



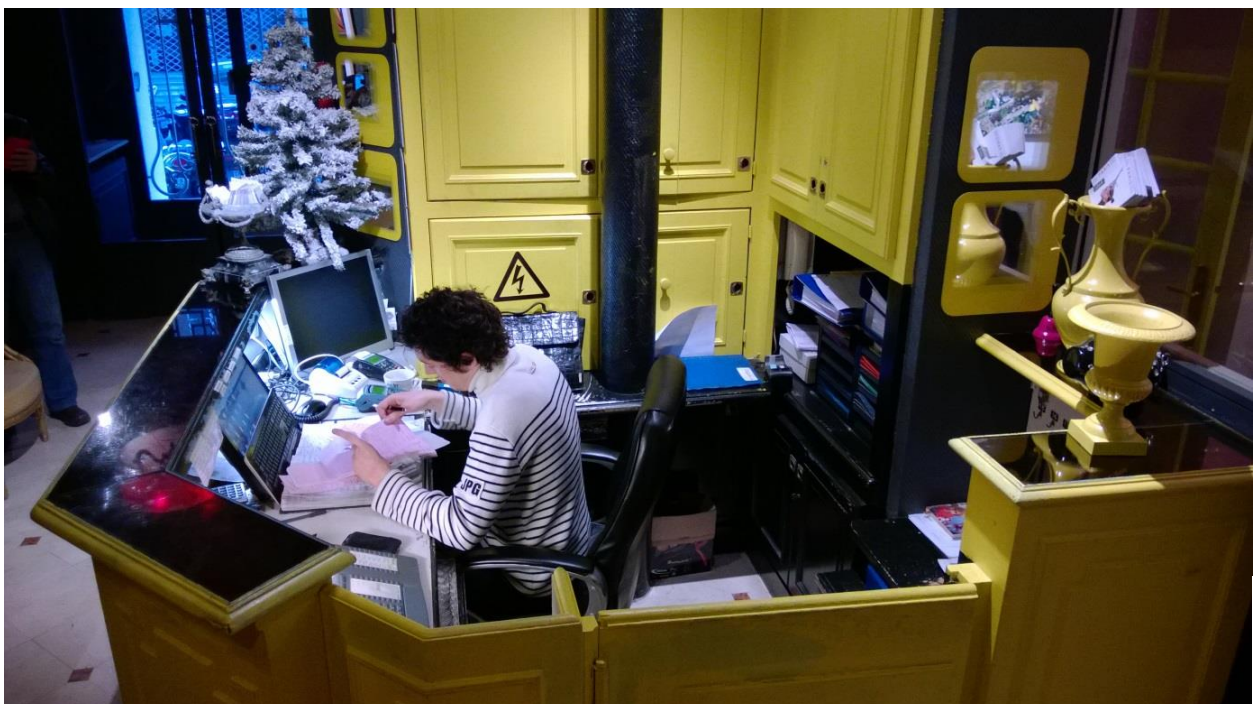
Asia-Europe Meeting  
ASEM Education and Research Hub  
for Lifelong Learning

# ANNOTATED BIBLIOGRAPHY

## Working places as **learning spaces**: contextualising lifelong learning in Asia and Europe.

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ISBN 978-3-902863-06-5

## Introduction

This annotated bibliography presents different understandings of working places as learning spaces in different contexts of lifelong learning in Asia and Europe. It is unique in different ways. It is a product, a process, and a tool in one.

It is a product, because this annotated bibliography has captured a picture of working places as learning spaces, both on the front page of the publication, and in the annotations written by network members and their colleagues. The photograph on the front page was taken at one of the network meetings and shows a young man at his workplace – a hotel in Paris. The annotations in this publication show us how workplace learning can be understood from very different perspectives.

It is a process, because a bibliography of any kind cannot be finalised – simply because texts are written all the time, and because the concept of working places as learning spaces is continually developing, as well as the network and the researchers within it. Especially because we are dealing with learning – lifelong learning processes.

It is a tool, because this annotated bibliography can help the researchers in the network and other interested parties to find common ground, although it sometimes occurs by becoming aware of the differences.

The network mentioned above is the Research Network 2 of the ASEM Lifelong Learning Hub, that direct itself to the task of decoding working places as lifelong learning spaces across Asia and Europe<sup>1</sup>.

This annotated bibliography has been developed for the second comparative study of the ASEM LLL Hub Research Network 2: “Working places as learning spaces: contextualizing lifelong learning in Asia and Europe”. The study will focus on how employees in selected occupations understand and use their working environments as contexts and opportunities for learning in, at and through work in Asia and Europe – that is, learning that takes place as an integrated dimension of everyday working life. Researchers from 13 different countries in Asia and Europe and with different disciplinary backgrounds are currently working together on contextualizing lifelong learning.

This diversity can be seen in the annotations collated in this annotated bibliography. The reader will find the studies on workplace learning from perspectives within workplace learning, workplace pedagogy, organisational learning, educational management, adult education, anthropology, psychology, cognitive psychology, social sciences, sociology of knowledge, philosophy, gender studies, andragogy, social psychology, communication, neurosciences, action science, geography, phenomenology, economy, human resource management and talent management.

Learning in the workplace is analysed by using an extensive range of theories such as theories of learn-

ing, pedagogical theories, psychological learning theories, management theories, experiential learning theory, activity theory, socio-cultural activity theory, actor-network theory, complexity theory, organisational theories, action research, communities of practice, self-construction theory, anthropological approach, network theory, constructivism, internationalism, knowledge management, knowledge creation, human agency and social theory. As well as using the entire palette of qualitative and quantitative research methods.

In this annotated bibliography the reader will also meet diversity within the use of definitions. Workplace learning is sometimes referred to as workplace training, professional development, skill acquisition, work practices or human resource development.

Conceptualisations of learning spaces also differ in the ways in which physical, cultural, environmental, virtual or intra-personal dimensions of learning are linked to contexts, cultures, activities, personal and professional development, workplace development and – indeed lifelong learning.

All dimensions of learning are investigated in various ways in different studies. Learning is seen as a very complex phenomenon, encapsulating psychological, social and cultural processes, and it is investigated by studying individuals, groups of individuals or organisations in different sectors and different sizes of organisations. Learning is seen as a dynamic, flexible, transformative, multidimensional process that differs according to the individual in both formal and informal contexts.

Research network members have annotated the literature in 12 languages: Chinese, Czech, Danish, Dutch, English, French, German, Japanese, Latvian, Lithuanian, Malaysian, Thai.

In the process of the collation and annotation of the literature, specific attention was paid to national literature – literature published in languages other than English. Using the unique resources of the group, we were afforded access to this diverse research.

Many people have been working on this annotated bibliography and the alphabetical list over an extensive period of time. We would like to take this opportunity to thank them all.

Special thanks to Katharina Lunardon and Elisabeth Saller-Kraft from Innsbruck University, Cecile Bech Clausen from Aarhus University, Annegret Friedrichsen from Aarhus University Library and all the members of network 2 of ASEM LLL Hub and the Hub for their support.

Eliina Maslo, August 2015

<sup>1</sup> Please find the information about the network and its publications by following this link: <http://asemlllhub.org/researchnetworks/workplacelearning>

## Knowledge management's influence on developing organisational competencies

Atkočiūnienė, Z. (2010). Žinių vadybos įtaka tobulinant organizacijos kompetencijas [Knowledge management's influence on developing organisational competencies]. *Informacijos mokslai*, 52.

**Keywords:** knowledge management; sustainable competitive advantage; organisation.

Knowledge management in an organisation contributes to the most rational economic decision, but within the reality of transformation for sustainable development. The purpose of the article is to present advantage factors for organisations support and to reveal the knowledge management activities and sustainable competitive advantage in the relationship between them. An analysis of knowledge management activities points out factors of critical competitive advantage for the organisation. That influences the organisation's sustainability. The sustainable competitive advantage consists of two main interdependent building blocks of knowledge management.

Organisations seek to ensure sustainable competitive advantage and that is why it is necessary to understand and to analyse knowledge management not as individual knowledge management in all aspects, but as a coherent knowledge management system within an organisation.

Monika Kubiliute, September 2014

## Learning climate: the cultural dimension of learning in organisations

Baars van Moorsel, M. (2003). *Leerklmaat. De culturele dimensie van leren in organisaties* [Learning climate: the cultural dimension of learning in organisations]. Delft: Eburon.

**Keywords:** learning in organisations; learning climate; cultural dimension of learning; value driven dimensions of learning interventions.

Central to this study is the question: how can the concept of learning climate be conceptualised and which dimensions of learning climate (educational values within the organisational context) can be distinguished? In the production firms used in the study, five value dimensions were of worth. With respect to the dimension purposes, the learning focus was only directed on organisational purposes and not on personal development (as the literature suggested). The content dimension was two sided from technical competencies to problem-solving competencies. The didactic dimension consisted of the ends of transfer of knowledge and learning from experience. The composition dimension differentiated between the values uniformity and differentiation (and not between on the job and off the job as was expected). And finally, the organisation dimension differentiated between organisation responsibility and shared responsibility.

Theo van Dellen, February 2014

## Work situations and training

Barbier, J. M., Berton, F. & Boru, J. J. (1996). *Situation de travail et formation* [Work situations and training]. Paris: L'Harmattan.

**Keywords:** formal and informal learning; poly functional training programmes.

The articulation of training and work is socially valorised and shows an ideological character. The book presents a dozen experiences where work situations are used to train employees. It aims at analysing their contexts and effects, and places work analysis at its core. It offers ideas for a better use of internal resources to train staff and implement changes. New training methods and new methodologies of engineering may become a fad for future pedagogical modes and then vanish. Therefore, placing them in relation to new training policies appear to be more fructuous and encouraging in the long term. When professional activities are put forward, then work situations turn into heuristic experiences.

Padma Ramsamy-Prat, February 2014

## Activity analysis: vocabulary

Barbier, J.M. (2011). *Vocabulaire d'analyse de l'activité* [Activity analysis: vocabulary]. Paris: L'Harmattan.

**Keywords:** work analysis; experience; epistemology; methodology; intelligibility.

A glossary of terms and definitions to identify, understand or interpret this vocabulary of analysis is an analysis in itself. The terms and definitions should be placed in their context, whether historical or epistemological, within the theories and methodologies implied. Activity analysis represents an activity in itself. Often, confusion arises about intellectual activity on an activity with the activity itself, claims the author. Putting activity into words and representing the activity are distinct from the activities that they have as a research topic. The author's interest in activity analysis stems from 4 subjective experiences: direct experience from individual and collective research in intelligibility, experience of training professionals in training and development of competencies, dual experience of laboratory management and teaching masters/PhD students, experience of institutional initiatives.

Padma Ramsamy-Prat, February 2014

## Learning through work: emerging perspectives and new challenges

Billet, S. & Choy, S. (2013). Learning through work: emerging perspectives and new challenges. *Journal of Workplace Learning*, 25(4), 264-276.

**Keywords:** workplace learning; learning through practice; occupational competence; employability.

In this conceptual article three key emerging areas of concepts relevant for human cognition, learning and development are recognised and discussed. These concerns: 1. the complexity and multi-fold requirements for contemporary work performance, 2. the importance of social practices and setting to understand learning and 3. further elaboration of the relationship between the personal and social contributions to learning through and for work. Secondly, the article stresses that these areas of development need to be understood more fully through anthropological, pedagogical, curriculum and personal initiatives around work in organisations.

Theo van Dellen, January 2015

### **Creating a learning organisation within the service sector: a case study of the Thai Airways International Public Company Limited**

**Boonsin, S. (2012).**

การสร้างองค์การแห่งการเรียนรู้ของธุรกิจการบินบริการ การศึกษา บริษัท การบินไทย จำกัด (มหาชน) [Creating a learning organisation within the service sector: A case study of the Thai Airways International Public Company Limited]. วารสารบริหารธุรกิจ คณะพาณิชยศาสตร์และการบัญชี มหาวิทยาลัยธรรมศาสตร์ [*Journal of Business Management, Faculty of Commerce and Accountancy Thammasat University*], 133, 41-76.

**Keywords:** learning organisation; the Thai Airways International Public Company Limited.

The objectives of the research were to review the concept of Learning Organisation, to analyse the creation of knowledge in the sample company (Thai Airways International Public Company Limited) and also to analyse the technology system within the company that supported staff development. The methodology used for the research was qualitative research. Information was compiled using structured interview questions based on Marquadt (1996). Unstructured interviews were also used to provide in-depth interviews and documentary research. The study aimed to find the learning organisation model used in airline businesses. The results of the study identified the clear practices concerning knowledge management technology and information technology used by the Thai Airway company which could be considered as best practice. This study related to our research on tourism as both are within the service sector. It can be concluded that the effectiveness of the organisation depends on the IT systems in place.

Areeya Rojvithee, February 2014

### **Learning from others at work: communities of practice and informal learning**

**Boud, D. & Middleton, H. (2003).** Learning from others at work: communities of practice and informal learning. *Journal of Workplace Learning*, 15(5), 194-202.

**Keywords:** communities of practice; social context of learning; qualitative research; informal learning at the workplace; learning from peers.

The authors provide some insights on how people in communities of practices learn with and from others. It is discussed whether the concept of 'communities of practices' is a useful tool and framework for discussions on informal workplace learning. The research results stress that formal supervisors are important, but not the main sources of learning for employees. The first sources of learning are peers. Along the 14 indicators Lave and Wenger identified for the formation of communities of practices the question is investigated whether learning networks are established in the workplace. Only in some cases networks or communities evolved.

Annette Ostendorf, February 2015

### **Singapore Workforce Skills Qualification (WSQ) – workplace learning and assessment**

**Bound, H. & Lim, M. (2011).** Singapore Workforce Skills Qualification (WSQ) – workplace learning and assessment. Stage 2. Research report.

**Keywords:** workplace learning; context; competency based training; supporting workplace learning; assessment.

The aims of this research were to recognise what is learnt in 4 selected workplaces, and what assessment processes were used; identify ways in which learning and assessment are supported and constrained in the workplace and finally to propose models for recognising workplace learning through the Singaporean Workforce Skills Qualifications (WSQ) framework. Four semi-ethnographic case studies were conducted in four different workplaces across four different industries. We found that what and how people learn is strongly mediated by the context, the culture, rules, norms, perceived intent of the work, the tools used and the dominant vocational and workplace discourses. The workplace norms are in turn mediated by the policy and industry environments. Workplace learning spaces are complex and differ from one site to another.

We identified five models of workplace learning for competency-based training programmes from our data. We called these: apprenticeship model, in-house traineeship, post-training placement, work experience as part of an academic programme, and building on workplace learning.

Helen Bound, February 2015

## Changing spaces of education

Brooks, R., Fuller, A. & Waters, J. (Eds.) (2012). *Changing spaces of education*. New York: Routledge.

**Keywords:** learning spaces; education; workplace learning; human agency; work environments; social relations.

The collection of papers aims to provide an interdisciplinary understanding of the concept of learning spaces. This volume proffers a unique perspective on the transformation of education in the 21st century, by bringing together leading researchers in education, sociology and geography to address directly questions of space in relation to education and learning. It examines the changing and diverse spaces and concepts of education (occurring simultaneously at different scales and in different parts of the world) and discusses how spaces of education vary at different stages (compulsory schooling, tertiary and higher education, adult education and workplace learning). The book argues that the emergence of knowledge-based economies necessitate an understanding of the plurality of spaces (such as homes, workplaces, international space and cyberspace) in which learning can take place. The collection of essays offers readers a rich resource for exploring and understanding the changing spaces of education.

Natasha Kersh, June 2014

## The future and problems of the network learning organisation

Bukantaitė, D. (2007). Tinklinės besimokančios organizacijos ateitis ir problemos [The future and problems of the network learning organisation]. *Organizacijų vadyba: sisteminiai tyrimai*, 43.

**Keywords:** network learning organisation; labour exchange.

The article presents network learning organisations, their future and problems, and distinguishes their advantages and disadvantages. The problems noticed by the Labour Exchange consultants are described by taking the Labour Exchange as a network learning organisation and using a structured interview method.

Daiva Bukantaite, September 2014

## Workplace learning in organisations within the service providing, health security and oil-processing sectors

Bukantaitė D. (2011) Mokymasis darbo vietoje paslaugas teikiančiose, sveikatos priežiūros ir naftos perdirbimo sektoriaus organizacijose. [Workplace learning in organisations within the service providing, health security and oil-processing sectors]. *Šiuolaikinio specialisto kompetencijos: teorijos ir praktikos dėmė: 5-osios tarptautinės mokslinės – praktinės konferencijos straipsnių rinkinys* [Competence of contemporary

*specialists: the unity of theory and practice: 5th international conference selected papers*]. Kaunas: Kauno kolegija.

**Keywords:** workplace learning; training.

Object of research: workplace learning. Aim of research: to highlight specifics of workplace learning within service-providing, health security and oil-processing sector organisations. In order to accomplish the aim of this research, the following tasks have been raised: reveal the specifics of service-providing and health security sectors as well as determine requirements that employees are expected to meet while learning - evaluate the need for employee workplace learning, employees' expectations, the process of learning and its impact on professional and personal activities (by using empirical research methods) Methods of research: analysis of scientific literature sources and questionnaire. Findings of this research confirmed that any forms of workplace learning have a positive impact on people's quality of life, both during training and in everyday work. It was noticed that training organised by the organisations had a primary impact upon employees' personal development – sharpening of their skills, enhancing self-esteem, personal improvement, self-identification, ability to make decisions, and problem solving, etc.

Daiva Bukantaite, September 2014

## A young performers' professional preparation for the labour market: academic attitude

Bukantaitė, D. & Alfavickaja, M. (2012). Jaunojo atlikėjo profesinis pasirengimas darbo rinkai: dėstytojų požiūris [A young performer's professional preparation for the labour market: Academic attitude]. *The Spaces of Creation*, 17, 44–55.

**Keywords:** preparation for the labour market; learning; young performers.

This article analyses the young artist's preparation for the labour market. The qualitative research showed that although students training in Performance Arts do so at a high level, the lack of preparedness for the labour market is determined by the specifics of the study programme, hyperbolic and sublimated painting of his/her specialty, lack of practice, which is often focused only on specialty discipline, failure to create jobs itself, the classic approach of lecturers, claiming that the students within the Performance Art programme are trained for work in the theatre or symphony orchestra. The study further shows the need for Performance Art programme improvement, by expanding and at the same time deepening not only the expertise, but also labour market awareness, self-presentation within the labour market and vocational opportunities for adaptability and creativity.

Daiva Bukantaitė, February 2014

## Features of continuous learning of symphony orchestra performers

Bukantaitė, D. & Mantas, L. (2012). Simfoninio orkestro atlikėjų tęstinio mokymosi ypatumai [Features of continuous learning of symphony orchestra performers]. *Profesinis rengimas: tyrimai ir realijos*, 22, 20–32.

**Keywords:** a symphony orchestra; continuous learning.

The challenge of continuous learning for symphony orchestra musicians is manifested in the way that any changes by the orchestra towards perfect performance can be achieved without the need for the individual performer to perform perfectly. The aim of this research paper is to specify the continuous learning of symphony orchestra performers. Such traits of the continuous learning of symphony orchestra performers were specified: individual work, team work, traineeships abroad, mastery courses, summer camps, solo activity, pedagogical activity, visiting tutors, performing new pieces of music and working with continuously changing conductors.

Daiva Bukantaitė, February 2014

## Organisational learning in ministries of the Republic of Lithuania

Burkšienė, V. & Račaitė, E. (2014). Organizacinis mokymasis Lietuvos Respublikos ministerijose [Organisational learning in ministries within the Republic of Lithuania]. *Regional Formation and Development Studies*, 11(1), 29–45.

**Keywords:** organisational learning; organisational learning in public institutions; Ministry of the Republic of Lithuania.

In this article, while using scientific literature and document analysis, it is intended to reveal the organisational learning in LR ministries, while confirming or denying the assumption that organisational learning in LR ministries is insufficient because of the underestimation of its importance. The results of the research revealed that organisational learning practices are different in different LR ministries but, overall, the organisational learning in LR ministries, namely those institutions of the utmost importance, is insufficient. Most LR ministries do not understand the importance of organisational learning in the context of increasing complexity, indeterminacy and changes.

Daiva Bukantaitė, September 2014

## Organisational learning in ministries of the Republic of Lithuania. Region formation & development studies

Burkšienė, V., Račaitė, E. (2014). Organizacinis mokymasis Lietuvos respublikos ministerijos [Organisational learning in ministries of the Republic of Lithuania]. *Region Formation & Development Studies*, 11.

**Keywords:** organisational learning; organisational learning in public institutions; Ministry of the Republic of Lithuania.

Organisational learning is evaluated as an issue of essential importance in modern organisations performing in a contemporary knowledge society. It is claimed that organisational learning is an appropriate tool for adapting to the changing environment and for integration of various innovations into organisational activities. Different authors emphasise that learning in organisations occurs in individual, group or collective and organisational levels. However only learning formalised and documented in official organisation legislation is named as organisational learning and is meant to be necessary for an organisation for gaining its new knowledge.

Monika Kubiliute, September 2014

## Portfolio use for documentation of personal and professional growth gained outside academia

Burkšaitienė, N., Teresevičienė, M. & Kaminskienė, L. (2011). Portfolio use for documentation of personal and professional growth gained outside academia. *Baltic Journal of Management*, 6(2), 245–262.

**Keywords:** adults; learning; self-development; skills.

The purpose of this paper is to contribute to the issue of bridging the gap between the labour market and university through recognition of non-academic learning.

A structured portfolio and, more specifically, the portfolio based on Carter's taxonomy used as a tool for empowering candidates has highlighted three important aspects of their learning, i.e. personal qualities, skills and knowledge as acquired in the non-academic environment and provides the basis for proof of personal and professional development in line with the requirements of existing university modules.

A clearly structured portfolio of learning outcomes enables adults to highlight important aspects of their learning and match their proof of learning in line with the university requirements for academic credit.

Daiva Bukantaitė, February 2014

## Competence development as workplace learning.

Chisholm, L., Fennes, H. & Spanring, R. (2007). *Competence development as workplace learning*. Innsbruck: Innsbruck University Press.

**Keywords:** competence development, workplace learning, comparative study

Macro-economic change, technological innovation and socio-cultural development are generating the reconstruction of working as well as of learning environments, tasks and processes in a variety of ways. In view of this, both competence development and

workplace learning are attracting increasing research and policy attention, both independently and in relation to each other, in particular in the context of lifelong learning. These publication addresses the challenge of how working places might best be educationally (re-)constructed as learning spaces for developing competencies for professional but also for public and private life. The contributions from Austria, the People's Republic of China, the Czech Republic, Denmark, Hungary, Malaysia, Thailand and the United Kingdom, covering also Germany, the Nordic countries and Ireland, are the outcome of an international research seminar held at the University of Innsbruck in September 2006 within the framework of the Asia-Europe-Meeting Education and Research Hub for Lifelong Learning, in particular its research network on competence development as workplace learning, in which the eight participating countries are currently represented.

Helmut Fennes, February 2015

### Decoding the meanings of learning at work in Asia and Europe

Chisholm, L., Lunardon, K., Ostendorf, A. & Pasqualoni, P. P. (Eds.) (2012). *Decoding the meanings of learning at work in Asia and Europe*. Innsbruck: Innsbruck University Press.

**Keywords:** workplace learning; organisational learning; learning cultures in workplaces; workplaces as learning spaces in organisations.

The collection of papers encompasses contributions by an Asian-European research network on workplace and works-based learning. Individual and organisational perspectives on workplace learning are presented. Deep insights into cultural specific aspects of workplace learning in different European (GB, A, NL, F, LT, CZ, LV) and Asian Countries (China, Thailand, Malaysia, Japan) and organisational contexts are given.

Annette Ostendorf, February 2015

### Staged workplace learning

Clematide, B. (2004). *Iscenesat læring på arbejdspladsen [Staged workplace learning]*. In V. Andersen, B. Clematide & S. Høyrup (Eds.). *Arbejdspladsen som læringsmiljø*, 35–52. Roskilde: Roskilde Universitetsforlag.

**Keywords:** empirical study; qualitative methodology; informal learning; formal learning; work based learning; staged learning.

In line with other researchers, the author rejects a conventional understanding that workplace learning is informal and learning in educational institutions is formal. The study explores 'staged' workplace learning, which unites informal and formal learning in addition to daily work. Staged learning can, among other

things, be targeted at new employees and trainees. It can also occur in meetings during working hours and when experienced employees share knowledge. The research data comes from an R&D project in a series of supply companies, and the main findings include potentials of staged learning. Under favourable conditions, it can contribute to:

1. visualise and articulate experience in a way that is of a different nature than the exchange of daily tips in a community of practice;
2. organisational learning through more systematic retention and exchange of experience; and
3. organisational insight so that the individual employee can more realistically understand and assess their own prospects in a company undergoing change.

Bent B. Andresen, February 2015

### Alternating, transition and professional identity

Cohen-Scali, V. (2000). *Alternance et Identité professionnelle [Alternating, transition and professional identity]*. Paris: Presses Universitaires de France.

**Keywords:** alternating; transition; professional identity.

To what extent is professional identity construction supported by alternating training or particular types of transition from school to the work? This book brings together some answers to these questions, thus providing an overview of the main theoretical models and research on alternating training, identity and school to work transition, choosing mainly psychosocial and sociological approaches. The results of several surveys show the paradoxical and complex effects of alternating training on identity transformations. These training programmes can, in some cases, support school to work transitions. But in some cases, they appear as a difficult period of time with a lot of uncertainty for young people. The book questions the links between personal, social and professional identity and sketches out a few possible ways in which young people develop their relationship to their future at work.

Valérie Cohen-Scali, February 2014

### The career construction in French apprenticeship programmes: an exploration of the role of gender in the tutorship

Cohen-Scali, V. (2013). *Sexe du tuteur et perception de l'avenir professionnel de jeunes en alternance: une recherche qualitative [The career construction in French apprenticeship programmes: an exploration of the role of gender in the tutorship]*. *Journal of Vocational Behaviour*, 1, 49–56.

**Keywords:** gender; tutoring; alternating training; identity.

The study introduced in this paper, aims to explore the influence of sex roles of tutors in enterprises, supervising young adults in alternating training in higher education. On the basis of workplace mentoring models and work, twenty young adults were interviewed. Half of them were supervised by a woman and the other half by a man. The results underline the key role of the variable sex to analyse the relationships in enterprises. They show that this variable has to be studied regarding the particular sexual division of work in each work context as well as with the social representations the young adults have with the occupations.

Valérie Cohen-Scali, February 2014

### Working while studying

**Cohen-Scali, V. (2010). *Travailler et Etudier [Working while studying]*. Paris: Presses Universitaires de France.**

**Keywords:** individual; team; organisational learning.

Today, more than 4 million young people in France work while studying. The benefits they get from these activities are varied: working allows young people to continue schooling, supports the development of independence, allows expensive leisure, and increases one's employability. But this situation can have deleterious consequences, notably on school results. The book develops a psychosocial approach of the young people who work during their studies. It offers an analysis of the place of these work experiences on the intentions related to vocational guidance, professional choices, on the professional self-construction of young people from working-class backgrounds. The theoretical framework linked with theories of identity and social representations. Several empirical studies related to situations of apprenticeship, internship, jobs, show the role of the quality of work situations in companies. The book underlines the main stakes of these professional experiences for the future of youth.

Valérie Cohen-Scali, February 2014

### Workplace learning and higher education

**Costley, C. (2013). *Workplace Learning and Higher Education*. In M. Malloch (Ed.). *The Sage Handbook of Workplace Learning*, 395–406. London: Sage.**

**Keywords:** workplace learning; work-based learning; higher education and training.

The chapter aims to explore ways in which work-based learning and workplace learning<sup>2</sup> environments can be conceptualised in a framework provided by higher education institutions. It is partially based on empirical evidence from student interviews. The necessity to negotiate flexible curricula accounts for a broad range and variety of workplace learning programmes. After discussing some implications of intro-

<sup>2</sup> For the purpose of the chapter, the author uses these terms interchangeably.

ducing WPL curricula for higher education, the author argues that such programmes have to be based on principles of adult education, thus valuing and acknowledging the experience of the students. An immediate consequence is that pedagogies have to rely on self-directed learning rather than instruction. To allow further development of student's knowledge and skills, pedagogical offers not only need to be learner-centred, but also "project-based, grounded in practice and tailored to the requirements of people at work" (p. 403). A further demand that emerges from the research – and one challenging traditional academic practices which remain inherently discipline-based – is the transdisciplinary nature of workplace learning. Workplace learning is informed by the university without being centred within the university itself. Rather, it is rooted in the professional area in which students are advancing their practice. Knowledge construction thus has its place outside of the university. Hence, one challenge is to constructively deal with conflicts of interest that might arise between incommensurable benefits for the learner and the university.

Pier Paolo Pasqualoni, March 2015

### Interpersonal communication in training: usage, function and stake

**Cros F. & Meyer C. (2014). *La communication interpersonnelle en formation: usages, fonctions et enjeux [Interpersonal communication in training: usage, function and stake]*. Lion: Chroniques Sociales.**

**Keywords:** communication; adult education; experience; on site learning; training programme; competencies; professionalization.

This book compiles contributions from CRF-Axe3 researchers at the CNAM. It aims at showing how communication is essential to learning, both at work and in class. It introduces communication from a historical point of view to the era of modern technology and IT. Communication is reviewed in its general use and interpersonal communication is defined. It then emphasises its role in training programmes where training sessions or work placements have become common tools for professionalization. In communication, the body is engaged and emotion emerges at work (case in one hospital). Professional gestures are reported in a teaching experience. Communicating one's own professional experience in class explores the issue of double identity. The final chapter focuses on language discourse in vocational training, analysing interactions through words and gestures.

Padma Ramsamy-Prat, February 2014

### Development of humans and organisation: the cultural dimension

**Dellen, T. van & Slagter, M. (2009). *Ontwikkeling van mens en organisatie: de culturele dimensie [Development of humans and organisation: the cultural dimen-***



sion]. In A. Minnaert, H. I. Spelberg & H. Amsing (Eds.). *Het pedagogisch quotiënt: Pedagogische kwaliteit in opvoeding, hulpverlening, onderwijs en educatie* [The pedagogical Quotient: Pedagogical Quality in upbringing, assistance, teaching and education], 323–337. Houten: Bohn Stafleu van Loghum.

**Keywords:** enculturation; performance; competencies; talent.

The purpose of the research is to identify pedagogical qualities of the workplace that influence the view of Human Resource Development (HRD) and how they lead to different forms of HRD. Conceptualising, theorising and description of example cases emanate from the health and mental sectors. HRD in organisations seems not to be particularly focused on the learning interventions as such, but are adaptations to the workplace circumstances in terms of different value dimensions, like organisational goals versus personal development, knowledge transfer versus experiential learning and knowledge construction or organisational responsibility versus shared responsibility. Finally, three views or perspectives on the development of human resources and organisations are identified. They concern performance (improvement), competencies and talents. This article focuses on the social, cognitive and affective dimensions of learning in organisations.

Theo van Dellen, March 2014

### **Is resource development mainly a matter of adjustment? Exploring and opinion reflection on HRD**

Dellen, T. van (2003). *Is Human Resource Development vooral een kwestie van aanpassen? [Is resource development mainly a matter of adjustment? Exploring and opinion reflection on HRD]. Management & Organisatie, 57(1), 53–65.*

**Keywords:** HRD configurations; personal development; organisational development; professional development; competence development.

How does HRD relate to the context of work? This question is difficult to handle. HRD is not primarily seen as the best way to develop people at work. The ownership of HRD appears to be important at work. Moreover other features of organisational context play a role in the adjustment of HRD. In this article a typology is proposed that describes in an easily understandable way, the relation between four types of HRD and the context. More research has to be done to further our understanding of the field of tension between the interests of organisations and their employees.

Theo van Dellen, June 2014

### **Work and Learning: the changing nature of the world of work and interaction with education. Vocational education: research and reality**

Dienys V. & Pundzienė A. (2003). *Work and learning: the changing nature of the world of work and interaction with education. Profesinis rengimas: tyrimai ir realijos, 3–51.*

**Keywords:** system; organisation; learning at a workplace; non-formal and informal learning.

Today formal learning cannot satisfy the goals of the labour market that are formulated by such factors as globalisation, rapid technological development and social economic changes. Non-formal and informal learning are valued as one of the timely and major measures in solving such problems as reducing the gap between theory and practice, increasing the capacity of organisations to rapidly and efficiently adapt to constant and rapid changes, maintaining the balance between labour market supply and demand, growth of an individual, self-realisation and survival in the labour market. Hereby, qualitative non-formal and informal learning enhance general economic development of the country under extensive change conditions. The purpose of this article is to analyse the available literature resources in the field of social sciences with regard to the interaction between the world of work and education, evaluate the current situation in Lithuania on the basis of the empirical research carried out in the public transport sector of Kaunas city and foresee further developmental tendencies. Having carried out the analysis of the scientific literature and on the basis of the empirical research, the following main conclusions are formulated: the need for the interaction between the world of work and education is dictated by political and economic factors; the majority of Lithuanian organisations are not ready for accepting the teaching-learning development challenges; the success of teaching-learning in the organisation depends on organisational and individual factors.

Monika Kubiliute, September 2014

### **Specific features of employee learning in extreme jobs: the Lithuanian context**

Eidimtas, A. (2010). *Darbuotojų mokymosi ypatumai ekstremalaus darbo organizacijose Lietuvos priešgaisrinės saugos kontekste [Specific features of employee learning in extreme jobs: the Lithuanian context]. Socialiniai mokslai, 2(68).*

**Keywords:** employee learning; extreme situations.

The article analyses the scientific problem: what is the learning landscape for those employees working in extreme environments, such as the Lithuanian Fire and Rescue Service organisation. The article consists of two parts: the first part is the application of scientific literature which reveals a variety of employee training in the world of extreme labour organisations, the second - presents the research methodology, interpretation of the third survey conducted and written examination results.

Monika Kubiliute, September 2014

## Discovering deliberate practice activities that overcome plateaus and limits on improvement of performance

Ericsson, A. (2009). Discovering deliberate practice activities that overcome plateaus and limits on improvement of performance. *International Symposium on Performance Science*, 11–21.

**Keywords:** deliberate practice; expert performance; innate talent; skill acquisition.

Deliberate practice differs from the mere experience of doing the task in many different ways. The most striking way concerns the mental attitude of the individual. During deliberate practice, the individual has the goal of improving some measurable aspect of their performance. When people meet unmodified plateaus in a given expertise, mostly people tend to give up their efforts because they did not think that they could reach the performance of other people, rather they had reached their own limits. The theoretical framework of deliberate practice asserts that improvement in performance aspiring experts does not result from automation due to future experience. By increasing the challenge of training, individuals can remain in the cognitive phase and keep engaging in deliberate practice to acquire and refine complex cognitive mechanisms that mediate how the brain and nervous system control performance.

Kenji Hirata, July 2014

## Learning, work and social responsibility: Challenges for lifelong learning in a changing world

Evans, K. (2009). Learning, work and social responsibility: challenges for lifelong learning in a changing world. Dordrecht: Springer.

**Keywords:** life-worlds; system worlds; workplace learning; comparative; human agency; work environments; social relations.

The book aims to explore relations between the system world and the life-worlds of young people and adults, in particular social 'landscapes'. It is based on empirical studies carried out by survey, interview and case study over a 15 year period, and contains some wider comparative analysis, based on Anglo-German research. The workplace analyses are based on case studies of work practices and environments in a range of private and public sector organisations in Britain. The book develops an extended dialogue between ideas and evidence, drawing on approaches in comparative sociology. The extended dialogue between ideas and evidence leads, in Chs. 4 and 8 particularly, towards better understandings of the ways in which people can direct their energies and capacities in and through the social relations and environments afforded by participation in the workplaces of real life. This is important for employees and also for the companies who need to foster the commitment and motivation, as well as the skills and capacities, of their workers.

Karen Evans, April 2014

## Improving workplace learning

Evans, K., Hodkinson, P., Rainbird, H. & Unwin, L. (2006). Improving workplace learning. New York: Routledge.

**Keywords:** workplace learning; situated learning; apprenticeship; adult employees; work environments; social relations.

The book argues that the challenges of improving workplace learning require attention to three overlapping scales of activity. The first two concern the contexts of learning and the third the way in which individual workers interact with spaces for learning that are afforded by these contexts. At the highest level, wider social structures and the dynamics of the employment relationship can be fundamental in enabling or preventing effective learning from taking place. At a meso level, the nature of the learning environment in the organisation – its expansive or restrictive features – is important. It is at this level that a range of local actors can have an impact on the learning potential of the working environment and on spaces for learning that can be accessed through it. At the individual level, the past experiences, dispositions and tacit skills of workers will affect the extent to which they take advantage of spaces for learning that are opportunities afforded in and through their immediate work environment.

Karen Evans, September 2014

## Training and workplace learning

Evans, K. & Kersh, K. (2014). Training and workplace learning. In K. Kraiger, J. Passmore, N. Rebelo dos Santos & S. Malvezzi (Eds.). *The Wiley-Blackwell handbook of the psychology of training, development and performance improvement*, 50–63. London: Wiley-Blackwell.

**Keywords:** workplace learning; training; learning space; competence development; spatial dimensions.

This chapter considers the notion of the learning space at work and the ways the concept facilitates the simultaneous exploration of individual engagement and the organisational context of the workplace. The chapter proceeds to discuss the concept of competence development at work, also considering motivational factors within different types of environments. The chapter considers the ways in which the acquisition of skills in the workplace is associated with a range of spatial dimensions, also looking at factors that relate to the development of modern technologies. A comprehensive understanding of the influence of spatial dimensions on learners' motivations, outcomes and competence development requires careful consideration of the concept of the 'learning space' and its role in the development and acquisition of work-based competencies. Outcomes and motivations are considered as manifestations of individual learning and career orientations that may be constructed through social relationships and processes that go on both inside and beyond particular communities of practice.

Karen Evans, February 2015

## Re-thinking the “thing”. Sociomaterial approaches to understanding and researching learning in work

Fenwick, T. (2010). Re-thinking the “thing”. Sociomaterial approaches to understanding and researching learning in work. *Journal of Workplace Learning*, 22(1/2), 104–116.

**Keywords:** workplace learning; complexity theory; cultural-historical activity theory; actor-network theory.

The “thing” is the material work practice in the social and personal contextual mix. The “thing” is discussed by comparison of three theoretical perspectives, namely complexity theory, cultural-historical activity theory and actor-network theory. The perspectives do have commonalities, like whole system as unit of analysis, formations and stabilisation of elements and the approach of ‘knowledge’ and learning. Complexity analyses explore the richness of biological flows inherent in materialisation processes. The effect is a self-regulating system. In cultural-historical activity theory organisations are sites of ideological struggle directed at means of production and knowledge. Actor-network theory asks questions such as, when there seems to be a system, how is it compiled, where is it and what is holding it together? Fenwick concludes that in all three perspectives nothing is determined, and (unknown) radical future possibilities are available at every encounter.

Theo van Dellen, January 2015

## Learning patterns in organisations: towards a typology of configurations of workplace learning and detection instruments

Govaerts, N. & Baert, H. (2011). Learning patterns in organizations: towards a typology of configurations of workplace learning and detection instruments. *Human Resource Development International*, 14(5), 545–559.

**Keywords:** learning patterns; configurations.

In this study one research question concerned whether the possibility exists to invent a typology of learning patterns in organisations. Although the restricted typology by definition isn’t an exhausted description of all learning patterns available it may be of heuristic use to detect, to describe and to understand learning patterns as well as community-of-practice. In the study the work systems and the learning systems in organisations are considered to exist separately.

Theo van Dellen, March 2014

## Learning to work in the creative and cultural sector: new spaces, pedagogies and expertise

Guile, D. (2010). Learning to work in the creative and cultural sector: new spaces, pedagogies and expertise. *Journal of Education Policy*, 25(4), 465–484.

**Keywords:** cultural and creative; skill formation; vocational practice, intermediary organisations; social capital.

This paper explores how labour market conditions in the creative and cultural industries undermine dominant assumptions about the relationships between qualifications and entry to employment in the context of the UK economy. The paper sets out to demonstrate how non-government agencies (‘intermediary organisations’) create new spaces to assist aspiring entrants to develop the requisite forms of ‘vocational practice’, ‘social capital’ and ‘möbius strip’ (i.e., entrepreneurial) expertise to enter and succeed in the sector. It concludes by identifying new principles for the governance of education and training at the national level in the UK; pedagogic strategies to facilitate ‘horizontal’ transitions into and within the creative and cultural industries and skill formation issues for education and training stakeholders to address.

Karen Evans, February 2015

## Informal learning in the workplace: a case study of a human resource team from a social network perspective

Han, Y. (2008). 工作场所非正式学习研究 [Informal learning in the workplace: a case study of a human resource team from a social network perspective]. Master thesis. East China Normal University.

**Keywords:** workplace; informal learning; social network, human resource developer.

This study choose a human resource team in a software outsourcing company to study the content and process of informal learning within the workplace for the human resource developer, and how the social network inside the team influence the informal learning at the individual and collective level, aiming to enrich informal learning theory and supervise informal learning practice. This is a new prospect that sees the workplace learning of the human resource developer from a social analysis perspective. The study initially illustrates the content and process of informal learning for human resource workers, then according to the social analysis variable, explains how network role, position and emotional support influence individual informal learning and how network density, group centrality and small group impact collective informal learning. This study measures informal learning by the interpersonal relationship structure and lays emphasis on the influence that the social network poses on, broadens informal learning from a visual perspective and enriches the fruitfulness of research in this domain. What is more, it is advantageous to improve individual learning strategy and affect organisation competition.

Yin Lei, February 2015

## The landscape of professional socialisation—narrative inquiry on adult educators

He, A. (2014). 成人教育工作者专业社会化的叙事探究. [The landscape of professional socialisation—narrative inquiry on adult educators]. Globe Thesis.

**Keywords:** adult educator; professional socialisation; narrative inquiry.

This book is quite unique for workplace learning, it focuses on how the adult educators' development of professionalisation through their own personal experience in the workplace, this is one of the books in a series books of the topics of work place learning published by Remin University Press. This book discusses issues related to the professional socialisation of the adult educator, narrative inquiry is applied as the main research method; exploring the 'andragogy' meaning in real life. Through walking into the real life of adult educators, listening to their stories, describing their experience, this book clarifies the complex relationship between the adult educators' educational background, their work, society and their personalities, explains the path of adult educators' professional socialisation, and displays the colourful landscape of adult educators' professional socialisation, to show the audience how adult educators became professionalised in their workplace.

Yuan Dayong, February 2015

## Passion, money and the learning employee. Explorative research into freedom of learning in the context of labour.

Heidekamp, I. (2014). *Passie, pecunia en lerende werknemers. Een exploratief onderzoek naar leervrijheid in de arbeidscontext* [Passion, money and the learning employee. Explorative research into freedom of learning in the context of labour]. Groningen: University of Groningen.

**Keywords:** lifelong learning; lifespan; freedom of learning.

Research aims were: clarification of the 'freedom of learning' concept and exploration of employees' LLL decision space. The qualitative follow-up study is the second phase of an explanatory mixed-method design. Intentional selection was done with a maximal variation sampling strategy, and a semi-structured interview instrument was developed. Text segments of the interview transcriptions, imported in an Atlas.ti Hermeneutic Unit, were coded using the NCT model. WPL outcomes show that: 1. the interviewees value informal learning, 2. non-vocational training is selectively provided to them, 3. employees play along if the training is emotionally/practically less important, 4. some morally/ethically reject learning opportunities, and some see to it themselves if the employer fails to serve their learning needs. Using all learning potential is of shared interest (individual, organisation, society), but WPL seems to be marginally democratised, even if

disregarding the individuals' striving for internal and external integration of whatever learning decision, hampers personal and professional growth, desired by anyone.

Ina Heidekamp, January 2015

## Competency semantics information modules and architecture

Hirata, K. & Laughton, S. (2012). *Competency semantics information modules and architecture. Frontiers in Psychological and Behavioral Science, 1(3), 19-26.*

**Keywords:** macro; individual and organisational learning; empirical study; qualitative approach; definition of learning objectives for skill and competency.

There are IT systems (e.g., Learning Management Systems, Human Resource Information Systems) that use and produce competency information in the form of educational objectives, course content, learning resources metadata, and so on. Very few systems are well integrated and capable of easily exchanging and managing competency information increasing the development of national skills, more widely used for lifelong learning, career development, and certification. In the content analysis, title of competency or skill can be categorised, 1) action (verb) type, 2) abstract issue type, 3) job title type 4) task execution type, and 5) specific technology type. For many users and stakeholders, this semantic information should be shared and implemented. Modules and architecture for semantic competency information were needed to reuse and share this information and to optimise interoperability across various IT systems.

Kenji Hirata, July 2014

## Gendered choices. Learning, work, identities in lifelong learning.

Jackson, S., Malcolm, I. & Thomas, K. (Eds.) (2011). *Gendered choices. Learning, work, identities in lifelong learning.* London: Springer International Publishing AG.

**Keywords:** women learning; work based learning; workplace learning; lifelong learning.

This research aims to highlight the role and status of women through an empirical study exploring the choices of women in learning in different contexts and comparisons internationally. The study examined the continued expansion of a skills-based approach in areas of lifelong learning, including career decisions, professional identities and informal networks. It explores key intersections of adult learning from a gender perspective, participation, workplace learning and informal pathways. The book addresses these in an international context, with constitute gendered lives contributions from Canada, Spain and Iran that provide a wider international perspective on shared issues, bringing together insights and narratives of a

group of women scholars, who address issues of feminism and social inclusion within the framework of adult education and learning throughout life. It has also shown us the experiences and contributions of women making choices and decisions about the valued elements in their lives and how these may contribute to de- and re-constructing educational and social practices and theories. The importance of gendered choices across the lifespan, personal and professional identities and, the perspectives on work-based/work-related learning and the labour market has been ignored by policy makers.

Areeya Rojvithee, January 2015

### **Innovation and identity dynamics**

**Kaddouri, K. (1999).** *Innovation et dynamiques identitaires [Innovation and identity dynamics]. Recherche et formation, 31, 101–112.*

**Keywords:** Innovation spaces; identity dynamics; individual and organisational projects.

M. Kaddouri (1999) developed a model of analysis of 'spaces of innovation' in the field of education. His method is based on semi-directive interviews with 3 levels of actors involved in initiatives sponsored by the Education Department (teachers, head teachers, institutional representatives). He distinguishes four 'spaces of innovation' (endogenous, exogenous, in the margin, alternative) which imply the consideration of the origin of the innovation (institution / professional groups). These spaces generate different identical dynamics for the teachers: preservation, transformation, protection. Involving more particularly the 'institutionalized' innovation, gaps between the various categories of projects (individual, institutional) highlights the available interactions in the tension between 'project of self for self' and 'project of self for others'. The question of learning is not directly included in this approach, but it is reflected through the understanding of the place occupied by the subject in the organisational intentions of professionalisation (professional development).

Florence Tardif Bourgoïn, February 2014

### **Organisations in social work field practice as open and learning organisations**

**Kanišauskaitė, V. (2011).** *Mokomosios socialinio darbo praktikos vietų (organizacijų) kaip besimokančių organizacijų aptartis [Organisations in social work field practice as open and learning organisations]. Socialinis Darbas. Patirtis Ir Metodai, 8(2), 195–209.*

**Keywords:** social work practice; student's field practice; learning organisation.

During social work field practice, students develop their professional social work skills, unique practical knowledge, reflect on practical situations, and integrate their theoretical knowledge by working individually with clients in a particular organisation. These or-

ganisations can be characterised as a context for the formation of professional identity and learning environment. The formation of learning environment in organisations could be described as becoming a learning organisation. It is assumed that these social service organisations are learning organisations, because they are open and flexible, and have collaborated with the university for ten or more years in organising social work field practice. The mentors and other social workers participate in continuing training programmes, which are organised by the university; also reflection of good practice and research done by mentors (individually or by contribution) could be characterised as development of competencies.

Daiva Bukantaitė, February 2014

### **Transferring learning to behavior: using the four levels to improve performance**

**Kirkpatrick, D. L. & Kirkpatrick, J. D. (2005).** *Transferring learning to behavior: using the four levels to improve performance.* San Francisco: Berrett-Koehler Publishers.

**Keywords:** improving performance by changing behavior.

This book was written in the USA by Donald L. Kirkpatrick in 1959 and is still applicable today. The author proposed: using four levels to improve performance showing how to bridge the divide between the learning and behavior of trainees in the workplace. The book begins with an overview of the current state of the four levels, then reasons for the devastating disconnect between learning and behavior; describes the foundations that must be in place before moving on to confront the true challenge of transferring learning to behavior; and, finally, shows precisely how to ensure that there is organisational support, and employee and managerial accountability, for putting the new behaviors into practice. Briefly, the four levels are Level 1: Reaction, Level 2: Learning, Level 3: Behavior and Level 4: Results. In applying the four levels model, the starting point should be Level 4 (results) and determine with the line-of-business managers what needs to happen. Then, work backwards with the question, "What behaviours (Level 3) need to be put into practice to achieve the desired results?" Then, ask, "What knowledge, skills, and attitudes (Level 2) will the targeted employees need to have to behave appropriately?" Followed by, "How will we get them to come to training and be receptive to these changes (Level 1)?" Therefore, this already proven model can be applied to solve the most difficult problem and produce concrete results from training.

Areeya Rojvithee, January 2015

### **Teachers' professional development at school: externally organised, self-organised and mutual learning**

**Kokare, M. (2012). Teachers' Professional Development at School: externally organised, self-organised and mutual learning.** In I. Žogla & L. Rutka (Eds.). *Proceedings of the ATEE 36th Annual Conference Teachers' Life-cycle from Initial Teacher Education to Experienced Professional*, 144–156. Brussels: Association for Teacher Education in Europe.

**Keywords:** organisational learning.

The case study aims to advance the idea of organisational learning (OL) both as a balancing perspective between the two fundamental goals of democratic education – autonomy and ability to function as members of society – and as an opportunity for teachers' professional development. It is analysed by regarding OL as a process, being both an outcome for school as an organisation and a tool for teachers as an acquired experience.

The theoretical framework of the research is based on: (1) the interpretation of the concept of OL at school; and (2) linking the ideas of experiential learning, OL, and action research.

Two research perspectives are considered: the analysis of one period of teachers' OL cycle and the advancement of the idea of OL at school as gradually progressing from externally organised through self-organised, to mutual learning by looking for convergence of theory and practice and reflecting the way of understanding practice.

Maija Kokare, February 2014

### **Organisational learning as a pedagogical perspective: recommendations for practice**

**Kokare, M. (2013). Mācīšanās organizācijā kā pedagoģiskā procesa perspektīva: ieteikumi praksei [Organisational learning as a pedagogical perspective: recommendations for practice].** Rīga: University of Latvia.

**Keywords:** organisational learning.

The study deals with organisational learning as a balancing perspective of the social and individual dimensions of the pedagogical process at school and combines theory and practice by synthesising two research traditions – action and practice-based research. Organisational learning is analysed in the interaction of both institutional factors and teachers' and students' learning experience at school.

It is a case study that, by using qualitative research strategy, is done mainly in one school. The study concluded that organisational learning at school (for teachers – their workplace learning) is a multi-layered and complex perspective of the pedagogical process that gradually progresses from externally organised through self-organised to mutual learning.

The didactic principles for implementation of organisational learning strategies in classroom settings based on the study's results are advanced and confirmed

during the study by offering new perspectives and recommendations for understanding, organising and reflecting on the teaching-learning processes at school.

Maija Kokare, February 2014

### **Involving, sharing, analysing – potential of the participatory photo interview**

**Kolb, B. (2008). Involving, sharing, analysing – potential of the participatory photo interview.** *Forum Qualitative Social Research*, 9(3/12).

**Keywords:** participatory photo interview; visual data.

The article is written like a textbook and describes operational procedures of the participatory photo interview. Experiences in conducting such interviews in different countries and contexts are shared. Deep insights into how the method functions are provided. Four phases of the photo interview are identified and explained in detail: opening phase - active photo shooting phase - decoding - analytical scientific interpretation.

Annette Ostendorf, February 2015

### **Learning on the job - an overview**

**Larsen, H. H. (2002). Læring på jobbet – et overblik [Learning on the job - an overview].** Copenhagen: KL og KTO.

**Keywords:** empirically based study; quantitative methodology used; public sector.

The publication reports findings from a study of work based learning in 12 Danish municipalities among 1,680 employees and managers at day care services, primary and secondary schools, the elderly sector, and local government. The purpose is to: 1) explore the numerous opportunities excluding in-service courses that exist for learning on the job, 2) investigate when employees and managers believe that they learn, what promotes their learning and which factors inhibit their opportunities for learning. In addition to characteristics of learning on the job, the study provides evidence supporting that the formation of experience highly depends on the workplace. Moreover, it shows that varied work, collegial interaction and conversation with the individual manager increases the opportunities for learning. Five factors promoting employee's learning are: 1) support from colleagues, 2) challenging tasks, 3) personal curiosity, 4) a trusting environment, and 5) evaluation of the work. Five factors limiting employee's learning are: 1) high work rate, 2) fixed working times, 3) lack of political support, 4) lack of evaluation, and 5) imposed duties.

Bent B. Andresen, September 2014

### **Organisational learning in professional discourses**

Lazarová, B., Pol M., Hloušková, L., Novotný, P. & Sedláček M. (2012). Organizační učení v odborných diskurzích [Organisational learning in professional discourses]. *Pedagoická orientace*, 22(2), 145–161.

**Keywords:** organisational learning; learning organisation; development; school as organisation; school as learning organisation; community of practice.

Authors of the paper discuss the concept of organisational learning. They refer to a wide range of definitions and concepts, point out some differences from those related or analogous concepts used, such as knowledge management and learning organisation. They note the discussions that relate to key topics. These discussions concern levels at which organisational learning can take place, the effect on behaviour or organisational performance. The following section of this article presents organisational learning as a process and describes the stages of organisational learning. The purpose of the article is to provide an overview of efforts to define organisational learning, including criticism of the results of this effort. The last part is devoted to selected theories and empirical findings on organisational learning at school. The authors stress the importance of organisational learning for schools as specific organisations and expressly request the examination of the processes of organisational learning in this context.

Petr Novotný, August 2014

### Learning as work

Lee, T., Fuller, A., Ashton, D., Butler, P., Felstead, A., Unwin, L. & Walters, S. (2004). Learning as work. Research paper. Cardiff: Cardiff University/TLRP.

**Keywords:** workplace learning; organisational structure; structure-agency; learning contexts; formal-informal.

This paper provides reviews and critically discusses dominant themes and perspectives in the field of workplace learning. The introductory section of the paper outlines the policy significance of learning and discusses multiple definitions and conceptualisations of workplace learning. Two paradigms and two associated perspectives of learning are introduced, leading into a discussion of formal and informal learning and the relationships between them in ongoing debates about the nature and scope of 'learning at work'. A central argument is that learning at work is now understood to encompass a variety of both 'formal' and 'informal' elements. The relationship between organisational structure and individual engagement in workplace learning is discussed in terms of a structure/agency dynamic which, operates in and through differentiated contexts of work and learning territories associated with the workplace. Individuals and their learning contexts at work cannot be understood separately.

Karen Evans, January 2015

### Analysis of influence factors and barriers in workplace learning

Li, T. (2010). 工作场所学习的影响因素及障碍分析 [Analysis of influence factors and barriers in workplace learning]. *Communication of Vocational Education*, 4, 31–35.

**Keywords:** workplace learning; influential factors; barriers.

In this article, the author attempts to find the influential factors on workplace learning in China, workplace learning's inherent physical space along with social, organisational and cultural factors. This paper, based on the systematic environment of workplace learning, analyses the influential factors of workplace and the barriers in its implementation, also the deeper understanding of its development predicament and development emphases as well as trends in the future in China.

Yuan Dayong, February 2015

### Redefining workplace learning: from a practice-based approach perspective

Maorong, L. & Jian, H. (2013). 工作场所学习概念的反思与再构:基于实践的取向 [Redefining workplace learning: from a practice-based approach perspective]. *Open Education Research*, 2, 19–28.

**Keywords:** workplace learning; practice-based approach; practice; learning in practice; knowing in practice.

Workplace learning is an emerging and outstanding field set against the background of a lifelong learning society. How to define workplace learning is a fundamental problem. Deeply influenced by individual cognitive learning theory, many people think of workplace learning as 'informal learning', 'learning for work and job-related learning' or 'learning in the workplace', while ignoring its essence of 'learning in, through and by practice'. With 'practice-oriented' theory, workplace learning can be redefined as learning occurring in 'practice'. This definition heavily emphasises participating in practice within the workplace to develop competencies of learners, and such participation not only allows learners to create, retrieve, transform and reconstruct 'knowledge in practice', but also become necessary vehicles to sustain and reform practice. The reflection, questioning and reconstruction of the definition of workplace learning contribute to the further research on its frontier, problem and methodology.

Yin Lei, February 2015

### The knowledge types and learning approaches of workplace learning

Meilu, S. (2013). 工作场所学习的知识类型与学习途径 [The knowledge types and learning approaches of

workplace learning]. *Communication of Vocational Education*, 4, 29–32.

**Keywords:** workplace learning; knowledge type; learning approaches.

Compared to formal school learning, the knowledge type through workplace learning is much more varied. Therefore it necessitates considerably more learning approaches to facilitate learning. There are four types of knowledge that can be acquired through workplace learning: theoretical knowledge, professional skills, understanding ability and decision making skills. This paper introduces the new development of the two most popular workplace-learning approaches—workshop and interview. It also puts forward four criteria of effective workplace learning approaches, that is, the enthusiasm of the participants, increasing the special challenges, providing personal space, incentive mechanism and mutual reflection opportunity for employees, and producing learning outcomes.

Yin Lei, February 2015

### **Personnel training/learning as a precondition for the creation of a learning organisation**

**Merkys, L. & Šlapšienė, O. (2013). Personalo mokymas(is) – besimokančios organizacijos kūrimo(si) prielaida [Personnel training – learning as a precondition for the creation of a learning organisation]. *Studijos šiuolaikinėje visuomenėje*.**

**Keywords:** personnel training; creation of a learning organisation.

The rights to work and to education are fundamental human rights; they are incorporated into the majority of legal acts in various aspects. Due to the width of these rights, there lay some practical problems related with the correct definition thereof and legal regulation. In the article, the author seeks to define and explain the peculiarities of these rights and to reveal their practical meaning. The article is divided mainly into two parts, the first is designated to the explanation of each of the rights individually, and the other part is designated to investigate the relationship between these two rights and the legal status thereof. The aim of the article is to provide more understanding to the relation between these rights and, in some aspects, some analyses of possible flexibility in labour relations are given. The summary of the research addresses the most problematic theoretical and practical aspects from the author's point of view. The author states and attempts to prove that the relation between the right to work and the right to education is very close, sometimes it is even difficult to separate these rights. The relation comes from the peculiarities of both of these rights, on the one hand it is impossible to obtain certain job positions without a proper education (the position of a judge, attorney, advocate, etc.), and on the other hand, the needs of a labour market influence study programmes and their changes. These and other important aspects are analysed in the paper.

Monika Kubiliute, September 2014

### **Increase of management potential by applying coaching and neuro-linguistic programming (NLP) methods**

**Moliušytė, S. & Kvedaravičius, J. (2013). Organizacijų vadybos potencialo didinimas taikant koučingo ir nlp metodikas [Increase of management potential by applying coaching and neuro-linguistic programming (NLP) methods]. *Management Theory and Studies for Rural Business and Infrastructure Development*, 35(2), 256–264.**

**Keywords:** management potential increase; organisation development; coaching in leader's work; neuro-linguistic programming; employees development.

This paper examines the management potential of an organisation's development possibilities. The paper is based on research on increasing management potential within organisations and to achieve an organisation's management potential development plan by applying coaching and neuro-linguistic programming (NLP) methods. Coaching and NLP are one of the most effective learning tools helping managers to develop their professional competencies, organisation's human resources and enables the organisation to develop as a system. In this paper 7 key management capacity building steps are identified; management potential development plan through the main management functions (planning, organising, leading, motivation, controlling). Also the recommendations are proposed for its implementation by applying coaching and NLP techniques.

Daiva Bukantaitė, February 2014

### **Rationalities behind workplace learning**

**Nieuwenhuis, A. F. M. & Woerkom, M. van (2006). Rationales achter werkplekleren [Rationalities behind workplace learning]. *Pedagogische Studiën*, 83, 343–353.**

**Keywords:** workplace learning; rationalities.

To evaluate the learning potential of workplaces it is important to differentiate between rationalities behind workplace learning. In this article four goal-directed rationalities are described. These rationalities are: preparation for work, to optimise work, to vitalise work and personal development. Each rationality has corresponding criteria for evaluation of their effects.

Theo van Dellen, April 2014

### **The knowledge-creating company: how Japanese companies create the dynamics of innovation.**

**Nonaka, I. & Takeuchi, H. (1995). The knowledge-creating company: how Japanese companies create the dynamics of innovation. Oxford: Oxford University Press.**



**Keywords:** knowledge creation; knowledge management; knowledge types; tacit knowledge; workplace learning; shared space; shared mental models.

The book provides an inside look at how Japanese companies go about creating new knowledge organisationally. The authors argue that organisational knowledge is created through the continuous social interaction of tacit and explicit knowledge involving four sequential modes of knowledge conversion: socialisation, externalisation, combination and internalisation, before returning once more to socialisation. Drawing on a number of case studies undertaken in such firms as Honda, Canon and Matsushita the book reveals how Japanese companies translate tacit to explicit knowledge and use it to produce new processes, products, and services. The book addresses three goals: to formalise a generic model of organisational knowledge creation, explain why certain Japanese companies have been continuously successful in innovation, and develop a universal model of company management based on convergence of knowledge practices in Japan and the world. In this book, Nonaka and Takeuchi consider the concept of shared mental models at work that relate to shared space which provide opportunities for learning, knowledge sharing and linking practice and context within social situations.

Natasha Kersh, July 2014

### **Learning for work and for the workplace: overt and covert worlds of learning and education in the Czech Republic.**

Novotný, P. (2008). Learning for work and for the workplace: overt and covert worlds of learning and education in the Czech Republic. *Lifelong Learning in Europe*, 24, 242–243.

**Keywords:** learning; work; workplace; vocational education and training; workplace learning.

The aim of the paper is to explore the entire expansive area of learning for the workplace and focuses on the beginnings of the recent era in adult education in the Czech Republic, which can be traced back to the revolutionary year of 1989. This discussion is divided into two parts. First, the rather uncontrolled development in the 1990s is briefly summed up. Since the beginning of the new century, the national system of adult education has been marked by the first notes of order, partly thanks to the first results of convergent forces within the European Community and partly due to the legislative measures introduced by the government. This was also the time when new company training systems were stabilised and entered a period of new development. New efforts to put through a wider and 'more liberal' concept of adult learning at work and in the workplace emerged. The conclusions of the paper recall the broader context of some of the findings of the study.

Petr Novotný, August 2014

### **Workplace learning. Possibilities to apply the concept of workplace learning in the Czech environment.**

Novotný, P. (2009). Prostor pro uplatnění konceptu workplace learning v českém prostředí [Workplace learning. Possibilities to apply the concept of workplace learning in the Czech environment]. Brno: Masarykova univerzita.

**Keywords:** workplace learning; Czech Republic.

This book presents the reader with theoretical and empirical analysis on the topic of workplace learning. This expression is for lack of a better expression in the Czech language literally translated as 'learning for the workplace'. The text derives from two essential theses: The first thesis states that the workplace is a learning environment and a place that normally co-defines a community in which learning takes place. Despite the fact that learning is, with only a few exceptions, the secondary process in the workplace, it is inherently linked to work performance as the primary process and with many aspects of the functioning of the workplace as part of the organisation, such as efforts towards efficiency and innovation processes. The second argument complements the first and states that: learning for the workplace does not take place only in the workplace. The key to the definition of workplace learning is not a space, but functional link of the learning process to what happens in the workplace.

Petr Novotný, August 2014

### **Masters of their destiny? Identities, learning and development of freelance workers in Singapore's technical theatre industry**

Nur, S., Bound, H., Karmel, A. & Sivalingam, M. (2014). Masters of their destiny? Identities, learning and development of freelance workers in Singapore's technical theatre industry. Research report. Singapore: IAL.

**Keywords:** vocational identity; workplace learning; motivation; careers; contingent; precarious; individual biography; ease of movement, job design; institutions; employment relations; life stages.

Based on in-depth interviews with 23 current and former freelancers in Singapore's technical theatre industry, the research uncovers two different motivations for work leading to contrasting career pathways. Freelancers enter the industry because of 'passion for the arts' tend to have higher academic qualifications, and are consumers of theatre. Getting a steady stream of work is a challenge, prompting many to opt out of the industry. If they manage to overcome the initial challenges, they tend to go on to be industry leaders. In contrast, the other group enters the industry through informal networks. They tend to be less educated, and cultivate a passion for their work over time. Finding work is easy, but stagnation sets in over time. The research identifies the barriers to and enablers of learn-

ing and development for these two groups that include job design, industry model, ease of movement into new work roles, and workers' individual biography.

Nur Sahara, February 2015

### **Teacher perception of benefits from workplace learning and teacher job satisfaction**

**Perševica, A. (2012). Teacher perception of benefits from workplace learning and teacher job satisfaction. In T. Lee. (Ed.). *Lifelong learning – building a learning society*, 288–298. Vietnam: News Agency Publishing House.**

**Keywords:** teachers' job satisfaction; workplace learning; benefits.

The aim of this study is to compare teacher job satisfaction and perception of benefits from workplace learning. To achieve the aim, two questionnaires were used (1) job satisfaction questionnaire developed by P. E. Lester and (2) ASEM HUB LLL joint survey on workplace learning 2009-2010.

Results show that teachers do not think that learning in the workplace could enhance their pay rise and provide opportunities for promotion. Teachers consider those aspects which are connected with self-development to be a dominant benefit from workplace learning.

A main conclusion drawn from the research is that teachers are satisfied with the specifics of their job and one of the best benefits from workplace learning is opportunities for increased job performance. A circle is formed where teachers are satisfied with the specifics of the job and the ultimate benefit of learning in the workplace is the opportunity to improve performance, which leads to increases in job satisfaction.

Aija Perševica, August 2014

### **The learning network theory: its contribution to our understanding of work-related learning projects and learning climate**

**Poell, R. F. & Moorsel, M. van (2000). The learning network theory: its contribution to our understanding of work-related learning projects and learning climate. In R. F. Poell & G. E. Chivers (Eds.). *Continuing professional development in Europe: theoretical views, fields of application, and national policies*, 27–36. Sheffield: University of Sheffield.**

**Keywords:** learning network theory; learning climate.

In this article two concepts are discussed, learning projects and learning climate to understand work based learning. The idea is that the labour networks and the learning networks are separate. The authors differentiate between four types of learning projects: horizontal, external, vertical and liberal. In addition they focus on the context of the learning project types.

There is difference in learning which is probably closely related to differences in work contexts. The concept of learning climate is approached from five perspectives: the cultural approach, the structural approach, the social ecological approach, the social constructivist approach and the learning network approach. This results in a definition of the learning climate: the temporary manifestation of the dominant norms, insights and rules regarding learning of a group, department or organisation in shared practices in the field of learning which implicitly influences the learning activities employees undertake.

Theo van Dellen, July 2014

### **When schools learn**

**Pol, M., Hlousková, L., Lazarová, B., Novotný, P. & Sedláček, M. (2013). *Když se školy učí [When schools learn.]* Brno: Masarykova univerzita.**

**Keywords:** learning; organisational learning; schools; determinants; topics; research; mixed design.

The publication comments on organisational learning in schools. In the opening chapter the authors summarise previous studies and theories related to organisational learning in general and organisational learning in schools in particular. They go on to discuss and describe empirical research they have carried out, based on their knowledge of theory and previous research, in elementary schools in the Czech Republic. For this purpose they used a mixed research design with the qualitative stage based on a multiple case study and the quantitative stage in the form of a questionnaire survey. This is how a variety of important findings about the processes of organisational learning and their leadership and management were concluded. The subsequent parts of the publication provide information on the content focus and structural arrangement of organisational learning in schools, its actors and the forms of support. Special attention is paid to supporting factors of organisational learning and some moral dilemmas related to the leadership and management of the processes of organisational learning in schools.

Petr Novotný, August 2014

### **Global changes and the learning organisation**

**Ramanauskienė, S. (2005). *Glob-alūs pokyčiai ir moksliai organizacija [Global changes and the learning organisation]*. *Informacijos mokslai*, 35, 80–93.**

**Keywords:** global changes; learning organisation; knowledge management.

The purpose of the article is to analyse and evaluate contemporary trends in the transformation of organisations, learning organisations in a time of global change. The main global trends associated with modern knowledge management in modern organisations,

exploring the development of the moksliosios organisation model of knowledge management. Particular attention is paid to the development of learning and competence development, organisational learning. The preliminary assumption – the improvement of the organisation's intellectual capital management is a systematic examination of the principles and methods of modern knowledge management implementation.

Monika Kubiliute, September 2014

### **Conditions of professionalization of technicians in the Paris Social Security service. Development of competencies and identity transformation**

**Ramsamy-Prat, P. (2001).** *L'analyse des conditions de professionnalisation des techniciens-conseils à la Caisse d'Allocations Familiales de Paris au sens des processus de développement des compétences et de transformation des identités.* [Conditions of professionalization of technicians in the Paris Social Security service. Development of competencies and identity transformation]. Master thesis. Cnam Paris, France.

**Keywords:** group learning; single loop; double loop learning; on-site learning; alternating studies; competencies; professionalization.

The study relates to how a group of young people acquire the required competencies for a new position designed by the French Social Security service. The organisation offers a one year programme through their internal training centre, alternating studies and on-site learning. The study enhances the use of small group learning, on-site continuing education, and learning at work through poly functionality. Indeed, the young professionals earn an income and are trained for two jobs. This policy is aimed at keeping the employees in the organisation as there is a large turnover claimed because of average pay. The process of learning and acquiring competencies is described. The focus is placed on how professionalization is realised. Professionalization is approached through identity, knowledge and competence. This work has enabled the improvement of the existing programme. The students enjoyed sharing their professional as well as personal experiences. This was observed by the research team, who spent six months with the employees, attending classes and conducting interviews (using the 'Entretien d'Explicitation' - Elicitation interview tool).

Padma Ramsamy-Prat, February 2014

### **Seniors and juniors: inter individual exchange and knowledge transmission**

**Ramsamy-Prat, P. (2014).** *Seniors et Juniors: échanges interindividuels et transmission des savoirs* [Seniors and juniors: inter individual exchange and knowledge transmission]. Lyon: Chroniques Sociales.

**Keywords:** mentor; project manager; communities of practice; communication; client learning spaces; professionalisation.

This research was carried out in nine computer companies based in Paris. Senior sales and project managers were interviewed on their transmission of knowledge. The training programme offers some originality: juniors are trained on a specific project both in the company and on the client's premises. They learn as the project is developed under the supervision of the project manager. Assumption is based on improved learning through personal experience as opposed to learning in class. Interactions with the client offer grounds for discussion and learning. Focus is placed on learning processes and inter-individual communication. Furthermore, when juniors feel they belong to the team, access to more (informal) mentors becomes possible through the client's staff.

Padma Ramsamy-Prat, February 2014

### **Workplace learning**

**Ratanaubol, A. (2002).** การเรียนรู้ในสถานประกอบการ. [Workplace learning]. *Non Formal Education in Educational Reform: Compiling Academic Articles: Veratep Patumchareonwatana.*

**Keywords:** non-formal education; workplace learning; educational development; educational systems.

The author first reviewed the idea and concept of the 'Learning Organization' by Senge (1990), Pedler, Burgoyne and Boydell (1991), Kim (1993), Rose, Smith, Roberts and Kleiner (1994) and Virawat Punnitamai (2001).. The concept of the Learning Organization was related and directed to the concept of workplace learning which would be successful depending on the individual (each worker) that he/she should be trained on how to learn, committed to learn, team learning, systematic thinking, self-mastery and shared vision. Another factor for success was the self-directed learning of the individual worker in an establishment to plan for what they want to learn or to achieve with effective cooperation from their employer. The learning included action learning, situated learning and learning by doing. Subsequently the concept of 'Collaborative Learning' of the worker in the workplace has been explained in terms of importance which lead to the ideas of innovation, problem solving, development of the organization and increase in productivity. She concluded in her article by quoting from UNESCO 1996 that to organize workplace learning should apply various concepts that are suitable to each workplace in Thailand, such as the learning organization, self-directed learning and collaborative learning. The learning may aim to learn, to do, to be together and for life.

Areeya Rojvithee, September 2013

## Management of changes in a learning organisation: expression of employees' opinions

Šaparnis G., Bersėnaitė J. & Šaparnienė D. (2006) Mokyklos veiklos kokybės vertintojo savybės ir kompetencijos: mokytojų nuomonės tyrimas. [Management of changes in a learning organisation: expression of employees' opinions]. *Social Research*, 19–28.

**Keywords:** learning organisation; management; employees.

The conception of changes is analysed and theoretically based in this article. According to theoretical assumptions and research results, the conception of a learning organisation is general. Empirical research that includes employees (N = 150) from various organisations and enterprises in Šiauliai region and Mažeikiai district is presented in the paper. The authors tried to identify respondents' opinions on changes in a learning organisation. Generalised survey results allowed the authors to state that professional knowledge and abilities must be continuously developed and improved primarily in organisations. The purposeful nature of organisational management creates preconditions for the successful work, adaptation to the changes and recognition of the clients' needs.

Monika Kubiliute, September 2014

## Development of the learning organisation model for developing workers' skills in industrial workplaces: a case study of the automotive assembly and parts industry

Sakonkiat, W. (2003).

การพัฒนาารูปแบบการจัดการเรียนรู้เพื่อพัฒนาทักษะ

สำหรับผู้ใช้งานแรงงานในสถานประกอบการภาคอุตสาหกรรม :

กรณีศึกษาอุตสาหกรรมยานยนต์และชิ้นส่วน [Development of the learning organisation model for developing workers' skills in industrial workplaces: a case study of the automotive assembly and parts industry]. PhD thesis. Faculty of Education, Chulalongkorn University, Bangkok.

**Keywords:** workplace learning; learning organisation.

The objective of the study was to develop a learning organisation model for developing workers' skills in industrial workplaces. The author applied both quantitative and qualitative research. Information was obtained using focus group interviews. The samples were from the workers within the production sector, operation sector, human resource development sector and related persons responsible for workforce training in two establishments producing automotive spare parts. The information was analysed and summarised then the proposed a model for training submitted to the expert (advisor) to consider the possibility of the applicability of the Model for training. The proposed Model consisted of the following 3 components: 1. the influential factors: external environments out with the workplace (customers, competitive companies, IT &

innovation, R&D, laws and skill standard), the internal workplace environment (policy and communication, industrial relations, organisational culture, R&D, motivation to learn), work (task and work changes, task system, HPWOs) and workers (task competency, required skills formation, issues regarding temporary workers'). 2. the required skills: task skills, task management skills, work-environment skills, workplace learning skills, and work relationship skills, including multiple skills, effective coaching, using IT, soft skills, focus at work and conscience, production-control planning, independent problem-solving, moral, flexible working, lifelong learning and learning using media, co-operation in work units, and team-working (small group activity). 3. the 7 step organising process: (1) analyse what is happening. (2) analyse tasks and worker's competency. (3) clarify, determine the importance of and identify the cause(s) of emerging gap(s). (4) select HPE strategy to close the gap(s) caused by skill deficiency. (5) assess the likely outcomes of implementation and establish the action plan for implementation. (6) implement the HPE strategies. (7) evaluate results during and after implementation, feeding information back into step 1.

Areeya Rojvithee, September 2013

## Business organisation-learning organisation: theoretical context

Saveljevienė L. & Savickienė S. (2010). Verslo organizacija – besimokanti organizacija: teorinis kontekstas. [Business organisation-learning organisation: theoretical context]. *Studijos šiuolaikinėje visuomenėje*.

**Keywords:** organisation-learning; lifelong learning; management practice.

Organisation community learning, with reference to the concepts of lifelong learning and organisation learning, is examined in the article. The evaluation of learning efficiency is an important question, the aim of which is to ensure that the knowledge, acquired while learning, are applied in everyday practice. At that point the funds, designated for learning, become the worthwhile investment. The aim of the article is to justify the importance of learning in a theoretical aspect. The analysis and systematised theories of organisations' community learning by various Lithuanian and international authors are given in the article. The importance of these theories for the modern business environment is also presented. The scientific literature analysis revealed that only learning and developing organisations can survive in a rapidly changing environmental situation. Learning is related to the career of the individual and survival of the organisation, because not only the people but the organisations, as well, have to experience fluctuation and create it: establish workplaces, improve professions, and contribute to the fluctuation of technologies. The implementation of these requirements depends on how the individual and organisation can adapt to the economical requirements of a changing market. Thus, constant learning becomes an essential factor of individual career success

and organisation survival. It also becomes the guarantee of successful development and adaptation to the changing environment. The implementation of the learning organisation concept into management practice provides possibilities for creating a sufficient organisation culture for learning.

Monika Kubiliute, September 2014

### Essentials of workplace pedagogy

Schelten, A. (2005). *Grundlagen der Arbeitspädagogik [Essentials of workplace pedagogy]* (4th ed.). Stuttgart: Franz Steiner Verlag.

**Keywords:** workplace pedagogy; workplace learning; action relation theory; teaching methods in the workplace; experiential learning.

This is a textbook on the basics of workplace education discussed in Germany continuing the tradition of workplace pedagogy founded by the work of Johannes Riedel (1889-1971). It summarises the state of knowledge in the German tradition of 'Arbeitspädagogik' (workplace pedagogy) and is written for students of vocational education (higher education). It has an explicitly educational focus with a special link to action regulation theory. It is relevant for didactics of workplace learning as well as for the management of workplace learning. Classical methods like the 4-step-method as well as more recently developed methods like the 'Leittextmethode' (text-based self-organised learning) are explained in depth. The main interest is on processes and structures of workplace learning in different settings extending from novice introduction to orientation in a new professional field with a special focus on technical and industrial workplaces. There is also an overlap with the dual vocational education system in Germany, where a main part of the educational process is embedded in corporate workplaces.

Annette Ostendorf, May 2014

### Why do(n't) people learn at work?

Šimberová, Z. (2008). *Proč se lidé v práci (ne)učí? [Why do(n't) people learn at work?]. Moderní řízení, 6, 78-80.*

**Keywords:** adult education; human resource development; observation; in-company environment; workplace learning; individual learning; organisational learning; qualitative methodology.

The paper presents outcomes of research dealing with factors influencing approaches to learning in a company as they are perceived by employees; potential learners. These factors can be divided into internal individual and external factors. This paper concentrates on external factors, factors of organisational culture and climate, which can be modified by personnel strategy and influence learning in a positive way. Attention is paid to non-formal and informal learning, more common in companies than formal learning.

Petr Novotný, August 2014

### Learning and education in companies and their conditions

Šimberová, Z. (2009). *Učení a vzdělávání v podniku a jejich podmínky [Learning and education in companies and their conditions].* In P. Novotný (Ed.). *Pracoviště jako prostor k učení, 20-30.* Brno: Masarykova univerzita.

**Keywords:** adult education; human resource development; observation; in-company environment; workplace learning; individual learning; organisational learning; qualitative methodology.

The paper is a study of the relationship between learning and education in organisations and the factors and/or conditions, which are created both, intentionally or unintentionally, at the suggestion of the company's management or due to the personalities of individual employees. The first part deals with the theories focused on the conditions, which influence learning and education in companies. The subsequent part introduces a system of company education and three concepts, which interrelate learning and education in a company with the management culture and the climate as the conditions existing in the company. The study concludes with notions on personal and biographic conditions and external circumstances of learning.

Petr Novotný, August 2014

### Changing spaces of knowledge, (dis)placing the learner

Solomon, N. & Usher, R. (1999). *Changing spaces of knowledge, (dis)placing the learner. Presented at SCUTREA, 29th Annual Conference, 5-7 July 1999, University of Warwick.*

**Keywords:** knowledge production; higher education; academic work; modes of learning.

The paper sets out to explore the way in which spatial metaphors are used in analysing changes in knowledge and knowledge production. The focus is on higher education and the changing role of academics involved with the education of adults. The authors ask "is it possible to talk of the changing 'space' of knowledge and knowledge production?" The paper explores the distinctions between academic or disciplinary knowledge understood as 'bounded' and socially distributed knowledge as 'unbounded'. The boundaries are argued to be locally specific, more complex, more contested and more fluid than many uses of the bounded-unbounded binary have suggested. It is argued that apparent 'displacement' of both learners and academics involves new and different forms of 'placing', as new spaces of knowledge mean working and learning within and outside the academy.

### Volunteer training carrying out social educational activities in non-governmental organisations

Štuopytė, E. (2010) Savanorių mokymasis vykdamas socioedukacinę veiklą nevyriausybinėse organizacijose [Volunteer training carrying out social educational activities in non-governmental organisations]. *Socialiniai mokslai*, 2(68).

**Keywords:** volunteer training; social educational; activities, non-governmental organisations.

In the context of various social movements in society, there is a need for social assistance. Non-governmental organisations often encourage and support volunteers, providing social educational assistance. Volunteers work together. There are a lot of questions, which may facilitate the development of competence. This article is aimed at volunteer training, non-governmental organisations for social educational activities and methods of learning related to the grounds of volunteers.

Monika Kubiliute, September 2014

### Learning organisation/Maptaput factories industrial estate

Tantiwechakul, J. (2007). Learning Organisation/Maptaput factories industrial estate. *Journal of Education Management*, 37–50.

**Keywords:** workplace learning; mental model creating employees' motivation on knowledge learning and sharing.

The aim of the study was to develop and to examine the suitable learning organisation model in the factories of the Maptaput industrial estate based on Senge's Conceptual Framework. The results of the study found that a good workplace environment must support the sustainable learning organisation to encourage the employees to be capable of continuous development of learning management and self-development. The mental model focuses on creating the conditions for employees' motivation to share innovative ideas and systematic thinking through recognition and reward. It should also determine the vision of the factory accepted by employees; create team learning and working to develop the work of the factories. The new economic system depends on information, knowledge, wisdom, daily life and business adjustment.

Areeya Rojvithee, October 2013

### Prerequisites for the creation of a learning organisation

Teresevičius T. & Zuzevičiūtė, V. (2012). Besimokančios organizacijos kūrimo prielaidos [Prerequisites for the creation of a learning organisation].

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*Management theory and studies for rural business and infrastructure development*, 1(30), 115–126.

**Keywords:** adult education; learning opportunities; learning organisation; learning society; human resources.

This article seeks to reveal the importance of knowledge and learning organisations in contemporary society and the rapidly changing world. The authors present the research, which analyses how organisation members estimate learning opportunities and points out the main obstacles occurring when creating a learning organisation.

Monika Kubiliute, September 2014

### Self-directed and independent learning in higher education: critical discourse analysis

Teresevičienė, M., Kaminskienė, L., Žydžiūnaitė, V. & Gedvilienė, G. (2012). Savimoka ir savarankiškas mokymasis aukštoje mokykloje: kritinė diskurso analizė [Self-directed and independent learning in higher education: critical discourse analysis]. *Acta pedagogica Vilnensia: mokslo darbai*, 29, 47–60.

**Keywords:** independent learning; self-directed learning; autonomous learning.

The authors try to clarify the concepts of independent and self-directed learning by finding their relations, differences and similarities in the context of higher education institutions. While discussing these two concepts, their main characterising features and elements are identified (motives, abilities, situations, contexts, etc.). The authors argue whether these features and elements allow identifying independent and self-directed learning as synonyms and the use of them in parallel or whether there still exist some significant differences which require discussion about different aspects of these phenomena. The study critically evaluates the described concepts of independent and self-directed learning in the research works of Lithuanian and foreign researchers, as well as taking into consideration the variety of available quantitative and qualitative studies. The authors also investigate important factors in higher education, which should help teachers and students to develop their independent and self-directed learning skills.

Daiva Bukantaitė, February 2014

### Trends in adult self-development

Termsub, J. & Sanong, L. (2011). Trends in adult self-development. Bangkok: Faculty of Education, Chulalongkorn University.

**Keywords:** adults' self-development.

The adult working period is considerable and therefore poses a challenge within the rapidly changing and varied environment of sciences and technologies. It is

therefore necessary for to develop in order to survive such global changes. This article explained the concept, theory and the importance of adult self-development based on Andragogy Theory. The process of self-development in this context means to improve knowledge, ideas, skills, capability and attitude relevant to an individual's aptitude, their interest and their potential to be efficient at work and individual happiness for the benefit of themselves and society.

Areeya Rojvithee, October 2013

### Adult learning organisation

**Trakšelys, K. (2011). Adult learning organisation (andragogical rating). *Klaipeda: Tiltai Klaipėda University*.**

**Keywords:** learning organisation; andragogy's; andragogy; socialisation and constant learning.

The article discusses in detail the concept of a learning organisation, different scientists approach to adult learning, the issue of learning, the form and subsequent methods. The paper analyses the characteristics of a learning organisation and how the organisation is different from those learning organisations that have ceased such approaches. Learning organisations are discussed within the context of the advantages of the free market against other organisations. The article analyses how both the organisation and the employee benefit from learning and how it affects the organisation's efficiency and quality of work. The learning environment, as well as discussion on adult education and training characteristics and methods is further explored through an empirical study, which surveyed 60 respondents. It examines the attitude of respondents to continuing training, forms of learning and the utility of such training choices. The respondent's approach to learning opportunities and the employers' approach to training for staff were also addressed.

Monika Kubiliute, September 2014

### A learning organisation from the perspective of the andragogist

**Traškelys, K. (2011). Besimokančios organizacijos esmė ir nauda: andragogo požiūris [A learning organisation from the perspective of the andragogist]. *Pedagogika, 101*, 98–105.**

**Keywords:** learning organisation; andragogist; andragogy; socialisation; constant learning.

The article discusses in detail the concept of a learning organisation, and the approach of different scientists to adult learning, the issue of learning, the form and methods. The paper analyses the characteristics of a learning organisation and how the organisation is different from those organisations that have ceased to engage in learning. The advantages of learning organisations within a free market are discussed in relation to other organisations. The article analyses how the organisation and the employee benefit from learn-

ing, how it affects the organisation's efficiency, and quality of work. The learning environment is also investigated, as well as a discussion on adult education, training characteristics and methods.

Daiva Bukantaitė, February 2014

### Elicitation interview

**Vermersch, P. (2011). *L'entretien d'explicitation [Elicitation interview]*. Paris: ESF Editeurs.**

**Keywords:** interview; introspection; experience; verbalisation.

Pierre Vermersch is a researcher with the CNRS (Centre for National Scientific Research). His work originated from the operative intelligence theory by J. Piaget. L'entretien d'explicitation: elicitation interview or elicitation session is an original interviewing technique. This non-inductive, yet precise technique aims at producing an a posteriori and detailed introspective verbalisation of a specific lived experience. Describing one's actions is difficult partly because of its unconscious nature, partly because it requires time and commitment to reflect on past actions. He suggests certain opening phrases with the objective of gently inviting the person to evoke what's happening. The focus does not incite remembering the experience, but rather to encourage reliving, visualising the experience. The method demands active listening both from the interviewer and the interviewee. It offers to unfold pre-reflective aspects of lived experience and to re-enact this experience by broadening their field of attention.

Padma Ramsamy-Prat, February 2014

### The field of registration (inscription) of the tutelage: the support (accompagnement). Social face (figure), theoretical entrances (entries)

**Vitali, M. L. & Barbier, J. M. (2013). *Le champ d'inscription du tutorat: l'accompagnement. Figure sociale, entrées théoriques [The field of registration (inscription) of the tutelage: The support (accompagnement). Social face (figure), theoretical entrances (entries)]*. *L'harmattan- Coll. Savoir et Education*, 231–245.**

**Keywords:** accompaniment or coaching; professionalization; professional development.

Accompaniment has become a dominant figure of the educational discourse, whether it occurs in educational institutions, such as higher education institutes, or in training programmes, such as coaching for project planning, in the private sphere, e.g. personal development, or in workplaces, with professional training or coaching.

First of all, it can be defined as an activity, combining two subjects' respective activities, aiming to optimize the conducted activity and the development of the subject.

This social figure leaves a whole issue unanswered, regarding the discourse about accompaniment. Are these concepts about mobilising the action, or about understanding it? The current chapter offers a conceptual input according to a theoretical and deliberately holistic approach, binding the construction of subjects and the elaboration of activities. The epistemological position is the intelligibility of human actions.

Marie-Laure Vitali, March 2014

### **The professionalization, the context of interpersonal communication**

**Vitali, M. L. (2014). Interpersonal communication and training: use, function and incentives. In *Savoir communiqué*, 47–58. Paris & Lyon: Chroniques Sociales.**

**Keywords:** professionalization; communication; training and work; coaching; professional development.

Here we aim to clarify the concept of professionalization and the diversity of its uses, through the dynamics and the social, political, economic and individual tensions encountered in the strongly evolving socio-economic environment of the 21st century.

We specify the context inside which the concept of 'professionalization' has been developed, in the diversity of its uses, and as it is experienced today. An identification of the financial, economic, social, cultural and professional indicators will be the prelude to an attempt to understand the changes that have affected the training function in a historical perspective.

Professionalization is thus considered through its notional approaches, the characteristics of the devices and people involved, the process described and implemented, and finally, the types of communication(s) illustrating a so-called professionalization relationship, whether regarding the integration of training at work, or integrating the work in training, in order to professionalize the organisation, practices and/or individuals.

Marie-Laure Vitali, April 2014

### **The challenge of establishing sustainable workplace 'Skills for Life' provision in the UK: organisational 'strategies' and individual 'tactics'**

**Waite, E., Evans, K. & Kersh, N. (2012). The challenge of establishing sustainable workplace 'Skills for Life' provision in the UK: organisational 'strategies' and individual 'tactics'. *Journal of Education and Work*, 7, 199–219.**

**Keywords:** workplace learning; organisational strategies; individual agency; work environments; social relations; de Certeau; skills for life.

The paper argues that the 'Skills for Life' national strategy has generated a complex 'ecology of learning' at policy level, whereby a byzantine and shifting funding landscape, with its concomitant bureaucracy and

strong emphasis on target-bearing qualifications has militated against long-term sustainable provision. By contrast, those organisations that have managed to sustain provision have generally succeeded in integrating workplace programmes within a broader 'ecology of learning' whereby spaces for learning are flexibly created within a broad strategic organisational terrain. These spaces often involve an interplay of courses, workplace activities and e-learning opportunities through which employees can tactically pursue a wide range of personal preferences and learning goals, with support and recognition within the organisation as a whole.

Karen Evans, September 2014

### **Research of workplace learning from the perspective of knowledge creation**

**Wei, C. (2012). 知识生成视角下的工作场所学习研究.**

**[Research of workplace learning from the perspective of knowledge creation]. Master thesis. East China Normal University.**

**Keywords:** learning cell; workplace learning; collective knowledge; social cognitive network; knowledge creation.

Based on the introduction of knowledge creation and the framework of the three metaphors for learning, the research is focused on the learning style and learning process of virtual and reality workplace learning supported by the learning cell system from the perspective of Knowledge Creation. According to the survey of the meaning, characteristics, classification, and the research status of workplace learning, the research summarised the problems of the separation between working and learning, lack of the consciousness of knowledge management, large population flows, and the loss of the valuable collective knowledge. Based on the framework of the three learning metaphors, the research designs the learning style of the virtual and reality workplace learning, and then constructs the three-stage workplace learning process. Finally, the research tracked the learning process of the workplace learning supported by LCS of the LCT, validated the effects through the questionnaire survey and the form of an interview survey. The survey results identified the effects of the LCT, some problems in LCSWL, and also put forward some amendments.

Yin Lei, February 2015

### **The development of team expertise in the workplace: a multi-case study based on activity theory**

**Wenhao, Y. (2013). 工作场所中团队专业能力的发展. 活动理论视角下的多个案研究 [The development of team expertise in the workplace: a multi-case study based on activity theory]. PhD thesis. Hebei Univeristy.**



**Keywords:** the development of team expertise; multi-case study; activity theory; practice in the workplace; human resource development consulting.

The primary focus of this study is on the development of team expertise in the workplace, and the purpose of this study is to discover the characteristics of team expertise development and its mutual relationship. This is intended to contract a middle-range theory that has trade-off between accuracy and generality. Based on local practice, the original texts and the principles from activity theory, this study proposes eight characteristics for team expertise development, and discovers the multi-layered interactive relationship between each other, which in turn constitute The 'Panorama' of team expertise development.

Guibin Mu, July 2014

### Professionalization and professional development

**Wittorski, R. (2007). Professionalisation et developpement professionnel [Professionalization and professional development]. Paris: L'Harmattan.**

**Keywords:** individual; team; organisational learning.

What type of training doesn't claim to participate in the professionalization processes of individuals?

Professionalization is a concept widely used. Both developed within National and European strategies for the organisation of initial and further training, and broadly used by enterprises, professionalization appears as a key notion. However, research in this field, lags behind the parallel social movement. A few works have been developed on this topic when, at the same time, this notion renews the question of the relationships between training and work, between theory and practice, between knowledge and action. The intention of professionalization induces the potential for major changes in the way we conceive the development of persons. This book analyses the offer of professionalization in a society (particularly the activities and practices proposed to the individuals) and takes into account the mechanisms of the persons' professional development in work-training situations.

Richard Wittorski, January 2014

### Concerning professionalization

**Wittorski, R. (2009). A propos de la professionnalisation [Concerning professionalization]. Paris: Presses Universitaires de France.**

**Keywords:** individual; team; organisational learning.

Professionalization has been a matter of controversial debates among researchers working on work and those working on training. In order to better understand this specific word, this chapter constitutes an introduction and an analysis of the social stakes regarding professionalization. It goes on to propose the identification of the main meanings associated with social prac-

tices. Finally, it proposes a definition and a grid of analysis of the possible ways for approaches of professionalization to be able to simultaneously take into account, the practices, and the transformation of work, the cultures of work and training, research and the logic involving individuals, activities and organisations.

Richard Wittorski, January 2014

### Workplace learning and learning innovation: research based on the Project Based Action Learning theory (PBAL)

**Wu, G. (2014). 工作场所学习与学习变革——**

**基于项目行动学习 ( PBAL ) 的理论研究 [Workplace**

**learning and learning innovation : research based on the Project-Based Action Learning (PBAL) theory].**

**Beijing: Renmin University Press.**

**Keywords:** workplace learning; project-based action learning (PBAL); theoretical model; learning mechanism; workplace learning.

Wu Gang's book is based on Project-based Action Learning (PBAL) theory; a new form of learning model which has had a profound impact in the field of workplace learning. PBAL offers a new and substitutive learning path, an alternative to the Constructing Grounded Theory perspectives. This book focuses on the expansion of PBAL in Chinese companies through case study example and attempts to construct a new theoretical model of PBAL. The research employed a range of data collection methods, including on-site observation, in-depth interview and questionnaire survey. Data analysis included normative data analysis and coding of mid-level learning activities in the case study company. Finally, this book provides an in-depth analysis of the purpose of work place learning, process, level, structure and effective mechanisms to support the process.

Yuan Dayong, February 2015

### Adaptation under the idea: values and strategies of WPL in vocational education

**Xu, J. (2011). 适应下的理想:**

**工作场所学习在职业教育中的价值及策略 [Adaptation under the idea: values and strategies of WPL in vocational education]. PhD thesis. Hebei: Hebei University.**

**Keywords:** workplace learning; vocational education; work experience educational value.

Dominated by the knowledge-based economy and motivated by the current trend of life-long learning, workplace learning has recaptured people's attention once again in this contemporary age. At present workplace learning has developed into various kinds of work-based learning programmes with broad cooper-

ation between enterprises and industries in the world of work.

Guibin Mu, July 2014

### The limiting factor analysis of interns' workplace learning and work identity

Yan, L. (2010). 职校实习生工作场所学习以及身份认同的限制因素分析 [The limiting factor analysis of interns' workplace learning and work identity]. *Communication of Vocational Education*, 7, 10–14.

**Keywords:** workplace learning; work identity; constraints.

Workplace learning and working identity should not be seen as the sole preserve of adults. This study is also of vital importance for vocational college students. Current research is mainly based on the analysis of this study mode, its importance and characteristics. Other aspects of the research are not taken into account. From the dialectical relationship between workplace learning and the identity of work, this paper analyses constraints on workplace learning and work identity construction at the individual and organisational level. And through the analysis of the corresponding strategies, this paper provides vocational college interns with a reference of workplace learning strategies. The strategy in response to the institutional and structural constraints is to invite colleagues to communicate and cooperate, or seek to build a good interpersonal relationship in their team. The second strategy that employees generally adopted in response to workplace learning and work identity constraints is to maintain high standards performance. Finally, the paper provides some explanation of practical implementation.

Yin Lei, February 2015

### The features of a modern organisation

Zakarevičius, P. (2012) Modernios organizacijos bruožai [The features of a modern organisation]. *Organizacijų vadyba: sisteminiai tyrimai*, 64.

**Keywords:** developing organisation; learning organisation; socially responsible organisation; entrepreneurial organisation; organisation satisfying customers' needs; organisation ensuring social security; structurally mobile organisation.

The article focuses on the change of an organisation concept, the description of a modern organisation paradigm, as well as on the formulation of modern organisation features. Specific attention is given to presentation of modern organisation characteristics and the evaluation of opportunities for their practical application.

Monika Kubiliute, September 2014

### Research on characteristics of workplace learning in modern China

Zhang, J. (2010). 试论当代中国工作场所学习的特点 [Research on characteristics of workplace learning in modern China]. *Communication of Vocational Education*, 4, 36–40.

**Keywords:** workplace learning; learning environment; learning processes.

Workplace learning is a unique learning approach; it presents different characteristics in modern China. In this article, the author reviews the workplace learning model proposed by Danish scholars, and then outlines the background of workplace learning in China, and on the basis of this, analyses the characteristics of workplace learning. It concludes with 3 types of workplace learning: 1. based on the technical organisation; 2. based on social and cultural learning; 3. based on the employer's learning process. This paper shows the basic situations of the Chinese styles of workplace learning.

Yuan Dayong, February 2015

### Informal learning in the working environment: context of general competencies' development (cases of social and health care sectors, formal administration and non-governmental organisations)

Žydzūnaitė, V., Lepaitė, D., Cibulskas, G. & Bubnys, R. (2012). Savaiminis mokymasis darbo aplinkoje: bendrosios kompetencijos vystymosi kontekstualumas (socialinio ir sveikatos priežiūros sektorių, formalios savivaldos ir nevyriausybių organizacijų atvejai) [Informal learning in the working environment: context of general competencies' development (cases of social and health care sectors, formal administration and non-governmental organisations)]. *Šiauliai: Šiaulių valstybinė kolegija*.

**Keywords:** informal learning; working environment; general competencies development.

The aim of this study is to reveal and justify the contextuality of the development of practical competence in an organisation during the integration of changes of activities and informal learning. In the theoretical part of this study, the concepts of informal learning and general competence are presented as well as dimensions of the development of competencies in the context of informal learning and the integrity of concepts of activities and general competence. In the course of empirical research, various types of methodological strategies were used, qualitative and quantitative research types were combined. In the study, the models of actual general competence structure and competence development in the informal learning workplace, are created and justified. The structure of general competence that is relevant for social and healthcare sectors is determined.

Daiva Bukantaitė, September 2014

### **Professional activity as social process of human resource development in self-directed learning**

**Zydziaunaite, V., Lepaitė, D., Cibulskis, G. & Sabaliauskas, T. (2009). Professional activity as social process of human resource development in self-directed learning. *Socialiniai tyrimai Social research*, 15(1), 105–111.**

**Keywords: competence; competence development; holism; human resources development; self- directed learning; social- constructivism.**

The research aims to identify the courses of different level changes that influence the development and improvement of competencies of public administration sector specialists by describing the activity contexts. Research objectives are to highlight the dynamics of practical competence structure and the context of the competence development by integrating the activity change and self- directed learning; to describe the model of competence development in self-directed learning in the work environment.

Daiva Bukantaitė, September 2014

### **The bible for human resources management: the encouraging technique of learning skills of employees'**

**Muslim Thai Post (2011): The bible for human resources management: the encouraging technique of learning skills of employees. HR Magazine, 15 June 2013.**

**Keywords: humanity of personal development in the workplace.**

Employee's development is not only the development of knowledge and skills, but should encourage eagerness to learn and work. In-house training is well accepted as a good strategy for transferring knowledge and skills, but is still not accepted as the perfect strategy. The organisation should understand that personnel are not a machine or computer where the old programme is promptly deleted to make way for the installation of a new programme. Assistant Professor Lynda Gratton studied the humanity of personnel development in the workplace and proposed that the organisation should consider the development of the employee based on humanitarian principles, which are:

**Time and Opportunity:** each person has a different background so it is not easy to change them rapidly and enough time and opportunity needs to be given to apply any new knowledge and skills.

**Acceptable:** all personnel need to be accepted as a part of the success of the organisation. They want to be a valuable asset to the organisation as in Maslow's Basic Needs Theory. The organisation should therefore provide suitable motivation to encourage the confi-

dence of the employee continuously develop themselves.

**Feeling and Emotion:** organisations should create a positive physical and mental working environment. .

Thus, before providing training to employees the organisation should generate understanding amongst employees and allow them to see the potential benefits.

Areeya Rojvithee, October 2013

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Academy of Management Review  
 Advances in Developing Human Resources  
 Action Learning  
 Action Research  
 Adult Education Quarterly  
 Adult Learning  
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 Advances in Developing Human Resources  
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 American Educational Research Journal  
 American Journal of Education  
 Annals of Tourism Research  
 Anthropology and Education Quarterly  
 Anthropology of Work Review  
 Asia-Europe Journal  
 Asia Pacific education review  
 Asia Pacific Journal of Human Resources  
 Asian Perspectives  
 Assessment in Education - Principles Policy and Practice  
 Australian Journal of Education  
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 Berufs- und Wirtschaftspädagogik  
 Berufsbildung  
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 Bildung und Erziehung  
 British Educational Research Journal  
 British Journal of Educational Psychology  
 British Journal of Educational Studies  
 British Journal of Educational Technology  
 Cambridge Journal of Education  
 Career Development for Exceptional Individuals  
 Commonwealth Youth and Development Journal  
 Comparative Education  
 Comparative Education Review  
 Compare - a Journal of Comparative Education  
 Contemporary Issues in Technology and Teacher Education  
 Convergence - Leicester  
 Cultural Anthropology  
 Curriculum Inquiry  
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 Economics of Education Review  
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 Educational Evaluation and Policy Analysis  
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 Human Resource Development Quarterly  
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 Improving Schools  
 Indian Journal of Youth Affairs  
 Interactive Learning Environments  
 International Journal of Adolescence and Youth  
 International Journal of Education Policy Research and Practice  
 International Journal of Innovation and Learning  
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 International Journal of Learning and Intellectual Capital  
 International Journal of mobile Learning and Organisation  
 International Journal of Qualitative Studies in Education  
 International Journal of Training and Development  
 International Journal on E-Learning  
 JCT - Journal of Curriculum Theorizing - Interdisciplinary Journal of Curriculum Studies  
 JET - Journal of Educational Thought  
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 Journal of Contemporary Ethnography  
 Journal of Comparative Physical Education and Sport  
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