

# *Workplace Learning Survey in the Czech Republic*

*Similarities and differences in  
workplace learning cultures in two  
selected sectors*

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**Based on**

**Workplace learning survey**

National report: Czech Republic

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# Aim of the presentation

- to present results of workplace learning survey in the Czech republic,
- to interpret differences between two sectors as differences in workplace learning cultures,
- to present possibilities of further elaboration of the topic

# Sectors

- Two sectors were selected in the Czech Republic:
  - education
  - health service
- the possibility to compare sectors on the basis of common characteristics
- the choice coherent with the Department of Educational Sciences research and development focus on professions oriented on working with people

# Culture of learning

- (Discussion on promotion of learning cultures - O’Keeffe, 2002, McHugh, Groves, Alker, 1998 etc.)
- Culture of learning as descriptive and interpretative framework (Brown, Collins, Duguid, 1989, see also Novotný, 2009), with reference to cultural anthropological definitions of culture as
- ***“complex whole which includes knowledge, belief, art, morals, law custom, and any other capabilities and habits acquired by man as a member of society”*** (Taylor, 1874)

# Common characteristics of education and health care sectors

- their employees have a mutual focus on working with people, although in different forms;
- these two sectors are dependent on public funding ;
- overwhelming majority of employees are highly educated specialist

# *Characteristics of the sample*

- 52 respondents from education and 59 respondents from healthcare sector
- the education sector is dominated by sample of teachers, then headteachers and vice-heads
- in the healthcare sector paramedical workers are mostly represented, among them nurses mostly predominate, then the physicians and dentists
- in both samples women prevail – education: 75%, healthcare: 64%.

# Similarities in workplace cultures

- Respondents express consent with the statements:
  - "The work I'm doing makes me feel good"
  - "I have more personal satisfaction than financial satisfaction from my work"



# Similarities in workplace learning cultures

- The best opportunities to learn:
  - when they are in contact with people who have other skills or experience,
  - when new information catches their interest,
  - when they learn from their own mistakes,
  - when something unexpected happens.

# Similarities in workplace learning cultures

Learning opportunities offered by the employer:

- most often occasional short-term training courses and courses held directly in the organization intended to improve job knowledge and skills,
- most often the courses are rather general.

# Similarities in workplace learning cultures

- Decision to participate in educational courses or trainings is usually associated with a **requirement, recommendation** or - and mostly - with the **support** of an employer,
- there is not too much pressure from an employer to participate in training, at least not on the level of a job loss threat or restriction of a career growth.

# Similarities in workplace learning cultures

## Benefits from workplace learning:

- improvement of **work performance** is **not** the most frequently chosen option,
- more often the respondents refer to increasing **self-confidence**, self-appreciation, and **personal growth**,
- respondents refer to strengthening the **autonomy** and incentives towards work and career,
- the possibility of salary rise or promotion is less important.

# Differences in workplace learning cultures

## The right of employers:

- „... to insist that employees follow certain courses and obtain certain qualifications” - the consent rate of workers in education is smaller,
- “...make people learn, whether they want to or not” - workers in education refuse it , while healthcare professionals tend to agree,
- “...leave the possibility to decide what, how and when I want to learn” - more strongly agreed by education employees.
- People in the healthcare sector are more willing to accept the „pressure“.

# Differences in workplace learning cultures

- The time of organized learning activities:
  - Education: 52% of the respondents stated that the courses take place "mostly" or "always" in working time
  - Healthcare: 66%.
- Healthcare employees expressed moderate agreement and education employees moderate disagreement with "My employer tries to give employees enough time and space for learning in working hours."
- Education sector: it is difficult to find time for learning in working hours.

# Differences in workplace learning cultures

- **Technical or organizational aspects:**
  - in education sector partial seminars as usual form of training occur more often,
  - while in healthcare sector trainings often take place at the workplace.
- **Motivation to participate in training:**
  - in the healthcare sector existential uncertainty and calculus of change of an employer plays significantly bigger role.

# Differences in workplace learning cultures

Concerning **benefits** of workplace learning:

- employees in the healthcare sector more frequently choose these benefits:
  - job performance,
  - learning for the workplace because of sense of belonging to the organization.



# *Conclusions*

Selected sectors are in many respects similar.

- Both sets of respondents are mainly composed of skilled professionals for whom workplace learning is more or less conventional.
- There are differences in preferences of content and forms of learning, in an extent of required freedom of choice of educational activities, in perceived benefits of learning etc.
- The links between workplace learning with the way organizations work and the character of the sector consists **various workplace learning cultures.**

# *Conclusions*

- From methodological perspective it appears that the research tool is robust enough to cover diverse sectors of economy and at the same time sensitive enough to uncover specifics of individual professional groups.
- Thereby space for expansion of the sample and also for increasing number of monitored sectors of the economy and segments of the world of work opens up.

# References

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