



**Workplace Learning in Asia and Europe  
Austrian National Survey Report**

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## **Introduction**

This report is the Austrian contribution to a joint survey carried out in 2009-10 in the framework of the workplace learning research network within the ASEM-LLL Education and Research Hub.<sup>1</sup> This study was planned following intensive exchange and discussion amongst network members, some of which can be traced through existing publications (Chisholm et al.: 2007; Novotný: 2009; see also: Weifang and Qvortrup: 2010). The survey was conducted in ten Asian and European countries<sup>2</sup> and Annex 1 provides descriptive and technical information on the specific method of inquiry in Austria.

In essence, the term workplace learning refers in the first instance to informal learning that is integrated into everyday working life. It also shades into systematic attempts to foster and harvest such learning in the form of (for example) discussion groups, ad hoc workshops and quality circles at the workplace. These activities are examples of work-based non-formal learning, and they ultimately shade into varied kinds of organised courses that are offered not only by employers on their own premises but also by external education and training providers, including higher education institutions. These activities would count as work-related formal learning. It is important to recognise that learning at, through and for work (1) takes place across the full range of the continuum between informal, non-formal and formal learning and (2) these are not wholly discrete categories, neither conceptually nor experientially (see here: Chisholm: 2008; on defining workplace learning, see: Unwin and Fuller: 2003; Kersh and Evans: 2010).

This initial study cannot capture the breadth of workplace learning across the learning continuum, neither in terms of actual practices nor in terms of employee perspectives. It takes a first step by seeking to gather standardised information about employee perspectives, opportunities and experiences with respect to informal workplace, non-formal work-based and formal work-related learning activities as non-discrete categories. This is the first time that Asian and European researchers have directly cooperated in a joint study of this kind. In view of the technical complexities (not least, working in very different languages and operative contexts) and resource constraints, quantitative survey methods were the rational choice. Follow-up studies that take up the issues emerging in the national reports, and especially in comparison with each other, will certainly adopt a mix of qualitative and quantitative approaches.

Most standardised and comparative information about adult learning focuses on participation rates and their correlates together with patterns of institutionalised provision of continuing (vocational) education and training (CET and CVET). Few surveys begin from the perspectives and experiences of those who in principle could, or who actually do, take part in work-relevant learning<sup>3</sup> (but see: Chisholm et al.: 2004). The ASEM-LLL workplace learning research network is interested in how employees judge their learning opportunities and the benefits that accrue thereby, what kinds of orientations frame their motivations and decisions to pursue learning, and how these correlate with their personal and social characteristics and their working circumstances. Three questions guided the survey design:

1. What do people interpret to be 'voluntary' and 'compulsory' with respect to workplace learning? In other words: what concepts do they have about this?

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<sup>1</sup> For more information, see: <http://www.dpu.dk/site.aspx?p=10345>.

<sup>2</sup> Austria, Czech Republic, Denmark, Japan, Latvia, Lithuania, Thailand, The Netherlands, PR China and the United Kingdom (England).

<sup>3</sup> For the purposes of this report, the term 'work-relevant learning' is used as a composite term to refer to workplace, work-based and work-related learning. Reference to one of the three more specific terms is made where appropriate.

2. What does their company/organization offer in terms of formal and non-formal work-related learning? Which of these are 'voluntary' and which 'compulsory'?
3. How does the perception of work-related learning being 'voluntary' or 'compulsory' (or possibly: something in-between these two, such as 'recommended') affect people's motivation to pursue such learning and their satisfaction with the learning they have undertaken?

Behind these questions lie two more theoretical issues. Firstly, many researchers working in Europe, not least amongst adult educationalists, criticise lifelong learning on the grounds (inter alia) that it prescribes an obligation to learn. This critique does not appear to exist in Asian discourse in the same way; network members working in Asia were interested to explore the possible contrasts in employee perspectives. Do employees themselves feel they are put under pressure to participate? Do they see this kind of learning as 'compulsory' rather than 'voluntary'? What differences, if any, can we detect between Asian and European employees? Secondly, research literature from western cultures (which also dominates the international discourse) shows that people get more out of learning when they are positively motivated and when they do so of their own volition. Can we detect that when employers offer an attractive variety of learning opportunities, and encourage but do not stipulate participation, then employee motivation and their satisfaction with their learning rises? Do these patterns hold for Asia and Europe in the same ways?<sup>4</sup>

### ***Situating work-relevant learning***

Current literature suggests four central and interrelated conceptual perspectives that are useful in illuminating voluntary and compulsory dimensions of workplace learning: (1) *governmentality* points to the tensions between learners' autonomy and learning as an obligation; (2) *individual and collective learning* may belong together, but they sit uneasily alongside each other; (3) the balance between *extrinsic and intrinsic motivation* could be associated with employee perceptions of work-related learning as voluntary or compulsory; and (4) the *learning continuum* (covering formal, non-formal and informal modalities) provides a template for making sense of how employers and employees define and value different kinds of work-relevant learning. These four perspectives are each considered immediately below. In particular, the focus lies on underlining the importance of 'both/and' (rather than 'either/or') dichotomies for appreciating the relational and 'in-between' modality of work-relevant learning – in other words, it characteristically lies *somewhere between* the voluntary and compulsory activities in which adults engage.

#### *Governmentality: the disciplined autonomous subject*

In its capacity as a tool for analysing power relations, Foucault's (1991) concept of governmentality can be applied to learning in, for and through work. In so doing, learners become human subjects framed by (and arguably trapped within) processes of entrepreneurship of the self – a currently influential perspective (cf. Sennett: 1998) that derives from 1980s critical sociology of education (cf. Apple: 1981).

The German-language critical education research literature has taken up these ideas avidly, for they readily insert themselves into intellectual and political debates about the relevance of, the challenges to (and in some analyses the demise of) *Bildung* – a term that can only be translated into English by the word 'education', but which essentially refers to an individual process of open-ended personal development and growth in the sense of becoming a *civilised* autonomous subject. Since their inception in the 19<sup>th</sup> century, modern educational systems (in German, *Bildungssysteme*) have

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<sup>4</sup> Comparative analysis of the findings from the nine country surveys is pursued in a separate paper.

opened up to reach the whole population of children, young people and – increasingly today – young adults. They also oblige young people to participate in education for a specific period of time, defined by an age-range that has expanded at both ends (entry and completion). And even after education is no longer legally compulsory, structural changes in labour markets have generated strong pressures in the past two decades to pursue higher initial qualification levels. These pressures are now beginning to extend into adult life as a whole, and exert themselves most acutely with respect to participation in CVET.

It follows that the identity and role of the ‘learner’ is now taking on the character of a normative expectation for people of all ages and life-stages. In Usher and Edwards’ (2007: 76, 85) formulation, human subjects are now enjoined to recognise and to accept themselves as learners, and furthermore as learners whose learning is never complete. The formation of subjectivity in the modern liberal democratic state depends not on externally imposed discipline, but on an internalised discipline of the self that is grounded in the capacity for self-direction.

The concept of education as an emancipatory process (which equally lies at the heart of the concept of *Bildung*) accords the development of autonomous subjectivity pride of place, but it is a commonplace to observe that institutionalised education systems are in practice inclined to perform rather poorly in this respect – and some would argue intentionally so. More fundamentally, the educational process is inherently ridden with contradiction, in the sense that teaching and learning is a structurally asymmetrical relation in which (even in the best case scenario) the path to self-direction is paved with direction. Resolution lies in the constructive constitution of the relation as a process of (*empowering*) struggle for self-direction. However, this kind of constructive interpretation becomes increasingly difficult to apply (and to act out) when the learners are adults and hence by definition are (supposed *and obliged* to be) autonomous subjects. Where autonomy is cast as an obligation (cf. Forneck: 2009), the teaching and learning relation ensnares itself anew in recontextualised contradictions. The challenge, then, for adult learners is – following Foucault’s analysis (see also Beck: 2000; Zemblyas: 2006) – productively and strategically to hold the tension *between* self-direction and direction, *between* empowerment and subordination, *between* resistance and accommodation. This ‘both/and’ constellation represents a state of irresolvable tension that can be subjectively experienced and objectively expressed in coming to terms with the co-existence of voluntary and compulsory learning, not infrequently in the self-same activities. The responses of the Austrian employees to the survey questions reflect the tension; the characteristic strategy for this sample is to emphasise the legitimate primacy of the autonomy of the subject, both normatively and in presenting their own CVET decisions and preferences.

#### *Individual and collective learning: relational misrecognition*

Fenwick and Rubenson’s (2005) review of over 300 scholarly articles on learning in and through work published between 1999-2004 concluded that work-related learning was generally identified as individual outcome of collective practical work activities. In a later analysis, Fenwick (2008) argues that – in contrast with earlier formulations – current perspectives see individual and collective learning in working contexts as inseparable. This is classically expressed in the theory of communities of practice (Lave and Wenger: 1991; Wenger: 1998), which postulates (on the basis of empirical studies in different cultures and occupations) how individuals learn from collective, group-based processes of mutual exchange of knowledge and experiences. Similarly, cultural-historical activity theory (cf. Sawchuk, Duarte and Elhammoumi: 2006) pictures learning as a simultaneous process of *both* collective expansion and innovation *and* individual expansion in conceptions, interactions and practices. This process is driven by continuous decoding and reconfiguration of contradictory situations and experiences. Finally, complexity theory (cf. Davis and Sumara: 2001) posits that knowledge emerges in the wake of interdependent processes of system disturbance that amplify each other generate new, more resilient practices and subjects. Whichever perspective one may

choose to adopt, the view that individual and collective learning are separate and independent processes finds little support in the extant literature.

However, it remains the case that in western cultures, learning is conceptualised as an individual process par excellence, in spite of the fact that education typically takes place in institutionalised group contexts (classrooms, lecture theatres, training workshops, seminars, etc.). The assessment of learning outcomes almost always occurs on a strictly individual basis; joint or group products (such as degree theses) must specify which person is responsible for which elements; there is generally great concern – on the part of teachers *and* learners – that no-one should unfairly profit from the work and achievements of other individuals. In principle, value is (increasingly) placed on teamwork, but in practice pedagogy and assessment remain ill-adapted to support it as a modality of knowledge generation, competence development, problem-solving and as an everyday working method. People learn teamwork at and through work, not (as a rule) in education and training settings. This means, in turn, that they learn teamwork by doing teamwork, ergo in a collective setting and hence informally; non-formal learning settings are also likely to employ group-based methods more consistently than formal CVET provision (and see further below). Once more, *learning takes place in-between* the subject and the collectivity, but this relational quality is misrecognised – there is no category available to ‘situate’ the learning outcomes.

Of particular interest in the context of this study, Jarvis (2009: 292) depicts the individualist West and the communitarian East as each for itself paradoxical, but taken together as complementing each other’s strengths and weaknesses (see also Holland and Chaban: 2010). Put simply, cultures that lend primacy to the collectivity are integrative and foster a sense of social responsibility, but they can stifle the unfolding of individual potential. Cultures that privilege the individual open infinite horizons for development and change, but they risk anomie, egocentrism and social isolation. Learning is inevitably conceptualised and practised differently in these two ‘ideal types’ of cultural traditions and this also expresses itself in diverging understandings of what kinds of learning are valuable and useful. The response pattern of the Austrian employees in this study is indicative of a highly individualised learning culture, so that contexts and processes for work-relevant learning that are defined primarily in group-based terms are selected relatively infrequently.

#### *Extrinsic and intrinsic motivation: a classic mix*

The literature universally records the paucity of theory and research on adults’ motivations for participation in continuing education in general and in work-relevant learning in particular (but see Illeris: 2003, 2004a, 2004b). The present study does, however, confirm the findings of a previous Austrian survey (Schlögl und Schneeberger: 2003) that adults, by and large, regard learning as a personal issue – and not as a social, economic or career issue. In other words, their motivations do not privilege the interests of their employers or their responsibilities towards the wider society, but much rather they consider the benefits that they themselves value – which may well include the satisfaction of doing a good job, increasing chances for career advancement or reducing unemployment risks. Nevertheless, it is clear that these kinds of motivations rarely alone suffice: personal development is a significant motivation, including for work-relevant learning.

The distinction between extrinsic and intrinsic motivation is longstanding and well-known. Intrinsic motivation – interest and engagement for the topic and the sheer joy of development and enrichment prompted by discovery and reflection – is the ultimate motor for successful and continuous learning throughout life. Extrinsic motivation, for its part, plays an important role in generating action and persistence. The idea that one could participate takes on firmer shape when there is a real prospect of palpable purpose and reward, whether in the form of securing a promotion or as a pre-condition for moving into a more attractive occupation. But the reward could simply be the expression of recognition by colleagues for the effort invested and the contribution

made to the quality of the work achieved in the organisation. The difference between intrinsic and extrinsic motivation hinges on whether something is pursued as a value for and in itself, or whether it promises to deliver something else as consequence. In practice, motivations are generally mixed – once again, a both/and modality – but the relative salience of intrinsic and extrinsic factors varies according to circumstance and not simply or directly according to the individual in question – this comes out in the Austrian survey at hand in connection with the length of job tenure, for example, but also in other country surveys in this study with respect to different employment sectors. In this complex scenario, meaning-making and relevance are positive signifiers for prompting the motivation to learn in adulthood (cf. Prenzel et al.: 2000; UNESCO-UIL: 2009: Ch. 5).

When intrinsic motivation plays a significant role, engagement with learning needs little prompting and thus the learning in question takes on a voluntary character, whether or not the learning outcomes also lead to concrete benefits beyond the value of the learning process *sui generis* for the learner. Where intrinsic motivation is weaker, then explicit learning participation inevitably accretes a more compulsory flavour, so that participation is more heavily prompted and maintained by the prospect of reward for ‘sticking it out’. This study was not designed to uncover the links between motivational contours and the *interpretation* of work-relevant learning experiences as voluntary or compulsory, but the Austrian survey results suggest that these interpretations could shift over time as motivations evolve in different directions. For example, one might hypothesise that for those who work in organisations that neither value nor facilitate continuing learning, intrinsic motivation gradually loses ground to extrinsic motivation and work-relevant learning becomes more of a duty than a desire. This deserves further exploration in the future.

#### *The learning continuum: workplace learning as (in)voluntary*

The learning continuum is made up of non-discrete and interrelated expressions of formal, non-formal and informal learning (cf. Chisholm: 2008). These are not genuinely separate categories, but they can be broadly characterised in the following terms: purposeful learning in education and training institutions (classically, in schools, colleges and universities); structured learning in organised courses outside the formal education system (for example as provided by employers on their own premises); and unstructured learning activities that arise incidentally, implicitly and routinely in daily and working life.

As noted at the outset of this report, workplace learning in its most precise sense is most closely aligned with unstructured, that is, informal learning. Workplace learning involves interconnections between active agents with “rules, tools and texts, cultural, and material environments” (Fenwick: op. cit.: 19) in the everyday environment. These *routine yet meaningful* interactions generate dynamic mutual constructions and dissonances that form the living bedrock of informal learning opportunities. Johnson and Boud (2010: 350) call this ‘learning work’ and characterise it as an opportunistic and unpredictable process that harbours creative potential. Scheeres et al. (2009) describe workplace learning contexts that take a step further towards formality: they term these integrated development practices that are *explicitly* initiated but are distinct from formal training contexts – that is, they shade towards the non-formal sector of the learning continuum. Solomon, Boud and Rooney (2009), however, seek to bridge modalities by depicting *hybrid spaces* that encompass both working and socialising as simultaneous, intersecting activities and that as such facilitate *(in)voluntary* learning of a quite different kind, namely tacit and non-intentional learning that takes places regardless of specific wish or purpose.

The capacity to appreciate the full range of learning modalities is underdeveloped in modern western societies, which have become accustomed to defining education in purely formal, institutionalised terms. Vocational education and training has always retained a closer relation to experiential and practice-based learning, but here, too, formalised modalities have increasingly come to dominate the

field and it is these that carry highest value, because they result in recognised qualifications. National traditions differ: in some European countries – amongst which Austria – formal certificates lend particular prestige and more importantly also serve as a strong regulatory mechanism for the allocation and legitimation of labour market and occupational placement. As Merriam and Kim (2008) point out, appreciation of informal learning – not only as workplace learning – is weakly embedded in western traditions of thought. Conceptual logics in Asian countries are more open to integration and complementarity, which facilitates recognition of multiple learning modalities and the appreciation of their respective value. Yet just as European countries and regions display significant differences in these respects (as a comparison between Nordic and continental middle Europe readily shows), so do Asian countries and regions vary (so that, for example, China and Japan share some overall features, but by no means in all respects, as the national reports for this study suggest).

### ***Who are the Austrian respondents?***

Most (85%<sup>5</sup>) of the Austrian sample is made up of higher education students (the ‘HE sample’) following part-time degree courses in the broad field of business, financial and commercial services at universities of applied sciences located in several regions of the country.<sup>6</sup> They are therefore employees studying alongside their working and family lives; most are full-time employees<sup>7</sup> and fit in their studies at evenings and weekends. Many, but not all, have taken up their studies with the support of their employers, who may release them for a proportion of their normal working hours, may cover their tuition fees and ancillary expenses, and may agree to a period of paid study leave (for which there is legal provision in Austria).<sup>8</sup> This is, then, a specific sample – most respondents are currently participating in work-related continuing education that takes them away from the workplace into a formal learning environment and will result in a vocationally relevant higher education qualification. Their motivation to participate in CVET is self-evident, and we can reasonably assume that they expect their investment to bring personal and professional benefits.

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<sup>5</sup> All in-text percentages have been rounded up or down to the nearest full figure. Annex 2 contains the full survey data, both for the whole sample and for the ‘HE sample’. For the latter, a number of survey questions are broken down by respondent sex and (separately) by length of job tenure (‘newcomers’ [N = 50] who have been in their current job for a one year maximum and the ‘experienced’ [N = 87] who have been in their current job for at least four years). The whole sample comprises 270 respondents; 15% (N = 40) comprise a diverse set of employees in the banking/finance and hospitality/education sectors.

<sup>6</sup> Annex 1 provides full sampling and fieldwork details together with methodological issues arising in the implementation of this survey. Universities of Applied Sciences is the English-language term used in Europe for *Fachhochschulen*, which in Austria (and in countries with similar binary higher education systems, such as Germany and Switzerland) are higher education institutions with a mandate to provide occupationally and professionally relevant B.A. and M.A. degree courses (but not, as yet, doctorates). They also specialise in providing ‘sandwich-type’ degrees for those wishing to combine studies with working; such courses are directed towards those already in employment and are to be understood as continuing vocational higher education, not as initial degrees for those not yet in regular employment. Such degrees can be seen as a specific variety of part-time higher education study, which does not yet formally exist under Austrian legislation.

<sup>7</sup> 80% of the HE sample is in full-time paid work; this compares with 82% for the whole sample. Very few indeed are self-employed.

<sup>8</sup> The survey instrument did not ask specific detailed questions on these points – the HE sample was not initially foreseen to become the decisive characteristic of the Austrian respondent profile. However, 48% reported that they can pursue work-related courses always or more often than not during working-time (compared with 54% for the whole sample; see Q15/Tables A20 and B20), which suggests employers do permit those following ‘sandwich-type’ degree courses to attend their courses to some extent during working-time – though probably not to the extent that employee-students would ideally wish.

Women are slightly overrepresented in the whole sample (55%) and more so in the HE sample (59%).<sup>9</sup> Most respondents are between 20 and 40 years old, two-thirds are living in a stable partnership (including marriage) and more than nine in ten hold at least an upper secondary level educational qualification (whereas 26% are already higher education degree-holders; 19% amongst the HE sample).<sup>10</sup> We can broadly characterise this sample as representing quite well-qualified young adults in the 'rush hour of life' – simultaneously busy with work, education and family responsibilities.<sup>11</sup>

Typically for Austria, three in five respondents grew up in a village or a small country town, whereas fewer than one in ten spent their childhood in a big city.<sup>12</sup> Recent decades have seen a marked rise in formal education and qualification levels in the Austrian population at large, largely expressed in successively higher participation levels in initial education and training for younger age cohorts.<sup>13</sup> Current student bodies (especially in some subject areas) therefore contain significant proportions of higher education 'pioneers' – the first generation in their family to have taken up degree studies. The respondents to this survey are a good example of this phenomenon: between 70% (father) and 80% (mother) report that they are formally better qualified than their parents. Few report that their parents are better-qualified than themselves (father – 13%; mother – 5%).

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<sup>9</sup> The text of the report makes specific reference to differences between the data patterns for the whole sample and for the HE sample when this is relevant. Where differences are not mentioned, it can be assumed that the patterns do not differ to any appreciable extent. The tabulations in Annex 2 permit exact comparison: 'A' tables refer to the whole sample and 'B' tables refer to the HE sample.

<sup>10</sup> The proportion of respondents for whom socio-demographic data elements are unavailable is relatively high – non-response rates per question are on average 25%, and in the case of age particularly high, reaching 40%. Part of the reason for the high level of non-response can undoubtedly be attributed to the fact that these questions were positioned at the end of the instrument, but it is also clearly the case that a proportion of respondents made an explicit decision not to indicate their age. We cannot know whether a specific age-group was especially likely to do so, but conclude that this is most likely not to have been the case. Part-time students at universities of applied sciences (where most respondents come from) are on average older than full-time students, but the proportion of students aged over 40 remains low. Higher education statistics (Statistik Austria: 2006) show that in 2005-06, only 2.5% of students at universities of applied sciences were aged 40+. At the same time, 46% of 315 degree courses offered by universities of applied sciences in Austria are designed to be followed part-time (FHR: 2010).

<sup>11</sup> Comparison with basic data (labour force by sex, age and civil status) and education/qualification levels of the Austrian adult population for the relevant age-range shows that this survey's sample distribution by sex is not reflected in (1) the current structure of the Austrian labour force (in 2009, 54% men were gainfully employed; see Statistik Austria: 2010e) or (2) in the proportion of men and women studying at universities of applied science (in the winter semester 2009/10 some 46% of the students were female; see Statistik Austria: 2010c). The proportional distribution of age-groups in the Austrian labour force is comparable to that of the study sample: about 59% of the gainfully employed in Austria in 2009 are between 20 and 44 years old (see Statistik Austria: 2010e) and 91% of the students at universities of applied science are between 20 and 39 years old (see Statistik Austria: 2010c). Further, 57% of the 3.598.000 households in Austria in 2009 can be characterised as grounded in a stable partnership (including marriage; see Statistik Austria: 2010d). The educational level of the sample is above that of gainfully employed persons in Austria in 2010 (2<sup>nd</sup> quarter): 15% have completed education at ISCED level 3-4 and 20% have acquired ISCED level 5-6 (see Statistik Austria: 2010b).

<sup>12</sup> This means effectively in Vienna; all other cities are small and would usually count as regional towns. Austria's universities of applied sciences are located both in cities and in small towns in rural areas. The remainder of the sample come from the Tirol region in western Austria.

<sup>13</sup> From 1991 to 2008, the number of persons (15-64 years) having completed only compulsory education fell by half. Over the same period, the proportion of people having completed higher secondary schools or university education rose significantly (Statistik Austria: 2009a). In 2008, those with higher education largely fell into the 25-34 age-group (Statistik Austria: 2009b).



Interestingly, one-third of the whole sample takes the view that they are better educated and qualified than most people in their kind of job – but only one respondent in ten takes the opposite view. The ‘experienced’ employees in the HE sample contribute especially to this pattern: 36% see themselves as better qualified than their work-world peers, compared with 22% of the ‘newcomers’ (the differences between these two sub-groups in the HE sample are discussed in detail further below). Otherwise, 41% of the whole sample judge that their qualification and their job match well, and 12% report that they are qualified for a different occupation than the one in which they now work.

This response pattern suggests that for this kind of sample over-qualification may be more widespread than under-qualification. But this may not necessarily comprise an objective judgement on the part of the respondents. Given that such a high proportion of this sample is made up of employees who are also studying part-time (or alternatively: students who are also likely to be working full-time), it may be that they judge their *on-going studies* to be the source of their superior educational status in comparison with their colleagues. The current survey cannot pursue these questions with any degree of confidence, but one topic for future research could entail the exploration of how social aspirations and CVET in the form of vocational degree courses are associated with each other. The desire to move up social and career ladders may reinforce motivation for work-relevant educational participation in the adult workforce. Equally, the reverse may hold, so that such participation itself generates and reinforces aspirations for upward social mobility mediated through occupation and career advancement. As we shall describe further below, a series of trends in the sex-specific and tenure-specific data patterns raise interesting hypotheses for future studies on the generation of and change in employee perspectives on the salience and meaning of work that may impact on their motivation for and participation in work-relevant learning altogether.

The survey respondents overwhelmingly (86%; for the HE sample alone, 84%) work in the private sector and two-thirds earn gross salaries of at least 400€ per week (full-time equivalent), which means that this is a sample that does not contain a high proportion of low earners.<sup>14</sup> Typically, respondents work at branches of larger companies – half work directly every day with fewer than 10 colleagues, but at the same time, 6 in 10 works for organisations with at least 50 employees. However, consistent in-migration to Vienna notwithstanding, the Austrian labour force is markedly regionalised – rates of inter-regional mobility are comparatively low and employment tenure remains comparatively high. In other words, it is still common for people to stay with one employer for long periods of time and concomitantly to spend one’s life in the same region of the country.

Against this background, the survey sample breaks into two distinct groups. For every 10 respondents, 4,5 have been with their present employer for at least two years, 5,5 for less than a year prior to the survey. At the same time, 6 in 10 have been in their current occupation (but not necessarily with the same employer) for at least two years, whereas 4 took up their current occupation within the year before survey completion. Given the age-range of the sample, it is not surprising to find that roughly half of the respondents are newcomers to their employers and occupations; this proportion is rather smaller amongst the HE sample, where 37% have been with their current employer for a maximum of one year – as one would expect for a population of ‘sandwich-type’ degree students in the Austrian context, since employers are certainly more likely to support taking up such studies for those with a longer employment track record in the organisation. Amongst the ‘more experienced’ half of the whole sample, the data suggest that occupational tenure exceeds tenure with a specific employer – as one would expect. Perspectives and practices with respect to learning at work do differ in some interesting ways between newcomers and experienced employees, and we take this up further below alongside the issue of differences in response patterns between women and men in the HE sample.

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<sup>14</sup> Only 11% report that they earn less than 250€ gross per week (full-time equivalent).

### Learning at work: perspectives and practices

Overall, the Austrian sample demonstrates a relatively high level of intrinsic commitment to their current work, thereby drawing a relatively high level of personal reward and a concurrent sense of being valued for their contribution. At the same time, the spread of response suggests that this picture does not hold for all respondents in the same way and to the same extent: one-third agree that they get more financial than personal satisfaction from their work, a quarter sense little or no appreciation for the work they do and a quarter report that they more or less only work in order to survive.<sup>15</sup> Given the overall educational and employment status of this sample, this extent of distance and dissatisfaction is interesting and deserves closer exploration in future research. Once more, the data suggest that it is experienced employees in the HE sample who are especially likely to display more mixed attitudes and orientations.

Table A14: How would you judge your current situation at work? (Selected items, N and %)

How would you judge your current situation at work? (N=270)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							NR	N
	%	6,7	17,7	31,5	24,0	20,1	[5,9]	100,0
	N	37	97	82	25	12	17	253
The work I'm doing makes me feel good	%	14,6	38,3	32,4	9,9	4,7	[6,3]	100,0
	%	6,0	25,8	29,8	27,8	10,7	[6,7]	100,0
I have more personal satisfaction than financial satisfaction from my work	N	22	85	70	57	20	16	254
	%	8,7	33,5	27,6	22,4	7,9	[5,9]	100,0
I feel appreciation for the work I'm doing	N	49	74	70	46	15	16	254
	%	19,3	29,1	27,6	18,1	5,9	[5,9]	100,0

In this and all following tables: NR: Non-response

To do one's job well, learning by doing on the job does not generally suffice – the Austrian sample strongly inclines to the view that employees do need to take courses. They are even more emphatic that in order genuinely to learn, people must want to learn – alternatively phrased, one cannot force people to learn, quite the reverse: *free choice* about what, how, when and why to learn is essential for engendering motivation to participate in learning opportunities. Compelled participation produces sub-optimal learning outcomes, and there is little support for sanctions by employers against those employees who choose not to participate.<sup>16</sup> In our respondents' view, motivation is the key to participation, and motivation is generated by the personal and voluntary desire to learn. Interestingly, the respondents also support employees' active participation in decision-making and problem-solving as a means of improving working performance (the HE sample does so even more

<sup>15</sup> Q9/Table A14; non-response reaches 6%.

<sup>16</sup> Q13/Table A18; non-response reaches 16%. See also Q20/Table A25 (non-response reaches 28%), which suggests that compulsory courses are most likely to comprise induction courses for new employees; apart from this, respondents' employers seldom explicitly *require* participation.

emphatically) – yet they equally agree that employers have the right to insist that employees do follow courses and acquire qualifications.<sup>17</sup>

Table A15: Please tell us if you agree or disagree with the following statements (selected items, N and %)

Please tell us if you agree or disagree with the following statements. (N=270)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N	
							NR	N
Learning inevitably contributes to the productivity and output of employees.	N	95	100	25	6	0	44	226
	%	42,0	44,2	11,1	2,7	0,0	[16,3]	100,0
People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).	N	5	9	46	92	76	42	228
	%	2,2	3,9	20,2	40,4	33,3	[15,6]	100,0
When people can decide for themselves about learning, they learn more and get better results.	N	134	85	5	2	1	43	227
	%	59,0	37,4	2,2	0,9	0,4	[15,9]	100,0
Employers have the right to insist that employees follow certain courses and obtain certain qualifications.	N	39	108	53	36	4	30	240
	%	16,3	45,0	22,1	15,0	1,7	[11,1]	100,0
The more you force people to learn, the less they will want to learn and the worse the results will be.	N	59	101	41	19	6	44	226
	%	26,1	44,7	18,1	8,4	2,7	[16,3]	100,0
People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.	N	66	85	50	33	6	30	240
	%	27,5	35,4	20,8	13,8	2,5	[11,1]	100,0

Here, *tension* emerges *between*, on the one hand, a *commitment to free will and personal preference* combined with active participation *and*, on the other hand, simultaneous *recognition of the need to engage in CVET* in order to maintain quality of job performance *combined with the employer's right to demand such engagement*. Respondents hence tend to agree that employers could and should do more to encourage and support continuing learning of all kinds. It seems that respondents sense that some measure of external pressure may be necessary to ensure that people do indeed engage with

<sup>17</sup> Q10/Tables A15 and B15; non-response reaches 11%. The statement 'When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job' elicits even greater agreement amongst the HE sample (93% agree/strongly agree, compared with 83% for the whole sample).

CVET, since they also tend to take the view that work-based learning is not that attractive per se (and so is presumably less likely to generate high levels of intrinsic motivation to engage).

These tensions and ambivalences around CVET and work-based learning are theoretically interesting. They suggest that *in the Austrian context, intensely idealistic perspectives on education exert significant influence*. These centrally link motivation for and satisfaction in learning with free will, but they equally associate learning with formal education and training leading to recognised qualifications. *In responding to the survey questions, terms such as 'learning at work' and 'work-based learning' appear to have been understood as equivalent to formal modalities, and only these are seen as 'really useful learning' – despite the fact that all this is not something one would really want to do were there no compulsion attached. Seen from this perspective, work-related learning is rather like a medicine that may not taste wonderful, but as everyone knows, it is good for you to take it.*

Responses consistently display a high level of consensus on commitment to or *preference for active, self-directed forms of behaviour*, with respect not only to engagement with learning but also to the workplace. When asked about the kinds of work situations which they think offer the best opportunity to learn something new, the Austrians in this survey are likely to favour cognitively oriented and problem-solving contexts. Not a single respondent reports (or admits) not knowing how s/he learns at work; very few identify more passive and diffuse work contexts (as included in the response options) as optimal learning opportunities in their own case; and neither do many see hierarchically-framed contexts (telling or being told what to do) as such.<sup>18</sup> In essence, the pattern of response suggests that in the view of the Austrian sample, *learning of any kind demands active engagement with an issue or a problem, and the source of this engagement comes from within the individual*. At the same time, gender and tenure intervene in this overall picture.

The research literature consistently shows that motivations for adult learning *combine* the intrinsic (simply enjoying learning for itself) with the extrinsic (learning with a view to harvesting concrete benefits). Specifically, it is typically not the case that work-relevant learning is purely or predominantly instrumental in nature. Responses to this survey confirm this picture once again,<sup>19</sup> again with gender-specific and tenure-specific variations. In addition, the quality of the workplace as a learning-conducive environment (the working context itself together with the extent and nature of employer provision) plays a role in the extent to which employees feel themselves encouraged to engage with learning. Interestingly, the Austrian respondents do not notably see other people (colleagues, bosses or teachers) as the key source of encouragement. Rather, *motivation comes essentially from within oneself, whereas engagement in practice is facilitated by contextual factors and the prospect of concrete rewards*.

However, it seems clear from the pattern of their responses (to several survey questions) that the term 'learning' means above all organised and distinctly defined modalities of education and training, and much less informal and integrated modalities of learning at and in work. So the Austrian respondents think about work-relevant learning as 'courses' that they may follow on company premises or elsewhere, rather than learning in and through working processes and in self-directed ways with fellow employees. This is also an interesting aspect of the survey findings, since respondents consistently emphasise their preference for active self-direction in both education and work, but do not seem to apply this perspective to congruent forms of and contexts for work-relevant learning in practice.

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<sup>18</sup> Q11/Table A16; non-response reaches 12%; those who responded did so to the full extent possible (maximum three response options).

<sup>19</sup> Q12/Table A17; non-response reaches 12%; those who responded were likely to make use of the opportunity to check multiple options (maximum three).

When directly asked what kinds of learning opportunities their employers offer at the workplace, an overwhelming consensus emerges that is highly consistent with findings from existing studies. Employers offer (1) courses held on company premises to improve job-related knowledge and skills, and (2) short workshops and seminars, held intermittently and lasting no longer than one day. They are unlikely to offer other kinds of learning opportunities (but only 8% of the whole sample records that their employer offers no opportunities at all). E-learning solutions evidently remain a rarity, as does peer-to-peer learning via spontaneous problem-focused meetings with colleagues. Interestingly, 54% of the sample report that they can either always (16%) or more often than not (38%) pursue work-relevant courses (whether at the workplace or not) in working time. Given the respondent profile, this implies that those studying part-time for a higher education qualification do enjoy a measure of support from their employers, that is, they are able to use some working time to attend their courses.

Table A17: I feel encouraged to learn at work ... (selected items, N and %)

I feel encouraged to learn at work ... (N=270; n=239)	At most three answers were possible		
	N	%	%/N
because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	155	26,1	64,9
simply because I enjoy learning	106	17,8	44,4
because this is the best place to improve job-related knowledge and skills	97	16,3	40,6
when the courses my employer provides are really useful for my work	92	15,5	38,5

Against this background, they underline that CVET is necessary, though not necessarily in the first instance on the grounds of normative expectation in society at large. Rather, work-relevant learning is necessary in order to keep well afloat in the labour market and to stay occupationally up-to-date. Yet there is less certainty that employers really do insist that their employees do so by pursuing work-relevant learning (in particular, it seems, in the case of women), and little consensus across the sample that that the climate of opinion at their place of work goes along with the idea that everyone should do so on occasion. No clear pattern emerges with respect to whether their employers do in fact offer attractive learning opportunities, but there is broad consensus that CVET participation does contribute to output and productivity – though this is likely to be more of an adopted article of faith than to reflect evidence-based knowledge on the part of the respondents.<sup>20</sup>

Several survey questions suggest diversity amongst employers' perspectives and practices in providing work-relevant learning, together with some uncertainty across the sample over whether their employers do really encourage and support their employees' participation. When asked directly about this, response patterns give clear indications that there are problems in this area, and they do have gender-specific dimensions.<sup>21</sup> To begin with, the sample divides into two groups: those whose employers offer many learning opportunities, and those whose employers provide very little. Secondly, employers are indeed likely to leave decisions to participate in CVET to their employees and do not notably specify what courses they should follow, but this may well reflect a 'laissez-faire'

<sup>20</sup> Q13/Table A18; non-response reaches 16%.

<sup>21</sup> Q16/Tables A21 and B21; non-response reaches 21%; Q19/Tables A24 and B24; non-response reaches 26% (Table A24) and 24% (Table B24).

approach rather than a deliberate commitment to foster self-direction and autonomy in learning choices.

Thirdly, the majority of respondents report that their employers give at best limited palpable recognition to those employees who improve their knowledge and skills, and they make only limited effort to ensure that there is sufficient time and space for learning during working time. Indeed, across the whole sample and its major sub-groups, *between 30-35% of the respondents report that their employers give no recognition at all*. Given that 85% of the whole sample is currently studying towards a 'sandwich-type' degree, this is a remarkable testimony to the strength of intrinsic motivation to pursue work-relevant learning.

When asked to specify more closely employer response to employee decisions to pursue work-relevant learning,<sup>22</sup> it becomes clear that in practice, their employers are open to employees' proposals and rarely withhold their permission as such, but do set conditions if participation will require the use of working time or is expensive. In such cases, employers want to see its relevance and importance for doing one's job – and it is quite likely that they will connect this with courses that lead to a recognised qualification. When placed in the context of the overall pattern of survey response, these stipulations would certainly be seen to be within the reasonable rights of their employers.

The sample profile means that almost all respondents had indeed pursued some kind of CVET during the year preceding the survey. Overwhelmingly, they characterise this participation as being of their own volition (though not necessarily enjoying the support of their employer); almost a quarter of the response records that participation had taken place for purely personal reasons. Few report that their participation had been explicitly required by their employer, though 14% of the response indicates that employer advice played a role.<sup>23</sup> Once more, this pattern underlines *the significance of exercising voluntary choice with respect to educational decisions and participation*. It equally shows that respondents tend to follow courses that serve their personal development and interests as well as seeking to improve their capacity to do their job well and their career prospects – that is, they recognise the wider benefits of adult learning as representing a mix of intrinsic and extrinsic features. The balance between the two is likely to vary according to the sample at hand – in this case, most respondents are currently pursuing occupationally relevant higher education studies, so that job and career reasons are highly salient (53% of the response focuses on this).<sup>24</sup>

When asked directly about the benefits of work-relevant learning, the Austrian response pattern confirms the mix of extrinsic factors (salary rise, promotion, job security) and intrinsic factors (especially motivation, personal growth and doing a better job, but also gaining in confidence, self-respect, autonomy and capacity for judgement). Indeed, in this case, intrinsic benefits attract more of the overall response – and in particular, those benefits with a strong individual dimension. Interestingly, few include more social dimensions – here, represented by the options of gaining more appreciation and recognition or strengthening a sense of belonging to their organisation – here, again, there are some gender-specific and tenure-specific variations, though not of great moment.<sup>25</sup>

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<sup>22</sup> Q17/Table A22; non-response reaches 25%.

<sup>23</sup> Q18/Table A23; non-response reaches 24%; those who responded were likely to make use of the opportunity to check multiple options (maximum three) – but the overwhelming majority of the responses fell into the three options that emphasise a free decision to pursue learning. It is, however, possible that individual respondents will have checked options that combine volition with employer advice or requirement.

<sup>24</sup> Q19/Table A24; non-response reaches 26%; those who responded were very likely to make use of the opportunity to check multiple options (maximum three).

<sup>25</sup> Q29/Tables A30 and B30; non-response reaches 26% (Table A30) and 25% (Table B30); those who responded were likely to make use of the opportunity to check multiple options (maximum three).

Table A30: I have benefited from learning at work in the following ways ... (N and %)

I have benefited from learning at work in the following ways: (N=270; n=199)	At most three answers were possible		
	N	%	%/N
This question is not relevant for me, because I have not learned at work	22	4,4	11,1
I do not think I have benefited at all	8	1,6	4,0
Salary rise	29	5,8	14,6
Sense of autonomy and judgement	63	12,6	31,7
Doing my job better	74	14,8	37,2
Work and career motivation	87	17,4	43,7
Job security	18	3,6	9,0
Confidence and self-respect	63	12,6	31,7
Appreciation and recognition from colleagues	22	4,4	11,1
Sense of belonging to the organisation	27	5,4	13,6
Personal growth and self-identity	78	15,6	39,2
Promotion	8	1,6	4,0
<b>Total</b>	<b>499</b>	<b>100,0</b>	<b>250,8</b>

Respondent motivation to indicate the areas of knowledge and skills that have benefited from learning at the workplace proved weak.<sup>26</sup> For both organised courses and learning in everyday work, the most popular areas are problem-solving, communication skills and teamwork; least mentioned are health and safety together with appreciating other cultures and values, joined by using IT tools with reference to the everyday working context. Finally, it appears that at least this Austrian sample does not readily link learning at the workplace with benefits for the quality of life more generally.<sup>27</sup> Once more, response was weak, clustering only towards quality of life in terms of a positive working environment. Benefits associated with connecting with the natural environment, community life and voluntary activities, and leisure and recreation attracted the lowest levels of accord.

### **Gender and job tenure**

The data analysis restricts itself here to the HE sample, which, as noted earlier, is almost three-fifths female in composition and contains (as one would expect) fewer respondents who *already* hold a higher education qualification (and are now studying alongside their jobs for a second or postgraduate qualification).

To begin with, female respondents are notably more likely to report *either* that they definitely feel appreciated for the work they do (24% compared with 13% of the males) *or* that this is not at all the case (10% compared with 4% of the males).<sup>28</sup> *It is also particularly striking that female respondents report having, or at least registering, fewer opportunities as offered by employers and that their reasons for pursuing work-relevant courses in the previous year more strongly mix job-linked and*

<sup>26</sup> Q30/1 and Q30/2 (Tables A31 and A32); non-response per category lies between 43% and 50%.

<sup>27</sup> Q31/1 and Q31/2 (Tables A33 and A34); non-response per category lies between 45% and 49%.

<sup>28</sup> Q9/Tables B14.1 – B14.9.

personal dimensions.<sup>29</sup> When women consider the benefits of the learning they have already pursued, they are somewhat more likely to mention that they have gained a sense of belonging to the organisation (6% compared with 2% for men).<sup>30</sup>

For their part, the male respondents are a little more likely to agree that they receive greater financial than personal satisfaction from their work (37% agree fully or to a considerable extent, compared with 32% of the females).<sup>31</sup> Men are also somewhat more likely to report that their reasons for having followed courses in the previous year are directly related to their job (27% compared with 21% for women) or that the courses were useful for the job, but not essential (22% compared with 14% for women).<sup>32</sup> Unsurprisingly, then, they are somewhat more likely to point to salary rises as benefits accruing from learning they have pursued in the past.<sup>33</sup> With respect to contexts in which one feels encouraged to learn, men are notably more likely to refer to ideas and advice they receive from *colleagues* (10% compared with 2% for women).<sup>34</sup>

Figure 1: Selected items from Tables B14.9, B21.1 and B14.5 by sex, %

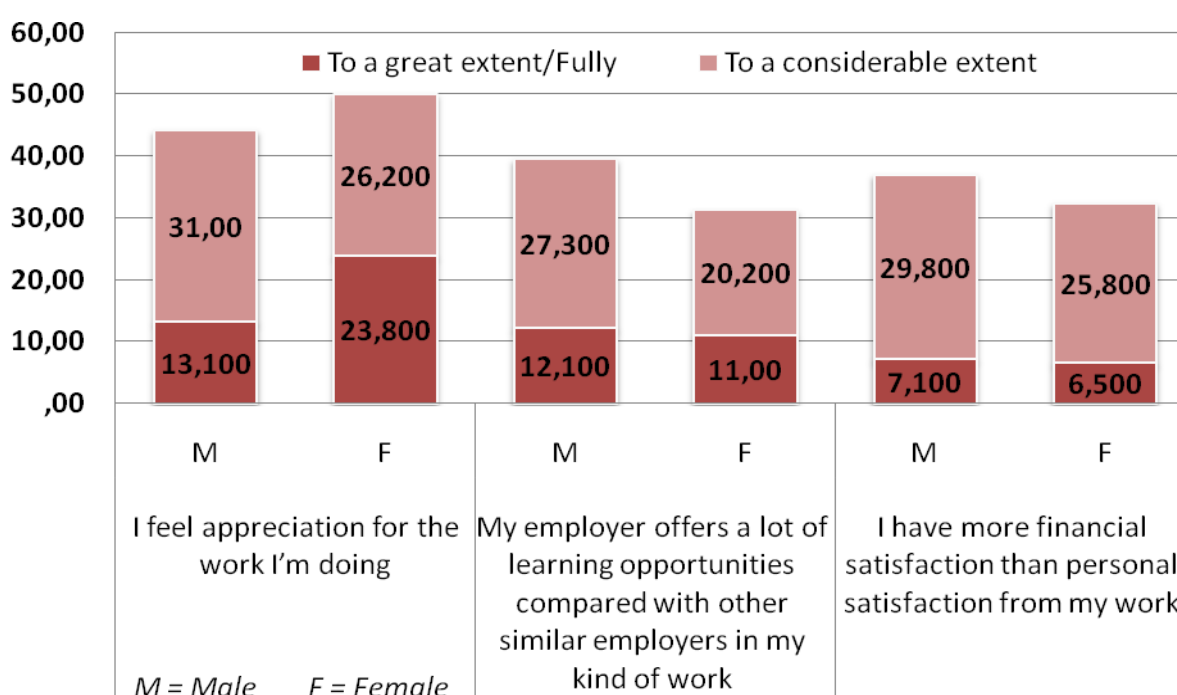


Table B30.1: Benefits from learning at work by sex (N and %)

<sup>29</sup> Q16/Tables B21.1 – 21.11 and Q19/Table B24.1. Specifically: 50% of women (but only 27% of men) do *not* think that they are offered more opportunities than employees further down in the organizational hierarchy. They are also more likely to think that their employer does *not* offer more opportunities than other employers in the same kind of sector (32% compared with 24% of the men). 45% of women (but only 31% of men) *reject* the statement that their employer *requires* their participation in certain courses. With less marked, but still noticeable differences, women are not only more likely to report that their employers leave them to their own devices to decide what courses to follow, but also more frequently critical of their employer's readiness to make time and space available for work-relevant learning. Furthermore, 32% of women (but only 22% of the men) report that their reasons for following courses have been either for job and personal reasons or for general education or purely for pleasure. (In contrast, there is virtually no difference between the sexes as far as employer's (lack of) recognition of having improved one's knowledge and skills is concerned.)

<sup>30</sup> Q29/Table B30.1.

<sup>31</sup> Q9/Tables B14.1 – B14.9.

<sup>32</sup> Q19/Table B24.1.

<sup>33</sup> Q29/Table B30.1: 9% mention this benefit, compared with 5% for women.

<sup>34</sup> Q12/Table B17.1.



I have benefited from learning at work in the following ways: (N=230; n=162)	At most three answers were possible					
	Male (n=64)			Female (n=98)		
	F	P	%	F	P	%
This question is not relevant for me, because I have not learned at work	5	3,1	7,8	16	6,7	16,3
I do not think I have benefited at all	6	3,8	9,4	2	,8	2,0
Salary rise	15	9,4	23,4	12	5,0	12,2
Sense of autonomy and judgement	19	11,9	29,7	31	13,0	31,6
Doing my job better	26	16,3	40,6	33	13,8	33,7
Work and career motivation	23	14,4	35,9	44	18,4	44,9
Job security	12	7,5	18,8	3	1,3	3,1
Confidence and self-respect	20	12,5	31,3	26	10,9	26,5
Appreciation and recognition from colleagues	6	3,8	9,4	13	5,4	13,3
Sense of belonging to the organisation	3	1,9	4,7	14	5,9	14,3
Personal growth and self-identity	23	14,4	35,9	39	16,3	39,8
Promotion	2	1,3	3,1	6	2,5	6,1
<b>Total</b>	<b>160</b>	<b>100,0</b>	<b>250,0</b>	<b>239</b>	<b>100,0</b>	<b>243,9</b>

When the less marked gender-specific variations in the ‘minor key’ of the response patterns throughout the survey questions are also built into the overall interpretive (rather than the purely technically statistical) picture, the trend and the drift point to an image of the *female respondents as more socially attuned learners as distinct from male respondents as more individually focused learners*.<sup>35</sup> Concomitantly, they are more attuned to the personal and social benefits of working, too, and are more sensitively aware of these dimensions of working life.<sup>36</sup> This does not seem to be accompanied by the advantages of bridging or bonding social capital in the workplace as a resource for learning, since it is men who are more likely to see colleagues as a source of ideas and advice (as noted above), whereas women are slightly more likely to report their *bosses* as such a source (8% compared with 5% of men).<sup>37</sup> The fact that women are also more likely to point to gaining a sense of belonging to the organisation as a benefit of following work-relevant courses suggests that *it would be worthwhile to explore more conclusively the nature of gender-specific forms of social integration and inclusion at the workplace*, and to do so by focusing on everyday and unremarkable patterns of interaction and behaviour (rather than the more serious forms of discrimination and exclusion that have been well-documented in organisational research now going back some four decades). And there is good reason to surmise that even if employers in principle offer the same learning opportunities to employees of both sexes, *undercurrents are at play that result in women somehow being less in focus* as far as employer facilitation and encouragement is concerned – or at least, women are less likely to pick up encouraging messages and are certainly more critical of their employers’ practices with respect to facilitating learning (see footnote 29).

<sup>35</sup> See for example Q11/Table B16.1

<sup>36</sup> See for example Q9/Tables B14.1 – B14.9.

<sup>37</sup> Q12/Table B17.1.

The general picture for male employees in the HE sample effectively reverses the image: their intrinsic orientations are tempered by more frequently mentioned extrinsic concerns that focus on job demands and career progression chances – work-relevant learning opportunities, participation and benefits are viewed somewhat more insistently through this lens. At the same time, they appear to be more integrated into collegial communities at work and possibly to act within these more confidently – at least they are slightly more likely, for example, to report that they learn new things when faced with unfamiliar tasks (14% compared with 11% for women) and when leading, teaching or telling others what to do (5% compared with 3% for women).<sup>38</sup> Men are also slightly more likely to mention that it is easy to learn and work at the same time (8% compared with 5% for women). Most of these kinds of differences are by no means statistically significant, but *it is the overall drift of the response patterns as a whole that is suggestive of underlying factors that deserve closer inquiry*, especially since they do confirm much of what we already know about gender-specific ideologies and practices in the work-world.

However, these suggestive patterns become especially interesting when set in juxtaposition with the clear differences that emerge in contrasting the newcomers and the experienced employees in the HE sample, as distinguished in this analysis by the variable of job tenure. The contrasts show up in clearer relief because the ‘middle group’ of those with between 1 and 4 years tenure with their current employer (N = 103) are excluded from the comparison.

We noted earlier that experienced employees are particularly likely to consider themselves better qualified than others with a similar job. Do new recruits lack sufficient contextual information to judge their relative position accurately, or are experienced employees in the HE sample genuinely better qualified and are currently adding to this advantage by pursuing a (or another) degree course?

Or is there something else afoot – do the experienced employees feel that they are better qualified than that for which they have been given recognition by the employers, and now try to acquire *formal* recognition in the shape of a higher education degree? In a country such as Austria, which traditionally places great importance on formal qualifications and the social esteem that they bring, this would not be an unusual hypothesis. In assessing their current work situation, *it is the newcomers who are much more positive in all respects and who are much more intrinsically oriented towards their work*.<sup>39</sup> They are also notably more likely to report that they feel encouraged when their boss offers ideas and advice (11% compared with 4% of the experienced employees).<sup>40</sup> Newcomers assess the learning opportunities offered by their employers more positively, too, and give broader-based reasons for having followed courses in the past – whereas the experienced employees are more likely to focus on constraints (such as whether employers make sufficient time and space available for learning) and focus more consistently on reasons for pursuing work-relevant learning that are closely linked to job and career.<sup>41</sup> The pattern holds for benefits of having pursued learning in the past: experienced employees are more likely to point to salary rises and job security.<sup>42</sup> They also judge their employers less favourably with respect to their propensity to give recognition for having improved knowledge and skills.<sup>43</sup>

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<sup>38</sup> Q11/Table B16.1.

<sup>39</sup> Q9/Tables B14.2 – B14.10.

<sup>40</sup> Q12/Table B17.2.

<sup>41</sup> Q16/Tables B21.2 – B21.12; Q19/Table B24.2.

<sup>42</sup> Q29/Table B30.2.

<sup>43</sup> Q16/Table B21.12: 53% of newcomers assess their employers as giving recognition to a considerable or a limited extent; 47% of the experienced assess their employers as giving recognition to a limited or low extent and are especially likely to report that they give no recognition at all (36%).

Figure 2: Selected Items from Tables B14.4, B14.8, B14.10, B21.12, B21.10 and B21.2, %

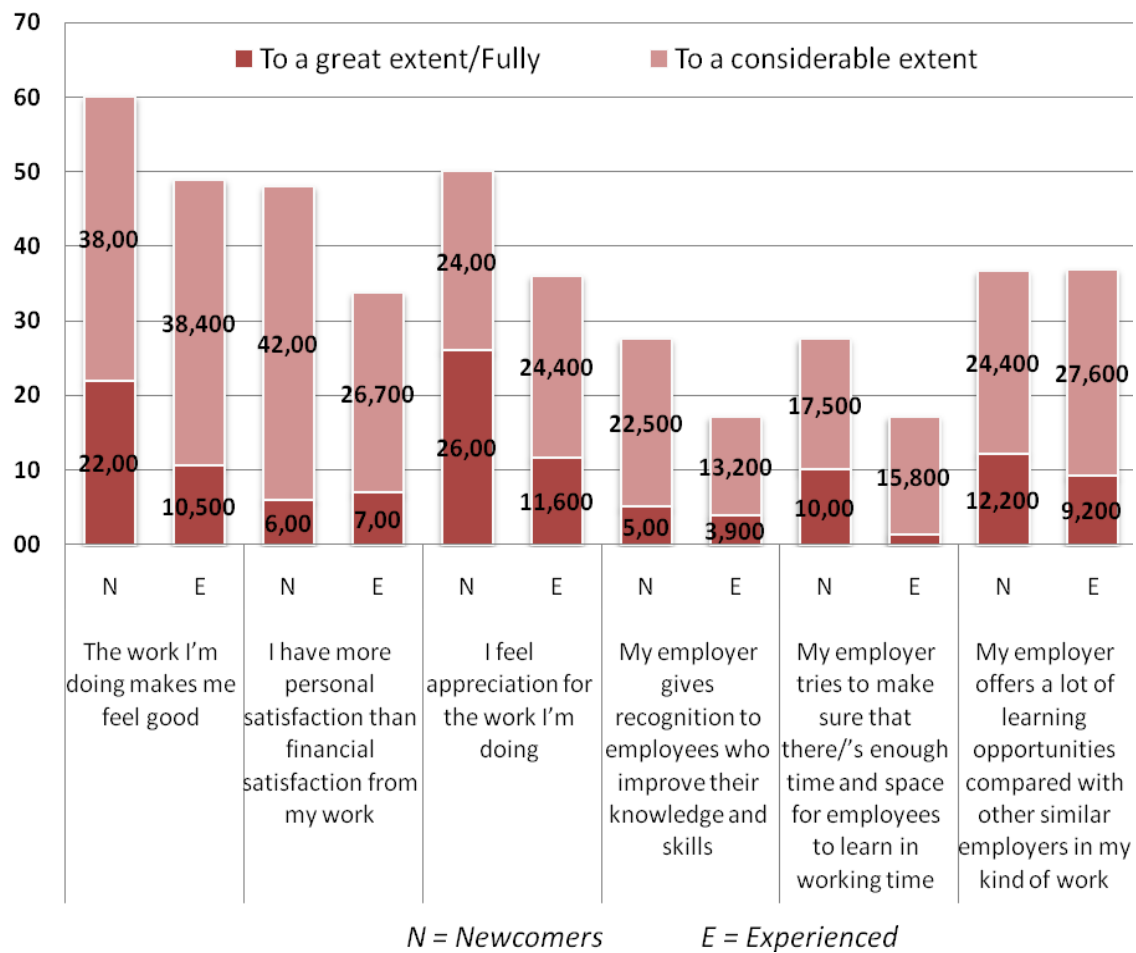


Table B24.2: Nature of courses taken in the past 12 months for Newcomers and the Experienced (N and %)

The courses I have taken in the past twelve months are ... (N=140; n=99)	At most three answers were possible					
	Newcomers (n=29)			Experienced (n=70)		
	F	P	%	F	P	%
directly or closely related to my current job	14	19,2	48,3	39	23,9	55,7
related to a job I would like to have in the future (e.g. a promotion or a different kind of work)	18	24,7	62,1	49	30,1	70,0
useful for my work, but not really essential	16	21,9	55,2	30	18,4	42,9
related to my job as well as to my personal development	20	27,4	69,0	35	21,5	50,0

Table B30.2: Benefits from learning at work for Newcomers and the Experienced, N and %

I have benefited from learning at work in the following ways: (N=140; n=105)	At most three answers were possible					
	Newcomers (n=31)			Experienced (n=74)		
	F	P	%	F	P	%
This question is not relevant for me, because I have not learned at work	7	9,7	22,6	6	3,2	8,1
I do not think I have benefited at all	2	2,8	6,5	3	1,6	4,1
Salary rise	3	4,2	9,7	15	7,9	20,3
Sense of autonomy and judgement	8	11,1	25,8	23	12,1	31,1
Doing my job better	11	15,3	35,5	31	16,3	41,9
Work and career motivation	12	16,7	38,7	32	16,8	43,2
Job security	1	1,4	3,2	10	5,3	13,5
Confidence and self-respect	8	11,1	25,8	22	11,6	29,7
Appreciation and recognition from colleagues	5	6,9	16,1	4	2,1	5,4
Sense of belonging to the organisation	4	5,6	12,9	7	3,7	9,5
Personal growth and self-identity	10	13,9	32,3	32	16,8	43,2
Promotion	1	1,4	3,2	5	2,6	6,8
<b>Total</b>	<b>72</b>	<b>100,0</b>	<b>232,3</b>	<b>190</b>	<b>100,0</b>	<b>256,8</b>

Overall, a picture is forming of new recruits who are intrinsically attached to their work and also sensitive to the personal and social benefits that both working and learning bring, not least in interaction with each other. The reverse image suggests that *more experienced employees may become somewhat more 'disillusioned' – or perhaps simply more realistic on the basis of their experience – and in parallel their perspectives towards both working and learning become somewhat more extrinsic in contour*. Concomitantly, newcomers seem to be more social learners (focus on the other as a source of learning), experienced employees more individualised learners (focus on the self as a source of learning) – which is a logical path of development with increasing life experience more generally.<sup>44</sup>

What is interesting here is, firstly, that both sub-groups – the newcomers and the experienced – are currently studying for a vocationally relevant higher education qualification alongside their generally full-time employment, but the response patterns position them somewhat differently with respect to their perspectives and experiences, which are likely to be associated with their motivations to pursue work-relevant learning (and this in a form that is not necessarily at all easy to combine with the demands of full-time employment). To ply a stereotype of youth versus age, we might conclude that *newcomers are still full of energy and idealism, whereas more experienced employees have become*

<sup>44</sup> Q11/Table B16.2. Newcomers are slightly more likely to mention learning new things via unexpected events, by observing and analysing, and by contact with those who have different skills and backgrounds. The experienced are more likely to mention learning new things by remembering mistakes made in the past, by having a goal to achieve and by leading, teaching or telling others what to do.

*more pragmatic and moderated* – and in some cases perhaps disillusioned – in their expectations and actions surrounding the intersections between learning and working. Nevertheless, they continue to make the effort, despite being uncertain about the benefits; and these experienced workers have an average age of around 30 or so, with virtually no-one over 40 years of age. This should raise some concerns, for we could begin to speculate about when and why the downward spiral of motivation to continue to learn takes hold amongst young adults who have secured a reasonable foothold in the labour market. On the basis of this dataset, the reasons must be linked with employer policies and practices with respect to assuring facilitation, support, appreciation and rewards. The age-range of this sample of self-evidently active learners suggests that *the downward spiral could begin quite early on in working lives and career biographies – but may not become clearly visible in its negative effects until ten to twenty years later, when employees are between their mid-forties and mid-fifties*. This possibility obviously deserves further investigation.

There is also a second interesting feature of the sub-group analyses. Not in all respects, but in several respects, newcomers and women share certain features, as do the experienced and men. The HE sample composition by sex and age underpins this picture. Women form 59% of the HE sample, but 67% of the newcomers are female. Men comprise 41% of the HE sample, yet are 45% of the experienced employees. Similarly, 54% of the newcomers are under 29, whereas 75% of the experienced are aged at least 29.<sup>45</sup> This study alone cannot draw reliable conclusions (not least because non-response may well distort the true picture), but the overall thrust of the data patterns pose a series of speculations that future research should explore. Are newly-recruited younger adult women especially committed *both* to their work *and* to learning that improves their formal qualifications? Do they see this as the best way to get ahead in their career and in their employing organisation?<sup>46</sup> What happens later on, when initial hopes and expectations may not have been met? Are increasingly instrumental perspectives towards work and career linked with growing disillusion about organisational policies and practices with respect to human resource development? Do such processes have a greater impact over time on male than on female employees?

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<sup>45</sup> Tables B9.1 and B9.2. However, it should also be noted that newcomers were notably more likely not to have revealed their age. Austrian labour force statistics (Statistik Austria: 2010a) show that the average job tenure of employees in Austria in 2009 was 10.7 years for men and 8.7 years for women, respectively. The number of newcomers and experienced employees is comparable for men and women: About 8% of the male and female employees have job tenure below 12 months; equally, about 9% of the men and women have worked between 5 and 10 years for the same employer. Slight differences are found for job tenure of more than 10 years: 6% of the male employees and 5% of the females record job tenure of 10 to 15 years, whereas 5% of the male employees and 4% of the females have been with their employers for 15 to 20 years. However, for those with a job tenure of more than 20 years, 10% of the employees are male and 6% are female. Further, 50% of the employees (15-64 years) who have worked less than 12 months for their employer are between 15 and 29 years old; about 34% are in the age group 30-44 years; and about 14% are aged between 45 and 59 years. The age group 15-29 is hardly to be seen, as one would expect, among employees with a job tenure of 10 years and more (2%), 40% of these employees are in the age group 30-44 years, and the majority (50%) are aged between 45 and 49 years (Statistik Austria: 2010a).

<sup>46</sup> Indeed, it could be that such highly motivated younger women were also more likely to participate in this survey, whose topic elicited their interest.

## Conclusions

As described at the outset, the Austrian survey largely captures data from a specific kind of sample, largely made up of 'active learning citizens' who are relatively well-placed in educational and employment terms and who bring the motivation, the capacity and the energy to engage in formal work-relevant learning despite – or perhaps precisely because – they find themselves caught up in the rush-hour of modern adult life in Europe.

The **first key issue** that comes out of the overall pattern of response to this survey is the **evident tension between, on the one hand, internalised educational values and norms and on the other hand, the realities and constraints of employment and working life**. This is a specific expression of a tension between free will and determinism that structures understandings and experiences of personal and social life altogether. Reduced to bald essentials, education symbolises free will and work symbolises determinism. Voluntary participation in social, political and educational life constitutes a core value and holds strong normative power for individual expectations and constructions. Yet in practice, degrees of compulsion are *nolens volens* exercised and accepted, including with respect to participation in education and training. Schooling is compulsory, and few would argue that it should be otherwise – the personal and social benefits evidently outweigh the disadvantages. The normative expectation that participation in education and training should continue not only beyond compulsory schooling but increasingly throughout adult life is now beginning to take hold, and there is no doubt that structural changes in economies and labour markets are the driving force. The implications for European educational traditions and practices are contested and hotly debated, not only in terms of the increasing dominance of instrumental rationalities but also in terms of the ethics of coercion and the resulting quality of learning outcomes.

There is no doubt that the Austrian respondents to this survey do not see themselves – and do not want to see themselves – as mere puppets of circumstance and constraint. They have developed highly individualised subjectivities that are supposed to be founded in the capacity to exercise personal and social autonomy. They construct their motivations for continuing education and training within a combination of intrinsic and extrinsic considerations, and within this framework it is they who decide on the balance between the two. In the Austrian context, intrinsic considerations hold high value and attract the greatest normative acceptance. The role that employers might and do play in shaping structures of opportunity and constraint is typically presented by our respondents as a paler sub-text of semi-determinism alongside the main storyline of the rational exercise of free will. In this scenario, employers neither impose real constraints, nor do they specifically insist or guide their employees' choices and decisions. At the same time, respondents are not at all uncritical of their employers' policies and practices: it seems that many insufficiently encourage and reward participation *of one's own volition* in work-related learning. Effectively, our respondents recognise the importance, indeed the necessity, of pursuing such learning on a continuing basis, but this is an insight at which they much prefer to arrive of their own free will – not because someone else, whether an employer or a state agent, insists on it.

Unsurprisingly, then, free will and determinism constitute a set of fluid and incremental relations that individual subjects not only negotiate in practice as best they can, but also interpretively accommodate to fit core values and norms as positively as possible. Our respondents see themselves as active learning citizens, and by and large they do act accordingly.

The **second key issue** that arises from this analysis **relates to the independent and potentially interlinked issues around gender and job tenure**. This is by no means the first study to pick up gender-specific features of adults' perspectives towards working and learning together with indications that contextual structures of opportunities for CVET across the learning continuum (and perhaps most importantly in informal and non-formal learning settings) differ both objectively and

subjectively between women and men as employees and as adult learners. On the contrary, there is no lack of evidence for these specificities, and they are linked with systematic patterns of continuing advantage and disadvantage in the public spheres of employment and education. This study's sample is a particular exemplar, yet because of its very specificity it can inherently hold a number of contextual variables constant, allowing us to focus in on the similarities and differences for a relatively homogeneous group in terms of education, employment and social location.

In contrast, few studies have been in a position to compare the perspectives and experiences of a relatively homogenous group on the basis of differential job tenure. The findings that emerge thereby can only be classified as tentative, but they are also potentially fascinating, because they begin to picture motivation for and participation in work-relevant adult learning as a dynamic process that can move into affirming and equally disaffirming trajectories following entry into mainstream employment. The critical points that generate upward and downward spirals remain non-researched, but they undoubtedly exist and there is every reason to suppose that employer policies and practices play a crucial role in the positioning scenario. If we now juxtapose this with gender-specificities, we could begin to develop better understandings of how active and engaged young women coming into the labour market with qualifications and potential are gradually whittled down into active and engaged adult women who, crashing into organisational glass ceilings that neither they nor their colleagues or their employees can genuinely see, take positive and less positive decisions to focus on the intrinsic virtues of working and learning, leaving the cut and thrust of extrinsic gameplays to their male peers – who do not necessarily thereby secure greater satisfaction or reward. This small study cannot answer any of these questions, but it serves well to pose them.

There is, finally, a **third key issue** that deserves further inquiry in future studies. We wanted to explore experiences and understandings of workplace learning – that is, learning that employees might engage in at or through their work, and that is (directly or indirectly) relevant for their work. We were very careful to specify that we were focusing on learning, and therefore not simply on formal CVET, wherever this takes place along the continuum between workplaces and universities. Our respondents do not make these differentiations and distinctions so clearly. They seem to understand work-relevant learning above all in terms of formalised courses, and much less so in terms of learning that is integrated into everyday working practices. This is not because our respondents do not recognise or value the concept and practice of active participation in decision-making and problem-solving at work – quite the reverse is the case. They also clearly place a high value on self-directed engagement with education and training opportunities. **The connection that seems difficult to make is between learning activities and working activities** – and this, too, is no real surprise, for the dichotomous cleavage between thought and action is undoubtedly one of the most deeply-rooted cultural codes in western conceptual systems. The potential transformative power of workplace learning rests on restructuring this fundamental relation, in theory and in practice – but that is a question that this small survey was not designed to address, and could never, in any case, be approached through this method of inquiry.

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## ***Annex 1 – Methodological information and issues***

The Austrian ASEM-LLL RN2 fieldwork took place between spring and summer 2010. Overall 270 employees participated in the online survey. Based on national statistical data two sectors were identified: the banking and financing sector (BF) and the hospitality and education sector. The last sector was subdivided into hospitality (HO) and higher education (HE), to allow a more precise approach. The hospitality sub-sector includes employees addressed directly through the company/organisation for which they work. Survey respondents from the HE sub-sector work in both the BF or HO sector: they were reached via the Universities of Applied Sciences at which they are registered for a part-time sandwich-type degree course.

The BF sector demands relatively highly qualified employees who are heavily engaged in compulsory and voluntary internal training courses (reaching 100% in 2007). Perceptions of learning under these circumstances are clearly of research interest. In contrast, the HO sector is a very important economic force in Austria, yet typically employs less qualified staff who do not participate at such high levels in CVET (reaching 70% in 2007).<sup>47</sup> This sector was also the most difficult sector to reach, as noted further below.

*Research instrument:* The joint study was first proposed at the ASEM-LLL RN2 meeting at the Asia-Europe Conference on Lifelong Learning in Beijing (November 2008). The RN2 Coordination (at the University of Innsbruck) developed a draft questionnaire that was finalised at the ASEM-LLL RN2 meeting at the Asia-Europe Conference on Lifelong Learning: e-Learning and Workplace Learning in Bangkok (July 2009). In follow-up, participating countries were offered the opportunity to use the online survey facility established at the University of Innsbruck for their fieldwork; some countries preferred to use conventional survey fieldwork methods.

### *Data collection and analysis*

Online survey fieldwork was supported by the LimeSurvey system<sup>48</sup>, which inter alia is suitable for multi-language instruments. All such systems have their advantages and disadvantages: LimeSurvey can (1) import lists with email addresses and (2) provide an online registration entry when the email address is requested (to be able to answer the questionnaire via clicking on the sent hyperlink generated from the system). This could have discouraged some people from filling out the questionnaire, despite the assurance of discretion and anonymity. In addition, the instrument included a relatively large number of questions. A test pilot was carried out with a class of university students in a research methods in Innsbruck class; this did not reveal serious problems, but in practice the actual survey respondents did demonstrate a certain 'weariness', so that the proportion of non-response increases to high levels towards the end of the instrument. For this reason, questions relating to the effects of work-related learning on quality of life have not been included in the analysis. At the same time, it is evident that the 'weariness' is to some extent selective – it is not the case that non-response rates rise in a wholly linear pattern. One interesting pattern, for example, is the reluctance of respondents to give information on their age.

The survey data were analysed using standard SPSS procedures following exhaustive checks and 'cleaning up' procedures. The data presented in the tables stays at an appropriately low level of statistical manipulation, though non-parametric statistics can be applied where relevant for the comparative analysis.

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<sup>47</sup>See (only in German)

[http://www.statistik.at/web\\_de/statistiken/bildung\\_und\\_kultur/erwachsenenbildung\\_weiterbildung\\_lebenslanges\\_lernen/betriebliche\\_weiterbildung/020905.html](http://www.statistik.at/web_de/statistiken/bildung_und_kultur/erwachsenenbildung_weiterbildung_lebenslanges_lernen/betriebliche_weiterbildung/020905.html)

<sup>48</sup> More information can be found online: [www.limesurvey.org](http://www.limesurvey.org)

### *Exploring the research field in Austria*

The account that follows is not chronological, but summarises the approaches used to reach employees in the BF and HO sectors, which then culminated in the approach to reach the HE sub-sector.

With a total of 270 respondents, the Austrian survey delivers data for 40 employees in the relevant sectors and 230 students at Austrian Universities of Applied Sciences registered on part-time sandwich-type degree courses. 37 such degree courses were selected from a total of 16 universities throughout Austria, offering 71 part-time courses. Five of the 37 selected courses have an evident connection to tourism and cultural administration; the majority are linked either closely or more loosely with the banking and finance sector. Letters were addressed to Vice-Chancellors and Administrative Directors with information about the study and copied to relevant heads of departments, with the request to forward the online survey link to registered students.

Institutional gatekeepers play a significant role – and nowhere more so than when trying to access employees. A variety of direct and indirect attempts to secure access proved unfruitful: those acting on behalf of employers (typically in personnel and public relations departments) were very cautious, general refusing access and sometimes offering reasons with disarming honesty. In essence, employers are concerned – or at least their gatekeepers are concerned – that studies asking questions about CVET are likely to access information that might place employers in an unfavourable light or perhaps raise issues for employees with which employers would prefer not to have to deal. The study began its fieldwork as the fallout of the global financial crisis was beginning to be felt in concrete terms, and it has become evident that CVET policies and provision are amongst the casualties. The positive response of the universities of applied sciences to the request for access stands in direct contrast, and is a model of good practice for the vocational education and training field in this respect. We would like to record our sincere appreciation for the support we received.

As an alternative approach to accessing employees directly, the Austrian study purchased access to a database that provides lists of companies/organisations.<sup>49</sup> However, in practice, whilst this system assures a random selection from the pool, the filtering system proves to be inadequate for research purposes (multiple entries, incomplete information, non-exclusive categories). Ultimately the selection for this study generated 400 contact addresses for 120 banks and insurance companies and 280 in the tourist sector.

42 insurance companies were also selected from the list of 126 Austrian insurance association members; a regional institute (WIFI Tirol) offering adult education courses and training also supported the survey with an information and link to the survey on their homepage. Finally, after contacting national unions and associations to secure support before approaching employers directly, 8 from 37 local tourist boards in Tyrol were asked to assist in accessing suitable employers and respondents. Two agreed to support the study (one in an urban area, one in a rural area), and in follow-up 68 companies in the rural area and 84 companies in the urban area were asked request their employees to participate.

All these paths produced but 30 respondents – although it is certain that many more would have participated in the survey had company gatekeepers been more actively and positively disposed to opening access to their employees. This all demonstrates just how difficult it is to conduct independent and representative studies on workplace learning in Europe.

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<sup>49</sup> See [www.branchenflat.at](http://www.branchenflat.at)

## Annex 2 – Austrian survey data

### Sample A

Table A1: Sector

Sector (N=270; n=270)	Frequencies	Percent
BF (Banking and financing sector)	30	11,1
HE (Universities of Applied Sciences “Fachhochschulen” )	230	85,2
HO (Hospitality sector)	10	3,7
<b>Total</b>	<b>270</b>	<b>100,0</b>

#### Question 4

##### List A1: My exact job is:

(N=270; n=258)

Sales & Marketing Manager	Rezeptionsgehilfin
Direktor	Bankangestellte
Kellner	Sachbearbeiterin
Service Hilfe	Geschäftsführer
Automobilkaufmann	Kaufmann
Produktdesigner	Rezeptionistin
Informatik - Anwendungsentwicklung	Rezeptionistin
SAP Basis Administration	reisebüroangestellte
Technischer Angestellter	Sachbearbeitung
Assistenz Geschäftsführung	Bilanzbuchhalter
Leiter Personalentwicklung	Bankangestellte, Privatkundenbetreuerin
Projektleiter	Sekretärin für Verwaltung + Buchhaltung
Testengineer	Team Lead Business Development Europe
Abteilungsleiter/Prokurist	Assistent Sales Manager International
Entwicklungsingenieur	Controller
Technisches Marketing (Forschung und Entwicklung)	Verkaufsleiter
Angestellte im Bereich Verrechnung	Produktionsplanung und Controlling
Elektriker	IT Application Consultant
kaufmännischer Angestellter	Supply Chain Manager
Industriekauffrau	ISP Systems Engineer
Labor- Mess- und Test-Ingenieur	Reisebürokauffrau
Diplomand	IT-Manager
Techniker	Commercial Development Manager
ERP Application/Process Support	Automatisierungstechniker
Referentin	Software Entwickler
Selbständiger	Technischer Referent
Dienstführende Ambulanzschwester	Vertriebsmitarbeiter

Controller	Voip/Voice System Impl. Engineer
Technischer Support	Assistentin des Stadtamtsdirektors
Projektmanager	Entwicklung in der chem. Industrie
Außendienst Mitarbeiter, Kundenbetreuer	Büroangestellter
div. Bürotätigkeiten	Projektleiter Assistent
Abteilungsleiter Buchhaltung	Buchhalterin und Personalverrechnerin
Geschäftsführer	Großbetriebsprüfer
Systemadministrator	Software Architekt
Sozialpädagogin	Controller
Assistent der Geschäftsführung	Bürokauffrau
Haustechniker	Assistentin der Geschäftsleitung
Assistentin d Geschäftsführung	Projektmitarbeiterin
Controlling	Marketingassistentin
Bankangestellter	Außendienst Angestellter
Konstrukteur	Privatkundenbetreuer
Sales Liaison Administrator	Senior IT Consultant
Bankangestellte	Veranstaltungskaufmann
Kaufmann	Produktentwickler
Bankangestellter	Kundendiensttechniker
Marketing Manager	Angestellte/r
Entwicklungsingenieur (Teamsprecher)	Leitung Einkauf
Serviceberater mit Buddyfunktion (Ausbildner)	Bereichsleiter des Veranstaltungszentrums
Assistentin der Geschäfts- und Verkaufsleitung	Assistenz
Amtsleiter Stv.	Softwareentwickler
Bilanzbuchhalterin	Projektmanagement in einer Bank
Produktcontrolling	Hausverwalter
IT Prüfer	Finanzdienstleistungsassistent
Großbetriebsprüfer	Kundenbetreuer
Großbetriebsprüfung	Schaltermitarbeiter und Kundenbetreuer in einer Bank
Bürokraft	Bankberater
Ordinationsgehilfin	Kundenbetreuer
Kaufmännischer Leiter	Controllerin
Bilanzbuchhalterin, Assistentin der GF	Büroangestellte
Buchhalter/Lohnverrechner	Sales and Marketing Assistant
Buchhalterin/Personalverrechnerin	sek
Visuelle Konzeption und Grafik	Qualitätsmanager Medizinprodukte
Application Researcher	Leitung Personalabteilung
Personalverantwortliche	Techniker
IT Berater	IT-Ingenieur
Key Account Manager	Einkäufer
Projektleiter	Bilanzierung
Leitung Rechnungswesen und Finanzbuchhaltung	Schreibkraft
Verkaufssachbearbeiterin Intercompany	Projektmanagement

Reiseverkehrskauffrau	Wertpapier Systemverantwortlicher
Betriebsprüferin	Clearing-Managerin
Großbetriebsprüfer	Personalsachbearbeiter
Vertragsbedienstete im Rechnungswesen	Verwaltungsassistentin
Steuerprüfung	Projektleiter Produktentwicklung
Großbetriebsprüfer	Kreditrisikomanagement
Großbetriebsprüfer	Einkaufsleitung
Projektassistentin	Assistentin der Geschäftsführung
EDV Betreuerin	Marketing- Vertriebsassistentin
TrainerInnenverantwortliche	Kundenbetreuer
Referent	Sachbearbeiterin
book keeper	Leitung Vertrieb
Bankangestellte	Bankangestellter
Großbetriebsprüfer	Vertrieb
Großbetriebsprüferin	Leitung Buchhaltung
Bilanzbuchhalter	Direktionsassistent
Produktmanager	Bankangestellte
Human Ressource Manager	Marketing Assistent
Finanzbeamter	Qualitätsmanaging
kaufmännischer angestellter	Assistenz Business-Center(Bankkauffrau)
Buchhalter, Office-Manager	Teamleader IT
Purchasing Agent	Rezeptionistin
Techniker	Bilanzbuchhalter
Bilanzbuchhalter	Leiter Marketing & Bildung
Projektleiter, IT-Leiter	Versicherungskauffrau
Sortimentsmanager Zentraleinkauf Non Food II	Personalleiter
Mitarbeiterin Warengeschäft/Vertrieb	Versicherungsmathematiker
Bankett Assistant Manager	Sachbearbeiterin in der Lebensversicherung
Assistentin der Geschäftsführung	Versicherungsberater
Front Office Manager	Versicherungsangestellter Innendienst
Buchhalterin	Versicherungsberater
Assistenz des Hotelmanagements	Schulungsreferent
Geschäftsführer und Eigentümer	Versicherungskauffrau
Assistentin der GF	Versicherungskaufmann
Restaurantfachfrau	Sekretariat Fachabteilung
Tourismusverband	Außendienstverkäufer
Assistentin der Geschäftsleitung	Schadensachbearbeiter
Praktikantin	Buchhalterin
Rezeptionistin	Maklerbetreuer
Rezeptionistin	KFZ- Sachverständiger
Service und Rezeption	Sekretärin
Angestellter Tourismusverband	Versicherungsmathematiker
Kundenberaterin	Aktuarin

Frühstückskellner	Sachbearbeiterin mit Teamleitungsfunktion
Projektsteuerer	Vorstand
Key Account und Tender Management	Programmierer
Büroangestellte	Sachbearbeiter Versicherung
Junior Beraterin für Tourismusbetriebe	Versicherungsmathematik
Servicefachkraft mit Inkasso	Direktionsassistent
Rezeptionsmitarbeiterin	Sekretärin
Projektmanagement	Kellnerin
Angestellte	Restaurantfachmann
Project Assistant	Marketing/Kommunikation/Vertrieb
Angestellter	Hotel und Gastronomie Assistentin
Servicekraft	Rezeptionistin
Büroangestellte	Praktikantin
Kellnerin	Controlling Assistentin
Projektassistentin	Junior Projektmanagerin
Technische Zeichnerin	Leitung Geschäftsbereich Immobilien

### Demographical data A

Question 32

Table A2: I am ...

I am ... (N=270; n=256; Miss=5,2%)	Frequencies	Percent
Female	141	55,1
Male	115	44,9
<b>Total</b>	<b>256</b>	<b>100,0</b>

Question 34

Table A3: I am ... years old

I am ... years old (N=270; n=153; Miss=43,3%)	Frequencies	Mean	SD
	153	<b>30,64</b>	7,5

Question 35

Table A4: I am ...

I am ... (N=270; n=196; Miss=27,4%)	Frequencies	Percent
Single	60	30,6
married/in a stable partnership	129	65,8
widowed/divorced	7	3,6
<b>Total</b>	<b>196</b>	<b>100,0</b>



Question 25

Table A5: I have completed formal education and training to the following level:

I have completed formal education and training to the following level: (N=270; n=200; Miss=25,9%)	Frequencies	Percent
Lower secondary school <i>Hauptschule/Neue Mittelschule/Unterstufe einer allgemein bildenden höheren Schule</i>	1	0,5
Upper secondary school/technical school <i>Berufsbildende mittlere Schule/Berufsschule oder Polytechnische Schule</i>	15	7,5
Upper vocational school <i>Reife- und Diplomprüfung (Matura) an einer allgemein bildenden höheren Schule oder einer berufsbegleitenden höheren Schule/Studienberechtigungsprüfung/Berufsreifeprüfung</i>	133	66,5
University B.A. or M.A./tertiary level college <i>Bachelorstudium/Diplomstudium/Universitätslehrgang/Fachhochschule/Pädagogische Hochschule</i>	48	24,0
University PhD <i>Doktoratsstudium</i>	3	1,5
<b>Total</b>	<b>200</b>	<b>100,0</b>

Question 26

Table A6: My mother and father completed ...

My mother and father completed ... (N=270)		more education and training than I have	less education and training than I have	the same level of education and training as me	I do not know what education s/he completed	N	
						Miss	n
Mother	F	10	158	27	3	72	198
	%	5,1	79,8	13,6	1,5	[26,7]	100,0
Father	F	25	139	30	4	72	198
	%	12,6	70,2	15,2	2,0	[26,7]	100,0
<b>Total</b>	<b>F</b>	<b>35</b>	<b>297</b>	<b>57</b>	<b>7</b>	<b>144</b>	<b>396</b>
	<b>%</b>	<b>8,8</b>	<b>75,0</b>	<b>14,4</b>	<b>1,8</b>	<b>[26,7]</b>	<b>100,0</b>

Question 27

Table A7: I grew up in ...

I grew up in ... (N=270; n=199; Miss=26,3%)	Frequencies	Percent
an isolated place (e.g. on a farm)	21	10,6
a village or small town in the country	144	57,3
a regional town	48	24,1
a big city	16	8,0
<b>Total</b>	<b>199</b>	<b>100,0</b>

Data to conditions of workplace learning A

Questions 2, 5

Table A8:

Question Nr. 2, N=270		Months				N	
		≤ 12	13 - 24	25 - 48	≥ 49	Miss	n
I have been working for my current employer for ... years and ... months.	<b>F</b>	110	30	40	70	20	250
	<b>%</b>	44,0	12,0	16,0	28,0	[7,4]	100,0

Question Nr. 5, N=270		Months				N	
		≤ 12	13 - 24	25 - 48	≥ 49	Miss	n
I have been in this particular job for ... months.	<b>F</b>	62	41	54	104	9	261
	<b>%</b>	23,8	15,7	20,7	39,8	[3,3]	100,0

Questions 6, 7

Table A9:

Question Nr. 6, N=270		people / employees			N	
		≤ 9	10 - 49	≥ 50	Miss	n
About how many people work at your particular workplace?	<b>F</b>	132	88	41	9	261
	<b>%</b>	50,6	33,7	15,7	[3,3]	100,0

Question Nr. 6, N=270		people / employees			N	
		≤ 9	10 - 49	≥ 50	Miss	n
About how many employees altogether work	<b>F</b>	31	76	152	11	259

in the whole organisation? % 12,0 29,3 58,7 [4,1] 100,0

**Question 1**

**Table A10: The place I work at is ...**

The place I work at is ... (N=270; n=254; Miss=5,9%)	Frequencies	Percent
a private sector company	219	86,2
part of the public sector	30	11,8
a non-profit-making employer	5	2,0
<b>Total</b>	<b>254</b>	<b>100,0</b>

**Question 3**

**Table A11: I work for this employer ...**

I work for this employer ... (N=270; n=263; Miss=2,6%)	Frequencies	Percent
full time (40 hours per week)	216	82,1
part time (at least 20 hours per week)	40	15,2
fewer than 20 hours per week	4	1,5
on an intermittent, on call or self-employed contract basis	3	1,1
<b>Total</b>	<b>263</b>	<b>100,0</b>

**Question 28**

**Table A12: I earn ...**

I earn ... (N=270; n=193; Miss=28,5%)	Frequencies	Percent
up to Euro 250 gross per week full time (up to Euro 13.250 gross per year)	21	10,9
Euro 250-400 gross per week full time (Euro 13.250-21.200 gross per year)	43	22,3
above Euro 400 gross per week full time (above Euro 21.200 gross per year)	129	66,8
<b>Total</b>	<b>193</b>	<b>100,0</b>

**Question 8**

**Table A13: How does your current job correspond to your education and qualification?**

How does your current job correspond to your education and qualification? (N=270; n=259; Miss=4,1%)	Frequencies	Percent
Yes, they match well	107	41,3
Not really – I am educated and qualified for a different occupation	31	12,0
I have a job that usually demands better education and qualification than I have	26	10,0
I am better educated and qualified than most people in the kind of job than I have	83	32,0
In my job, it doesn't matter what education and qualification you have	4	1,5
I don't know	8	3,1
<b>Total</b>	<b>259</b>	<b>100,0</b>

**Question 9**

**Table A14: How would you judge your current situation at work?**

How would you judge your current situation at work? (N=270)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
I work only for the reason that my work provides the means to survive	<b>F</b>	17	45	80	61	51	16	254
	<b>%</b>	6,7	17,7	31,5	24,0	20,1	[5,9]	100,0
The work I'm doing makes me feel good	<b>F</b>	37	97	82	25	12	17	253
	<b>%</b>	14,6	38,3	32,4	9,9	4,7	[6,3]	100,0
I have more financial satisfaction than personal satisfaction from my work	<b>F</b>	15	65	75	70	27	18	252
	<b>%</b>	6,0	25,8	29,8	27,8	10,7	[6,7]	100,0
I have more personal satisfaction than financial satisfaction from my work	<b>F</b>	22	85	70	57	20	16	254
	<b>%</b>	8,7	33,5	27,6	22,4	7,9	[5,9]	100,0
I feel appreciation for the work I'm doing	<b>F</b>	49	74	70	46	15	16	254
	<b>%</b>	19,3	29,1	27,6	18,1	5,9	[5,9]	100,0
<b>Total</b>	<b>F</b>	<b>140</b>	<b>366</b>	<b>377</b>	<b>259</b>	<b>125</b>	<b>83</b>	<b>1267</b>
	<b>%</b>	<b>11,0</b>	<b>28,9</b>	<b>29,8</b>	<b>20,4</b>	<b>9,9</b>	<b>[6,1]</b>	<b>100,0</b>

## Data to concepts of workplace learning A

### Question 10

Table A15: Please tell us if you agree or disagree with the following statements.

Please tell us if you agree or disagree with the following statements. (N=270)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N	
							Miss	n
Learning is always necessary, but it might not always be what you might choose to do yourself.	F	15	80	44	73	27	31	239
	%	6,3	33,5	18,4	30,5	11,3	[11,5]	100,0
When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.	F	107	116	14	2	2	29	241
	%	39,6	43,0	5,2	0,7	0,7	[10,7]	100,0
Employers have the right to insist that employees follow certain courses and obtain certain qualifications.	F	39	108	53	36	4	30	240
	%	16,3	45,0	22,1	15,0	1,7	[11,1]	100,0
People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.	F	66	85	50	33	6	30	240
	%	27,5	35,4	20,8	13,8	2,5	[11,1]	100,0
It's no good waiting for people to decide for themselves – you have to make people learn, whether they want to or not.	F	3	11	33	111	82	30	240
	%	1,3	4,6	13,8	46,3	34,2	[11,1]	100,0
If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.	F	42	108	57	28	5	30	240
	%	17,5	45,0	23,8	11,7	2,1	[11,1]	100,0
The trouble with work-based learning is that it's not really something people want to do but something they think they ought to do.	F	21	88	84	42	5	30	240
	%	8,8	36,7	35,0	17,5	2,1	[11,1]	100,0
People learn best whilst they are just doing their jobs – they don't have to take courses to learn more and do their jobs well.	F	3	21	59	115	42	30	240
	%	1,3	8,8	24,6	47,9	17,5	[11,1]	100,0
<b>Total</b>	F	<b>296</b>	<b>617</b>	<b>394</b>	<b>440</b>	<b>173</b>	<b>240</b>	<b>1920</b>
	%	<b>15,4</b>	<b>32,1</b>	<b>20,5</b>	<b>22,9</b>	<b>9,0</b>	<b>[11,1]</b>	<b>100,0</b>

Question 11

Table A16: People can learn new things in different situations ...

People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work? (N=270; n=239)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
When something unexpected is happening and you try to manage by trying things out	139	20,1	58,2
When observing and analysing situations (e.g. in meetings at work)	80	11,5	33,5
When doing things you are not familiar with (e.g. using new machines or equipment)	80	11,5	33,5
Just by looking at how people do things and imitating them	13	1,9	5,4
When you hear something that draws your interest and you start looking for more information about it	135	19,5	56,5
When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)	112	16,2	46,9
When doing things together with colleagues (e.g. organising a celebration)	5	0,7	2,1
When leading other people and telling/teaching them what to do	24	3,5	10,0
When you are given a goal to achieve at work	28	4,0	11,7
When you remember mistakes you have made in the past and you try not to repeat them	77	11,1	32,2
I don't really know how I learn at work	0	0,0	0,0
<b>Total</b>	<b>693</b>	<b>100,0</b>	<b>290,0</b>

Question 12

Table A17: I feel encouraged to learn at work ...

I feel encouraged to learn at work ... (N=270; n=239)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	155	26,1	64,9
when my colleagues give me ideas and advice	36	6,1	15,1
simply because I enjoy learning	106	17,8	44,4
when my boss gives me ideas and advice	36	6,1	15,1
because this is the best place to improve job-related knowledge and skills	97	16,3	40,6
because it is easy to learn at the same time as working	34	5,7	14,2
when the teachers/trainers on the courses are good	34	5,7	14,2
when the courses my employer provides are really useful for my work	92	15,5	38,5
to be honest, I don't feel encouraged to learn at work	5	0,8	2,1
<b>Total</b>	<b>595</b>	<b>100,0</b>	<b>249,0</b>

Question 13

Table A18: Please tell us if you agree or disagree with the following statements.

Please tell us if you agree or disagree with the following statements. (N=270)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N	
							Miss	n
Learning inevitably contributes to the productivity and output of employees.	F	95	100	25	6	0	44	226
	%	42,0	44,2	11,1	2,7	0,0	[16,3]	100,0
Everyone has to keep on learning because otherwise they risk becoming unemployed.	F	12	76	89	44	6	43	227
	%	5,3	33,5	39,2	19,4	2,6	[15,9]	100,0
My employer offers such attractive learning opportunities that most of us do really want to take them up.	F	12	65	59	57	34	43	227
	%	5,3	28,6	26,0	25,1	15,0	[15,9]	100,0
People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).	F	5	9	46	92	76	42	228
	%	2,2	3,9	20,2	40,4	33,3	[15,6]	100,0
The more you force people to learn, the less they will want to learn and the worse the results will be.	F	59	101	41	19	6	44	226
	%	26,1	44,7	18,1	8,4	2,7	[16,3]	100,0
In my organisation, everyone expects you to take courses sometimes.	F	20	55	67	51	32	45	225
	%	8,9	24,4	29,8	22,7	14,2	[16,7]	100,0
When people can decide for themselves about learning, they learn more and get better results.	F	134	85	5	2	1	43	227
	%	59,0	37,4	2,2	0,9	0,4	[15,9]	100,0
Most employers insist that their employees follow training courses at regular intervals.	F	10	57	113	37	9	44	226
	%	4,4	25,2	50,0	16,4	4,0	[16,3]	100,0
Everyone has to keep on learning because society expects it.	F	5	51	88	62	21	43	227
	%	2,2	22,5	38,8	27,3	9,3	[15,9]	100,0
There is no need to carry on learning once you have finished your initial education and training.	F	3	6	11	76	130	44	226
	%	1,3	2,7	4,9	33,6	57,5	[16,3]	100,0
<b>Total</b>	F	<b>355</b>	<b>605</b>	<b>544</b>	<b>446</b>	<b>315</b>	<b>435</b>	<b>2265</b>
	%	<b>15,7</b>	<b>26,7</b>	<b>24,0</b>	<b>19,7</b>	<b>13,9</b>	<b>[16,1]</b>	<b>100,0</b>



Question 14

Table A19: Employers may offer their employees opportunities ...

Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you? (N=270; n=215)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
My employer offers no opportunities at all for learning at the workplace	37	8,1	17,2
Courses that are held in special places on the company premises to improve job-related knowledge and skills	133	29,2	61,9
Courses offered by trade unions or staff associations to improve knowledge about employees' rights (e.g. wage bargaining, health and safety, employee participation)	23	5,0	10,7
Courses to make sure that all employees have basic skills (literacy and numeracy)	2	0,4	0,9
E-Learning courses that employees can follow at their desk	43	9,4	20,0
Short workshops/seminars now and again that last for one day or less	117	25,7	54,4
Spontaneous meetings with your colleagues to resolve new and special issues and problems	45	9,9	20,9
Manuals and materials that you can use to learn about new equipment, software and procedures	56	12,3	26,0
<b>Total</b>	<b>456</b>	<b>100,0</b>	<b>212,1</b>

Question 15

Table A20: When you take part in work-related courses, do they take place in working time?

When you take part in work-related courses, do they take place in working time? (N=270; n=221; Miss=18,1%)	Frequencies	Percent
Yes, always in working time	35	15,8
More often than not in working time	84	38,0
Usually outside working time	42	19,0
Always outside working time	45	20,4
I have not taken part in any work-related courses	15	6,8
<b>Total</b>	<b>221</b>	<b>100,0</b>

Question 16

Table A21: My employer ...

My employer... (N=270)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
offers a lot of learning opportunities compared with other similar employers in my kind of work	F	24	50	56	27	57	56	214
	%	11,2	23,4	26,2	12,6	26,6	[20,7]	100,0
offers me more learning opportunities compared with employees at lower levels of the organisation/company	F	21	33	46	32	82	56	214
	%	9,8	15,4	21,5	15,0	38,3	[20,7]	100,0
makes it clear to me that I should follow certain courses	F	11	32	52	42	78	55	215
	%	5,1	14,9	24,2	19,5	36,3	[20,4]	100,0
leaves it up to me to decide what courses I will follow	F	45	72	62	21	14	56	214
	%	21,0	33,6	29,0	9,8	6,5	[20,7]	100,0
tries to make sure that there's enough time and space for employees to learn in working time	F	13	42	60	45	54	56	214
	%	6,1	19,6	28,0	21,0	25,2	[20,7]	100,0
gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation)	F	12	39	56	48	59	56	214
	%	5,6	18,2	26,2	22,4	27,6	[20,7]	100,0
<b>Total</b>	F	<b>126</b>	<b>268</b>	<b>332</b>	<b>215</b>	<b>344</b>	<b>335</b>	<b>1285</b>
	%	<b>9,8</b>	<b>20,9</b>	<b>25,8</b>	<b>16,7</b>	<b>26,8</b>	<b>[20,7]</b>	<b>100,0</b>

Question 17

Table A22: If you decide yourself to pursue work-related learning, how does your employer usually respond?

If you decide yourself to pursue work-related learning, how does your employer usually respond? (N=270)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
If it takes place in working hours, my employer wants to see its relevance for my job	F	72	69	39	9	15	66	204
	%	35,3	33,8	19,1	4,4	7,4	[24,4]	100,0
If it costs a lot, my employer expects me to show why it is important for my job	F	68	53	44	14	25	66	204
	%	33,3	26,0	21,6	6,9	12,3	[24,4]	100,0
My employer never agrees to my participation in work-related courses	F	3	8	24	19	150	66	204
	%	1,5	3,9	11,8	9,3	73,5	[24,4]	100,0
My employer only lets me participate when the course is required by the organisation	F	11	41	54	48	47	69	201
	%	5,5	20,4	26,9	23,9	23,4	[25,6]	100,0
My employer is open to all sorts of proposals for work-related learning	F	44	66	57	16	20	67	203
	%	21,7	32,5	28,1	7,9	9,9	[24,8]	100,0
My employer is willing to support work-related learning, but only when it leads to a recognised qualification	F	20	48	67	31	38	66	204
	%	9,8	23,5	32,8	15,2	18,6	[24,4]	100,0
<b>Total</b>	F	<b>218</b>	<b>285</b>	<b>285</b>	<b>137</b>	<b>295</b>	<b>400</b>	<b>1220</b>
	%	<b>17,9</b>	<b>23,4</b>	<b>23,4</b>	<b>11,2</b>	<b>24,2</b>	<b>[24,7]</b>	<b>100,0</b>

Question 18

Table A23: In the past 12 months, I have taken part in education ...

In the past twelve months, I have taken part in education and training courses that ... (N=270; n=206)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
No, I have not followed any education and training courses of any kind [FILTER]	13	3,4	6,3
my employer required of me	29	7,5	14,1
my employer advised to me	53	13,8	25,7
I chose and my employer supported in some way	109	28,3	52,9
I chose to follow in my own time and which were not supported by my employer	95	24,7	46,1
I chose to follow for purely personal reasons	86	22,3	41,7
<b>Total</b>	<b>385</b>	<b>100,0</b>	<b>186,9</b>

Question 19

Table A24: The courses I have taken in the past twelve month are ...

The courses I have taken in the past twelve month are ... (N=257; n=191)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
directly or closely related to my current job	114	25,5	59,7
related to a job I would like to have in the future (e.g. a promotion or a different kind of work)	122	27,3	63,9
related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)	8	1,8	4,2
useful for my work, but not really essential	81	18,1	42,4
not really work-related, more for my general education	15	3,4	7,9
just for personal pleasure (e.g. related to leisure, hobbies and travel)	7	1,6	3,7
related to my job as well as to my personal development	100	22,4	52,4
<b>Total</b>	<b>447</b>	<b>100,0</b>	<b>234,0</b>

Question 20

Table A25: Sometimes employees are required to take work-related courses.

Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer? (N=270; n=195)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
I have never taken part in any work-related courses since I have been working here [FILTER]	22	5,9	11,3
I have not been required to take any work-related courses	44	11,8	22,6
Induction course for new employees	71	19,0	36,4
Preparation course for a promotion or a new post in the organization	10	2,7	5,1
Training related to technological or organisational change (e.g. new equipment, new procedures, restructuring of departments)	50	13,4	25,6
Regular training courses provided by my employer at the workplace	40	10,7	20,5
E-learning modules that employees can follow at their desk or at home	18	4,8	9,2
Short workshops/seminars lasting one day or less in my department/section	60	16,1	30,8
General courses to improve my basic skills	29	7,8	14,9
Courses leading to a formal qualification (e.g. apprenticeship, master craftsman, higher education degree) provided by colleges, polytechnics, universities or private training companies	29	7,8	14,9
<b>Total</b>	<b>373</b>	<b>100,0</b>	<b>191,3</b>

Question 21

Table A26: Did your employer require you to pursue this work-related learning?

Did your employer require you to pursue this work-related learning? (N=248; n=82-125)	1. Priority	2. Priority	3. Priority
It is a formal requirement – if I do not do so, I will lose my job	* 20	3	0
If I do not do so, I cannot expect to get promotion	7	12	11
It isn't really an obligation, but my boss strongly advised me to do so	32	19	24
There's a lot of pressure on employees to take part, although it's not really compulsory	5	5	8
Most of my colleagues take part, so I think I ought to as well	2	9	6
It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or have to look for a job with another employer	26	30	12
It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself do it	32	21	18
I don't know why it is required; I just did what I was told to do	1	1	3
<b>Total</b>	<b>125</b>	<b>100</b>	<b>82</b>

Question 22

Table A27: Sometimes people decide for themselves to take work-related courses ...

Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer? (N=270; n=38)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
I have not chosen to pursue any work-related courses [FILTER]	2	3,5	5,3
Induction course for new employees	1	1,8	2,6
Preparation course for a promotion or a new post in the organisation	3	5,3	7,9
Regular training courses provided by my employer at the workplace	5	8,8	13,2
E-learning modules that employees can follow at their desk or at home	2	3,5	5,3
Short workshops/seminars lasting one day or less in my department/section	10	17,5	26,3
General education courses to improve my basic skills	3	5,3	7,9
Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics or universities	31	54,4	81,6
<b>Total</b>	<b>57</b>	<b>100,0</b>	<b>150,0</b>

Question 23

Table A28: Why did you decide yourself to pursue this work-related learning?

Why did you decide yourself to pursue this work-related learning? (N=268; n=22-36)	1. Priority	2. Priority	3. Priority
If I do not do so, I will lose my job	0	0	0
If I do not do so, I cannot expect to get promotion	3	0	1
My boss strongly advised me to do so	1	0	3
There's a lot of pressure on employees to take part, so I thought I should do so	0	0	0
Most of my colleagues take part, so I think I ought to as well	0	0	1
I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer	9	11	3
I know that I need to keep my knowledge and skills up to date, in case I have to look for a job with another employer	1	4	1
It is my responsibility to make sure I can do my job well	5	6	5
I just really wanted to learn	17	8	6
I don't know why, I just decided to do it	0	0	2
<b>Total</b>	<b>36</b>	<b>29</b>	<b>22</b>

Question 24

Table A29: In my organisation, workplace learning activities ...

In my organisation, workplace learning activities ... (N=270)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
are mostly enjoyed by participants	F	16	62	76	20	20	76	194
	%	8,2	32,0	39,2	10,3	10,3	[28,1]	100,0
are mostly strategic in nature	F	19	76	60	19	21	75	195
	%	9,7	39,0	30,8	9,7	10,8	[27,8]	100,0
are mainly set up by the employees themselves	F	14	29	49	45	57	76	194
	%	7,2	14,9	25,3	23,2	29,4	[28,1]	100,0
are imposed on everyone by the management	F	5	29	54	46	60	76	194
	%	2,6	14,9	27,8	23,7	30,9	[28,1]	100,0
focus on knowledge and skills, not on how employees behave	F	27	57	65	23	21	77	193
	%	14,0	29,5	33,7	11,9	10,9	[28,5]	100,0
focus on the qualities of individual participants	F	12	45	71	35	32	75	195
	%	6,2	23,1	36,4	17,9	16,4	[27,8]	100,0
enable employees to come up with good ideas to improve their work	F	14	52	49	49	29	77	193
	%	7,3	26,9	25,4	25,4	15,0	[28,5]	100,0
are set up in a top-down way	F	15	38	54	38	47	78	192
	%	7,8	19,8	28,1	19,8	24,5	[28,9]	100,0
receive strong support and engagement from employees	F	17	48	69	37	23	76	194
	%	8,8	24,7	35,6	19,1	11,9	[28,1]	100,0
help employees to do their jobs better	F	24	84	56	14	16	76	194
	%	12,4	43,3	28,9	7,2	8,2	[28,1]	100,0
reflect the fact that individual exchange of knowledge and experience is important	F	29	73	53	18	22	75	195
	%	14,9	37,4	27,2	9,2	11,3	[27,8]	100,0
are something emotionally important for the participants	F	11	34	63	41	45	76	194
	%	5,7	17,5	32,5	21,1	23,2	[28,1]	100,0
<b>Total</b>	<b>F</b>	<b>203</b>	<b>627</b>	<b>719</b>	<b>385</b>	<b>393</b>	<b>913</b>	<b>2327</b>
	<b>%</b>	<b>8,7</b>	<b>26,9</b>	<b>30,9</b>	<b>16,5</b>	<b>16,9</b>	<b>[28,2]</b>	<b>100,0</b>

Question 29

Table A30: I have benefited from learning at work in the following ways ...

I have benefited from learning at work in the following ways: (N=270; n=199)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
This question is not relevant for me, because I have not learned at work	22	4,4	11,1
I do not think I have benefited at all	8	1,6	4,0
Salary rise	29	5,8	14,6
Sense of autonomy and judgement	63	12,6	31,7
Doing my job better	74	14,8	37,2
Work and career motivation	87	17,4	43,7
Job security	18	3,6	9,0
Confidence and self-respect	63	12,6	31,7
Appreciation and recognition from colleagues	22	4,4	11,1
Sense of belonging to the organisation	27	5,4	13,6
Personal growth and self-identity	78	15,6	39,2
Promotion	8	1,6	4,0
<b>Total</b>	<b>499</b>	<b>100,0</b>	<b>250,8</b>



Question 30/1

Table A31: Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?

1 Through organised courses

Has learning at the workplace had a positive effect on your knowledge and skills in the following areas? 1 Through organised courses(N=270)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Getting on well with colleagues	F	72	37	45	116	154
	%	46,8	24,0	29,2	[43,0]	100,0
Using foreign languages	F	73	42	39	116	154
	%	47,4	27,3	25,3	[43,0]	100,0
Health and safety issues at work	F	49	49	53	119	151
	%	32,5	32,5	35,1	[44,1]	100,0
Making decisions	F	76	35	34	125	145
	%	52,4	24,1	23,4	[46,3]	100,0
Appreciating other cultures and values	F	51	36	57	126	144
	%	35,4	25,0	39,6	[46,7]	100,0
Doing calculations, including budgets	F	57	36	51	126	144
	%	39,6	25,0	35,4	[46,7]	100,0
Communication skills	F	103	18	20	129	141
	%	73,0	12,8	14,2	[47,8]	100,0
Preparing reports, documents etc.	F	74	35	35	126	144
	%	51,4	24,3	24,3	[46,7]	100,0
Confidence in public situations	F	82	28	31	129	141
	%	58,2	19,9	22,0	[47,8]	100,0
Using IT (software, computers, www)	F	86	28	26	130	140
	%	61,4	20,0	18,6	[48,1]	100,0
Solving Problems	F	100	21	21	128	142
	%	70,4	14,8	14,8	[47,4]	100,0
Working in a team	F	96	24	21	129	141
	%	68,1	17,0	14,9	[47,8]	100,0
Using machines and technology	F	62	43	37	128	142
	%	43,7	30,3	26,1	[47,4]	100,0
Expressing myself well	F	76	32	32	130	140
	%	54,3	22,9	22,9	[48,1]	100,0
<b>Total</b>	<b>F</b>	<b>1057</b>	<b>464</b>	<b>502</b>	<b>1757</b>	<b>2023</b>
	<b>%</b>	<b>52,2</b>	<b>22,9</b>	<b>24,8</b>	<b>[46,5]</b>	<b>100,0</b>

Table A32: Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?

## 2 In everyday work

Has learning at the workplace had a positive effect on your knowledge and skills in the following areas? 2 In everyday work(N=270)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Getting on well with colleagues	F	89	27	31	123	147
	%	60,5	18,4	21,1	[45,6]	100,0
Using foreign languages	F	75	39	30	126	144
	%	52,1	27,1	20,8	[46,7]	100,0
Health and safety issues at work	F	48	50	46	126	144
	%	33,3	34,7	31,9	[46,7]	100,0
Making decisions	F	87	30	24	129	141
	%	61,7	21,3	17,0	[47,8]	100,0
Appreciating other cultures and values	F	60	39	39	132	138
	%	43,5	28,3	28,3	[48,9]	100,0
Doing calculations, including budgets	F	65	36	38	131	139
	%	46,8	25,9	27,3	[48,5]	100,0
Communication skills	F	111	14	14	131	139
	%	79,9	10,1	10,1	[48,5]	100,0
Preparing reports, documents etc.	F	84	28	26	132	138
	%	60,9	20,3	18,8	[48,9]	100,0
Confidence in public situations	F	89	23	26	132	138
	%	64,5	16,7	18,8	[48,9]	100,0
Using IT (software, computers, www)	F	99	21	16	134	136
	%	72,8	15,4	11,8	[49,6]	100,0
Solving Problems	F	109	15	13	133	137
	%	79,6	10,9	9,5	[49,3]	100,0
Working in a team	F	94	24	16	136	134
	%	70,1	17,9	11,9	[50,4]	100,0
Using machines and technology	F	76	38	24	132	138
	%	55,1	27,5	17,4	[48,9]	100,0
Expressing myself well	F	87	31	18	134	136
	%	64,0	22,8	13,2	[49,6]	100,0
<b>Total</b>	<b>F</b>	<b>1173</b>	<b>415</b>	<b>361</b>	<b>1831</b>	<b>1949</b>
	<b>%</b>	<b>60,2</b>	<b>21,3</b>	<b>18,5</b>	<b>[48,4]</b>	<b>100,0</b>

Question 31/1

Table A33: Has learning in the workplace had a positive effect on your quality of life in the following areas?

1 Through organised courses

Has learning at the workplace had a positive effect on your quality of life in the following areas? 1 Through organised courses(N=270)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Connecting with the natural environment	F	15	75	56	124	146
	%	10,3	51,4	38,4	[45,9]	100,0
Health and lifestyle (e.g. diet, sports)	F	30	72	45	123	147
	%	20,4	49,0	30,6	[45,6]	100,0
Living in a multicultural society	F	43	61	44	122	148
	%	29,1	41,2	29,7	[45,2]	100,0
Work-life balance	F	44	65	38	123	147
	%	29,9	44,2	25,9	[45,6]	100,0
Leisure and recreation	F	27	71	47	125	145
	%	18,6	49,0	32,4	[46,3]	100,0
Community life and voluntary activities	F	22	73	52	123	147
	%	15,0	49,7	35,4	[45,6]	100,0
Family and personal life	F	35	67	44	124	146
	%	24,0	45,9	30,1	[45,9]	100,0
Positive working environment	F	73	37	35	125	145
	%	50,3	25,5	24,1	[46,3]	100,0
<b>Total</b>	F	<b>289</b>	<b>521</b>	<b>361</b>	<b>989</b>	<b>1171</b>
	%	<b>24,7</b>	<b>44,5</b>	<b>30,8</b>	<b>[45,6]</b>	<b>100,0</b>

Question 31/2

Table A34: Has learning in the workplace had a positive effect on your quality of life in the following areas?

2 In everyday work

Has learning at the workplace had a positive effect on your quality of life in the following areas? 2 In every day work (N=270)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Connecting with the natural environment	F	22	68	47	133	137
	%	16,1	49,6	34,3	[49,3]	100,0
Health and lifestyle (e.g. diet, sports)	F	37	66	34	133	137
	%	27,0	48,2	24,8	[49,3]	100,0
Living in a multicultural society	F	49	51	40	130	140
	%	35,0	36,4	28,6	[48,1]	100,0
Work-life balance	F	44	64	31	131	139
	%	31,7	46,0	22,3	[48,5]	100,0
Leisure and recreation	F	29	68	40	133	137
	%	21,2	49,6	29,2	[49,3]	100,0
Community life and voluntary activities	F	24	67	48	131	139
	%	17,3	48,2	34,5	[48,5]	100,0
Family and personal life	F	34	67	37	132	138
	%	24,6	48,6	26,8	[48,9]	100,0
Positive working environment	F	79	33	27	131	139
	%	56,8	23,7	19,4	[48,5]	100,0
<b>Total</b>	<b>F</b>	<b>318</b>	<b>484</b>	<b>304</b>	<b>1054</b>	<b>1106</b>
	<b>%</b>	<b>28,8</b>	<b>43,8</b>	<b>27,5</b>	<b>[48,9]</b>	<b>100,0</b>

## Sample B

Table B1: Sector

Sector (N=230; n=230)	Frequencies	Percent
FH (Fachhochschulen)	230	100,0
<b>Total</b>	<b>230</b>	<b>100,0</b>

### Question 4

#### List B1: My exact job is:

(N=230; n=224)

Abteilungsleiter Buchhaltung	Key Account Manager
Abteilungsleiter/Prokurist	Key Account und Tender Management
Amtsleiter Stv.	Konstrukteur
Angestellte	Kreditrisikomanagement
Angestellte im Bereich Verrechnung	Kundenberaterin
Angestellte/r	Kundenbetreuer
Angestellter	Kundenbetreuer
Angestellter Tourismusverband	Kundenbetreuer
Application Researcher	Kundendiensttechniker
Assistent der Gaschäftsführung	Labor- Mess- und Test-Ingenieur
Assistent Sales Manager International	Leiter Personalentwicklung
Assistentin d Geschäftsführung	Leitung Buchhaltung
Assistentin der Geschäfts- und Verkaufsleitung	Leitung Einkauf
Assistentin der Geschäftsführung	Leitung Geschäftsbereich Immobilien
Assistentin der Geschäftsführung	Leitung Personalabteilung
Assistentin der Geschäftsleitung	Leitung Rechnungswesen und Finanzbuchhaltung
Assistentin der GF	Leitung Vertrieb
Assistentin des Stadtamtsdirektors	Marketing Assistent
Assistenz	Marketing Manager
Assistenz Business-Center(Bankkauffrau)	Marketing- Vertriebsassistentin
Assistenz des Hotelmanagements	Marketing/Kommunikation/Vertrieb
Assistenz Geschäftsführung	Marketingassistentin
Assitentin der Geschaeftsleitung	Mitarbeiterin Warengeschäft/Vertrieb
Aussendienstangestellter	Ordinationsgehilfin
aussendienstmitarbeiter, kundenbetreuer	Personalsachbearbeiter
Automatisierungstechniker	Personalverantwortliche
Automobilkaufmann	Praktikantin
Bankangestellte	Praktikantin
Bankangestellte	Privatkundenbetreuer
Bankangestellte	Produktcontrolling
Bankangestellte	Produktdesigner

Bankangestellte, Privatkundenbetreuerin	Produktentwickler
Bankangestellter	Produktionsplanung und Controlling
Bankangestellter	Produktmanager
Bankangestellter	Project Assistant
Bankberater	Projektassistentin
Bankett Assistant Manager	Projektassistentin
Bereichsleiter des Veranstaltungszentrums	Projektleiter
Betriebsprüferin	Projektleiter
Bilanzbuchhalter	Projektleiter Assistent
Bilanzbuchhalter	Projektleiter Produktentwicklung
Bilanzbuchhalter	Projektleiter, IT-Leiter
Bilanzbuchhalter	Projektmanagement
Bilanzbuchhalterin	Projektmanagement
Bilanzbuchhalterin, Assistentin der GF	Projektmanagement in einer Bank
Bilanzierung	Projektmanager
book keeper	Projektmitarbeiterin
Buchhalter, Office-Manager	Projektsteuerer
Buchhalter/Lohnverrechner	Purchasing Agent
Buchhalterin	Qualitätsmanager Medizinprodukte
Buchhalterin und Personalverrechnerin	Qualitätsmanaging
Buchhalterin/Personalverrechnerin	Referent
Büroangestellte	Referentin
Büroangestellte	reisebüroangestellte
Büroangestellte	Reisebürokauffrau
Büroangestellter	Reiseverkehrskauffrau
Bürokauffrau	Restaurantfachfrau
Bürokraft	Rezeptionistin
Clearing-Managerin	Rezeptionistin
Commercial Development Manager	Rezeptionistin
Controller	Rezeptionistin
Controller	Rezeptionistin
Controller	Rezeptionistin
Controllerin	Rezeptionsgehilfin
Controlling	Rezeptionsmitarbeiterin
Controlling Assistentin	Sachbearbeiterin
Dienstführende Ambulanzschwester	Sachbearbeiterin
Diplomant	Sachbearbeitung
Direktionsassistent	Sales and Marketing Assistant
div. Bürotätigkeiten	Sales Liaison Administrator
EDV Betreuerin	SAP Basis Administration
Einkäufer	Schaltermitarbeiter und Kundenbetreuer in einer Bank
Einkaufsleitung	Schreibkraft
Elektriker	sek

Entwicklung in der chem. Industrie	Sekretärin für Verwaltung + Buchhaltung
Entwicklungsingenieur	Selbständiger
Entwicklungsingenieur (Teamsprecher)	Senior IT Consultant
ERP Application/Process Support	Service und Rezeption
Finanzbeamter	Serviceberater mit Buddyfunktion (Ausbildner)
Finanzdienstleistungsassistenten	Servicefachkraft mit Inkasso
Front Office Manager	Servicekraft
Frühstückskellner	Software Architekt
Geschäftsführer	Software Entwickler
Geschäftsführer und Eigentümer	Softwareentwickler
Geschäftsführer	Sortimentsmanager Zentraleinkauf Non Food II
Großbetriebsprüfer	Sozialpädagogin
Großbetriebsprüfer	Steuerprüfung
Großbetriebsprüfer	Supply Chain Manager
Großbetriebsprüfer	Systemadministrator
Großbetriebsprüfer	Team Lead Business Development Europe
Großbetriebsprüfer	Teamleader IT
Großbetriebsprüferin	Techniker
Grossbetriebsprüfung	Techniker
Hausverwalter	Techniker
hotel und gastronomie assistentin	Technische Zeichnerin
Human Ressource Manager	Technischer Angestellter
Industriekauffrau	technischer Referent
Informatik - Anwendungsentwicklung	Technischer Support
ISP Systems Engineer	Technisches Marketing (Forschung und Entwicklung)
IT Application Consultant	Testengineer
IT Berater	Tourismusverband
IT Prüfer	TrainerInnenverantwortliche
IT-Ingenieur	Veranstaltungskaufmann
IT-Manager	Verkaufsleiter
Junior Beraterin für Tourismusbetriebe	Verkaufssachbearbeiterin Intercompany
Junior Projektmanagerin	Vertragsbedienstete im Rechnungswesen
Kaufmann	Vertrieb
Kaufmann	Vertriebsmitarbeiter
kaufmännischer angestellter	Verwaltungsassistentin
kaufmännischer Angestellter	Visuelle Konzeption und Grafik
Kaufmännischer Leiter	Volp/Voice System Impl. Engineer
Kellnerin	Wertpapier Systemverantwortlicher

## Demographical data B

### Question 32

Table B2: I am ...

I am ... (N=230; n=218; Miss=5,2%)	Frequencies	Percent
Female	128	58,7
Male	90	41,3
<b>Total</b>	<b>218</b>	<b>100,0</b>

### Question 34

Table B3: I am ... years old

I am ... years old (N=230; n=148; Miss=35,7%)	Frequencies	Mean	SD
	148	<b>30,45</b>	7,5

### Question 35

Table B4: I am ...

I am ... (N=230; n=170; Miss=26,1%)	Frequencies	Percent
Single	54	31,8
married/in a stable partnership	111	65,3
widowed/divorced	5	2,9
<b>Total</b>	<b>170</b>	<b>100,0</b>



Question 25

Table B5: I have completed formal education and training to the following level:

I have completed formal education and training to the following level: (N=230; n=173; Miss=24,8%)	Frequencies	Percent
Lower secondary school <i>Hauptschule/Neue Mittelschule/Unterstufe einer allgemein bildenden höheren Schule</i>	0	0
Upper secondary school/technical school <i>Berufsbildende mittlere Schule/Berufsschule oder Polytechnische Schule</i>	7	3,0
Upper vocational school <i>Reife- und Diplomprüfung (Matura) an einer allgemein bildenden höheren Schule oder einer berufsbegleitenden höheren Schule/Studienberechtigungsprüfung/Berufsreifepfung</i>	123	53,5
University B.A. or M.A./tertiary level college <i>Bachelorstudium/Diplomstudium/Universitätslehrgang/Fachhochschule/Pädagogische Hochschule</i>	42	18,3
University PhD <i>Doktoratsstudium</i>	1	0,4
<b>Total</b>	<b>173</b>	<b>100,0</b>

Question 26

Table B6: My mother and father completed ...

My mother and father completed ... (N=230)		more education and training than I have	less education and training than I have	the same level of education and training as me	I do not know what education s/he completed	N	
						Miss	n
Mother	F	10	135	24	2	59	171
	%	5,8	78,9	14,0	1,2	[25,7]	100,0
Father	F	23	123	23	3	58	172
	%	13,4	71,5	13,4	1,7	[25,2]	100,0
<b>Total</b>	F	<b>33</b>	<b>258</b>	<b>47</b>	<b>5</b>	<b>117</b>	<b>343</b>
	%	<b>9,6</b>	<b>75,2</b>	<b>13,7</b>	<b>1,5</b>	<b>[25,4]</b>	<b>100,0</b>

Question 27

Table B7: I grew up in ...

I grew up in ... (N=230; n=173; Miss=24,8%)	Frequencies	Percent
an isolated place (e.g. on a farm)	20	11,6
a village or small town in the country	97	56,1
a regional town	41	23,7
a big city	15	8,7
<b>Total</b>	<b>173</b>	<b>100,0</b>

Data to conditions of workplace learning B

Questions 2, 5

Table B8:

Question Nr. 2, N=230		months				N	
		≤ 12	13 - 24	25 - 48	≥ 49	Miss	n
I have been working for my current employer for ... years and ... months.	<b>F</b>	94	26	34	62	14	216
	<b>%</b>	43,5	12,0	15,7	28,7	[6,1]	100,0

Question Nr. 5, N=230		months				N	
		≤ 12	13 - 24	25 - 48	≥ 49	Miss	n
I have been in this particular job for ... months.	<b>F</b>	52	38	49	88	3	227
	<b>%</b>	22,9	16,7	21,6	38,8	[1,3]	100,0

Questions 6, 7

Table B9:

Question Nr. 6, N=230		people / employees			N	
		≤ 9	10 - 49	≥ 50	Miss	n
About how many people work at your particular workplace?	<b>F</b>	116	77	34	3	227
	<b>%</b>	51,1	33,9	15,0	[1,3]	100,0

Question Nr. 6, N=230		people / employees			N	
		≤ 9	10 - 49	≥ 50	Miss	n
About how many employees altogether work	<b>F</b>	30	63	132	5	225

in the whole organisation?	%	13,3	28,0	58,7	[2,2]	100,0
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**Table B9.1: Gender distribution by Newcomers/Experienced**

I am ...? (N=230; n=132; Miss=42,6%)		Newcomers (n=52)	Experienced (n=80)	Total
Female	F	35	44	79
	%	67,3	55,0	59,8
Male	F	17	36	53
	%	32,7	45,0	40,2
<b>Total</b>	F	<b>52</b>	<b>80</b>	<b>132</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B9.2: Age distribution by Newcomers/Experienced**

I am ...? (N=230; n=92; Miss=60,0%)		Newcomers (n=28)	Experienced (n=64)	Total
18 – 28	F	15	16	31
	%	53,6	25,0	33,7
29 – 39	F	10	37	47
	%	35,7	57,8	51,1
40 – 50	F	3	11	14
	%	10,7	17,2	15,2
<b>Total</b>	F	<b>28</b>	<b>64</b>	<b>92</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Question 1**

**Table B10: The place I work at is ...**

The place I work at is ... (N=230; n=222; Miss=3,5%)	Frequencies	Percent
a private sector company	187	84,2
part of the public sector	30	13,5
a non-profit-making employer	5	2,3
<b>Total</b>	<b>222</b>	<b>100,0</b>

**Question 3****Table B11: I work for this employer ...**

I work for this employer ... (N=230; n=228; Miss=0,9%)	Frequencies	Percent
full time (40 hours per week)	182	79,8
part time (at least 20 hours per week)	39	17,1
fewer than 20 hours per week	4	1,8
on an intermittent, on call or self-employed contract basis	3	1,3
<b>Total</b>	<b>228</b>	<b>100,0</b>

**Question 28****Table B12: I earn ...**

I earn ... (N=230; n=166; Miss=27,8%)	Frequencies	Percent
up to Euro 250 gross per week full time (up to Euro 13.250 gross per year)	20	12,0
Euro 250-400 gross per week full time (Euro 13.250-21.200 gross per year)	34	20,5
above Euro 400 gross per week full time (above Euro 21.200 gross per year)	112	67,5
<b>Total</b>	<b>166</b>	<b>100,0</b>

**Question 8****Table B13: How does your current job correspond to your education and qualification?**

How does your current job correspond to your education and qualification? (N=230; n=225; Miss=2,2%)	Frequencies	Percent
Yes, they match well	86	38,2
Not really – I am educated and qualified for a different occupation	24	10,7
I have a job that usually demands better education and qualification than I have	25	11,1
I am better educated and qualified than most people in the kind of job than I have	78	34,7
In my job, it doesn't matter what education and qualification you have	4	1,8
I don't know	8	3,6
<b>Total</b>	<b>225</b>	<b>100,0</b>

**Table B13.1: Male/Female**

How does your current job correspond to your education and qualification? (N=230; n=213; Miss=7,4%)		I am ...		Total
		Male (n=87)	Female (n=126)	
Yes, they match well	F	36	44	<b>80</b>
	%	41,4	34,9	<b>37,6</b>
Not really – I am educated and qualified for a different occupation	F	8	14	<b>22</b>
	%	9,2	11,1	<b>10,3</b>
I have a job that usually demands better education and qualification than I have	F	15	10	<b>25</b>
	%	17,2	7,9	<b>11,7</b>
I am better educated and qualified than most people in the kind of job than I have	F	21	54	<b>75</b>
	%	24,1	42,9	<b>35,2</b>
In my job, it doesn't matter what education and qualification you have	F	4	0	<b>4</b>
	%	4,6	0,0	<b>1,9</b>
I don't know	F	3	4	<b>7</b>
	%	3,4	3,2	<b>3,3</b>
<b>Total</b>	F	<b>87</b>	<b>126</b>	<b>213</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B13.2: Newcomers/Experienced**

How does your current job correspond to your education and qualification? (N=230; n=137; Miss=40,4%)		Newcomers	Experienced	Total
		(n=50)	(n=87)	
Yes, they match well	F	24	35	59
	%	48,0	40,2	43,1
Not really – I am educated and qualified for a different occupation	F	5	9	14
	%	10,0	10,3	10,2
I have a job that usually demands better education and qualification than I have	F	6	9	15
	%	12,0	10,3	10,9
I am better educated and qualified than most people in the kind of job than I have	F	11	31	42
	%	22,0	35,6	30,7
In my job, it doesn't matter what education and qualification you have	F	1	1	2
	%	2,0	1,1	1,5
I don't know	F	3	2	5
	%	6,0	2,3	3,6
<b>Total</b>	F	<b>50</b>	<b>87</b>	<b>137</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Question 9**

**Table B14: How would you judge your current situation at work?**

How would you judge your current situation at work? (N=230)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
I work only for the reason that my work provides the means to survive	F	14	42	68	55	43	8	222
	%	6,3	18,9	30,6	24,8	19,4	[3,5]	100,0
The work I'm doing makes me feel good	F	28	83	75	23	12	9	221
	%	12,7	37,6	33,9	10,4	5,4	[3,9]	100,0
I have more financial satisfaction than personal satisfaction from my work	F	14	59	66	59	22	10	220
	%	6,4	26,8	30,0	26,8	10,0	[4,3]	100,0
I have more personal satisfaction than financial satisfaction from my work	F	18	74	57	54	19	8	222
	%	8,1	33,3	25,7	24,3	8,6	[3,5]	100,0
I feel appreciation for the work I'm doing	F	41	65	65	36	15	8	222
	%	18,5	29,3	29,3	16,2	6,8	[3,5]	100,0

	<b>F</b>	<b>115</b>	<b>323</b>	<b>331</b>	<b>227</b>	<b>111</b>	<b>43</b>	<b>1107</b>
<b>Total</b>	<b>%</b>	<b>10,4</b>	<b>29,2</b>	<b>29,9</b>	<b>20,5</b>	<b>10,0</b>	<b>[3,7]</b>	<b>100,0</b>

**Table B14.1: Male/Female**

How would you judge your current situation at work? <i>I work only for the reason that my work provides the means to survive (N=230; n=210; Miss=8,7%)</i>		I am ...		Total
		Male (n=84)	Female (n=126)	
To a great extent/Fully	F	4	10	14
	%	4,8	7,9	6,7
To a considerable extent	F	16	22	38
	%	19,0	17,5	18,1
To a limited extend	F	25	40	65
	%	29,8	31,7	31,0
To a very low extent	F	20	30	50
	%	23,8	23,8	23,8
Not at all	F	19	24	43
	%	22,6	19,0	20,5
<b>Total</b>	F	<b>84</b>	<b>126</b>	<b>210</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.2: Newcomers/Experienced**

How would you judge your current situation at work? <i>I work only for the reason that my work provides the means to survive (N=230; n=136; Miss=40,9%)</i>			Newcomers	Experienced	Total
			(n=50)	(n=86)	
To a great extent/Fully	F		3	5	8
	%		6,0	5,8	5,9
To a considerable extent	F		6	21	27
	%		12,0	24,4	19,9
To a limited extend	F		19	19	38
	%		38,0	22,1	27,9
To a very low extent	F		10	25	35
	%		20,0	29,1	25,7
Not at all	F		12	16	28
	%		24,0	18,6	20,6
<b>Total</b>	F		<b>50</b>	<b>86</b>	<b>136</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.3: Male/Female**

How would you judge your current situation at work? <i>The work I'm doing makes me feel good</i> (N=230; n=209; Miss=9,1%)		I am ...		Total
		Male (n=83)	Female (n=126)	
To a great extent/Fully	F	9	18	27
	%	10,8	14,3	12,9
To a considerable extent	F	29	48	77
	%	34,9	38,1	36,8
To a limited extend	F	33	38	71
	%	39,8	30,2	34,0
To a very low extent	F	7	16	23
	%	8,4	12,7	11,0
Not at all	F	5	6	11
	%	6,0	4,8	5,3
<b>Total</b>	F	<b>83</b>	<b>126</b>	<b>209</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.4: Newcomers/Experienced**

How would you judge your current situation at work? <i>The work I'm doing makes me feel good</i> (N=230; n=136; Miss=40,9%)			Newcomers	Experienced	Total
			(n=50)	(n=86)	
To a great extent/Fully	F		11	9	20
	%		22,0	10,5	14,7
To a considerable extent	F		19	33	52
	%		38,0	38,4	38,2
To a limited extend	F		12	32	44
	%		24,0	37,2	32,4
To a very low extent	F		6	8	14
	%		12,0	9,3	10,3
Not at all	F		2	4	6
	%		4,0	4,7	4,4
<b>Total</b>	F		<b>50</b>	<b>86</b>	<b>136</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>



**Table B14.5: Male/Female**

How would you judge your current situation at work? <i>I have more financial satisfaction than personal satisfaction from my work (N=230; n=208; Miss=9,6%)</i>		I am ...		Total
		Male (n=84)	Female (n=124)	
To a great extent/Fully	F	6	8	14
	%	7,1	6,5	6,7
To a considerable extent	F	25	32	57
	%	29,8	25,8	27,4
To a limited extend	F	21	38	59
	%	25,0	30,6	28,4
To a very low extent	F	23	34	57
	%	27,4	27,4	27,4
Not at all	F	9	12	21
	%	10,7	9,7	10,1
<b>Total</b>	F	<b>84</b>	<b>124</b>	<b>208</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.6: Newcomers/Experienced**

How would you judge your current situation at work? <i>I have more financial satisfaction than personal satisfaction from my work (N=230; n=134; Miss=41,7%)</i>			I am ...		Total
			Newcomers (n=49)	Experienced (n=85)	
To a great extent/Fully	F		2	8	10
	%		4,1	9,4	7,5
To a considerable extent	F		11	23	34
	%		22,4	27,1	25,4
To a limited extend	F		14	27	41
	%		28,6	31,8	30,6
To a very low extent	F		15	22	37
	%		30,6	25,9	27,6
Not at all	F		7	5	12
	%		14,3	5,9	9,0
<b>Total</b>	F		<b>49</b>	<b>85</b>	<b>134</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.7: Male/Female**

How would you judge your current situation at work? <i>I have more personal satisfaction than financial satisfaction from my work (N=230; n=210; Miss=8,7%)</i>		I am ...		Total
		Male (n=84)	Female (n=126)	
To a great extent/Fully	F	6	12	18
	%	7,1	9,5	8,6
To a considerable extent	F	30	41	71
	%	35,7	32,5	33,8
To a limited extend	F	21	32	53
	%	25,0	25,4	25,2
To a very low extent	F	21	28	49
	%	25,0	22,2	23,3
Not at all	F	6	13	19
	%	7,1	10,3	9,0
<b>Total</b>	F	<b>84</b>	<b>126</b>	<b>210</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.8: Newcomers/Experienced**

How would you judge your current situation at work? <i>I have more personal satisfaction than financial satisfaction from my work (N=230; n=136; Miss=40,9%)</i>			Newcomers	Experienced	Total
			(n=50)	(n=86)	
To a great extent/Fully	F		3	6	9
	%		6,0	7,0	6,6
To a considerable extent	F		21	23	44
	%		42,0	26,7	32,4
To a limited extend	F		15	23	38
	%		30,0	26,7	27,9
To a very low extent	F		8	28	36
	%		16,0	32,6	26,5
Not at all	F		3	6	9
	%		6,0	7,0	6,6
<b>Total</b>	F		<b>50</b>	<b>86</b>	<b>136</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.9: Male/Female**

How would you judge your current situation at work? <i>I feel appreciation for the work I'm doing</i> (N=230; n=210; Miss=8,7%)		I am ...		Total
		Male (n=84)	Female (n=126)	
To a great extent/Fully	F	11	30	41
	%	13,1	23,8	19,5
To a considerable extent	F	26	33	59
	%	31,0	26,2	28,1
To a limited extend	F	28	34	62
	%	33,3	27,0	29,5
To a very low extent	F	16	17	33
	%	19,0	13,5	15,7
Not at all	F	3	12	15
	%	3,6	9,5	7,1
<b>Total</b>	F	<b>84</b>	<b>126</b>	<b>210</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B14.10: Newcomers/Experienced**

How would you judge your current situation at work? <i>I feel appreciation for the work I'm doing</i> (N=230; n=136; Miss=40,9%)			Newcomers	Experienced	Total
			(n=50)	(n=86)	
To a great extent/Fully	F		13	10	23
	%		26,0	11,6	16,9
To a considerable extent	F		12	21	33
	%		24,0	24,4	24,3
To a limited extend	F		16	27	43
	%		32,0	31,4	31,6
To a very low extent	F		5	20	25
	%		10,0	23,3	18,4
Not at all	F		4	8	12
	%		8,0	9,3	8,8
<b>Total</b>	F		<b>50</b>	<b>86</b>	<b>136</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

## Data to concepts of workplace learning B

### Question 10

Table B15: Please tell us if you agree or disagree with the following statements.

Please tell us if you agree or disagree with the following statements. (N=230)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N	
							Miss	n
Learning is always necessary, but it might not always be what you might choose to do yourself.	F	11	68	39	65	26	21	209
	%	5,3	32,5	18,7	31,1	12,4	[9,1]	100,0
When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.	F	102	95	11	2	1	19	211
	%	48,3	45,0	5,2	0,9	0,5	[8,3]	100,0
Employers have the right to insist that employees follow certain courses and obtain certain qualifications.	F	36	92	46	32	4	20	210
	%	17,1	43,8	21,9	15,2	1,9	[8,7]	100,0
People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.	F	63	73	43	25	6	20	210
	%	30,0	34,8	20,5	11,9	2,9	[8,7]	100,0
It's no good waiting for people to decide for themselves – you have to make people learn, whether they want to or not.	F	3	7	25	97	78	20	210
	%	1,4	3,3	11,9	46,2	37,1	[8,7]	100,0
If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.	F	41	94	46	24	5	20	210
	%	19,5	44,8	21,9	11,4	2,4	[8,7]	100,0
The trouble with work-based learning is that it's not really something people want to do but something they think they ought to do.	F	20	75	76	34	5	20	210
	%	9,5	35,7	36,2	16,2	2,4	[8,7]	100,0
People learn best whilst they are just doing their jobs – they don't have to take courses to learn more and do their jobs well.	F	3	20	48	103	36	20	210
	%	1,4	9,5	22,9	49,0	17,1	[8,7]	100,0
<b>Total</b>	F	<b>279</b>	<b>524</b>	<b>334</b>	<b>382</b>	<b>161</b>	<b>160</b>	<b>1680</b>
	%	<b>16,6</b>	<b>31,2</b>	<b>19,9</b>	<b>22,7</b>	<b>9,6</b>	<b>[8,7]</b>	<b>100,0</b>

Question 11

Table B16: People can learn new things in different situations ...

People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work? (N=230; n=209)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
When something unexpected is happening and you try to manage by trying things out	122	20,1	58,4
When observing and analysing situations (e.g. in meetings at work)	72	11,9	34,4
When doing things you are not familiar with (e.g. using new machines or equipment)	75	12,4	35,9
Just by looking at how people do things and imitating them	12	2,0	5,7
When you hear something that draws your interest and you start looking for more information about it	112	18,5	53,6
When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)	98	16,1	46,9
When doing things together with colleagues (e.g. organising a celebration)	5	0,8	2,4
When leading other people and telling/teaching them what to do	21	3,5	10,0
When you are given a goal to achieve at work	25	4,1	12,0
When you remember mistakes you have made in the past and you try not to repeat them	65	10,7	31,1
I don't really know how I learn at work	0	0,0	0,0
<b>Total</b>	<b>607</b>	<b>100,0</b>	<b>290,4</b>

**Table B16.1: Male/Female**

People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work? (N=230; n=198)	At most three answers were possible					
	Male (n=77)			Female (n=121)		
	F	P	P/C	F	P	P/C
When something unexpected is happening and you try to manage by trying things out	45	20,3	58,4	74	21,0	61,2
When observing and analysing situations (e.g. in meetings at work)	27	12,2	35,1	41	11,6	33,9
When doing things you are not familiar with (e.g. using new machines or equipment)	31	14,0	40,3	40	11,3	33,1
Just by looking at how people do things and imitating them	4	1,8	5,2	7	2,0	5,8
When you hear something that draws your interest and you start looking for more information about it	43	19,4	55,8	64	18,1	52,9
When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)	30	13,5	39,0	60	17,0	49,6
When doing things together with colleagues (e.g. organising a celebration)	2	,9	2,6	2	,6	1,7
When leading other people and telling/teaching them what to do	10	4,5	13,0	9	2,5	7,4
When you are given a goal to achieve at work	8	3,6	10,4	16	4,5	13,2
When you remember mistakes you have made in the past and you try not to repeat them	22	9,9	28,6	40	11,3	33,1
I don't really know how I learn at work	0	0,0	0,0	0	0,0	0,0
<b>Total</b>	<b>222</b>	<b>100,0</b>	<b>288,3</b>	<b>353</b>	<b>100,0</b>	<b>291,7</b>

**Table B16.2: Newcomers/Experienced**

People can learn new things in different situations. From the following list, which do you think offer the best opportunity to learn new things at work? (N=140; n=132)	At most three answers were possible					
	Newcomers (n=47)			Experienced (n=85)		
	F	P	P/C	F	P	P/C
When something unexpected is happening and you try to manage by trying things out	29	21,0	61,7	41	16,6	48,2
When observing and analysing situations (e.g. in meetings at work)	19	13,8	40,4	27	10,9	31,8
When doing things you are not familiar with (e.g. using new machines or equipment)	19	13,8	40,4	34	13,8	40,0
Just by looking at how people do things and imitating them	3	2,2	6,4	5	2,0	5,9
When you hear something that draws your interest and you start looking for more information about it	24	17,4	51,1	44	17,8	51,8
When coming in contact with people who have different skills or backgrounds or experiences (e.g. talking to colleagues from different cultures or industries)	26	18,8	55,3	41	16,6	48,2
When doing things together with colleagues (e.g. organising a celebration)	2	1,4	4,3	3	1,2	3,5
When leading other people and telling/teaching them what to do	2	1,4	4,3	11	4,5	12,9
When you are given a goal to achieve at work	3	2,2	6,4	12	4,9	14,1
When you remember mistakes you have made in the past and you try not to repeat them	11	8,0	23,4	29	11,7	34,1
I don't really know how I learn at work	0	0,0	0,0	0	0,0	0,0
<b>Total</b>	<b>138</b>	<b>100,0</b>	<b>293,6</b>	<b>247</b>	<b>100,0</b>	<b>290,6</b>

Question 12

Table B17: I feel encouraged to learn at work ...

I feel encouraged to learn at work ... (N=230; n=209)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	136	26,4	65,1
when my colleagues give me ideas and advice	30	5,8	14,4
simply because I enjoy learning	94	18,3	45,0
when my boss gives me ideas and advice	32	6,2	15,3
because this is the best place to improve job-related knowledge and skills	82	15,9	39,2
because it is easy to learn at the same time as working	32	6,2	15,3
when the teachers/trainers on the courses are good	27	5,2	12,9
when the courses my employer provides are really useful for my work	77	15,0	36,8
to be honest, I don't feel encouraged to learn at work	5	1,0	2,4
<b>Total</b>	<b>515</b>	<b>100,0</b>	<b>246,4</b>

Table B17.1: Male/Female

I feel encouraged to learn at work ... (N=230; n=198)	At most three answers were possible					
	Male (n=77)			Female (n=121)		
	F	P	P/C	F	P	P/C
because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	52	28,0	67,5	77	25,5	63,6
when my colleagues give me ideas and advice	19	10,2	24,7	7	2,3	5,8
simply because I enjoy learning	31	16,7	40,3	57	18,9	47,1
when my boss gives me ideas and advice	9	4,8	11,7	23	7,6	19,0
because this is the best place to improve job-related knowledge and skills	26	14,0	33,8	53	17,5	43,8
because it is easy to learn at the same time as working	14	7,5	18,2	16	5,3	13,2
when the teachers/trainers on the courses are good	9	4,8	11,7	16	5,3	13,2
when the courses my employer provides are really useful for my work	26	14,0	33,8	48	15,9	39,7
to be honest, I don't feel encouraged to learn at work	0	0,0	0,0	5	1,7	4,1
<b>Total</b>	<b>186</b>	<b>100,0</b>	<b>241,6</b>	<b>302</b>	<b>100,0</b>	<b>249,6</b>



**Table B17.2: Newcomers/Experienced**

I feel encouraged to learn at work ... (N=140; n=132)	At most three answers were possible					
	Newcomers (n=47)			Experienced (n=85)		
	F	P	P/C	F	P	P/C
because I know it will bring me concrete benefits (e.g. promotion, higher salary, recognition)	30	24,0	63,8	56	28,0	65,9
when my colleagues give me ideas and advice	5	4,0	10,6	11	5,5	12,9
simply because I enjoy learning	23	18,4	48,9	38	19,0	44,7
when my boss gives me ideas and advice	14	11,2	29,8	7	3,5	8,2
because this is the best place to improve job-related knowledge and skills	20	16,0	42,6	34	17,0	40,0
because it is easy to learn at the same time as working	10	8,0	21,3	10	5,0	11,8
when the teachers/trainers on the courses are good	5	4,0	10,6	13	6,5	15,3
when the courses my employer provides are really useful for my work	18	14,4	38,3	29	14,5	34,1
to be honest, I don't feel encouraged to learn at work	0	0,0	0,0	2	1,0	2,4
<b>Total</b>	<b>125</b>	<b>100,0</b>	<b>266,0</b>	<b>200</b>	<b>100,0</b>	<b>235,3</b>

Question 13

Table B18: Please tell us if you agree or disagree with the following statements.

Please tell us if you agree or disagree with the following statements. (N=230)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N	
							Miss	n
Learning inevitably contributes to the productivity and output of employees.	F	86	87	18	6	0	33	197
	%	43,7	44,2	9,1	3,0	0,0	[14,3]	100,0
Everyone has to keep on learning because otherwise they risk becoming unemployed.	F	11	64	76	41	6	32	198
	%	5,6	32,3	38,4	20,7	3,0	[13,9]	100,0
My employer offers such attractive learning opportunities that most of us do really want to take them up.	F	11	50	50	54	33	32	198
	%	5,6	25,3	25,3	27,3	16,7	[13,9]	100,0
People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).	F	5	7	38	75	74	31	199
	%	2,5	3,5	19,1	37,7	37,2	[13,5]	100,0
The more you force people to learn, the less they will want to learn and the worse the results will be.	F	57	89	32	15	4	33	197
	%	28,9	45,2	16,2	7,6	2,0	[14,3]	100,0
In my organisation, everyone expects you to take courses sometimes.	F	20	46	56	44	30	34	196
	%	10,2	23,5	28,6	22,4	15,3	[14,8]	100,0
When people can decide for themselves about learning, they learn more and get better results.	F	124	69	2	2	1	32	198
	%	53,9	30,0	0,9	0,9	0,4	[13,9]	100,0
Most employers insist that their employees follow training courses at regular intervals.	F	10	47	99	34	8	32	198
	%	5,1	23,7	50,0	17,2	4,0	[13,9]	100,0
Everyone has to keep on learning because society expects it.	F	5	44	77	53	19	32	198
	%	2,5	22,2	38,9	26,8	9,6	[13,9]	100,0
There is no need to carry on learning once you have finished your initial education and training.	F	3	5	9	66	114	33	197
	%	1,5	2,5	4,6	33,5	57,9	[14,3]	100,0
<b>Total</b>	<b>F</b>	<b>332</b>	<b>508</b>	<b>457</b>	<b>390</b>	<b>289</b>	<b>324</b>	<b>1976</b>
	<b>%</b>	<b>16,8</b>	<b>25,7</b>	<b>23,1</b>	<b>19,7</b>	<b>14,6</b>	<b>[14,1]</b>	<b>100,0</b>

**Question 14**

**Table B19: Employers may offer their employees opportunities ...**

Employers may offer their employees opportunities for work-related education and training that takes place at the workplace. What kinds of opportunities does your employer offer to you? (N=230; n=186)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
My employer offers no opportunities at all for learning at the workplace	35	8,9	18,8
Courses that are held in special places on the company premises to improve job-related knowledge and skills	113	28,8	60,8
Courses offered by trade unions or staff associations to improve knowledge about employees' rights (e.g. wage bargaining, health and safety, employee participation)	19	4,8	10,2
Courses to make sure that all employees have basic skills (literacy and numeracy)	2	0,5	1,1
E-Learning courses that employees can follow at their desk	38	9,7	20,4
Short workshops/seminars now and again that last for one day or less	99	25,2	53,2
Spontaneous meetings with your colleagues to resolve new and special issues and problems	40	10,2	21,5
Manuals and materials that you can use to learn about new equipment, software and procedures	47	12,0	25,3
<b>Total</b>	<b>393</b>	<b>100,0</b>	<b>211,3</b>

**Question 15**

**Table B20: When you take part in work-related courses, do they take place in working time?**

When you take part in work-related courses, do they take place in working time? (N=230; n=192; Miss=16,5%)	Frequencies	Percent
Yes, always in working time	31	16,1
More often than not in working time	61	31,8
Usually outside working time	41	21,4
Always outside working time	45	23,4
I have not taken part in any work-related courses	14	7,3
<b>Total</b>	<b>192</b>	<b>100,0</b>

Question 16

Table B21: My employer ...

My employer... (N=230)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
offers a lot of learning opportunities compared with other similar employers in my kind of work	F	20	44	44	26	52	44	186
	%	10,8	23,7	23,7	14,0	28,0	[19,1]	100,0
offers me more learning opportunities compared with employees at lower levels of the organisation/company	F	19	23	40	29	75	44	186
	%	10,2	12,4	21,5	15,6	40,3	[19,1]	100,0
makes it clear to me that I should follow certain courses	F	10	30	43	32	72	43	187
	%	5,3	16,0	23,0	17,1	38,5	[18,7]	100,0
leaves it up to me to decide what courses I will follow	F	41	56	57	19	13	44	186
	%	22,0	30,1	30,6	10,2	7,0	[19,1]	100,0
tries to make sure that there's enough time and space for employees to learn in working time	F	11	30	51	42	52	44	186
	%	5,9	16,1	27,4	22,6	28,0	[19,1]	100,0
gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation)	F	12	33	46	40	55	44	186
	%	6,5	17,7	24,7	21,5	29,6	[19,1]	100,0
<b>Total</b>	F	<b>113</b>	<b>216</b>	<b>281</b>	<b>188</b>	<b>319</b>	<b>263</b>	<b>1117</b>
	%	<b>10,1</b>	<b>19,3</b>	<b>25,2</b>	<b>16,8</b>	<b>28,6</b>	<b>[19,1]</b>	<b>100,0</b>

**Table B21.1: Male/Female**

My employer ... offers a lot of learning opportunities compared with other similar employers in my kind of work (N=230; n=175; Miss=23,9%)		I am ...		Total
		Male (n=66)	Female (n=109)	
To a great extent/Fully	F	8	12	20
	%	12,1	11,0	11,4
To a considerable extent	F	18	22	40
	%	27,3	20,2	22,9
To a limited extend	F	12	28	40
	%	18,2	25,7	22,9
To a very low extent	F	12	12	24
	%	18,2	11,0	13,7
Not at all	F	16	35	51
	%	24,2	32,1	29,1
<b>Total</b>	F	<b>66</b>	<b>109</b>	<b>175</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.2: Newcomers/Experienced**

My employer ... offers a lot of learning opportunities compared with other similar employers in my kind of work (N=230; n=117; Miss=49,1%)			Newcomers (n=41)	Experienced (n=76)	Total
To a great extent/Fully	F		5	7	12
	%		12,2	9,2	10,3
To a considerable extent	F		10	21	31
	%		24,4	27,6	26,5
To a limited extend	F		8	21	29
	%		19,5	27,6	24,8
To a very low extent	F		8	7	15
	%		19,5	9,2	12,8
Not at all	F		10	20	30
	%		24,4	26,3	25,6
<b>Total</b>	F		<b>41</b>	<b>76</b>	<b>117</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.3: Male/Female**

My employer ... offers me more learning opportunities compared with employees at lower levels of the organisation/company (N=230; n=175; Miss=23,9%)		I am ...		Total
		Male (n=67)	Female (n=108)	
To a great extent/Fully	F	6	13	19
	%	9,0	12,0	10,9
To a considerable extent	F	13	9	22
	%	19,4	8,3	12,6
To a limited extend	F	12	22	34
	%	17,9	20,4	19,4
To a very low extent	F	18	10	28
	%	26,9	9,3	16,0
Not at all	F	18	54	72
	%	26,9	50,0	41,1
<b>Total</b>	F	<b>67</b>	<b>108</b>	<b>175</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.4: Newcomers/Experienced**

My employer ... offers me more learning opportunities compared with employees at lower levels of the organisation/company (N=230; n=115; Miss=50,0%)			Newcomers (n=40)	Experienced (n=75)	Total
To a great extent/Fully	F		1	7	8
	%		2,5	9,3	7,0
To a considerable extent	F		7	6	13
	%		17,5	8,0	11,3
To a limited extend	F		8	21	29
	%		20,0	28,0	25,2
To a very low extent	F		9	12	21
	%		22,5	16,0	18,3
Not at all	F		15	29	44
	%		37,5	38,7	38,3
<b>Total</b>	F		<b>40</b>	<b>75</b>	<b>115</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.5: Male/Female**

My employer ... makes it clear to me that I should follow certain courses (N=230; n=176; Miss=23,5%)		I am ...		Total
		Male (n=67)	Female (n=109)	
To a great extent/Fully	F	3	7	10
	%	4,5	6,4	5,7
To a considerable extent	F	14	15	29
	%	20,9	13,8	16,5
To a limited extend	F	18	20	38
	%	26,9	18,3	21,6
To a very low extent	F	11	18	29
	%	16,4	16,5	16,5
Not at all	F	21	49	70
	%	31,3	45,0	39,8
<b>Total</b>	F	<b>67</b>	<b>109</b>	<b>176</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.6: Newcomers/Experienced**

My employer ... makes it clear to me that I should follow certain courses (N=230; n=117; Miss=49,1%)			Newcomers	Experienced	Total
			(n=41)	(n=76)	
To a great extent/Fully	F		2	3	5
	%		4,9	3,9	4,3
To a considerable extent	F		5	15	20
	%		12,2	19,7	17,1
To a limited extend	F		12	14	26
	%		29,3	18,4	22,2
To a very low extent	F		6	16	22
	%		14,6	21,1	18,8
Not at all	F		16	28	44
	%		39,0	36,8	37,6
<b>Total</b>	F		<b>41</b>	<b>76</b>	<b>117</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.7: Male/Female**

My employer ... leaves it up to me to decide what courses I will follow (N=230; n=175; Miss=23,9%)		I am ...		Total
		Male (n=67)	Female (n=108)	
To a great extent/Fully	F	11	30	41
	%	16,4	27,8	23,4
To a considerable extent	F	22	29	51
	%	32,8	26,9	29,1
To a limited extend	F	21	31	52
	%	31,3	28,7	29,7
To a very low extent	F	6	12	18
	%	9,0	11,1	10,3
Not at all	F	7	6	13
	%	10,4	5,6	7,4
<b>Total</b>	F	<b>67</b>	<b>108</b>	<b>175</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.8: Newcomers/Experienced**

My employer ... leaves it up to me to decide what courses I will follow (N=230; n=116; Miss=49,6%)			Newcomers	Experienced	Total
			(n=40)	(n=76)	
To a great extent/Fully	F		9	15	24
	%		22,5	19,7	20,7
To a considerable extent	F		15	24	39
	%		37,5	31,6	33,6
To a limited extend	F		9	24	33
	%		22,5	31,6	28,4
To a very low extent	F		4	6	10
	%		10,0	7,9	8,6
Not at all	F		3	7	10
	%		7,5	9,2	8,6
<b>Total</b>	F		<b>40</b>	<b>76</b>	<b>116</b>
	%		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>



**Table B21.9: Male/Female**

My employer ... <i>tries to make sure that there's enough time and space for employees to learn in working time</i> (N=230; n=175; Miss=23,9%)		I am ...		Total
		Male (n=67)	Female (n=108)	
To a great extent/Fully	F	1	10	11
	%	1,5	9,3	6,3
To a considerable extent	F	15	14	29
	%	22,4	13,0	16,6
To a limited extend	F	19	25	44
	%	28,4	23,1	25,1
To a very low extent	F	15	26	41
	%	22,4	24,1	23,4
Not at all	F	17	33	50
	%	25,4	30,6	28,6
<b>Total</b>	F	<b>67</b>	<b>108</b>	<b>175</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.10: Newcomers/Experienced**

My employer ... <i>tries to make sure that there's enough time and space for employees to learn in working time</i> (N=230; n=116; Miss=49,6%)		Newcomers (n=40)	Experienced (n=76)	Total
		To a great extent/Fully	F	
	%	10,0	1,3	4,3
To a considerable extent	F	7	12	19
	%	17,5	15,8	16,4
To a limited extend	F	10	20	30
	%	25,0	26,3	25,9
To a very low extent	F	8	18	26
	%	20,0	23,7	22,4
Not at all	F	11	25	36
	%	27,5	32,9	31,0
<b>Total</b>	F	<b>40</b>	<b>76</b>	<b>116</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.11: Male/Female**

My employer ... gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation) (N=230; n=175; Miss=23,9%)	I am ...	I am ...		Total
		Male (n=67)	Female (n=108)	
To a great extent/Fully	F	2	10	12
	%	3,0	9,3	6,9
To a considerable extent	F	15	17	32
	%	22,4	15,7	18,3
To a limited extend	F	16	25	41
	%	23,9	23,1	23,4
To a very low extent	F	12	24	36
	%	17,9	22,2	20,6
Not at all	F	22	32	54
	%	32,8	29,6	30,9
<b>Total</b>	F	<b>67</b>	<b>108</b>	<b>175</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

**Table B21.12: Newcomers/Experienced**

My employer ... gives recognition to employees who improve their knowledge and skills (e.g. salary rise, promotion, more responsibility, written appreciation) (N=230; n=116; Miss=49,6%)	I am ...	I am ...		Total
		Newcomers (n=40)	Experienced (n=76)	
To a great extent/Fully	F	2	3	5
	%	5,0	3,9	4,3
To a considerable extent	F	9	10	19
	%	22,5	13,2	16,4
To a limited extend	F	12	18	30
	%	30,0	23,7	25,9
To a very low extent	F	4	18	22
	%	10,0	23,7	19,0
Not at all	F	13	27	40
	%	32,5	35,5	34,5
<b>Total</b>	F	<b>40</b>	<b>76</b>	<b>116</b>
	%	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>

Question 17

Table B22: If you decide yourself to pursue work-related learning, how does your employer usually respond?

If you decide yourself to pursue work-related learning, how does your employer usually respond? (N=230)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	n
If it takes place in working hours, my employer wants to see its relevance for my job	F	64	56	32	9	15	54	176
	%	36,4	31,8	18,2	5,1	8,5	[23,5]	100,0
If it costs a lot, my employer expects me to show why it is important for my job	F	62	44	37	10	23	54	176
	%	35,2	25,0	21,0	5,7	13,1	[23,5]	100,0
My employer never agrees to my participation in work-related courses	F	3	7	19	18	129	54	176
	%	1,7	4,0	10,8	10,2	73,3	[23,5]	100,0
My employer only lets me participate when the course is required by the organisation	F	10	37	44	40	42	57	173
	%	5,8	21,4	25,4	23,1	24,3	[24,8]	100,0
My employer is open to all sorts of proposals for work-related learning	F	39	53	49	14	20	55	175
	%	22,3	30,3	28,0	8,0	11,4	[23,9]	100,0
My employer is willing to support work-related learning, but only when it leads to a recognised qualification	F	20	36	56	29	35	54	176
	%	11,4	20,5	31,8	16,5	19,9	[23,5]	100,0
<b>Total</b>	F	<b>198</b>	<b>233</b>	<b>237</b>	<b>120</b>	<b>264</b>	<b>328</b>	<b>1052</b>
	%	<b>18,8</b>	<b>22,1</b>	<b>22,5</b>	<b>11,4</b>	<b>25,1</b>	<b>[23,8]</b>	<b>100,0</b>

Question 18

Table B23: In the past 12 months, I have taken part in education ...

In the past twelve months, I have taken part in education and training courses that ... (N=230; n=179)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
No, I have not followed any education and training courses of any kind [FILTER]	11	3,3	6,1
my employer required of me	24	7,1	13,4
my employer advised to me	41	12,1	22,9
I chose and my employer supported in some way	92	27,2	51,4
I chose to follow in my own time and which were not supported by my employer	90	26,6	50,3
I chose to follow for purely personal reasons	80	23,7	44,7
<b>Total</b>	<b>338</b>	<b>100,0</b>	<b>188,8</b>

Question 19

Table B24: The courses I have taken in the past twelve month are ...

The courses I have taken in the past twelve month are ... (N=219; n=166)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
directly or closely related to my current job	91	23,1	54,8
related to a job I would like to have in the future (e.g. a promotion or a different kind of work)	118	29,9	71,1
related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)	6	1,5	3,6
useful for my work, but not really essential	69	17,5	41,6
not really work-related, more for my general education	13	3,3	7,8
just for personal pleasure (e.g. related to leisure, hobbies and travel)	7	1,8	4,2
related to my job as well as to my personal development	90	22,8	54,2
<b>Total</b>	<b>394</b>	<b>100,0</b>	<b>237,3</b>

Table B24.1: Male/Female

The courses I have taken in the past twelve month are ... (N=230; n=157)	At most three answers were possible					
	Male (n=64)			Female (n=93)		
	F	P	P/C	F	P	P/C
directly or closely related to my current job	41	26,5	64,1	46	21,1	49,5
related to a job I would like to have in the future (e.g. a promotion or a different kind of work)	41	26,5	64,1	70	32,1	75,3
related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)	4	2,6	6,3	1	,5	1,1
useful for my work, but not really essential	34	21,9	53,1	31	14,2	33,3
not really work-related, more for my general education	4	2,6	6,3	8	3,7	8,6
just for personal pleasure (e.g. related to leisure, hobbies and travel)	1	,6	1,6	5	2,3	5,4
related to my job as well as to my personal development	30	19,4	46,9	57	26,1	61,3
<b>Total</b>	<b>155</b>	<b>100,0</b>	<b>242,2</b>	<b>218</b>	<b>100,0</b>	<b>234,4</b>

**Table B24.2: Newcomers/Experienced**

The courses I have taken in the past twelve month are ... (N=140; n=99)	At most three answers were possible					
	Newcomers (n=29)			Experienced (n=70)		
	F	P	P/C	F	P	P/C
directly or closely related to my current job	14	19,2	48,3	39	23,9	55,7
related to a job I would like to have in the future (e.g. a promotion or a different kind of work)	18	24,7	62,1	49	30,1	70,0
related to more general employment and work conditions issues affecting all people in paid work (e.g. courses and seminars offered by trades unions or staff associations)	3	4,1	10,3	1	,6	1,4
useful for my work, but not really essential	16	21,9	55,2	30	18,4	42,9
not really work-related, more for my general education	1	1,4	3,4	6	3,7	8,6
just for personal pleasure (e.g. related to leisure, hobbies and travel)	1	1,4	3,4	3	1,8	4,3
related to my job as well as to my personal development	20	27,4	69,0	35	21,5	50,0
<b>Total</b>	<b>73</b>	<b>100,0</b>	<b>251,7</b>	<b>163</b>	<b>100,0</b>	<b>232,9</b>

*Question 20*

**Table B25: Sometimes employees are required to take work-related courses.**

Sometimes employees are required to take work-related courses. Which of the following kinds of learning have you been required to pursue since you have been with your current employer? (N=230; n=170)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
I have never taken part in any work-related courses since I have been working here [FILTER]	20	6,2	11,8
I have not been required to take any work-related courses	40	12,3	23,5
Induction course for new employees	62	19,1	36,5
Preparation course for a promotion or a new post in the organization	7	2,2	4,1
Training related to technological or organisational change (e.g. new equipment, new procedures, restructuring of departments)	45	13,9	26,5
Regular training courses provided by my employer at the workplace	33	10,2	19,4
E-learning modules that employees can follow at their desk or at home	17	5,2	10,0
Short workshops/seminars lasting one day or less in my department/section	51	15,7	30,0
General courses to improve my basic skills	25	7,7	14,7
Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics, universities or private training companies	24	7,4	14,1
<b>Total</b>	<b>324</b>	<b>100,0</b>	<b>190,6</b>

Question 21

Table B26: Did your employer require you to pursue this work-related learning?

Did your employer require you to pursue this work-related learning? (N=210; n=68-108)	At most three answers were possible		
	1. Priority	2. Priority	3. Priority
It is a formal requirement – if I do not do so, I will lose my job	* 20	3	0
If I do not do so, I cannot expect to get promotion	7	10	8
It isn't really an obligation, but my boss strongly advised me to do so	<b>29</b>	13	<b>19</b>
There's a lot of pressure on employees to take part, although it's not really compulsory	5	5	7
Most of my colleagues take part, so I think I ought to as well	2	7	5
It isn't really compulsory, but I know that I need to keep my knowledge and skills up to date, in case I decide to or have to look for a job with another employer	0	<b>28</b>	10
It wasn't my employer who required me to do so – it was myself, because I really wanted to learn, so I made myself do it	<b>25</b>	16	16
I don't know why it is required; I just did what I was told to do	0	1	3
<b>Total</b>	<b>108</b>	<b>100</b>	<b>68</b>

Question 22

Table B27: Sometimes people decide for themselves to take work-related courses ...

Sometimes people decide for themselves to take work-related courses. Which of the following kinds of learning have you chosen to pursue since you have been with your current employer? (N=230; n=34)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
I have not chosen to pursue any work-related courses [FILTER]	2	4,1	5,9
Induction course for new employees	1	2,0	2,9
Preparation course for a promotion or a new post in the organisation	2	4,1	5,9
Regular training courses provided by my employer at the workplace	3	6,1	8,8
E-learning modules that employees can follow at their desk or at home	1	2,0	2,9
Short workshops/seminars lasting one day or less in my department/section	8	16,3	23,5
General education courses to improve my basic skills	3	6,1	8,8
Courses leading to a formal qualification (e.g. apprenticeship, master craftsperson, higher education degree) provided by colleges, polytechnics or universities	29	59,2	85,3
<b>Total</b>	<b>49</b>	<b>100,0</b>	<b>144,1</b>

Question 23

Table B28: Why did you decide yourself to pursue this work-related learning?

Why did you decide yourself to pursue this work-related learning? (N=228; n=19-32)	1. Priority	2. Priority	3. Priority
If I do not do so, I will lose my job	0	0	0
If I do not do so, I cannot expect to get promotion	3	0	1
My boss strongly advised me to do so	1	0	1
There's a lot of pressure on employees to take part, so I thought I should do so	0	0	0
Most of my colleagues take part, so I think I ought to as well	0	0	1
I know that I need to keep my knowledge and skills up to date, in case I decide to look for a job with another employer	9	10	2
I know that I need to keep my knowledge and skills up to date, in case I have to look for a job with another employer	1	4	1
It is my responsibility to make sure I can do my job well	3	5	5
I just really wanted to learn	15	6	6
I don't know why, I just decided to do it	0	0	2
<b>Total</b>	<b>32</b>	<b>25</b>	<b>19</b>

Question 24

Table B29: In my organisation, workplace learning activities ...

In my organisation, workplace learning activities ... (N=230)		To a great extent/Fully	To a considerable extent	To a limited extent	To a very low extent	Not at all	N	
							Miss	N
are mostly enjoyed by participants	F	14	48	68	18	19	63	167
	%	8,4	28,7	40,7	10,8	11,4	[27,4]	100,0
are mostly strategic in nature	F	19	64	48	17	20	62	168
	%	11,3	38,1	28,6	10,1	11,9	[27,0]	100,0
are mainly set up by the employees themselves	F	12	27	38	36	55	62	168
	%	7,1	16,1	22,6	21,4	32,7	[27,0]	100,0
are imposed on everyone by the management	F	5	26	50	33	53	63	167
	%	3,0	15,6	29,9	19,8	31,7	[27,4]	100,0
focus on knowledge and skills, not on how employees behave	F	26	54	50	15	21	64	166
	%	15,7	32,5	30,1	9,0	12,7	[27,8]	100,0
focus on the qualities of individual participants	F	12	36	54	34	32	62	168
	%	7,1	21,4	32,1	20,2	19,0	[27,0]	100,0
enable employees to come up with good ideas to improve their work	F	13	39	39	46	29	64	166
	%	7,8	23,5	23,5	27,7	17,5	[27,8]	100,0
are set up in a top-down way	F	15	34	44	31	41	65	165
	%	9,1	20,6	26,7	18,8	24,8	[28,3]	100,0
receive strong support and engagement from employees	F	17	38	59	31	22	63	167
	%	10,2	22,8	35,3	18,6	13,2	[27,4]	100,0
help employees to do their jobs better	F	22	66	50	14	15	63	167
	%	13,2	39,5	29,9	8,4	9,0	[27,4]	100,0
reflect the fact that individual exchange of knowledge and experience is important	F	25	59	47	16	21	62	168
	%	14,9	35,1	28,0	9,5	12,5	[27,0]	100,0
are something emotionally important for the participants	F	8	26	51	38	44	63	167
	%	4,8	15,6	30,5	22,8	26,3	[27,4]	100,0
<b>Total</b>	<b>F</b>	<b>188</b>	<b>517</b>	<b>598</b>	<b>329</b>	<b>372</b>	<b>756</b>	<b>2004</b>
	<b>%</b>	<b>9,4</b>	<b>25,8</b>	<b>29,8</b>	<b>16,4</b>	<b>18,6</b>	<b>[27,4]</b>	<b>100,0</b>



Question 29

Table B30: I have benefited from learning at work in the following ways ...

I have benefited from learning at work in the following ways: (N=230; n=172)	At most three answers were possible		
	Frequencies	Percent	Percent / Cases
This question is not relevant for me, because I have not learned at work	21	5,0	12,2
I do not think I have benefited at all	8	1,9	4,7
Salary rise	29	6,9	16,9
Sense of autonomy and judgement	54	12,8	31,4
Doing my job better	65	15,4	37,8
Work and career motivation	74	17,5	43,0
Job security	16	3,8	9,3
Confidence and self-respect	46	10,9	26,7
Appreciation and recognition from colleagues	19	4,5	11,0
Sense of belonging to the organisation	18	4,3	10,5
Personal growth and self-identity	65	15,4	37,8
Promotion	8	1,9	4,7
<b>Total</b>	<b>423</b>	<b>100,0</b>	<b>245,9</b>

**Table 30.1: Male/Female**

I have benefited from learning at work in the following ways: (N=230; n=162)	At most three answers were possible					
	Male (n=64)			Female (n=98)		
	F	P	P/C	F	P	P/C
This question is not relevant for me, because I have not learned at work	5	3,1	7,8	16	6,7	16,3
I do not think I have benefited at all	6	3,8	9,4	2	,8	2,0
Salary rise	15	9,4	23,4	12	5,0	12,2
Sense of autonomy and judgement	19	11,9	29,7	31	13,0	31,6
Doing my job better	26	16,3	40,6	33	13,8	33,7
Work and career motivation	23	14,4	35,9	44	18,4	44,9
Job security	12	7,5	18,8	3	1,3	3,1
Confidence and self-respect	20	12,5	31,3	26	10,9	26,5
Appreciation and recognition from colleagues	6	3,8	9,4	13	5,4	13,3
Sense of belonging to the organisation	3	1,9	4,7	14	5,9	14,3
Personal growth and self-identity	23	14,4	35,9	39	16,3	39,8
Promotion	2	1,3	3,1	6	2,5	6,1
<b>Total</b>	<b>160</b>	<b>100,0</b>	<b>250,0</b>	<b>239</b>	<b>100,0</b>	<b>243,9</b>

**Table 30.2: Newcomers/Experienced**

I have benefited from learning at work in the following ways: (N=140; n=105)	At most three answers were possible					
	Newcomers (n=31)			Experienced (n=74)		
	F	P	P/C	F	P	P/C
This question is not relevant for me, because I have not learned at work	7	9,7	22,6	6	3,2	8,1
I do not think I have benefited at all	2	2,8	6,5	3	1,6	4,1
Salary rise	3	4,2	9,7	15	7,9	20,3
Sense of autonomy and judgement	8	11,1	25,8	23	12,1	31,1
Doing my job better	11	15,3	35,5	31	16,3	41,9
Work and career motivation	12	16,7	38,7	32	16,8	43,2
Job security	1	1,4	3,2	10	5,3	13,5
Confidence and self-respect	8	11,1	25,8	22	11,6	29,7
Appreciation and recognition from colleagues	5	6,9	16,1	4	2,1	5,4
Sense of belonging to the organisation	4	5,6	12,9	7	3,7	9,5
Personal growth and self-identity	10	13,9	32,3	32	16,8	43,2
Promotion	1	1,4	3,2	5	2,6	6,8
<b>Total</b>	<b>72</b>	<b>100,0</b>	<b>232,3</b>	<b>190</b>	<b>100,0</b>	<b>256,8</b>

Question 30/1

Table B31: Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?

1 Through organised courses

Has learning at the workplace had a positive effect on your knowledge and skills in the following areas? 1 Through organised courses(N=230)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Getting on well with colleagues	F	57	34	40	99	131
	%	43,5	26,0	30,5	[43,0]	100,0
Using foreign languages	F	66	32	33	99	131
	%	50,4	24,4	25,2	[43,0]	100,0
Health and safety issues at work	F	41	42	46	101	129
	%	31,8	32,6	35,7	[43,9]	100,0
Making decisions	F	66	30	28	106	124
	%	53,2	24,2	22,6	[46,1]	100,0
Appreciating other cultures and values	F	47	29	47	107	123
	%	38,2	23,6	38,2	[46,5]	100,0
Doing calculations, including budgets	F	54	29	39	108	122
	%	44,3	23,8	32,0	[47,0]	100,0
Communication skills	F	90	15	16	109	121
	%	74,4	12,4	13,2	[47,4]	100,0
Preparing reports, documents etc.	F	65	29	29	107	123
	%	52,8	23,6	23,6	[46,5]	100,0
Confidence in public situations	F	69	25	26	110	120
	%	57,5	20,8	21,7	[47,8]	100,0
Using IT (software, computers, www)	F	73	25	21	111	119
	%	61,3	21,0	17,6	[48,3]	100,0
Solving Problems	F	86	17	18	109	121
	%	71,1	14,0	14,9	[47,4]	100,0
Working in a team	F	83	21	17	109	121
	%	68,6	17,4	14,0	[47,4]	100,0
Using machines and technology	F	56	35	29	110	120
	%	46,7	29,2	24,2	[47,8]	100,0
Expressing myself well	F	64	28	27	111	119
	%	53,8	23,5	22,7	[48,3]	100,0
<b>Total</b>	<b>F</b>	<b>917</b>	<b>391</b>	<b>416</b>	<b>1496</b>	<b>1724</b>
	<b>%</b>	<b>53,2</b>	<b>22,7</b>	<b>24,1</b>	<b>[46,5]</b>	<b>100,0</b>

Table B32: Has learning at the workplace had a positive effect on your knowledge and skills in the following areas?

## 2 In everyday work

Has learning at the workplace had a positive effect on your knowledge and skills in the following areas? 2 In everyday work(N=230)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Getting on well with colleagues	F	73	24	28	105	125
	%	58,4	19,2	22,4	[45,7]	100,0
Using foreign languages	F	65	32	26	107	123
	%	52,8	26,0	21,1	[46,5]	100,0
Health and safety issues at work	F	37	44	42	107	123
	%	30,1	35,8	34,1	[46,5]	100,0
Making decisions	F	75	26	19	110	120
	%	62,5	21,7	15,8	[47,8]	100,0
Appreciating other cultures and values	F	51	33	33	113	117
	%	43,6	28,2	28,2	[49,1]	100,0
Doing calculations, including budgets	F	58	28	33	111	119
	%	48,7	23,5	27,7	[48,3]	100,0
Communication skills	F	94	12	12	112	118
	%	79,7	10,2	10,2	[48,7]	100,0
Preparing reports, documents etc.	F	75	21	23	111	119
	%	63,0	17,6	19,3	[48,3]	100,0
Confidence in public situations	F	75	19	23	113	117
	%	64,1	16,2	19,7	[49,1]	100,0
Using IT (software, computers, www)	F	85	17	14	114	116
	%	73,3	14,7	12,1	[49,6]	100,0
Solving Problems	F	93	12	11	114	116
	%	80,2	10,3	9,5	[49,6]	100,0
Working in a team	F	80	21	12	117	113
	%	70,8	18,6	10,6	[50,9]	100,0
Using machines and technology	F	69	30	19	112	118
	%	58,5	25,4	16,1	[48,7]	100,0
Expressing myself well	F	72	27	16	115	115
	%	62,6	23,5	13,9	[50,0]	100,0
<b>Total</b>	<b>F</b>	<b>1002</b>	<b>346</b>	<b>311</b>	<b>1561</b>	<b>1659</b>
	<b>%</b>	<b>60,4</b>	<b>20,9</b>	<b>18,7</b>	<b>[48,5]</b>	<b>100,0</b>

Question 31/1

Table B33: Has learning in the workplace had a positive effect on your quality of life in the following areas?

1 Through organised courses

Has learning at the workplace had a positive effect on your quality of life in the following areas? 1 Through organised courses(N=270)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Connecting with the natural environment	F	13	63	49	105	125
	%	10,4	50,4	39,2	[45,7]	100,0
Health and lifestyle (e.g. diet, sports)	F	26	60	39	105	125
	%	20,8	48,0	31,2	[45,7]	100,0
Living in a multicultural society	F	38	50	38	104	126
	%	30,2	39,7	30,2	[45,2]	100,0
Work-life balance	F	36	57	32	105	125
	%	28,8	45,6	25,6	[45,7]	100,0
Leisure and recreation	F	23	61	39	107	123
	%	18,7	49,6	31,7	[46,5]	100,0
Community life and voluntary activities	F	17	61	47	105	125
	%	13,6	48,8	37,6	[45,7]	100,0
Family and personal life	F	30	55	39	106	124
	%	24,2	44,4	31,5	[46,1]	100,0
Positive working environment	F	58	34	31	107	123
	%	47,2	27,6	25,2	[46,5]	100,0
<b>Total</b>	F	<b>241</b>	<b>441</b>	<b>314</b>	<b>844</b>	<b>996</b>
	%	<b>24,2</b>	<b>44,3</b>	<b>31,5</b>	<b>[45,9]</b>	<b>100,0</b>

Question 31/2

Table B34: Has learning in the workplace had a positive effect on your quality of life in the following areas?

2 In everyday work

Has learning at the workplace had a positive effect on your quality of life in the following areas? 2 In every day work (N=230)		YES	NO	NOT APPLICABLE	N	
					Miss	n
Connecting with the natural environment	F	20	58	38	114	116
	%	17,2	50,0	32,8	[49,6]	100,0
Health and lifestyle (e.g. diet, sports)	F	29	59	28	114	116
	%	25,0	50,9	24,1	[49,6]	100,0
Living in a multicultural society	F	41	45	32	112	118
	%	34,7	38,1	27,1	[48,7]	100,0
Work-life balance	F	35	57	25	113	117
	%	29,9	48,7	21,4	[49,1]	100,0
Leisure and recreation	F	22	61	33	114	116
	%	19,0	52,6	28,4	[49,6]	100,0
Community life and voluntary activities	F	18	60	39	113	117
	%	15,4	51,3	33,3	[49,1]	100,0
Family and personal life	F	27	59	30	114	116
	%	23,3	50,9	25,9	[49,6]	100,0
Positive working environment	F	64	31	22	113	117
	%	54,7	26,5	18,8	[49,1]	100,0
<b>Total</b>	F	<b>256</b>	<b>430</b>	<b>247</b>	<b>907</b>	<b>933</b>
	%	<b>27,4</b>	<b>46,1</b>	<b>26,5</b>	<b>[49,3]</b>	<b>100,0</b>