Learning at work: employee perceptions and practices in Asia and Europe

Lynne Chisholm

Vietnam Forum on Lifelong Learning – Building a Learning Society
ASEM Education and Research Hub for Lifelong Learning
Vietnamese Ministry of Education and Training
Ha Noi, 7 December 2010
Survey information

- Common instrument in 10 countries – national reports with differing accents
- 7 countries with 100+ respondents; 7 broad sectors, private and public
- More women than men; age distribution varies by country
- Mostly full-time employment; job tenure varies by country
- In most countries, at least half hold a tertiary qualification; proportion of decent salary earners varies by country
- Between 10% and 30% judge they are better qualified than usual for their jobs
How does your current job correspond to your education and qualification? (Sorted by “They match well”)

- Czech Republic (E)
- Lithuania (LT)
- Great Britain (GB)
- Czech Republic (H)
- Latvia (LV)
- Denmark (DK)
- Austria (AT)
- China (CN)

Options:
- They match well
- I am qualified for a different occupation
- My job usually requires better qualification
- I am better qualified than my job demands
- It does not matter in my job
- I do not know

E = Education sector
H = Health sector
How does your current job correspond to your education and qualification? – Thailand, by sector and staff level

A1 = Auto parts – administrative staff (higher level)
A2 = Auto parts – non-administrative staff (lower level)
H1 = Hotels – administrative staff (higher level)
H2 = Hotels – non-administrative staff (lower level)

- They match well
- I am qualified for a different occupation
- My job usually requires better qualification
- I am better qualified than my job demands
- It does not matter in my job
- I do not know
Response clusters
**Axes of difference between samples**

- Sector effects: education, health and hotels vs. IT, automotive parts and oil processing
- Gender and seniority: engaged young women and disaffected older men?
- Views on education/qualification–job match in connection with intrinsic and extrinsic motivations to learn
- Learning through organised courses vs. in everyday work
- The workplace as a social and communicative environment for learning
- Social norms to continue learning, both for itself and for employability
- Views on the quality of employers policies and practices for continuing learning
- Work-related learning as (1) free will vs. determinism or (2) mutual responsibility in economy and society
The workplace as a social environment

Workplace learning experiences are emotionally important for employees

H = Health sector
IT = Information technology sector
I feel encouraged to learn at work… (% in agreement)

…I feel encouraged to learn at work… because I know I will receive concrete benefits

…when colleagues give me ideas and advice

H = Health sector
IT = Information technology sector
E = Education sector
I feel encouraged to learn at work… (% in agreement) – Thailand, by sector and staff level

- Because I know I will receive concrete benefits (salary, promotion, recognition)
- When colleagues give me ideas and advice
- When my boss gives me ideas and advice
- To be honest, I do not feel encouraged

A1 = Auto parts – administrative staff (higher level)
A2 = Auto parts – non-administrative staff (lower level)
H1 = Hotels – administrative staff (higher level)
H2 = Hotels – non-administrative staff (lower level)
When you take part in work-related courses, do they take place in working-time? (%)

Yes, always

More often than not

+ administrative staff
- non-administrative staff
IT = Information technology sector
H = Health sector
E = Education sector
Differing views on the learning continuum

People learn best while doing their jobs, they don’t need to take courses
Learning by choice and compulsion (%, full and considerable agreement)

Employers have the right to insist on taking certain courses and qualifications.

You have to make people learn, whether they want to or not.

People who do not keep up learning should be punished by their employer.
Learning by choice and compulsion (% full and considerable agreement)

Free choice about learning is essential so that people will want to participate.

The more you force people to learn, the less they will want to and the worse the results.

When people can decide for themselves about learning, the results are better.
Many thanks
– more details in the RN2 sessions

Univ.-Prof. Dr. Lynne Chisholm
ASEM-LLL Research Network 2 Coordinator
University of Innsbruck, Austria
lac-professur-ezwi@uibk.ac.at
Personal homepage:
http://homepage.uibk.ac.at/~c603207/
ASEM-LLL homepage:
http://www.dpu.dk/site.aspx?p=10345