



## ASEM-LLL Research Network 2: Workplace Learning

### Network Workshop 2011

11 – 13 July 2011 AK-Bildungshaus Seehof

#### LIST OF SPEAKERS

(in alphabetical order)

**Costley**, Carol; Work-based Learning Research Centre, University of Middlesex (UK)

**Cohen-Scali**, Valérie; University of Caen-Lower Normandy Department of Education, (France)

**Chisholm**, Lynne; University of Innsbruck Institute of Education Science (Austria)

**Erdei**, Gábor; University of Debrecen Institute of Educational Sciences (Hungary)

**Evans**, Karen; University of London Institute of Education Dept. of International and Lifelong Education (UK)

**Helling**, Kathrin; University of Innsbruck Institute of Education Science (Austria)

**Hirata**, Kenji; Toyo University Department of Social Psychology, (Japan)

**Markowitsch**, Jörg; Danube University Krems Dept. of Continuing Education and 3S Consultancy, Vienna (Austria)

**Ostendorf**, Annette; University of Innsbruck, Dept. of Organization and Learning (Austria)

**van Dellen**, Theo; University of Groningen Institute of Pedagogy and Educational Sciences (The Netherlands)

**Weber**, Wolfgang G.; University of Innsbruck Institute of Psychology (Austria)

**Wongboonsin**, Patcharawalai; Chulalongkorn University Human Development and Migration Studies Centre, Bangkok (Thailand)

**Yasin**, Ruhizan Mohammad; National University of Malaysia Faculty of Education Dept. of Research and Community Affairs, Kuala Lumpur (Malaysia)

## ABSTRACTS

(in chronological order of the agenda)

### Monday 11 July, 14.30

- Title: *State of the art: The SAGE Handbook of Workplace Learning 2010* (eds. Malloch, M., Cairns, L., Evans, K. and O'Connor, B. N.; ISBN 978-1-84787-589-1; [www.sagepub.co.uk](http://www.sagepub.co.uk))
- Speaker: Karen Evans, University of London Institute of Education Dept. of International and Lifelong Education (UK)
- Abstract: The history of work-based learning is strewn with oppositions and exclusions that have to be resolved if WBL is to become more strongly positioned as well as better defined. These are encapsulated in tensions between participatory and acquisition views of learning; insufficient attention to power relations and inequalities of access to learning; failure to combine organizational, individual, and wider socioeconomic perspectives in much current theorizing and practice. As Sawchuk (2010) has argued that 'ignoring, criticizing and dismissing contributions based on topic/method choice narrows the potential for the development of truly robust lines of research inquiry.' This presentation aims to map the ways in which three significant theoretical domains, as represented in the Sage Handbook of Workplace Learning ( eds Malloch, Cairns, Evans and O'Connor), intersect. The presentation, based on the book, will elaborate on points of connection in WBL research and take steps towards a more dialogic approach.

### Monday 11 July, 15:30

- Title: *Emotional factors and commitment in the career of the apprentices in higher education*
- Speaker: Valérie Cohen-Scali, University of Caen-Lower Normandy Department of Education, (France)
- Abstract: The apprenticeship is a training situation that has been strongly developed in France in the last 15 years particularly in higher education. The young adults following apprenticeship have a work contract and prepare their diploma alternating 15 days in an apprentice training center and 15 days in a firm. In the firm, they are supervised and trained by a tutor. Since 2008, the firms are more and more sensible to the psychological working conditions and especially to the employees' stress (Nasse & Legeron, 2008). Several researches have shown the noxious effects of stress on physical and mental health (Schwartz, Pieper, Karasek, 1988; Van der Doef & Maes, 1999). However, emotional factors and stress have rarely been studied among populations of young people who work while studying. Nevertheless, they are submitted to the same kind of working conditions than the other employees. These work experiences have been identified as playing an important role on the perception of the vocational future (Cohen-Scali, 2010).The objective of this research is to identify the role of two factors connected with the emotions: perceived stress and quality of the relations with the tutor who represent the vocational future, the prospects and particularly the career commitment. 300 apprentices of the accounting sector have been asked to answer a

questionnaire. The results of the analyses confirm the major impact of these two variables on the young people's vocational intentions perception.

**Monday 11 July, 16:15**

Title: *The effects of workplace learning for career development: outcomes of the RN2 workplace learning survey in Japan*

Speaker: Kenji Hirata, Toyo University Department of Social Psychology, (Japan)

Abstract: Hirata and Morimoto (2010) found that organizational approaches as providing learning opportunities influenced individual workplace learning activities directly. Organizations have to develop their learning opportunities and climate. While workplace learning opportunities should be matched the needs of current job of employees, organizations had to promote employee's career development via opportunities and climate. We added questions regarding career orientation to the ASEM workplace survey. The purpose of this study was to clear the relationship among work motivation, workplace learning style and career orientation. Intrinsic work motivation influenced to career orientation, but extrinsic one had no effect to career orientation. Workplace learning style was mediated to career orientation. Voluntary learning style influenced to professional career orientation, and adaptive learning style influenced to professional career orientation. Then organization opportunities and climate were discussed comparing with some types of organizations.

**Tuesday 12 July, 09:00**

Title: *Democratic organisations and working cultures*

Speaker: Wolfgang G. Weber, University of Innsbruck Institute of Psychology (Austria)

Abstract: The framework of the project series Organizational Democracy (ODEM; Weber, Unterrainer & Schmid, 2009) focuses on the socialisation potential of democratic principles inherent to work-life. It is examined which fractals of democratic decision-making and social responsibility for the community exist in organizational structures and organizational-climate related practices of enterprises. According to the present findings, both the degree of democratic organization structure as well as the individual participation in tactical and strategic decision-making seems to have a substantial effect on the readiness of employees to show solidary behaviour at work, as well as on their tendency to demonstrate humanitarian orientations and engage themselves for democratic affairs in the society. The level of the experienced socio-moral climate also contributes to such spill-over effects from work to non-work settings. Socio-moral climate (Pircher-Verdorfer, Weber, Unterrainer & Seyr, submitted) is a concept derived from the Kohlberg approach of moral education. It is distinguished from existing concepts of ethical climates or ethical cultures in organizations.

**Tuesday 12 July, 10:00**

Title: *Informal workplace teaching: the hidden side of knowledge transfer management in organizations*

Speaker: Annette Ostendorf, University of Innsbruck, Dept. of Organization and Learning (Austria)

Abstract: Formal and informal workplace learning is currently investigated very intensively. The new SAGE Handbook on workplace learning produces evidence on that. For a researcher in business education not only learning processes at and within the worksite is of specific interest but also the other side of educational phenomena – the teaching processes. They seem to be not very much in the focus of the workplace learning discourse.

Especially the investigation of *informal* teaching processes and structures promises more insights in corporate knowledge transfer processes. This is the starting point of my research I would like to present. First informal teaching processes in companies are identified, placed in the knowledge management system and sorted into a typology. Then one specific type of informal workplace teachers is focused more intensively: business internship advisors. Results of a qualitative case study conducted in summer 2009 at a mid-sized Austrian company will be discussed.

**Tuesday 12 July, 11:30**

Title: *Workplace Learning in Higher Education; an overview of pedagogic research*

Speaker: Carol Costley, Work-based Learning Research Centre, University of Middlesex (UK)

Abstract: Many higher education institutions develop short courses, modules, learning strategies for placement and sandwich courses and even whole programmes of study in workplace learning (WPL). The focus of this talk is on the research and evaluation relating to the provision of WPL modules, programmes and other courses aligned to higher education awards.

The learning technologies that are used e.g. reflective practice, experiential learning, learning contracts, work-based projects can be blended with other, more familiar subject discipline approaches to learning. A distinctive approach to pedagogic practice in WPL has developed particularly in the UK where WPL strategies can be found at every level of university education from foundation level to doctorate. WPL has developed into a field of study that cuts across subject disciplines where there is a range of generic literature as well as subject discipline literature especially in the areas of health and social care.

There are distinct literatures on, for example, 'intellectual capital' in organisational learning, university accreditation systems, company training schemes and research in workplaces on how people learn, but little that links these concepts to WPL pedagogy and how universities can work with organisations and communities towards employee development through WPL.

This growing area of research is reviewed and discussed using 17 categories. An analysis of the literature includes conceptual perspectives and findings in relation to key underpinning pedagogic issues.

**Tuesday 12 July, 15:00**

Title: *Cultures of workplace learning in contrasting sectors: outcomes of the RN2 workplace learning survey in Thailand*

Speaker: Patcharawalai Wongboonsin, Chulalongkorn University Human Development and Migration Studies Centre, Bangkok (Thailand)

Abstract: Thailand is a middle-income economy in the process of repositioning itself towards a higher level of playing field to secure their competitive edge in the world arena. During the past three decades, Thailand has turned to be one of the most dynamic and diversified economies in Southeast Asia. This study investigates the demographic background of the respondents in automotive parts and hotel industries in Thailand, their work status and workplace, and their perception regarding workplace learning, their experience and effects of workplace learning incurred to them. Both automotive parts and hotels industries that workplace learning is considered part of the strategy of the employers to upgrade their competitiveness and that the employees have recognizes the contribution of workplace learning activities, particularly in terms of productivity and the quality of their outputs or performances. The study finds the respondents in the automotive parts industry with a more positive attitude to their current situation at work than those in the hotel industry. The employees expect the cultivation of organizational learning culture, where employees' motivation and their participation in the design of workplace learning activities be encouraged as a driving force. The study indicates the need for government-private sector partnership to further encourage workplace learning for all along a lifelong learning approach.

**Tuesday 12 July, 16:15**

Title: *Specification of learning activities in the ICT sector*

Speaker: Gábor Erdei, University of Debrecen Institute of Educational Sciences (Hungary)

Abstract: ICT sector is one of the most knowledge producer and at same time knowledge dependent economic sector. The research tries to investigate the learning process and learning phenomena in the sector.

The research has applied two methodologies. The first one is the commonly prepared questionnaire. We have asked around 100 employees about the voluntary and involuntary aspects of their learning activities in their organizations in the city of Debrecen. Besides that, there are more than 20 interviews about the members of the management of the interviewed companies.

The added value of this research is that some of the researched companies have been involved in newly created clusters. Clusters are known as spin-off organizations for learning. Therefore, we try to make the comparison between the cluster-involved and not-involved organizations.

**Tuesday 12 July, 17:00**

Title: *Learning Cultures among Employees of Education and Tourism Sectors: A Comparative Analysis*

Speaker: Ruhizan Mohammad Yasin, National University of Malaysia Faculty of Education Dept. of Research and Community Affairs, Kuala Lumpur (Malaysia)

Abstract: Malaysia is now charting its vision to become a high-income economy to position itself in the world competitive edge. The vision being supported by the three pillars of concept and strategic planning namely the 1-Malaysia concept, RMK-10 and Transformation Plan. In view of all these, the paper aims to discuss how the two sectors/industries (education and tourism) respond to those initiatives in empowering their employees through workplace learning and also how the employees perceived their role towards learning for both individual as well as organizational needs. The paper also discusses the motivational drives to their learning effort. The discussion draws on analysis of employees' survey using questionnaire developed by RN2-ASEM members. The questionnaires were employed to a total of 381 employees of respective sectors (education:180, Tourism:201). The study revealed that they have positive attitude towards learning but still have some reservation when come to the question of whose role it should be and type of knowledge or skills acquired. Finally, some suggestions are also forwarded.

**Wednesday 13 July, 09:00**

Title: *A Typology of Training Cultures in Enterprises. Evidences from European Case Studies*

Speaker: Jörg Markowitsch, Danube University Krems Dept. of Continuing Education and 3S Consultancy, Vienna (Austria)

Abstract: The presentation introduces a typology of training cultures in enterprises which we have developed in the first instance to better understand enterprises' training activities (Hefler & Markowitsch 2008) and later on to analyse the support for formal adult education by enterprises (Hefler, forthcoming). Starting by a simple dichotomy of either "reactive" and "expansive" training culture, we extended our typology into seven types: (1) *Suspended* Training Cultures, when previously existing training cultures are forcefully put temporarily out of order (2) *Minimizing* (3) *Streamlining* and (4) *Orienting* Training Cultures as Subtypes of the Reactive Training Culture and (5) *Experimenting*, (6) *Elaborating* and (7) *Optimising* Training Cultures as subtypes of Expansive Training Cultures. Findings are based on case studies conducted in thirteen European countries. In the outlook I'd like to discuss whether such a typology also proves helpful in analysing informal workplace learning activities.

**Wednesday 13 July, 10:00**

Title: *RN2 Workplace Learning Survey: Comparative analysis outcomes*

Speakers: Lynne Chisholm, Theo van Dellen and Kathrin Helling, University of Innsbruck Institute of Education Science (Austria) and University of Groningen Institute of Pedagogy and Educational Sciences (The Netherlands)

Abstract: A comparative analysis of data collected during the 2009-10 study of workplace learning in Asia and Europe – conducted by the ASEM-LLL RN2 – is currently in progress. Preliminary outcomes will be presented for the seven participating countries that were able to render their datasets compatible for quantitative analysis: China, Malaysia and Thailand (in Asia) and Austria, Lithuania, The Netherlands and the United Kingdom (in Europe). This initial and tentative analysis covers selected statements from questions Q10, Q13 and Q16 of the RN2 2010 questionnaire. Aspects included in the analysis are for example the importance of free choice for learning and the relation to motivation for learning, employers' rights to insist on participation in learning and their use of punishments to make employees learn, as well as support structures provided by employers and social norms that influence participation in learning activities.

The most important point to record at the outset is that for these dimensions of the survey results, clear differences in response patterns between Asian countries on the one hand and European countries on the other hand seldom arise; sometimes tendencies are visible, with one or the other group clustering towards one or the other end of the distribution. These clusters will be presented and discussed during the workshop with participants from the respective countries.