



What do we know about Workplace Learning and Training in Europe?

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Overview

- 1. Setting the stage –
Conceptional integration**
- 2. Training in Enterprises –
an overview**
- 3. Formal Adult Education,
Workplace Learning and Training**

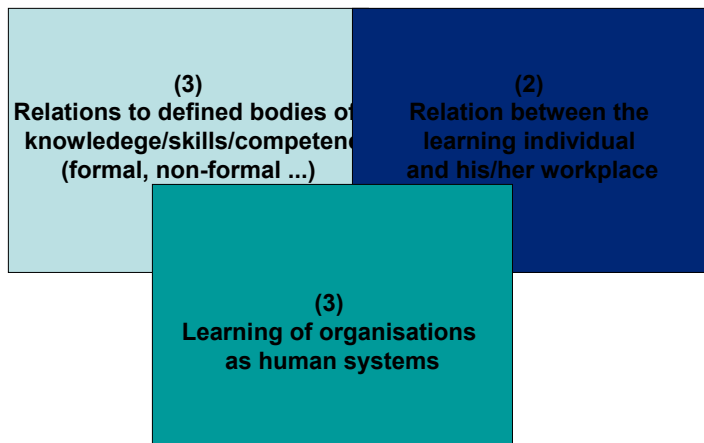
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Setting the Stage – Overview

1. Integrating Concepts for Learning in the enterprise
2. Integrating the Learning activities of Organizations and Individuals
3. Integrating static and dynamics views (change of organizations and individual career pathways)

Integrating Concepts for Learning in the workplace

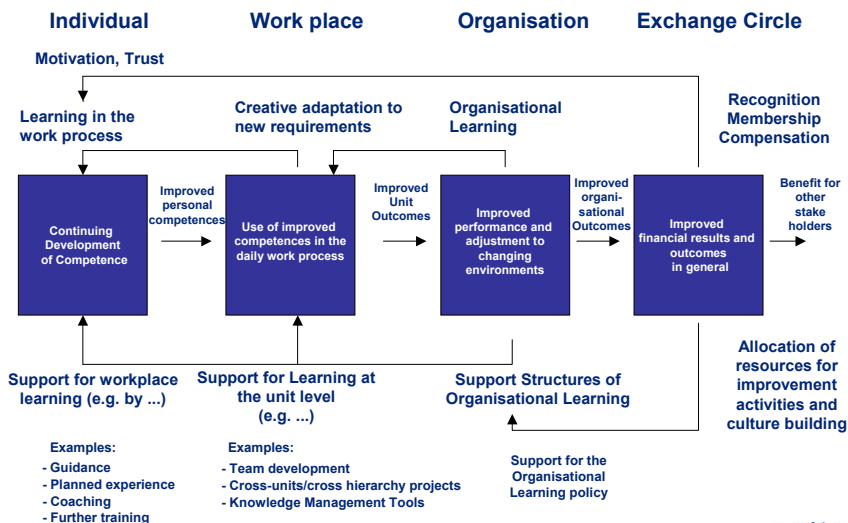


(2) Relation between the learning individual and his/her workplace

By participation in the workplace/Learning conduciveness of the workplace	Features created by the job design (Definition of tasks)
	Autonomously developed features of learning-conduciveness of work place design
	voluntarily designed aspects of learning conduciveness
By support measures (= HRD-instruments)	Structured Feedback , e.g. appraisal interviews
	Structured exchange , e.g. quality circles
	Structured participation in communities/activities external to the workplace, e.g. job rotation,
Import from non-workplace related fields	Training (non-formal, formal) , e.g. soft skills training
	Participation in Learning activities (of all kind), e.g. participation in formal education („second chance program“)
	Family, Housework , e.g. maintenance work in the house/flat
	Civil engagement , e.g. being active in a political organization
	Spare time, individual development , e.g. participation in cultural activities



Integrating Learning of Organizations and Employees



Preview: Sector Families for Case Studies

	Sector Family A	Sector Family B
Level of pre-selection	<p>machinery/electronic (NACE 2002 1.1 – dk_dl) Metals (NACE 2002 1.1 – dj) production of vehicles (NACE 2002 1.1 – dm) Paper/Chemical industries (– de; df_to_di)</p>	<p>whole sales (NACE 2002 1.1 g51) any business-to-business activity in the service sector (exception: banking and insurance) Any business-to-business activity in the service sector (NACE 2002 1.1 – k; NACE 2002 1.1 – o – if Business-to- Business)</p>
Continuum – Classification is made based on the enterprise results; if possible, partners should achieve a balanced mix	Innovation driven (product and/or process innovation); Quality Management driven	Customer relationship Management driven
	versus	versus
	Traditional local provision; Competing on prices	Traditional local Market; Competing on prices

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Integrating static and dynamics views of workplace learning

Individual	Workplace	Organisation
Changes (Examples)		
First entry after finishing IVT	Adoption new technologies	New ownership
Becoming a permanent member of the organisation	Applying new ways of work organisation	New fields of activity/closing down
Change of work routines	Reducing/Enlarging supervision	Fields of activity
Gaining more responsibilities on existing workplace	Part – time/full time adult education	New division of labour between units
Changing workplace with/without promotion – same employer	Reducing/Enlarging levels of hierarchies	outsourcing/insourcing of activities
Changing employer (in/voluntary; with/without unemployment spell)	Implementing/Modifying team work	New balance in the importance of field of activities (product life circle, emerging and dying „cash cows“)
Changing field of work	Changing requirements triggered by the expansion of the offer of skilled job seekers	Changing market position, challenges by competitors Changes in demand of the market

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Recommended Readings

Theories on workplace learning & Case studies

RAINBIRD, H., FULLER, A. & MUNRO, A. (Eds.) (2004) Workplace learning in context, London ; New York, N.Y., Routledge.**

FULLER, A., ASHTON, D., FELSTEAD, A., UNWIN, L., WALTERS, S., SKILLS RESEARCH, P., GREAT BRITAIN. DEPT. OF TRADE AND, I. & UNIVERSITY OF LEICESTER. CENTRE FOR LABOUR MARKET, S. (2003) *The impact of informal learning at work on business productivity : final report to the DTI*, London, Department of Trade and Industry.*

Economic analysis of training activity in enterprises

BASSANINI, A., BOOTH, A., BRUNELLO, G., DE PAOLA, M. & LEUVEN, E. (2005) Workplace Training in Europe. Discussion Paper No. 1640. Bonn.*

HRM/HRD research & Case studies on workplace learning

BREWSTER, C., MAYRHOFER, W. & MORLEY, M. (Eds.) (2004) Human resource management in Europe evidence of convergence?, Oxford [u.a.], Elsevier Butterworth-Heinemann.

TJEPKEMA, S., STEWART, J., SAMBROOK, S., MULDER, M., HORST, H. T. & SCHEERENS, J. (Eds.) (2002) HRD and learning organisations in Europe, London [u.a.], Routledge. **

STEWART, J. & BEAVER, G. (Eds.) (2004) HRD in small organisations research and practice, London [u.a.], Routledge.**

Descriptive Analysis of Training activities in Enterprises

European Commission (2003) Continuing training in enterprises in Europe – Results of the second Continuing Vocational Training Survey in enterprises.*

EUROPEAN, C. & EUROPEAN NETWORK FOR SME RESEARCH. (2003) Competence development in SMEs, Luxembourg, OOEPC. *

*Available online, **available e.a. at www.questia.com (subscription necessary)

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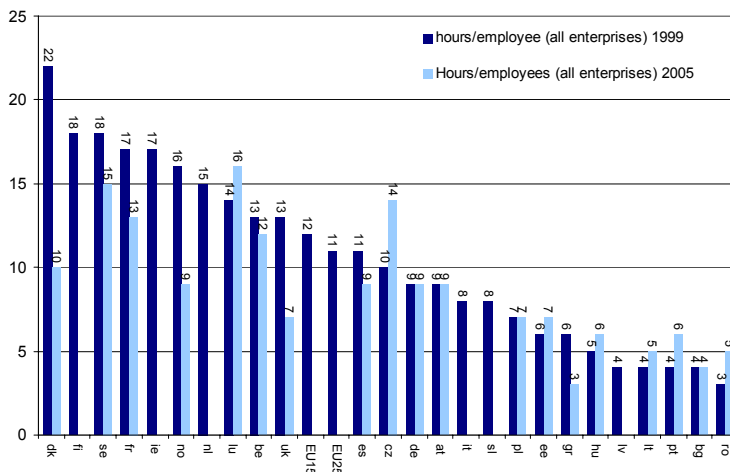
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Training in companies – Average Training hours per employees/all companies



Source: Eurostat (CVTS II+CVTS III)

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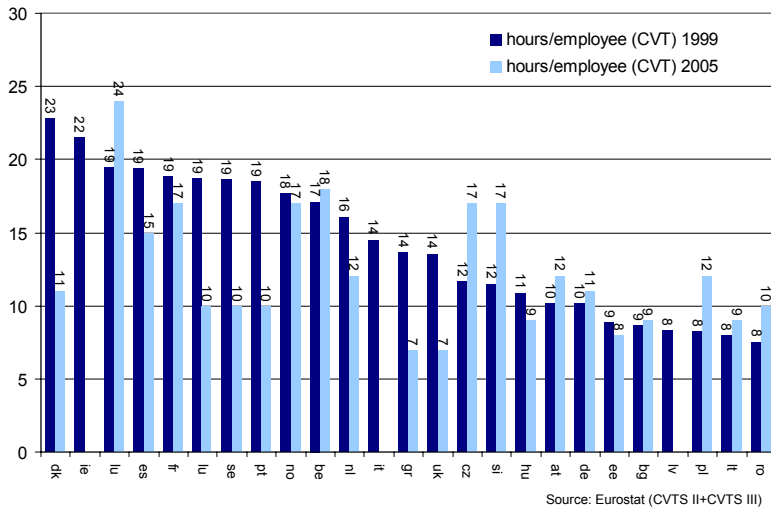
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Training in companies – Average Training hours per employees/Companies with CVT only



Source: Eurostat (CVTS II+CVTS III)

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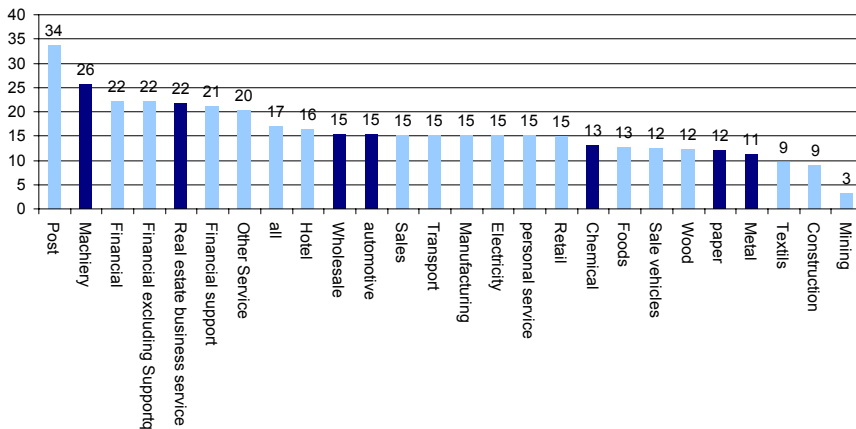
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Average hours per employee of Training in sectors (enterprises with courses) (1999) – Belgium



Source: Eurostat (CVTS II)

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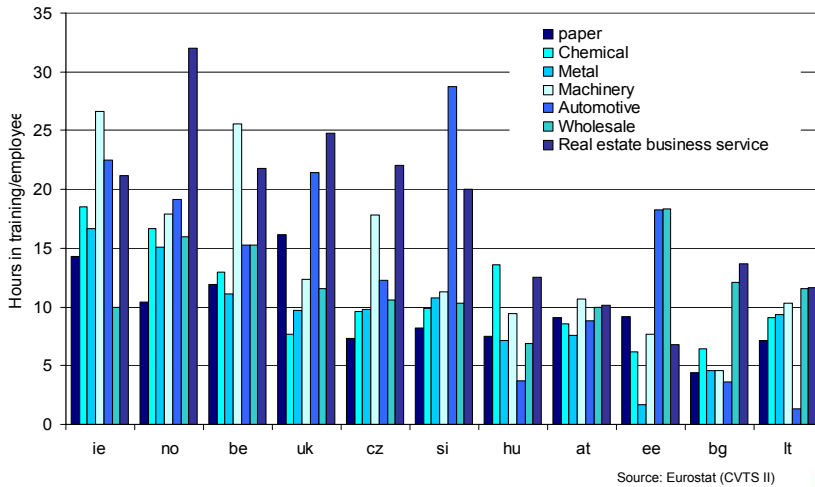
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Average Training Hours/employee in training active enterprises (1999) – proposed sectors of research



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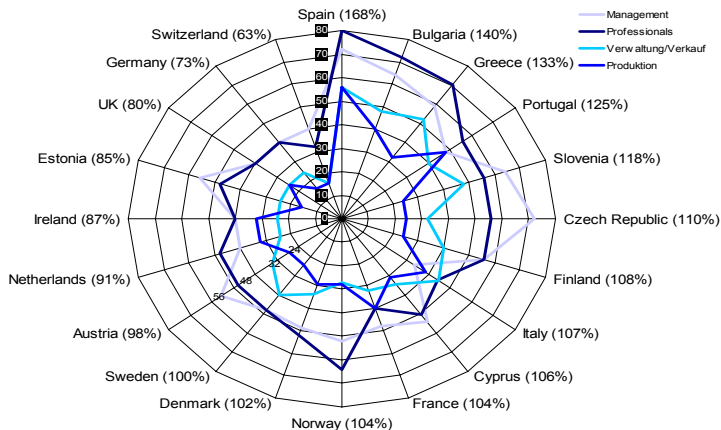
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Alternative Sources provides alternative assumptions Enterprises with more than 100 employees (1999)



Sources: Brewster et. al. (2004): Human Resource Management in Europe – Evidence of Convergence? Amsterdam u.a.: Elsevier; Own Calculation

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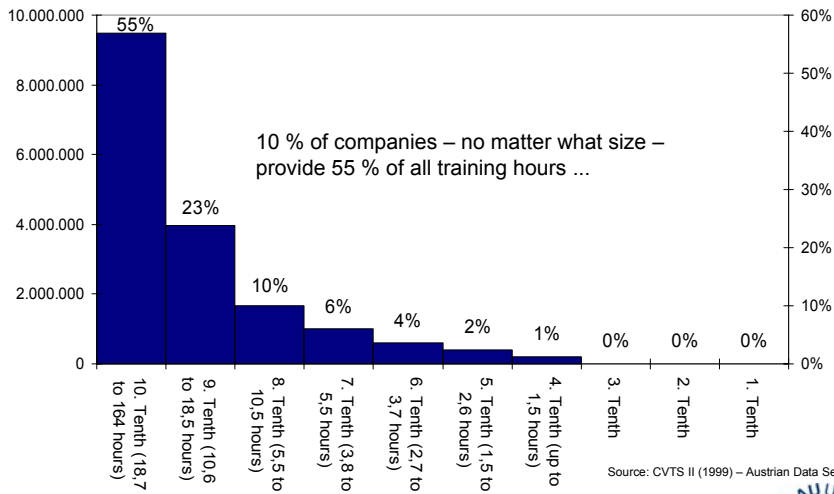
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Differences in Training Activities between Companies – The Austrian Example



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Impact of Single Enterprises – Examples for high/low performing major companies

Impact on the country average	Company	Hours per employee	Volume total	Volume as percentage of CVTS (1999) Volume
Increasing	Telefonica (ES)	48	1.7 Mio (2005)	2.3 %
	ENI (IT)	29	1.2 Mio (2006)	1.9 %
	Wartsila (FI)	26,4	0.4 Mio (2006)	2.6 %
decreasing	German Post	10,8	5.4 Mio (2005)	3.1 %
	Kingfisher (UK)	16	1.3 Mio (2006)	0.7 %
	TNT (NL)	17	2.4 Mio (2005)	4.3 %

Sources: Annual Reports; Own Calculation

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Reactive versus expansive training cultures

Reactive Training Cultures

The average training activity (over a multi-year period) is comparatively low

Training mainly reacts to a need, the training volume depends on the increase/decrease of this needs

Changes in external factors may lead directly to more/less training

Training mainly seen as a cost factor and therefore minimized

Expansive Training Cultures

The training activity is high and tends to make full use of the potential to support workplace learning

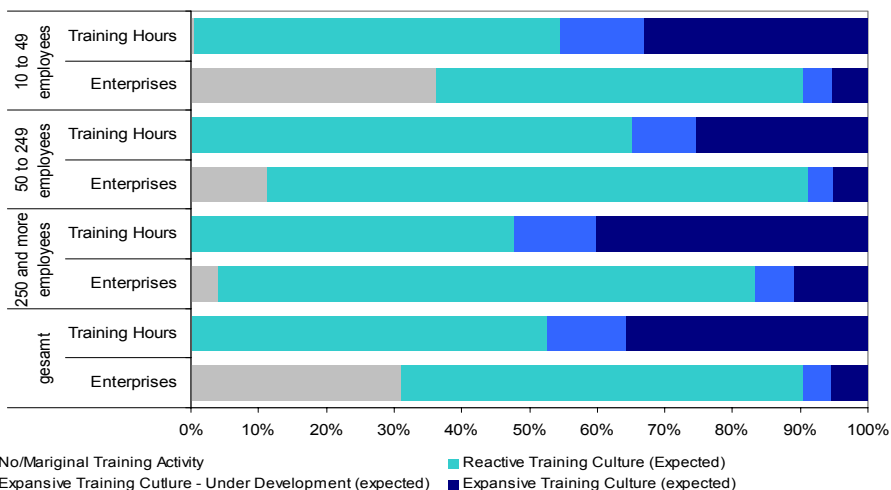
The training culture is understood as an investment with significant value added

Within the Training Potential (TP), the use of training and other opportunities to support learning at the work place are optimised

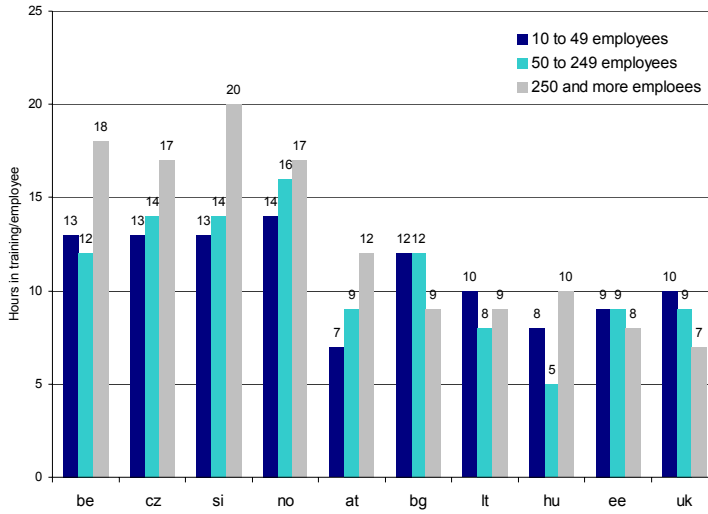
Changes in external factors have little effect on the level of training activities



Estimate for distribution of training cultures in Austria (1999)



Average Training hours/employee in active enterprises (2005)



Source: Eurostat (CVTS III)

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Conclusions

- The most useful indicators to assess enterprises' training culture are the number of training hours per employee and the participation rate
- Average figures do not represent an „average“ enterprise. Enterprises with a clear commitment to training are expected to invest clearly more than the average. The majority of enterprise will invest even less than the average
- Differences in the average training activity between sectors and size classes tell more about the composition of enterprises with reactive/expansive training cultures (respectively the proportion of enterprises excluded from the option to provide training successfully) than about differences in the actual “training need“ in a sector. In any sector, there are enterprises with a considerable high training activity. The same is true for small and medium enterprises.

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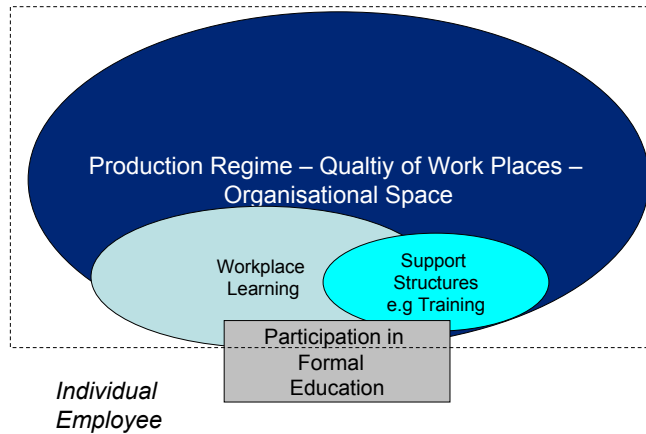
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Overlapping of Workplace Learning and its support mechanisms and participation in formal education

Organisation



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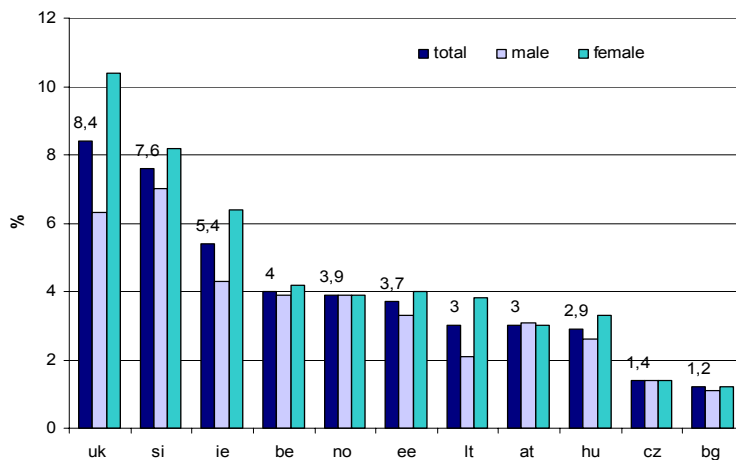
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Formal education of employed (25-64)



Source: Eurostat (III2003)

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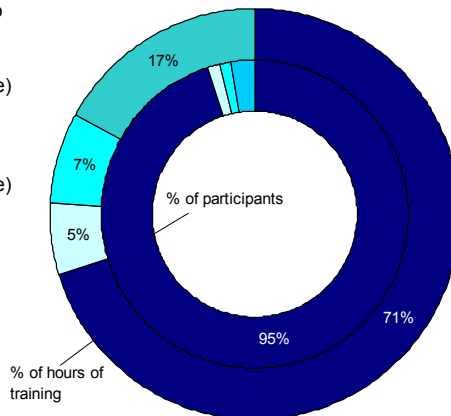
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High relative contributions of formal adult education to adult education in general – The example of Austria

- Hours Non-formal education (LLL2003) (approx. 96 Mio hours)
- Formal Isced 2-4 (Estimate) (7,4 Mio hours)
- Formal Isced 5-6 (Estimate) (10,0 Mio hours)
- Formal Non-traditional Students (Higher Education) (Estimate) (23 Mio hours)



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Advantage/Disadvantage of formal education for organisations and employees

Examples	Compared to other forms of learning, especially non-formal courses ...	
	Advantages	Disadvantages
For the enterprise	<p>Often offered by public institutions for comparatively low/no fees</p> <p>Higher readiness by employees to donate spare time for extended learning activities [...]</p>	<p>Legal/collective agreement obligation to pay higher wages after completion of the education</p> <p>more pressure to pay higher wages due to competition on the labour market for holders of a certain qualifications [...]</p>
For the individual	<p>Higher granted minimum incomes</p> <p>Better prospects on the labour market Often offered by public institutions for comparatively low/no fees</p> <p>Basis for attending further steps in formal education [...]</p>	<p>Involving often high efforts speaking of time and flexibility</p> <p>Not related to an existing work place [...]</p>

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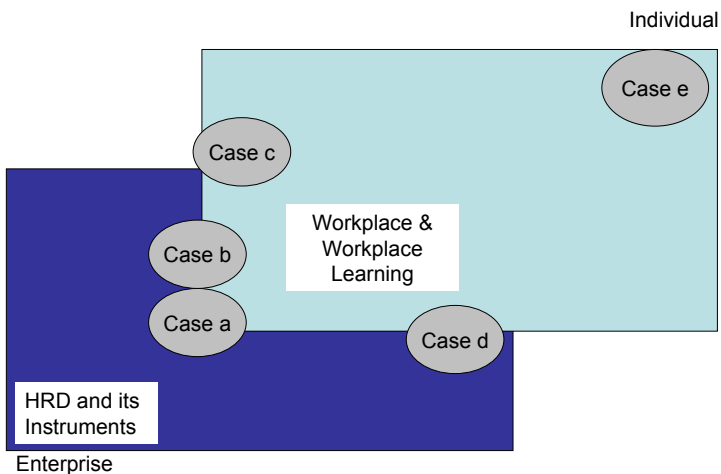


Examples of Formal Education in enterprises of previous case-studies/interviews with HRD-responsibles in Austria

- (a) Transformation of internal training offers for High-Potentials in an MBA-Program in co-operation with a public university
- (b) Cooperation with public technical schools for formal and non-formal further education for Adults
- (c) Support for individual employees to participate in post secondary/post gradual education
- (d) „Außerordentliche Lehrabschlussprüfung“ (non-traditional examination for apprentices) – truck driver
- (e) Skilled technical employees attending a higher technical school in the evening despite the explicit disapproval of their employer



Core subject of research in SP 4 – Patterns of (inter-) relations between formal education, HRD and workplace learning



Core subject of research in SP 4 – Patterns of (inter-) relations between formal education, HRD and workplace learning

- Which patterns of linking organisational issues, workplace learning and individual formal education (or holding them separate) can we find?
- Which are the reason of enterprises for adopting particular patterns?
- Which general policies to promote formal adult education can we find?
- Why do enterprises develop certain policies? (How large is their relative autonomy in developing such approaches?)
- Are there specific characteristics of enterprises which are enlarging or limiting this relative autonomy for an approach?



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