employer wants to see its relevance for my job
 q17.2 = If it costs a lot, my employer expects me to show why it is important for my job

q17.3 = My employer never agrees to my participation in work-related courses

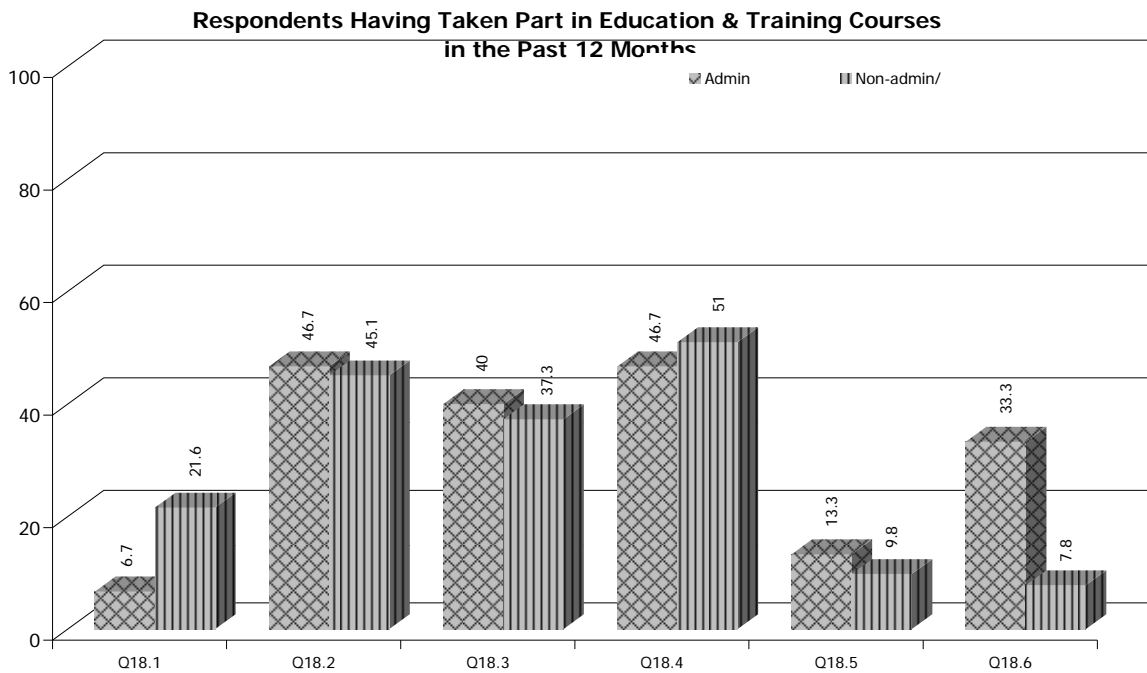
q17.4 = My employer only lets me participate when the course is required by the organization

q17.5 = My employer is open to all sorts of proposals for work-related learning

q17.6 = My employer is willing to support work-related learning, but only when it leads to a recognised qualification.

Nearly half of the administrative respondents reporting that, in the past twelve months, they have taken part in education and training courses that their employer required of them (46.7%). This is of an equal share with those reporting to have taken courses they chose and their employer supported in some way (46.7%), followed by those advised to them by their employer (40%). This compares to 51% of the non-administrative/ technical respondents taken part in education and training courses that their employer required of them, and 45% taking courses they chose and their employer supported in some way, 40% taking courses advised by their employer. Meanwhile, there are almost 22% of the non-administrative and 6.7% of the administrative respondents taking no education and training courses of any kind, (see Figure A20).

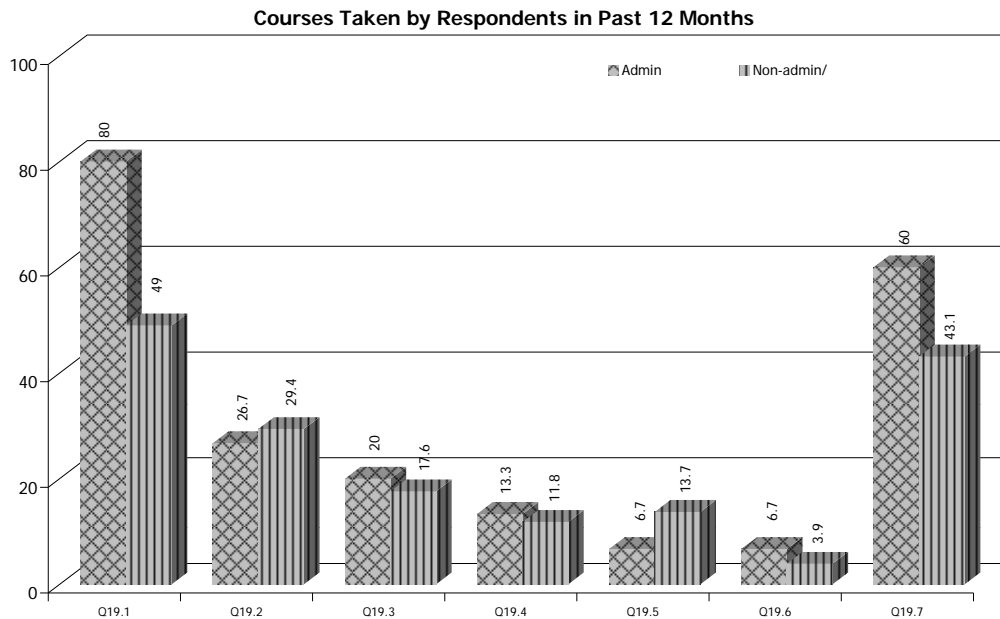
Figure A20



Note: Q18.1 = No, I have not followed any education and training courses of any kind
 Q18.2 = my employer required of me
 Q18.3 = my employer advised to me
 Q18.4 = I chose and my employer supported in some way
 Q18.5 = I chose to follow in my own time and which were not supported by my employer
 Q18.6 = I chose to follow for purely personal reasons

Figure A21 shows that the courses taken by the respondents in the past twelve months are more directly or closely related to their current job (56.1%) and those related to their job as well as to my personal development (47%) than those related to a job I would like to have in the future (28.8%), or those related to more general employment and work conditions issues affecting all people in paid work (18.2%). The former two and the latter experiences are more found among the administrative than non-administrative/ technical respondents. It is the other way around for those related to a job I would like to have in the future. A very small proportion of the respondents are identified of having taken courses useful for their work, but not really essential and those not really work-related, and just for personal pleasure, respectively. There are more respondents in the non-administrative/ technical than the administration positions taking courses that are not really work-related.

Figure A21



Note: Q19.1 = directly or closely related to my current job
 Q19.2 = related to a job I would like to have in the future
 Q19.3 = related to more general employment and work conditions issues affecting all people in paid work
 Q19.4 = useful for my work, but not really essential
 Q19.5 = not really work - related, more for my general education
 Q19.6 = just for personal pleasure
 Q19.7 = related to my job as well as to my personal development.

The study is of the notion that sometimes employees are required to take work-related courses. It, then, seeks to investigate what kind of learning the respondents are required to pursue since they have been with their current employer. Eleven choices of learning are provided for the respondents to identify from the questionnaire. They

are: I have never taken part in any work-related courses since I have been working

here; I have not been required to take any work-related courses; Induction course for

new employees; Preparation course for a promotion or a new post in the organization; Training related to technological or organisational change (e.g. new equipment, new procedures, restructuring of departments); Regular training courses provided by my

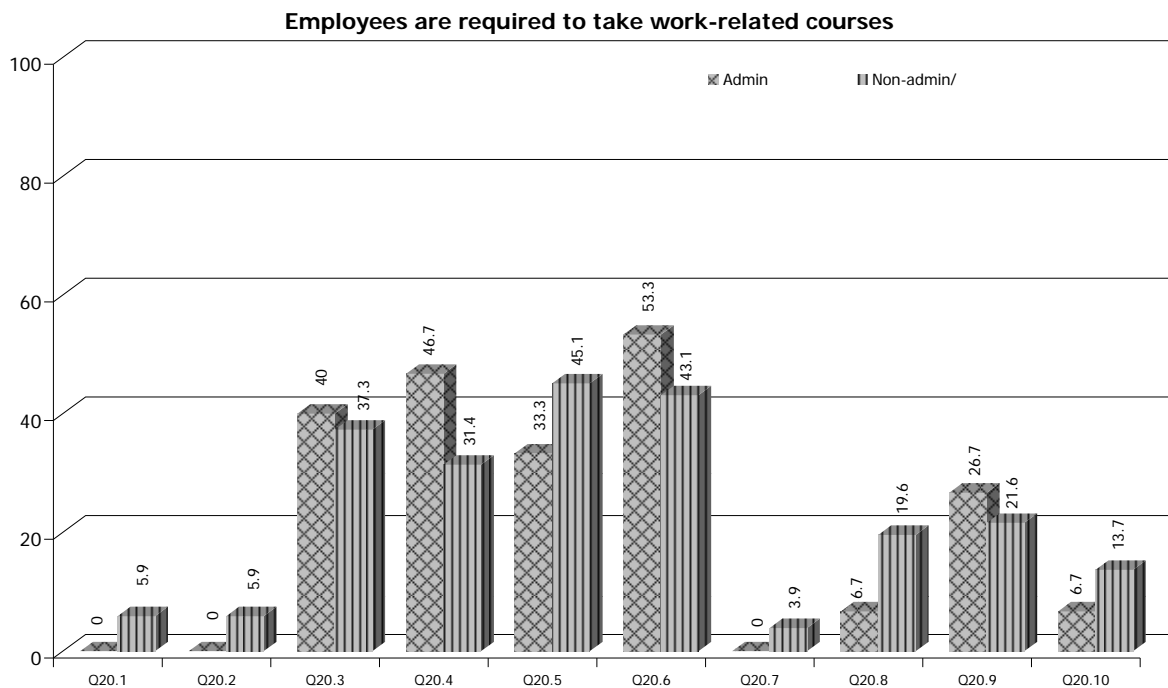
employer at the workplace; E-learning modules that employees can follow at their

desk or at home; Short workshops/seminars lasting one day or less in my department/section; General courses to improve my basic skills; Courses leading to a

formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics, universities or private training companies; and others.

Figure A22 shows that among those required to take work-related courses, there is a relative high proportion of regular training courses provided by my employer at the workplace (45.5%), followed by training related to technological or organizational change, induction course for new employees, preparation course for a promotion or a new post in the organization, general courses to improve my basic skills, and those leading to a formal qualification, respectively. This is particularly the case among the administrative respondents, except for training related to technological or organizational change and courses leading to a formal qualification, in which the case of the non-administrative/ technical respondents is more revealing.

Figure A22



Note: q20.1 = I have never taken part in any work-related courses since I have been working here

q20.2 = I have not been required to take any work-related courses

q20.3 = Induction course for new employees

q20.4 = Preparation course for a promotion or a new post in the organization

q20.5 = Training related to technological or organisational change

q20.6 = Regular training courses provided by my employer at the workplace

q20.7 = E-learning modules that employees can follow at their desk or at home

q20.8 = Short workshops/seminars lasting one day or less in my department/section

q20.9 = General courses to improve my basic skills

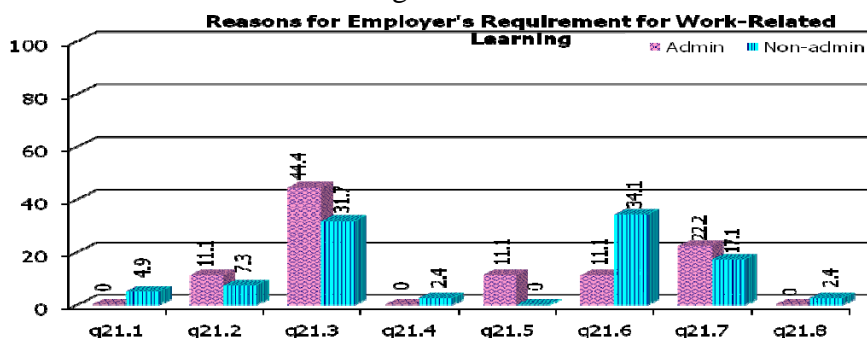
q20.10 = Courses leading to a formal qualification provided by colleges, polytechnics, universities or private training companies

q20.11 = Other.

So as to learn of the reason for the employer to require the employees in the automotive parts industry to pursue work-related learning, eight options are provided for the respondents to choose. They are: It is a formal requirement – if I do not do so, I will lose my job; If I do not do so, I cannot expect to get promotion; It isn't really an obligation, but my boss strongly advised me to do so; There's a lot of pressure on employees to take part, although it's not really compulsory; Most of my colleagues take part, so I think I ought to as well; It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date; It wasn't my employer who required me to do so – it was myself, because I really wanted to learn; and I don't know why it is required; I just did what I was told to do

The study finds various reasons for the employer in this automotive parts sector to require the respondents to pursue work-related learning. As shown in Figure A23, it isn't mainly an obligation or compulsory, but the respondents are strongly advised by their boss to do so (34.0%). This is followed by the notions that the respondents know that they need to keep their knowledge and skills up to date (30%), and that it was the respondents themselves who really wanted to learn (18%). Among the administrative respondents, the strong advice by the boss is more of the case, followed by their own desire. Meanwhile, the need to keep their knowledge and skills up to date are more of the reason among the non-administrative/ technical respondents than the strong advice by the boss.

Figure A23



- Note:
- q21.1 = It is a formal requirement – if I do not do so, I will lose my job
 - q21.2 = If I do not do so, I cannot expect to get promotion
 - q21.3 = It isn't really an obligation, but my boss strongly advised me to do so
 - q21.4 = There's a lot of pressure on employees to take part, although it's not really compulsory
 - q21.5 = Most of my colleagues take part, so I think I ought to as well
 - q21.6 = It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date

q21.7 = It wasn't my employer who required me to do so – it was myself, because I really wanted to learn
q21.8 = I don't know why it is required; I just did what I was told to do

Against the notion that sometimes people decide for themselves to take work-related courses. This study, accordingly, seeks to investigate the kinds of learning the respondents have chosen to pursue since they have been with their current employer. The following ten choices of answer are provided in the questionnaire: “I have not

chosen to pursue any work-related courses;” “Induction course for new employees;”

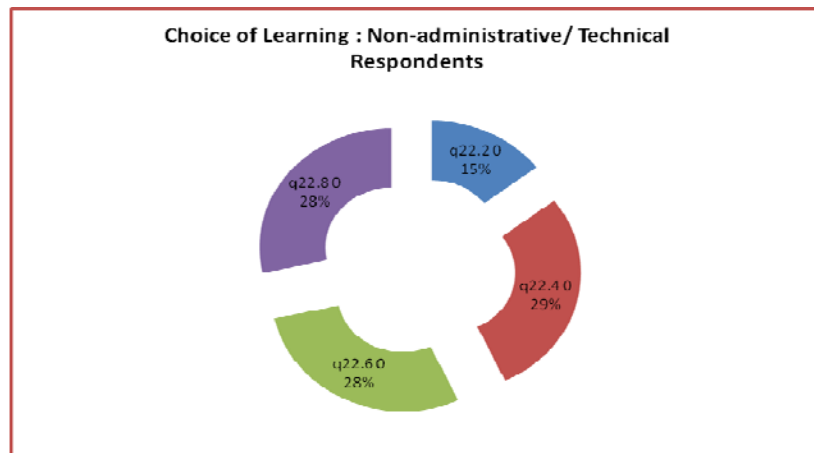
“Preparation course for a promotion or a new post in the organization;” “Regular

training courses provided by my employer at the workplace;” “E-learning modules

that employees can follow at their desk or at home;” “Short workshops/seminars lasting one day or less in my department/section;” “General education courses to improve my basic skills;” “Courses leading to a formal qualification provided by colleges, polytechnics or universities;” “Other.” As in other questions, during the data processing, each choice of answer is given a variable code. In this case, the codes are q22.10, q22.20, q22.30, q22.40, q22.50, q22.60, q22.70, q22.80, q22.90, and q22.100, respectively.

As shown in Figure A24, only non-administrative/technical respondents give answers to this part of the questionnaire; and only four choices of answer are provided. They are: Induction course for new employees (q22.20); Regular training courses provided by my employer at the workplace (q22.40); Short workshops/seminars lasting one day or less in my department/section (q22.60); and Courses leading to a formal qualification provided by colleges, polytechnics or universities (q22.80). The latter three answers are of an approximately share of 28-29%, while the induction course for new employees is 15%.

Figure A24



Note: q22.2 = Induction course for new employees
q22.4 = Regular training courses provided by my employer at the workplace
q22.6 = Short workshops/seminars lasting one day or less in my department/section
q22.8 = Courses leading to a formal qualification provided by colleges, polytechnics or universities

As shown in Figure A25, the workplace learning activities are mainly perceived to be

set up in a top-down way, followed by those imposed on everyone by the

management, help employees to do their jobs better, enable employees to come up with good ideas to improve their work, mostly enjoyed by participants, respectively. Most of those notions are particularly share among the administrative respondents. Meanwhile, the non-administrative/ technical respondents are more of the opinion than the administrative that their workplace learning activities are mostly strategic in nature. All the above notions are expressed almost up to a-considerable-extent level, on average.

According to both the administrative and non-administrative/ technical respondents, the support and engagement from employees in workplace learning activities is not very strong. This reflects from the degree of agreement to the notions, which remains only up to a limited extent level. In this regards, the statements with which the respondents most frequently agree is that workplace learning activities are set up in a

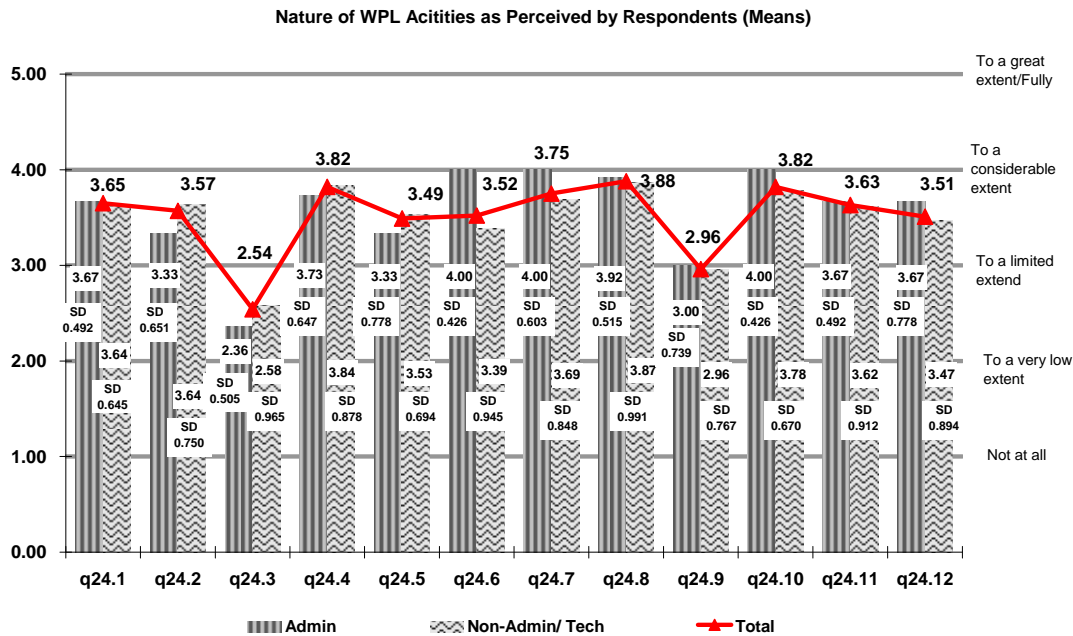
top-down way. It is found with a mean score of 3.88 for total respondents, 3.92 for

administrative, and 3.87 for non-administrative/ technical respondents, Standard Deviation 0.5 for administrative and 0.9 for non-administrative/ technical respondents.

Figure A25 also confirms such earlier finding that the employees in the automotive parts industry have not played much a role in setting up workplace learning activities. This reflects from the least frequent agreed statement that the workplace learning

activities are mainly set up by the employees themselves. Such a statement is found with a mean score of 2.54 for total respondents, 2.36 for administrative, and 2.58 for non-administrative/ technical respondents, Standard Deviation 0.5 for administrative and 0.9 for non-administrative/ technical respondents.

Figure A25



- Note:
- q24.1 = are mostly enjoyed by participants
 - q24.2 = are mostly strategic in nature
 - q24.3 = are mainly set up by the employees themselves
 - q24.4 = are imposed on everyone by the management
 - q24.5 = focus on knowledge and skills, not on how employees behave
 - q24.6 = focus on the qualities of individual participants
 - q24.7 = enable employees to come up with good ideas to improve their work

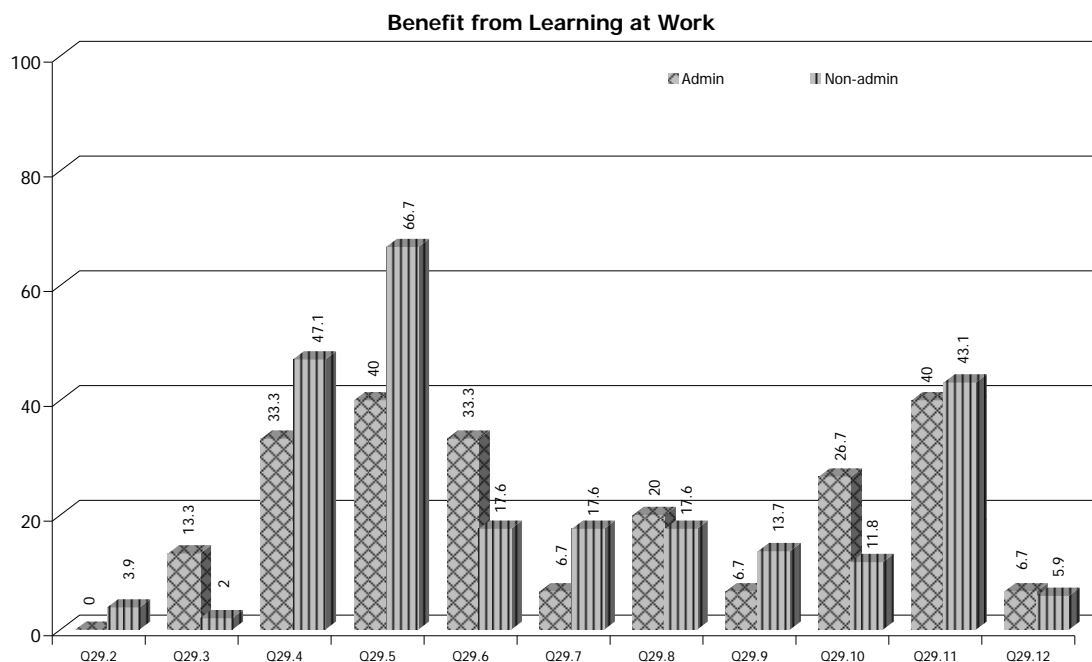
 - q24.8 = are set up in a top-down way

 - q24.9 = receive strong support and engagement from employees
 - q24.10 = help employees to do their jobs better
 - q24.11 = reflect the fact that individual exchange of knowledge and experience is important
 - q24.12 = are something emotionally important for the participants

The study also seeks to learn if the respondents have learned at work or have benefited from workplace learning at all, and if so, in what terms. Twelve options of answer are provided in the questionnaire for the respondents to choose from their own perspective and at their own will. They are: I have not learned at work; I do not think I have benefited at all; salary rise; sense of autonomy and judgement; doing my job better; work and career motivation; job security; confidence and self - respect; appreciation and recognition from colleagues; sense of belonging to the organization; personal growth and self - identity; and promotion.

To the respondents themselves, the benefits are mainly in terms of their job performance, sense of autonomy and judgement, as well as personal growth/self-identity. Job performance is particularly revealing (66.7%) among the non-administrative/ technical respondents, followed by the sense of autonomy and judgement (47.1%), personal growth and self-identity (43.1%), respectively. Meanwhile, job performance and personal growth/self-identity occupy an equal share of 40%, followed by the sense of autonomy and judgement (33.3%), sense of belonging to the organization (26.7%), confidence and self-respect (20.0%), and salary rise (13.3%). To the non-administrative/ technical respondents, there is an equal share of expression (17.6%) in terms of confidence and self-respect, work and career motivation, and job security, while the sense of belonging to the organization and the salary rising stand at 13.7% and only 2%, respectively. Promotion is of a relatively low share for both administrative and non-administrative/technical respondents. Yet, 3.9% of the latter consider that they have gained no benefit from learning at work, see Figure A26.

Figure A26



- Note:
- Q29.1 = I have not learned at work
 - Q29.2 = I do not think I have benefited at all
 - Q29.3 = Salary rise
 - Q29.4 = Sense of autonomy and judgement
 - Q29.5 = Doing my job better
 - Q29.6 = Work and career motivation
 - Q29.7 = Job security
 - Q29.8 = Confidence and self - respect
 - Q29.9 = Appreciation and recognition from colleagues
 - Q29.10 = Sense of belonging to the organisation
 - Q29.11 = Personal growth and self - identity
 - Q29.12 = Promotion

Hotel Industry

The workplaces participating in this survey are of different types. 86% of the respondents belong to a private-sector company. The rest are working in a joint venture enterprise and for a non-profit making employer, with an equal proportion of 7% each (Figure H1). The organization itself is of a varied size, ranging from big to small size, while the medium size is found to hold a relatively large proportion (56%). Those from a small firm account for only 1% of the total respondents (Figure H2).

Figure H1

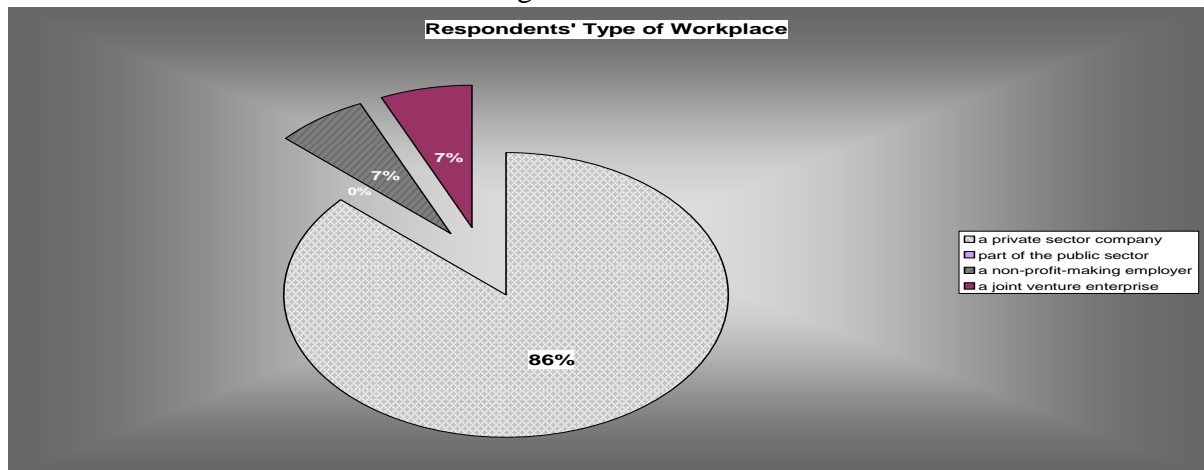


Figure H2

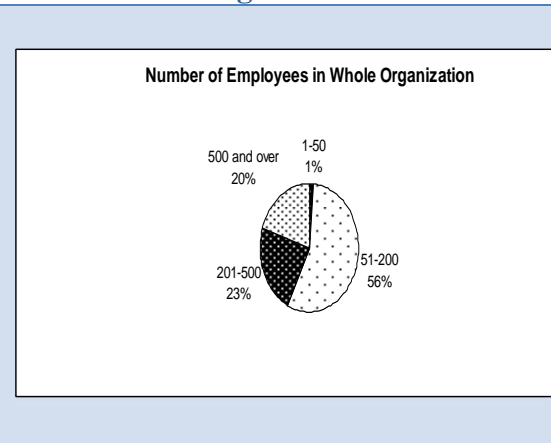


Figure H3

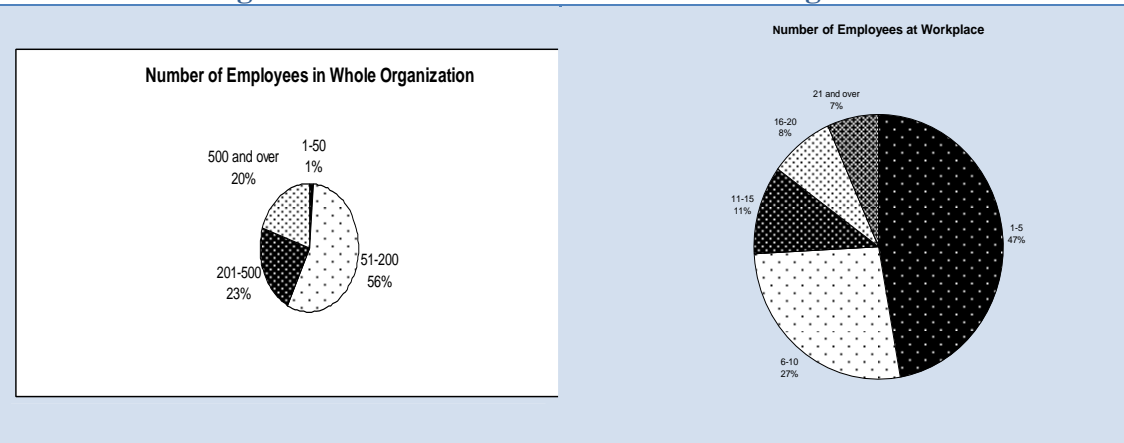


Figure H3 shows that the particular workplace of the respondents is of a varied size, ranging from 1-5 employees to 21 and over. There are 78 respondents participating in this study. Nearly half of the respondents are working in a workplace of 1-5 employees, followed by that having 6-10 employees (27%), 11-15 employees (11%), 16-20 employees (8%), and more than 2 employees (27%), respectively. According to Figure H4, the majority of the respondents are holding a non-administrative/technical job, while those carrying out an administrative job account for 15% of all respondents in this hotel industry. 63.6% of the administrative and 44.4% of the non-administrative/technical respondents are working in a small workplace, with 1-5

employees, followed by those in the category of 6-10, and 11-15 employees, respectively, as shown in Figure H5.

Figure H4

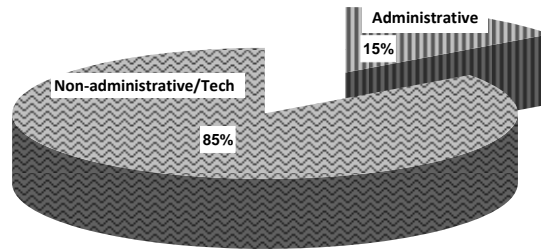
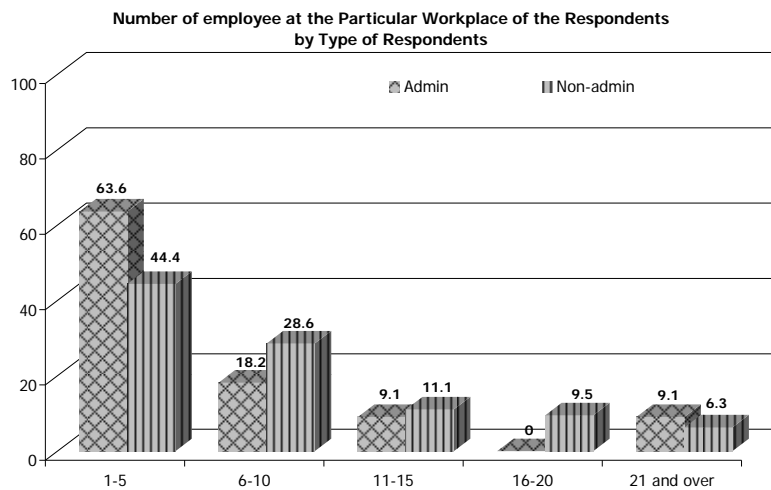


Figure H5



According to Figures H6 and H7, the respondents are mainly full-time workers earning £480 per week. Only 4.4% of the respondents in the non-administrative/technical position and 25% of the administrative respondents have earned more than £600 per week. The majority of the respondents have been in the particular job for more than one year. The non-administrative/technical respondents are of a higher proportion to have been in the particular job for five years (42.6%) and over than those in the administrative position (10.0%), as shown in Figure H8.

Figure H6

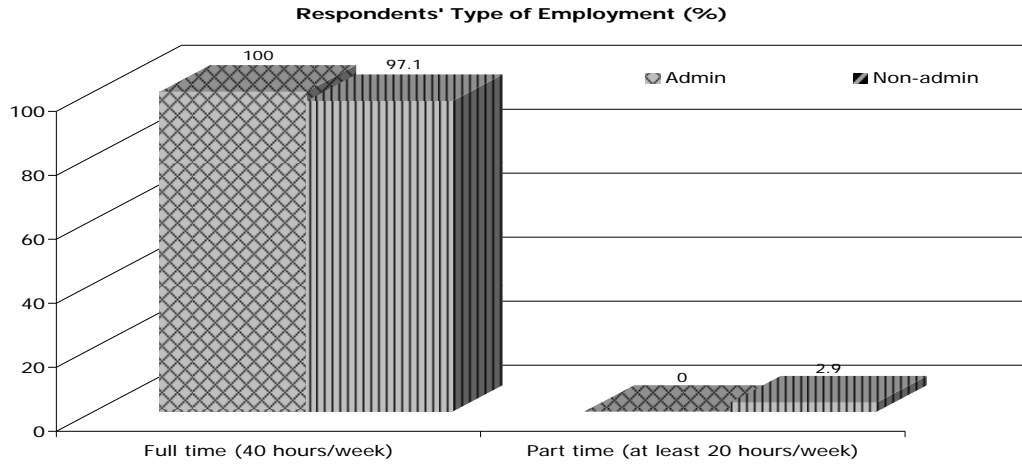


Figure H7

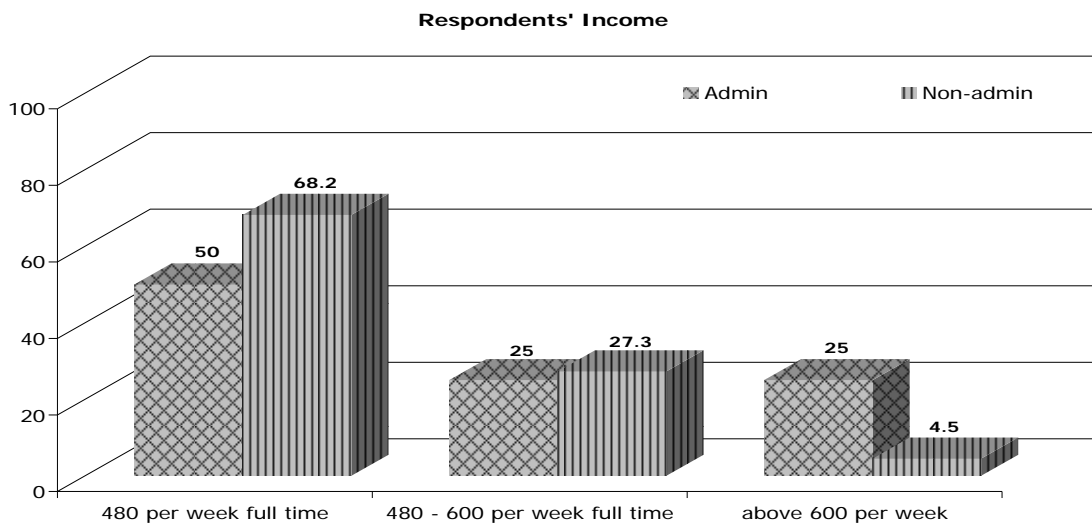
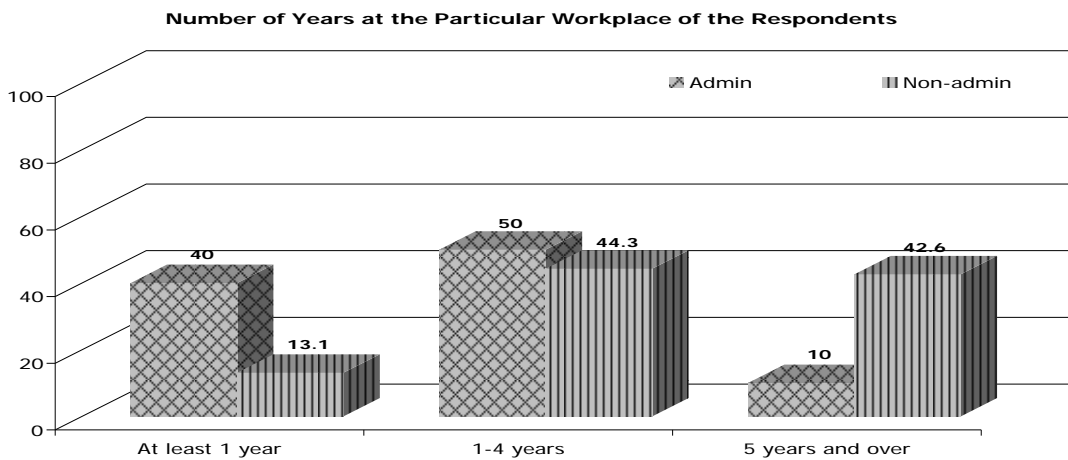
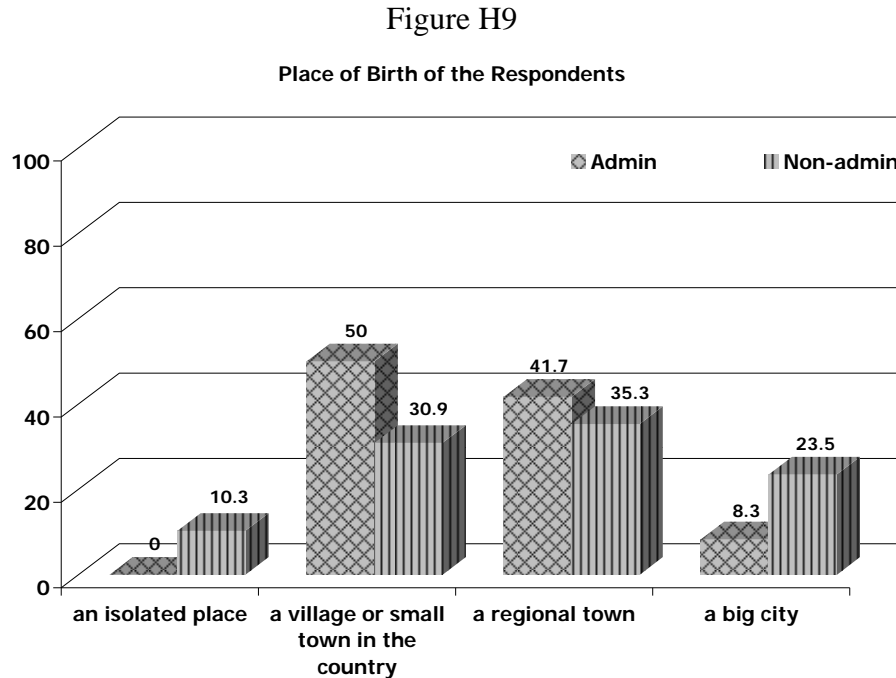


Figure H8



Those from a big city are of the highest proportion, 61.5% in the case of the administrative and 48.9% in the case of the non-administrative respondents. This compares to 15.4% and 12.8% of the respective respondents from an isolated place (Figure H9).



The majority of the respondents have completed education at least at the bachelor degree level. 70.6% of those in the non-administrative/ technical job and 58.3% of the administrative respondents have attained a university B.A. or M.A./tertiary. This compares to 25% of the administrative and 14.7% of the non-administrative/ technical respondents with a Ph.D. degree, and 1.5% of the latter having completed a lower-secondary-school level. More than 80% of the respondents - - administrative and non-administrative/ technical- - have higher education and training than their parents, according to Figure H10 and Table H1, respectively.

Figure H10

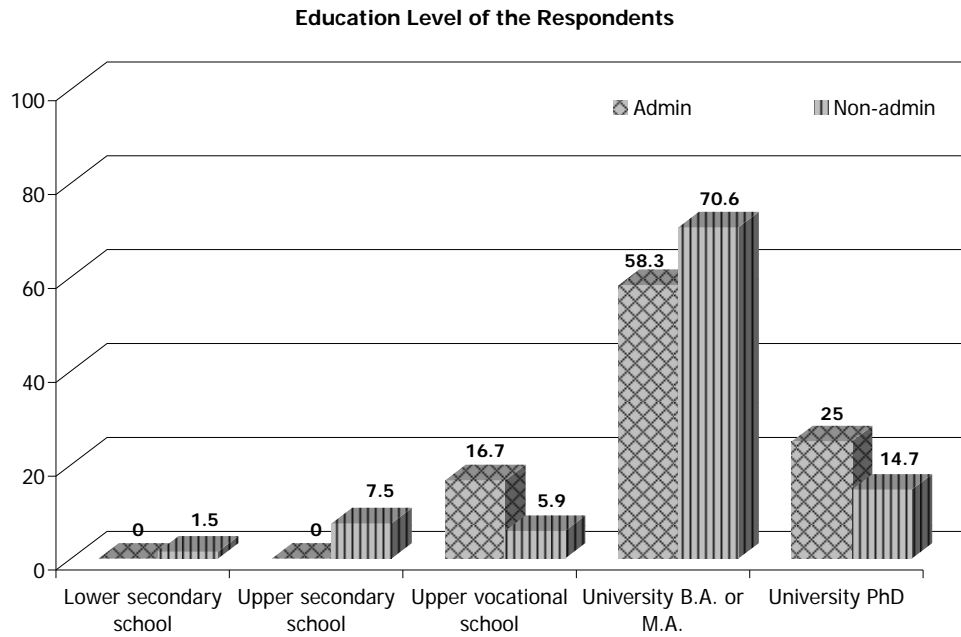


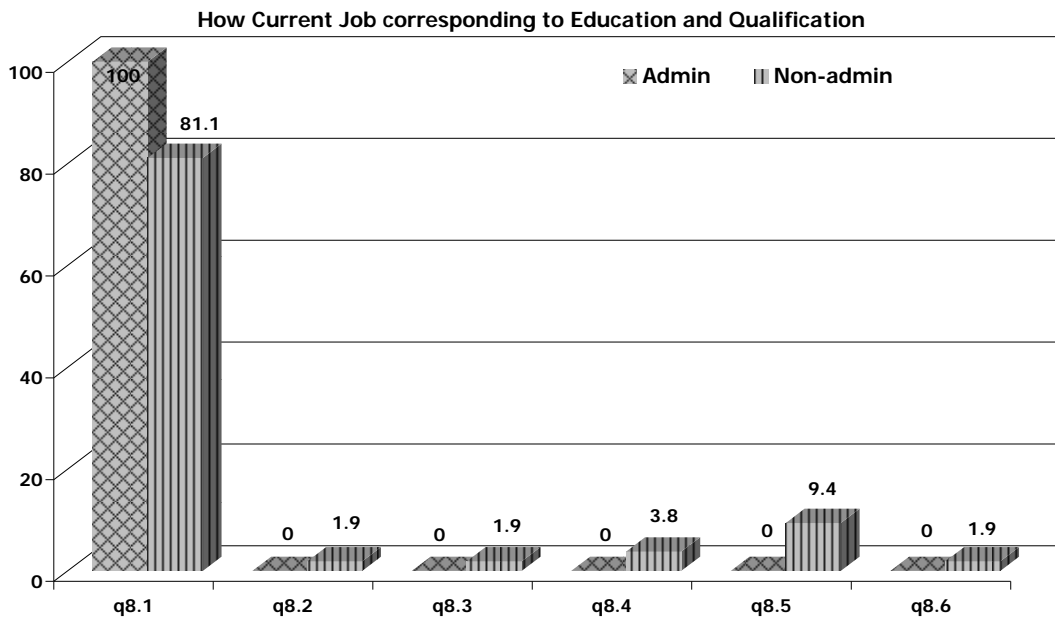
Table H1
Education Level of the Respondents' Parents

	Admin % (N)	Non-admin/ Technical %(N)
<i>My mother completed ...</i>		
more education and training than I have	8.3	2.9
less education and training than I have	83.3	83.8
the same level of education and training as me	8.3	4.4
I do not know what education s/he completed	-	8.8
Total	100.0 (12)	100.0 (68)
<i>My father completed ...</i>		
more education and training than I have	8.3	-
less education and training than I have	83.3	86.8
the same level of education and training as me	8.3	5.9
I do not know what education he completed	-	7.4
Total	100.0 (12)	100.0 (68)

As shown in Figure H11, all of the administrative respondents and almost all of those in the non-administrative/ technical positions (81.1%) consider their current job matching well with their education and qualification. 9.4% of the non-administrative/ technical respondents report that it doesn't matter what education and qualification one may have in their job. 3.8% of them are of the opinion that they are better educated and qualified than most people in the kind of job. There are a very small proportion of the respondents in the non-administrative/ technical positions thinking

that they are educated and qualified for a different occupation, and that they have a job that usually demands better education and qualification than I have.

Figure H11

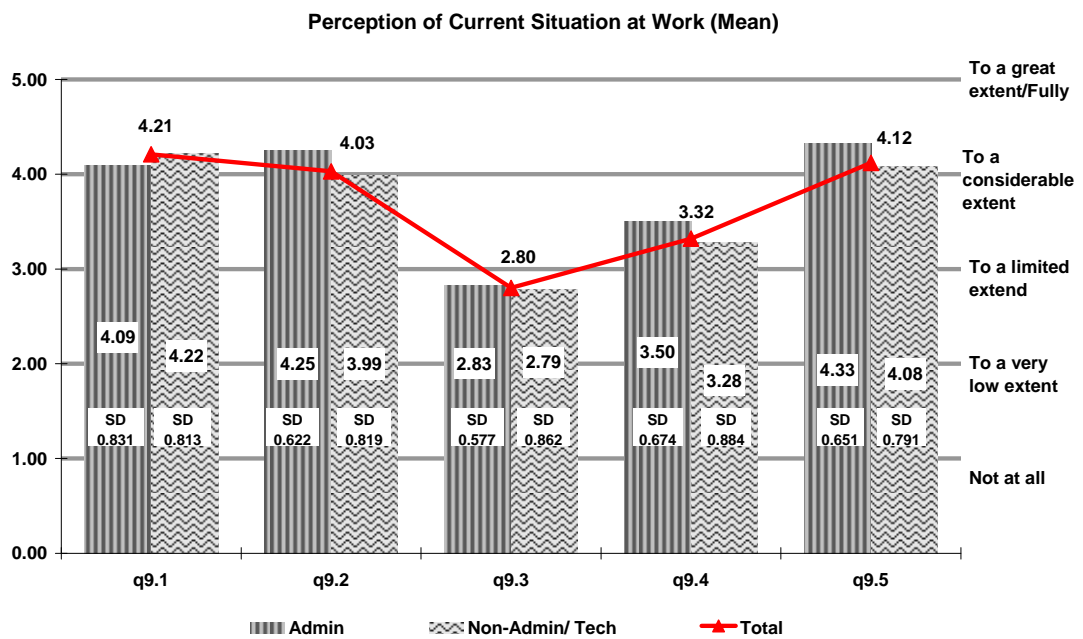


Note: q8.1 = Yes, they match well
 q8.2 = Not really – I am educated and qualified for a different occupation
 q8.3 = I have a job that usually demands better education and qualification than I have
 q8.4 = I am better educated and qualified than most people in the kind of job than I have
 q8.5 = In my job, it doesn't matter what education and qualification you have
 q8.6 = I don't know

The statements with which the respondents most frequently agree is: “I work only for the reason that my work provides the means to survive.” It is found with a mean score of 4.21 for total respondents, 4.09 for administrative and 4.22 for non-administrative/ technical respondents, Standard Deviation 0.88 for administrative and 0.81 for non-administrative/ technical respondents). This is closely followed by the notion that the work they are doing makes them feel good, a mean score of 4.12 for total respondents, 4.33 for administrative and 4.08 for non-administrative/ technical respondents, Standard Deviation 0.66 for administrative and 0.78 for non-administrative/ technical respondents. The next frequently agreed statement is that “I feel appreciation for the work I'm doing, a mean score of 4.03 for total respondents, 4.25 for administrative and 3.99 for non-administrative/ technical respondents, Standard Deviation 0.62 for administrative and 0.82 for non-administrative/ technical respondents).

The statement which is found with the least frequency of agreement is that “I have more financial satisfaction than personal satisfaction from my work,” a mean score of 2.80 for total respondents, 2.83 for administrative and 2.79 for non-administrative/ technical respondents, Standard Deviation 0.67 for administrative and 0.86 for non-administrative/ technical respondents, as shown in Figure H12.

Figure H12



Note: q9.1 = I work only for the reason that my work provides the means to survive
 q9.2 = The work I'm doing makes me feel good
 q9.3 = I have more financial satisfaction than personal satisfaction from my work
 q9.4 = I have more personal satisfaction than financial satisfaction from my work
 q9.5 = I feel appreciation for the work I'm doing
 SD = Standard Deviation

The study seeks to investigate how the respondents think about learning at work. The following statements are accordingly provided for them to express their opinion if they agree or disagree with each of them: Learning is always necessary, but it might not always be what you might choose to do yourself; When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job; Employers have the right to insist that employees follow certain courses and obtain certain qualifications; 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; It's no good waiting for people to

decide for themselves – you have to make people learn, whether they want to or not; 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; The

trouble with work-based learning is that it's not really something people want to do,

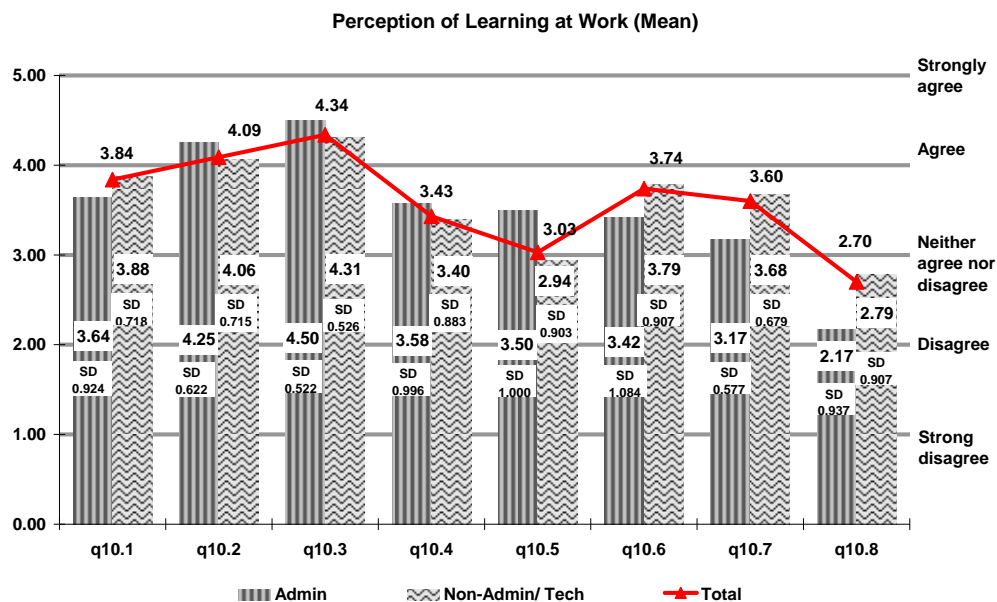
but something they think they ought to do; People learn best whilst they are just doing their jobs – they don't have to take courses to learn more and do their jobs well.

Figure H13 shows that the statement which the respondents most frequently agree is “Employers have the right to insist that employees follow certain courses and obtain certain qualifications.” It is identified with a mean score of 4.34 for total respondent, 4.50 for administrative and 4.31 for non-administrative/ technical respondents, Standard Deviation 0.52 for administrative and 0.53 for non-administrative/ technical respondents. This followed by the notion that “When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.” It is found with a mean score of 4.09 for total respondent, 4.25 for administrative and 4.06 for non-administrative/ technical respondents, Standard Deviation 0.62 for administrative and 0.71 for non-administrative/ technical respondents.

The third frequently agreed statement is that “Learning is always necessary, but it might not always be what you might choose to do yourself.” It is found with a mean score of 3.84 for total respondent, 3.64 for administrative and 3.88 for non-administrative/ technical respondents, Standard Deviation 0.92 for administrative and 0.73 for non-administrative/ technical respondents.

The respondents disagree with the notion that “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. It is identified with a mean score of 2.70 for total respondent, 2.17 for administrative and 2.79 for non-administrative/ technical respondents, Standard Deviation 0.94 for administrative and 0.91 for non-administrative/ technical respondents.

Figure H13



- Note:
- q10.1 = Learning is always necessary, but it might not always be what you might choose to do yourself;
 - q10.2 = When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job;
 - q10.3 = Employers have the right to insist that employees follow certain courses and obtain certain qualifications;
 - q10.4 = 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;

q10.5 = It's no good waiting for people to decide for themselves – you have to make people learn, whether they want to or not;

q10.6 = 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;

q10.7 = 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;

q10.8 = 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.

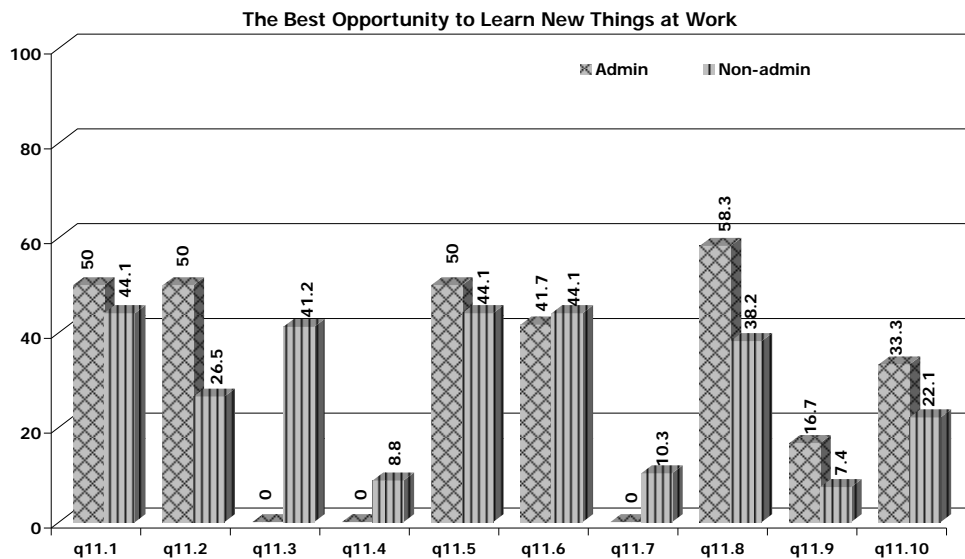
The study is of the notion that people can learn new things in different situations. Accordingly, the survey is seeking to learn of their perception in terms of approaches that offer the best opportunity to learn new things at work. Twelve choices of answers are provided in the questionnaires. They are: when something unexpected is happening and you try to manage by trying things out; when observing and analysing situations (e.g. in meetings at work); when doing things you are not familiar with (e.g. using new machines or equipment); just by looking at how people do things and imitating them; when you hear something that draws your interest and you start looking for more information about it; when coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries); when doing things together with colleagues (e.g. organising a celebration); When leading other people and telling/teaching them what to do; when you are given a goal to achieve at work; when you remember mistakes you have made in the past and you try not to repeat them; other; and I don't really know how I learn at work.

Eleven out of twelve choices are chosen by the respondents, albeit at a different level of agreement, as shown in Figure H14. The study finds the following approach securing the most popularity among the administrative respondents as the best opportunity to learn new things at work: “When leading other people and telling/teaching them what to do.” This is closely followed by these three approaches: when something unexpected is happening and the employees try to manage by trying things out; when observing and analyzing situations; and when the employees hear something that draws their interest and they start looking for more information about it.

However, the study finds a slightly different opinion from above among the non-administrative/ technical respondents. They seem to share an opinion at a similar proportion (44.1% @) that these three approaches provide the best opportunity to learn new things at work: When something unexpected is happening and you try to manage by trying things out; When you hear something that draws your interest and you start looking for more information about it; and When coming in contact with people who

have different skills or backgrounds or experiences. This is closely followed by these two approaches: when doing things the employees are not familiar with; and when leading other people and telling/teaching them what to do, 41.2% and 38.2%, respectively.

Figure H14

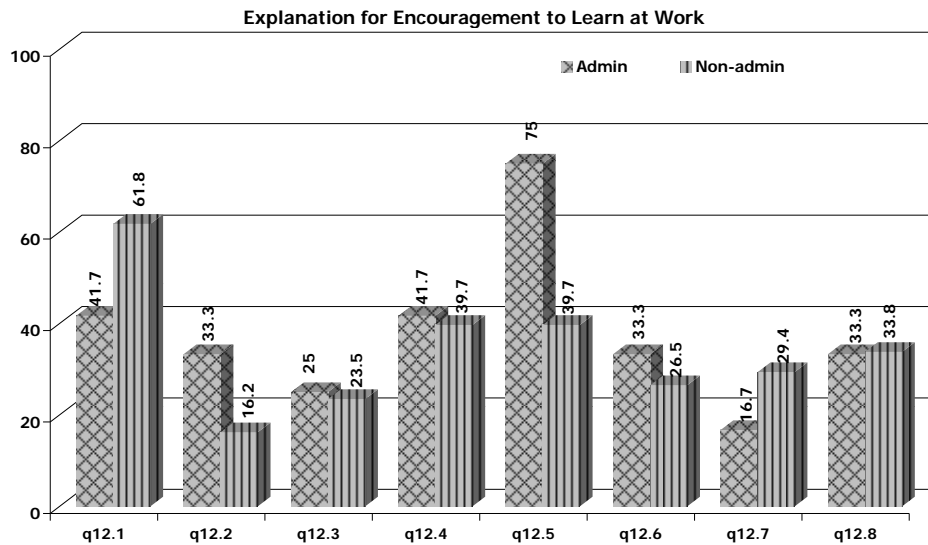


- Note:
- q11.1 = When something unexpected is happening and you try to manage by trying things out
 - q11.2 = When observing and analyzing situations
 - q11.3 = When doing things you are not familiar with
 - q11.4 = Just by looking at how people do things and imitating them
 - q11.5 = When you hear something that draws your interest and you start looking for more information about it
 - q11.6 = When coming in contact with people who have different skills or backgrounds or experiences
 - q11.7 = When doing things together with colleagues
 - q11.8 = When leading other people and telling/teaching them what to do
 - q11.9 = When you are given a goal to achieve at work
 - q11.10 = I don't really know how I learn at work

Figure H15 reflect quite a different opinion between the administrative and non-administrative/ technical respondents as to the explanation why they feel encouraged to learn at work. 75% of the administrative respondents report that it is because their workplace being the best place to improve job-related knowledge and skills. This is followed by “When my colleagues give me ideas and advice,” and “When my boss gives me ideas and advice,” 41.7% each.

Meanwhile, the non-administrative/ technical respondents mainly provide that it is because they know WPL will bring them concrete benefits. This is followed by “When my boss gives me ideas and advice,” and “Because this is the best place to improve job-related knowledge and skills,” 39.7% each.

Figure H15



Note: q12.1 = Because I know it will bring me concrete benefits
 q12.2 = When my colleagues give me ideas and advice
 q12.3 = Simply because I enjoy learning
 q12.4 = When my boss gives me ideas and advice
 q12.5 = Because this is the best place to improve job-related knowledge and skills
 q12.6 = Because it is easy to learn at the same time as working
 q12.7 = When the teachers/trainers on the courses are good
 q12.8 = When the courses my employer provides are really useful for my work
 q12.9 = To be honest, I don't feel encouraged to learn at work

To investigate the perception of the respondents in terms of the contribution of learning at work, ten choices of the contribution of learning at work are provided to the respondents. They are: Learning inevitably contributes to the productivity and output of employees; Everyone has to keep on learning because otherwise they risk becoming unemployed; My employer offers such attractive learning opportunities that most of us do really want to take them up; 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); The more you force people to learn, the less they will want to learn and the worse the results will be; In my organisation, everyone expects you to take courses sometimes; When people can decide for themselves about learning, they learn more and get better results; Most employers insist that their employees follow training courses at regular intervals; Everyone has to keep on learning because society expects it; There is no need to carry on learning once you have finished your initial education and training.

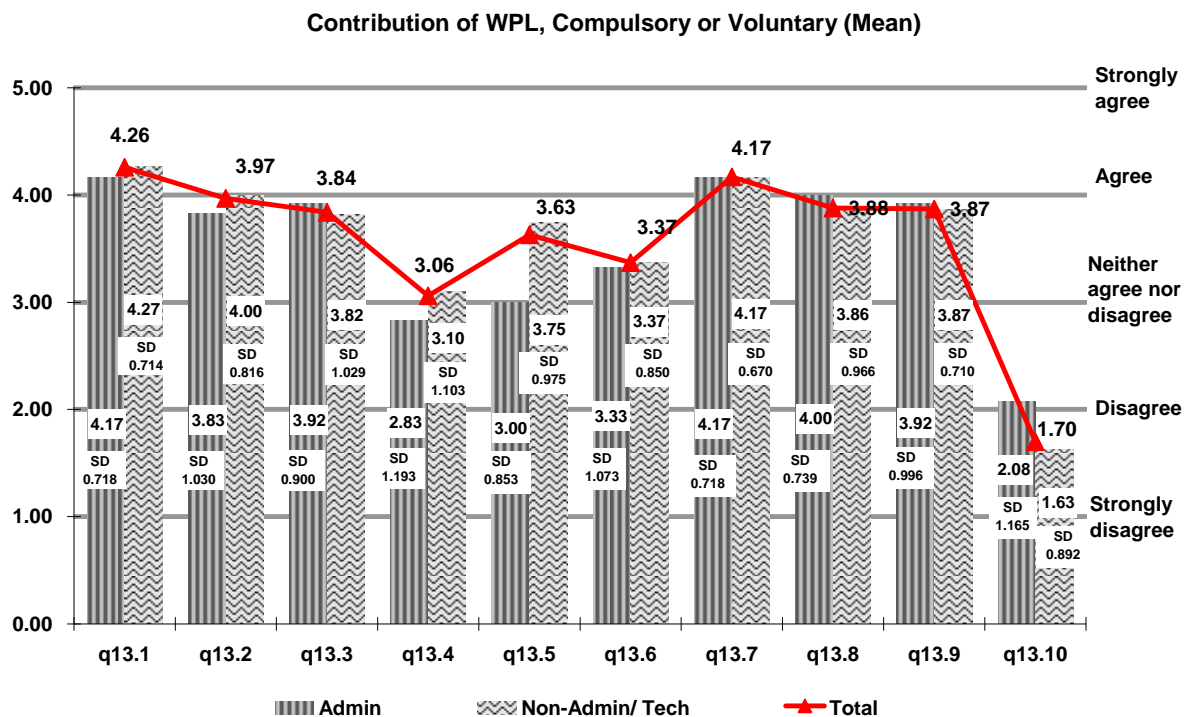
The study finds the respondents most frequently agree with this notion: Learning inevitably contributes to the productivity and output of employees. It is identified with a mean score of 4.26 for total respondents, 4.17 for administrative and 4.27 for non-administrative/ technical respondents, Standard Deviation 0.72 for administrative and 0.71 for non-administrative/ technical respondents. The second frequently agreed statement is: When people can decide for themselves about learning, they learn more and get better results. The statement obtains a mean score of 4.17 for total respondents, with an equal share of a 4.17 mean score for both administrative and

non-administrative/ technical respondents, Standard Deviation 0.72 for administrative and 0.67 for non-administrative/ technical respondents.

The third frequently agreed statement is: Everyone has to keep on learning because otherwise they risk becoming unemployed. It obtains a mean score of 3.97 for total respondents, 3.83 for both administrative and 4.00 for non-administrative/ technical respondents, Standard Deviation 1.0 for administrative and 0.8 for non-administrative/ technical respondents. This is followed closely by the notion that their employer offers such attractive learning opportunities that most of them do really want to take them up, Mean 3.84 for total respondents, 3.92 for both administrative and 3.82 for non-administrative/ technical respondents, Standard Deviation 0.9 for administrative and 1.0 for non-administrative/ technical respondents.

The respondents disagree that there is no need to carry on learning once you have finished your initial education and training. The notion is identified with a mean score of 1.70 for total respondents, 2.08 for both administrative and 1.63 for non-administrative/ technical respondents. Yet, the standard deviation of disagreement with such a notion is relatively high at 1.2 for administrative and 0.9 for non-administrative/ technical respondents, as shown in Figure H16.

Figure H16



Note: q13.1 = Learning inevitably contributes to the productivity and output of employees
q13.2 = Everyone has to keep on learning because otherwise they risk becoming unemployed
q13.3 = My employer offers such attractive learning opportunities that most of us do really want to take them up
q13.4 = People who do not keep up their learning should be punished by their employer
q13.5 = The more you force people to learn, the less they will want to learn and the worse the results will be
q13.6 = In my organisation, everyone expects you to take courses sometimes

- q13.7 = When people can decide for themselves about learning, they learn more and get better results
- q13.8 = Most employers insist that their employees follow training courses at regular intervals
- q13.9 = Everyone has to keep on learning because society expects it
- q13.10 = There is no need to carry on learning once you have finished your initial education and training

The study is of the notion that employers may offer their employees opportunities for work-related education and training that takes place at the workplace. Accordingly, it seeks to investigate what kinds of opportunities the employer offers to the respondents. Eight choices of answers are provided to the respondents. They are: My employer offers no opportunities at all for learning at the workplace; Courses that are held in special places on the company premises to improve job related knowledge and skills; Courses offered by trade unions or staff associations to improve knowledge about employees' rights; Courses to make sure that all employees have basic skills

(literacy and numeracy); E-Learning courses that employees can follow at their desk;

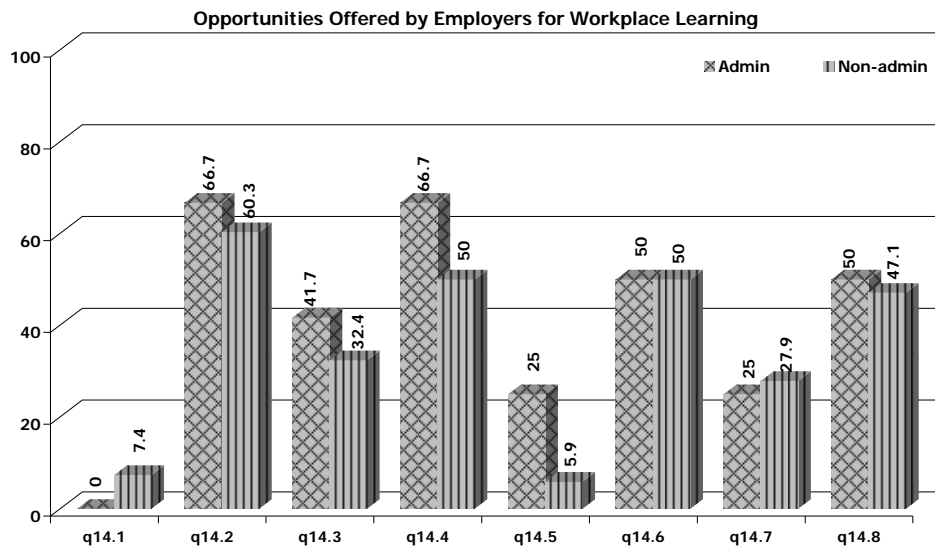
Short workshops/seminars now and again that last for one day or less; Spontaneous meetings with your colleagues to resolve new and special issues and problems; and Manuals and materials that you can use to learn about new equipment, software and procedures.

As shown in Figure A16, the administrative respondents mostly choose these two options in an equal proportion (66.7 % @) as their answer: Courses that are held in special places on the company premises to improve job related knowledge and skills; and Courses to make sure that all employees have basic skills. This is followed by these two options, again, in an equal proportion (50 % @): short workshops/seminars now and again that last for one day or less; and manuals and materials that you can use to learn about new equipment, software and procedures. None of the administrative respondents report that their employer offers no opportunities at all for learning at the workplace.

The majority of the non-administrative/ technical respondents also report that their employer offer them for workplace learning courses that are held in special places on the company premises to improve job related knowledge and skills. This is followed by Courses to make sure that all employees have basic skills, short workshops/seminars now and again that last for one day or less, and Manuals and materials that you can use to learn about new equipment, software and procedures, 50% @. 7.4% of the non-administrative/ technical respondents report that their employer offers no opportunities at all for learning at the workplace.

The study also finds more administrative than non-administrative respondents to have been provided with E-Learning courses that they can follow at their desk.

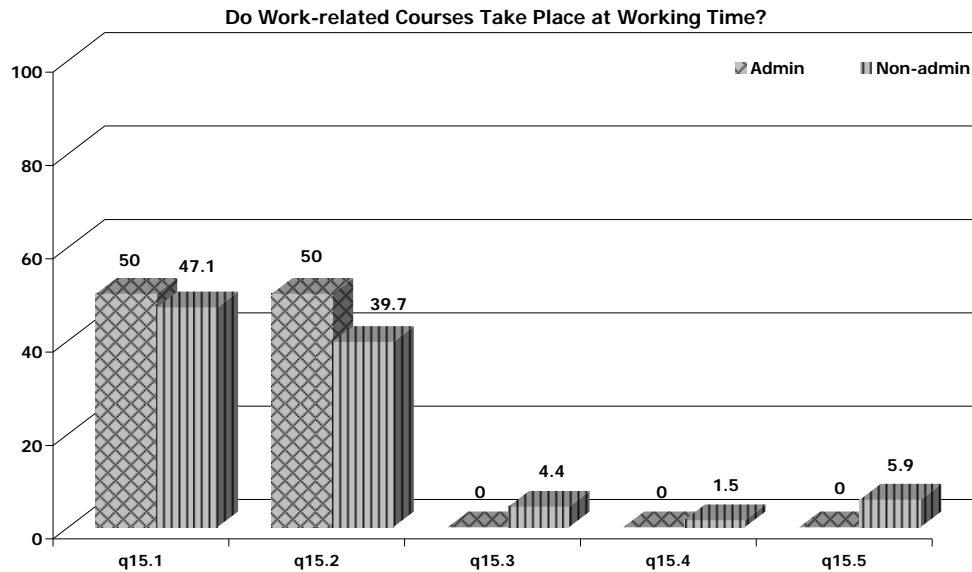
Figure H17



- Note:
- q14.1 = My employer offers no opportunities at all for learning at the workplace
 - q14.2 = Courses that are held in special places on the company premises to improve job related knowledge and skills
 - q14.3 = Courses offered by trade unions or staff associations to improve knowledge about employees' rights
 - q14.4 = Courses to make sure that all employees have basic skills
 - q14.5 = E-Learning courses that employees can follow at their desk
 - q14.6 = Short workshops/seminars now and again that last for one day or less
 - q14.7 = Spontaneous meetings with your colleagues to resolve new and special issues and problems
 - q14.8 = Manuals and materials that you can use to learn about new equipment, software and procedures

The study is keen to learn if work-related courses in the hotel industry take place in working time. Among the administrative respondents, the study finds an equal share of 50% for these two answers: always, and more often than not in working time. The former also secure the highest proportion of 47.1% among the non-administrative/technical respondents, while the latter is reported with a slightly less share (39.7%).

Figure H18



Note: q15.1 = Yes, always in working time
 q15.2 = More often than not in working time
 q15.3 = Usually outside working time
 q15.4 = Always outside working time
 q15.5 = I have not taken part in any work-related courses

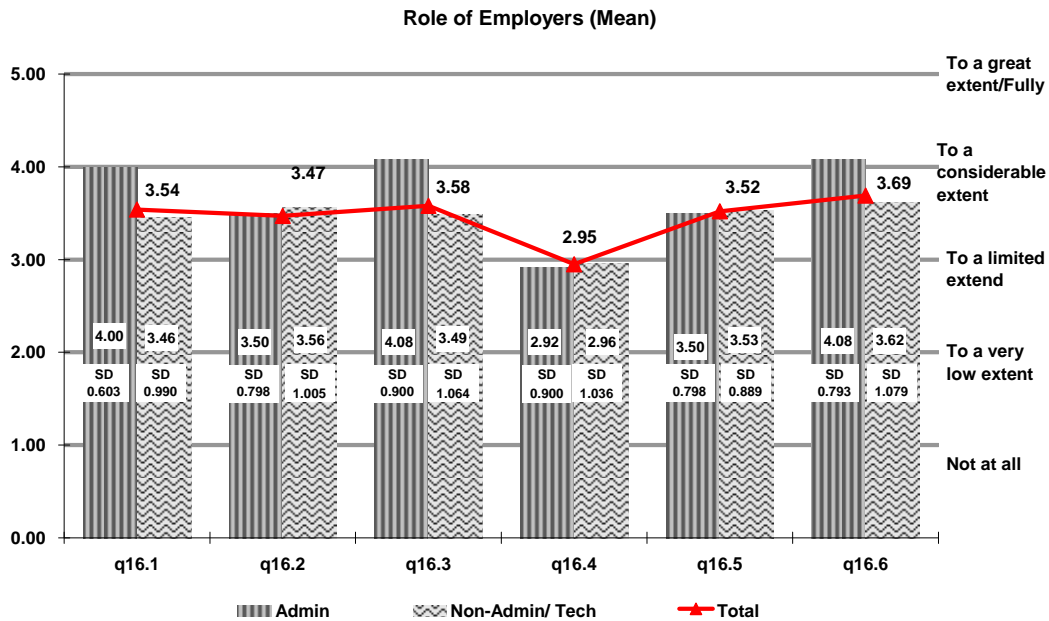
The role of employers in the provision of learning opportunities is also investigated, from the employees’ perception. Accordingly, these choices of answer are put in the questionnaire: offers a lot of learning opportunities compared with other similar employers in my kind of work; offers me more learning opportunities compared with employees at lower levels of the organisation/company; makes it clear to me that I should follow certain courses; leaves it up to me to decide what courses I will follow; tries to make sure that there’s enough time and space for employees to learn in working time; and gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation).

As shown in Figure H19, the most frequently agreed statement is that the employer gives recognition to employees who improve their knowledge and skills. It is identified with a mean score of 3.69 for total respondents, 4.08 for administrative and 3.62 non-administrative/ technical respondents, Standard Deviation 0.7 for administrative and 1.07 for non-administrative/ technical respondents. The next frequently agreed statement is that the employer makes it clear to them that they should follow certain courses. A mean score of 3.58 is identified for total respondents, 4.08 for administrative and 3.49 non-administrative/ technical respondents. The standard deviation of agreement is relatively high at 1.90 for administrative and 1.06 for non-administrative/ technical respondents.

The third frequently agreed statement is that the employer offers a lot of learning opportunities compared with other similar employers in their kind of work. A mean score of 3.54 is secured for total respondents, 4.00 for administrative and 3.46 non-administrative/ technical respondents. The standard deviation of agreement is 0.60 for administrative and 0.99 for non-administrative/ technical respondents. This is closely followed by the notion that the employer tries to make sure that there’s

enough time and space for employees to learn in working time. A mean score of 3.52 is identified for total respondents, 3.50 for administrative and 3.53 non-administrative/ technical respondents. The standard deviation of agreement is relatively high at 0.78 for administrative and 0.88 for non-administrative/ technical respondents.

Figure H19



- Note:
- q16.1 = offers a lot of learning opportunities compared with other similar employers in my kind of work
 - q16.2 = offers me more learning opportunities compared with employees at lower levels of the organisation/company
 - q16.3 = makes it clear to me that I should follow certain courses
 - q16.4 = leaves it up to me to decide what courses I will follow
 - q16.5 = tries to make sure that there's enough time and space for employees to learn in working time
 - q16.6 = gives recognition to employees who improve their knowledge and skills

In recognition that employers may respond differently if the employees decide themselves to pursue work-related learning. The following six choices of answer are provided for the respondents to reflect their own experience: If it takes place in working hours, my employer wants to see its relevance for my job; If it costs a lot, my employer expects me to show why it is important for my job; My employer never

agrees to my participation in work-related courses; My employer only lets me

participate when the course is required by the organization; My employer is open to

all sorts of proposals for work-related learning; and My employer is willing to support

work-related learning, but only when it leads to a recognised qualification.

Figure H20 suggests that the most popular choice of answer is that if it takes place in working hours, their employer wants to see its relevance for their job. A mean score of 3.91 is identified for total respondents, 4.17 for administrative and 3.87 non-administrative/ technical respondents. The standard deviation of agreement is at 0.72 for administrative and 0.83 for non-administrative/ technical respondents. The following statements are also found with frequent agreement: that “My employer is

open to all sorts of proposals for work-related learning,” “If it costs a lot, my

employer expects me to show why it is important for my job,” that “My employer is

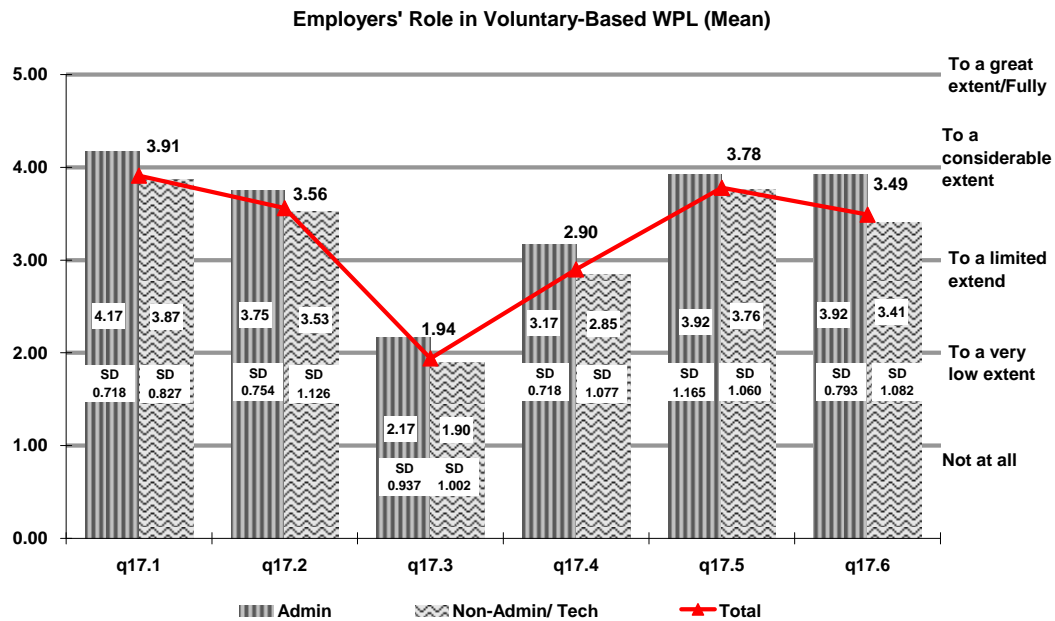
willing to support work-related learning, but only when it leads to a recognised

qualification,” and that “My employer only lets me participate when the course is required by the organization.” The least frequently agreed statement is that their

employer never agrees to their participation in work-related courses. A mean score of

1.94 is identified for total respondents, 2.17 for administrative and 1.90 non-administrative/ technical respondents. The standard deviation of agreement is relatively high at 0.93 for administrative and 1.00 for non-administrative/ technical respondents.

Figure H20



Note: q17.1 = If it takes place in working hours, my employer wants to see its relevance for my job
q17.2 = If it costs a lot, my employer expects me to show why it is important for my job

q17.3 = My employer never agrees to my participation in work-related courses

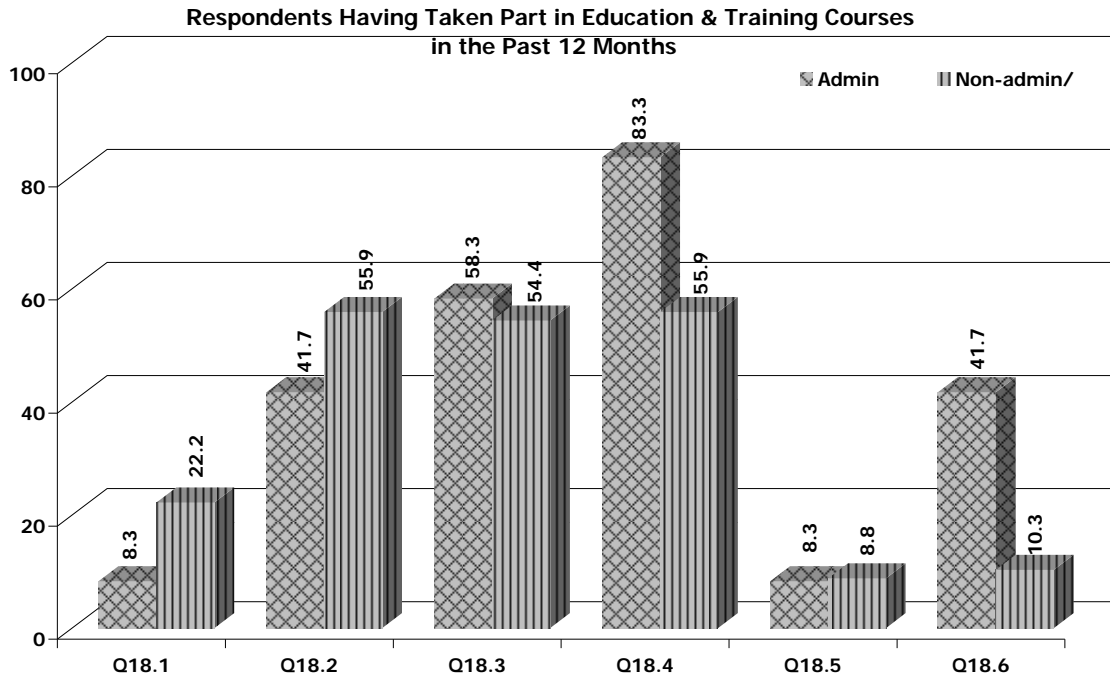
q17.4 = My employer only lets me participate when the course is required by the organization

q17.5 = My employer is open to all sorts of proposals for work-related learning

q17.6 = My employer is willing to support work-related learning, but only when it leads to a recognised qualification.

Figure H21 shows that the majority of the administrative respondents report that during the past 12 months they have taken part in education and training courses that they chose and their employer supported in some way (83.3%). This is followed by those advised by their employers (58.3%), those required by their employer (41.7%), and those they chose to follow for purely personal reasons (also 41.7%). Those three kinds of education and training courses secure an equal share of more than 50% among the non-administrative/ technical respondents. It is hardly the case for both the administrative and non-administrative/ technical respondents to have attended education and training course they chose to follow in their own time and which were not supported by their employer during the past 12 months.

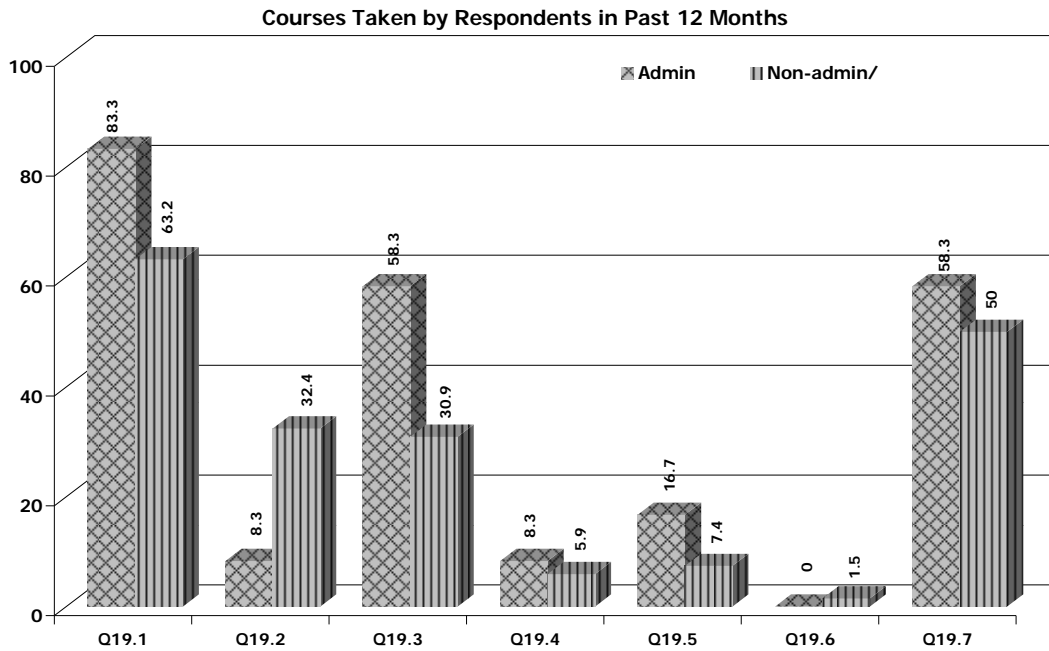
Figure H21



Note: Q18.1 = No, I have not followed any education and training courses of any kind
 Q18.2 = my employer required of me
 Q18.3 = my employer advised to me
 Q18.4 = I chose and my employer supported in some way
 Q18.5 = I chose to follow in my own time and which were not supported by my employer
 Q18.6 = I chose to follow for purely personal reasons

Figure H22 shows that the courses taken by the administrative respondents in the past twelve months are mostly directly or closely related to their current job (83.3%). This is followed by those related to more general employment and work conditions issues affecting all people in paid work, and those related to my job as well as to my personal development, equally at 58.3%. 63.2% of the non-administrative/ technical respondents also maintain that the courses they have taken in the past twelve months are mostly directly or closely related to their current job. This is followed by those related to my job as well as to my personal development (50%).

Figure H22



Note: Q19.1 = directly or closely related to my current job
 Q19.2 = related to a job I would like to have in the future
 Q19.3 = related to more general employment and work conditions issues affecting all people in paid work
 Q19.4 = useful for my work, but not really essential
 Q19.5 = not really work - related, more for my general education
 Q19.6 = just for personal pleasure
 Q19.7 = related to my job as well as to my personal development.

The study is of the notion that sometimes employees are required to take work-related courses. It, then, seeks to investigate what kind of learning the respondents are required to pursue since they have been with their current employer. Eleven choices of learning are provided for the respondents to identify from the questionnaire. They

are: I have never taken part in any work-related courses since I have been working

here; I have not been required to take any work-related courses; Induction course for

new employees; Preparation course for a promotion or a new post in the organization; Training related to technological or organisational change (e.g. new equipment, new procedures, restructuring of departments); Regular training courses provided by my

employer at the workplace; E-learning modules that employees can follow at their

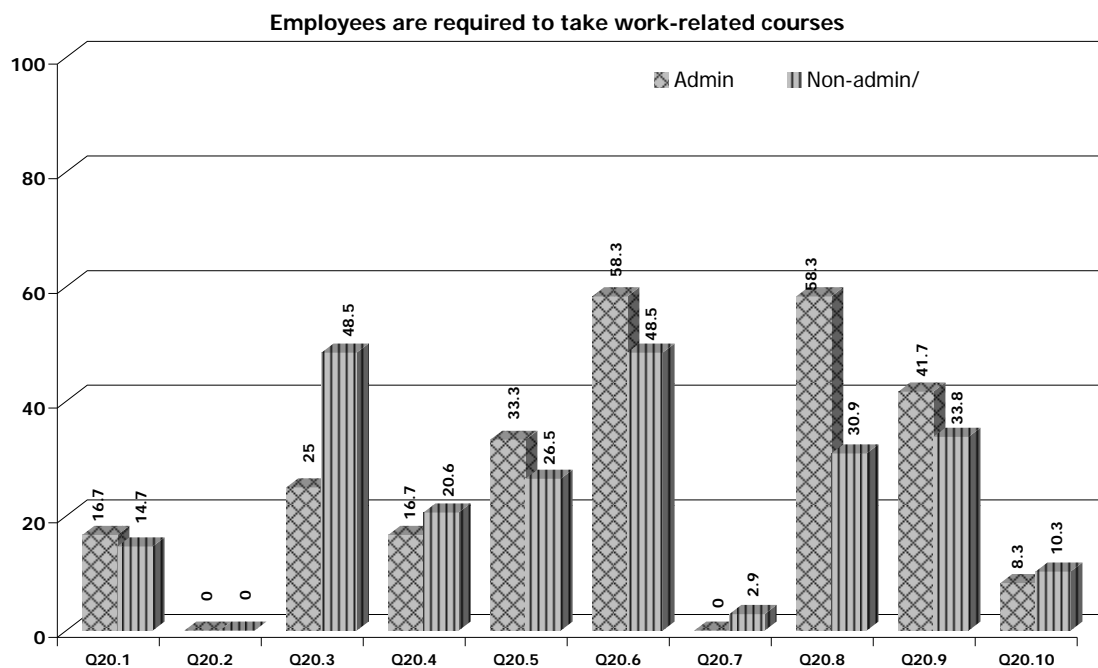
desk or at home; Short workshops/seminars lasting one day or less in my

department/section; General courses to improve my basic skills; Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics, universities or private training companies; and others.

Figure H23 shows that among those required to take work-related courses, there is a relatively high proportion of 58.3% for these two approaches identified by the administrative respondents: regular training courses provided by their employer at the workplace, and short workshops/seminars lasting one day or less in their department/section. Meanwhile, these two approaches have been mainly reported with an equal share of 48.5% by the non-administrative/ technical respondents: induction course for new employees; and regular training courses provided by their employer at the workplace. None of the administrative or non-administrative/

technical respondents report to have not been required to take any work-related courses at all in this hotel industry.

Figure H23



Note: q20.1 = I have never taken part in any work-related courses since I have been working here

q20.2 = I have not been required to take any work-related courses

q20.3 = Induction course for new employees

q20.4 = Preparation course for a promotion or a new post in the organization
 q20.5 = Training related to technological or organisational change
 q20.6 = Regular training courses provided by my employer at the workplace

q20.7 = E-learning modules that employees can follow at their desk or at home

q20.8 = Short workshops/seminars lasting one day or less in my department/section

q20.9 = General courses to improve my basic skills

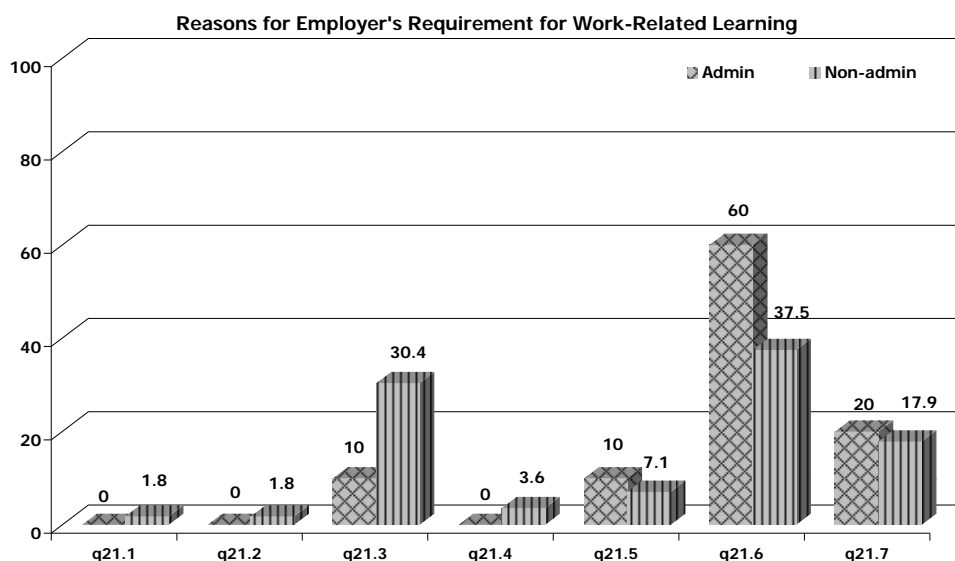
q20.10 = Courses leading to a formal qualification provided by colleges, polytechnics, universities or private training companies

q20.11 = Other.

So as to learn of the reason for the employer to require the employees in the automotive parts industry to pursue work-related learning, eight options are provided for the respondents to choose. They are: It is a formal requirement – if I do not do so, I will lose my job; If I do not do so, I cannot expect to get promotion; It isn't really an obligation, but my boss strongly advised me to do so; There's a lot of pressure on employees to take part, although it's not really compulsory; Most of my colleagues take part, so I think I ought to as well; It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date; It wasn't my employer who required me to do so – it was myself, because I really wanted to learn; and I don't know why it is required; I just did what I was told to do

The majority of the administrative respondents maintain that it isn't really compulsory, but they know that they need to keep their knowledge and skills up to date. The notion is also shared by the non-administrative/ technical respondents, albeit to a lesser degree. 30.4% of the non-administrative/ technical respondents also report that it isn't really an obligation, but their boss strongly advised them to do so.

Figure H24



Note: q21.1 = It is a formal requirement – if I do not do so, I will lose my job

- q21.2 = If I do not do so, I cannot expect to get promotion
- q21.3 = It isn't really an obligation, but my boss strongly advised me to do so
- q21.4 = There's a lot of pressure on employees to take part, although it's not really compulsory
- q21.5 = Most of my colleagues take part, so I think I ought to as well
- q21.6 = It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date
- q21.7 = It wasn't my employer who required me to do so – it was myself, because I really wanted to learn
- q21.8 = I don't know why it is required; I just did what I was told to do

The study is of the notion that sometimes people decide for themselves to take work-related courses. Accordingly, it seeks to investigate the kinds of learning the respondents have chosen to pursue since they have been with their current employer. These choices are provided in the questionnaire: induction course for new employees; regular training courses provided by my employer at the workplace; short workshops/seminars lasting one day or less in my department/ section; and courses leading to a formal qualification provided by colleges, polytechnics or universities.

However, no answer is provided by the respondents to the query. Then, to learn how the respondents perceive workplace learning activities taking place at their workplace, twelve options of answer are provided in the questionnaire for the respondents to choose at their own will to what extent they agree with each of them. They are: being mostly enjoyed by participants; being mostly strategic in nature; being mainly set up by the employees themselves; being imposed on everyone by the management; focusing on knowledge and skills, not on how employees behave; focusing on the qualities of individual participants; enabling employees to come up with good ideas to

improve their work; being set up in a top-down way; receiving strong support and

engagement from employees; helping employees to do their jobs better; reflecting the fact that individual exchange of knowledge and experience is important; and being something emotionally important for the participants.

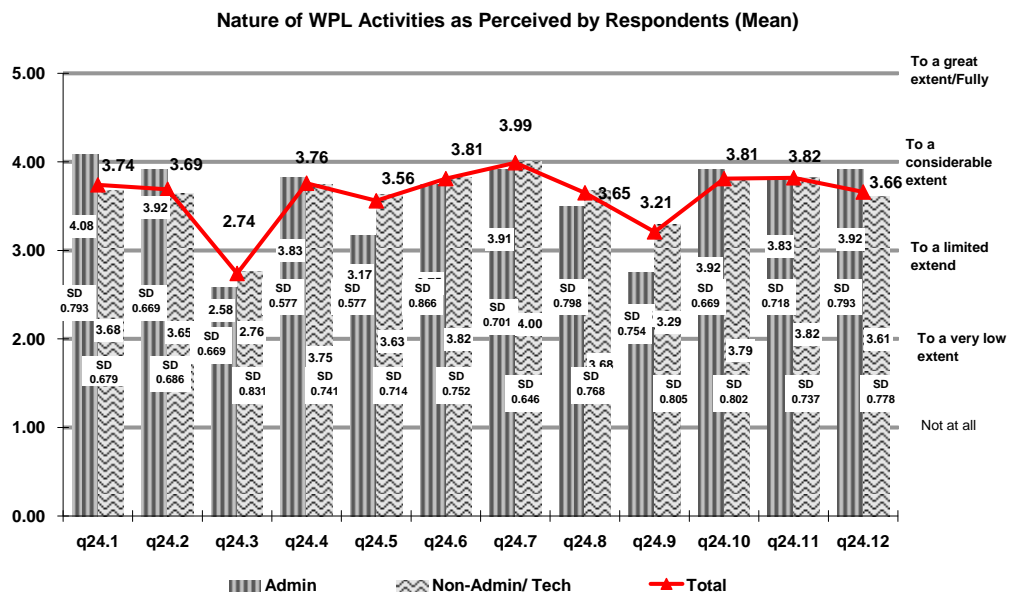
As shown in Figure H25, the most frequently agreeable statement is that workplace learning activities enable employees to come up with good ideas to improve their work, Mean 3.99 for total respondents, 3.91 for administrative and 4.00 non-administrative/ technical respondents, Standard Deviation 0.7 for administrative and 0.6 for non-administrative/ technical respondents. This is followed by the notion that workplace learning activities reflect the fact that individual exchange of knowledge and experience is important, , Mean 3.82 for total respondents, 3.83 for administrative and 3.82 non-administrative/ technical respondents, Standard Deviation 0.72 for administrative and 0.74 for non-administrative/ technical respondents.

This is closely followed by the notions that workplace learning activities focus on the qualities of individual participants, and that they help employees to do their jobs better. They both obtain a mean score of 3.81. For the former, the mean scores are

3.75 and 3.82 for administrative and non-administrative/ technical respondents, respectively. For the latter, the mean scores are 3.92 and 3.79 for administrative and non-administrative/ technical respondents, respectively.

The least frequently agreeable statement is that workplace learning activities taken place at their workplace are mainly set up by the employees themselves, Mean 2.74 for total respondents, 2.58 for administrative and 2.78 non-administrative/ technical respondents, Standard Deviation 0.67 for administrative and 0.83 for non-administrative/ technical respondents.

Figure H25



- Note:
- q24.1 = are mostly enjoyed by participants
 - q24.2 = are mostly strategic in nature
 - q24.3 = are mainly set up by the employees themselves
 - q24.4 = are imposed on everyone by the management
 - q24.5 = focus on knowledge and skills, not on how employees behave
 - q24.6 = focus on the qualities of individual participants
 - q24.7 = enable employees to come up with good ideas to improve their work

 - q24.8 = are set up in a top-down way

 - q24.9 = receive strong support and engagement from employees
 - q24.10 = help employees to do their jobs better
 - q24.11 = reflect the fact that individual exchange of knowledge and experience is important
 - q24.12 = are something emotionally important for the participants

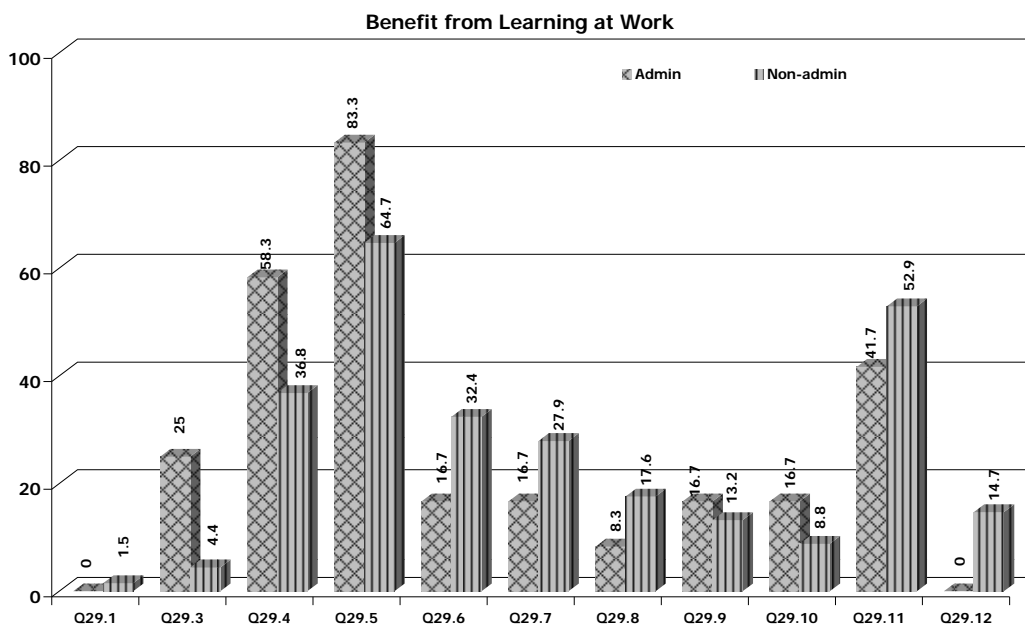
The study also seeks to learn if the respondents have learned at work or have benefited from workplace learning at all, and if so, in what terms. Twelve options of answer are provided in the questionnaire for the respondents to choose from their own perspective and at their own will. They are: I have not learned at work; I do not think I have benefited at all; salary rise; sense of autonomy and judgement; doing my job better; work and career motivation; job security; confidence and self - respect;

appreciation and recognition from colleagues; sense of belonging to the organization; personal growth and self - identity; and promotion.

The study finds none of the administrative respondents reporting that they have not learned at work, while a few of the non-administrative/ respondents (1.5%) reporting so. 25% of the administrative respondents consider that they have not benefited at all from workplace learning, comparing to 4.4% of the non-administrative/ respondents reporting otherwise.

With regards to the benefit among those who have earned, salary rise has gained the most popular vote among the respondents. This is particularly the case for the administrative respondents (83.3%) comparing to 64.7% of the non-administrative/ respondents. This is followed by the benefit in terms of personal growth and self - identity, particularly for the non-administrative/ technical respondents (52.9%) comparing to 41.7% for the administrative respondents. None of the administrative respondents report of the benefit in terms of job promotion, while 14.7% of the non-administrative/ technical respondents reporting otherwise.

Figure H26



- Note:
- Q29.1 = I have not learned at work
 - Q29.2 = I do not think I have benefited at all
 - Q29.3 = Salary rise
 - Q29.4 = Sense of autonomy and judgement
 - Q29.5 = Doing my job better
 - Q29.6 = Work and career motivation
 - Q29.7 = Job security
 - Q29.8 = Confidence and self - respect
 - Q29.9 = Appreciation and recognition from colleagues
 - Q29.10 = Sense of belonging to the organisation
 - Q29.11 = Personal growth and self - identity
 - Q29.12 = Promotion

Synopsis

The workplaces in both automotive parts and hotel industries participating in this survey are of different types. Majority of the respondents in both industries belong to a private-sector company. The organization itself is of a varied size, ranging from big to small size. While the big-size firm is found the majority in the automotive parts industry, those in the hotel industry participating in this survey are mainly from a medium-size firm. In both industries, the particular workplace of the respondents is of a varied size, ranging from 1-5 employees to 21 and over.

The sample of employees in this automotive parts industry for this study is comprised of 66 persons while there are 78 respondents participating in this study. They are, to a certain extent, of a similar socio-economic background. In both industries, there are less administrative than non-administrative/ technical than respondents. Most respondents in both industries are from a big city, completed education at least at the bachelor degree level, which is higher than their parents, and have served as a full-time worker at the workplace. Those in the automotive parts industry mainly earn above £600 per week while those in the hotel industry mainly earn £480 per week.

The study finds the respondents in both industries mainly consider their education and qualification match well with their current job. This is particularly the case for those in the hotel industry. Yet, the study finds the respondents in the automotive parts industry with a more positive attitude to their current situation at work than those in the hotel industry. The statements with which the respondents in the automotive parts industry most frequently agree is: "I feel appreciation for the work I'm doing" Meanwhile, the statements with which the respondents in the hotel industry most frequently agree is: "I work only for the reason that my work provides the means to survive."

With regards to the perception of the respondents concerning learning at work, these statements are the most common response shared between both industries: when employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job; and employers have the right to insist that employees follow certain courses and obtain certain qualifications.

Given the notion that people can learn new things in different situations, this study finds one half of the respondents in the automotive parts industry consider the following approach to offer the best opportunity to learn new things at work: "When something unexpected is happening and you try to manage by trying things out." Meanwhile, those in the hotel industry mainly choose this option: "When leading other people and telling/teaching them what to do." The study finds the respondents in both industries would feel encouraged to learn at work if they know it will bring them concrete benefits, and if they consider that their workplace is the best place to improve job-related knowledge and skills.

With regard to the contribution of learning at work from the respondents' perspective, this study finds the respondents in both industries mainly share that learning inevitably contributes to the productivity and output of employees, and that when people can decide for themselves about learning, they learn more and get better results.

Given the notion that employers may offer their employees opportunities for work-related education and training that takes place at the workplace, the study finds the employers in the both industries offering different courses to the employees. The most popular approach in the automotive parts industry is the short workshops/seminars now and again that last for one day or less, followed by courses that are held in special places on the company premises to improve job related knowledge and skills, courses to make sure that all employees have basic skills, spontaneous meetings with your colleagues to resolve new and special issues and problems, respectively. Meanwhile, they are mainly courses that are held in special places on the company premises to improve job related knowledge and skills, and those to make sure that all employees have basic skills. The study also finds that the respondents in the administrative position in the both industries mainly take part in work-related courses in working time.

Yet, when investigating the role of employers in the provision of learning opportunities from the employees' perception, the case of those in the automotive parts industry are different from those in the hotel industry. The statements with which the respondents in the automotive parts industry most frequently agree is that "the employer offers them more learning opportunities compared with employees at lower levels of the organisation/company," while it is that "the employer gives recognition to employees who improve their knowledge and skills" in the hotel industry.

In recognition that employers may respond differently if the employees decide themselves to pursue work-related learning, the study find the following as the most popular choice of answer shared in both industries: it takes place in working hours, their employer would want to see its relevance for their job. In the automotive parts industry, this is followed closely by this notion: If it costs a lot, my employer expects me to show why it is important for my job. The respondents in both industries mainly report that during the past 12 months they have taken part in education and training courses that they chose and their employer supported in some way. The courses taken by the respondents in both industries in the past twelve months are mainly directly or closely related to their current job. Among those required to take work-related courses, there is a relative high proportion of regular training courses provided by my employer at the workplace in both industries.

In both industries, the study finds various reasons for the employer to require the respondents to pursue work-related learning. In the automotive parts industry, most of the respondents maintain that it isn't mainly an obligation or compulsory, but the respondents are strongly advised by their boss to do so. Meanwhile, those in the hotel industry mainly argue that it isn't really compulsory, but I know that I need to keep my knowledge and skills up to date.

Against the notion that sometimes people decide for themselves to take work-related courses, in the automotive parts industry, only non-administrative/technical respondents give answers to this part of the questionnaire; and only four choices of answer are provided. They are: induction course for new employees; regular training courses provided by my employer at the workplace; short workshops/seminars lasting one day or less in my department/section; and courses leading to a formal

qualification provided by colleges, polytechnics or universities. However, no answer is provided by the respondents in the hotel industry.

The respondents in both industries mainly share that workplace learning activities enable employees to come up with good ideas to improve their work and help them do their job better. The latter is particularly the case among the non-administrative/technical respondents in the automotive parts industry and the administrative respondents in the hotel industry.

This study maintains that the responses provided by the respondents in this survey do not represent the perception of the employees in Thailand, and even of those in both industries under investigation. This is due to the limited response from the respondents, which was affected by the political turmoil taking place while the surveys were launched.

Despite such limitations, however, this study reflects a certain degree of commonality of the socio-economic background and the perception of the respondents in both automotive parts and hotel industry. It particularly reveals that workplace learning activities are considered important to the employers and the employees. They are of various types; and the contribution in terms of the competency of the employees is mostly revealed.

This study invites further research to explore, implement and evaluate intervention strategies for workplace learning on a life-long basis.

Acknowledgements

The author acknowledges Asia Research Center, Chulalongkorn University, for its financial support and the Department of Skill Development, Ministry of Labour, for all the supports and facilitation of the survey. This is particularly for Director-General Nakorn Silapa-acha, Director-General of Department of Skill Development, Deputy Director-General M.L. Puntrik Smiti, former Deputy Director-General Areeya Rojvithee and their staff. She is grateful to Univ.-Prof. Dr. Lynne A. Chisholm at University of Innsbruck who has served as the Coordinator of ASEM LLL Research Network II, her research assistant Katharina Lunardon, who have provided technical support for the on-line survey, and Ms Rungratana Kowantanakul at the College of Population Studies, Chulalongkorn University, for helping in data collection and data editing. Last but not least, the author acknowledges all respondents who participated in the survey.

References

- Bank of Thailand and World Bank (2007), *Thailand Economic Monitor*, April.
Available from http://siteresources.worldbank.org/INTTHAILAND/Resources/Economic-Monitor/2007april_tem_report.pdf.
Board of Investment (2005), "Thailand: Detroit of Asia: Thailand's automotive

- industry plans to leverage its competitive advantages to achieve a top 10 world automotive manufacturing ranking by 2010", *Investment Review*. Available from http://www.business-in-asia.com/automotive/auto_detroit.html.
- Board of Investment (2010), "Automobiles: Truly the 'Detroit of Asia'". Available from http://www.boi.go.th/english/how/sectors_detail.asp?id=62.
- "Diethelm Travel's Thailand Tourism Review 2006. Bangkok Post 2 October 2006. Available from <http://www.bangkokpost.com/tourismreview2006/10.html>.
- NESDB (2010). *Economic Outlook*. Macroeconomic Strategy and Planning Office. 24 May.
- Jongpid, Sirirat (2000). "Human resource management and practices in hotel industry in hailand" *Journal of Management Science* 18(2): 9-19.
- Kongsanchai, Tawatchai (2001). *Creating Competencies for Strategic TOT Services*. A research study in partial fulfillment of the requirements for the degree of Master of Business Administration (Executive MBA Program), NIDA, Bangkok.
- Lawler, John J., Siengthai, Sununta and Atmiyananda, Vinita (1997). "Human Resource Management in Thailand: Eroding Traditions." In Chris Rowley (Editor). *Human Resource Management in the Asia Pacific Region*. Frank Class Publishers.
- Phutesaka, Cheewanan (2001). *Emotional Quotient Development of Personnel in Business Organization for Happiness and Success in Work*. Thesis, Master of Science in Human Resource Development, Bangkok: NIDA.
- Puapongsakorn, Nipon et al. (1992). *On-the-Job Training in Manufacturing and Services Sectors*. Research report. Bangkok: Faculty of Economics, Thammasat University.
- Ratanavirakul, Kamol (2008). "SME Entrepreneurial Finance in Hotel Industry in Thailand." Thai Hotel and Hospitality Management Association. 21 January.
- Siengthai, Sununta and Bechter, Clemens (2005). *Human Resource Management in Thailand: A Strategic Role Transition for Firm Competitiveness*. Bangkok: School of Management, Asian Institute of Technology.
- "Thailand's auto industry needs 200,000 more workers by 2016." Bangkok Post 29 June 2008.
- Tourism Authority of Thailand (2006), *Annual Report 2005*. Available from http://www.tourismthailand.org/downloads/annual_report2005/stat.pdf.
- WTO (2007). *Thailand Trade Policy Review*. WT/TPR/S/191. Geneva: World Trade Organization.
- Wongboonsin, Patcharawalai (2006). "Factors Affecting Workplace Learning in Thailand." (Mimeo). Bangkok: Chulalongkorn University.
- Wongboonsin, Patcharawalai et al. (2004). *An Investigation into the Working Skills and Competency of Thai Labor in the Textile Industry: Measures, Trends, and Differentials*. Research Report Submitted to Thailand Research Fun. Bangkok: Chulalongkorn University.
- Wongboonsin, Patcharawalai et al. (2006). *Enhancing Productivity of ASEAN Workforce*. Research Report Submitted to Thailand Research Fun. Bangkok: Chulalongkorn University.